

**HISTORICAL DEVELOPMENT OF VOCATIONAL AND TECHNICAL
EDUCATION AT THE SECONDARY SCHOOL LEVEL IN KWARA STATE
FROM 1967 TO 2012**

BY

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**A Thesis submitted to the Department of Arts Education, Faculty of Education,
University of Ilorin, Ilorin, Nigeria**

**In Partial Fulfilment of the Requirements for the Award of Doctor of
Philosophy Degree (Ph.D) in History and Policy of Education**

June, 2015

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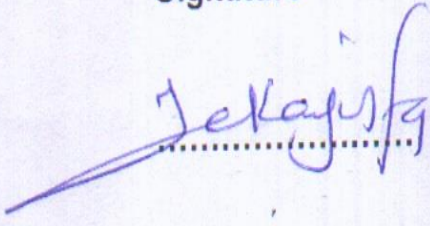
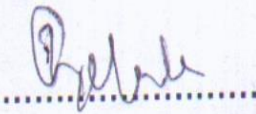
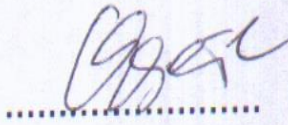
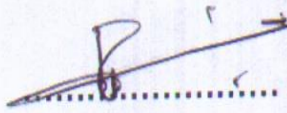
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CERTIFICATION

We, the undersigned Internal Examiners, hereby certify that MOLAGUN, Heline Mosunmola (81/3162) has satisfactorily effected all the necessary corrections pointed out to her during the Oral Examination of her thesis entitled "Historical Development of Vocational and Technical Education at the Secondary School Level in Kwara State from 1967 to 2012" held on 11/06/2015 and recommended that she be awarded the degree of Doctor of Philosophy in History and Policy of Education.

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DEDICATION

This work is first and foremost dedicated to God who has been my helper, my teacher, my refuge and my dwelling place. He is the one that has made it possible for me to complete this programme. By His infinite mercy, He spared my life and gave me the power, the grace and the strength to face and tackle all the challenges that came my way while the programme was on. May His wonderful name be praised and be glorified forever in Jesus name.

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ABSTRACT

Vocational and Technical Education (VTE) are avenues for attainment of self-reliance and technological advancement. The seriousness attached to VTE in the Pre-Colonial era was altered by the British colonialists. VTE development was greatly aided after 1960 by different commission reports and the National Policy on Education. The study investigated into the historical development of Vocational and Technical Education at the secondary school level in Kwara state from 1967 to 2012. The specific objectives were to investigate: (i) the origin of VTE; (ii) the implementation of VTE curriculum; (iii) how VTE has been funded; (iv) availability of VTE staff; (v) supply of facilities for effective teaching of VTE; and (vi) challenges of VTE at the secondary school level in Kwara state from 1967 to 2012.

The study adopted historical method. The sample consisted of 30 Secondary and Technical

Schools in Kwara state, four federal government colleges and 10 technical colleges were purposively selected. Balloting sampling approach was used to select 6 private schools and 10 public schools. Purposive sampling technique was used to select 180 respondents consisting of 25 principals, 60 VTE teachers, 60 VTE students, 25 guidance counsellors, 3 Ministry of Education officials, 2 VTE regulatory body officials and 5 technical college alumni. Unstructured questionnaire and interview schedule were used for data collection. Validation of data used was ensured by subjecting the documents and facts gathered into internal and external criticism using historical procedure. Descriptive statistics of percentage and bar charts were used for the study.

The presentation was organized chronologically and thematically.

The findings of the study revealed that:

- i. creation of some states from Kwara State affected the number of Technical Colleges in the State (3 in 1967, 11 in 1981, 5 from 1994). The State government established an international vocational centre at Ajase-Ipo in 2011;

- ii. VTE Curriculum expanded due to the report and recommendations that emanated from the Comparative Technical Education Seminar Abroad of 1963 and NPE's provisions. The Curriculum was also labour market focused;
- iii. VTE programmes were funded by proprietors of schools and PTA.
- iv. though VTE teachers were qualified, the number was inadequate. (1:500). Hence, students' performance was just average (below 58% between 2007 and 2012);
- v. the schools (mostly technical colleges) had some facilities but they were obsolete; 68% of the sampled VTE teachers taught theoretically;
- vi. VTE challenges included lack of Technical Education Board, inadequate supply of funds, teachers and facilities (36.6% of the sampled 15 junior secondary schools installed their intro-tech equipment). Lack of funds also hindered regular accreditation.

The study concluded that VTE has developed in the state but the desired quality has not been attained due to some age-long barriers. A major implication of these findings is that the full potential of VTE for manpower development is yet to be fully explored in Kwara State. It was recommended, among others, that stakeholders should adequately fund, staff, equip, enlighten parents on VTE potentials and ensure that Technical Education Board is established in the State.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The place of education in the development of any nation cannot be over emphasized. Education is widely recognized as the process of acquiring knowledge, skills, ideas and values that are necessary for an individual to fit perfectly into the society and also contribute meaningfully to the development of that society. Since every human endeavour needs one form of knowledge or the other, there is always the need for a proper transmission, acquisition and application of the knowledge that is acquired. It is this which guarantees development in the society.

Education is an avenue for the acquisition of skills, values and knowledge that are needed for self - actualization and all that are necessary for coping with life's problems. Considering education from etymological perspective. Osokoya (1987) saw it as the leading out and the development of the in-born powers and potentiality of an individual.

Molagun (2006a) considered education from the widest perspective. She saw it as a process which takes care of the all-round development of man especially the social, moral, spiritual, intellectual, physical and emotional aspects of life. According to her, education serves as an avenue for making man literate and proficient in a given job and also helps him to fit well into the society where he lives.

In line with Pestalozzi, a Swizz philosopher's submission, Molagun (2006c) holistically considered education as the development of the three Hs of man. These Hs are the Head, which represents the intellectual development of man, the Heart, representing the moral development aspect and the Hand, which stands for man's physical development.

Education is therefore basically an avenue for taking care of man's development in all ramifications. Education is the process through which individuals are made sound enough to become self-reliant and a contributor to the emancipation of the entire society from primitivity to high level development (Molagun, 2003).

The importance of education to the overall development of man cannot be overemphasized. Stressing the importance of education, Somolu (2010) explained that education reduces social vices, re-orientates the youths and helps to train them in

core values. It is the gate way to inter-generational equity, civic engagement and democracy building.

Education also prepares the recipients for further membership and participation in the maintenance, growth and development of society. It is also not an over statement to say that no worthwhile development can take place in any society unless the citizens are given sound education and are fully equipped to use the acquired education as a tool for solving all problems being faced in the society thereby bringing about a meaningful change and positive progress into that society.

Mayer (1966) recognized education as the surest solution to the world-gamut of problems. He stressed that the world has been consistently threatened by chronic problems such as bigotry, intolerance, illiteracy, corruption and the rapid expansion of the gap between the haves and the have-nots. He saw revolution and war as weak strategies in solving these myriad problems. According to him, revolutions carried out in the past merely encouraged oppression from tyrannical governments and the changes that followed were not based on ethical principles.

While war has never been a good option in the sense that it has always brought an unparalleled nightmare on humanity, the best option identified by Mayer (1966) for solving the problems is education. He stressed that though education works slowly in an evolutionary manner, it remains the major avenue for solving society's perennial problems. This shows that although education does not create a sudden Utopia and offers no magic remedies, it awakens man to his creative responsibilities. It is also man's formidable tool for survival and removal of ignorance. It eradicates illiteracy, it enhances peaceful co-existence, moral uprightness and self reliance.

Nigeria as a country has since identified and adopted education as an instrument par excellence for effecting the desired national development (FRN, 2004a). This is indeed a laudable and giant step though, only functional-oriented educational programme can truly usher in meaningful and lasting national development. Molagun (2007) saw functional education as a systematic study of techniques for making and doing things through what can be regarded as vocational education which is purposely designed to make individuals fit for gainful employment in recognized trades as semi-skilled workers or professional.

Considering the word vocation from etymological perspective, the American dictionary of the English Language presented it as having originated from the Latin word 'vocatio' which means a call, business, career or profession, a trade as well as mechanical occupations. While the word technical originated from the Greek word 'Techne' meaning skill, craft or the way, manner and means by which something is done. It involves manipulation of set of tools and other devices.

Olaitan (1978) saw functional education as vocational and technical education type of education which he explained as that part of total experience of the individual whereby he learns successfully to carry on a gainful occupation. Vocational education involves the development or acquisition of skills, knowledge and attitudes required for success in any useful occupation especially practical-oriented ones.

In his own contribution. Ajiboye (2000) clearly stated that Vocational and Technical Education are the main functional avenues for national development. He considered vocational and technical education from the biblical perspective. Quoting from 1 Thessalonians 4:11 which says that " whatever your hands finds to do, do it and work with your own hands", he stressed that vocational and technical education have to do with not keeping the hands idle but to do something legitimate that would keep the body and soul together. A vocation is therefore what one does with his/her hands, to earn a living. The scope of vocational education within the formal setting include Agricultural education. ICT/Computer Science, Business and Office education, distributive trades entrepreneurship programmes, industrial occupations as well as Fine-Arts and Home Economics. (Ekpenyong, 2005)

Undoubtedly. Vocational and Technical Education are as old as man on earth. VTE started with man in the Garden of Eden where he was groomed in the horticultural activities. This vocational endeavour is now referred to as agronomy and management of field crops. The same man in the Garden of Eden named and took care of the animals in the livestock unit of the farm and mastered the consumable as well as the forbidden fruits too. (Holy bible Gen 2:15, 19-20). The trend in the grooming of man along the vocational and technical direction has since continued everywhere. Vocational and Technical Education in Nigeria can be traced to the pre-colonial, colonial and post-colonial periods. Though pre-colonial Nigeria was a non-literate society. Nigeria, like other African communities developed and perfected her system of vocational and technical education. The youths were exposed to different

types of trade and craft, such as blacksmithing and goldsmithing, basket making, painting, wood carving, professions like traditional medicine while traditional building technology was also part of the unwritten curriculum.

Fafunwa (1974) opined that pre-colonial Nigerian youths were exposed to vocational agriculture in form of farming, fishing and animal husbandry. Awoniyi (1979) and Fafunwa (1974) explained that the teachers then were the parents, relatives and all the adult members of the society while some of the trades were acquired through the apprenticeship system given by the master craftsmen.

It is to be noted that though Vocational and Technical Education were not institutionalised in the pre-colonial days, they were truly lucrative and highly embraced because the education helped to forestall hoodlumism, unemployment and poverty. The education served as a medium for the production of a self-reliant society.

The 6-3-3-4 system of education was embarked upon in Nigeria, as means of meeting the technological needs and aspirations of the masses and for the nation to rank high among other world nations. Without mincing words, Vocational and Technical Education has always been talent and potential discovery avenues. Unfortunately, this education has been embraced with great reservation and coldness of heart since the introduction of western education to Nigeria.

It could be recalled that the missionaries that came to Nigeria in 1842 were out to pursue their ecclesiastical assignments. Commenting on the activities of the Christian missionaries in Nigeria, Adeyinka (1973a) stressed that it was not the intention of the missionaries to introduce formal education but that necessity for it arose as they realised that their evangelical efforts would likely become abortive and impeded as a result of their inability to communicate the gospel effectively to the people due to language barrier, hence, the exposure of the people to the rudiments of education.

Alloy (1988) clearly stated that the goals of the missionaries were to produce bible readers, catechists, interpreters, teachers of the bible, cooks and servants who would help in the mission houses. The curriculum of the early mission schools therefore focused on bible related courses and the teaching of Reading, Writing and Arithmetic, the three subjects that were then popularly referred to as the three Rs, (Fafunwa, 1974).

Education beyond the primary level was initially out of the focus of the missionaries, likewise the development of Vocational education. Adesina (2005) commented that the first set of mission secondary schools would not have been set up if not for the demands made by the influential church members, the rich merchants and the Nigerian elites who had acquired education abroad and have known the importance of secondary education to national development.

It was the agitations of Nigerians for the production of professionals and self-reliant individuals together with the conviction that the missionaries later heard that secondary school leavers would do better than primary school leavers in the propagation of the gospel that eventually compelled them to establish some secondary schools. First was the Church Missionary Society (CMS) Grammar school established in 1859 in Lagos followed by Saint Gregory's College which was opened in Lagos in 1878 by the Roman Catholic Mission. The Wesleyan Methodist also opened the Boy's High School in Lagos in 1878 and in 1885 the Baptist Mission founded the Baptist Boy's High School in Lagos.

The curriculum of these early secondary schools and some others that were later opened before the end of the 19th century was patterned exclusively after its English counterpart. Alloy (1988), Osokoya (1987), Fafunwa (1974) and Adeyinka (1973a), pointed out that emphasis was heavily laid on the teaching of British literature. British History, Geography of Britain. Religious studies and some European languages such as Greek. Latin and German. Adesina (2005) lamented that vocational education upon which the survival of individuals and society depended was not included until the latter part of the nineteenth century. What Nigerians were treated to, at this period, was very remote to their immediate environment and aspirations. It was this ugly situation that precipitated Fafunwa (1974) to assert that vocational and technical education had a slow start and developed less quickly than other forms of education in Nigeria.

However, by the middle of the nineteenth century, the Christian missions were able to establish a few self-supporting institutions which combined both literary and industrial education. First was Blaize Memorial Industrial Institution established by Church Missionary Society in Abeokuta in 1852. The institute was to train carpenters, printers and brick makers. The same body later opened Hussey Charity Industrial Institute in Lagos in 1890. The Roman Catholic Mission also opened an agricultural

school in Topo, Badagry in 1876 while Hope Waddell Institute was founded in Calabar by the Church of Scotland Mission in 1895.

The curriculum contents of Hope Waddell Institute were highly commended by Fafunwa (1974). He saw it as a singular departure from the purely literary education that Nigerians were hitherto exposed to. The school among others added practical courses like printing, carpentry and mechanics to its literary curriculum.

A critical assessment of what obtained in the industrial institutes however revealed that the wide range of subjects taught was not matched with in-depth teaching. Fafunwa (1974) and Ajayi (1965) asserted that the attention paid to the teaching of vocational subjects was peripheral in nature. This observation was in line with the regular criticisms made by the secondary school inspectors who lamented that what the schools focused on was not good enough for the economic emancipation of the Nigerian society.

Commenting on the lapses of the Industrial schools, Taiwo (1982) noted that the textbooks prescribed for the schools were either not available or not suitable at all. He added that undue attention was also paid to success in examinations while the acquisition of manual skills was sparingly attended to. It is sad to note that some of the industrial schools were short lived while those that remained were unpopular because vocational and technical education were looked down upon by the natives as a kind of inferior education that would not accord them important positions like those that opted for academic literacy which qualified them for white-collar jobs.

What should be noted at this period is the fact that society's attitude was really bad and too biased towards vocational education. Adesina (2005), Fafunwa (1974) and Adeyinka (1971) stressed that Nigerians' lack of affinity for vocational education and their feet-dragging attitude towards it was borne out of their preference for white collar jobs oriented courses. Nigerians felt that white collar jobs were more dignifying than vocational courses which they saw as dirty job subjects.

Apart from the observations made above, the few industrial institutes were regarded as places set up for non-achievers who could not gain admission into secondary grammar schools as a result of their poor performances in the entrance examination. As a result of this, only a few parents were happy to see their children

being selected into the industrial institutes. The British Colonialists that came to Nigeria towards the end of the nineteenth century were also cautiously reluctant to get involved in the provision of vocational education because they were not ready for anything that was economically demanding. They also lacked the required manpower needed to manage such educational endeavours. The situation was further complicated by the fact that most of the colonial administrators were literacy men and women. That is, people who studied the classics at the British Universities. Adesina (2005) attributed the lukewarm attitude of the colonialists towards vocational education to their belief that the posts which Nigerians were motivated to occupy only demanded for the acquisition of purely literary courses.

These lapses were confirmed by the Phelps Stoke Commission's report of the early 1920s. The Commission did not discover anything highly commendable in the educational activities of the colonial government in Nigeria. The report of the commission revealed that not much was done by the colonialists in the area of making education relevant to the needs and aspiration of the people. The literary education and the undue emphasis on success in examination as pre-requisite for qualification for the meagre financial assistance from the government as well as the foreign nature of curriculum contents were heavily criticised by the Commission (Adesina, 2005).

On the development of vocational education, the Commission recommended that education in Africa should be developed along vocational and agricultural lines. It was the Commission's report that gave birth to the memorandum on Education in British Tropical Africa in 1925. This memorandum without mincing words was the first policy paper by the colonial government that made categorical statements on the issue of vocational education (Adesina, 2005).

Unfortunately, the clearly stated and laudable objectives, pronouncements and paper work of the memorandum were not matched with any meaningful action. The recommendations on vocational education which stemmed out of Phelps Stokes report were not implemented but remained a mirage until the 1930s when as a result of economic depression that engulfed the whole world, the colonial government had to embark on departmental training for Nigerians to fill the vacuum created by the exit of some serving European Administrators. The railway, marine, veterinary, agricultural departments and some others therefore served as avenues through which the indigenes were made vocationally competent as middle level skilled workers.

The recommendation made by Mr. E. R. J. Hussey, the Director of Education in the 1930s for a three tier system of education namely, the elementary (primary), secondary and vocational institutions as measures to further ameliorate the bottlenecks created by the economic depression contributed in some measures to the development of vocational education in the country. It was this recommendation that eventually led to the establishment of Yaba College in 1932 (Taiwo, 1982).

However, Fafunwa (1974) argued that though Hussey had good intentions for the Yaba College, ironically, those admitted were tailored outside their interest. He also added that the number of prospective places in the various government departments determined the number of students admitted into college. This shows that the peoples' aspiration were not fully met since the administrators were not interested in training just: a few that were needed in the various departments

A forward-looking report that aided the development of vocational education in and beyond the colonial days was the Ashby Report of 1960. The Commission was appointed to conduct an investigation into Nigerian's needs over the then next twenty years (1960 - 1980). The Commission condemned the literary education that Nigerians have received for decades and stressed the need to adopt vocational education as a matter of urgency. Taiwo (1982) postulated that "the Ashby recommendations gave stimulation to vocational and technical education in Nigeria" (p. 142).

One of the steps taken by Nigerian government which stemmed out of Ashby Commission's recommendations was the setting up of a two-man Commission (Counce and Coltier's Commission) to review the needs of the country in the area of vocational and technical education below the professional level from 1961 to 1976. It should however be noted that though the review carried out by the latter commission led to some amendments in the school curriculum, it was not too pragmatically pursued. Fafunwa (1974) confirmed this when he stated that until the middle of 1960s, Nigerian secondary school curriculum was yet very remote to the needs of the people and still far from what was needed for technological advancement of the nation.

A viable, positive, and revolutionary approach to solving the perennial problem of purely literary secondary school curriculum was the call for a National

Curriculum Conference to review and provide appropriate curriculum for Nigerian schools. The conference which took place between 8th and 12th September 1969, made relevance of the curriculum to the needs and aspirations of Nigerians its watchword while a balance between literacy and vocational technical education was to be ensured.

Fafunwa (1974) while quoting recommendation 2iii of the National Curriculum

Conference puts it thus: "the acquisition of appropriate skills, abilities and competencies of both mental and physical nature and equipment for the individual to live in his society (p.232). The conference, among other things also recommended that all Nigerian secondary schools should gear their curriculum towards vocational and technical training. The recommendations were adopted and printed and revised by the Federal Government of Nigeria in 1977 and 1981 respectively culminating into the 6-3-3-4 system of education; that is. six years in primary, first three years tier in junior secondary which, is loaded with pre-vocational courses and second three years tier in Senior Secondary School which is also loaded with several vocational courses and four years tertiary education (FRN, 2004a).

The provisions made for secondary education in the policy allowed that if students could not cope with the remaining three years in senior secondary, he or she could go to technical college. The Universal Basic Education (UBE). a multi sectoral community based education which was also launched in 1999 led to the modification of the educational structure to read 9-3-4 system of education. Both the primary and the junior secondary sections have been merged into nine years basic education. The programme among other things is aimed at equipping the recipients with the basic knowledge, skills and abilities to:

i. Live meaningfully and be fulfilled in life.

ii. Contribute to the development of the society, etc (FME. 1999a)

It should be noted that the provisions made for the development of vocational and technical education in the National Policy on Education as well as the Universal Basic Education (UBE) policy document were good enough for the reduction of the perennial problem of pursuance of literary education, unemployment, poverty and total dependence on foreign countries for Nigerians' needs. However, Fafunwa (1974) lamented that the practical and self-reliant oriented courses provided for in the policy documents were not enthusiastically embraced by Nigerian youths because the tradition of love for literary education yet continued. Apart from that, lack of basic infrastructure facilities especially workshops and laboratories served as major impediments to the promotion of Vocational and Technical Education at this time. It is also sad to note that most of the introductory technology equipments imported into the country were dumped un-housed just to satisfy political god-fathers. There was also the problem of lack of political will to enforce the implementation of VTE aspects of the NPE.

Adesina (2005) confirmed Fafunwa's (1974) submission when he stated that a major disturbing feature of Nigerian secondary schools close to 1970 was the imbalance in the distribution of students between the grammar schools and the vocational-technical schools. According to him, the ratio as at 1955 was one secondary vocational school to twenty-two grammar schools while that of pupils was ratio two to thirty-three.

In his own submission on the present state and focus of technical and vocational education in Nigeria, Towe (2011) posited that Vocational and Technical Education were not fully embraced even in the 1980s and 1990s in Nigeria. He argued that between 1984 and 1998 for instance, only an average enrolment of forty-three thousand trainees had been recorded in the one hundred and thirty-eight (138) technical colleges accredited by the National Board for Technical Education (NBTE).

It should therefore be noted that though, the Nigerian government has taken some vital steps since 1960 to bring about a definite change to the acquisition and desire for purely literary education and to emphasise the need for Nigerians to embrace a more viable, practical, self-reliant and self-employed oriented education, a miracle would be needed according to Fafunwa (1974) to change the attitude of the people towards vocational education which they saw as labour intensive, pain-generating and dignity reduction courses since the colonial days.

Locale of the Study

The study covered the entire Kwara State. The study investigated into the concrete efforts being made by the Kwara State Government and other educational agencies toward the development of vocational education at the Secondary School level in the state between 1967 and 2012. The researcher chose 1967 as the starting point for the study because that was the year when the state was created.

The period chosen was seen and found necessary and adequate for a study of this kind because it is expected that a lot of development ought to have taken place in all segments of education for a period of forty-five (45) years. This would also allow for better historical analysis.

The political administration of Nigeria all the time of her Independence from colonial rule in 1960 was based on regional structure. In other words, there was then in existence a federation comprising the Federal Government and three self-governing regions, namely, the Western, Eastern and Northern regions respectively.

However, in 1963, a fourth region, the Mid-Western region was created. On the 15th of January, 1966, Nigeria experienced a devastating military coup d'etat. It was this coup that brought Major General Agunyi Ironsi to power. Another coup that followed in July 29th, 1966 brought Lt. Colonel now retired General Yakubu Gowon to power.

It was as a result of the political disturbances in the country and the imminence of a civil war that then Lt, Colonel Gowon, on 27th May, 1967, promulgated Decree 14 which re-structured the four regions into twelve states. One of the newly created states then was the West Central State which was later re-named Kwara State after the local name of river Niger with its Capital in Ilorin. The capital city is 306 kilometers away from Lagos and 500 kilometres from Abuja, the Federal capital territory.

At its creation in 1967 the State was made up of the former Ilorin and Kabba Provinces of the Northern region of Nigeria. However, between 1976 and 1991, the size of the state reduced considerably as a result of the carving out of some parts which were merged with part of Serine and Plateau State to form the present Benue State on February 1976. Also, on August 27, 1991, three local government areas namely Oyi, Yagba, Okene, Okehi and Kogi were also excised to form part of the

present Kogi State while Borgu local government area was equally merged with Niger State.

As at the time of this report (2012), the state was headed by Governor Abdulfatah Ahmed. The state has a land area of about 32,500 square kilometres and has a population of over 1.5 million made up of four main ethnic groups namely Yoruba, Nupe, Fulani and Baruba. The state shares boundaries with Ekiti, Oyo, Osun, Kogi and Niger States. It also has an international border with the Republic of Benin along the North western part in Baruten Local Government Area.

The State is blessed with several resources such as limestone, marble, kaoluri, gold, granite and so on. The state is currently divided into sixteen (16) local government areas and forty six (46) district councils (Kwara State Official Diary, 2004a).

The major occupations of the people for ages have been farming, trading and local crafts. However, with the introduction of western education into the state and the entire nation by the Christian Missionaries and the Colonial Masters that followed later, there arose an unquenchable demand for white collar jobs which the people felt were more dignifying than what they perceived to be dirty job especially the agricultural pursuit. Apart from this, political opportunities and business of diverse types were seen to be more prestigious and socially attractive above the traditional occupations as well as Vocational and Technical oriented jobs.

Most of the people are interested in the acquisition of western education as a channel for getting the much desired white collar jobs. Records gathered from Kwara State School Census Report 2010 - 2011 showed that the state presently has 509 Junior Secondary Schools with a population of 98,668 students. There are also 379 Senior Secondary Schools with a population of 99,326 students. It is sad to note that out of the 379 Senior Secondary Schools, only 5 are Technical Colleges.

The old notions expressed by Adesina (2005), Osokoya (1987), Taiwo (1982) and Fafunwa (1974) that Nigerians were highly

lukewarm towards the promotion and acquisition of VTE seems to be prevalent in the state, judging by the number of Technical Colleges established in the state. Education that will make a man to become a mechanic, bricklayer, carpenter, and the like are equated by Nigerians with becoming a road-side mechanic or an unschooled carpenter or bricklayer (Alloy 1988). The state government has not relented in promoting VTE but the efforts could be equated with a drop of water in an ocean. Much is yet expected.

The interest expected to be displayed by Nigerians in Vocational oriented subjects has not been shown. The researcher is therefore interested in revealing the overall progress that has been made over the years in the area of Vocational and Technical Education at the Secondary School Level in Kwara State. Findings of the study would spur the state government into taking vital steps toward the development of this identified source of economic boosting and self reliant education in the state.

Statement of the Problem

Historical records on the development of vocational and technical education revealed that the trend of lukewarmness towards vocational education has continued for a long time. Adesina (2005), Aiabi (1990), Osokoya (1987). Taiwo (1982) and Fafunwa (1974) attested to the fact that neither the Christian missionaries, the British colonial masters nor the Nigerian political leaders gave the desired total attention to vocational and technical education, as a vital strategy for the attainment of a permanent self-reliant society.

The non-challant attitude displayed by Nigerians was based on the erroneous belief that vocational education was meant for people with low mental ability. As a result of this, vocational education was not accorded any dignity. To correct this negative attitude and promote functional and practical education, the 6-3-3-4 system of education ensured that secondary education was made pre-vocational at the junior secondary level while full provision was made for vocational courses at the senior secondary level. This arrangement has been further enhanced through the UBE programme.

The emphasis on vocational and technical education at the two segments of secondary school according to Aiyepoku (1989) would de-emphasise grammar school

curriculum in favour of technical, vocational and commercial subjects which are very crucial to the nation's needs and aspirations for a technological take-off.

All Nigerian states were expected to have encouraged the teaching of vocational subjects the more since 1982 when the secondary segment of the National Policy on Education was implemented. This ought to have brought about a reduction in the problem of unemployment and promote self-reliance in the states and in Nigeria at large. Since the state governments nation-wide have remained the main provider, controller, and developer of secondary education in an Nigeria, there is not only the need to find out how and what Kwara State government has done towards the implementation of the VTE segment of the National Policy on Education but also how the Government has provided and promoted vocational and technical education in the state since the state was created in 1967.

There is the need to throw some lights on how VTE has gradually developed in Kwara State, the efforts made by the state government in terms of provision of what it takes for VTE to be properly pursued and the problems that have hindered the effective development of VTE at the secondary school level in the state.

Researches have been carried out on the development of education (VTE inclusive) and several educational issues and problems in Nigeria and in Kwara State. Mahmud (1986) for instance, worked on "The Ministry of Education, Planning and Policy Implementation in Technical Schools in Kaduna State. Though Mahmud did not indicate the research type adopted, the instrument used included questionnaire and personal interview of teachers, Ministry of Education Officials etc. His findings revealed that Kaduna State Ministry of Education Planning and Policy Implementation in Technical Schools was faced with diverse problems such as lack of teachers, poor funding and lack of relevant facilities. Alabi (1990) studied Issues and Problems of Implementing the 6-3-3-4 system of Education with special reference to Technical Education in Oyo State from 1977 - 1987. He adopted the historical method but his focus was on Oyo State. His work was primarily on the Implementation of the Technical Education aspect of the 6-3-3-4 system of Education starting from when the policy was formulated in 1977. The findings of Alabi, like that of Mahmud showed that the teaching of Technical Education Programmes was given some attention in Oyo state though some teething problems such as lack of teachers, funds and facilities were recorded.

The present study is wider in scope in the sense that it was not limited to how the developed right from the 1960s to 2012 not in Kaduna state, and not in Oyo state but at the secondary school level in Kwara State from 1967 to 2012

Salau (2004) researched into "Relationship among policy Guidelines Implementation and Effectiveness of Vocational Education Programmes in Kwara State Colleges of Education". It is to be noted that though, Salau's work centered on Vocational Education in Kwara State, it focused on Colleges of Education study while the present study centred on Secondary School level. Salau's work was a correlational study while this study was an historical study. His work minimally touched on the historical development of VTE as a starting point. It also concentrated on VTE teacher education in colleges of education while this study looked into various aspects of VTE including training and supply of teachers for effective development of VTE at the Secondary School level. This study is therefore wider in scope than Salau's work. The level of education covered is also different from that of Salau.

While Ajiboye (2000) worked on "The problem facing the teaching of Vocational Agriculture in Secondary Schools in Ilorin Metropolis", Babafemi (2000) also researched into "Technology Education towards improved performance of Introductory Technology in Ilorin Metropolis". The two studies were limited to Ilorin Metropolis and not the entire Kwara state though they were carried out at the Secondary School level. Moreover, the studies were limited to single subject under the Vocational and Technical Education, focusing more on the problems associated with the teaching of the two subjects, that is, Agricultural Science and Introductory Technology. The two studies were not historically conducted and not all the issues under VTE were considered.

The present study embraces several of the VTE programmes. The present study covered VTE students' enrolment, performances, VTE quality assurance strategies, VTE examining bodies, funding, provision of staff, facilities. Enlightenment strategies, etc. It was not limited to the problems facing the teaching of the subjects but how VTE in its entirety developed at the secondary school level in Kwara State between 1967 and 2012. The researcher investigated into the trends in the development of VTE using the historical method.

The study shed more light on virtually all the issues relating to VTE at the Secondary level of Education. The study has therefore filled the gap left by previous researchers as indicated above by undertaking an indept study of the historical development of VTE at the secondary school level in Kwara State from 1967 to 2012.

Purpose of the Study

The main purpose of this research was to trace the historical development of vocational and technical education at the secondary school level in Kwara State from 1967 to 2012. Specifically, the study was undertaken to address the following:

1. The origin of Vocational and Technical Education at the secondary school level in Kwara State between 1967 and 2012.
2. Steps taken in the state towards the development and implementation of VTE curricula at the Secondary School level between 1967 and 2012.
3. The trends in the enrolment of Vocational and Technical Education Students at the secondary school level in the State in the period under review.
4. Trends in the area of funding of VTE at the secondary school level in Kwara state between 1967 and 2012.
5. Trends in the area of staffing of VTE programmes at the secondary school level in Kwara State between 1967 and 2012.
6. Supply of infrastructural facilities for the implementation of VTE programmes at the secondary school level in Kwara State between 1967 and 2012.
7. Trends in the contributions of the National Board for Technical Education towards the development of VTE at the Secondary School level in Kwara State between 1967 to 2012
8. The contributions of Federal Government Parastatals, Non-governmental organizations, organs that are associated with VTE, Community leaders, Parent-Teachers Association (PTA)

and the Industry/Business world to the development of VTE at the secondary school level in Kwara State between 1967 and 2012.

9. The extent to which parents were enlightened on the prospects of VTE and how students have been guided to have positive attitude towards the acquisition of VTE at the secondary school level in Kwara State in the period under consideration.
10. Methods of evaluating VTE programmes at the Secondary School level in Kwara State between 1967 and 2012.
11. Challenges facing the development of VTE at the secondary school level in Kwara state between 1967 and 2012.

Research Questions

In the light of the specific purposes stated above and to give proper focus to this study, the following research questions were raised to guide the researcher in her investigations.

1. How did Vocational and Technical Education at the Secondary School level originate in Kwara state?
2. What were the major steps taken in Kwara state towards the development and implementation of Vocational and Technical Education curricula at the secondary school level between 1967 and 2012?
3. What were the trends in the enrolment of students of VTE at the secondary school level in Kwara state between 1967 and 2012?
4. What had been the pattern of funding for effective development of VTE at the secondary school level in Kwara state from 1967 to 2012?
5. What were the trends in the supply of personnel for effective teaching of VTE programmes at the secondary school level in Kwara state between 1967 and 2012?

6. What were the trends in the provision of infrastructural facilities for the effective development of VTE programmes at the Secondary School Level in Kwara state between 1967 and 2012?
7. In what ways had the National Board for Technical Education contributed to the development of VTE at the Secondary School level in Kwara State between 1967 and 2012?
8. What were the contributions of the Non-governmental organizations, Philanthropists, organs that regulate VTE programmes, community leaders, the Industry/Business world to the development of VTE at the secondary school level in Kwara state between 1967 and 2012?
9. What were the steps taken in Kwara state to enlighten parents on the prospects of VTE and how has the government been guiding and encouraging the students to pursue VTE courses?
10. What were the methods of evaluating VTE programmes at the Secondary School level in Kwara State between 1967 and 2012?
11. What were the major challenges facing the development of VTE at the Secondary School level in Kwara state between 1967 and 2012.

Scope of the Study

The work is an historical study. The study traced the historical development of Vocational and Technical Education at the secondary School level in Kwara State between 1967 and 2012. The year 1967 was chosen as the starting point in order to have a detailed study and because that was when Kwara State was created. The study was therefore designed to cover a period of forty-five years. This period, 1967-2012, was considered adequate for a study of this kind because a lot of development in Secondary education where Vocational and Technical subjects are offered have taken place in Kwara State during

the chosen period. Hence, the period was considered long enough for an historical analysis. The study concentrated on the development of Vocational and Technical education in the following areas:

1. Origin and Growth of Vocational and Technical education (VTE).
2. Development and implementation of VTE curriculum.
3. Admission Policy/Enrolment of students in VTE programmes.
4. Funding
5. Staffing
6. Infrastructural facilities
7. Promotion of quality VTE through the National Board for Technical Education (NBTE)
8. Contribution of NGOs, Philanthropists and other stakeholders to Vocational and Technical Education.
9. Enlightenment strategies on the prospects of Vocational and Technical Education (VTE)
10. General performance of VTE students.
11. Challenges

The sample for the study consisted of thirty (30) Secondary Schools. That is, fifteen Junior Secondary Schools and fifteen Senior Secondary Schools/Senior Technical Colleges. The researcher administered questionnaires on sixty (60) students, thirty (30) students from the fifteen Junior Secondary Schools (Upper Basic

Schools) and thirty (30) students from the Senior Secondary Schools/ Technical Colleges.

Instead of making use of fifteen principals from Junior Secondary Schools, the researcher could only administer questionnaire on principals often (10) Junior Secondary Schools. This was because the three private Junior Secondary Schools and the two Federal Government Junior Secondary Schools sampled along with the other Junior Secondary Schools were managed by the principals of the Senior Secondary School section of the schools. In all, fifteen (15) principals of Senior Secondary/ Technical Colleges and ten (10) principals of Junior Secondary Schools making a total of twenty-five (25) principals were selected.

Other samples included sixty (60) Vocational and Technical Education teachers, two from each of the thirty sampled schools and twenty-five (25) counsellors, a counsellor from ten (10) of the fifteen sampled Junior Secondary School. This was because as noted earlier, the counsellor in charge of the Senior Secondary Schools of the two Federal Government Colleges and the Senior Secondary Section of the three private schools sampled were also in charge of the Junior Secondary School Section. The ten counsellors from the other ten (10) Junior Secondary Schools and the fifteen (15) Senior Secondary Schools made a total of twenty five (25) counsellors. The sample also included sixty (60) VTE students, two from each of the thirty (30) sampled schools.

Apart from the samples given above, three officials of the state Ministry of Education, one from the National Board for Technical Education (NBTE), and one official of the Industrial Training Fund (ITF), also formed part of the respondents for the study. The researcher also consulted five (5) old students of the Technical colleges in the state.

One hundred and eighty (180) respondents participated in the study. The breakdown of the sampled population is given below:

Sixty (60) students from the thirty (30) sampled schools, sixty (60) teachers and twenty five (25) principals were selected. Also, twenty five (25) counsellors, three (3) Ministry of Education officials, one (1) official of the National Board for Technical Education (NBTE) and one official of the Industrial Training Fund (ITF) were consulted on the development of VTE in Kwara state. Five old students of the technical Colleges in the state also formed part of the respondents for this study. The total number of respondents as earlier indicated was one hundred and eighty (180).

It is as a result of the peculiarity of the study that the sample was scaled down to one hundred and eighty (180). The study is not a survey but historical in nature. Usually, large samples are not needed for historical facts and the data that are needed in an attempt to find out what has happened in the past. Not all people can supply the data needed for the historical study, hence, the reduction of the selected sample to 180. The information usually needed from the respondents in historical research is majorly factual, so, repeating it amounts to replication of some issues.

The respondents were selected using deliberate/purposive sampling techniques. Non-Scaling Questionnaire and structured interview schedule were used to elicit information from the sampled respondents. Apart from this, as an historical research, relevant data on the development of VTE at the secondary school level from 1967 to 2012 were collected from the primary and secondary sources. These sources included government documents, reports of government sponsored commissions and committees, diaries, school records, especially log books, oral testimonies, articles and so on.

In analysing the data collected, the researcher made use of relevant statistical tools such as percentages and bar charts. The results of the study were chronologically (periodically) and thematically (topically) presented.

Operational Definition of Terms

In order to enhance the understanding of this study, the following major terms used are operationally defined:

Development: The inception or introduction of and gradual growth, accomplishment, and improvement witnessed or realized in the vocational-technical aspects of secondary education in Kwara State.

Craft: This is an object created by students who are skilled in making such objects like hand woven mats, shoes and so on.

Craftsman: Refers to technical college graduates who are very skilled in a particular craft.

Skill: The ability to do, make, create and produce objects, crafts, goods and services acquired by VTE students in school

Technician: Refers to skilled industrial workers. VTE graduates who are very good at the skill of a particular art.

Significance of the Study

The study is very significant in the sense that it would be of great benefit to Kwara State government, teacher training institutions, secondary school teachers, examination bodies, the business and industrial world and parents as well.

The study is also very significant because the outcome would definitely help the Kwara State Government to objectively assess its performance over the years regarding the provision and promotion of Vocational and Technical Education in the state. It would equally expose the State Government to some of the perennial problems that have consistently impeded the realization of the goals of Vocational and Technical Education in the areas of funding, facilities, and so on, thereby making it possible for the state government and other stakeholders in the education industry to take more rational and viable decisions and pragmatic solutions to identified problems.

The study is of great significance because the outcome would enable the people in the educ12

Source: Federal office of statistics, Lagos

Table one above shows that though some improvements were made in the provision of secondary technical institutions in terms of quantity and students' enrolment, nevertheless, the gap between the two types of secondary school had consistently remained the same over the years. The gap was so wide in 1973, thirteen years after the country became independent. While there were 1,484 secondary grammar schools with a total number of 448,900 students in 1973, there were only 89 secondary technical schools with an enrolment figure of 22,588 students. Table 2 below further reveals government luke-warm attitude towards the development of technical education in Nigeria. The table presents the distribution of Federal, State and Private Technical Colleges in Nigeria by geo-political zones and states. The table shows that the number of technical colleges in Nigeria is still very low. Some states has just one technical college or none at all. This show that government still have a long way to go if the gap between secondary grammar and secondary technical education is to be bridged and for technical education to be fully embraced in order to create room for speedy technological advancement of the country.

Table 2: Distribution of Technical Colleges in Nigeria by Geopolitical Zone and State

S/N	Geopolitical Zone	State	Ownership			Total
			Federal	State	Private	
0.	FCT	Abuja	1	0	0	1
1.	NORTHCENTRAL	Benue	1	1	0	2
		Kogi	0	5	0	5
		Kwara	0	5	0	5
		Nassarawa	0	1	0	1
		Niger	1	5	0	6
		Plateau	0	1	0	1
		Sub-Total	2	18	0	20
2.	NORTHEAST	Adamawa	1	3	0	4
		Bauchi	0	2	0	2
		Borno	1	2	0	3
		Gombe	0	1	0	1
		Taraba	1	3	0	4
		Yobe	0	1	0	1
		Sub-Total	3	12	0	15
3.	NORTHWEST	Jigawa	0	0	0	0
		Kaduna	1	5	0	6
		Kano	0	4	0	4
		Katsina	0	5	0	5
		Kebbi	1	2	0	3
		Sokoto	0	3	0	3
		Zamfara	0	1	0	1
Sub-Total	2	20	0	22		
4.	SOUTHEAST	Abia	1	2	0	3
		Anambra	1	1	1	3
		Ebonyi	0	2	1	3
		Enugu	0	2	0	2
		Imo	0	4	0	4
Sub-Total	2	11	2	15		
5.	SOUTHSOUTH	Akwa Ibom	1	2	0	3
		Bayelsa	1	1	0	2
		Cross River	0	5	0	5
		Delta	0	6	0	6
		Edo	1	3	0	4
		Rivers	1	3	0	4
Sub-Total	4	20	0	24		
6.	SOUTHWEST	Ekiti	1	4	0	5
		Lagos	1	5	0	6
		Ogun	1	7	0	8
		Ondo	1	3	1	5
		Osun	1	3	0	4
		Oyo	0	6	0	6
Sub-Total	5	28	1	34		
Grand Total			19	109	3	131

Source: Abimbola, I. O. (2014)

Evolution of the National Policy on Education

Close to the end of the 1960s, more Nigerian educators, individual thinkers and interest groups bemoaned the ugly situation that prevailed in Nigerian secondary schools in terms of its literary nature. The United Nations Educational Scientific and Cultural Organization (UNESCO) experts at their conference on the adaptation of secondary school curriculum in Africa held in the 1960s strongly pointed out that secondary education in Africa should no longer retain the overtly academic character but should rather cater for adaptation to suit the needs and realities of African community.

Nigerians also expressed the need for the country to borrow a leaf from the foreign countries like Japan, America, Russia and others who had used their secondary

education to produce pupils with sound knowledge of basic subjects and mastery in manual and technical subjects appropriate to the rising standard of Science and Technology (Alloy, 1988).

Nigerians specifically frowned at the learning of ancient empires like Assyria, Greece, foreign geography and the humanities and suggested subjects that should be mounted in Nigerian secondary schools such as agriculture, building technology, mechanics, engineering and so on. It was as a result of these clamours and hunger for a change that the National Curriculum Conference which was held in Lagos between 8th and 12th September, 1969 was organized to initiate diversification in the secondary school curriculum (Molagun, 2006b, Osokoya 1989, Taiwo, 1984, Fafunwa 1974).

At the end of its long deliberations, the conference came up with the bold proposal of a six - year primary course followed by another six - year secondary course divided into a three - year junior secondary and a three - year senior secondary school and lastly, four -year university education. That is, the 6 - 3 - 3 - 4 education structure for the attainment of the nation's educational objectives (NERC 1972; Alloy 1988).

Based on the report that came from the conference which was tagged "A Philosophy of Nigerian Education" and subsequent development, the Federal and State Ministries of Education put up a draft for a National Policy on Education. The draft was considered by the national council on education and the proposals for a national policy on education that came for the seminar thereafter became Government white paper which was published in March 1977 as the Federal Republic of Nigeria National Policy on Education (Taiwo, 1984). The National Policy, a 6 - 3 - 3 - 4 educational structure and a forty - nine page document was presented in thirteen sections apart from the introduction. The policy document covered various aspects of education in Nigeria. The thirteen sections covered are:

Introductory Chapter - on the proceedings for Seminars organized; National Objectives; Philosophy of Nigerian Education; Pre - primary Education; Primary Education; Secondary Education; Higher Education including Professional Education;

technical Education; Adult and Non - Formal Education; Special Education: Teacher Education; Educational Services; Administration, Planning and Finance of Education.

The National Policy on Education was revised in 1981, 1988, 2004 and 2008.

The National Policy on Education and Vocational - Technical Education in Nigeria

The National Policy on Education was fully welcomed by Nigerians who saw it as being unique in all ramifications especially when compared with the British Colonial Education which the nation was subjected to for decades. More importantly, it took care of the problem of relevance to the needs and aspirations of individuals and the society through the serious emphasis it laid on the acquisition of vocational - technical education.

The junior secondary school curriculum, a 3years programme (now the upper Universal Basic Education level) is both pre - vocational and academic in nature. The upper basic curriculum would enable each child to acquire further knowledge and skills needed to succeed in the society. Osokoya (1987) explained that the rationale for the emphasis laid on vocational education at this level was to make each recipient of education self - reliant such that students who leave school after the Junior Secondary School would go on to an apprenticeship system or some other scheme for out of school vocational training or move on to secondary Technical College to pursue vocational and technical courses at the senior secondary level.

The senior secondary and technical colleges are meant for those who are willing to have a complete six years secondary education. The curriculum was therefore designed to be highly comprehensive with core - curriculum meant to broaden students' knowledge and outlook. The core curriculum refers to the group of subjects which all students must offer in addition to their specialties. There are also vocational and non - vocational elective courses. The rationale for the comprehensive nature of senior secondary school education was to make it possible for Nigerian youths to pursue either purely academic programmes or vocational -oriented professions.

Apart from the comprehensive and vocational nature of the secondary segment of the Nation Policy on Education, Vocational - Technical Education, is also understood to be:

- i. An integral part of general education;
- ii. A means of preparing for occupational fields and for effective participation in the world of work;
- iii. An aspect of lifelong learning and a preparation for responsible citizenship;
- iv. An instrument for promoting environmentally sound and sustainable development;
- v. A method of alleviating poverty.

The goals of vocational and technical education as stated in sub - section 42 of the policy document include, to:

- i. provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels.
- ii. provide technical knowledge and vocational skills necessary for agricultural, commercial and economic development.
- iii. give training and impart the necessary skills to individuals who shall be self - reliant economically.

The laudability, viability and comprehensiveness of the 1977 National Policy on Education and the reviewed versions have been echoed by several Nigerian scholars. The comprehensive and explicit document derived its importance from the fact that it is the only educational document in the post independence era that has a universal application on Nigeria. Not only does it provide the nation with a uniform education, it also reveals government renewed interest and commitment to the promotion of education in general and vocational and technical education in particular, an aspect of education which was hitherto superficially attended to (Alloy, 1988, Osokoya, 1987, Taiwo, 1984).

The fear that Adesina (2005) however expressed was that laudable as the policy document is, especially the provision made for better development of vocational and technical education at the secondary school level, Nigerians from the colonial days had always demonstrated great interest in subjects that lead to office jobs, where files are carried and meetings are held under fully air conditioned rooms. He further stated that as indicated in the policy document, government would have to

adopt workable strategies to persuade parents and students in general on the need to have a changed attitude towards vocational -technical education which they have hitherto tagged as dirty - job oriented field.

The National Philosophy of Education and Vocational and Technical Education

The introductory paragraph of the National Policy on Education reveals an axiological and utilitarian posture. Education is utilitarianly perceived as a tool for achieving the nation's objectives. These include the building of:

A free and dynamic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy; and a land of bright and full opportunities for all citizens.

To foster these goals, education is to inculcate certain values. Two of these values which are also basic philosophies of vocational and technical education are;

- i) Shared responsibility for the common good of the society: and
- ii) Respect for the dignity of labour.

Two national educational objectives that are particularly relevant to vocational and technical education are;

- i) The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
- ii) The acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of his society (FRN, 2004a).

Undoubtedly, it is from these objectives that vocational and technical education objectives are amplified. These objectives include:

- i) To provide trained manpower in the applied science, technology and business particularly at crafts, advanced craft and technical levels.
- ii) To provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development.

- iii) To give training and impart the necessary skills to individuals who shall be self-reliant economically (FRN, 2004 Page 31).

Strategies adopted for Implementing the Technical and Vocational Aspect of the National Policy on Education

A. Provision of Blue - print for the National Policy on Education

What followed the publication of the National Policy on Education was the setting up of the Implementation Committee by the Federal Executive Council in September 1977. The committee was saddled with the responsibility of translating the Educational Policy into a workable blue - print and to develop programmes for the implementation of the sections of the policy.

Commenting on the committee's deliberations on technical and vocational education, Alloy (1988) stated that the committee recommended that every local government area should have a technical school to offer courses which should include: plumbing; electrical installation; block laying and concreting; painting and decorating; carpentry and joinery; furniture making; Bakery; Shoe - making/repairing; printing; electronics; radio and television servicing and so on. Courses to be offered should as much as possible reflect the occupational needs of the state and the immediate community.

Furthermore, the committee recommended that new syllabus that would suit the current needs of the country be produced and that at least one institution running advanced craft courses with emphasis on the training of technical teachers be established in each state

of the Federation while new technical courses should lay more emphasis on practical work than theoretical training.

B. National Workshops on the Take - off of the Secondary School Segment of the National Policy on Education

In the 1981 revised version of the National Policy on Education, the National Implementation Committee for the National Policy on Education was charged with the task of developing a monitoring system for the progress of the planned

educational evolution to ensure that infrastructures are prepared and bottlenecks removed in order to facilitate the effective and smooth implementation of all the segments of the National Policy on Education (Vocational and Technical Education Segment Inclusive) (FRN, 1981).

A national workshop was therefore organized by the Implementation Committee in collaboration with the Planning and Development Section of the Federal Ministry of Education was held in Kaduna in April 1991 on the conversion to the new 6 - 3 - 3 - 4 education system with emphasis on the inauguration of the junior secondary school from September 1982. The workshop concluded that:

- i. The course content of pre - vocational subjects should be renewed so as to allow drop -outs fit into job markets;
- ii. Government should declare instrumental subjects such as mathematics, science and pre -vocational subjects as "disaster" area;
- iii. All faculties of education, colleges of education and polytechnics in the federation should as a matter of urgency assist in the development of technical and vocational education;

On the provision of vocational and technical education teachers, which had become a perennial problem, the workshop submitted that:

- i. The state advanced teachers' colleges (colleges of education) should include technical education in their programmes with a view to producing more teachers;
- ii. The state and federal governments as a matter of urgency should organize in - service workshops and crash programmes to produce more qualified teachers while in the interim, local craftsmen are to be used to teach the pre - vocational subjects;
- iii. The industrial department centers established by the Federal Government in all states should be made to run technical teacher training crash programmes in preparation for September 1982 junior secondary school take - off; and
- iv. The technical staff of Federal Government Parastatals such as the National Electric Power Authority (NEPA), the Nigeria Railway Corporation (NRC) and

the Post and Telecommunication (P & T) should be encouraged to serve as part - time instructors in the junior secondary schools and should be suitably remunerated.

C. Developing Curriculum and Textual Materials for the Secondary' Education Segment of the National Policy on Education

To make provision for textual materials that would promote qualitative education at the secondary school level, the Comparative Education Study and Adaptation Centre (C.E.S.A.C). Science Teachers' Association of Nigeria (S.T.A.N) and the Federal Ministry of Education prepared the syllabus which was approved by the Joint Consultative Committee on Education (J.C.C) in February 1983. The same syllabus was subsequently approved by the National Council on Education (NCE) in April, 1983. The approved syllabus includes: Introductory Technology, Mathematics, Agricultural Science, Home Economics. Integrated Science, English, Nigerian Languages (Hausa, Yoruba and Igbo), Social Studies, French, Arabic Studies, Moral Education and Music.

The Federal Government also made efforts through the Comparative Education Study and Adaptation Centre (C.E.S.A.C) to organize orientation courses for teachers on the teaching of the contents of the secondary school subjects in September, 1982.

Also, in an effort to make provision for relevant curriculum and textual materials, the Federal Ministry of Education, through the Science Curriculum Department Unit of the ministry co-ordinated and published the core - content curriculum for the science subjects at the junior secondary school level. The Nigeria Book Development Council, also a unit of the Federal Ministry of Education equally aided the provision of quality textbooks for Nigerian Secondary Schools by ensuring that adequate students' textbooks and teachers' guides were supplied to schools for proper implementation of the National Policy on Education and by organizing book exhibitions with the aim of encouraging Nigerian authors and publishers. Also by aiding Nigerian Publishers to secure import license from the Federal Government to purchase of raw materials needed in the book industry and by assisting Nigerian authors who applied to the Federal Ministry of Education for financial assistance to get their books published (Osokoya, 1987).

D. Procurement of Pre - Vocational Equipment

Pre - vocational and vocational subjects cannot be taught effectively without the provision of relevant equipment. It was this conviction that made the National Council on Education (NCE), to declare that the needed equipment be purchased by the Federal Government without delay. The Federal Ministry of Education first tackled the problem on a soft - loan and co-operation agreement basis from five foreign governments namely, Sweden, Hungary, Bulgaria, Romania and Czechoslovakia. These countries aided the procurement of workshop equipment and tools for the four pre - vocational subjects' areas of woodwork, metal work, electronics and mechanics.

Osokoya recorded that the Swedish Government took the first step by furnishing one Federal Government College in Nigeria at its own expense. He added that the equipment supplied was used at a pilot pre - vocational teacher - training workshop at the Federal College of Education, Ijanikin and Lagos between 4th and 13th May, 1983. The training, which was conducted by three teacher - trainers and a coordinator from Sweden together with some Nigerian experts was attended by Vocational and technical teachers from all states of the Federation.

What followed the Swedish Government's kind gesture was the purchase and distribution of large quality of teaching equipment to the various states by the Federal Government in the 1982/83 and 1983/84 academic sessions. This action was in addition to the 19 Federal Government Colleges equipped by the Comparative Education Studies and Adaptation Centre also in 1982/83 session with three hundred and eighty thousand naira N380, 000 given by the Federal Government.

Moreover, the Military Government, through the Federal Ministry of Education in 1984 signed an agreement with three foreign commercial companies for the supply of Junior Secondary School workshop equipment to the states and the Federal Capital Territory, Abuja at the cost of one hundred and five million naira (N4 05,000,000). In order for the equipment to be properly mastered and used effectively by the teachers, the three foreign companies namely Technoimpex of Hungary. Skodaexport of Czechoslovakia and machine export of Bulgaria sent their representatives to oversee the installation of the equipment and also helped to train Nigerian teachers in handling the equipment.

E. Provision of Vocational - Technical Teachers

No matter how good an educational policy is, its successful implementation depends on the employment of the right type of teachers (Osokoya, 1987). For a proper implementation of the pre - vocational and vocational aspects of the secondary education segment of the National Policy on Education, Nigeria government was ready to overcome the problem of lack of teachers that had consistently crippled the speedy and proper development of vocational education in the country. Having realized the crucial nature of the junior secondary school stage with its emphasis on the teaching of pre - vocational subjects and a stage that determines the academic and professional aptitudes of students for streaming into where they can adequately fit in at the end of the stage, the Federal and State Governments did not only increase the number of Universities in the country but also made efforts to train technical teachers abroad.

Under bilateral arrangement, the International Labour Organization (I.L.O) on behalf of the Federal Ministry of Education helped in the training of teachers at the International Centre for Advanced Technical and Vocational Training in Italy. About 200 federal and state officers benefited from the programme between 1979 and 1988 (Taiwo, 1982; Onabamiwo, 1983).

Also, the Federal Government has since 1980 embarked on the training of technical teachers and administrators under a bilateral arrangement made with the Government of the United States of America (U SA) and Canada.

The establishment of Federal Universities of Technology also aided the provision of vocational education in Nigeria. Seven new Federal Universities of Technology were established by the Federal Government between 1980 and 1985 namely in Bauchi, Markudi, Owerri, Yola, Akure, Abeokuta and Minna respectively.

The period after the publication of the National Policy on Education also witnessed increased number of Colleges of Education established by the Federal and State Governments. An innovation brought into the development of vocational education by the Federal Government in collaboration with the World Bank in the 1980s was the establishment of Federal Colleges of Education (Technical). These colleges, together with the existing Colleges of Education and the Federal

Polytechnics have been training National Certificate in Education (Technical) teachers.

Assessment of the Development of Vocational Technical Education in the 1990s and After

The efforts made by the Federal and State Governments to implement the vocational and technical aspects of the National Policy on Education have been commended by many Nigerians. Ekpenyong (2005) and Fabunmi (1989) commended the government's attempts at promoting vocational and technical education especially through the provision of equipment, teachers, curriculum and textual materials at the secondary school level. These scholars however stressed that the best effort is yet to be made. Ekpenyong (2005) specifically explains that the pattern of enrolment at the secondary school level from 1990 to date showed that the previous trends yet prevailed.

He added that while the average secondary school enrolment as at 1995 was 4,448,991, that of technical colleges was 43,893 giving a ratio of 102 to 1 (102:1). This trend according to him has continued even in the 21st century, a period when Nigeria is aspiring to become a nation to be reckoned with in Africa and at a time when the country is aspiring to attain the millennium goals. The introduction of Upper Basic Education in 2002 was meant to re - echo and re - emphasize the importance and government determination to further promote vocational and technical education in Nigeria (FRN. 1981). However, it is sad to note that figures of enrolment in technical colleges from year 2000 continue to be poor when compared with that of general secondary school. The scenario as expressed by Ekpenyong (2005) calls for a more drastic policy in the area of vocational and technical education in Nigeria.

Enrolment trends in Technical colleges in Nigeria between 1977 to 2010 yet revealed that Nigerians still have preference for secondary grammar school. Table 2 below confirms this.

Table 3: Number and Enrolment of Students in Secondary Grammar School and Technical Colleges in Nigeria 1977 -2010

Year	Secondary Grammar Schools		Secondary Technical Schools	
	Number of schools	Students' Enrolment	Number of schools	Students' Enrolment
1977	1,928	998,967	91	36,723
1978	2,249	1,223,200	103	43,088
1979	2,769	1,469,846	142	56,492
1980	2,769	1,553,345	156	61,856
1981	4,472	1,995,417	209	71,105
1982	5,067	2,503,952	235	83,899
1983	5,317	2,899,215	208	75,392
1984	5,463	3,059,088	202	76,242
1985	5,406	2,089,22	190	72,136
1986	5,181	2,794,498	300	76,434
1987	6,092	2,934,349	240	89,536
1988	5,991	2,941,781	246	90,048
1989	5,859	2,723,791	Nil	1.179
1990	6,002	2,901,993	Nil	1,425
1991	5,860	3,123,222	208	46,083
1992	6,009	3,600,620	202	40,878
1993	5,959	4,032,083	190	72,136
1994	6,074	4,451,329	300	72,136
1995	6,429	4,448,991	240	76,434
1996	6,387	4,201,331	252	40,352
1997	6,141	3,921,664	261	43,320
1998	6,026	4,003,915	261	46,906
1999	6,292	3,844,586	261	62,651
2000	6,292	4,104,345	261	72,246
2001	6,292	4,601,105	261	74,389
2002	6,909	5,124,270	258	73,893
2003	10,570	5,701,917	258	70,860
2004	10,913	6,279,462	167	95,920
2005	10,913	6,397,581	167	93,899
2006	18,238	6,436,449	159	211,733

2007	18,238	6268160	161	262,479
2008	18,238	6888700	162	285,742
2009	19,132	7827318	162	290,483
2010	19,486	9056768	162	304,864

A recent development aimed at making vocational education more popular to students, was the conversion of some polytechnics to degree awarding institutions. Government is also making efforts to harmonize the salaries and conditions of service of university and polytechnics workers. These efforts are aimed at putting an end to the distinction between university degree and holders of Higher National Diploma (HND) which have been identified as one of the major reasons why students prefer to pursue purely academic courses at the university (Lkpenyong, 2005).

Development of Vocational and Technical Education in Kwara State

The introduction of the Universal Primary Education (UPE) in 1976 led to the establishment of more technical colleges to make room for the absorption of UPE graduates in the early 1980s. Six technical colleges were also opened in the late 1970s in addition to the existing and newly established secondary schools. The first technical college in the state was absorbed by the college of technology which was established in 1972. Hence, by 1976, the state was having eight (8) technical colleges.

Vocational and Technical Education had a very slow start in the state. As at the time when the state was created in 1967, it inherited 2 craft schools and one technical school from the Northern region. The first governor of the state Lt. Col. D. L. Bamgboye, based on the realization of the need for production of skilled workers to aid the economic development of the state did not hesitate to upgrade the two (2) craft schools Patigi and Idah to technical schools in 1972 but also provided eight (8) workshops and four (4) laboratories for the only existing technical school.

The number of technical colleges later reduced to five (5) as a result of the creation of other states out of the existing Kwara State. The funding of VTE in the state has been fair but not good enough to cater for what was needed for proper production of skilled manpower to promote and sustain the economy of the state. Government has been making efforts to provide equipments, personnel and facilities to Schools, but much is yet expected.

Vocational and Technical Educational programmes have been mounted in the Kwara state secondary schools based on the recommendations of the National Policy on Education. The state government and voluntary agencies have always preferred the

establishment of secondary schools above the establishment of vocational and technical colleges. The latter have been seen as capital intensive, hence, their preference for the former.

Regulatory Bodies of Vocational and Technical Education in Nigeria

Vocational and technical education activities are not exclusively limited to die academic institutions. Its coordination and management are carried out through government initiated organizations and bodies. Some of these agencies or bodies are:

I. National Board for Technical Education (NBTE)

The NBTE, as recorded by Alloy (1988) and Ekpenyong (2005) was inaugurated by the Federal Military Government under the retired General Olusegun Obasanjo, as a statutory body on 27th May, 1977. The board was and yet charged with the following functions:

- i. To advise the Federal Government on and coordinate all aspects of Vocational, Technical and Business education falling outside the universities, and to make recommendations on the National Policy necessary for full development of technical and vocational education as well as Business education for the training of technicians, craftsmen and other middle – level skilled manpower.
- ii. To draw up periodic master plans for the balanced and coordinated development and expansion of technical and vocational education below the university level in Nigeria.
- iii. To act as the central agency for channeling financial contributions emanating from government or other bodies to the said institutions.
- iv. To lay down standard of skills to be attained and to continually review such standards as necessitated by technological and national needs.

- v. To handle technical, vocational and Business examinations and award the Notional Technical Certificate (NTC), the National Business Certificate (NBC), Modular Trade Certificate, and so on.
- vi. To examine the courses run at each level and consider how the course structure content and methods of certification are relevant and how to make them result - oriented.
- vii. To consider the present and future demand for technical and vocational teachers and their qualifications and to make a comprehensive proposal for providing the teachers needed for the programmes. (NBTE 1981).
- viii. The board on the directive of the National Council on Education produced new curricula on technical and Business teacher education.

The aim was to provide a unified national curriculum. However, the function of producing Nigeria Certificate in Education (NCE) programmes in Business and Vocational -Technical education had since 1990 been passed on to the National Commission for Colleges of Education (NCCE) (Ekpenyong, 2005).

The Board had sought for and initiated parity between the salaries of first degree and Higher National Diploma holders. It has equally persuaded the Federal Government and the National Universities commission to allow FIND holders read for master degrees in Nigerian Universities (Ekpenyong, 2005).

II. Industrial Training Fund (ITF)

Patterned after the British Industrial Training act of the 1960s, the Federal Government of Nigeria established the ITF by Decree number 47 of October 8th. 1971 as a statutory body with the aim of:

- i. Encouraging greater involvement of employers, particularly small scale employers in the organization and development of training programmes and facilities including the establishment of group training schemes and centres in certain critical areas of economic activity.

- ii. Building of training facilities of its own, in identified area of national needs.
- iii. Organizing research and studies into training as support to other activities of the fund
- iv. The establishment of a uniform National Vocational and Apprenticeship training scheme in the country.
- v. Seeking to harmonize ITF's non-formal training programmes with the curricula of formal education institution.
- vi. Bearing a proportion of the direct cost of on-the-job and off-the-job training of Nigerian/employee (ITF 1990).

Sub - section 6 of Decree 47 of 1971 establishing the ITF makes it mandatory for every employer of labour in the country with 25 or more permanent employees to contribute a compulsory levy of 3% of their annual payroll or one half of their turnover to the fund as training levy. This levy has been reviewed severally.

According to ITF (1990), the fund, since its inception has sponsored several short-term courses and workshops. It has also developed technical and vocational education in such areas as vocational training, industrial training, Students' Industrial Work Experience (SIWES) and so on.

Vocational and Technical Education Professional Associations

I. Nigerian Vocational Association

The Nigerian Vocational Association was formed in 1970 but became active and functional from 1989. It is an association that brings together educators in the major Vocational and Technical education programmes namely teachers in Agricultural Science, Business, Home Economics, Fine and Applied Arts, and Technical Education. Membership of the association is open to all qualified Vocational teacher educators in Nigerian universities, colleges of education, polytechnics, monotronics and secondary schools.

The association has contributed immensely to the professional growth of its members through its annual national conferences where relevant papers are presented and the publication of its journal named Nigeria Vocational Journal. Members have been exposed to relevant and current ideas and have been uplifted not only socially but also academically.

II.

Nigerian Association of Business Educators

Nigerian Association of Business Educators (NABE) was formed on 30th March, 1984 at the Kongo Conference Hall of the Ahmadu Bello University, Zaria. Since its inception, NABE has contributed gallantly to the development of vocational business education in Nigeria. The central body and the state branches have had representatives in the relevant committee of a number of key policy making bodies such as the Joint Consultative Council on Education, the West African Examination Council and the National Board for Technical Education. The association has equally catered for the cross - fertilization of ideas and professional growth of its members through annual seminars, conferences, workshops and through its journal (Business Education Journal) where members' research findings and other theoretical contributions are published.

III. Nigerian Association of Teachers of Technology (NATT)

This association which is a sister organization to NABE came into existence in the mid - 1980s with the aim of catering for the professional need of teachers of industrial technical education. Its objectives are very much alike to those of NABE. Technical education teachers particularly at the secondary school level are expected to be influenced positively through the activities of this association.

Problems Plaguing Vocational and Technical Education in Nigeria

Several reports from commissions set up during the colonial era and after 1960 together with researches and publications in Nigeria have given a true picture of the problems that have bedevilled the development of VTE in the country. Badaru (2006), Adesina (2005), Ekpenyong (2005), Babafemi (2000), Ajiboye (1990), Alabi

(1990), Mahmud (1986), Fafunwa (1974) and some other scholars have identified the following problems as the major impediments to the proper development of VTE in Nigeria:

- i. Misinterpretation of Policy and poor public attitude to VTE.
- ii. Poor funding of VTE.
- iii. Lack/Inadequate supply of basic infrastructure (basic facilities).
- iv. Inadequate supply/Poor condition of service of VTE teachers.
- v. High cost of Administration of technical and vocational education
- vi. Inadequate guidance and placement services for teachers and vocational students.
- vii. Technical college-industry relationship problem.
- viii. Poor monitoring, evaluation and research on VTE.

I. Misinterpretation of Policy and Poor Public Attitude to VTE

Molagun (2006d), Adesina (2005) and Fafunwa (1974) remarked that poor public-attitude towards VTE is not a new phenomenon. They explained that Vocational Education has been accorded a very low image since the introduction of Western Education in the country. Adesina (2005) observed that the preference and craze for sheer acquisition of courses leading to white collar jobs as opposed to acquisition of saleable skills has consistently served as major impediment to the development of VTE since the colonial day.

Babafemi (2000) conducted a research on "Technology Education Towards Improved Performance of Introductory Technology in Nigeria". The study investigated, into the constraints to effective teaching of Introductory Technology in Ilorin East, West and South, it is sad to note that out of the 120 VTE Students that were

interviewed, 68 (56.7%) of them expressed a negative attitude towards Introductory Technology.

Similarly, the study carried out by Mahmud (1986) titled "The Ministry of Education Planning, Policy and Its Implementation in Technical Secondary Schools in Kaduna State", confirmed the negative attitude and low image of VTE in Nigeria. All the teachers, principals, heads of department and officials interviewed identified the poor image of VTE as a major impediment to its rapid development in the state and in Nigeria at large.

Ajiboye (1990) also remarked that most parents do not encourage or guide their wards to pursue VTE programme because Nigerian society does not place any significant value or dignity on the programme. Vocational and technical education is erroneously regarded as education for the handicapped, the low intelligent, drop-outs, and the less able and disruptive students. Ajiboye also gave the story of a man who became sad and furious when his son informed him that he was studying agriculture in the university. The man wondered why the son would want to become a farmer like himself instead of becoming a lawyer or a medical doctor. There were cases of students who wanted to choose construction as an option at the junior secondary level but their parents objected because they would not want their children to offer woodwork. Undoubtedly, such parents were ignorant of the values that woodwork would add to their children's future (Abiamuwa, 2010). These show that many Nigerians are yet to understand the unbeatable prospects of VTE.

Ekpenyong (2005) and Jekayinfa (2011) explained that some of the loopholes contained in the National Policy on Education (2004) seem to have fostered the misinterpretation of the goals, scope, prospects and status of Vocational - Technical Education in Nigeria. According to them, the goal of VTE as contained in the NPE (1981) which states that VTE should aim at providing trained manpower in applied science, technology and commerce, particularly at sub - professional level can be interpreted to mean that VTE is limited to

preparation of low and middle level manpower only. Monsur (2011) explained that this mode of interpretation tends to jeopardise the advancement of VTE in Nigeria.

Ajiboye (1990) equally observed that the Nigerian government has not really done much in the promotion of the image of VTE in Nigeria. He frowned at the inequality that has existed in the grading and remuneration of the HND and university degree holders, and a situation where HND holders are often made a subordinate to the B.Sc holders even when they perform better than the degree holders.

Confirming this ugly situation, Abdulrahman (2010) made reference to the unfortunate and unhealthy statement made by the Head of Service of Nigeria on the 11th June, 2010 that "HND is not the same as University first degree". The statement was seen by many Nigerians as a dead blow on the morale of students of Vocational Education.

To support the observations given above, Kabiru and Dairo (2000) made reference to the unfortunate pronouncement of Bornu State Commissioner for Education in the Guardian Newspaper (November, 1996) stating that "the Technical Colleges at Barma, Damboa and Hassa as dumping grounds would admit drop-outs of the primary school level". This was nothing but a "stroke at the back" of VTE in Nigeria. How can the populace embrace an education that is meant for the low intelligent people? How can such become attractive to prospective students who want to become a force to be reckoned with in a competitive society like ours?

II. Poor Funding of Vocational and Technical Education

The cost of administering VTE is usually higher than what it takes to administer other forms of education. Nevertheless, scholars have explained that among other things, lack of appreciation of the role of VTE in the economic development of the country and government's misplaced priorities have been responsible for the feet-dragging attitude of Nigerian government towards proper funding and development of VTE in the country (Fafunwa, 1974; Ekpenyong, 2005).

It is sad to note that VTE has consistently suffered from poor funding right from the Colonial days and the problem is yet to be given enough pragmatic approach. As far back as 1922, the report of Phelps-Stoke Commission and several

others that followed pointed out the need for proper funding of VTE. Government lackadaisical attitude towards the funding of VTE was condemned by the post-independence commissions like Banjo Commission, Dike Commission, the National Curriculum Conference participants and many Nigerians (Molagun 2006, Adesina, 2005).

The findings of Babafemi (2000), Alabi (1990), Mahmud (1986), and others carried out on VTE in Nigeria confirmed that inadequate funding has been responsible for the poor implementation of the VTE aspect of the National Policy on Education.

To further confirm the problem of poor funding of VTE in Nigerian schools, Omotosho (2002) lamented that students of VTE are often responsible for funding their practical work especially in Home Economics, Business Studies, Fine and Applied Arts, Technical Education, and so on.

Explaining the reasons for the poor funding of VTE in Nigeria, Mahmud (1986) equally lamented that sometimes, corruption and misappropriation of fund by school administrators often leads to lack of enough fund to run VTE courses. He stated that funds given by the government are sometimes not used for the purpose but diverted to other things.

No meaningful learning can take place in the absence of adequate funding which enhances learning. Lack of good funding has been responsible for the poor implementation of introductory technology at the JSS level (Nnaka, 2000). It would be recalled that Nigerian government imported some of the needed infrastructural facilities for the take off of the JSS education in the 1980s. Unfortunately, as a result of lack of fund, the needed workshops where such equipment could be housed were not made available. This led to the vandalization of such equipment while some were left inside the rain and sun for several years (Ekpenyong, 2005).

Owofadeyi, (2010) declared that VTE courses would only be strengthened in schools when enough funds are made available to provide enough qualified teachers and relevant equipments.

As a curative measure, Johnson (2011) suggested that the country's educational system should be repositioned by the government through the provision of adequate funds to promote Vocational and Technical education which has been recognized as one of the surest measures to curb the country's problem of poverty and unemployment.

In the same vein, Ekpenyong (2005) stressed the need for Nigerian government to seek for the assistance of National and Multi-national organizations as well as International donor agencies in order to allow for adequate funding of VTE which would in turn aid the execution of most of the VTE critical projects.

III. Lack/Inadequate Supply of Basic Infrastructural Facilities

Vocational and Technical education (VTE) as conceived in the NPE requires a generous out-lay of infrastructural equipment.

As earlier discussed, the Federal Government in response to the National Policy on Education Implementation Committee's report imported some introductory technology equipment in the 1980s for the smooth take off of the programme in Nigerian school unfortunately, workshops where such equipment could be stored or mounted were lacking; some were stolen while some others rusted away in open crates. Some that were installed could not be used as a result of lack of electricity and personnel (Ekpenyong, 2005). Ekpenyong (2005) equally remarked that in most of Nigerian secondary schools, VTE courses are in most cases theoretically handled as a result of lack of necessary equipment.

A survey carried out by Salau (2004) on the availability of resources for the teaching of VTE courses in Kwara State, confirmed the acute lack of facilities for the teaching of VTE in Nigerian schools. His findings showed that the equipment in most of the schools selected for the study were obsolete while several schools did not have relevant equipment to teach vocational and technical courses. Mahmud (1986) equally discovered that the teaching of the practical aspect of introductory technology at JSS level in Kaduna State proved difficult as a result of lack of workshops and equipment. He lamented that all the teachings were done in what he referred to as "broad-based theory". His finding equally revealed that most of the

VTE schools were mere glorified Vocational centres with nothing to show for it in terms of infrastructural facilities such as electricity and workshops.

In the same vein, Shonaiki (2010), a specialist in auto-mechanic who was invited by the Executive Secretary of Lagos State Technical and Vocational Education Board to inspect the state auto-mechanic school workshops with the aim of upgrading them, declared after the exercise that in most of the schools visited since he came back from the United States of America to run auto-mechanic in Nigeria, the sad story of outdated syllabus and utterly antiquated workshop training tools were the twin reality discovered in the schools visited.

Molagun (2006b) also observed that this problem is responsible for the production of students with theoretical knowledge who are always found wanting when it comes to demonstration of practical skills acquired in school. Lack of infrastructural facilities has prevented VTE from reducing poverty and other related problems bedevilling the Nigeria society (Akinsanya, 2006).

IV. Inadequate Supply/Poor Condition of Service for VTE Teachers

The importance of adequate provision of teachers to the realization of any nation's educational goals cannot be over-emphasised. In other words, the success of the educational objectives of any nation hinges on the availability of a good number of professionally trained, committed, motivated, conscientious and efficient classroom teachers because no educational system can rise above the quality of its teachers.

As a result of the recognition of the need for adequate provision of personnels who would aid the attainment of Nigerian educational objectives and since the government has also seen VTE as forming the basis for Nigeria's technological development as soon as the 6-3-3-4 system of education was put in place, Nigerian government had embarked on an arrangement whereby Nigerians were sent annually to be trained as teachers in various trades and skills in foreign countries especially the United States of America (USA). Unfortunately, this arrangement, according to Ekpenyong (2005) had to be discontinued as a result of the huge cost of such overseas training and some other difficulties. Hence, the inadequate supply of VTE teachers which has been consistently noted and frowned at by several commissions'

reports right from the colonial days is yet begging for a permanent solution. Government efforts are like a drop of water in the ocean. The problem is yet very acute.

Ekpenyong (2005) believed that the country did not show enough readiness for the implementation of the vocational aspect of the policy because as at 1976 when the implementation of the first phase of the policy was to commence, there were only two Advanced Teachers' Colleges and three Polytechnics at Kaduna, Enugu and Calabar that existed for the training of VTE teachers as at June 1978. The turnout at that time stood at 139 teachers. This was 21 percent of the 6,628 Polytechnic graduates from the 17 Polytechnics at that time.

The situation only improved a little subsequently when some selected Nigerian universities such as Nsukka, Ahmadu Bello Universities Zaria and University of Benin started to produce teachers. Also, as at 1983 when the number of Nigerian Polytechnics had increased to 29, the National Board for Technical Education(NBTE) (1984) record showed that only eleven of these were offering teacher training programmes. It is also sad to note that only four of the nation's Colleges of Education namely Akoka, Gombe, Kafanchan and Ilorin turned out technical teachers as at 1983/84 session (Ekpenyong, 2005).

Studies carried out by Salau, (2004) Babafemi, (2000); Alabi, (1990); Mahmud, (1986) and other researchers on the availability of resources for the teaching of VTE courses in several states of Nigeria revealed a dearth of teachers of VTE in Nigerian secondary schools and technical colleges. For instance, Alabi (1990) discovered that many of the Technical Colleges in Oyo State did not meet the NABTEB accreditation criteria as a result of lack of trained personnels.

Supporting these findings, Ekpenyong (2005) noted that inadequate supply of VTE teachers in their right specifications and numbers for the different VTE programmes such as Agriculture, Home Economics, Technical and Business studies especially at the secondary school level has continued to stand out as a major challenge to the smooth implementation of government policy on VTE.

Olaitan (1988) wrote that problem of poor funding and poor public image of VTE in Nigeria have made potentially good teachers to run away to professions that are highly esteemed in the society.

Olamilekan (2010) and Kabiru and Dairo (2000) however identified poor treatment of teachers as a major reason for lack of adequate VTE teachers in Nigerian Schools. To them, though, the demand for qualified and experienced professionals to teach VTE courses is high, majority of such VTE teachers prefer to move into industries where the pastures are greener.

Adesina (2005) also observed that there is a consistent lack of trained VTE teachers in Nigerian secondary schools because most of the palliatives measures proposed by the government to encourage VTE teachers did not work out as expected for various reasons. He explained that less than half of Nigerian students trained abroad under the technical teachers' scheme failed to return home to serve; some changed their programmes to something else while some others stayed behind to work and make money.

The effects of inadequate supply of VTE teachers on the development of Nigeria have been commented upon by several authors. Adeyeye & Akerele (2006) stated that as a result of this acute problem, courses such as Introductory Technology, Practical Agriculture, Home Economics and Business Studies are not taught in some schools. Salami (2007) noted that the deteriorating situation accounts for the slow pace in the technological and engineering take off in Nigeria. He added that lack of VTE teachers has also led to lack of quality in students' performance.

Stressing the urgency of making provision for trained VTE teachers. Kabiru & Dairo (2000) expressed that to retain and ensure VTE teacher's effectiveness, Nigerian institutions would have to put up staff development programmes while government should improve salaries and condition of service of VTE teachers by making it comparable with what obtains in industries. Such steps would bring out the best in the teachers and the nation would be best for it.

Nigerian government must equally realise that an expert would do the work better than a half-baked individual. Hence, experts are needed to boost the VTE field.

V. High Cost of Administration of Technical and Vocational Education

Related to the problem of inadequate supply of equipment is the high cost of administering VTE. While general education programmes may only need the building of lecture halls, technical and vocational education programmes generally require in addition, the building and equipping of special workshops and laboratories. All these cost a huge amount of money which both the Federal and State governments have not been able to adequately meet as a result of other pressing national and economic priorities.

VI. Inadequate Guidance and Placement Services for Teachers and Vocational Students

Nigerian government has since known that VTE programmes cannot be completed effectively without the addition of a well-organized career guidance and placement services. That is why it is stated in the National Policy on Education (FRN, 1981) that:

To assist in directing technical graduates to the fields, industries where they are most needed, colleges of technology, polytechnics and vocational schools were required to have officers on their staff. In addition, they will have career officers to advise trainees on suitable areas of choice taking account of their aptitudes (p. 30).

To cater effectively for the provision of career guidance service as provided for in the policy document, VTE institutions are to make provisions for dedicated career education unit with well qualified and committed career counsellors as well as job placement officers. These officers are to maintain a close liaison with the various employers of labour within and beyond the immediate environment where their institutions are located.

On the contrary as explained by (Ekpenyong, 2005), evidence emerging from most Nigerian polytechnics does not at the moment suggest that Vocational and Technical graduates are receiving such services from their institutions. Many students were also not aware of the importance of career guidance to their future career choice and placement while in some schools where career guidance units are

opened, most of the counsellors are engaged more in teaching than in the guidance services.

VII. Technical College-Industry Relationship Problem

There has been an increase in the awareness of the relevance of cooperation between industry and technical education institutions in recent years. The slogan "teachers into industry" and "schools into industry" could be heard from seminars and conferences organized by technical education institutions and commercial organizations world-wide. As part of government efforts in ensuring a solid relationship between vocational and technical schools and the industries, Ekpenyong (2005) noted that the Industrial Training Fund (ITF) was set up to relate the curricula of technical institutions to what happens inside Nigerian industry through the students Industrial Work Experience Scheme (SIWES).

To further enhance ITF initiative, the Federal Government in the National Policy on Education (2004) stated that in recruiting teachers for technical education institutions, the industrial experience of candidates would be given the highest premium while in-service training including industrial attachment would be recognized as necessary for updating the competence of technical teachers.

Ekpenyong (2005) however observed that a careful analysis of job advertisement for academic staff by the various technical and vocational institutions shows that experiences in industrial firm were hardly mentioned. He added that information on any significant cooperation between industry and vocational and technical education institutions on the design of their curricular has also been very scanty. Some of the key problems that stand in the way of effective college-industry relation in the design and implementation of vocational and technical curriculum in Nigeria according to him are as follows:

- i. Lack of significant consultation with and involvement of various sectors of industry in curriculum policy and design.
- ii. Lack of emphasis on and channels for interaction between schools and employers of labour in order to make VTE courses more realistic to the world of work.

- iii. Lack of inputs by employers of labour in the course contents in terms of what knowledge and skills to be imparted to learners who would seek employment in areas of industry related to their qualifications after their studies, and
- iv. Inadequate clarification on what role the teacher should play in the effective implementation of the curriculum; lack of data from local communities on their occupational pattern and type of industry.

Thus, to ensure a good technical college-industry liaison such that it will go a long way in enhancing effective development of VTE in Nigeria the problems given above must be seriously addressed.

VIII. Poor Monitoring, Evaluation and Research on VTE

Adeleye & Akerele (2006) expressed that though the policies and various programmes on VTE are sound and well articulated, they are never faithfully implemented because those who implement these programmes were never part of the conceptualization of such policies and programmes. Adeleye & Akerele (2006) also stressed that the aspects of monitoring, evaluation and research not catered for in the budgeting process together with the dearth of experts in these areas accounts for lack of effective research, monitoring and evaluation of VTE programmes which hampers its effective development in Nigeria.

Prospects of Vocational and Technical Education

The impact of a well articulated vocational and technical education on national development cannot be over - emphasised. One of the aims of vocational education as spelt out in the National Policy on Education is "the acquisition of appropriate skills, abilities and competencies both mental, physical and to equip the individual to live in and contribute to the development of the society (FRN, 1977). Based on this laudable objective, Ifayefunmi (1990) saw vocational education as the bedrock of technological take off in Nigeria.

Indeed, Vocational education is a sine qua non for both National growth and development. It is the major tool for socio-economic development and technological advancement of a nation (Ihekwoaba, 2006). It leads to buoyant and stable economy.

Mbah (2006) stated that Vocational education which exposes learners to skill acquisition leads to greater productivity and significantly improves the fortunes of the larger society. According to Abiamuwa (2006), experts would do a job better than half-baked individuals.

Emphasising the importance of Vocational education in the industrial development of a nation, Kabiru & Dairo (2000) noted that as a result of the emphasis laid on vocational and technical education, Japan has been able to replace her devastated physical facilities and built up from the defeat and ruins of World War II and has also become a force to reckon with economically and industrially.

Nwangu (2005) noted that African reconstruction and rebirth development depend largely on the promotion of Vocational education across the continent. Vocational education is the only way out of under development; it is the engine that drives development in any nation (Jadesola, 2010).

Aina (1998) stressed that Nigeria still exhibits traits of under development as a result of inadequate capital and technology know-how. For the intelligent exploitation of our resources, Akinsanya (2006) expressed that Vocational education has great effect on economic development of a nation since the contents of instruction includes - skill oriented courses such as Business Education, Home Economics, Agricultural Education, Technical Education and so on. Vocational education is mainly education for greater productivity. It enhances creativity, which leads to the creation of wealth and the wealth of a society determines to a large extent, the development of that society.

Commenting on the importance of Vocational education to the reduction of unemployment and promotion of self-reliance, (Kabiru and Dairo (2000) and Abiamuwa (2010) stressed that Vocational education helps the graduates to become self-reliant and able to take up jobs in the industries related to their training. Vocational education places food on man's table and enhances less dependence on importation of finished goods.

Buttressing the viability of Vocational education in the promotion of self-reliance, Abiamuwa (2010) made reference to the products of the Shining Lord's School, Ebute Meta Lagos, where loud speakers and heaters were produced by students and commercialized. The Home Economic students of the same school as reported by Abiamuwa (2010) equally produced machines for knitting cardigans one

of which was given out to the Lagos State Deputy Governor. The Agricultural activities of the school were equally thrilling. The Agricultural students operated large scale poultry, fish farming and also have hatchery where day - old chicks were produced. These are initiatives that promote individual and nation's self reliance.

Ihekwoaba (2006) also remarked that Vocational education assists individuals to become self - employed. The survey he carried out to sample the opinions of retirees of both public and private sectors who have been experiencing frustration arising from non -payment or delay of pensions and gratuities indicated that skill acquisition in Vocational education is a good alternative to failed pensions and gratuities.

Emphasising the role of Vocational education in the reduction of unemployment in Nigeria, Doherty (2011) explained that 500,000 of the 600,000 graduates produced yearly in Nigeria are jobless. Bolaji (2011), the current Minister of Youth Development equally lamented over the acuteness of youth unemployment in the country. He explained that 28 million Nigerian Youths are presently unemployed. Anyawu (2006) stated that Nigeria has the largest unemployed graduates in the sub - Sahara Africa. The country has the largest population of unskilled human resources. She added that exposure to Vocational education especially agricultural courses would provide jobs for millions of Nigerians in plant farming, food processing, food preservation, food transportation and food packaging.

Awodun (2010), the Director, Centre for Global Entrepreneurship Development and Ahmed (2011), the Governor of Kwara State, speaking during the Global Entrepreneurship Week at the Kwara State University (KWASU) expressed that Vocational education is the surest means for reducing the rate of unemployment in the country.

Thus, helping to overcome the growing unemployment and marginalisation of young people and have them engaged in income generating livelihood. It is an effective instrument for combating unemployment, wasteful life and life of dependency.

The prospects of VTE especially in the area of job provision and self-reliance are made explicit by Onifade (2002). These prospects are given below:

Table 4: prospects of Vocational and Technical Education in the area of job opportunities

S/N	Courses		Job opportunities
1	Agricultural Education	I II III IV	Livestock Planting of crops Fish production Marketing of Agric. Product
2	Business Education a. Accounting	I II III IV V	Accounting firms Auditing firms Accounting schools Publishing accounting books Organizing workshops & seminars business establishment
3	b. Marketing option c. Office /secretarial option	I II III	Buying and selling of products Sales promotion Advertising and promotions Establishing of business centres Establishing of Secretarial institute Writing & publishing books Consultancy Services in recruitment activities.
4	Home Econom Education	I II III IV V VI VII VIII IX X	Catering services Establishing of shops Hair dressing saloon Boutique Sewing institute Bridal shop Food canteen Tie and dye batik, production Day care centres Interior decorations
5	Technical Education	I	Sales of spare parts & accessories auto-mobile and machine

		II	Workshops for repairs and maintenance
		III	Services, consultancy services
		IV	Institute for the training of apprentices
		V	Production of blocks, wooden doors, windows, metal door, window and gate for sale, car wash centres

Source: Onifade (2002)

Nwangu (2005) commented on the importance of Vocational education to poverty eradication in Nigeria. To him, it is a remedy for the social mishap and means of liberating Nigerians from the clutches of penury and squalor presently faced. Falade (2006) noted that poverty is one of the endemic phenomena in the developing countries of the world in general and in Nigeria to be specific. Though many external observers refer to Nigeria as a rich country probably as a result of natural resources it possesses, a critical evaluation of the standard of living of an average Nigerian shows that the poverty level is very high,

Nigerian poverty level does not give a comfortable picture of the state of the nation. The Federal Government, in an attempt to solve this perennial problem has used the principles of Vocational education by embarking on poverty alleviation programmes such as Better Life Programme, Family Support Programmes and so on. Intensification of all Vocational education avenues especially at the secondary school level will further help to combat the problem of poverty in Nigeria.

On the importance of Vocational education in the eradication of social vices that are engulfing the nation, Stile (2006) saw Vocational education as the solution and tool for the reduction of Youth vanguard activities such as armed - robbery, thuggery, fraud, murder, insubordination, drug addiction, idleness to cite but a few. Nana (2006) similarly stated that Vocational education is a sure means to checkmating excessive production of redundant secondary school graduates. To her, it is when redundancy is experienced that evil thoughts prevail on man.

Today, many Nigerians, especially those in the rural areas have no access to good food, clothing, water, electricity and medical health care; empowerment through Vocational education is therefore seen by Falade (2006) as one of the

fundamental ways of reducing poverty and raising the level of per capital income and standard of living of the people.

Jekayinfa (2006) also remarked that the Millennium Development Goals which was signed by 188 Head of States in September, 2000 with emphasis on eradication of extreme poverty and hunger will only be attained if and when vocational education is seriously promoted in Nigeria.

Jekayinfa (2011), commenting on the level of poverty in Nigeria and the role of Vocational education in alleviating it in a paper titled "The Role of Women in the Society and the Effects of Politics on Education", stated that Nigeria is the most populous in Africa and the 8th most populous in the world, though very rich, yet ranked among the lowest (number 152) in the human development index. She added that more than 70% of Nigerians live below the poverty line. As a result of this, she called for speedy promotion of Vocational education as a means towards alleviating the scaring poverty level in the country.

In the same vein, Hussain (2011), the Director of Action Aid Nigeria, an anti - poverty agency and a non - governmental organization, expressed his displeasure towards the human development index of Nigeria. He saw poverty as a challenge to Nigerian development and a time bomb which could be detonated through the acquisition and effective promotion of Vocational education.

Factors that Promote Quality VTE Development

For vocational and technical education to attain the goals of poverty reduction, eradication of unemployment and promotion of self-reliance in Nigeria, the quality of the inputs must be ensured. The quality of the inputs, to a large extent determines the quality of the output. Oyedeji (2006) expressed that provision of quality education would lead to production of quality manpower, eradication of illiteracy and enhancement of quality of life in the society. Natural development integration and unity would be attained. Quality Education should be given a better attention as it is done in developed countries like Japan, Russia. USA, etc (Olawepo, 1992).

The findings of Mahmud and Alabi (1990) revealed that quality has not been seriously pursued in Nigerian technical colleges. Most of the schools studied by these

scholars lack adequate workshops, electricity, qualified teachers and were equipped with obsolete equipment.

To ensure quality inputs in VTE, Olawepo (1992) suggested that teaching and learning of VTE should be given topmost priority as done in developed countries like the United States of America, Britain, Japan and so on. This to him would liberate Nigeria from its consumer of finished goods status. He added that introductory technology which is designed to lay the foundation for those who would later go into VTE courses should be handled by specialists with in-depth knowledge of a combination of the following disciplines; woodwork, simple mechanics, electronic, electrical installation, ceramics, food preservation and so on

Since VTE is capital intensive, to ensure quality, the responsibility for funding as expressed by the Honourable Minister of State for Education, Mr Wike in his address delivered on the 12th Girls Education National Steering Committee meeting in Abuja on Tuesday May 8th, 2012, should be jointly taken up by the Federal, State, Local Government, Communities and Private individuals.

Also, since quality inputs give birth to quality output, Kabiru et al (2006) expressed that there should be regular monitoring of the implementation of VTE programmes and that guidelines for such monitoring should be provided through the various educational agencies.

To Adeleye & Akerele (2006), quality VTE can be ensured if teachers who implement the programmes are made to participate in the conceptualization of the policies and the programmes. They added that paying better attention to teachers' welfare would also promote quality VTE output.

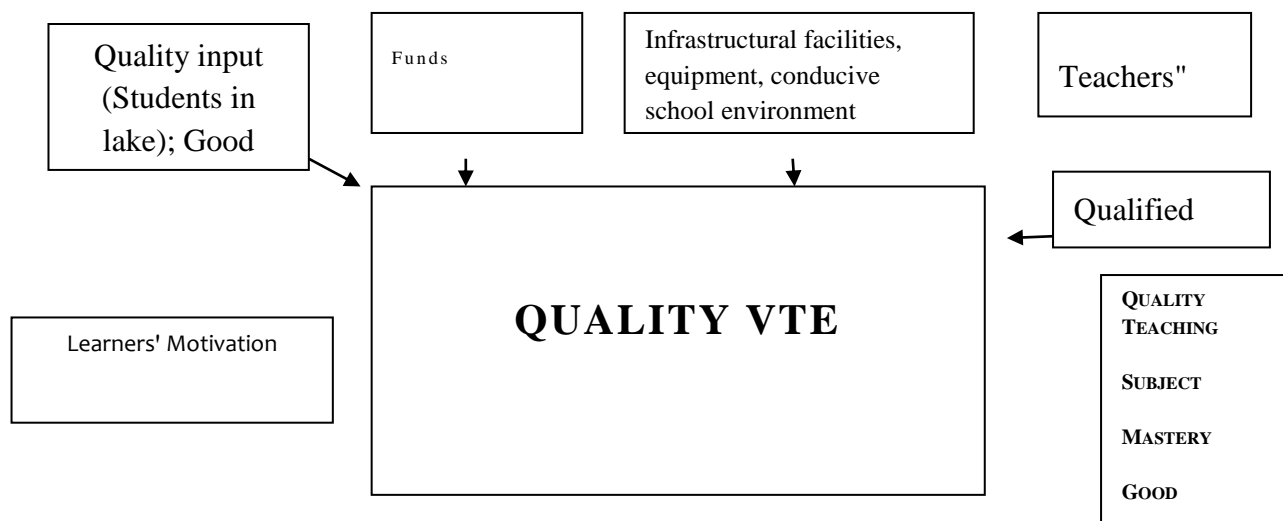
The development and sustenance of closer ties between VTE institutions, the industry and the business world and the adoption of better infrastructural strategies such as computer devices and practicalization of programmes have been identified by Kabiru & Dairo (2006) as means toward promoting quality VTE.

These scholars also stressed the need for the provision of basic requirements that promotes quality outputs such as classroom motivation, operating at the level and pace of students' classroom participation and availability of all learning materials in schools.

It is a truism that the extent to which recipients of VTE are prepared and equipped depend largely on the quality of inputs that comes into the system and the transformation process; hence, provision for qualitative VTE is highly necessary. Based on the submission of scholars and what enhances quality VTE presented above, it can be concluded that quality VTE will be adequately promoted if the following are provided for;

1. Students offered admission to study VTE programmes should not be half-baked candidates
2. The policy statements and the VTE curriculum should be rich and implementable.
3. Teachers should be involved in the formulation of VTE policies.
4. Provision of infrastructural facilities, equipment and qualified teachers.
5. Teachers' welfare should be ensured.
6. Teachers to attend seminars, conferences and workshops.
7. Learners must be motivated and allowed to participate in classroom activities.
8. Regular monitoring and evaluation of VTE programmes.
9. Adequate provision of funds to run the programmes
10. Good mastery of subjects and the use of modern and good methodology

The relationship between quality input and quality output is diagrammatically presented below;



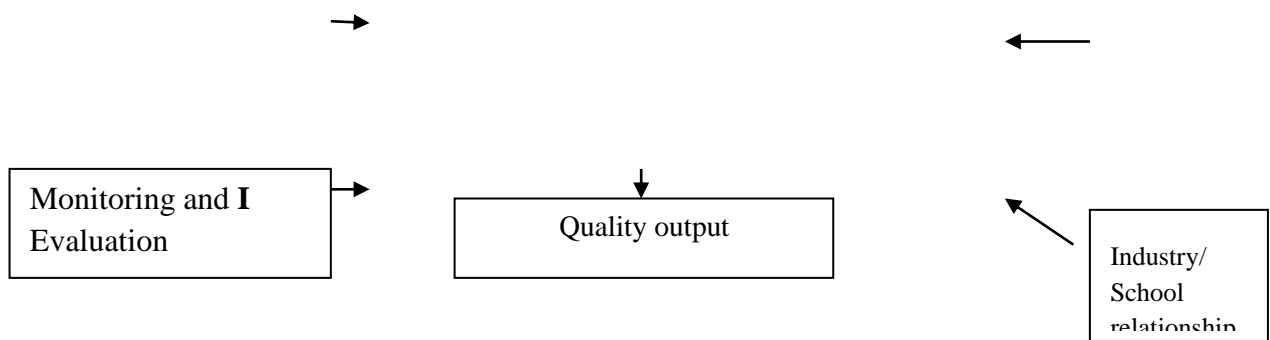


Fig 1: Factors that promote quality VTE Model

Source: Proposed by the Researcher

Appraisal of Reviewed Literature

In this chapter, the researcher has reviewed related literature on the historical development of Vocational and Technical Education at the secondary school level in Kwara State from 1967 to 2012. The works reviewed show that a lot of ground has been covered on vocational and technical education in Nigeria.

The works of Alloy (1988), Taiwo (1982), Fafunwa (1974) and Adeyinka (1971, 1973a&b) on the History of Education in Nigeria have been found to be highly comprehensive. The works are good reference point and of great value to the present researcher. They have critically considered the type of education made available to Nigerians by the Christian Missionaries and the Colonial Government. Their works also revealed the lukewarm attitude of the Colonial Government towards the development of vocational and technical education and the unending promotion of literary education in Nigeria.

These scholars succinctly wrote on the role played by different commissions especially in the area of positive recommendations made with the aim of promoting vocational and technical education in Nigeria. It should however be noted that their writings on vocational education were not rich enough but peripheral in nature. Also, since the works were carried out several years ago; they could not have captured what is currently on ground regarding the history of education in Nigeria. This poses great limitations to their work. Moreover, recent reforms would have affected their findings.

The works of Ekpenyong (2005) and Owolabi (2003) have been of immense value and contribution to the present study. Owolabi (2003) worked on "Technical and Vocational

Education in Nigeria", while Ekpenyong (2005) worked on "Foundations of Technical and Vocational Education, New Directions and Approaches". The two works centred exclusively on Vocational and Technical Education. They defined the two concepts very clearly and wrote on the history, issues and problems bedevilling the development of VTE in Nigeria. Ekpenyong (2005) particularly gave a down-to earth analysis of most of the contemporary issues relating to VTE curriculum, the VTE aspect of the National Policy on Education and the regulatory bodies of VTE in Nigeria.

The works of Mahmud (1986) and Alabi (1990) are very relevant to the present study and have helped to lay bear the problems that are confronting the effective implementation of technical aspects of the National policy on Education. Mahmud's (1986) study centred on "The Ministry of Education, Planning and Policy Implementation in Technical Schools in Kaduna State" while Alabi's (1990) study was on "Issues and Problems of Implementing the 6-3-3-4 System of Education in Oyo State with special reference to Technical Education 1977 - 1987". The two researchers used questionnaires and structured interview to elicit responses from students, teachers and Ministry of Education officers. Mahmud dealt with the historical development of VTE at the background level of his work while this was extensively researched into by Alabi (1990) who used historical methods to collect data from both the primary and secondary sources.

The findings of the two researchers showed that implementation of the technical aspects of the National Policy on Education in Kaduna and Oyo states respectively have been impeded by several age-long problems, such as inadequate supply of teachers, lack of funds and lack of facilities.

Good as Mahmud's work is, the sampling techniques adopted for the selection of respondents was not stated anywhere in the body of the work. Apart from this, the study is now quite old since it was carried out about 26 years ago. Likewise, Alabi did not specifically state the sampling techniques adopted and the number of respondents selected. Like Mahmud's work, the study is not recent; it was conducted twenty-two (22) years ago. Recent educational reforms have superseded some of the findings. The policy on education has been reviewed severally since these studies were conducted. A good example is the current educational structure of 9-3-4 system which is an improvement on the former 6-3-3-4 system. Though, the works will ever be a good reference and starting

points for future researchers. The gaps that are left unfilled is the pre-occupation of this researcher to trace the historical development of vocational and technical education in Kwara State to date and ensure the generalizability of the findings that emanate from the study.

Sule (1990) worked on "The Development of Secondary Education in Kwara State from 1967 to 1990". The work is similar to the present study since it centred on secondary education in Kwara State. Sule's work is historical in nature. He made use of questionnaires, interview schedule and collected relevant information from primary and secondary sources. His background work covered the Missionary and Colonial education in Nigeria and Kwara State. It should however be noted that though the work was on secondary education in Kwara State not much was written on Vocational and Technical Education at the secondary school level. This aspect was superficially attended to. Besides, though the researcher made use of questionnaires, like Alabi, the procedure for selecting the respondents was not given. The work like that of Mahmud and Alabi is fast becoming old and since a very vital and crucial aspect of secondary education in Kwara State was not well attended to in his study. This has created a gap to be filled by the current researcher.

Adesina (2005) worked on "Growth without Development: Nigeria's Educational Experience 1941 - 2004". His work is very rich and critical of the development witnessed in the area of education in Nigeria. His work, though similar to the works of Alloy (1988), Taiwo (1982) and Fafunwa (1974) did not rubber stamp the general perception of people or scholars on the development of education in Nigeria. He gave a critical examination of education in Nigeria and concluded that as far as education is concerned in Nigeria, growth has only taken place while development is yet to be realized. His conclusion was based on the fact that education that could make room for self employment and eradication of poverty has not yet been promoted. He added that since these problems are still very prevalent in Nigerian society in spite of the number of schools that have been established in the country, development is yet to take place. Adesina's analysis has been a great value to those researching into the development of education in Nigeria, in the sense that it clearly clarified that quality and not necessarily quantity should be the yardstick for measuring the level of development attained in the educational sector.

Studies that were specifically carried out on Vocational and Technical Education programmes in Kwara State include that of Ajiboye (2000) and Babafemi (2000) and Salau (2004). Ajiboye's study was on "The Problems Facing the Teaching of Vocational Agriculture in Secondary Schools in Ilorin Metropolis". Babafemi worked on "Technology Education Towards improved Performance of Introductory Technology in Ilorin Metropolis, Kwara State". Ajiboye formulated hypotheses and collected relevant information through questionnaires and personal observations. Babafemi's study was carried out to find out and critically evaluate effectiveness of the teaching of introductory technology in Kwara state. The findings of Babafemi revealed that most of the junior secondary school in Ilorin metropolis lacked enough teachers and facilities for the teaching of Introductory Technology. The findings of Ajiboye were not different from that of Babafemi, he found out that Vocational Agriculture has not been properly handled in Ilorin metropolis as a result of lack of teachers and necessary facilities.

These studies have given the picture of the problem confronting the teaching of introductory technology and Agriculture at the secondary school level in Ilorin metropolis. However, the samples of the two researchers were inadequate since it did not include the major stakeholder especially the Ministry of Education. In the case of Ajiboye, the sample

was limited to teachers of Agriculture. Students of Agriculture and principals of schools selected were left out. These set of people would have thrown more light on the problems facing VTE programme in Kwara state. This is part of the focus of the present researcher. Besides, though their findings could give good clues to the problems facing the teaching of Vocational and Technical Education subjects in Ilorin metropolis, the situation regarding other Vocational courses apart from the ones studied might not be entirely deduced from their findings since they limited their study to a single subject. Also, since the locale was Ilorin metropolis and the scope did not capture other local government areas in the state, the generalizability of the findings is somehow limited.

Salau (2004) worked on "Relationship among policy Guidelines implementation and effectiveness of Vocational Education programmes in Kwara State Colleges of Education". His work was a correlational survey. He formulated hypothesis and administered questionnaires on the Deans of VTE schools, teachers and students of Business Education in the three state Colleges of Education. All his respondents were

selected through stratified random sampling technique. The main aim of his study was to determine if policy guidelines were related to implementation and effectiveness of vocational education programme.

His data were analysed using frequency counts, mean and standard deviation. His interactional analysis was done using statistical techniques such as multiple regression, analysis of variance and Pearson product moment correlation coefficient statistics. His findings revealed that all was not well with the three institutions in terms of infrastructure. VTE facilities were obsolete, human resources were also below the required number for effective implementation of VTE curriculum. His conclusion revealed that there was a significant relationship between availability of facilities, funds, staff, etc and effectiveness of vocational education programme in Kwara State Colleges of Education.

Though, Salau's work revealed the situation of things regarding the implementation of vocational education programmes in Kwara State Colleges of Education, his sample coverage was inadequate. The sample should have included the provosts of the three Colleges. VTE students from other departments like Home Economics, Fine Arts, Technical Education and other stakeholders like the officials of the state ministry of education, the National commission for Colleges of Education, Education Trust Fund, etc. These bodies and students would have further enriched his findings and also throw more light on some of the issues he researched into.

Most of the studies reviewed are similar to the present study but differ in terms of scope, locale and comprehensibility. Vocational and Technical Education was considered by some researchers by merely picking up one vocational subject. This was found to be a limitation to the generalizability of their findings to all Vocational and Technical Education programmes. Some suffered limited scope, some were not too recent. The gaps created by most of the works appraised are what this researcher intends to fill.

Conceptual Framework

Over the years, scholars across various fields of study have put forward theories which directly or indirectly have application to the development of education. Ajere (2006) defined theory as a body of knowledge carefully packaged for the explanation of

phenomenon. Theories are "road maps" employed by scholars to understand, comprehend, analyse and explain sociological problems, issues and situations with the aim of finding lasting solutions to societal problems. A theory is also used in model building, it is like a system building.

A theoretical framework can therefore be defined as a structure of concepts, propositions, variables, facts or models which give explicit statement and definitions as part of a research work or to explain and justify a specific programme being practiced. A theoretical framework explains a particular phenomenon using theory or theories and provides a guide and explanation of a social reality.

Lawal (2010) described conceptual or theoretical model as a mental blueprint of what a study represents. He saw it as a system or a clear representation of what the researcher has reviewed. Conceptual model can also be described as theoretical construct that represents ideas in a descriptive, clear and detailed form. It is a consciously amplified description in a graphic or diagrammatic form. It involves the interpretation of ideas into meaningful configuration such that the processes that are involved will be easily understood in a clear manner and relationship can be easily predicted.

Similarly, Mahmud (1986), referred to a conceptual model as objects usually in miniature, representing accurately something to be made or already existing. In other words, a model is an abstract situation that helps to conceptualize a theoretical framework for analysis. It represents what is real or what an ideal situation should be. It provides a vision of what a theory is about. Conceptual framework therefore, is a structural part of a research design which gives a specific outline, scheme and paradigm of operation of the variables and their relation and juxtaposition (Olayanju, 2012). Research construct (ideas) are usually conceptualized into a model. In a diagrammatical model, researchers usually represent concepts or research ideas as circles and lines depending on the gravity of the influence that is being witnessed within the variables.

Lawal (2010) opined that no single theory is able to give a comprehensive explanation and interpretation to social phenomenon. This implies that social problems can be studied more effectively when multiple theories are applied. Theories such as the human capital theory, utilitarianism, functionalism, system theories and some others can be used to explain and interpret this study. The Human Capital theory rests on the assumption that education is both a consumer and a capital good. It stresses the economic return of investment in education and how human resources of a nation ultimately determines the

pace of a nation's economic and social development (Olaniyan & Okemakinde (2008); Odekunle,2001; Psacharopoulos & Woodhell, 1997)

Utilitarianism, a philosophical theory is based on the principle of utility. The principle of the greatest good or the greatest happiness for the greatest number of people in society. It stresses that actions taken by decision makers are good in so far as they produce or tend to produce happiness and the greater the number of people that enjoy the happiness the better the action. (Betham, 1748). Functionalism, a sociological theory likened the society to a whole with many parts (structures). Each part has a particular role to play for the survival of the whole. The various parts that make up the whole (society) are interdependent, one cannot singularly function effectively without the others. In other words, a dysfunction in any of the systems will affect the entire system (Ajere, 2006).

Though, the theories briefly explained above are relevant to the present investigation, the researcher has chosen to lean majorly on the system theory for the explanation of the different facets of the problem under consideration System Theory

System theory states that interaction and interdependence occur among all the parts of a system and systems which serve as the environment. It emphasises that each of the component parts of a whole perform specific functions for the survival of the whole. Each part interacts with and is interdependent of the other parts and other systems which constitute the environment. Most systems can be divided into sub-systems. Education system can be further divided into primary, secondary and tertiary education. Vocational and Technical aspect of education is also a sub-system of the school system under the education system.

Ojobo (2008) affirmed that there are basically two types of systems, closed and open. The two are differentiated based on the presence or absence of exchanges with the environment. If no materials enter or leaves a system (if it is self-supporting) and if it has no interaction with the environment, it is a closed system. Open system interacts with their environment for supply of inputs and for the discharge of outputs. The open system theory is applicable to this study since vocational and technical education is sub systems of education system and depends on their environment for survival. These types of education collect their inputs from their environment and discharge outputs to their environment.

The school system, the political, economic, cultural and all other systems are subsystems within the society which is a supra-system. It should be noted that each of the subsystems

and the supra-system influences vocational and technical education and the entire education system in several ways.

The open system as stated earlier is relevant and appropriate for historical studies since it can be applied to any dynamic recurring process and all developmental processes. Education (including the vocational and technical aspect) has the conventional properties of an open system. These properties or attributes according to Mahmud (1986) and Ojobo (2008) are as given below:

i. A system is a group of related parts that work together as a whole for a particular purpose. The parts have interdependent relationship.

ii. Systems have sub-systems and are also part of the all embracing system referred to as supra-system.

iii. A system can either be closed or open. It is closed if no material enters or leaves the system and when there is no interaction with the environment but opens if it exchanges information and materials with its environment.

iv. A system interacts with its environment through a process that involves inputs, transformation and output of materials and information. The inputs are what come from the environment. For instance, if it is the education system, the inputs from the environment will include funds, facilities, utilities, curriculum, objectives, staff, and students and so on.

i. The transformation of the input (what has come from the environment) occur in the system. This is the processing aspect of the system but whatever happens here depends largely on the quality of the input.

ii. A system also discharges outputs to the environment. Transformation process that is backed with quality performances culminates into the output.

iii. Through the process of information and feedback from the environment, a system modifies itself. Feedbacks help to initiate new strategies.

The properties of a system given above shows that an open-system is characterized by recurrent cycles of inputs, transformation and outputs with the environment as the determining factor for the entire process. The education system with several parts (sub-systems) is characterized with the concepts of interaction and interdependence of the various parts and other systems outside the education system. The system possesses all the open system attributes of inputs, transformation process and outputs. The inputs

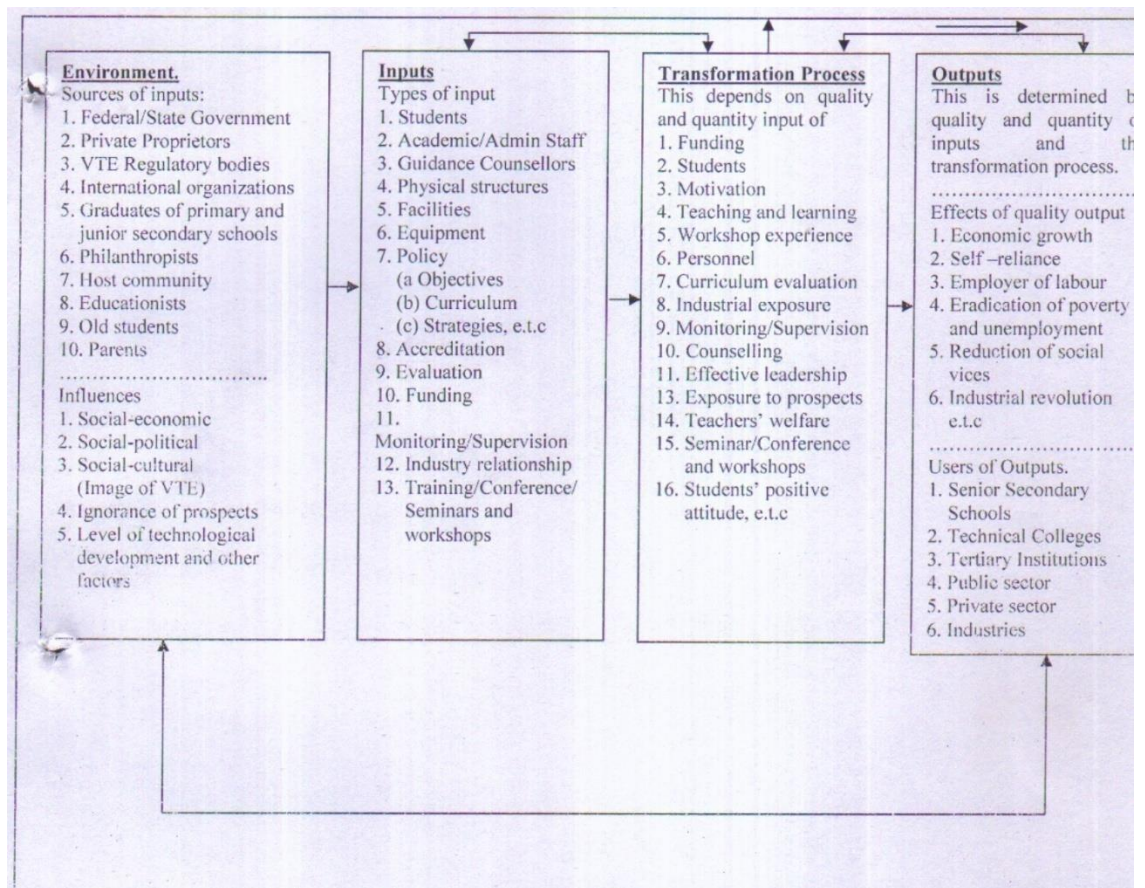
include the resources such as funds, facilities, personnel, students, etc. and also the policy document to be implemented, (curriculum, objectives) and everything that has to do with the success of the educational practice.

The transformation process takes place in the education system whenever processes that are involved are qualitatively observed. These include quality in terms of administration, teaching and learning, planning, general school activities and execution of all other quality promoting programmes. All these will eventually lead to the desired transformation of the recipients of education thereby making them good enough as products that are loaded with the services needed in their environment. Graduates that have been transformed through the transformation process are the output of the system. Undoubtedly, the goals of vocational and technical education are to produce men and women who are equipped with technical skills such that possesses what it takes, to be self-reliant and ameliorate the problem of poverty and unemployment in their environment thus fulfilling the system's expectations.

The outputs (students) are the graduates of the schools who are absorbed into their immediate and larger society where the inputs came from. This cycle makes the education system an open system which is cyclic in nature.

Vocational and technical education which are sub-systems of education system are cyclic in nature: they also possess the attributes of an open system since they absorb inputs from their environment and discharge the outputs to their environment. Vocational and technical education sub-systems are also self-regulatory. Like the mother system (education), feedback of information regarding performances and bottlenecks which lead to the adoption of workable strategies also take place. The system model on trends of transformation/development of vocational and technical education is presented in figure 2 below.

System Model



Channels for Trends of Transformation/ Development of Vocational and Technical Education

Figure 2: Trends of Transformation/ Development of Vocational and Technical Education

Source: Mahmud (1986), Olayanju (2009), adapted by Molagun (2012)

Rationale for using System Theory

The rationale for using system theory is based on the fact that Vocational and Technical Education which are sub-systems of the education system are cyclic in nature. They have all the attributes of an open system like other social systems. Vocational and technical educational institutions also receive inputs in form of students, staff, funds, facilities, etc. from their environment. The programmes are monitored, supervised and evaluated to allow for feedback on the effectiveness of the input and the transformation process. They also discharge their outputs to their environment.

Vocational and technical education programmes are avenues for preparing and producing skilled manpower that are needed in the vocational and technical sectors of the society. The recipients of VTE pass through the transformation process which leads to the production of individuals that are equipped with the desired character, knowledge and skills that the supra-system (society) clamours for and seen as tools for ushering in technological and economic advancement into the society.

Just like the system theory, vocational and technical education institutions have always maintained a very close relationship with their environment. The schools and the programmes cannot thrive and effective policy implementation cannot be carried out without quality input from the environment which includes the federal and state governments, proprietors of schools, philanthropists, non-governmental organizations and so on. It is the quality of the inputs from the environment that determines the level of performance and effectiveness of programmes. Hence, the qualities of the inputs and the transformation process have much to do with the quality of the output. Low quality input and transformation process will definitely give birth to low quality output.

Vocational and technical education can only bring about what Nigerians have clamoured for since the colonial days such as economic and technological development, poverty eradication, self employment, and the like only if quality input in terms of funding, staffing and provision of facilities are supplied to the schools. Quality efforts at getting parents and students aware of the prospects of VTE will also be very necessary. This will de-emphasize the crazy love for literary education which has served as a major barrier to the country's technological development. The utilitarian value of VTE should motivate the government which forms part of the system environment to make quality input into Vocational and Technical Education.

The researcher adopted the system theory for the historical development of Vocational and Technical Education because VTE, when considered from their origin can be likened to an organism, a foetus that passes through the process of gradual development as postulated by Aristotle, a renowned Greek philosopher and a developmentalist. Just as the development of a child can be rapid or retarded depending on the quality of what he gets from his environment, the development of VTE in Kwara State in the period between 1967 and 2012 has not been that smooth and sporadic due to lack of qualitative and quantitative inputs from the environment. Though some major improvements were witnessed especially in the area of curriculum development, the

quantity of staff and the quality and quantity of facilities and equipment in the schools have not been encouraging.

Input in terms of enrolment of students in VTE programmes has been dwindling. The enrolment of students in the grammar schools has always tended towards the literary subjects while the number of technical college students has been decreasing. This has been the trend right from the colonial period. (Fafunwa, 1974; Adesina, 2005).

Funding of VTE which is part of the input from the environment has been very low. The instrumental status of VTE as stressed by human capital theorists has not been grasped by the government. The fact that education is not only a consumer but a producer of goods and services needed for national transformation has not been fully considered by the government. If this ideology has been fully applied, VTE would have been given a better attention in the state and in Nigeria. As earlier explained, quality inputs and transformation process leads to quality output. Though VTE have not been given the desired attention in the state, the little efforts made have led to the production of output (graduates) that the state has been proud of. The impact of the artisans and technicians produced by the school has been tremendous. Findings gathered from the field revealed that some of the products teach VTE subjects at the secondary and tertiary levels of education. Some have participated in the construction of mosques, churches, factories, within and outside the state while several others, have become giants in the state, nation and international industries.

This researcher, as indicated previously has adapted the systems: theory and factors that promotes quality VTE model (Fig 1 page 114) for the analysis of the development of Vocational and Technical Education at the secondary school level in Kwara State.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with the methodology adopted for this research. This is presented under the following sub-headings:

- a. Research Design;
- b. Population, Sample and Sampling Techniques;
- c. instrumentation;
- d. Procedure for Data Collection; and
- e. Data Analysis Techniques.

Research Design

This study is a descriptive survey of qualitative type. The research deals with the historical development of Vocational and Technical education at the secondary school level in Kwara State between 1967 and 2012. The historical method of enquiry was adopted for the study.

The research work is a qualitative study since it possesses all the basic tenets of qualitative methods. Qualitative method of which historical method is one, serves as the means through which a researcher gets insiders' perspective on the phenomenon researched into. It involves observation, description and interpretation of events as they were/are. It also involves the use of diversity of instruments like interviews, personal experiences, interactional and visual texts that describes routine and diverse strategies of development of any phenomenon. These methods are adopted with the aim of having firm grip on the subject matter.

Qualitative method involves interpretation of events based not on researchers' feelings but on what has taken place. It looks for answers to questions which has to do with Why, how and what way? It also involves views, experiences and feelings of individuals producing the needed data (Creswell, 2003).

The study was qualitatively conducted because the historical strategies adopted are the basic tenets of qualitative approach.

Historical research in education involves making analysis of educational issues, events, and facts in a chronological order with the aim of establishing the truth about the issue investigated (Osokoya, 1996). Such investigations were done by dividing the entire period covered into sub-periods. Political, economic, historical and other factors that have influenced the development of VTE either negatively or positively were equally taken into consideration.

Historical research describes "what was". It could also be explained as "a process which involves investigating, recording, analysing and interpreting the events of the past for the purpose of discovering generalisations that are helpful in understanding the past, the present and to a limited extent, in anticipating the future" (Osokoya, 1996).

Nworgu (1991) posited that historical research is a systematized and objective enquiry into events, developments and experiences of the past. Pointing out the importance of historical research to educational development, Nworgu expressed that since most of our educational practices have some historical roots, a proper grasp of these historical roots would not only help in improving upon such practices at present but also in shaping the practices to suit the present and the future.

Based on the definitions given above, one can summarily state that historical research involves the collection, examination and analysis of data on past events and validation of sources of data collected through external and internal criticisms. It also includes objective interpretation of findings to establish the authenticity of data collected.

Population, Sample and Sampling Techniques

The population for this study comprised all the secondary schools/technical colleges in Kwara State: The 513 public and private junior secondary schools (upper basic schools) and the 379 public and private senior secondary/senior technical colleges, making a total of 892 junior and senior secondary schools (KMOE. 2011). All the secondary school principals, Vocational and technical education teachers and students, secondary school counselors as well as the old students of technical colleges in the state constituted the population for the study. Students' population in the junior secondary schools was put at 98,668 while that of Senior Technical Colleges was 79,326. There were 20,808 teachers in both junior and senior public and private secondary schools in the state.

Thirty (30) senior secondary schools (technical colleges inclusive) were selected for this study. Purposive sampling technique was used to select the five junior secondary school (technical) and the 5 senior technical colleges as well as 2 Federal Government Junior and Senior Secondary Schools making a total of 14 Schools. The researcher however used the simple random sampling technique to select the remaining 16 schools. This selection was done by numbering the remaining secondary schools in the state. The

number that represented each school was then written on flip papers. These papers were folded and put in a container. After the papers have been properly mixed together, the researcher selected the required 8 schools one after the other. The researcher made use of this sampling technique so that each member of the population (all secondary schools in the state) would have equal or independent opportunity to be selected as part of the sample. To ensure that the procedure was error free, after each draw, the researcher ensured that the papers were properly mixed before another draw was made. Purposive sampling was used to select the 8 junior secondary school arms of the 8 senior secondary schools that were selected through balloting technique explained above making a total of 16 Schools. This made the total number of junior and senior secondary schools/technical colleges selected to become 30.

In other words, the total number of secondary schools selected through purposive sampling technique was 22 while the simple random sampling technique through balloting was used to select 8 secondary schools making a total of 30 secondary schools/technical colleges. Purposive sampling technique was used to select one hundred and eighty (180) respondents for this study. The breakdown of the sampled population (respondents) is given below.

Two (2) JSS III students were selected from 15 junior secondary schools (Basic 7-9) making a total of 30 students, while two SSS III students were selected from 15 senior secondary schools/technical colleges also making a total of 30 students.

The total number of students selected from the Upper Basic Level and the Senior Secondary Schools was $30 + 30 = 60$ students.

For the selection of teachers, 2 teachers were selected from each of the 15 junior secondary schools/technical colleges (Basic 7 - 9) making a total of 30 teachers, while 2 teachers were selected from 15 senior secondary schools/technical colleges also making 30 teachers. The total number of teachers selected for the study was 30 teachers of Upper Basic Schools + 30 teachers of Senior Secondary/Technical Colleges making a total of 60 teachers in all.

The schools sampled were 30 in number but there were only 25 principals because the Federal Government Colleges and private schools that formed part of the sample

could not have separate principals for their junior secondary schools. Hence, all the principals of the other Upper Basic Schools and the 15 senior secondary schools that is, 25 principals were part of the respondents for this study. Though 30 schools were selected for the study, the researcher only made use of 25 counsellors one from each school. The number was 25 because only one counsellor was in charge of both the 2 junior Federal Government Colleges and the 2 senior sections of the colleges as well as the 3 junior and 3 senior private secondary schools that formed part of the sample for this study.

Three officials of the State Ministry of Education formed part of the respondents for the study. One official of the National Board for Technical and Business Education (NBTE) and one official from the Industrial Training Fund (ITF) were part of the respondents for the study.

Five (5) old students of Technical Colleges also formed part of the respondents.

Total number of respondents = 180

Table 5 and 6 below show the distribution of the sample given above.

Table 5: Showing the Distribution of School Principals, Teachers,

School Type	Principals of Schools	Teachers		Students		School Counsellors	
			Total		Total		Total
Junior Secondary Upper Basic	10	2 teachers from 10 schools	30	2 from 10 schools	30	1 from 10 schools	10
Senior Secondary School	15	2 teachers from 10 schools	30	2 from 10 schools	30	1 from 15 schools	15
Total	25		60		60		25

Table 6: Showing Other Respondents

Others	Number Selected
Ministry of Education	3
NABTEB	1
ITF	1
Old Students	5
Total	10

Grand Total = 170

+ 10

180 respondents

As explained under the scope of the study in chapter one, it is as a result of the peculiarity of the study that the sample has been limited to one hundred and eighty (180). The study is not a survey but historical in nature, hence, it does not demand for large samples. In historical research, the primary and secondary sources are the main sources from which the data needed are majorly collected and since the information needed from the few respondents for this study was majorly factual merely repeating the same fact would amount to replication of some issues or information.

All the respondents were selected using the purposive sampling techniques. Purposive sampling technique refers to a careful but deliberate selection of elements that satisfy the requirement of the research purpose. Only elements that were related to the research were included. Such samples were selected because there was good evidence that they were good representatives of the population.

The study centred on the historical development of VTE in Kwara State. Only those who were into Vocational and Technical Education formed part of the sample. Since only a fraction of students offered VTE subjects in each school, students offering the subjects were selected by means of purposive sampling technique.

Instrumentation

Historical researchers collect their data through two main sources. These are primary and secondary sources. This researcher made use of both sources for the collection of relevant data that were used for this study.

Primary Sources

- i. Relics: These are physical and visual properties especially the school building, classrooms, workshops, Laboratories, Furniture, pictures, art objects, vehicles, equipment, trophies, etc.
- ii. Oral Testimony (Interview): Eye witness Account or the account of participants in events relating to VTE in the state.
- iii. Admission record of students' enrolment over the years in all the sampled secondary schools and technical colleges.
- iv. Log Books of the sampled schools
- v. Students' External Examination results
- vi. Kwara State Budget estimates (1967-2012)
- vii. Kwara State Development Plan 1985 – 1990
- viii. Official document on list of secondary schools and technical colleges in Kwara state
- ix. Kwara State Official Diary
- x. Kwara State annual Education Sector Performance Reports
- xi. Kwara State document on State Economic, Empowerment and Development Strategy (SEEDS)
- xii. Kwara State annual School census reports

- xiii. Report of the Comparative Technical Education Seminar Abroad of 1963
- xiv. The National Policy on Education
- xv. 9 - year Basic Education Curriculum structure at a glance
- xvi. The New Senior Secondary School Curriculum Structure at a glance
- xvii. Federal Government document on the National Economic, Empowerment and Development Strategy (NEEDS)
- xviii. Accreditation reports on technical colleges produced by the National Board for Technical Education (NBTE).
- xix. NBTE standards and criteria for Institutional and Programme Accreditation in Technical Colleges and similar Technical institutions in Nigeria.
- xx. NBTE directory of technical and technological institutions in Nigeria, etc.
- xxi. Industrial Training Fund (ITF) reports.

Secondary Sources

Secondary Sources of data in historical research are materials that are recorded by someone who got information from indirect sources. These are second hand sources like textbooks, Journals, publications, research projects, etc.

Secondary Sources of data used by the researcher include:

- i. Textbooks on education, history and policy on education and Vocational and Technical Education (VTE) were consulted

- ii. Academic Articles: Several Scholarly conference, seminar and workshop papers on education and VTE published in reputable Journals within and outside Nigeria were consulted.
- iii. Unpublished Higher Degree Dissertations, theses, research projects related to VTE and History and Policy on Education in Nigeria were consulted by the researcher.
- iv. Relevant Newspaper articles on VTE in Nigeria were also consulted.

Apart from these two sources, non-scaling questionnaire and unstructured interview schedule (SIS) were used to elicit relevant information on the study. The Questionnaire which was tagged "Questionnaire on Historical Development of Vocational and Technical Education at the Secondary School level in Kwara State (QHDVTEKWS) was personally administered by the researcher with the help of at least two research assistants in each sampled school on the following sets of respondents:

- i. Principals of all the sampled junior secondary schools (upper basic schools), senior secondary schools and technical colleges
- ii. Teachers of vocational and technical education programmes
- iii. School Guidance Counsellors
- iv. Sampled vocational and technical education students
- v. selected old students of technical colleges.

Interview which is referred to in historical research as oral testimony or eye-witness account or account of participants in events relating to VTE in the state, a major primary source was heavily leaned upon by the researcher. Unstructured interview schedule (UNSIS) was administered by the researcher on the following sets of respondents:

1. Old and current (2012) Principals of Secondary Schools/Technical Colleges
2. VTE teachers and students
3. Officials of the State Ministry of Education, Science and Technology officials.
4. An official of the National Board for Technical Education (NBTE) and
5. An official of the Industrial Training Fund (ITF).
6. Alumni of technical colleges in the state

The questionnaires administered on VTE teachers contained two sections. Section A contained items designed to elicit personal data (demographic data) of each respondent which included teachers' gender and qualifications.

Section B of the research instrument for teachers was designed to obtain information on Vocational and Technical Education programmes in secondary schools/technical colleges. These included students' attitude to such programmes, provisions made for the implementation of the programmes, problems inhibiting the effective teaching and learning of VTE programmes and so on. The unstructured interview administered on the school principals, the Ministry of Education officials and an official each from ITF and NBTE was to elicit their responses on the development of VTE in the state and to ascertain the roles played by the ministry and each of the bodies in the development of VTE at the secondary school level from 1967 when the state was established and since the establishment of the organs of the VTE selected.

Validity of the Research Instrument

Validity of Instrument simply refers to the extent to which a measuring instrument measures what it is supposed to measure as well as the extent to which an instrument is capable of achieving certain objectives. Therefore, in order to establish the validity of the instruments used for this study, questionnaires and structured Interview schedule prepared by the researcher were scrutinized by the researcher's Supervisor and experts in the areas of Educational evaluation, History and Policy of Education and other experts in the Department of Arts Education.

Validation of Historical Sources used for the Study

Since past events cannot be repeated at will, historians do not use the method of direct observation as it is done by natural scientists or experts in the fields of Arts and Social Sciences Education. Relevant evidences that come from archival records are usually subjected to careful analysis as measures for separating the truth from the false, irrelevant and misleading records. Hence, all the documents used for the study were validated by subjecting them into external and internal criticisms.

External Criticism

External criticism of the available data was carried out to establish the genuineness of data collected by the researcher. External criticism is concerned with finding out whether a document is a true one rather than a forgery or a counterfeit. It has to do with determining the authenticity of documents used by an historian. The authenticity of the documents used for this study was done as explained below:

1. Authenticity of the state budget estimates used by the researcher was done by comparing the names of the governors that signed the documents with the list of governors that presided over the state in the period between 1967 and 2012.
2. The researcher checked and made use of only the annual education sector performance reports and other Ministry of Education documents that were signed and dated by the serving Honourable Commissioner for Education Science and Technology.
3. Documents collected from the Ministry of Education were also compared with similar documents in the sampled schools.
4. The genuineness of the Comparative Technical Education report and recommendations of 1963 was established through interview conducted with one of the old principals of Ilorin technical college who implemented the recommendations in his school in the early 1970s.
5. Logbooks consulted were checked to ensure that they were signed and dated by the past and current principals of the schools.
6. Authenticity of NBTE related documents was also established by visiting the NBTE headquarters, Kaduna to interview the executive secretary of the board.
7. Authenticity of some official documents was also established by visiting all the sampled schools and by interviewing the principals, teachers and other officers of the schools.
8. The fieldwork also allowed for on the spot assessment of what was available for the implementation of VTE programmes in terms of facilities, teachers, etc. These efforts helped to confirm the truthfulness of responses gathered from the different participants.

Internal Criticism

To determine the reliability of data in historical research, they are usually subjected to internal criticism. This has to do with the accuracy of the content of the source. Questions often asked include "Is the data consistent with known facts?" The emphasis is on the statements within the document. Usually, the proof of authenticity of a document by external criticism does not necessarily imply that the statements within the document are true. Therefore, all documents used by this researcher were subjected to internal criticism by:

1. Comparing the documents with the witnesses of the old principals and students of the schools and colleges.
2. Cases of direct lying and deception were verified by comparing the statements in the documents with official documents collected from the schools and information gathered from the respondents.
3. Truthfulness of the contents of NBTE documents and accreditation reports were confirmed from the responses gathered from the principal officers of the sampled technical colleges.
4. Statistics given on students' enrolment were validated by checking the school admission registers.
5. Some pictures collected from the old principals of the sampled schools helped to validate some of the data collected from schools. They have supported the reliability of some reports gathered by the researcher.
6. Examination results collected from the sampled schools were compared with the ones gathered from the state Ministry of Education and various external examination coordination bodies.

Procedure for Data Collection

Ethical Consideration

Education is a social action. Hence, research work carried out in education has ethical implications. Many people were consulted and interacted with in the course of data

collection for this study. The researcher was mindful of the right to privacy of the respondents and allowed them to participate voluntarily in the exercise. Hence, the researcher gave all the participants the guarantee that all responses would be made confidential.

All the respondents were made to know the purpose of the study and were given a copy of the letter of introduction and permission to conduct the research collected from the department of Arts Education, University of Ilorin. Respondent's privacy, confidentiality and interest were fully respected. It was after taking these steps that the researcher went ahead to administer the instruments.

Other steps taken by the researcher

To ensure good response from the field, the researcher and her assistants personally administered the instrument on the respondents. This personal involvement enabled the researcher to have personal interaction with the respondents. It also made it possible for the researcher to explain items that were not clear enough to them. The researcher also collected relevant documents, reports and all necessary information from the principals of the sampled junior secondary schools (upper basic schools), senior secondary schools, technical colleges and officials of the State Ministry of Education, Science and Technology.

In addition, information were sought from the examination officers of schools, Guidance counsellors and other officers whose school assignments were connected with records or activities relating to vocational and technical education. The non-scaling questionnaires and the structured interview schedule equally assisted in eliciting responses on several vital issues such as curriculum development, students' attitudes to vocational and technical education, provision of infrastructural facilities, adequacy of staff, funding and so on from 1967 to 2012.

Data Analysis Techniques

All data collected by the researcher from the respondents were collated. Comparison between interviews, questionnaires responses and documents were made. The responses to both interviews and questionnaires were also categorised in line with the

formulated research questions in chapter one of this study. The researcher also made use of relevant statistical tools such as percentage and bar chart to analyse the data collected for this study.

Chronological (periodic) presentation and thematic approaches were used in the organization of this study. In historical research, the presentation is chronological if each chapter of the dissertation covers a particular period of time in the educational development under consideration while thematic approach on the other hand involves presentation of historical facts according to topics or themes.

For this study, though the findings were categorised in line with the research questions in chapter one, the analysis covered a discrete time period (chronologically arranged), the internal organization was thematically presented.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

In this chapter, information gathered from the responses given by the different categories of respondents to the questionnaire and the structured interview schedules have been used to present the results in two sections. In the first section, answers were provided to the eleven research questions raised for the study as given in chapter one while the summary of the findings of study is presented in the second section.

RESEARCH QUESTION I

How did Vocational and Technical Education (VTE) at the Secondary School Level Originate in Kwara State?

Origin of Vocational and Technical Education in Kwara State 1967-2012.

Period Before 1967

It should be noted that Kwara State was in the territory of Northern Region before 1967. Hence, the origin of Vocational and Technical Education in the state can be traced

to the provisions for VTE that came from the Christian Missionaries, Colonial Government and the Northern Regional Government. The provisions made for VTE in Nigeria (Kwara State inclusive) in the period before 1960 have been extensively discussed in chapter two of this report.

As previously discussed, the regionalization arrangement made in preparation for Nigeria's self government close to 1960, aided the development of VTE in the Northern Region where Kwara State was previously located. The number of Craft Schools rose to 14 while 3 technical schools were created. Some of the craft schools were Kano, established in 1957, Bida and Sokoto in 1958, and Makurdi in 1959. The three Technical Schools, Schools established were Kano and Bukuru in 1953 and Ilorin in 1958. Each province in the Northern Region had a craft School.

The craft schools were initially provided in the 5th, 6th and 7th year of primary school while the training received led to employment as semi-skilled workers. The schools taught technical drawing, metal work, and brick work and so on. However, the young graduates of the craft schools faced some difficulties in getting employment because employers found them to be too young, they also had little knowledge of general education and the skills acquired were rated as not suitable enough to cater for the skilled manpower needed in the society.

Consequently, the Northern Region Government had to change the Craft School Programme into three year Post-Primary institutions. The program comprised two years of general education and a third year of broad-based practical pre-vocational and technical training. What the students were exposed to in the third year, was described as general Technical Versatility. The three year programme was designed to enlarge students' knowledge of Basic education in addition to workshop subjects which served as means for preparing them for further training in the three Technical Schools. The schools were therefore exploratory level for the development of technically oriented students. They also served as feeders for the three existing Technical Schools.

The Three technical schools in the North namely Kano Technical College, Kano (1953). Bukuru Technical College, Jos (1953) and Ilorin Technical College, Ilorin (1958) were formally known as Trade Centers but changed to Government Technical Training Schools (GTTS) and later Technical Schools by the Northern Regional Government. The rationale for the changes made was as a result of expansion of the contents of the training of the schools. The syllabus, apart from the practical industrial courses, (trade courses)

was expanded to include basic education (general education) and the sciences. The newly added courses were regarded as trade related courses and were made compulsory for all the students. By this step, graduates were prepared not only as practical men but also as engineers.

Each technical school had four craft schools attached to it in terms of admission. For example, the craft schools feeding GTTS Ilorin then were Patigi, Bida, Sokoto and Maiduguri Technical Colleges. To allow for production of quality graduates, all the technical schools were residential and they followed the intermediate level syllabus of the City and Guild of London Institution but also satisfied the requirement of Labor Department of Trade Tests. Entrants to the schools were limited to Craft School students that satisfied the minimum requirements in general education and Technical Versatility at Craft school level.

Several factors and circumstances that prevailed in the country in the early 1960s and the efforts made by the Federal and Regional Governments to solve all the prevailing economic problems had some positive impact on the development of VTE in the Northern Region and in the entire nation. One of such problems and the solution found to it was the dearth of indigenous vocational and technical manpower in the country. The nation had to battle with this problem immediately after independence. The skilled manpower that was available in the country then was mainly expatriates.

A survey carried out by the Federal Office of Statistics in the early 60s indicated that there were about 1314 Nigerians as compared to 1618 expatriates in the managerial and professional cadres of the manufacturing sector and instead of declining in 1965, five years after independence, the number of foreign expatriates rose to 1818 as compared to 1203 Nigerians (ITF, 2011).

The Federal Government identified a better focus on VTE as the best workable solution to the problem. Consequently, the government, in conjunction with some international bodies organized seminars within and outside the country on how best to promote VTE so as to promote adequate provision of the needed manpower for the nation. One of such seminars which greatly influenced the development of VTE at the secondary level in the Northern Region and in the entire nation prior to 1967 was the Comparative Technical Education Seminar Abroad (CTESA) of 1963.

The eminent Nigerian scholars that attended the seminar which was sponsored by the Federal Government with the support of Ford Foundation in 1963, visited four

countries abroad namely, Sweden, Holland, United States of America and the United Kingdom. The twenty senior technical officers and experts focused on the different approaches to VTE training in the countries visited. Workshops and conferences were held soon after the members returned from the seminar and the experiences gained were translated into nationwide recommendations for improved approaches to the training of craftsmen and technicians in Nigeria. The implementations of CTESA's recommendations were enforced by both the Federal and Regional Ministries of Education in all the craft and technical schools in Nigeria. However, information gathered from one of the old principals of technical school Ilorin revealed that some of the recommendations that came from CTESA were already being practiced in some of the craft and technical schools in the Northern region including Ilorin Technical School which was established by the Northern regional government in 1958. Notwithstanding, additional efforts were made to fully implement the recommendations in the schools from 1966 upward. The recommendations truly influenced the development of VTE in Nigeria and Kwara State when it was created the following year. Summary of the recommendations is given below:

- (1) Adoption of three year post-primary craft school programme.
- (2) Three year craft and technical schools were to be mounted under the same roof to allow for better sharing and utilization of equipment and teachers.
- (3) Addition of General Education to pre-vocational courses in craft and technical schools to strengthen the prestige of the schools and to ensure a sound general education programme for craftsmen and technicians.
- (4) Introduction of vocational and technical education subjects into secondary grammar schools to stimulate students' interest in vocational and technical fields to aid self-reliance from secondary level of education.
- (5) Encouragement of the teaching of technical drawing in the craft and technical Schools by organizing short courses for teachers of technical drawing to be given by experts and CTESA members based on what operated in the foreign countries visited and the teaching of drawing in the Nursery and primary schools as preparation for interest in Technical Drawing at Post-Primary level of education.
- (6) Establishment of National Technical Training College that led to Nigeria Certification in Education (NCE) Industrial arts to cater for adequate provision of teachers of technical education.

- (7) The use of inexpensive auxiliary apparatus in craft schools. A set of such apparatus brought from Holland was to be installed in at least one of the craft schools in each region and their operations taught in an exploratory way.
- (8) Books produced for craft schools and technical colleges were to impress upon the students the spirit of dignity of manual labour and also reveal a sense of pride in the profession of craftsmen and technicians.
- (9) Both teachers of technical and non-technical schools should be qualified and enjoy same status and same remuneration.
- (10) Private vocational and technical schools were to enjoy both federal and foreign technical assistance grants.
- (11) Setting up of Technical Education Board for the administration of VTE rather than putting everything under the control of Ministry of Education.
- (12) Ministry of Education to give VTE a unit parallel to that of general education which was then referred to as the inspectorate and to be staffed correspondingly.
- (13) Provisions to be made for teachers to go for refresher and re-orientation courses within and outside the country and also have industrial exposure.
- (14) Teachers to be exposed to industries during long vacations.
- (15) Provision of hostel accommodation for students in every Technical Schools and such should be made conducive.
- (16) Since technical schools were the main supplier of Craftsmen and Technicians to industries .the industries should therefore have due share of their influence on the operations of the schools by :
 - (a) Becoming members of the advisory board of technical schools.
 - (b) Giving sponsorship to students.
 - (c) Having input in the contents of the courses offered in the schools.
 - (d) Taking part-time courses in technical schools.
 - (e) Bringing in teachers for industrial exposure.
- (17) Allowing for mutual relationship between industry and schools.

Assistant Directors of Education at the regional level to be in charge of vocational and Technical Schools and be responsible for the organization, staffing and inspection of the schools.

- (18) Experience holders of Craft and Technical Certificate and similar qualifications to be given scholarship and other opportunity to acquire the necessary professional qualifications to fit them for administrative position in technical education.
- (19) Introduction of cumulative records of work for students in schools which should form an important part in assessing students' success at the end of their programme (FME, 1966).

Period between 1967 and 2012

When Kwara State was created out of Ilorin and Kabba provinces of the defunct Northern region on the 27th May 1967, the state inherited Patigi and Idah Craft Schools as well as Government Technical Training School (GTTS) Ilorin from the Northern region. As earlier mentioned, the recommendations of CTESA were fully embraced and implemented in these schools before 1967 and intensified thereafter. The first Military Governor of the state, Lt. Col .D.L Bamigboye further encouraged the implementation of CTESA'S recommendations. Government intentions regarding the promotion of vocational and technical education were also explicitly expressed. In the first development plan of the state (1970-1974), having realized the major setback witnessed in the state in terms of lack of enough technical manpower which according to the governor emanated from lack of proper attention to VTE, the governor declared that skill acquisition especially at the post-primary level would be given the desired attention. In the plan, the governor explained the effects of the dearth of technicians, on the economic development of the newly created state. According to him, the period before 1970 in the state witnessed a situation whereby education was lopsidedly promoted .It was regarded as a good thing irrespective of whether or not it was geared towards the production of skilled manpower that was seriously needed for the upliftment of the economy of the state. In other words, education in the state only met popular demands without meeting the shortage witnessed in the various categories of skilled manpower in the state.

The State Government was therefore determined to employ VTE to checkmate the situation whereby there was over production of secondary school graduates who ended up not having admission into any university and who at the same time were ill equipped vocationally. Presenting the critical situation of lack of skilled manpower in the state, the Governor explained that while the entire need for intermediate skilled personnel in 1970

was 3685, the expected turn out from the inherited craft and technical schools was estimated as 1100. This implied that there would be a shortfall of not less than 2585 skilled workers. Hence, the state government took bold steps to modify the educational policy of the state in favour of vocational and technical education in the period between 1970 and 1974.

Some of the bold steps taken by the government to solve the identified problems

were:

- (i) Better funding of the existing craft and technical schools
- (ii) Patigi and Idah craft schools were expanded and upgraded to full fledged technical schools in 1972.
- (iii) Eight new workshops and four laboratories were built in the technical schools.
- (iv) Government also requested for grants from the Federal Government to boost the efforts made by the state government.

Moreover, the visit of General Yakubu Gowon, the then Head of State, to Ilorin Technical School in 1970 boosted the development of VTE in the State. Some of the things produced by the students which he admired as he went round the different workshops thrilled his heart to the extent that he concluded that the students were tutored by expatriate teachers. But on knowing that Nigerian teachers were manning the classes, he unhesitatingly upgraded the school to a Technical College. His conclusion was that what the students produced was beyond the capacity of a technical school; that was the rationale behind the change of the name of the school to a Technical College.

According to the then principal of the school. Elder Ladipo, the Head of State equally expressed his readiness to assist the college in any area where assistance was needed. It was reported that before he left for Dodan Barrack, he allowed the College Management to make their most urgent needs known. However, the technical library that the college requested for, was not seen by the state government as the greatest need of the College. Nevertheless, the college continued to enjoy the good will and the support of the Head of State thereafter. Below are some of the pictures that the Head of State took with the students and their instructors in their various workshops when he visited the college.



Figure 3: L-R: Colonel Bambgoye, General Yakubu Gowon, the principal Mr G.B. Ladipo, Commissioner for Education Alh. S.S. Amego, Perm. Sec. Alh. H. Gobir, Vice Principal Mr, M. Adegboro



Figure 4: General Yakubu Gowon receiving a gift from the Bricklaying Workshop



Figure 5: Demonstration of Lighting Functions to General Yakubu Gowon in Electrical Workshop by the Instructor



Figure 6: General Yakubu Gowon Receiving a Gift From the School Head boy in the Cabinet Making Workshop



Figure 7: the principal, Mr G. B. Ladipo answering questions from General Yakubu Gowon

Another vital step taken by the state government which aided the development of VTE in the state was the establishment of a College of Technology in Ilorin in 1972. The aim was to create a solid and closer avenue for the absorption of graduates of the existing technical schools. Prior to this period, most of the graduates had their Post-Technical School Education at Kaduna College of Technology (now Kaduna Polytechnic) which was owned and controlled by the Northern region. One of the reasons why the craft schools were upgraded to technical schools was to make the products suitable for admission in to the newly established Kwara State College of Technology (now Kwara State Polytechnic).

It should however be noted that the first technical school in the state which was upgraded to Technical College by General Gowon as earlier mentioned was absorbed in to the newly created College of Technology. This led to the reduction of the number of Technical Schools in the state to two namely Patigi and Idah as at 1972.

Another outstanding effort made by the state government towards the promotion of VTE in the state between 1970 and 1974 was the introduction of the teaching of Agricultural Science in all the existing secondary schools in the state. The purely literary education acquired by students which led to mass production or unemployable secondary school graduates was addressed through this bold action.

The oil boom and economic buoyancy which was witnessed in the nation early in the 1970s were truly utilized by the state government to promote the development of VTE during this plan period. It should be noted that though Vocational and technical education were not neglected yet, one would have expected the government to establish more technical colleges to replace the first technical college in the state which was absorbed in to the newly established College of Technology. This was a period when the state government went ahead to open 49 secondary schools.. The best time for the government to embark on the opening of more technical colleges was during this plan period when the economy of the nation and that of the state was buoyant enough to accommodate such capital intensive projects.

The need to pay better attention to VTE was dawned on the state government in the Second Development Plan (1975-1980). Since the problem of inadequate supply of intermediate technical skilled manpower remained unsolved, the Military Governor expressed in the new development plan that high priority would be accorded the expansion of technical education. The intention of the state government to truly use VTE as tools to prevent perennial wastage of primary school and post-primary school leavers was also expressed by the Military Administrator. Since this plan period (1975-1980) coincided with the introduction of the Universal Basic Education (UBE) in 1974 and its implementation in the state in 1976, the state government went all out to prevent wastage of UBE products. A major step taken by the state government during this period was the establishment of more Technical Colleges. During this period, the state government proposed to establish 9, 5year technical schools in addition to the existing two so as to have a Technical College in each of the eleven divisions of the state. However, as a result of financial predicament, only six were opened. These were Esie-Iludun in 1975, Erin-Ile also in 1975 while others were Mopa, Jebba, Lokoja, and New Bussa all established in 1976. By this bold step, the number of technical colleges rose to 8 in 1976. (See table 8, page 163).

Also during this plan period, the state government introduced a 5 years technical college programme into technical schools. This arrangement was different from the former system whereby students spent 3 years in the craft school before moving to the technical college to complete their trade programmes. With the new arrangements, students would come into the Technical College for 2 years basic education with their First School Leaving Certificate. The first two years exposed the students to general

education courses as well as technical drawing and preparatory courses in the programmes that students would later pursue when they move to the upper level of their programme.

What followed the 2 year Basic Education was students* exposure to intermediate examination which gave the students the opportunity to choose their trade classes in any of the technical colleges where trades of their choice and interest were available. It was also possible for a student to complete the 5 year programme in the same school if the trade chosen was available in the college where the basic education was acquired.

The State Government had really done impressively well during this plan period especially because of the six new Technical Colleges opened. Though more of such steps were expected, unfortunately the number of the colleges had to reduce the same year it increased to 8. This was as a result of the excise of three Igala Divisions from the state in 1976. These divisions Idah, Ankpa. and Dekina were merged with the former Benue province to form Benue State. The Unfortunate thing was that i'daii Technical College which was inherited by the state from the Northern region had to go with the newly created state. Hence, the state was left with seven Technical Colleges at the end of 1976.

In spite of this reduction, the state government did not relent jn its efforts to promote VTE in the state. The government went ahead to introduce some programmes that aided die development of existing colleges. Some of the steps taken were:

- (1) Provision of free textbook to schools.
- (2) The feeding of students at highly subsidized rate of 141.00 per student per day.
- (3) The existing 100 Voluntary Agency and local government secondary schools were made to teach Agricultural Science and a few other vocational and technical subjects based on their capacity to cope.

It is to be noted that the efforts made by the first Governor of the State, though, not enough to cater for what w as needed for the production of technicians and Craftsmen needed in the state, yet all the efforts were highly commendable. The number of schools grant-aided and the establishment of new technical colleges, the expansion of the technical colleges, the free supply of textbooks and provision of accommodation in technical colleges to mention a few, were indications that the Government was determined to effect a change in the exclusive pursuance of purely literary education in the state. More and better results would have been realized if private efforts have complemented all the efforts made by the government, but it is sad to note that private organizations and local government did not make any effort to establish any technical college in the state

until this period. This was probably due to the fact that Technical Education has always been capital intensive. The State Government should be commended at least for increasing the number of Technical Colleges from 2 in 1972 to 8 in 1976. This increase took place within an interval of 4 years regardless of the financial burden that goes with the establishment of such institutions.

In the State's Fourth Development Plan, (1981-1985), the new Governor of Kwara State, Alhaji Adamu Attah, like his predecessor, Lt Col. D.L. Bamigboye, made it clear that pursuance of qualitative education was the goal of the State Government in the planned period. This period coincided with the time the first sets of UPE programme were ready for admission in to junior secondary schools in 1981/82 academic session. Hence, the decision of the Government to pursue qualitative implementation of the junior secondary segment of the National Policy on Education in the state and for the proposed qualitative education to be realized, the State Government took the following steps which to some extent, aided the development of VTE in the state.

1. Encouraging the Federal Government to supply Introductory Technology equipment to Junior Technical and Junior Secondary School.
2. Introductory Technology was taken as a core subject in all the junior secondary schools as recommended in the National Policy on Education.

The teaching of pre-vocational subjects was fully enforced by making Introductory Technology and Agriculture part of the core subjects in all the junior secondary schools. Government also provided funds for building in all the existing technical colleges in the state while Technical College Patigi was expanded to provide the middle level manpower technicians for the Iron and Steel Industry in Ajaokuta.

Having realized the need to go extra mile in the promotion of VTE in the state, the State Government again established two technical colleges in 1981 at Oboroke and Ilorin. By this action, the number of technical colleges in the state increased to 9 in 1981 (See table 8 page 163). It should however be noted and sadly too, that since the government was able to establish and also grant-aided so many secondary schools in the 1980s, additional efforts should have been made to establish more than two technical colleges based on the crucial need for skilled manpower in the state.

During this period, the role of voluntary agencies in the promotion of VTE was limited to the teaching of pre-vocational subjects in the junior secondary schools. As far as the establishment of technical colleges was concerned, their efforts were at zero level.

That was why the number of secondary schools continued to swell as the years rolled by. Unfortunately, this was at a period when the state government aimed at using VTE as tools for adequate provision of skilled workers. The problem was far from being solved since the steps taken were not dynamic enough for such miracle to happen. For instance, at the end of the planned period in 1985, while the number of secondary schools was put at 347 that of technical schools was 9. The trend continued even up to 2012 as indicated in table 6 below. The Federal Government established two secondary schools. These schools mounted some vocational and technical subjects along with general education subjects while several schools were also established by the State Governor. Unfortunately, only few technical colleges were established. See the table below for the number of secondary schools and technical colleges in Kwara State and their proprietors between 1980 and 2012.

Table 7: Post Primary Institutions in Kwara State by Proprietorship in 1980-2012

Secondary School						Technical College				
Year	State Government	Voluntary Agencies	Private	Federal Government	Total	State Government	Voluntary Agencies	Private	Federal Government	Total
1980	42	81	-	1	125	9	-	-	-	9
1981	42	158	-	1	202	9	-	-	-	9
1982	46	154	-	1	202	9	-	-	-	9
1983	100	244	2	1	348	9	-	-	-	9
1984	97	244	2	1	345	9	-	-	-	9

1985	97	241	7	1	347	9	-	-	-	9
1986	97	241	10	1	350	9	-	-	-	9
1987	98	241	11	1	352	9	-	-	-	9
1988	98	241	11	1	351	9	-	-	-	9
1989	97	241	15	1	355	9	-	-	-	9
1990	96	246	11	1	355	9	-	-	-	9
1991	NA	NA	NA	2	NA	4	-	-	-	4
1992 -2010	NA	NA	NA	2	NA	5	-	-	-	5
2011	604(Public schools)			268	2	876	5	-	-	-
2012	604(Public schools)			268	2	876	5	-	-	-

Sources: (i) Kwara State Budget Document

(ii) Ministry of Education approved List of Post-Primary Institutions in Kwara State. 1980-2012.

The Governor that took over the State Administration in 1984 was not favourably disposed to the proliferation of secondary schools that he met on ground. The encouragement that was previously given to communities, local governments and non-governmental organizations to establish schools led to the emergence of what the Governor referred to as mushroom secondary schools especially between 1981 and 1983. The development witnessed was not different from what Adesina (2005) described as educational growth without any qualitative development.

The next planned development period, (1985-1991) coincided with the implementation of the senior secondary school segment of the National Policy on Education. Consequently, several steps were taken by the State Government towards the implementation and the promotion of vocational and technical education at the secondary level in the state. This was a period when the state was ruled by four different governors. Each of the governors had their unique leadership style but did not relent in their efforts to transform the educational sector of the state to give room for economic buoyancy and the needed development in all ramifications.

Some of the steps taken at the secondary school level and in connection with the development of VTE in the state included: the encouragement of the development of students' interest in the sciences through the formation of Junior Engineers, Technicians and Scientists (JETS) clubs in the secondary and technical schools.

Also with the introduction of the 6-3-3-4 system of Education, Technical Education structure witnessed some changes. The system which was adopted in the 1970s whereby students would finish their 2year Basic Education programme and sit for Intermediate Examination for admission to Technical Schools was replaced with the 3-3 year Secondary and Technical Education structure which was commonly adopted in the entire nation. While the Junior Technical Colleges followed the universal curriculum for Junior Secondary Schools, the Senior Technical Colleges continued to offer both general and trade courses, as recommended previously by CTESA.

A progressive step taken by the Federal Government which had negative effect on the development of VTE in the state during this period was the creation of Kogi State in 1991. This led to the carving out of some of the State Technical Colleges. The excise of Okehi, Yagba, Okene, Kogi and Oyi Local Government Areas from the state led to the carving away of 3 Technical Colleges namely; Mopa, Lokoja, and Oboroke. It was also during the same period that New-Bussa Technical College in the former Borgu Local Government Area went with Niger State. As if all these were not enough blows on Technical Education, Jebba Technical College was also converted into a secondary school thus, reducing the number of Technical Colleges in the state from 9 to 4 in 1991.

Government did not just fold its arms but proposed to establish new Technical Colleges to replace the ones merged with other states. Unfortunately, government was unable to do so as a result of what they referred to as financial predicaments. The only addition came in 1994 when Amodu Asungbolu, a Community Commercial College which was established in 1992 was converted into a Technical College by Governor Shaba Lafiagi. Therefore, as at December 1994, the State had only five Technical Colleges and none has been established thereafter.

One would have expected the State Government to reduce its expenses on the numerous secondary schools that were merely producing elites and unskilled graduates and go more into the establishment of technical colleges which the state has ever identified as major avenues for poverty and unemployment reduction as well as the surest

way of catering for the supply of skilled manpower needed for the proper economic growth of the state. The situation was really serious because the period coincided with when the National Policy on Education recommends that each Local Government in every state should have a technical college.

If this could not be implemented as a result of the capital intensiveness of the establishment of technical colleges, at least three or four technical colleges would have been established to replace the ones taken over by the newly created states. The conversion of only a secondary school to technical college at this time was grossly

Table 8: List of Technical Colleges in Kwara State with their Dates of Establishment, Founding Agencies and Present State Located (1960-2012)

S/NO	Name of Institution	Year of Establishment	Proprietor		Present State
1.	Technical College Patigi	1960	Northern Region	(INR)	KWS
2.	Technical College Idah	1960	Northern Region	(1NR-MWB)	Benue St. (1976)
3.	Technical College Esie-lludun	1975	Kwara State		KWS
4.	Technical College Erin-lie	1975	Kwara State		KWS
5.	Technical College New Bussa	1976	Kwara State	(KMWN)	Niger State (1991)
6.	Technical College Jebba	1976	Kwara State	(KCSS)	Kwara State (Sec Sch.)
7.	Technical College Mopa	1976	Kwara State	(KMWK)	Kogi State (1991)
8.	Technical College Lokoja	1976	Kwara State	(KMWK)	Kogi State (1991)
9.	Technical College Ilorin	1981	Kwara State		KWS
10.	Technical College Oboroke	1981	Kwara State	(KMWK)	Kogi State (1991)
11.	Technical College Amodu Asungbolu	1994	Kwara State	(CCTC)	Kwara State

inadequate. Table 7 and figure 3 below show the number and years of establishment of each of the technical colleges that existed in Kwara State between 1967 and 1994.

Source: (i) Field Work Report (2012)

(ii) Kwara State Budget Documents.

Keys: INR - Technical Colleges inherited from the Northern Region

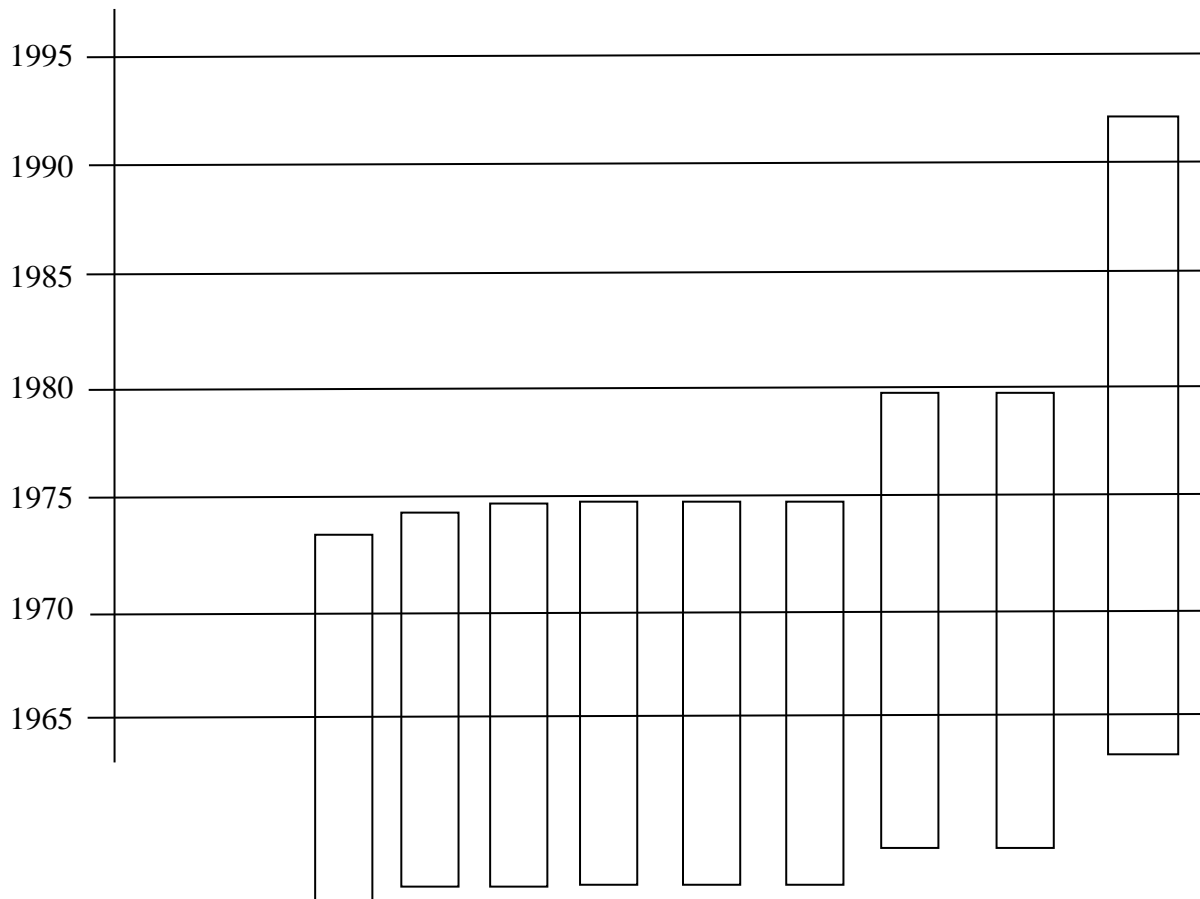
INR - MUB-Technical College inherited from Northern Region but was later merged with Benue in 1976.

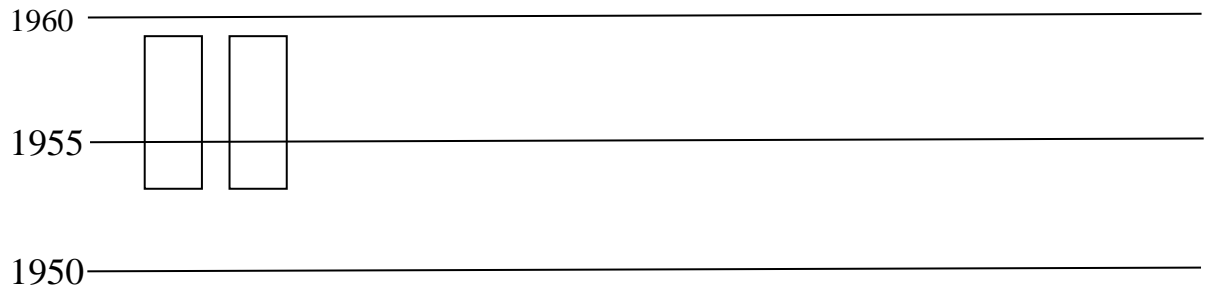
KMWN - Technical College established by Kwara State but was later merged with Niger State

KCSS - The Technical College was established by Kwara State Government but it was later converted into a secondary school.

KMWK - The Colleges were established by Kwara State government but were later merged with Kogi State in 1991.

CCTC - Community Secondary Commercial College established in 1992 but was converted to a Technical College in 1994.





GTC GTC GTC GTC GTC GTC GTC GTC GTC GTC GTC
 Patig Idah Esie- Erin- New Jebba Mopa Lokoja Ilorin Oboroke Asungbolu
 Iludun ile

Source: Field Work Report (Ministry of Education and Technical Colleges)

Figure 8: Distribution of Technical Colleges According to their Years of Establishment

The state government in the remaining part of the 1990s concentrated on visitations to the Technical Colleges. The various Technical and Vocational Education programme such as examination, school projects were regularly monitored by the Ministry of Education, Teaching Service Commission and Local Government officials. Some facilities were also provided for the schools by the Federal and State Governments. Hence, though the Technical Colleges were few in number, they were of high quality and were fully equipped and aided to secure full accreditation of all the courses offered.

As the state entered in to the 21st century in 2000, promises were made by the State Governor, Alhaji Hammed Lawal in 2001 to bring outstanding improvements to the development of VTE in the state. Consequently, all ageing and dilapidated as well as storm-ravaged structures were repaired in five of the technical colleges.

Also from year 2003 to date, the implementation of two vital documents that emanated from the Federal Government namely the National Empowerment and Development Strategy (NEEDS) and State Economic Empowerment Development Strategy (SEEDS) have greatly influenced the development of vocational and technical education at the secondary school level in the state. NEEDS was initiated during the tenure of President Olusegun Obasanjo and launched on the 29th May, 2004, while SEEDS was designed by the state government to complement NEEDS agenda and the realization of its goals in the state. The two programmes were initiated to lay a solid foundation for sustainable poverty reduction, employment generation, wealth creation and value orientation and to meet up with the millennium development goals (FRN, 2004b). One major identified avenue for the realization of these goals was the strict pursuance of vocational and technical education at the secondary school level. It was as a result of this that a nine year Universal Basic Education (UBE) was embarked upon in Nigeria especially the upper basic level (junior secondary schools). The UBE Programme has since been loaded with pre-vocational

subjects while some trade courses and Information and Communication Technology were included in the senior secondary school curriculum. The UBE bill was signed into law and launched in the state in 2006 by his Excellency, Governor Bukola Saraki. This marked the commencement of UBE proper in the state. To ensure effective implementation of the UBE programme, the upper basic segment (JSS) was separated from the Senior Secondary School in its entirety.

Other steps taken by the state government that had some impact on the development of VTE in the state between 2003 and 2010 were:

- (1) Free boarding and meals for students in Technical Colleges.
- (2) Payment of students' external examination fees. NECO initially but NABTEB and Federal Craft Examination were added in 2010.
- (3) Introduction of book revolving initiative for schools (BRIENS).
- (4) Monitoring of school examinations by officials of the ministry of education.
- (5) Visitation to schools for inspection of projects to find out about problems confronting the schools and to confirm staff strength and level of preparation for accreditation in 2004.
- (6) Training and re-training of teachers.
- (7) Federal Government, through the Education Trust Fund (ETF) and Petroleum Trust Fund (PTF) continued to assist the Colleges.

Though government promised to invest heavily in the provision of infrastructural facilities to the technical colleges and secondary schools for effective teaching of the VTE programmes in the period between 2003 and 2010, the desired programmatic steps towards the fulfilment of the promises made were not seriously taken by the state government. It is sad to note that in the budget presented between 2007 and 2010, the State Government was silent on the purchase of technical equipment. Home economic utensils and the promotion of guidance and counselling programmes in secondary school and technical colleges. These crucial areas were sparingly attended to by the state government. However, due to the declining quality of education and poor quality of inspection of school programmes, the state government established Quality Assurance Bureau in 2009 for a better monitoring and inspection of schools in the state. The Bureau officers were trained and supplied with vehicles to facilitate good conduct of school evaluation including the technical colleges.

In 2011, Government involvement in the promotion of VTE almost followed the old pattern excessively. In that year's budget, provisions were not made for Technical equipments for the colleges. However, steps taken by the State Government that had some impact on VTE included the provision of Teacher's guide and workbooks for secondary schools and technical colleges and the establishment of an international vocational centre at Ajaase Ipo in Irepodun Local Government of the State. This has become the major priority of the state government in the area of vocational and technical education while the five technical colleges are begging for better attention.

In 2012, a better and workable policy that influenced the development of VTE and equally aided the realization of the goals of NEEDS and SEEDS in the state was the introduction of thirty-five (35) trade courses by the Federal Ministry of Education into the senior secondary schools curriculum (see page 181). Though, the curriculum expansion was initiated in 2008, the state began to implement it from 2011/2012 academic session. The rationale for the inclusion of the trades was to boost the acquisition of technical and entrepreneurial skills at the secondary school level and to serve as avenues for the promotion of self reliance, poverty eradication and reduction of unemployment.

It can be observed from the foregoing that the development of VTE in Kwara State has a slow start and was not so sporadic. Vocational and Technical Education were only pursued with the desired seriousness in the first decade that followed the creation of the state. In the years that followed, that is, 1980 and after, though, the establishment of VTE institutions has always been capital intensive, since the government was buoyant enough to establish several secondary schools, enough efforts were not made to establish more technical colleges. The number of technical colleges has not gone beyond five since 1994 even though this was the period when three of the colleges were merged with Kogi State (see table 8 page 163).

The inclusion of VTE subjects in the secondary school curriculum has been a welcome development, but it is obvious that the impact in terms of production of craftsmen and technicians can never be compared with the outputs of technical colleges where emphasis are laid more on the practical aspects of VTE subjects. However, it is hoped that the thirty-five (35) trade courses that have been included in the secondary school curriculum, if truly and vigorously implemented, will go a long way in producing self reliant individuals and the economic development of the state.

RESEARCH QUESTION II

What were the major steps taken towards the development and implementation of Vocational and Technical Education curriculum at the secondary school level in Kwara State between 1967 and 2012?

Vocational and technical education programmes were not seriously incorporated into the secondary school curriculum before 1960. Even though the industrial schools that were opened by the missions in the latter part of the 19th century taught practical subjects like carpentry, painting and mechanics, the practical aspects were sparingly attended to (Fafunwa 1974). Technical and vocational education curriculum was a little bit emphasized at the postprimary level in the Northern Region through the efforts of Han Fischer and Lord Lugard who served as the then Directors of Education. Through Vischer's efforts, subjects like weaving, spinning, leather works were taught in Nassarawa Technical College, while agriculture and fishery were taught at the industrial schools which Lugard converted to technical colleges.

Some improvements were witnessed in the 1960s as a result of reports that came from the various commissions set up by the Federal Government. The Federal Government encouraged experts organizations morally and financially to come up with changes in the post-primary school curriculum. These bodies include Ashby Commission, Nigerian Educational Research Council (NERC), Comparative Education and Science Adaptation Center (CESTAC), Comparative Technical Education Seminar Abroad (CTESA) and a host of others. All of these bodies contributed immensely to the development of VTE curriculum in the country and Kwara State as well.

It was as a result of the input that came from these bodies especially CTESA that further encouraged the teaching of technical

drawing, metal work and brick work at the existing craft schools in the Northern Region. General Education subjects like Physics, Chemistry, Biology, English and Mathematics were also incorporated into the Basic Education acquired by the craft school students as well as the technical schools. These general education subjects were recognized as trade related. Hence, they were made compulsory for all the students (FME, 1966).

The curriculum of the technical schools (formerly known as Trade Centers) followed those of City and Guild of London Institute and was also designed to satisfy the requirements of the Labour Department of Trade Tests.

Information gathered from the then principals of Ilorin Technical School in 1967 revealed that the school offered the following trade courses and General Education subjects:

- i. Cabinet making (CM)
- ii. Carpentry and Joining (CJ)
- iii. Furniture making (FM)
- iv. Motor Mechanic (MM)
- v. Plumbing (PL)
- vi. Block laying and Concretion (BL)
- vii. Electrical Installation (EI)
- vii. Painting and Decoration (PD)
- viii. Panel Beater Sheet Metal (PBSM)
- ix. Wood Machining (WM)
- x. Blacksmithing and Welding (BW)

The General Education courses offered in addition to English. Mathematics, Physics. Chemistry and Biology are literature in English. History, Fine Arts, Social Studies and less of Library were initiated by the then principal Pa. Gabriel Ladipo. According to him, the entire curriculum was tagged "Education for Total Child". He added that it was as a result of this logo that the General Education subjects were mounted.

The rationale for the inclusion of General Education subjects into Craft Schools and Technical Colleges curricular were made explicit by CTESA and Pa. G. Ladipo.

For instance. English language was introduced because it was recognized to be a Technical tool and because it would help technicians to communicate technical ideas and develop the ability to write reports and ideas logically while Mathematics was included because it is a symbolic language that is needed to read accurately the coded messages that are found in formulars blue prints. Mathematics was also found necessary because it would allow for ability to digest data and interpret their trends correctly.

The rationale for the inclusion of Arts and Craft in the technical school curriculum was to develop aesthetic values in the students' appreciation of beauty and thus be able to add beauty to whatever they produce thus promoting the marketability of their products.

For social studies, since technicians are expected to relate their studies to society and are daily having social interaction both directly and indirectly with other people, the need arose for them to be exposed to social studies in school. Apart from this, social studies was seen as an avenue for the Students to discover their right, how to exercise it as citizens and also accept responsibilities which come from such rights. It was also seen as an avenue for technicians and craftsmen to learn to cultivate positive human relations at community, national and international levels.

Another crucial subject which has since become one of the General Education programmes is Technical Drawing. It was incorporated into crafts and technical schools programme so that concepts could be fully expressed in drawing form. In the Technical field, nothing can be manufactured if it cannot be put down in drawing form. The drawing takes the form of industrial art, such as drawing of machinery, equipment and tools.

As for the sciences, the subjects were included because they are trade related courses. For the implementation of CTESA recommendations in the late 1960's, the Northern Region Government and the Federal Government took the following steps:

- (1) Nigerian Technical and Commercial Examination Committee which was part of the West African Examinations Council (WAEC) set up panels and experts to work on examination syllabus for all the technical school courses.

- (2) Short courses were held for all the Technical drawing teachers. While workshops were also organized to allow for uniform approach in the teaching of Technical drawing.
- (3) Technical Education Board was set up to maintain and control technical education programmes.
- (4) Teachers were sponsored for training within and outside the country.
- (5) School-industry relationship was ensured
- (6) Auxiliary apparatus were introduced to schools for effective teaching.
- (7) Committee on pre-vocational syllabus was constituted to ensure that pre-vocational subjects were properly handled in craft schools and secondary schools.

From the responses that came from one of the old principals of Ilorin Technical College (Elder G. Ladipo), apparatus such as filing strips, model or standard factory, motor vehicles engines, Language laboratories were used for teaching the students. The trend above continued in Kwara State after the state was created in 1967.

Flowever, the secondary schools that existed in Kwara State before late 1970s were like other secondary schools in the country. Though, the teaching of pre-vocational and technical subjects in secondary schools was recommended by CTESA, the schools almost totally followed the European type of curriculum. The only difference was the teaching of Agriculture which was enforced by the first Governor of the state in the 1970s. The secondary commercial schools offered literary and commercial subjects like Typing, Shorthand, Economics, Commerce, Business Studies together with General Education leading to West Africa School Certificate (WASC) in commercial subjects and certificate in the Royal Society of Arts of London. It is equally sad to note that some of the secondary schools that went by the name comprehensive though had vocational subjects like Fine arts, Metalwork, Auto-mechanics, Woodwork, Electronics, and commercial subjects on their time table were indeed grammar school because most of the subjects were actually not taught. In most cases, the school concentrated on the teaching of literary and commercial subjects.

What truly brought a remarkable change to secondary schools curriculum and aided the teaching of VTE in secondary schools and technical colleges from the late 1970s was the outcome and recommendations that emanated from the National

Curriculum Conference of September 1969. The approach adopted by the conference has helped to some extent in solving the problem of purely literary secondary school curriculum. The National Policy on Education (NPE), with the 6-3-3-4 structure that the conference gave birth to laid emphasis on the practical oriented subjects in order to cater for the skilled manpower needed for the industrial and technological advancement of the nation.

The junior secondary school reflected the recommendations that came from CTESA in 1966. The curriculum with its emphasis on VTE was designed to enable each child to acquire further knowledge and skills at the senior secondary schools and technical colleges and to make the recipients self-reliant if they choose to terminate their education at the end of the junior secondary school. The curriculum which is both pre-vocational and academic was structured in the NPE as follows:

i. The core subjects:

Mathematics, English, Nigeria language. Integrated Science, French, Social Studies, Arts, Music, Practical Agriculture, Physical Education. Introductory Technology. Christian Religious Studies/ Islamic Studies,

ii. Pre-vocational subjects

Wood Work, Metalwork, Home Economics, Home Computer, Fine Arts, and Local Crafts.

The senior secondary school and senior technical colleges, a three year programme are meant for those willing to go beyond the junior secondary school. The curriculum designed for the post-junior secondary school level was equally very comprehensive with core subjects meant to broaden the knowledge and outlook of the recipients. There were several vocational and non-vocational elective subjects which were meant to make the students good enough for self employment, self reliant, eradicate poverty, reduce the perennial problem of unemployment of secondary school graduates and prepare the students for admission into polytechnics while the general educational component would make the students good materials for the universities.

The senior secondary school curriculum as contained in the NPE is as follows:

i. Core Subjects

Mathematics, English, and Nigerian language, French, Social Studies, Arts, Music. Integrated Science, Practical Agriculture, Physics, Physical Education, Introductory Technology. Christian Religious Studies/Islamic Studies.

ii. Vocational Electives;

Agriculture; Applied Electricity. Auto-mechanics. Book-keeping or Accounting, Building Constructions, Commerce, Computer Education, Electronics, Clothing and Textile, Food and Nutrition, Home Economics. Home Management, Metal Work, Shorthand. Typewriting, Fine Arts and Music.

iii. Non-Vocational electives

Biology, Chemistry. Physics, Literature in English, Christian Religious Studies, Islamic Studies, Arabic, Government, Economics and any Nigerian language (FRN,2004a).

The implementation of the secondary school segment of the NPE began with the junior secondary school in Kwara state in 1982 while the implementation of the senior secondary school segment followed in 1985/86 academic session.

Steps taken in Kwara State for the effective implementation of the VTE loaded curriculum. The steps include:

- i. Establishment of a Resource Center to produce instructional materials and scientific equipment for schools.
- ii. Provision of teachers through a scheme referred to as Rural Voluntary Teachers (RVTS).
- iii. Seminars and workshops were organized for teachers on the implementation of the new curriculum and the continuous assessment aspect.
- iv. Provision of Examination Format for teachers. The state also procured and printed syllabuses for the junior secondary school.
- v. Regular full and unscheduled inspections and monitoring of the programmes.
- vi. Importation of junior secondary school introductory technology equipment. Though the schools faced the problem of installation of the equipment purchased.

- vii. For students to be mobilized and enlightened on the importance of VTE and choice of career as stipulated in the NPE, the State introduced Guidance Counselling services in schools. Several teachers were sponsored to pursue higher education in guidance and counseling. Workshops were also held for guidance and counsellors in all the secondary schools in the state. The workshops were organized by the State Ministry of Education in conjunction with the Faculty of Education, University of Ilorin.
- viii. The state also set up a task force on NPE to ensure proper implementation of the new secondary school curriculum.
- ix. Textbooks were purchased in bulk for schools and sold to students at subsidized rates.
- x. Few computer centres were established in the state and made accessible to all the neighbouring schools.
- xi. Vacation courses were arranged for teachers to meet the demand of the curriculum of the NPE in secondary schools and technical college. (Development in Kwara State 1985-1990).

It should be noted that though all the efforts listed above were taken by the state government to ensure effective implementation of the secondary school segment of the NPE, the vocational and technical subjects were not seriously pursued for lack of teachers and inadequate equipment. The junior technical colleges offered courses and operated just like other junior secondary schools in the state and in Nigeria/while the senior technical colleges continued to offer general education course and the conventional trade courses approved by the National Board for Technical Education (NBTE).

Other steps taken by the government to promote the acquisition of VTE at the secondary school level in the state in the period between 1985 and 2008 among others were:

1. Expansion of technical college curriculum to include some general courses from 1985.

2. UBE programme was re-structured to include the Junior Secondary Schools in 2006. The upper basic schools (junior secondary schools) laid emphasis on acquisition of ore-vocational subjects.
3. Expansion of Senior Secondary School Curriculum to include thirty-five (35) trade and entrepreneurship programmes in 2008.

With the introduction of the National Policy on Education and its implementation in the state at the senior secondary level from 1985, all the technical colleges added some other general courses to their curriculum based on the capacity of the colleges in terms of availability of technical teachers and facilities. Some of the general courses that came up were: Information and Communication Technology (ICT), Basic Electricity, Economics, General Metal Work, Home Economics, Literature and so on.

Another major step taken by the Federal Government based on the need for sporadic and realistic technological development of the nation coupled with the need to make VTE more attractive to students and for the realization of the goals of NEEDS, a Federal Government programme and EFA and the Millennium Development Goals as well as the promotion of self-reliance and poverty reduction in Nigeria was a further expansion of the post-primary school curriculum in 2008. Prior to this period, precisely in 2006, the junior secondary school segment was merged with the Universal Basic Education classes to make a nine year's programme while the junior schools, tagged as Upper Basic Schools were separately administered. All these steps were taken to ensure that better attention was paid to that level of education and for effective implementation of the entrepreneurial courses that were introduced in to the Upper Basic curriculum in 2006 but became operative in 2008.

The Upper Basic curriculum in addition to the ones earlier recommended by the NPE was expanded to include the following core compulsory subjects: Civic Education, Introductory Technology renamed as Basic Technology, Integrated Science also renamed as Basic Science, Cultural and Creative Arts and Computer Studies/ Information and Communication Technology (ICT). The elective courses include: Agriculture, Home Economics, Arabic Language and Business Studies (NERDC, 2008).

All students must offer at least one elective but not more than three at this level. By the new provision, vital pre-vocational subjects like Metal work and Electronics were scrapped from the former NPE recommended Junior Secondary School curriculum. Also based on the needs for vocational development, Agriculture and Home Economics would not have been made elective but rather form part of the core subjects. The inclusion of Computer Studies and ICT was highly commendable since the world has entered in to computer age.

However, the responses that came from the principals of the sampled Upper Basic Schools (JSS) revealed that the schools were not finding it easy to implement some of the VTE related subjects due to lack of teachers and equipment. Table 8 below revealed that all the 15 Upper Basic Schools (JSS) sampled were offering Basic Science, but only 6 offered Creative Arts (Fine Arts). Basic Technology (Introductory Technology) was offered by all the Upper Basic Schools but not effectively taught for lack of teachers and equipment except in the sampled private and Federal Government junior secondary schools. Eleven (11) schools offered Computer Science and apart from the private and Federal Government junior secondary schools, others were not too comfortable with the teaching of the subjects because of the same problem given above. For Agricultural Science which was being offered in all the 15 junior secondary schools, the teaching of the subjects was not too effective based on lack of teachers. Though 13 out of the 15 schools mounted Home Economics, one of the principals of the 13 schools confessed that the school did not have any teacher to handle the subject. Business Education seems to be better handled in most of the schools. All the 15 sampled junior secondary schools were offering the subject.

This analysis shows that the implementation of VTE related subjects at the upper basic level of education in Kwara State as at 2012 was not doing badly but not good enough. There is the need for the government to ensure that enough teachers and equipment are supplied to schools for proper implementation of these crucial subjects that serve as basis/and foundation for technological advancement of the nation and the promotion of self-reliance of the recipients.

Table 9: Pre-vocational Subjects offered in the Fifteen Upper Basic School (Junior Secondary Schools) in Kwara State, Nigeria in 2012

Pre-vocational Subjects Offered	JS ST Patigi	JSS T Esie - Iludun	JSS T Eri n-ile	JSS T Ilorin	JSST Amodu - Asungbolu	GD JSS Alore	G D JS Fat e	AI JSS Laduba	GD JSS Malete	AC C JSS Offa	FG C JSS Ilorin	FG C JSS Omuraran	JSS Banwo Ajas-e-Ipo	JSS Olumawu Ilorin	JSS Euc h Arist ic ilorin	Total
1. Basic Science	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	15
2. creative art	x	√	√	√	√	√	√	√	√	√	√	√	√	x	√	7
3. Basic Technology (Intro)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	15
4. Computer/ICT	√	√	√	√	√	x		x	x	x	√	√	√	√	√	11
5. Agriculture	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	15
6. Home Economic	x	x	√	√	√	√	√	√	√	√	√	√	√	√	√	13
7. Business Studies	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	15

Sources:

I. NERDC: Nine Year Basic Education Curriculum (2008)

II. Data collected from sampled Junior Secondary School Principals

Keys: (i) √ Courses that are offered without any problem (ii) √ Courses mounted with no teacher to handle them (iii) x Courses not offered in the schools (iv) JSS T- Junior Secondary School Technical (v) AIJSS- Ansarul Islam Junior Secondary School (vi) ACCJSS - Anglican Comprehensive Commercial Junior Secondary School (vii) GD JSS- Government Day Junior Secondary School

At the senior secondary school level, the new curriculum structure that came from the Nigerian Educational Research and Development Council (NERDC) in 2008 has been implemented in Kwara State from 2011/2012 academic session. It started with the products of the upper basic curriculum that proceeded to senior secondary One

(SSI) in 2011. The new curriculum structure for the 3-year senior secondary education is as given below:

Compulsory Cross-Cutting Core Subjects:

English Language

General Mathematics

One Trade/ Entrepreneurship Studies

Computer Studies/ICT

Civic Education

Table 10: Core Subjects in Specialized Fields of Study: (Group of Subjects Representing Students' areas of Specialization)

Science and Management	Business Studies	Humanities	Technology
Biology	Accounting	Nigerian Language	Technical Drawing
Chemistry	Store Management	Literature- in – English	General Metal Work
Physics	Office practice	Geography	Basic Electricity
Further Mathematics	Insurance	Christian Religious Studies	Electronics
Agriculture	Commerce	Government	Auto Mechanics
Physical Education		Islamic Studies	Building Construction
Health Education		History	Wood Work
		Visual Arts	Home Management
		Music	Food and Nutrition
		French	Clothing and Textiles
		Arabic	
		Economics	

Source: (i) FRN, 2008

(ii) Adewumi, 2012

Table 11: Thirty-Five (35) Trade/Entrepreneurship Subjects introduced to Senior

1. Auto Body Repair and Spray Painting	21. Cosmetology
2. Auto Electrical Work	22. Leather Goods Manufacturing and Repair
3. Auto Mechanical Work	23. Keyboarding
4. Auto Parts Merchandising	24. Shorthand
5. Air Conditioning Refrigerator	25. Data Processing
6. Welding and Fabrication, Engineering Craft Practice	26. Store Keeping
7. Electrical Installation and Maintenance Work	27. GES Maintenance
8. Radio, T.V. and Electrical Work	28. Photography
9. Block Laying, Brick Laying and Concrete Work	29. Tourism
10. Plumbing and Pipe Fitting	30. Mining
11. Painting and Decorating	31. Animal Husbandry
12. Machine Wood Working	32. Fisheries
13. Carpentry and Joinery	33. Marketing
14. Upholstery	34. Salesmanship
15. Furniture Making	35. Book keeping
16. Catering Craft Practice	
17. Garment Making	
18. Textile Trade	
19. Dyeing and Bleaching	
20. Printing Craft Practice	

Sources: (i) FRN, 2008

(ii) Adewumi, (2012)

With this expanded senior secondary school education curriculum, all students irrespective of their fields of study must offer the entire 5 compulsory core cross-cutting Subjects and also offer 3 or 4 subjects from their field of specialization. One elective may be offered outside

their field of specialization provided the total number of subjects is not more than nine (9). The minimum number of subjects that a student can offer is eight (8). Students are to choose their compulsory trade entrepreneurship from the list of the available 35 Trades.

It is thrilling to note that the newly expanded senior secondary school curriculum provides support for higher education. Moreover, the introduction of Trade/Entrepreneurship programmes as well as computer and ICT as compulsory cross cutting core subject will also enable students to become self reliant, help to eradicate poverty from the society and also assist in the creation of jobs.

The new curriculum is very much different from the old one in the sense that after the completion of senior secondary education, all students would have acquired at least a functional trade and be ICT literate as well as being fully prepared for higher education if they desire to proceed further. The new curriculum would undoubtedly help in meeting the present challenges in the state. The elective subjects also ensure a broad-based education without overloading the students.

The selection of any of the Trade/ Entrepreneurship subjects is to be based on local needs, marketability, availability of qualified instructors, instructional materials, as well as on the ability, aptitude and interest of individual students. For effective implementation of the new curriculum in the state, some lectures were organized especially for the UBE Curriculum by the Universal Basic Education Commission (UBEC). The Nigerian Educational Research and Development Council (NERDC) also conducted a sensational and advocacy interactive workshop for stakeholders in the education sector on the new Senior Secondary School Curriculum structure in Kwara State. However, the planned sensational workshop for the senior secondary school teachers in the state to ensure successful implementation of the expanded curriculum was not seriously pursued according to most of the teachers that the researcher interacted with on the field. It was some philanthropists' educationist that eventually organized seminars and workshops for teachers on the new curriculum. The most/prominent were elder statesmen like Dr J. Adewumi and Chief Solomon Aboyeji who organized seminars for Vice principals and teachers of senior secondary schools as well as school counsellors in the state.

Secondary schools in the state were to mount any three of the 35 trades while each student must offer at least one of the three mounted in the school. Table 11 below

Table 1 Table 12: VTE Subjects/entrepreneurship Programmes Offered in the 10 Sampled Senior Secondary Schools in Kwara state

(A) Senior Secondary School, Alore	(B) Senior Secondary School, Fate	(C) Ansarul Islam Senior Secondary School, Laduba	(D) Government Day Senior Secondary School	(E) Anglican College of Commerce Senior Secondary School, Offa	F.G.C. sss, Omu-Aran	(G) F.G.C. SSS, Ilorin	(H) Ban wo SSS, Ajase Ipo	(I) Olumawu SSS, Ilorin	Eucharistic SSS, Ilorin
Agriculture Home Economics Home Management Food and Nutrition Accounting Commerce Agriculture Home-Economics Home-Management	Agriculture Technical Drawing Home Economics Home Management Home Management Computer /I CT Clothing and Tie Textile Fine Aits Accounting Commerce Catering and Crafts Marketing	Agriculture Home Economics Home Management Accounting Commerce Fisheries Animal Husbandry Tie and Die	Agriculture Home Management Food and Nutrition GSM Maintenance Dyeing and Beading Animal Husbandry	Agriculture Accounting Office Practice Commerce Insurance Marketing Animal Husbandry	Technical Drawing Home Economics Fine Arts Computer/ ICT Agricultural Science	Technical Drawing Home Economics Fine Arts Computer/ ICT Agricultural Science	Metal Work Electrical Installation Home Economics Agricultural Science Computer/ICT Technical Drawing	Electronics Woodwork Technical Drawing Home Economics Agricultural Science	Metal Work Wood Work Building and Concreting Technical Drawing Home Economics Fine Arts Computer/ICT Agricultural Science

shows the VTE related subjects and entrepreneurship programmes mounted in the five senior secondary schools that formed part of the sampled school for this study.

Source: Data collected from the sampled schools

Table 12 above shows that nine (9) out of the ten (10) schools offered subjects under the field of technology. It is however interesting to note that all the three (3) private schools and Federal Government Colleges were offering not only the technology subjects (see table 10 page 180) but also the newly introduced entrepreneurship programmes. Though all the

schools offer Agricultural Science, the problem of space for school farm yet remained. The trade subjects offered in the schools definitely prepared the students for the desired self-employment after their secondary education.

It is however sad to note that only GDSSS, Fate out of the five (5) public schools sampled was offering Computer/ICT. This is not good enough especially now that the world has gone computerized and the society is clamouring for attainment of computer literate citizens. On the contrary, all the Federal Government Colleges and the private schools sampled were offering the subject. The computer used in GDSS, Fate was also the old type. Moreover, the situation whereby purely technical related subjects are not offered at all in the public schools is saddening. Technical subjects like Basic Electricity, Woodwork, Auto-mechanics, Electronics, General Metal Work, Building Construction and Technical Drawing were offered only in the Federal Government Colleges and the private schools sampled for this study. For the public schools, only GDSS, Fate offered Technical Drawing and this was also facing the problem of inadequate teachers. The reason for non-inclusion of technical subjects in the public schools according to some teachers was because of lack of teachers and the needed equipment.

On the implementation of any three of the 35 Trade Subjects as recommended by the Federal Ministry of Education (2008), several problems have been inhibiting the effective implementation of the subjects especially in the sampled public schools. Responses gathered by the researcher from the principals and teachers of the five (5) public secondary schools visited revealed that:

- I. Teachers were not given adequate training on the newly expanded curriculum especially the 35 trade subjects.
- II. The expanded curriculum lacked adequate enlightenment.
- III. There were inadequate teachers to handle the trades. The few teachers that were handling the 3 trades chosen in some of the schools teach based on the experience they have acquired in subjects that are related to the newly chosen trades.
- IV. Subjects that are of interest and suitable for students in some schools have no curriculum. Hence, teachers were compelled to source for curriculum from neighbouring schools and higher institutions.

V. Though some schools, after toiling for a while got the curriculum contents, they still faced the problem of lack of relevant textbooks.

These problems show that most of the public schools in the state as at 2012 were still struggling to implement the expanded senior secondary schools curriculum especially the trades selected from the recommended 35 trades. All the Federal Government Colleges and most of the private schools have been able to implement the expanded curriculum to a larger extent. Undoubtedly, the Federal Government has gone extra miles by widening the senior secondary schools curriculum to include most of the trades that promote self reliance, poverty eradication and reduction of unemployment but additional efforts in terms of provision of teachers, books, full contents of the trades recommended and proper training of teachers must follow from the state Government.

The curriculum of the senior technical colleges reflected the conventional trade courses that are supervised by the National Board for Technical Education and the old General Education subjects recommended by Nigerian Educational Research and Development Council (NERDC) in the newly expanded senior secondary school curriculum. The eight (8) Technical Institution Programmes and the curriculum together with the general education subjects that are approved and supervised by the National Board for Technical Education as well as subjects that have been added from the expanded senior secondary school curriculum that were offered in the Senior Technical Colleges in Kwara State are given in the table below:-

TABLE 13: MAIN TRADES AND TRADE RELATED SUBJECTS OFFERED IN THE 5 TECHNICAL COLLEGES IN KWARA STATE

	Trade/Trade Related Courses	Patigi	Technical Colleges				Total
			Esie- Iludun	Erin-Ile	Ilorin	Amodu Asungbolu	
1	Mechanical Trades	√	X	√	X	X	2
a	Mechanical Engineering Craft Practice (ME)	√	X	X	X	X	1
b	Fabrication and Welding (FW)	√	X	√	X	X	2
c	Foundry Work	X	X	X	X	X	X
d	Plumbing and Pipe Fitting	X	X	X	X	X	X
e	Sheet Metal Work (SMW)	√	X	X	X	X	1
f	Gas Welding Cutting and Arc (GWC)	√	X	X	X	X	2
2	Electrical/Electronic Trades	√	X	X	X	X	1

a	Electrical Installation	√	X	X	X	X	1
b	Radio, Television and Electronic Servicing	√	X	X	X	X	4
c	Instrument Mechanic Work	√	X	X	X	X	4
d	Appliances Maintenance Repairs	X	X	X	X	X	X
e	Coil Welding	X	X	X	X	X	X
f	Domestic and Industrial	√	X	X	X	X	X
g	Cable Joining and Battery Charging	√	x	x	x	x	1
h	Winding of Electrical Machines	√	X	X	X	X	1
3	Auto Trades	√	X	X	X	X	1
a	Agricultural Equipment and Implement Machines Work	X	X	X	X	X	1
b	Motor Vehicle Mechanics	√	X	X	X	X	3
c	Auto Electrical Work	√	X	X	X	X	X
d	Vehicle Body Building	X	X	X	X	X	3
e	Light Vehicle Body Repair	X	X	X	X	X	1
f	Part Merchandizing	X	X	X	X	X	X
g	Engine Maintenance	√	X	X	X	X	X
h	Service Mechanic Work	√	X	X	X	X	X
4	Building and Wood Trades	√	√	V A	V A	V A	1 A
a	Block laying, Bricklaying and Concreting	X	√	X	X	X	2
b	Carpentry and Joinery	\	√	\	\	\	\4
c	Furniture Craft (Making)		√				2
d	Machine Wood Working	v	√	v	v	v	1
e	Painting and Decorating	v	√	v	v	v	3
f	Soft Furnishing and Upholstery	X	X	X	X	X	X
5	Business Studies Trade	v	√	√	√	√	1
a	Type Writing	X	X	X	X	X	X
b	Stereography						X
C	Data Processing	X	X	X	X	X	X
e	Book Keeping	X	X	X	X	X	1
E	Commerce	X	X	X	X	X	3
f	Accounting	X	X	X	X	X	2
g	Office Practice	v	v	v	v	v	3
h	Financial Accounting	X	X	X	X	X	X
i	Shorthand	v	v	v	v	v	v
6	Hospitality Trades	v	v	v	v	v	v
a	Catering Craft Practice	X	X	X	X	X	X
b	Cosmetology	X	X	X	X	X	X
7	Printing Trades						
a	Printing Craft Practice	X	X	X	X	X	X
a	Textile Trades	X	X	X	X	X	X
b	Ladies Garment Making	X	X	X	X	X	X
c	Men's Garment Making	X	X	X	X	X	X
d	Leather Trades	X	X	X	X	X	X
	Subjects Selected from the	X					X

	Exposed Secondary School Curriculum						
a	Basic electricity	√	X	√	√	√	4
b	General Metal Work	√	X	X	X	√	4
c	Wood Work	X	X	X	X	X	2
d	Building Construction	X	X	X	X	X	2
e	Auto Mechanic	√	X	X	X	X	3
f	Electronics	X	X	X	X	√	1
g	Agriculture	X	X	X	X	√	1

Source:

- i) national board for technical education (NBTE)
- ii) Data collected from the principals of colleges

keys:

- i) √ represent subjects/trades offered in a technical college
- ii) X REPRESENTS SUBJECTS OR TRADES NOT OFFERED IN A GIVEN TECHNICAL COLLEGE

As indicated in the table above, out of the eight major trades supervised by the National Board for Technical Education (NBTE), the field work carried out and the NBTE directory(2011) revealed that only 5 were offered in Kwara State Technical Colleges. The five trades are: Electrical/Electronic trades, Mechanical Trades, Auto Trades, Building and Wood Trades and Business Study Trades.

It can also be observed from the table that not all the trade related courses provided under the 8 major trades were mounted in Kwara State Technical Colleges. For instance, under mechanical trade which is offered in Patigi and Erinle Technical Colleges, only Patigi offers 6 out of the 8 related trades while Erinle offers 3.

It can also be observed from the table that though, four out of the five Technical Colleges offer Electrical and Electronic trade, only GTC Patigi thought four (4) out of the nine (9) subjects available in that department. While GTC Amodu Asungbolu offered 2, GTC Erinle offered only one. GTC Ilorin has been unable to offer most of the Electrical and Electronic courses as a result of lack of electricity supply in the

college. GTC, Essie- Iludun had Electrical Installation in their programme before but as a result of lack of teachers, equipment and electricity, it was abandoned.

In the Auto Trade Department, there are eight different courses, GTC Patigi offers five of the courses while GTC Erinle and Ilorin offers only 2 of the courses. Responses that came from the principals and teachers of the college reveal that lack of electricity supply has remained a bottleneck. Some complained of not having enough material, to mount some Auto Trade subjects especially the carcass that is needed for practical lessons.

Also from the table above, it is observed that four of the Technical Colleges offered Building and Wood Trade. These are GTC Patigi, Esie-Iludun, Erinle and Ilorin. But only GTC Esie-Iludun was teaching up to 4 out of the related trade subjects. The other colleges taught only one of the subjects. The teaching of painting and decorating was equally not too easy in Esie as a result of lack of materials. Similar reasons also came from other colleges. More courses would have been mounted if the personnel and materials needed were on ground.

Also from the table, it could be observed that Business Studies trade was offered in 3 of the five Technical Colleges namely GTC Esie-Iludun, Ilorin and Amodu Asungbolu. Also, several of the trade subjects are mounted in the three colleges especially Commerce, Accounting, Office Practice and Financial Accounting. More of the Business Studies Subjects would have been mounted if the needed teachers and materials were available.

The remaining three (3) trades namely Hospitality, Printing, Textile and related trades were not offered in any of the five Technical Colleges as indicated in the table above. More of the trades would have been offered but the perennial problem of teachers and materials constitute a major banter.

Some subjects that were extracted from the newly expanded Secondary School Syllabus (FRN, 2008) that are trade related were also offered in the technical colleges. Information gathered from the schools revealed that the trade and entrepreneurship subjects were implemented in Kwara State in 2011/2012 academic session as earlier explained. The essence was for students to acquire different skills that would promote self-reliance and job creation. GTC Patigi, Erinle, Ilorin and Amodu Asungbolu offer

Basic Elements and General Metal Work, Wood Work is offered in Ilorin and Esie-Iludun. Three of the colleges Patigi, Erinle and Ilorin offered Auto-Mechanics. Only GTC Amodu Asungbolu offered Electronics and Agriculture (NBTE Directory, 2011).

The recommendation from NERDC that each school should mount at least three trades apart from the conventional trades taught in the post primary institutions has been implemented in all the 5 Technical Colleges. Apart from the major trades offered in the schools, all the five colleges offered at least three of the Technology and trade related subjects newly recommended in the senior secondary school expanded curriculum.

One major observation from the table above is the fact that GTC Patigi which is the oldest technical college in the state offered more of the trade and trade related subjects than any of the other colleges. This was due to the fact that the school was found to be better equipped with the needed equipment though most of this equipment were almost obsolete.

TABBLE 14: General subjects offered in the 5 Technical Colleges in Kwara State

GENERAL EDUCATION Subject	TECHNICAL COLLEGES					No of colleges
	GT C Pati gi	GT C Esie -Iludun	GT C Erin le-ile	GT C Ilori n	GTC Asung bolu	
1. English	√	√	√	√	√	5
2. Mathematics	√	√	√	√	√	5
3. Physics	√	√	√	√	√	5
4. Chemistry	√	√	√	√	√	5
5. Biology	x	x	x	√	x	4
6. Technical Drawing	√	√	√	√	√	5
7. Social Studies	√	√	x	√	x	2
8. Literature in English	√	√	√	√	√	2
9. Economics	√	√	√	√	√	4
10. Home Economics	x	x	x	x	√	1
11. Computer/ICT	√	√	√	√	√	5

Sources: (i) National Board for Technical Education (NBTE)

(ii) Data collected from principals of the Colleges

Keys: (i) \checkmark represent subjects offered in a technical college

(ii) x -Represents subjects not offered in the Technical Colleges

For the general education subjects, improvements have been made over the number of courses recommended by CTESA in the late 1960s. As a result of the expansion of senior secondary schools curriculum subjects like Economics, Computer and Information Communication Technology and Home Economics were offered in some of the technical colleges as indicated in the table 13 above. The general courses recommended for the technical colleges from late 1960s that are compulsory for all the students were English Language, Mathematics, Physics, Chemistry, Biology and Technical Drawing. Others are Social Studies and Literature in English. All the 5 colleges offered computer science because of its compulsory status. However, some of the colleges were finding it difficult to offer the subjects due to lack of computer, laboratories and competent teachers to handle the subject

Social Studies was offered in GTC Patigi and Ilorin while Literature in English was offered in GTC Amodu Asungbolu and Esie-Illudun. These schools were not finding it easy to teach the subjects for lack of teachers. As indicated in table above, four (4) of the colleges were offering Economics. Apart from the compulsory core subjects, Economics was mostly embraced in the schools. For Home Economics, the subject was taught only in GTC Amodu Asungbolu. The reasons given by the principals of other schools for not mounting the subject centered on lack of equipment and teachers.

The attainability, adequacy, quality and whether or not the VTE programmes cater for self reliance have been responded to by the principals, teachers and students from the schools sampled for this Study as given in the table below.

Table 15: Assessment of Adequacy, Reliance and Attainability of VTE Curriculum at the Post Primary Level in Kwara State

Whether	School Principals (25)		School Teachers (60)		Students (60)	
	No. that Responded Positively	Percentage of Positive Responses	No. that Responded Positively	Percentage Positive Responses	No. that Responded Positively	Percentage of Positive Responses
1. VTE Curriculum is catering for skill acquisition	25	100%	44	73.3%	_____	_____
2. VTE Curriculum is very much attainable	_____	_____	52	86.6%	_____	_____
3. Students are well equipped with skills needed for self-reliance	11	44%	20	33.3%	57	92%
4. Students are exposed to quality practical experience	_____	_____	30	50%	_____	_____
5. The Curriculum is in line with the reality of the world of work	25	100%	43	71.6%	_____	_____

Source: Responses from the sampled schools

Key: (-) The questions were not included in the questionnaire responded to by principals, teachers and students

From the responses given in table 14 and 15 above, 52 of the 60 teachers sampled which represent 86.6% expressed that the VTE curriculum is quite attainable,

while all the 25 principals and 44 teachers representing 100% of the principals and 73.3% of the teachers believed that VTE curriculum caters for skill acquisition. On whether the students are well equipped with skills needed for self reliance, only 11 principals representing 44% and 20 teachers which represents 33.3% expressed that students were well equipped with the needed skills. However, 57 students representing 95% believed that they were well equipped with the needed skills. On whether or not students were exposed to quality practical experience, 30 (50%) out of the 60 teachers interviewed expressed that students were exposed to quality practical experience. Also, on whether the VTE curriculum was in line with the reality of the world of work, all the 25 principals which represents 100% and 43 teachers representing 71.6% responded positively to the question.

From the responses above, it is true to say that the VTE curriculum at the secondary school level is attainable and also caters for skill acquisition. The curriculum is also in line with the reality of the world of work. However, responses that came from the principals and teachers show that students were not fully prepared or equipped for self reliance due to inadequate practical, workshops as well as teachers and other facilities that are needed in schools. Though 57, that is, 95% of the students believed that they were well equipped in skill acquisition, their conclusion were probably based on their shallow level of understanding of what well equipped connotes. However, the principals and teachers that understand better have expressed what they believed to be the reality regarding being well equipped to expected skills needed for their future practical endeavours.

RESEARCH QUESTION III

What were the Trends in the Enrolment of Students in VTE at the Secondary School Level in Kwara State between 1967 and 2012?

Trends in the Enrolment of Students in VTE at the Secondary School Level in Kwara State between 1967 and 2012

Admission Process / Requirements

In the period before 1980, admission into the craft schools (later named Basic schools) required the possession of First School Leaving Certificate. Graduates of

primary schools, having the certificate were also made to take a common entrance examination before gaining admission in to the craft schools where they spent 3years. This was later changed to a 2year programme.

All entrants to technical schools (later-known as Technical Colleges) must have a good result in the Intermediate City and Guild of London Examination. This was an external examination taken by craft school students at the end of their 3year or 2year programme. In other words, they must have satisfied the minimum requirement in general education in the external examination. In addition to this, entrance examinations were also conducted for students who wanted to come into technical schools to offer different trades.

With the introduction of the National Policy on Education and the implementation of 6-3-3-4 system of education and the modified version that came later, the 9-3-4 structure, admission into Junior Technical Schools (Upper Basic Schools) followed the pattern of admission into all the junior secondary schools. Primary school leavers are admitted after passing the common entrance examination conducted by the State Ministry of Education. Admission into the senior technical colleges is open to graduates of junior secondary or junior technical school students. They come into the senior technical colleges or senior secondary schools to pursue vocational and technical trades after passing the Junior WAEC (Technical) or Junior National Business and Technical Education (NABTEB) Examinations. Students are required to have at least five (5) credits in the trade related courses in any of the available examinations stated above. The trade related courses are, Introductory Technology (now Basic Technology). Integrated Science (now Basic Science). Mathematics, English and Business Studies.

Students admitted to senior technical colleges are given courses to offer based on their performance in the NABTEB aptitude test. Sometimes, admissions are based on parent's wish or external applications from secondary school leavers. However, such students must have performed well in any of WAEC, NECO or NABTEB examinations.

Students' Enrolment

In Kwara State, enrolment of students in technical colleges and in the VTE subjects in senior secondary schools has been fluctuating. It should be noted that VTE

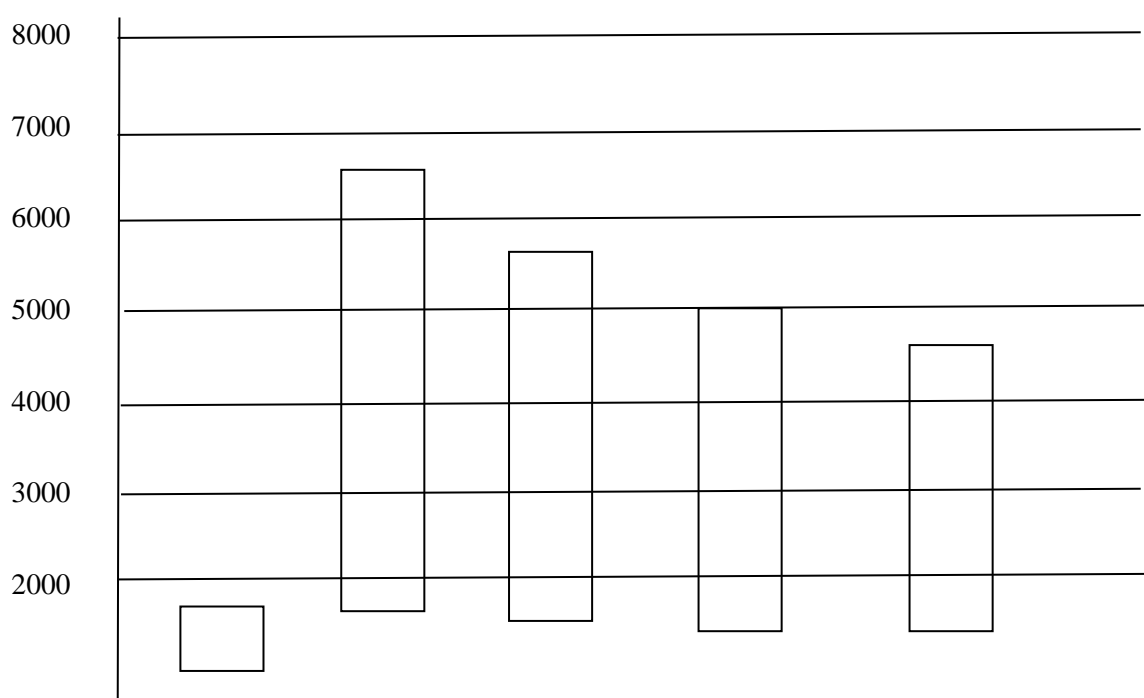
programmes from time has not been popular for reasons already discussed extensively in this study. Over the years in Kwara State, the number of students offering VTE subjects which could be ascertained by students' enrolment in technical colleges and secondary school was very small.

The findings of this researcher on students' enrolment in the technical colleges and the enrolment of senior secondary school students in VTE courses between 1967 and 2012 are presented using the table and graphical illustration below:

Table 16: Students' Enrolment in Technical Colleges in Kwara State 1982-1987

S/N	Technical Colleges	1982/1983	1983/1984	1984/1985	1985/1986	1986/1987
1	GTC Patigi	352	1340	1192	1161	1208
2	GTC Esie-Iludun	238	885	713	542	315
3	GTC Erin-lie	278	1191	935	361	811
4	GTC New Bussa	139	573	570	481	400
5	GTC Jebba	156	533	532	385	483
6	GTC Mopa	94	334	439	269	202
7	GTC Lokoja	97	423	363	269	183
8	GTC Ilorin	NA	534	480	527	380
9	GTC Obroke	NA	299	382	313	200
10	Total	1354	6117	5611	4807	4182

Source: Development in Kwara State 1955-1990 (produced by Kwara State Ministry of Information and Economic Development)



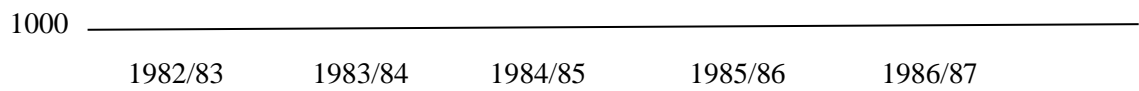


Figure 9: Students enrolments trends in Technical Colleges in Kwara state 1982-1987

Table 16 shows the trends in students' enrolment in Kwara State Technical Colleges from JSS1 to SSSII1 between 1982/83 and 1986/1987 sessions. From the table and the figure 4 above, in 1982/1983 session, there were 1354 students in the nine technical colleges that were in existence in the state. By 1983/1984 academic session when the first set of the Universal Primary Education (UPE) pupils were mature for secondary education. The turnout affected the population of students that were given admission into the post-primary institutions upwardly technical colleges inclusive. Hence, the enrolment in technical colleges which was 1354 in 1982/83 rose to 6117 in 1983/84 session. To allow for more enrolment in all the post-primary institutions during this session, the State Government relaxed some of the stringent measures and conditions for establishing new schools. For instance, boarding system that would have been a barrier to admission of more students was also scrapped to give room for additional students' intake.

However, in the 1984/1985 session, a reduction was witnessed in the enrolment of students in all schools except GTC Mopa that had a little increase. The entire population of students dropped from 6117 in 1983/84 to 5611 in 1984/85 session. This was probably due to some stringent measures taken by the government to checkmate the establishment of mushroom schools which was witnessed as a result of the relaxed condition for the establishment of schools that was earlier granted to voluntary agencies. The situation that was put in place in 1984/85 did not favour an increase in students' enrolment. For instance, there was the introduction of education levy in all the schools, there was also the removal of subsidies on feeding, accommodation and students' uniform. Since parents had to participate in financing education, some parents found it difficult to cope with the newly introduced conditions, which eventually led to a reduction in students' enrolment in all the schools including technical colleges.

In 1985/86 session, a further decline was witnessed in the enrolment of students, it declined from 5611 in 1984/85 session to 4807 in 1985/86 session as indicated on table 15 and figure 4 above. Enrolment in all the colleges reduced in 1985/86 except that of GTC Ilorin which rose from 480 in 1984/85 session to 527 in 1985/86 academic session.

From 1986/87 session, the enrolment in most of the technical colleges continued to witness a drastic and sharp decline. This was a direct result of the implementation of the senior secondary school segment of the National Policy on Education which encouraged the streaming of students into career options. In senior secondary schools, students had the opportunity to pursue more of vocational and technical education subjects that were heavily-included in the senior secondary school curriculum instead of having to acquire such subjects from the technical colleges. This new arrangement made the Secondary Schools which were highly preferred above technical colleges to become more popular. Hence the decline in the enrolment figures from 1986/87 academic session.

Based on students' enrolment trends given above, the colleges have not been progressing in terms of growth. This is evident from table 16 and figure 9 above. Only GTC Patigi seems to be better having more than one thousand students consistently but then it equally witnessed a gradual decline like other Colleges.

In the period beyond 2000, the situation of enrolment into technical colleges could not be applauded. The enrolment of all the senior secondary school students given below revealed that GTC Patigi still fared better than the other technical colleges. While the enrolment in GTC Ilorin was not too bad, the enrolment figures in other schools were embarrassingly poor as seen in table. 16..below. The trends in the

Table 17: Students' Enrolment in Senior Technical Colleges in Kwara State

	GTC Patigi	GTC Ilorin	GTC Erinle	GTC Esie	GTC Amodu Asungbolu
22006	200	43	45	NA	NA
22007	211	38	70	NA	NA
22008	210	48	54	61	NA
22009	237	68	74	82	75
22010	251	100	150	120	117
22011	259	176	136	100	110
22012	214	323	120	60	80

Source: Data collected from schools

enrolment shows that vocational and technical Education in Kwara State as at 2012 was highly epileptic, it is only in name that the schools do exist not in reality.

The enrolment of final year (SSTII) students in the technical colleges between 1985 and 2012 presented in the table below further gives the deteriorating picture of the colleges. In terms of enrolment, the colleges seemed to have become more and more unpopular in the state. Students ought to have been counselled and encouraged to enroll in the technical colleges as measures to prevent the production of unskilled secondary school students. It should be noted that though VTE subjects were introduced into senior secondary schools before 1980. the implementation has not been so smooth as a result of lack of teachers and facilities which though were available in the technical colleges but not in the desired number that could allow for perfection in the teaching delivery.

The steady decrease as shown in table 18 below revealed the fact that students' enrolment in VTE has become highly embarrassing. As at 2010. none of the schools' final year students' enrolment was up to 100 and even subsequently the enrolment remained very low. Erinle has more students than the other colleges until year 2000

Table 18: Enrolment of Final Year Students (SSIII) in 5 Technical Colleges in Kwara State between 1985 and 2012

Year	Technical College				
	GTC Patigi	GTC Esie-Iludun	GTC Erin-lie	GTC Ilorin	GTC Amoiin Asungbolu
1985	120	197	272	NA	NA
1990	250	74	178	125	NA
1995	49	38	1119	55	MA
2000	NA	NA	355	97	NA
2005	67	53	53	81	27
2009	66	NA	NA	29	NA
2010	96	73	80	41	33
2011	89	NA	NA	106	38
2012	81	33	80	172	24

Source: Data Collected from the Technical Colleges

because students from neighbouring states enrolled in the college before several Technical colleges sprang up in those states.

Key: NA - Not Available

The submission of scholars like Fafunwa (1974), Osokoya (1987), Alloy (1988) and Adesina (2005) that Nigerians preferred literary education to skilled oriented programmes has also been confirmed by this researcher. Table 19 below confirms students' preference for secondary education to technical and vocational education. In the period between 1982 to 2004 and thereafter, more students enrolled in the secondary schools than in the technical colleges.

For instance, in 1983/84 session, while there were 133973 students in the state secondary schools, the total enrolment in all the technical colleges was 6117. This was 4.6% of the population of secondary schools for that year. It was only this same session that the technical colleges recorded the highest number of students which was probably due to the commencement of the implementation of the 6-3-3-4 system with its emphasis on VTB at the secondary school level in the state. The trends continued thereafter, the gap continued to expand as indicated on table 18 below. As at 2004, when secondary school enrolment rose to 133.699 million, enrolment in all the technical colleges was not up to 1000. It stood at 873 which represent 0.001 percent of the secondary school enrolment for that year. Undoubtedly, the trend gives the picture of a gradual extinction of technical education in the state. The trend shows that technical education has become grossly unpopular in Kwara State and there is lack of recognition of its inherent values. Preference for secondary education which has been the order of the day for years is still very obvious.

Table 19: Enrolment in Technical Colleges and Secondary Schools in Kwara State 1982-2012

	Technical Colleges	Secondary Schools	Percentage of tech to sec. School
1982/83	1354	NA	NA
1983/84	6117	133937	4.56%

1984/85	5611	130801	4.28%
1985/86	4807	128,687	3.7%
1986/87	4182	120,690	3.5%
1987/88	3219	124,598	2.6%
1988/89	2171	122,598	1.8%
1989/90	3425	121,800	2.8%
2004	873	133,699,000	0.001%
2009	NA	181,626	NA
2010	727(P & IL)	186,222	NA
2011	981 (P & IL)	NA	NA
2012	1041(P & IL)	NA	NA

Source: Development in Kwara State 1983-1990 and 2004; Kwara State Annual School Census Report (2009 - 2012)

Key: P - Patigi Technical College
 IL - Ilorin Technical College
 NA - Not Available

The enrolment of students in VTE subjects in secondary schools in Kwara State given in table 18 below further confirms students' preference for purely literary education. The enrolment in the VTE subjects though not too bad, was equally not too encouraging. An attempt has been made by the researcher to present students' enrolment in VTE programmes in two of the sampled schools where such data were

Table 20: enrolment of senior secondary school students (SSIII) in VTE subjects in GSS Malete, Kwara state some periods between 1982 and 2012

SCHOOLS							
GDSS Alore				GDSS Malete			
Years	Total No of Students	No of VTE Students	Percentage of VTE Students	Years	Total of Student s	No of VTE Students	Percentage of VTE Students
1982	NA	65		2001	240	74	30.8%
1987	180	120	66.6%	2004	182	81	44.5%
1992	335	175	52.2%	2007	127	65	51.2%
1997	322	190	59%	2008	162	54	33.3%
2002	619	240	38.8%	2011	65	28	43.1%
2007	625	280	44.8%	2012	84	49	58.3%
2012	695	320	46%				

Source: Data Collected from the two schools

Key: NA- Not Available

made available for some years between 1982 and 2012. The two schools are Government Secondary School Alore and Malete.

From table 19 above, the total number of SSIII students that enrolled in VTE programmes in GDSS Alore in 1982 was 65 though the total no of students in SSIII was not available for that year. In 1987, when senior secondary segment of the NPE with its emphasis on VTE was implemented, an increase was witnessed in the enrolment of students. For instance, 120 out of the 180 SSIII students representing

66.6% enrolled in VTE programmes, but the figure has been decreasing from that period. As at 1992, 175 out of 335 SSIII students representing 52.2% enrolled in VTE in the college. The figure increased a little bit in 1997, when 59% of the students enrolled in VTE subjects. However, in 2002, 2007 and 2012. the enrolment was not impressive in any way. Only 46% of the SSIII students enrolled in VTE subject in 2012.

In the other school. GSS Malete. the enrolment of students in VTE courses was not up to 50% except in 2007 and 2012. The enrolment in this school was equally not encouraging. For instance in 2001, 74 out of 240 SSIII students representing 30.8% enrolled in VTE subjects. Just a slight increase was witnessed in 2004 when 81 out of 182 students which represent 44.5% enrolled in VTE subjects. An improvement was made in 2007, though, the percentage of enrolment was just slightly above 50. In 2008, the figure dropped drastically again to 33.3% and in 2011 though there was a slight increase in the enrolment, it was not up to 50%. The enrolment in 2012, though not extra ordinarily high, was quite better than the previous years. 49 out of 84 students which represent 58.3% enrolled in VTE subjects.

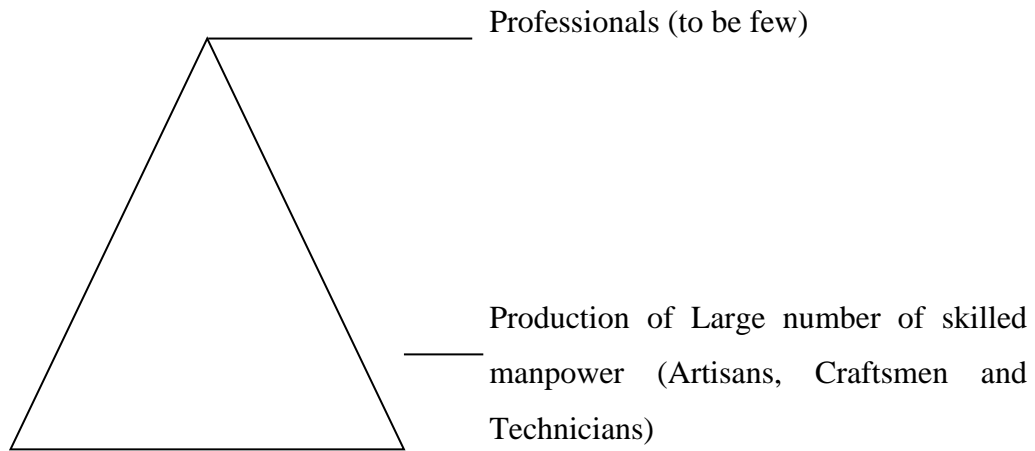
The foregoing revealed the fact that enrolment in VTE programmes in senior secondary schools was still very low as at 2012. This was probably due to the fact that parents have not been properly intimated with the prospects of VTE and the consequences of strict pursuance of purely literary subjects such as unemployment, poverty and economic stagnation.

In an era when emphasis is laid on acquisition of skill oriented programmes and with the expansion of the senior secondary school curriculum to include Technology and entrepreneurial trades, one would have expected more students to enrol in VTE subjects especially in 2011/2012 academic session when the policy was fully implemented in Kwara State.

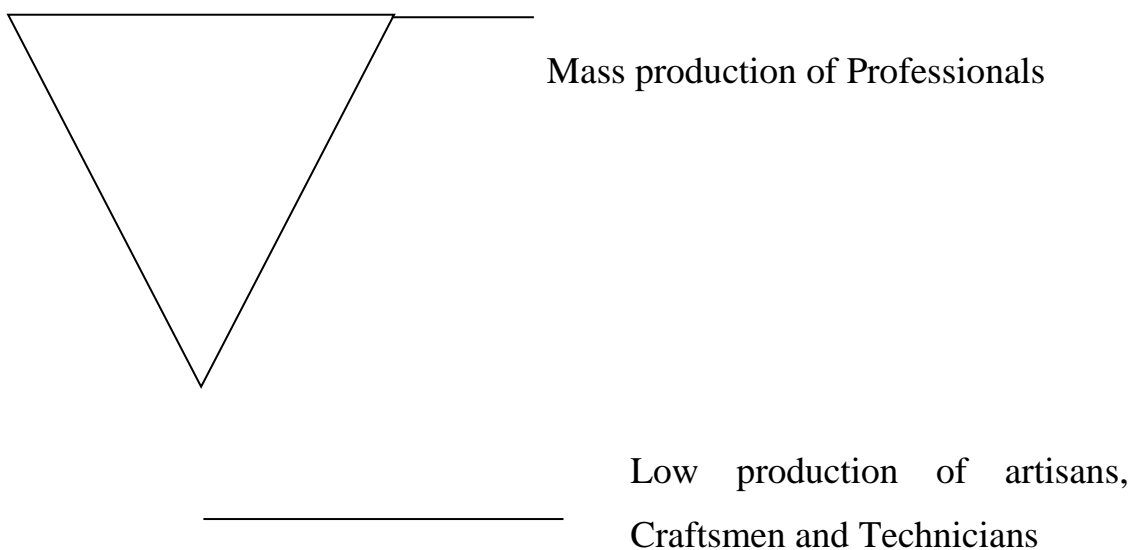
Information gathered from one of the old principals of GTC Ilorin on the reasons for the low enrolment in VTE subjects in secondary schools was that most students were still ignorant of the prospects of VTE. They added that the need to acquire some skills usually dawn on students soon after the completion of their secondary education when they find themselves jobless and unable to proceed further educationally. Some have only seen the need after their university education

whenever they found it difficult to secure the much desired white collar jobs. It was after this bitter experience that secondary school graduates would go and enrol in incentive apprenticeship. That is, going to learn from road side artisans.

Nigeria secondary schools from the colonial days and secondary schools in Kwara State in particular have witnessed higher enrolment in literary subjects than in the VTE programmes because most of the policy statements and recommendations that came from various commissions before and after 1960 have not been faithfully implemented. For instance, as far back as 1943, the Elliot Commission recommended a pyramid of employment whereby not many professionals would be produced but greater efforts would be made to produce craftsmen and technicians in abundance. The pyramid he has in mind is illustrated below.



Because Nigerians, Kwara State inclusive have always been intoxicated with the acquisition of education that enhances the possibility of gaining employment in offices, strict pursuance of literary education continued. More students have been enrolling in literary programmes while only few students are interested in VTE subjects. This has resulted into over production of professionals while craftsmen and technicians needed for economic growth of the state are so few in number. Wha our post-primary education has been enhancing is an inverted pyramid reflecting over production of literary men and low production of skilled workers, as shown in the inverted pyramid below.



This has been the trend in Kwara State. There has been too much concentration on the literary type of education while VTE aspect has not been fully embraced by students especially in the grammar schools.

RESEARCH QUESTION IV

What has been the pattern of Funding VTE at the Secondary School level in Kwara State between 1967 and 2012?

Pattern of Funding VTE at the Secondary School level in Kwara State between 1967 and 2012

The importance of quality funding to effective development of education in general and vocational and technical education in particular cannot be over-emphasized. It is the quality of financial backing given to education that determines to a large extent the level of attainment of stated educational objectives as well as the quality of the products of education. Proper funding of education has been identified by eminent scholars like Fafunwa (1974), Adesina (2005) and a host of others as the major avenue for ensuring adequate provision of educational facilities, personnels and the promotion of excellent academic performance in schools.

In the period before 1967, having realized the importance of proper funding to effective development of VTE, the Northern Regional Government gave a strong financial backing to all the existing craft and technical schools. Hence, funding of VTE before Kwara State was carved out of the Northern region was done through the Interim Common Service agency (SCSA). the body that was responsible for disbursing funds to all the regional craft and technical schools.

In the period between 1967 and 1970, though the researcher was unable to access the actual funds expended on VTE in the state during those years, available records revealed that the state government invested heavily in VTE. This was at a period when the disruptive effect of the Nigerian civil war a teething problem. Nevertheless, because VTE was recognized by the state government as the major avenue for ameliorating the effects of the concluded civil war, efforts were made to fund it based on the financial capacity of the state.

Table 21: Kwara State Expenditure on VTE Related Programmes at the Secondary School Level 1970 -2012

Year	Total State Capital Expenditure	Allocation to Education	Percentage of Total Budget Allocation to Education (%)	Allocation of VTE related Programmes	Percentage of Education Allocation to VTE related Programmes(%)	Details of Services
1970-1974	£22.89m	£2,61m	11.4	£160,000 £500,000	7.8 24.0	-upgrading(technical college) - training of VTE teachers
1975-1980	₦ 426.8m	₦ 46.129m	10.7	₦ 8m ₦ 200,000	17.4 10	-expansion (Idah and Patigi Technical college) - Teacher's resource Center
1981-1985	₦ 1.10b	₦ 207.10	20.65	₦ 17.50m ₦ 10m ₦ 2.50m	11.6 - -	-Equipment for Technical College - Establishment of seven new technical colleges - Expansion of Patigi Technical College
1985-1990	₦ 1,002.9m	₦ 207.10	21.89	₦ 30.4m ₦ 12m ₦ 1m ₦ 500,000	- 21.89 - -	-Science and computer equipment -Installation (introductory Technology equipment) -Establishment of some computer centers. -Resource Center
1991-1995	NA	NA	NA	-	-	-
1997	₦ 1.9b	₦ 79.8m	9.22	₦ 2m ₦ 1m ₦ 100,000	3.8	-science and technical colleges equipment -Resource center -Home economics
1999	NA	₦ 55.7m	7.78	₦ 2m ₦ 1m	5.4	-science and Technical colleges Equipment

				₦30,000		Resource Center Development of home economics
2000	NA	NA	-	-	-	-
2001	₦10.3b	₦746m	7.24	₦100,000(NR) ₦0 ₦0 ₦30,000	0.0001 - - -	-Purchase of technical training materials -Home Economics -Maintenance of information technology equipment -Senior Secondary School
2002	₦10.4b	₦746m	7.1	₦1m ₦500,000 ₦500,000 ₦100,000	- - 0.34 -	-Training of Technical College Students -Maintenance of Info. Technology equipment -Development of Home Economics
2003	NA	NA	-	-	-	-
2004	NA	NA	-	-	-	-
2005	NA	₦1.5b	9.8	₦94.2m ₦0 ₦0 ₦0	- 6.28 - - -	-Senior Secondary School External Examination -Maintenance of intro-Technology Equipment -Technical Training Equipment -Development of Home Economics
2006	₦20.3b	₦3.9b	19.2	₦71m	1.8	Implementation of UBE and SURE Programmes
2007	₦22.1b	₦4.8b	21.8	₦64.4m ₦173,000	0.01 0.004	-Senior Secondary School External Examination -Purchase of technical Equipment.

2008	NA	NA	-	-	-	-
2009	₦46.26	-	-	-	₦60.8m ₦2.5m(NR) ₦0	-Senior Secondary School External Exermination Technical Education Equipment -Home Economics and Introductory Technology
2010	NA	NA	-	-	=	-
2011	₦35.8b	₦3.9b	11.009	₦60m ₦1m ₦200,000 ₦9.9m ₦10m ₦1m ₦30m ₦6m ₦79m	2.99	-Est. of International vocational training center -Resource Center (OR) -Students' Sensation (SCI & TECH) -Annual awards to best principal teacher and student -Bulk purchase of students' workbook -Guidance and counseling Programmes in schools -Training and re-training of Teacher -Maintenance of the installed intro-Tech Equipment -Senior Secondary School External Examination
2012	₦43.095b	₦3.2b	7-6	₦57.5m(NR) ₦2m ₦64.5m ₦580,000 ₦500m		-Rehabilitaion of technical colleges -Implementation of 35 trade subjects -Senior Secondary School external Examination -Students Sensitization (Sci &

				₦3m	39.4	Tech)
				₦3.2m		-International Vocational Training Center
				₦1.028b		-Annual awards to best principles,
				₦1,082,500		Teacher and student
						-New equipment (Education Resource Center)
						-Implementation of UBE Programmes
						-Maintenance of the installed Intro-Tech Equipment

Source: Kwara State of Nigeria Recurrent and Capital Estimates of the Government of Kwara State, Nigeria.

KEY: (MR) -- Not Released

Table 21 above gives the analysis of funds expended on VTE in Kwara State between 1970 and 2012. In the period between 1970 and 1974, the state government through its dynamic Military Governor, Col. D. L. Bamigboye paid particular attention to the funding of VTE because this type of education according to him, would serve as major avenues for the reduction of the acute shortage of technical manpower in the state. Hence, out of the £22.89 million budgeted for the state during the 1970 - 1974 state development plan. £2.61 million which was 11.4 per cent went into education. While £160,000 which represented 7.8 per cent of education allocation was spent to upgrade the existing Idah and Patigi craft schools to full technical colleges, the sum of £500,000 representing 24 per cent of education allocation was also used for the training of VTE teachers who were then seriously needed to handle the VTE programmes in the state. Federal Government College Ilorin which was established in 1973 was funded by the Federal Government.

The period between 1975 and 1980 witnessed the state's second development plan. During this period, the state was confronted with diverse financial challenges. These included a drop in the statutory allocation to states, rapid rise in recurrent expenses as a result of Udoji and

William's reforms, a drop in oil production level in the country with planned projects. There was also the problem of high rate of inflation in the country. All these problems led to shortage of funds in the state. Nevertheless, it is interesting and thrilling to note that in spite of all these financial challenges, tire belief of the state government in the efficacy of the transforming power of VTE as well as the conviction held by the state that its most important asset was its human resources especially the skilled manpower, investment in VTE was yet given, the desired priority. It was seen as a must in order to ensure the speedy economic development of the state. As a result of this, a huge sum of N8 million which represented .17.4 per cent of the education allocation for that period was spent on tire expansion of idah and Patigi Technical Colleges. A Teachers' Resource Centre meant for the production of teaching materials for schools was also established at a cost of £4200, 000 during this period.

Some improvements were witnessed in the allocation to VTE during this period. However, considering the nature of VTE and the declared determination of the state, one would say that the allocation to VTE was not substantial enough. The state government would have expended at least 25 per cent of the education allocation to VTE.

In the period between 1981 and 1985, the first civilian governor of the state, His Excellency Alhaji Adamu Attah who took over the mantle of leadership from Col D. L. Bamigboye in 1979 and whose tenure ended in 1983 proposed to make it possible for all Kwara State citizens to have easy access to qualitative skill-oriented education. Hence, during this plan period, £H7.50million which was 11.6 percent of education allocation was spent on procurement of technical education equipment and provision of permanent building. The allocation doubled what was allocated to VTE in the previous development plan period (see table 21 page 206).

Table 21 also revealed that Patigi Technical College was further expanded to provide the middle level manpower technicians needed for the iron and steel industry at Ajaokuta and to provide additional building to accommodate equipment supplied to the college by 600 services limited(a company) with the sum of ^2.5million. It was also during this period that a huge some of N10million was spent by the government to establish seven new technical colleges in the state. These bold steps revealed a gradual improvement in the supply of funds to VTE in the state. The allocation that came to VTE during this period was highly commendable though more funds would have been spent on VTE based on the fact that the state budget which

was under five hundred million previously increased to over one billion naira during this period.

However, the improved attention paid to VTE in terms of better funding in the period between 1975 and 1985 was confirmed and commended by some of the old students and principals of the technical colleges. According to them, in those years, feeding and boarding were free while funds were averagely supplied for the purchase of equipment and facilities needed in the colleges.

In the period between 1985 and 1990, government inability to bear the financial burden of education which came as a result of the rise in the number of grant-aided schools established to cater for the absorption of the Universal Primary Education (UPE) products, led to the adoption of a stringent financial policy in the state. It also led to the adoption of a new approach to the funding of all levels of education. One of the steps taken by the government was the removal of all subsidies on feeding, accommodation and students' uniform while the cost of education was borne jointly by the government, parents and other interested organizations. It was this policy that led to the payment of education levy at the post-primary school level in the state. This levy had to be paid by parents which amounted to additional financial burden.

Nevertheless, since the period coincided with the commencement of the implementation of the junior secondary school segment of the National Policy on Education (NPE) in the 'state, government was therefore determined' to ensure its successful implementation. Hence, a huge amount of ₦207.10 million was allocated to the education sector out of the ₦1,002.9 million state budget for that plan period. This was about 21.89 percent of the state budget. It is interesting to note that out of the education allocation, ₦12 million was spent on the supply and installation of introductory technology equipment in some junior secondary schools. The sum of ₦1 million was also spent on the establishment of some computer centres at the secondary school level in the state, while ₦ 30.4 million was allocated for the purchase of science equipment and computer sets too. The State Resource Center was also supported by the Federal Government with the sum of ₦ 500, 000.

The data on funding in the period between 1991 and 1996, as well as 1998 and 2010 were not available to the researcher. The second Federal Government College, Federal Government Girls College Omu-aran which was established in 1995 was funded by the Federal Government during this period but the Parents-Teacher Association was involved in the

payment of part-time teachers of VTE in the two Federal Government Colleges while the sampled private schools were funded exclusively through the school fees paid by the students to the college account. The 1997 Kwara State budget however, showed government dwindling interest in the funding of VTE programmes. In the budget, while the total state budget was close to two billion naira. Only N79.8 million which was 9.22 percent of the budget was allocated to education. Out of this amount, it was only U3A million, representing 3.8 percent of the education allocation went into the development of VTE related programmes. Out of this W3.1ion, £42million was spent on the supply of science equipment and apparatus to the technical colleges, ₦1million went into the development of Resource Center while the remaining one hundred thousand naira (14100, 000) was approved for the development of Home Economics in the state.

This allocation (£43.1million) was much lower than the N17million spent to equip and maintain the existing technical colleges in the 1981 - 1985 development plan period and the amount approved to technical education related programmes in the 1985 - 1990 development plan period. The meagre amount allocated to VTE, a crucial and economics boosting educational sector this time around indicated a downward trend in the interest of the state government to the development of VTE.

The situation was not improved upon in the 1999 state budget. Rather, the allocation revealed a further downward trend. In the budget presented by His Excellency Col. R. A. Sekoni, the then military Governor, what was approved for VTE was even lower than the 1997 allocation whereas VTE programmes got ₦3.1 million in the 1997 budget, only ₦3.03million was approved for VTE in 1999. As it was in the 1997 budget, ₦2million was approved for the supply of science equipment to technical colleges. One million naira (₦1million) for education resource centre, while the allocation for Home Economics development reduced from ₦100,000 given in 1997 to 1430,000 only. The funding of VTE programmes in the state took a totally downward trend in 2001. The situation gave a very ugly indication of government dwindling interest in the promotion of VTE in the state. The zeal to further develop VTE seemed to have degenerated to close to zero level. For instance, while the state budget rose to over ten billion naira (₦10billion) and the allocation to education also rose to ₦55.7million in 1999 to seven hundred and forty-six million naira (₦746million) in 2001, only a very small amount of one hundred thousand naira (₦100, 000) representing 0.0001 percent of education allocation was approved for the purchase of technical training materials. This amount was

never released as indicated in the budget. Moreover, the actual budget expenditure for the five technical colleges read zero naira (NO). It is also sad to note that nothing was approved for Home Economics as it was previously done. Nothing was also approved for the maintenance of the installed introductory technology equipment. Also, the fifty million naira (₦50million) approved for the payment of all external examination for all SSIII students indicated in the budget was not released for that purpose.

This downward and depressing trend was not totally addressed in the 2002 but some improvements were made as indicated in the state budget for that year. The need to reawaken government commitment to the development of VTE was seen by his Excellency, Governor Ahmed Lawal. Hence, in the 2002 budget, government indicated its readiness to allocate one million naira (£41 million), for the training of 1500 students at the cost of five hundred naira (£4500) per student in the 5 technical colleges. The sum of five hundred thousand (£45 00,000) was also approved for the maintenance of introductory technology equipment in schools and another five hundred thousand (£45 00, 000) for the purchase of technical equipment. Realising the importance of Home Economics to the economic development of the state and the attainment of self-reliance of the students, the government went ahead to allocate the sum of one hundred thousand naira (£4100, 000) for its development. These steps have not been totally pushed aside though the total amount that went into VTE development was not so high, it was much better than the close to zero attention paid to it in the 2001 state budget. Much could have been done by the government because the actual budget expenditure indicated that nothing eventually came in for Home Economics and that out of the two million, one hundred thousand naira budgeted for VTE only £4600, 000 was eventually released. Government inability to actualize the stated budget for VTE was probably due to unforeseen financial challenges that cropped up after the budget presentation.

The state budgets for 2003 and 2004 were not available to the researcher. However, in the 2005 budget, the major area where the VTE students benefitted from the £41.5billion allocated to education sector was in the payment of external examination fees by the government which had £494.2million allocated to it. Home Economics, maintenance of introductory technology and the purchase of technical training equipment did not receive any allocation in 2005 and 2006. The VTE related programmes attended to by the state government in 2006 were the Subsidy Re-investment and Empowerment Programme (SURE-P) and UBE programmes. Seventy-one million naira (£471 million), out of the £43.9 billion allocated to education was allocated to these programmes.

The state government again continued with the payment of students' external examination in 2007. The sum of ₦64.4million out of the ₦4.8billion education allocation was approved for this while one hundred and seventy-three thousand naira (₦173, 000) representing 0.004 per cent of education allocation was approved for the purchase of technical education equipment. Also, over ₦194 million naira of UBE intervention fund was spent on the UBE schools, especially the junior secondary schools. In the 2008 and 2009 state budgets, nothing came in for VTE apart from the payments made for external examination from which VTE SSIII students benefitted. The ₦2.5million approved for technical education in 2009 was not released and as usual, there was no allocation for Home Economics and Introductory technology.

The 2011 and 2012 state budget revealed government re-awakened determination and interest towards the development of VTE in the state. Though some of the intentions of the government as indicated in the budgets were not actualized as planned probably as a result of some unexpected financial demands. For instance, the ₦1 million approved for the purchased of raw material for the State Resource Center in 2011 was not released. Moreover, government's plan to rehabilitate three of the technical colleges which had been in bad shape for years as indicated in the 2012 budget was not actualized. The plan was to rehabilitate three of the five technical colleges, one technical college from each of the three senatorial districts in the first phase. The sum of ₦600million was budgeted for its take off but ₦57, 500 million was later approved for the project in 2012. Unfortunately, the rehabilitation has not been carried out as at late 2012 because the money approved for the project was also not released.

Also, provision made for the purchase of infrastructural facilities for schools as indicated in the 2012 budget had no money allocated to it. Government positive intentions demonstrated in the budgets were probably truncated as a result of other state programmes and projects begging for financial attention.

In line with government emphasis on human capital development, the state government made efforts to boost and promote effective implementation of the 35 trade subjects that were introduced into secondary schools in 2011. Since these subjects were avenues for students to acquire the necessary skills for self-employment on graduation, a budgetary allocation of ₦100million was made for this purpose just for a start. Specifically, the allocation was for the procurement of equipment to facilitate the training of self-employed candidates rather than job seekers in the state. Apart from this, funds were also allocated for the implementation of the

trade subjects and computer for 30 schools, 10 from each of the state senatorial districts is presented below:

Table 22: Funds Approved For the Implementation of Some of the Newly Introduced 35 Trade Subjects and Computer at the Secondary School Level in Kwara State

S/NO	Trades	Approved allocation (in millions)
1	Garment making	₦10.3
2	GSM Maintenance	₦6.07
3	Tye and Dye	₦2.5
4	Animal Husbandry	₦15.9
5	Catering Craft Practice	₦2.6
6	Painting and Decorating	₦1.9
7	Auto Mechanic Work	₦44.06
8	Electrical Installation	₦7.1
9	Carpentry and Joinery	₦20.5
Total	₦110.93	

Computer Equipments		
S/ NO	Items	Approved Allocation (in millions)
1	690 Computers	₦48.3
2	230 printers	₦5.29
3	230 Generator sets	₦10.35
4	690 UPS	₦5.52
5	Networking and Installation	₦11.9
6	690 Stabilizers	₦4.83
7	Internet Services	₦3.8
8	Networking and Installation charges	₦11.9
Total		₦101.89

Source: State Ministry of Education

The vision and intention of the state government revealed that the government was ready to promote VTE in the state. Ironically, the same budget revealed that only N2million was actually released for the implementation of trade subjects in 2012. Though responses that came from the sampled schools confirmed that as at the end of 2012, nothing was received to purchase trade equipment or promote effective teaching of the trade subjects. In fact, the researcher gathered from the field that the implementation of the trade courses in schools has not been easy since 2011 when the trades were introduced as a result of lack of funds and other related problems like lack of qualified teachers, textbooks and teaching materials.

The state government might have been prevented from actualizing its beautiful intentions as a result of the austere time that has been prevalent in the country. Nevertheless, government should have gone the extra mile in ensuring that its plans on the full implementation of these urgently needed trade subjects were carried out. This would have aided the acquisition of skills that are very much cherished and clamored for in the state.

The lapses presented above notwithstanding, the state government yet made some contributions towards some other educational programmes that were related to vocational and technical education. For instance, it has consistently taken care of SSIII external examinations. The total money paid by the government was ₦79 million in 2011 and ₦64.5 million in 2012. The only money paid by students for examination was limited to payment for practicals and administrative charges. In most cases, the money for practicals was between ₦1500 and ₦2500 per subject while administrative charges was between ₦1500 to ₦2000. The financial assistance given to the students in the payment for external examinations is highly

commendable but it would have been more meaningful and promote better output if the money charged for practicals and administrative charges are equally paid by the government.

Also, to further promote the image and acceptability of VTE among the students, the state government approved the sum of two hundred thousand naira (₦200,000) in 2011 and five hundred and eighty thousand naira (₦580,000) in 2012 for the sensitization and encouragement of students' participation in science and technical activities at the secondary school level. This was done to correct students' lukewarm attitude towards VTE. A problem that had prevailed in the country for years.

The state government in 2011 also approved the sum of one million naira (₦1million) for the promotion of guidance and counselling activities in schools. Though, nothing was approved for this in 2012. Also, a motivational step taken by the state government from 2011 was the plans made to reward the best principal and teachers in the state with vehicles and laptops for the best students at the secondary school level. The sum of ₦9.9 million was earmarked for the rewards in 2011 and ₦3 million in 2012.

For the training and re-training of teachers, the sum of ₦3 million was approved for this in 2011 while the amount increased to ₦10 million in 2012. A huge sum of ₦1.028 million also came from the government towards the realization of the Universal Basic Education objectives in 2012. Government also approved a huge sum of ₦10 million in 2011 for bulk purchase of students' workbook in English and Mathematics. Such provisions would have included other key subjects especially the VTE subjects. The Resource Center was not left unattended. As at 2011, ₦1 million was allocated to the centre and to cope with the present day challenges of producing modern instructional materials to the schools and institutions, a total of ₦15 million was proposed for the center in 2012. This was for the purchase of new equipment and upgrading of the center.

However, as a result of too many financial commitments, only ₦3.2million naira out of the ₦15million approved actually came into the center. Without mincing words, these contributions have influenced the development of VTE in the state even though the allocations made were not meant exclusively for VTE programmes.

As part of government effort to develop human capital, especially in the area of skill acquisition, qualitative education, exploration and exploitation of the state abundant mineral resources, the government in 2011 decided to establish an International Vocational Center at Ajase-Ipo in Irepodun Local Government Area of the state. The sum of ₦60 million was approved for this project in 2011 while ₦50 million was earmarked for the same project in the 2012 budget. The state government should be commended for embarking on such gigantic project.

However, responses that came from the sampled schools and other respondents revealed a kind of mixed feelings concerning the establishment of the International Vocational Center. The feelings expressed was that the huge amount invested in the project could have been spent on the rehabilitation of the crumbling technical colleges and in making adequate provisions for effective teaching and learning of VTE subjects at the secondary school level in the state. The reaction from the field was that VTE programmes at the secondary school level were seriously

begging for attention in the state. Hence, that would have been the greatest priority of the government in its efforts to boost skill acquisition in the state.

It will be observed from table 20 that the percentage of the education allocation to VTE related projects in 2012 was as high as 30.4 percent. This was due to the huge amount allocated to both the International Vocational Center located at Ajase-Ipo and the Universal Basic Education (UBE) programmes. Unfortunately, the core VTE programmes such as the purchase and supply of VTE equipment, implementation of the newly introduced 35 trade subjects, maintenance of the installed introductory technology equipment and other core VTE areas were meagerly attended to financially.

It is hoped that the state government, while pursuing this gigantic project will equally pay attention to the supply of technical and introductory technology equipment to schools and ensure that everything needed to fully implement the 35 trade subjects that have been introduced to the secondary schools are supplied to the schools without any delay. These steps

Respondents	Number of Respondents	VTE is adequately funded	VTE has not been adequately funded
Principals	25	0	25
Teachers	60	0	60
Students	60	0	60
Counsellors	25	0	25
NBTE/ITE	2	0	2
MOEO	3	0	3
Old students of VTE	5	0	5
Total	180	0	180
Percentage		0%	100%

Source: Field

will truly aid the production of skilled manpower clamored for in the state as well as reducing unemployment and poverty in the state. The epileptic situation of VTE at the secondary school level in the state cannot be effectively addressed by concentrating on the International Vocational Center alone. Students would be better prepared academically and skillfully in schools where they will be spending nothing less than six years than in a vocational center where some trades will be learnt within a period of 6 months or one year. Before the report for this section is concluded, it is important to note that the feedback that the researcher got from the field as shown in the table below actually confirmed that VTE has not been adequately funded especially in the public schools in Kwara State. All the 180 respondents representing one hundred percent agreed that VTE has not been properly funded by the state government and that this has been a major impediment to proper development of VTE in the state. On how long VTE has been under funded, all the 25 principals representing 100% stated that it has been poorly funded since the schools were established. This according to them does not mean that government has folded its arms, but that the efforts made especially in the public schools could be likened to a drop of water in the ocean when compared with what it takes to fully implement VTE programmes.

The effects of low funding of VTE as highlighted by the respondents included the following:

- i. Inability to purchase needed materials for practicals such as consumable items like blocks for building, paints, wood for furniture making etc. Some expressed that to get petrol or diesel for the school generating sets has equally not been very easy.
- ii. Amputated practical experience on the part of students.

- iii. Difficulty in repairing damaged building and roof which could have been repaired by students of building technology if funds were made available.
- iv. It has led to students' poor academic performances.
- v. It has also dampened students' morale especially students of secondary grammar schools. The VTE subjects have been sparingly chosen or selected when students are selecting the subjects to offer at the senior secondary school level.

All the 25 principals that responded to the instrument administered expressed that, the schools have been managing to survive academically and administratively through the financial and material resources supplied by the Parent-Teachers Association (PTA) especially the PTA levies paid by students. It is the money realized from this avenue that most of the schools used to maintain the school night guards, part-time teachers, Corpers and for the purchase of materials for practical lessons.

The PTA levy in most of the state owned and grant-aided schools was put at ₦300 as approved by the state government. However, in some schools, students have to pay the sum of ₦500 for practical. In schools where such money was not collected, students themselves had to purchase the materials themselves. In some cases, the old students association of some of the schools made donations to the schools. This was true of Esie Technical College.

Responses that came from the officials of the Ministry of Education revealed that the state government has been making frantic efforts to source for funds and infrastructural facilities from multi-national organizations. Nevertheless, it should be noted that the situation regarding funding of VTE in the state has to be seriously addressed as a matter of urgency. A major solution suggested by most of the respondents was for the government to put in place the Board for Technical Education as it was some years ago. The board would serve as a medium through which funds would be disbursed to the schools. This channel will make it easy and possible for VTE to be properly funded and well managed.

Also, the idea of comprehensive approach adopted by the government for funding all secondary schools in the state has been frowned at by the principals of the sampled public schools. The best way by which VTE would be better attended to according to the respondents was to have a Board that would take charge of the coordination of VTE programmes and administration.

While the state government should be commended for efforts made to promote VTE in the state, the funding aspects discussed above shows that VTE at the secondary school level has not received the very serious and dynamic attention it deserves especially right from the beginning of the 21st century. Though times have been rather hard and the austere situation has been getting tougher and tougher daily, since substantial amount was allocated to education as shown in table 20. An appreciable percentage should have been released to VTE. Hence, allocation should be released to the schools and be spent as planned. The bible says that "money answereth all things" (Ecclesiastes 10:19). Without money, nothing moves forward, hence, the need for the state government to be realistic about the funding of VTE in the state. Since VTE has been identified by most of the past governors of the state as the best avenue through which the technical

manpower needed in the state could be produced, the "touch and go" approach and lukewarm attitude displayed towards its development at the secondary school level should change as a matter of urgency.

Government should also continue to seek for the assistance of multi-national organizations and also encourage voluntary agencies to be fully involved in the development of VTE in the state by assisting to fund VTE.

RESEARCH QUESTION V

What were the trends in the supply of staff for effective teaching of VTE programmes at the secondary school level in Kwara State between 1967 and 2012?

Trends in the supply of staff for effective teaching of VTE programmes at the Secondary School level in Kwara State between 1967 and 2012

Another factor that influenced the development of VTE in Kwara State between 1967 and 2012 was the availability of staff, both teaching and non-teaching. It has been echoed by many scholars like Fafunwa (1974), Adesina (2005), Ekpenyong (2005) and a host of others that the life wire of any educational system are the teachers whose quality to a large extent affects the quality of teaching and learning processes in the system. Whenever there is inadequate supply of teachers in quality and quantity, quality output will surely be jeopardized.

Provision of VTE teachers especially the indigenous teachers in Nigeria has never been sufficient or adequate right from the colonial period. Hence, in the period before 1970, the various VTE schools and colleges depended heavily on the few expatriate instructors that were brought into the state under foreign assistance. The expatriate teachers were few in number because there was improved salary condition for technical teachers abroad at that time especially in the United Kingdom. As a result of this, taking a job in Nigeria became less attractive to them. Teachers of vocational and technical education were also not easy to come by because most qualified Nigerians preferred to go into the industry where the pasture was greener.

This lack was not limited to the teaching staff alone; there was also the problem of supportive staff which made the job of technical college teachers less attractive in Nigeria. Unlike the Technical Colleges abroad, where such staff were provided and engaged in organizing equipment and experiment in workshops and laboratories thereby making the work of VTE teachers less cumbersome, the opposite has been the case in Kwara State.

It should however be noted that both the Federal and State Government as well as International Organizations have employed different strategies to solve this age-long problem of lack of VTE staff. For instance, in the period before 1970, some VTE teachers were produced and supplied to the existing Crafts Schools and Technical Colleges through the full time Technical Teacher Training courses sponsored by the International Labour Organization (ILO) in the United Kingdom and in Lagos. VTE teachers were also provided through the National Instructor Training Project (NITP) and the Nigeria Certificate in Education (NCE) Technical Teacher Training programmes especially from College of Education, Technical, and Akoka Lagos.

Also with the help of Ford Foundation, an International Organization, the department of Vocational Education, Faculty of Education, University of Nsukka was able to train Nigeria Certificate in Education (NCE) teachers who specialized in Industrial Arts. The first batch of such teachers were ready for employment in late 1967, the year Kwara State was created. Hence, some of the teachers were readily absorbed and posted to the two existing craft schools namely Government Technical College (GTC) Patigi and GTC Idah and Technical School, Ilorin.

Also in the period before 1970, the state government absorbed some VTE teachers that were trained at National Technical Training College (NTTC) Yaba. Lagos. More VTE teachers were employed by the state government as soon as other universities like Amodu Bello University (ABU) and some polytechnics embarked on Technical Teacher Training programme. In addition to the efforts highlighted above, temporary arrangements were made by the state government to further reduce the acute shortage of VTE teachers in the existing VTE schools by bringing into the system graduates of Higher School Certificate (HSC), became acute as the number of technical colleges rose from 3 to 9 during the period under review but the challenges were not left unattended to or untackled by the State Government. There were plans by the state government to train more technical teachers as announced in the 1970-1974 state budgets. The plans which were executed almost immediately by the then Governor. Lt. Col. D.L. Bamigboye, were the establishment of a state polytechnic in 1972, and College of Education Oro, Ilorin in 1975. These institutions were specifically mandated to start producing technical teachers to the level of Nigeria Certificate in Education (NCE). Another solution adopted by the state government was the employment of Ex-students of technical schools who had advanced City and Guild Certificate and full Technological Certificates in at least 3 trades in addition to industrial experience which was a must for all VTE students.

To further lessen the problem of acute shortage of VTE teachers, the state government also adopted the policy of secondment of teachers from the Local Schools Management Board (LSMB) schools to the VTE schools and colleges while some Assistant Education Officer 11 (AEO II) were also posted by the Ministry of Education to the technical colleges and secondary schools to teach VTE subjects. Youth corpsers and Higher National Diploma (HND) graduates and few Grade II Teachers from Government Teachers Colleges and National Teachers Institute (NTI) were also brought in to handle some of the VTE subjects and trades. All these steps to some extent, helped to reduce the problem of inadequate supply of VTE teachers in the post-primary schools in the state but the problem was not completely taken care of. More VTE teachers were still needed in the State as at 1980. VTE teachers were supplied to the Federal Government College Ilorin by the Federal Ministry of Education during this period though the teachers were equally not sufficient in number.

Between 1980 and 1990, the problem of lack of VTE teachers again, became aggravated as a result of the need for the implementation of the Vocational and Technical Education aspect of the newly introduced National Policy on Education which the state began to implement from 1982. In order to promote effective implementation of the VTE subjects, the state government, in conjunction with the Federal Government embarked on direct recruitment of VTE teachers from overseas under technical assistance arrangement with donor countries.

To further cater for quality implementation of the VTE aspect of the National Policy on Education, which was recognized in the policy document as a key factor to technological advancement and a sure solution to poverty and unemployment, the state government introduced a scheme which was tagged "Rural Voluntary Teachers Scheme (RVTS) in 1987. This programme involved the recruitment of Nigeria Certificate in Education (NCE) teachers who were deployed to post-primary schools for a period of 2years after which they were absorbed into the mainstream of the civil service. In the first batch, 545 RVTS teachers were brought in. From 1988, when the senior secondary segment of the NPE was fully implemented in the state, the RVTS programme was expanded to include holders of Bachelor of Science in Education B.Sc (Ed), Ordinary National Diploma (OND) and Higher National Diploma (HND) graduates in Agriculture, Building Technology and other technical education trades. In 1980, 380 RVTS teachers were brought in again.

Some other steps taken by the state government to solve the problem of acute shortage of VTE teachers in the period between 1980 and 1990 was the assistance given to teachers by the State Ministry of Education to attend teachers' vacation courses. This avenue was used to re-train teachers in the sciences and technical education to meet the demand for effective implementation of the NPE in secondary schools.

Records gathered from the technical colleges also revealed that some staff from GTC Esie and GTC Ilorin went on crash programme training in the United States of America (USA) in the early part of the 1980s while some staff went to Wisconsin University, London polytechnic teachers, student teachers on teaching practice from colleges of education and universities in Nigeria. Holders of City and Guild Certificate were also brought into the system. These efforts as explained by Elder Ladipo, the pioneer principal of Ilorin Technical College helped to ameliorate the acute problem of lack of VTE teachers before 1970.

Steps taken by the State Government to ameliorate the problem of shortage of VTE teachers in the period between 1970 and 2012

The steps taken to solve the problem of dearth of teachers between 1970 and 2012 were:

1. Establishment of a state Polytechnic in 1972 and College of Education, Oro, Ilorin in 1975 for the training of VTE teachers.
2. Employment of technical college graduates as teachers (1970 - 1980).
3. Adoption of policy of secondment of teachers from the Local Government Schools Management to VTE schools and colleges.
4. The State Ministry of Education employed and posted Assistant Education Officer II teachers to technical colleges (1970 - 1980).
5. Youth Corpers, Higher National Diploma (HND) graduates. Grade II teachers, were brought in to teach VTE subjects (1970 - 1980).
6. Recruitment of teachers from developed countries (1980 - 1990).

7. Crash training programmes in overseas countries (1980 - 1990).
8. Employment of Rural Voluntary Teachers (RVTS) from 1987.
9. Training and re-training of teachers through vacation training programmes (since 1980).
10. Employment of part-time VTE teachers by the Parents-Teachers Association (PTA) (1990 -2012).

As listed above, in the period between 1970 and 1980, though the initial efforts at providing VTE teachers were sustained, the problem was not completely solved. Rather, it which specialized in Technical Education. However good and timely as these efforts were, they still could not adequately take care of the acute need for VTE teachers in the state.

In the period between 1990 and 2012, the demand for VTE teachers became a big problem especially from 2006 when the Universal Basic Education Bill was signed into law. To promote effective implementation of the upper basic segment of the scheme, VTE teachers were seriously needed to handle the pre-vocational subjects like Introductory Technology (Basic Technology), Home Economics, Computer Science/ICT, Agricultural Science, Business Studies, Fine Arts, Technical Drawing and so on. Apart from this, the expansion of the Senior Secondary School Curriculum to include 35 trade/entrepreneurship programmes in 2008 also made the demand for the teachers to become almost unbearable in the state. Apart from the efforts made by the federal and state governments to provide VTE teachers to schools, the PTA also financed the appointment of part-time VTE teachers in both the federal, private and public secondary schools in the state but the shortage in the availability of VTE teachers yet existed.

Tables 24 and 25 below show the trend in the availability of teachers for the teaching of some selected VTE subjects in the sampled upper basic schools in the state from 2007/2008 to 2011/2012 academic sessions. The shortage of VTE teachers in the state is clearly seen in the four tables. The normal ratio of teachers to students ought to be 1 to 40 (1:40) but the acute shortage of teachers in subjects like Introductory Technology, Computer Science. Agricultural Science, Business Studies, Home Economics and the pre-vocational subjects as seen on table 22 and 24 becomes very obvious.

The teacher student ratio for pre-vocational subjects was not made available to the researcher in three schools namely: FGC Ilorin, Banwo Secondary School Ajase-Ipo and Eucharistic Secondary School Ilorin. Upper Basic Technical College (UBTC) Patigi and Ilorin as well as Upper Basic Anglican College, Offa and Upper Basic School Malete, Alore and Federal Government College Omu-aran were mostly affected by lack of introductory technology teachers which has been a core pre-vocational subject since 1977. Starting from 2007/2008 to 2011/2012 academic sessions, UBTC Ilorin did not have more than one Introductory Technology teacher teaching Upper Basic (Junior Secondary) 1 to 3 with students population of not less than 282 in 2007/2008, and as high as 479 in 2008/2009 academic session. The situation however improved but not substantially in 2011/2012 when the school had i teacher to 194 students. UBS Alore and Fate also faced the same problem.

UBS Alore had only 2 Introductory Technology teachers to 553 students (1:276) in 2007/2008 and 2 teachers to 533 students (1:266) in 2008/2009 session. The trend continued and became bad in 2011/2012 when the school still had only 1 teacher to 530 students that was ratio

1:530. Similarly, UBS Fate had only 2 teachers to 480 students (1:240) in 2010/2011 and with the increase witnessed in students' population from 480 in 2011 to 565 in 2012, the number of Introductory Technology teachers was still ratio 1:282. UBS Malete and UBAS Offa did not have Introductory Technology teachers from year 2007 to 2012. UBS Olumawu consistently had 1 teacher to less than 30 students while, FGC UBS Omu-aran had as high as 399 students to one Introductory Teacher in 2011. Federal Government Junior Secondary School Ilorin has been making use of youth corpsers for the teaching of pre-vocational and trade subjects where teachers were lacking.

This acute shortage of VTE teachers cut across all the pre-vocational subjects as seen in all the tables below. FGC Omu-aran UBS also had the problem of acute shortage of Home Economics teachers. Though the situation of Home Economics was better than that of Introductory Technology in 2011 and 2012, the school had only 3 teachers to 399 Home Economics students in 2011 and 3 teachers to 200 in 2012. UBS Alore and Fate did not have enough Home Economic teachers. How on earth can a teacher be teaching 533, or 565 students? Substantial quality cannot be realized under such acute situation. These two schools also found it difficult to teach Agricultural Science for lack of teachers. UBS Alore had only 1 teacher to 553 students (1:553) in 2007 /2008 and the trend continued till 2012. ACUBS Offa had only 2 teachers to 480 students (1:240) in 2010/2011 and 2 teachers to 565 students (1:282) in 2011/2012. The same situation prevailed in UBTS Ilorin and Patigi. Ilorin had only 1 teacher to teach 479 students (1:479) in Agricultural Science in 2008/2009 session and the situation did not significantly change in 2010/2011 session when the number of teachers increased to 2 since the population of the students was still as high as 246 with ratio 1:123. By 2011/2012, the teaching of Agricultural Science could not continue due to lack of teachers.

Computer/ICT, which is also a core pre-vocational subject, has not been fully and effectively taught in the Upper Basic Schools (JSS) due to lack of VTF teachers. It is revealed from the table below that UBTS Patigi had only 1 teacher to over 200 students in the period between 2007 and 2010. Though the school had an addition of 1 teacher in 2010/2011, the 2 teachers still had to handle 300 students with ratio (1:150) which was still on a high side. FGC UBS Omu-aran had the same problem. The school had only 1 computer teacher to 399 students in 2011 and 1 teacher to 200 students in 2012. Other schools especially Alore, Malete, Laduba and Offa did not have Computer/ICT teachers since the commencement of the UBE programme in 2006 while Fate had just 1 teacher to 480 students, that is ratio 1:480 in 2010/2011 and 2011/2012 academic sessions.

Just like other pre-vocational subjects, the teaching of Business Studies and Fine Arts has not been easy due to lack of teachers. Ail tire sampled upper basic schools except Malete, Olumawu and Federal Government Girls College Omu-aran, did not have Fine Arts teacher from 2007 to 2012. Some schools with small student population like ACHS Offa. AISS Laduba, GTC Erin-Ile, GTC Esie-IIudun and Olumawu UBS were able to cope with the teaching of these pre-vocational subjects as seen in the table 24 below. The complaints given by the principals of the 15 UBS sampled are in agreement with table 24 and 25 below. They stressed that the teaching of pre-vocational subjects has not been easy in their various schools as a result of lack of teachers.

Table 24: Availability of Teachers per Students in Selected Pre-Vocational Subjects in the Sampled Upper Basic Technical Schools in Kwara State from 2007/2008 to 2011/2012

SUBJECTS	SCHOOLS	2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
		T	STD	TR	STD	TR	STD	TR	STD	TR	STD
Introductory Technology	UBTC Patigi	4	230	6	309	6	250	6	300	8	310
	UBTC Erinle	NA	NA	NA	NA	1	10	1	20	1	35
	UBTC Ilonn	1	282	1	479	1	96	1	246	1	194
	UBTCEsie-Illudun	1	30	NA	NA	3	95	2	40	3	45
	UBTCAmodu	NA	NA	NA	NA	1	36	1	74	1	76
	Asungbolu										
Computer Science	UBTC Patigi	1	230	1	309	1	250	2	300	3	310
	UBTC Erinle	NA	NA	NA	NA	1	10	1	20	1	35
	UBTC Ilonn	0	282	0	479	1	96	1	246	1	194
	UBTCEsie-Illudun	NA	NA	NA	NA	1	95	1	40	1	45
	UBTCAmodu	NA	NA	NA	NA	1	36	1	74	1	76
	Asungbolu										
Agricultural Science	UBTC Patigi	2	230	2	309	2	250	2	300	3	310
	UBTC Erinle	NA	NA	NA	NA	2	10	2	20	2	35
	UBTC Ilonn	0	282	1	479	2	96	2	246	0	194
	UBTCEsie-Illudun	1	30	NA	NA	2	95	2	40	2	45
	UBTCAmodu	NA	NA	NA	NA	1	36	1	74	1	76
	Asungbolu										
Business Studies	UBTC Patigi	2	230	2	309	2	250	2	300	2	310
	UBTC Erinle	NA	NA	NA	NA	1	10	1	20	2	35
	UBTC Ilonn	1	282	1	479	3	96	3	246	3	194
	UBTCEsie-Illudun	1	30	NA	NA	3	95	2	40	2	45
	UBTCAmodu	NA	NA	NA	NA	1	36	2	74	2	76
	Asungbolu										
Home Economics	UBTC Patigi	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	UBTC Erinle	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	UBTC Ilonn	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	UBTCEsie-Illudun	NA	NA	NA	NA	1	36	NA	NA	1	45
	UBTCAmodu	NA	NA	NA	NA	2	36	2	74	2	76
	Asungbolu										
Introductory Technology	GUBS Alore	2	553	2	533	2	426	2	480	1	530
	AUIBS Laduba	NA	NA	1	52	1	45	1	37	1	46
	GUBS Malete	NA	NA	NA	NA	NA	NA	0	140	0	140
	ACUBS Offa	NA	NA	NA	NA	NA	NA	0	32	0	33
	GUBS Fate	NA	NA	NA	NA	NA	NA	1	480	2	565
	Olumawu UBS	1	23	1	22	1	24	1	19	1	20
	FGC Omu-aran	3	-	2	-	1	200	1	399	1	200

Home Economics	GUBS Alore	1 553	1 533	2 426	1 480	1 530
	AUIBS Laduba	NA NA	1 52	1 45	1 37	1 46
	GUBS Malete	NA NA	1 140	NA NA	1 140	0 140
	ACUBS Offa	NA NA	NA NA	NA NA	0 32	0 33
	GUBS Fate	NA NA	NA NA	NA NA	2 480	2 565
	Olumawu UBS	1 23	1 22	1 24	1 19	1 20
	FGC Omu-aran	- -	- -	3 200	3 399	3 200
Computer Science	GUBS Alore	NA NA	NA NA	NA NA	0 480	0 530
	AUIBS Laduba	NA NA	NA NA	NA NA	0 37	1 46
	GUBS Malete	NA NA	NA NA	NA NA	1 140	0 140
	ACUBS Offa	NA NA	NA NA	NA NA	0 32	0 33
	GUBS Fate	NA NA	NA NA	NA NA	2 480	1 565
	Olumawu UBS	1 23	NA NA	1 24	1 19	1 20
	FGC Omu-aran	2 -	NA NA	- 200	- 399	- 200
Agricultural Science	GUBS Alore	1 553	1 533	1 426	1 480	1 530
	AUIBS Laduba	NA NA	NA NA	NA NA	1 37	1 46
	GUBS Malete	NA NA	NA NA	NA NA	1 140	1 140
	ACUBS Offa	NA NA	NA NA	NA 125	1 32	1 33
	GUBS Fate	NA NA	NA NA	NA NA	2 480	2 565
	Olumawu UBS	1 23	1 23	1 24	1 19	1 20
	FGC Omu-aran	6 -	6 -	5 200	5 399	5 200
Business Studies	GUBS Alore	1 553	1 533	1 426	1 480	1 530
	AUIBS Laduba	NA NA	1 45	1 45	1 37	1 46
	GUBS Malete	NA NA	NA NA	NA NA	1 140	1 140
	ACUBS Offa	NA NA	NA NA	NA NA	0 37	0 33
	GUBS Fate	NA NA	NA NA	NA NA	2 480	2 565
	Olumawu UBS	1 23	1 22	1 24	1 19	2 20
	FGC Omu-aran	5 -	5 -	3 300	3 399	3 200
Fine Arts	GUBS Alore	NOF NOF	NOF NOF	NOF NOF	0 480	0 530
	AUIBS Laduba	NOF NOF	1 52	0 45	0 37	1 46
	GUBS Malete	NOF NOF	NOF NOF	NOF NOF	1 140	1 140
	ACUBS Offa	NOF NOF	NOF NOF	NOF NOF	0 32	0 33
	GUBS Fate	NOF NOF	NOF NOF	NOF NOF	0 480	0 565
	Olumawu UBS	1 23	1 22	1 24	1 19	1 200
	FGC Omu-aran	3 -	2 -	2 200	2 399	2 200

Source: Records from the sampled Upper Basic Schools.

Key: NA - Not Available.

NOF - Not Offered.

O - No Teacher

The problem of inadequate provision of VTT teachers at the post-primary school level in Kwara State was not limited to the upper basic schools; the senior secondary schools including the senior technical colleges were also seriously affected. The situation was not too acute in the senior technical colleges because the students were few but some trade and trade related subjects have not been having regular supply of teachers as explained by the Principals of the 5 senior technical colleges.

For instance, as at 2012, GTC Esie had no Electrical Instillation teacher. The only one handling the trade was transferred and no replacement was made thereafter. This, according to the principal has led to the collapse of that trade in the college. Similarly, GTC Amodu Asungbolu did not have teachers for the same trade because one of the teachers retired voluntarily while the other one was transferred with no replacement. The same school had no Home Economics teacher. The researcher was told that the only teacher handling the subject died in an accident and since then a replacement was not made by the Ministry of Education. Furniture making has not been effectively handled in GTC Esie since one of the two teachers taking the subject retired thereby making it difficult for the only teachers left to cope with the teaching of the trade and the related subjects from senior secondary technical 1 to 3 (SSI-3).

The major problem facing the senior secondary technical colleges was that in most cases only 1 teacher was teaching a trade which embraces several other trade related subjects thereby making the work cumbersome for one teacher to cope with. Some trades have been grounded while some were denied full accreditation due to lack of teachers-especially the trades mentioned above.

The 10 sampled senior secondary public and private schools, as well as the 2 federal government colleges were also facing the problem of lack of VTE teachers. Though, most of the data needed on the provision of VTE teachers in the schools were not available to the researcher, it was discovered that Computer Science and Technical Drawing have not been adequately catered for in terms of provision of teachers. All the Schools except GSS Malete and Olumawu Senior Secondary School did not have teachers for Computer Science, ditto for Technical Drawing. The other subjects were averagely or fairly provided with teachers.

However, table 24 on students-teachers and subjects ratio by type of local government areas in selected VTE subjects in 2011/2012 academic session revealed that provision of VTE teachers in some VTE subjects at the secondary school level in the entire state has remained inadequate. Looking through the table, it is obvious that Computer Science and Home Economics were seriously lacking teachers in some local government areas while some vocational subjects were not offered due to lack of teachers. For example, only 1 teacher was available for the teaching of Computer Science in Asa LGA even though the school had student population of 554, that is, ratio 1:554 in 2011/2012 while Ifelodun LGA had 4 teachers to 1172 students (1:293), Isin LGA had 1 teacher to 235 students (1:235) and Kaiama LGA had no teacher at all for Computer Science. Ilorin West LGA with its metropolitan status had 18 teachers to 5277 students which amounted to ratio 1:293.

Clothing and Textile was equally not offered in several local government areas as a result of lack of teachers. Ilorin West had the highest number of students which was 1713 to only 5 teachers making a ratio of 1 teacher to 288 students (1:288). Home Economics was equally not offered in Isin, Baruteen, Kaiama, Moro, Oyun and Patigi Local Government Areas. Though several students

selected the subjects as seen in table 25, yet teachers were not available. Also for Food and Nutrition, Edu and Oke-Ero, LGAs had no teacher for the subject while the 525 students offering the subjects in Offa LGA had no teacher to handle the subjects.

Table 25 is indeed a confirmation of the basic fact that VTE subjects have not been adequately taught at the post-primary school level in the state as a result of lack of teachers.

To corroborate these Findings, the researcher was informed by the principals of the 10 public Secondary schools that formed part of the samples for this study that the implementation of the newly introduced 35 trade / entrepreneurship subjects has not been easy due to lack of VTE teachers. The researcher also gathered from the field that several requests have been made especially by the principals of the technical colleges to the State Ministry of Education, Teaching Service Commission and Universal Basic Education Commission for better supply of VTE teachers 'out no meaningful response has come. This lack, as expressed by the Principals and teachers that the researcher interacted with on the field, has had negative effects on the attitude and performances of the students. Undoubtedly, a lot will have to be done by the Federal and State Government to ensure that all the Federal and State Upper Basic Schools and Senior Secondary Schools, including the Technical Colleges are supplied with adequate number of VTE teachers more importantly because of the recognition of VTE as major sources of self reliance, poverty alleviation, and eradication of unemployment.

Table 26: Students-Teachers Ratio by LGA in some selected Vocational Subjects in Kwara State in 2011/2012 Academic Session

	COMPUTER SCIENCE			HOME ECONOMICS			CLOTHING AND TEXTILE			FOOD AND NUTRITION		
LGA	STDS	TRS	RATIO	STDS	TRS	RATIO	STDS	TRS	RATIO	STDS	TRS	RATIO
Asa	554	1	1: 554	11	5	1:2	20	1	1:20	90	1	1:90
Baruteen	411	1	1:411	0	0	0	0	0	0	105	0	0:105
Edu	415	5	1: 83	45	1	1:45	71	0	0:71	0	0	0
Ekiti	247	4	1: 62	189	1	1:189	0	0	0	73	0	0:73
Ifelodun	1172	4	1: 293	477	9	1:53	20	2	1:10	152	8	1:19
Ilorin East	3222	21	1: 153	608	10	1:60	160	4	1:40	904	9	1:100
Ilorin South	3588	20	1: 179	253	18	1:14	50	3	1:17	687	9	1:76
Ilorin west	5277	18	1:293	2015	7	1:287	513	3	1:171	1713	5	1:343
Irepodun	900	6	1: 100	181	14	1:13	135	2	1:68	495	5	1:99
Isin	235	1	1:235	41	0	0:14	0	1	1:0	7	1	1:7
Kaima	254	0	0: 254	18	0	0:18	0	0	0	48	0	0:48
Moro	1029	9	1: 112	315	0	0:315	85	0	0:85	30	0	0:30
Offa	1198	35	1:34	17	8	1:2	75	29	1:3	525	0	0:525
Oke Ero	297	14	1:21	0	1	1:0	0	13	13:0	0	0	0
Oyun	1319	88	1: 35	164	0	1:164	85	20	1:4	407	0	0:407
Patigi	724	13	1: 55	168	0	0:168	0	7	7:0	386	0	0:386

Source: Kwara State School Census Report 2011 - 2012

Key: 0: No Student or No Teacher.

And on the recruitment pattern of teaching and non-teaching staff in the existing 5 Technical Colleges, in the State from 1981 to 1985 and 2006 to 2012 presented on table 27 and 28 below, the total population of Technical College Staff in 1980/81 was 72 and the number did not increase until 1983/84 session. The situation was just a bit better in 2004/2005 session: this was 20yrs later, when the number rose to 104. While that of the Non-Teaching Staff was 50. A noticeable increase was recorded in 2005/2006 session when the number of the teaching staff again rose to 112 with a percentage increase of 7.69. While the population of non-teaching staff dropped from 50 to 36 with a percentage decrease of 28. As the sessions progressed, a great decline in the number of both teaching and non-teaching staff was experienced such that in 2011/2012 session there were all together 84 teaching staff and 19 non-teaching staff in all the Technical Colleges.

All the principals of the Technical Colleges specifically complained of not having enough supportive staff especially for effective management of the trade subjects and the sciences that are practical oriented.

Table 27: Trends in the Supply of Technical College Teachers at the Secondary

YEARS	NUMBERS OF TFACHFRS	PERCENTAGE INCRREASE
1980 / 81	72	-
1981/ 82	72	0
1982 / 83	72	0
1983 /84	82	10
1 984 / 85	90	8

Source: Kwara Stale Budget 1981-1985

Table 28: Trends in the supply of staff in the senior technical colleges in Kwara State between 2004/2005 to 2011/2012 Academic Sessions

Year	GTC Patigi	GTC Erin-Ile	GTC Esie-Iludun	GTC Ilorin	GTC amodu asubgolu	Total	Percentage increase	TOTALT RS	Percentage increase	TOTAL NT	Percentage increase
	T NT TOT	T NT TOT	T NT TOT	T NT TOT	T NT TOT	Total					
2004/05	21 13 34	16 1 17	36 14 50	15 16 31	16 6 22	144	-	104	-	50	-

2005/06	22 10 32	21 NN 21	32 12 44	13 8 21	14 6 20	138	4.15	112	7.69	36	28
2006/07	22 8 28	25 5 25	29 9 38	16 8 24	13 6 19	134	-2.89	105	6.25	31	-13.88
2007/08	21 9 30	NA NA NA	22 8 30	18 7 25	NA NA NA	Incomp p	Incomp p	Incomp	Incomp	Incomp p	Incomp
2008/09	27 7 34	27 10 37	28 8 36	20 6 26	10 6 16	149	11.19	112	6.66	37	19.35
2009/10	25 6 31	22 6 28	19 6 25	21 7 28	18 6 24	136	-8.72	105	-6.25	31	-16.21
2010/11	16 2 18	17 4 21	18 4 22	23 8 31	19 6 25	117	-13.97	93	-11.42	24	-22.58
2011/2012	13 5 18	16 1 17	19 1 20	28 8 36	8 4 12	103	-11.96	84	-9.67	19	-20.83

Source: records collected from the senior technical

Key: T - teaching staff
 NT - Non- Teaching staff
 TOT - total
 Na - Not Available
 Incomp - Incomplete data
 NN - None

All the findings that are explicitly analyzed in all the tables above are yet confirming a dearth in VTE teachers in both the federal and state upper basic schools and the senior secondary and technical colleges in the state. The private school seems to be better off in terms of availability of VTE teachers as seen in all the tables above.

Nevertheless, all the sampled schools have high number of well qualified academic staff. Table 27 and table 28 below presents a summary of the academic qualification of the teaching staff in all the sampled schools. It is observed from the tables that the involvement of low cadre teachers and unqualified teachers such as Ordinary National Diploma (OND) and Higher National Diploma (HND) holders was not so pronounced. Grade II teachers were not engaged in any of the schools as it was done through the system of staff secondment in the period before 1980.

Table 27 revealed that out of the 206 teaching staff in the upper basic schools where the data on UBS teachers were made available to the researcher, 104 which is 54.45% were NCE holders while graduates, all with teaching qualifications were 89 (73.20%). The HND holders were just 5 in number representing 2.61% while OND graduates were 7, representing 3.66% of the entire staff population.

OND and HND holders were employed to teach in some of the schools in the absence of qualified VTE teachers. Thus, at the upper basic level, though more teachers were needed to teach several of the pre-vocational subjects as earlier explained, the quality of the few ones engaged in the schools has not been seriously compromised. This is because 179 (93.2%) out of the 191 academic staff were NCE holders and above.

Similarly, at the senior secondary school level, 202 (67.11%) of the 301 academic staff were graduates with teaching qualifications as presented on table 30 below 17 (5.94%) were post-graduates while 63 (22.02%) were NCE holders.

The population of the HND teachers was 16 representing 5.59% of the total population of teachers sampled for this study. This was still on the high side. The City and Guild Advanced Certificate holders are qualified to teach in any of the Technical Colleges though they have to acquire professional

Table 29: number of teachers in the sampled upper basic schools (junior secondary schools/junior technical colleges) by qualification as at 2012

Upper Basic Schools	Ph.D	M.E D	B.Ed. BA.Ed PGDE	HN D	OIN D	NCE OR EQUIVALENT	CITY AND GUILD	TOTAL
UBTC Patigi			8			4		12
UBTC ErinIle			3			7		10
UBTC Esie-Iludun		1	4			2		07
UBTC Ilorin			4	1	3	34		42
UBTC Amodu-Asugbolu			1			2		3
GDUBS Alore			23	1	2	24		50
A1UBS Laduba			8			10		18
GDUBS Malete			5	1	1	7		14
GDUBS Fate			17	2	1	6		26
ACUBS Offa			1			8		09
Total		1	89	5	7	104		206
Percentage		0.52	43.20	2.61	3.66	54.45		100

qualification for teaching.

RESEARCH QUESTION VI

What were the trends in the provision of infrastructural facilities for effective teaching of VTE programmes at the secondary School level in Kwara State between 1967 and 2012?

Trends in the Provision of Infrastructural Facilities for Effective Teaching of VTE Programmes at the Secondary School Level in Kwara State between 1967 and 2012

The importance of adequate provision of facilities to effective teaching and learning processes cannot be over emphasized. Lack of relevant facilities in schools often promotes shabbiness in the course of lecture delivery and low quality out-put. Scholars who worked on VTE related issues (Adesina 2005; Ekpenyong 2005 and Fafunwa 1974) made it clear that lack of infrastructural facilities has been a major impediment to effective development of VTE in Nigeria starting from the Colonial days.

Prior to the creation of Kwara State in 1967, the Northern Region government having realized the cruciality of adequate provision of facilities to the development of VTE did not hesitate to provide the existing technical colleges with relevant facilities. Government Technical College Patigi, the oldest technical colleges in the state, benefitted from the workshops provided and equipment supplied by the Northern Region-Government in the early 1960s. Though, the provisions made to the schools were of high quality, they were still inadequate for effective teaching of VTE in the existing technical schools. The first Military Governor of Kwara state, Lt. Col. D.L. Bamigboye on assumption of duty in 1967, took decisive steps toward solving the problem of inadequate supply of teaching facilities for the teaching of VTE programmes. His ambition was to promote the development of VTE as means for production of artisans and technicians needed for the technological advancement of the state. Hence, in the period between 1970 and 1974, the state government provided 204 classrooms as well as science equipment and laboratories for the secondary schools. Government Secondary School Malete which was established in 1971 benefitted from the supply while 8 workshops and 4 laboratories were provided for Patigi and Idah craft schools that were converted to technical colleges during the period under review.

Moreover, the proprietors of the voluntary agency schools that were established between 1960 and 1970 provided the schools with facilities for successful take off of such schools. A good example was Anglican Commercial College, Offa which was established in 1967 by Saint Mark Cathedral Offa. Between 1975 and 1980, one of the major objectives of the state that influenced the rate of supply of facilities to schools was the need to place greater emphasis on technical education so as to meet the growing demand for technologists in the state. Therefore, for the existing technical colleges to come up with students who would be good enough for admission into the newly established College of Technology and be sound enough to obtain Intermediate City and Guild Certificate, the state government unhesistantly constructed workshops, classrooms, hostels administrative blocks and also supplied equipment to the two existing technical colleges and other technical colleges that were established in 1975/1976 academic session.

Also, in the period between 1975 and 1980, all technical Colleges through the efforts of the state government were supplied with equipment by a foreign company known as 600 Services Limited.

The expansion of secondary School Curriculum to include practical subjects during this period, the compelled state government to supply some Home Economic equipment and Type Writers to schools in the state.

The period between 1981 and 1985 marked the era of parents' greater involvement in the provision of educational materials for schools. All secondary schools including Government Day Secondary School Alore, which was established in 1982 and Fate Government Day Secondary School, also established in 1983 purchased their VTE teaching materials with the funds realized from the PTA levies. The state government also continued to supply equipment and also erected some permanent building for some technical colleges. Ilorin Technical College which was established in 1981 as well as Esie Technical College benefitted from this. It was also during this period that Esie Technical College was supplied with electricity by the state government also supplied electricity to Esie-Iludun Technical College and textbook to other secondary schools in the state.

In accordance with the National Policy on Education act of 1985, the state government during this period established an education Resource Center to cater for mass production of instructional materials to be sold to schools at reduced cost and to facilitate effective teaching of practical oriented subjects at the secondary school level. The center was also meant for training teachers on how to produce instructional materials. The five departments at the Center, namely Metal work, Wood work, Graphic, sciences and Media departments, fed the VTE Schools with materials in the 1980s and thereafter.

The period between 1985 and 1990 witnessed the implementation of the secondary school segment of the National Policy on Education (NPE) in Kwara State. To ensure a successful implementation of the programmes, the state government made efforts to purchase textbooks which students bought at subsidized rates. Government also designed and produced continuous assessment materials such as mark attendance sheets, annual report sheets, students' cumulative record folder and Junior Secondary School Examination format. Computers and science equipment were also provided for effective teaching of computer and the sciences.

For Introductory Technology, a pre-vocational subject to be adequately handled at the Junior Secondary level, the Federal government supplied some introductory technology equipment to the state during this period. Unfortunately, the implementation committee from the Federal Ministry of Education that visited the state in 1990 discovered that most of the equipment were not installed as a result of lack of funds and workshops.

In the period between 1990 and 1999, the state government under the leadership of Col. P.M. Ogar, the then Military Administrator of the state saw VTE as the way out of the state perennial problems. Hence, between 1997 and 1999 more technical and science equipment were supplied to technical colleges. A standard library was built for GTC Patigi while a borehole and a pumping machine were provided for GTC Ilorin by the Petroleum Trust Fund (PTF). Some tools were also supplied to GTC Amodu Asungbolu when the college was taken over and converted from Community Secondary School to Government Technical College in 1994 while some workshops were renovated by the PTA at GTC Esie in 1997.

Supply of VTE facilities to schools in the period between year 2000 and 2005 was influenced by the determination of both Federal and State governments to fully implement the Human

Development Agenda that were pursued through Federal and State reforms tagged "National Economic Empowerment and Development Strategy (NEEDS)" and "State Economic Empowerment and Development Strategy (SEEDS)". Since education was identified as the surest avenue for successful implementation of the reforms, tools were supplied and renovations and construction of new classrooms were carried out by the state government in technical colleges.

The Federal Government through the Education Trust Fund (ETF) also provided toilets, equipment, and also renovated some classroom at GTC Patigi. The same agency also supplied some tools to GTC Ilorin and also renovated some of their classrooms. The ETF also supplied computers to GTC Erinle and renovated two of their staff quarters. GTC Esie was assisted by the same agency with the construction of some workshops while GTC Amodu Asungbolu was provided with toilet facilities, classrooms, 13 computers and a computer room also by the ETF.

The efforts made by the state government towards the provision of facilities for the teaching of VTE programmes in the period between year 2006 and 2011 were not too substantial. With the introduction of the Universal Basic Education (UBE) programme into the state in 2006, one would have expected the state government to go all out to supply and install equipment for the teaching of Introductory Technology which became a core-pre-vocational subject at the upper basic level nationwide but not much was done about this. Though it was indicated in the state yearly budgets that Secondary Schools and technical colleges would be supplied with Introductory Technology tools and equipment, nothing was done about this after the budget presentations. Government efforts were only noticeable in the provision of computers and textbooks, to some Secondary Schools in the state. A few tools and generator were also provided to GTC Amodu Asungbolu in 2007 while Resource Center was also provided with some tools during this period.

Substantial contributions during this period came from the Mobile Telephone Network, (MTN) in form of donation of computers and other computers gadgets to some post-primary institutions in the state.

The Federal Government agencies ETF and PTF continued to supply some facilities to technical college for effective teaching of VTE programs. For instance, in 2010, computer items, and transformer were supplied by the PTF to GTC Patigi and Erinle while some classrooms were again renovated by the ETF at GTC Patigi. Amodu Asungbolu Community also assisted the college with the provision of some computers and a computer room in 2010.

Table 31 and table 32 below shows the position of available teaching facilities in the schools sampled for this study as at 2012. Though efforts have been made by ETF and PTF the Federal Government agencies, and the State Government to provide relevant facilities to schools for effective teaching of VTE programmes, as previously discussed, it is still very obvious from the three tables below that most of the public schools in Kwara State are still lacking the basic infrastructures facilities needed for effective teaching of the VTE subjects. It should however be noted that the private schools were supplied with the necessary facilities by the proprietors of the schools and through the Parents-Teachers Association contribution. Federal Government Colleges in the state were also supplied with the needed infrastructural facilities by the Federal Ministry of Education agency known as Science and Technology Education Post-Basic (STEP-B). Financial backing from the World Bank has helped the agency to provide laboratory equipment, offices and classrooms for the Federal Government schools. Through STEP-B intervention, building and renovations of laboratories have seen carried out in all the

Federal Government of Colleges in the state. The agency has been a direct link between the Federal Government Colleges and the Federal Ministry of Education. Though the technical colleges, both junior and senior were fairly adequately provided with workshops and equipment than the junior and senior secondary schools, responses gathered from the technical colleges revealed that most of the available facilities in the schools were not modern some were said to be dilapidated and as old as the ages of the colleges. The few modern facilities were the ones supplied to the colleges by the ETF and PTF in the period between year 2000 and 2010.

Supply of facilities was also said to be very irregular and inadequate. It is sad to note that GTC Ilorin has only one multipurpose building where the Motor Mechanic work, Electrical work and Metal work workshops were located. And as a result of lack of funds, it has been very difficult for the college to make provision for consumable materials for students' practical work. The school authority complained of lack of cement for practical in Block-laying and Concreting. While GTC Esie was lacking blocks, paints and woods for furniture making, it was also discovered that only GTC Patigi has Technical Drawing workshop and this was also ill-equipped. This is an unfortunate situation bearing in mind the fact that Technical drawing is not only a core technical education subject but a must for the mastery of all technical education programmes. The two Federal Government Colleges together with their 2 Junior secondary schools as well as the 3 other sampled private senior and junior secondary schools were better supplied with VTE facilities as indicated in table 29 and 30 below.

The researcher discovered that only 16 (53.3%) of the 30 sampled schools had Home Economic Laboratories and those six were found to be ill-equipped. Besides, only 10 (33.3%) of the schools have facilities for the teaching of Fine Arts. And though the world has gone computerized and computer has become a core Secondary School subject, most of the sampled schools especially to public schools were not finding it easy to teach computer education effectively as a result of lack of computers and other related items. Though 24 (80%) of the sampled schools had computer laboratories, only Junior and Senior Technical College Patigi had a well equipped computer laboratory out of the 20 public schools sampled for this study. And this as earlier explained was provided for the college by the PTF in 2010. All the Federal Colleges had good and well equipped computer laboratories while three Senior and two junior private schools also had good computer laboratories. Senior Secondary School Fate had to levy the students 14100 each before some old model computers used in the school could be purchased. All these show that efforts made by the state government to supply computer to the schools can simply be regarded as drops of water in an ocean.

The aim behind the inclusion of Introductory Technology, a pre-vocational subject into the upper basic curriculum is to lay a solid foundation for the acquisition of trade courses that students may wish to offer at the senior technical and senior secondary school or tertiary institution later in life. Previous discussions revealed that the Federal Government supplied some Introductory Technology equipment to the state in 1985 when the junior secondary segment of the National Policy on education was adopted in the state. It is therefore thrilling to note that 11 (73.3%) of the 15 upper basic schools that were sampled for this study were supplied with the equipment in 1985 but it is equally sad to note that only 5 (33.3%) have the equipment installed. The researcher discovered that some were simply kept in stores, while some have been vandalized.

This situation further confirmed the report from the Federal Ministry of Education Implementation Committee that visited the state to inspect VTE equipment in 1990. The Committee met most of the equipment packed in stores or left carelessly outside the classrooms uninstalled. The investigation also revealed that most of the schools especially the public schools lacked Agricultural Science laboratory equipment and school farm. Private and Federal government Junior and Senior Secondary Schools were provided with Agricultural laboratories and equipment. However, only 14 (56.6%) of the 30 sampled schools have agricultural laboratories. All the 14 schools lacked most of the relevant agricultural equipment. The ten schools with good Agricultural laboratories were the 5 senior and 5 junior federal college and private schools as seen in the table below.

Business studies received desirable attention in almost all the schools. 23 (76.6%) of the sampled schools were having business studies laboratories but only seven were well equipped. Electricity is needed in schools to facilitate reading and practical work that are electrical based. Responses that came from the schools revealed that 22 (73.3%) of the sampled schools had electricity though the supply was said to be epileptic in the state controlled schools. Some schools that had their electricity supply disconnected long ago as a result of their inability to meet up with the bill, had to depend on the use of generating set supplied by the PTA. This was true of Senior Secondary School Fate. The electrical poles lined up at Junior and Senior Technical College Ilorin were also not connected to electricity. This has made it impossible for the college to pass the accreditation exercise in the past years. Both the Junior and Senior Anglican Commercial College Offa had no light simply because the bill supplied by the Power Holding Company of Nigeria (PHCN) was extra ordinarily high for the college to service.

All the Federal and private schools except Banwo secondary school Ajase-Ipo were having good supply of electricity, good generators to use when public electricity was off. The junior and senior technical colleges Patigi and Erinle were a bit lucky with regular supply of electricity through the aid of transformers supplied to the school by the PTF in 2010. Water is never a luxury but a necessity. The researcher discovered that 24 (80%) of the schools sampled had either borehole or well water provided by either the Federal government, proprietors, state government, the PTF or PTA. The remaining 6 (20%) were not finding it easy to get water for the daily use of the school communities. For instance, both the Junior and Senior Technical Schools Esie and Erinle depended on the neighbouring houses for daily supply of water. Some of these houses were located across the road that leads to the Colleges. The borehole provided for GTC Ilorin has also stopped functioning few years back. Some of these problems are begging for government quick intervention.

Responses gathered from the field as shown in the tables below also revealed that 21 (70%) of the sampled schools had libraries but most of them were too small, store-like, old and equipped with obsolete books. Only 13 (43.3%) claimed to have gotten fairly standard libraries with furniture and modern books. Ten (10) of these schools were the federal and private schools.

Science subjects can only be taught effectively when there is adequate supply of functioning science equipment and laboratories. All senior technical and senior secondary schools offering the sciences are expected to have standard science laboratories. The field report revealed that 14 (93.3%) of the 15 senior secondary and technical colleges sampled had science laboratories. It is also interesting to

note that 11 (73.3%) of the laboratories were of high standard while only 3 (20%) were ill-equipped. None of the public Junior secondary schools had science laboratories. Positive steps should be taken about this by the government since upper basic students are expected to have exposure to the rudiments of practicals in the sciences before moving to the Senior Secondary School.

On the provision of accessible road, 20 (66.6%) of the Schools had good roads leading to the school premises. 4 (20%) namely junior and senior secondary school Fate and junior and senior GTC Ilorin were facing some problems regarding accessible road as at 2012 when the investigator visited the schools

Though, GTC Ilorin road was rehabilitated by the state government in 2005, the road still posed a lot of problem to motorists and pedestrians during the raining season. To gain free access to both Junior and Senior Government Day Secondary School Fate was not easy because of a bad culvert that created a big obstacle to vehicles moving to or coming from the school.

On the provision of transportation, the researcher found out that 14 (46.6%) of the sampled schools had buses. Responses gathered revealed that GTC Erinle and Anglican College of Commerce Offa buses were grounded and could not be repaired by the school authorities due to financial problems. That of GTC Ilorin got burnt in 1994. Though a good bus was provided for GTC Amodu Asungbolu by the state government in 2002, the School has since been responsible for fuelling and driving the vehicle.

Previous discussion has shown that several classrooms were constructed by the state government, the PTF and ETF for secondary and technical colleges before 2012. The researcher however discovered that about 21 (70%) of the 30 schools sampled were in need of more classrooms. Old ones were due for renovation. Some classes were over crowded as a result of lack of adequate provision of classrooms. Moreover, though GTC Ilorin Junior and Senior Schools had very spacious classrooms, the classrooms lacked furniture while most of the windows were also broken. Responses gathered also revealed that some of the contractors that were to renovate some of the classes only visited the colleges but failed to return to do the job.

On the provision of administrative blocks and staff rooms, the information collected by the researcher revealed that all the 30 sampled schools were provided with these facilities. But the facilities were loaded with unlimited problems. For instance, some of the offices especially the state public schools lacked furniture and were either small, old, damaged or not conducive for the occupants. In some schools, stores were converted to offices while some classrooms were turned into staff room. The situation at GTC Ilorin Junior and Senior Schools was very pathetic. Apart from the fact that the administrative offices were not properly furnished, the researcher met at least three teachers on one make-up table. Teachers were also found either sitting on benches meant for students or work benches. Similar problems prevailed in most of the schools visited by the researcher.

Responses that came from the 60 teachers sampled for this study corroborated the submissions of the various school principals discussed above. Not less than 49 (81.6%) of the teachers stated that the teaching of VTE subjects has not been enjoyable as a result of lack of relevant teaching facilities. All the findings and responses on the availability of facilities for the teaching of VTE programmes in Kwara State discussed above are in agreement with the findings of Mahmud (1986) that the teaching of technical education subjects has been difficult in Kaduna State because of lack of facilities especially

workshops. The findings also support that of Salau (2004) who posited that lack of basic teaching material are the greatest problems facing VTE in Kwara State and in Nigeria. The findings also corroborate Ekpenyong (2005) findings that most of the introductory technology equipment supplied to schools were either stolen or rusted away in open crates in Nigerian Schools as a result of lack of workshops for proper installation of the equipment.

Table 31: Availability of Facilities in the Sampled Senior Technical Colleges and Senior Secondary Schools

S/N	FACILITIES	GTC Patigi	GTC Esie	GTC Erinle	GTC Ilorin	GTC Amodu Asungbolu	SSS Alore	SSS Maletete	SSS Larubaja	SSS Fatere	ACS S Offa	F O a
1.	Metal Work Shop & Equipment	✓	X	✓	✓	X	X	X	X	X	X	
2.	Electrical Work Shop & Equipment	✓	X	✓	✓	✓	X	X	X	X	X	
3.	Electronic Work Shop and Equipment	X	X	X	X	X	X	X	X	X	X	
4.	Auto mechanic Work Shop & Equipment	✓	X	✓	✓	X	X	X	X	X	X	
5.	Wood Work Shop & Equipment	X	✓	✓	X	X	X	X	X	X	X	
6.	Building & Concreting Work Shop & Equipment	X	X	X	✓	X	X	X	X	X	X	
7.	Technical	✓	X	X	X	X	X	X	X	X	X	

	Teaching Drawing Room & Equipment															
8.	Home Economic Laboratory & Equipment	X	X	X	X	X	X	✓	✓	✓	X	✓	✓	✓	✓	✓
9.	Fine Arts Room & Equipment	X	X	X	X	X	X	X	X	✓	X	✓	✓	X	✓	
10.	Computer Laboratory and Equipment	✓	✓	✓	✓	✓	X	X	✓	✓	X	✓	✓	✓	✓	✓
11.	Introductory Technology and Equipment	X	X	X	X	X	X	X	X	X	✓	X	X	X	X	X
12.	Agricultural Science Laboratory & Equipment	X	X	X	X	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓
13.	Business Studies Room and Equipment	✓	X	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓
14.	Electricity	✓	X	✓	X	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓
15.	Water	✓	X	X	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓
16.	Library	✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓

17.	Science Laboratory & Equipment	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓
18.	Road	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19.	Transportation	X	X	X	X	✓	X	✓	X	X	X	✓	✓	✓	✓	✓
20.	Classrooms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
21.	Administrative Building & Staff room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Sources: Field Work (2013) as indicated below:

- (i) Researcher's observations
- (ii) School principal's report

Key:

- (✓) Available and in good shape.
- (✓) Available but not in good shape.
- (x) Not available.

Table 32: Availability of Facilities in the Sampled Junior Technical Colleges and Junior Secondary Schools (Upper Basic College)

S/N	FACILITIES	GTC Patigi	GTC Esie	GTC Erinle	GTC Ilorin	GTC Amodu Asungbolu	SSS Alore	SSS Malet	SSS Laruba	SSS Fate	ACSS Offa	FGC Omuaran	FGC Ilorin	SSS Olumahu	SSS Baawo	SSS Eucharistic
1.	Metal Work Workshop & Equipment	X	X	√	√	X	X	X	X	X	X	X	√	X	X	√
2.	Electrical Workshop & Equipment	X	X	√	X	X	X	X	X	X	X	X	X	X	X	X
3.	Electronic Workshop and Equipment	X	X	X	X	X	X	X	X	X	X	X	√	√	X	X
4.	Auto mechanic Workshop & Equipment	X	√	√	X	√	X	X	X	X	X	X	√	X	X	X
5.	Wood Work Workshop & Equipment	X	√	√	X	X	X	X	X	X	X	X	√	X	X	√
6.	Building & Concreting Workshop & Equipment	X	√	X	X	X	X	X	X	X	X	X	√	X	X	√
7.	Technical Drawing Room & Equipment	X	X	X	X	X	X	X	X	X	X	√	√	√	X	√
8.	Home Economic Laboratory & Equipment	X	X	X	X	X	√	√	√	X	X	√	√	√	√	√
9.	Fine Arts Room & Equipment	√	√	X	X	X	X	X	√	X	X	√	√	X	X	√
10.	Computer Laboratory and Equipment	√	√	√	X	√	√	√	√	X	√	√	√	√	√	√
11.	Introductory Technology and Equipment	√	√	X	√	√	X	√	√	X	√	√	√	X	√	√
12.	Agricultural Science Laboratory & Equipment	√	√	X	X	√	X	X	X	X	X	√	√	√	√	√
13.	Business	√	√	X	X	√	√	X	√	X	√	√	√	√	X	√

	Studies Room and Equipment															
14.	Electricity	√	X	√	X	√	√	√	X	√	X	√	√	√	X	√
15.	Water	√	X	X	√	√	√	√	√	√	√	√	√	√	√	√
16.	Library	↗	↗	X	X	√	X	X	X	X	X	√	√	√	X	√
17.	Science Laboratory & Equipment	X	X	X	X	X	X	X	X	X	X	√	√	√	X	√
18.	Road	√	√	√	↗	√	√	√	√	√	√	↗	√	√	↗	√
19.	Transportation	X	X	X	X	√	X	√	X	X	X	√	√	√	√	√
20.	Classrooms	↗	√	↗	↗	√	↗	↗	↗	↗	↗	↗	√	√	↗	√
21.	Administrative Building & Staff room	↗	↗	√	↗	↗	↗	↗	↗	↗	↗	↗	√	√	↗	√

Sources: Field Work (2013) as indicated below:

- (i) Researcher's observations
- (ii) School principal's report

Keys:

- (√) Available and in good shape.
- (↗) Available but not in good shape
- (X) Not available.

Table 33: Analysis of facilities available in the Sampled 10 Junior Secondary Schools (Upper Basic Schools) and 10 Senior Technical Colleges / Senior Secondary Schools

S/N	FACILITIES	JUNIOR SECONDARY SCHOOL (UPPER BASIC)				SENIOR TECHNICAL COLLEGES / SENIOR SECONDARY SCHOOLS				Total	%
		J TECH. COLL (5)	PRIVATE (3)	PUBLIC (5)	FEDERAL (2)	S. TECH. COLL (5)	PRIVATE (2)	PUBLIC (5)	FEDERAL (2)		
1.	Metal Work Workshop & Equipment	1	1	-	1	3	2	-	1	9	50
2.	Electrical Workshop & Equipment	1	x	-	x	4	1	-	-	6	20
3.	Electronic Workshop and Equipment	-	1	-	1	-	1	-	1	4	13.3
4.	Auto mechanic Workshop & Equipment	3	-	-	1	3	-	-	1	8	26.6
5.	Wood Work Workshop & Equipment	2	1	-	1	2	1	-	1	8	26.6
6.	Building & Concreting Workshop & Equipment	-	1	-	1	1	1	-	-	4	13.3
7.	Technical Drawing Room & Equipment	-	2	-	2	1	3	-	2	9	30
8.	Home Economic Laboratory & Equipment	-	3	3	2	-	3	4	2	16	53.3
9.	Fine Arts Room & Equipment	1	1	1	2	-	2	1	2	10	33.3
10.	Computer Laboratory and Equipment	4	3	4	2	4	3	2	2	24	80
11.	Introductory Technology and Equipment	4	2	3	2	-	-	-	-	11	33.3
12.	Agricultural Science Laboratory & Equipment	2	-	1	2	1	3	3	3	17	56.6
13.	Business Studies Room and Equipment	3	2	3	2	4	3	4	2	25	76.6
14.	Electricity	3	2	3	2	3	3	4	2	22	73.3
15.	Water	3	3	5	2	3	3	3	2	24	80

16.	Library.	3	3	-	2	5	3	3	2	21	70
17.	Science Laboratory & Equipment	-	2	-	2	5	3	4	2	190	63.3
18.	Road	5	3	5	2	5	3	5	2	30	100
19.	Transportation	1	3	1	2	1	3	1	2	14	46.6
20.	Classrooms	5	3	5	2	5	3	5	2	30	100
21.	Administrative Building & Staff room	5	3	5	2	5	3	5	2	30	100

Sources: Field Work (2013) as indicated below:

- (i) Researcher's observations.
- (ii) School principal's report.

Key:

- (√) Available and in good shape.
- (✓) Available but not in good shape
- (x) Not available

RESEARCH QUESTION VII

In what ways has the National Board for Technical Education (NBTE) been contributing to the development of VTE at the secondary school level in Kwara State between 1967 and 2012?

Ways by which the National Board for Technical Education has contributed to the development of VTE at the secondary school level in Kwara State between 1967 and 2012.

The Nation Board for Technical Education (NBTE) was established by Decree 16 of 1977 and charged with the responsibility among others of advising the government on issues related to the establishment, standards and skill acquisition delivery development of VTE in Nigeria at the post-primary and tertiary levels of education.

The contributions of the Board to the development of VTE in Nigeria also include the following:

- i. Involvement in curriculum critique and development by inviting resource persons and professionals from industries and tertiary institutions.
- ii. Training of teaching staff through seminars and workshops.
- iii. Seeking for funds for VTE programmes from the Federal and State Governments, Education Trust Fund (ETF) and Non-Governmental Organizations.
- iv. Encouraging the business world and industries to back up development of VTE at the secondary school level with funds and materials.

NBTE Quality Assurance Strategies

Qualitative education cannot be attained in a vacuum; some internal and external mechanisms must be put in place to attain quality in education. The internal mechanisms include ensuring proper implementation of the recommendation of the National Policy on Education as it relates to the educational aspect being considered, quality students-in-take, qualification of teachers, adequate provision of staff, staff welfare, provision of funds and infrastructural facilities, monitoring of programmes and so on.

The external mechanism for the promotion of VTE at the secondary school level as earlier mentioned is provided by regular accreditation of VTE programmes by the NBTE. The main concern of the Federal Government has been the quality of manpower being produced from all educational institutions including the VTE institutions. The education (National Minimum standard and Establishment of Institutions) Decree 16 of August 1985,

also requires that only institutions whose programmes have earned NBTE accreditation may enter students for national and zonal examinations.

Hence, the Board has been the only accrediting agency for technical education programmes at the secondary school level in Kwara state. The Board has assisted in reviewing VTE curriculum in the past. This was done by inviting resource persons from the industry and professional bodies, the employers, and the tertiary institution to participate during the critique at workshops organized by the Board to review VTE curriculum.

All the Technical Colleges in Kwara State have been going through the accreditation exercise since their inception. They have gone through the Institutional and Programme accreditations. Institutional accreditation was granted to the Technical Colleges to run VTE programmes after meeting the minimum standard for the establishment of a technical college. Programme accreditation was granted to the colleges at different times for meeting the minimum standard of education and training laid down for VTE programmes and **for** indicating that the College has the wherewithal to continue to maintain and improve on the quality of the programme as it was during the accreditation, exercise.

The standard and criteria laid down by the NBTE for granting Institutional and Programme accreditations for technical colleges in Nigeria which Kwara State Technical Colleges were subjected to since the inception of the colleges are summarized below;

- i.** Proper Establishment of the Institution This has to do with the curriculum structure and content, as well as admission and graduation of students, standard of students work (General education courses and trade courses). This should not be less than the NBTE minimum standard and course specification.
- ii.** Provision of a clearly defined philosophy and objectives.
- iii.** Provision of Human Resources: These are the administrative staff and the teaching staff, their qualification and adequacy. The teaching staff are expected to have professional qualification and to be a graduate in appropriate discipline or NCE for those who teach at junior secondary school level.
- iv.** Provision of Physical Facilities: The colleges are expected to be adequately equipped with the following facilities:
 - a)** Standard and functioning library with library staff.
 - b)** Laboratories with supportive staff.
 - c)** Standard and well furnished classrooms.
 - d)** Modern workshops equipped with teaching materials.

- e) Standard administrative and staff offices.
- f) Utilities - such as water, electricity, etc.
- g) Transportation - vehicles to convey staff and students to and from school.
- h) Technical Drawing studios.

v.) Adequate provision of financial Resources: This has to do with adequacy of financial support for the programme.

Vi. Staff Welfare: Whether the condition of service is comparable to similar institutions in terms of salaries, loans, allowances, etc.

vii.) Students' Welfare: This would include feeding, transportation, healthcare, etc.

To promote the quality of VTE programmes accredited: The visitation panels for programme accreditation are experts in different trades and general education subjects. For instance:

Trade courses' experts are usually composed of:-

- i. One representative of the Technical College,
- ii. A representative of employers association such as Nigeria Association of Commerce, Industry, Mines and Agriculture (NACCMA) or manufacturing Association of Nigeria (MAN).
- iii. Representative of Academic Community (Polytechnic or University).
- iv. Representative of appropriate registration Council e.g. the Council of Registered Engineers of Nigeria (COREN) for mechanical and electrical trades.
- v. NBTE coordinators, one for each trade.

The General Education Experts are composed of:

- ii.) 4 representatives of academic community one each from the University / Polytechnic for Integrated Science, Physics and Chemistry. One for English Language; one for Mathematics, one for Commercial trade such as Economics. Geography, etc.
- iii.) NBTE Coordinators, one for each subject.

The Institutional Management Experts are composed of:

- i. One each from the Library Association.
- ii. One each from the Technical College who should not be lower in rank than a Principal Instructor or expert in technical education management.

iii. NBTE institutional management coordinator.

The programme accreditations carried out in the state, just as it is conventionally done nationwide has been in three phases. The first visit which was the verification stage which led to briefing the schools on the lapses discovered by the Accreditors and recommendations to be attended to before the actual accreditation exercises came up. The second stage was another visitation which is referred to as pre-accreditation assessment when the readiness of the schools for accreditation was assessed while the final stage was the accreditation proper. These steps were taken to promote quality development of VTE in the state.

Records gathered from the sampled schools revealed that Technical Colleges in the state have gone through some accreditation exercise since the NBTE was established. Schools that did not meet up with the required standard were visited again for re-accreditation exercise. However, the researcher discovered that accreditation exercise is expected to take place every five years. The expiration for the last accreditation exercise which took place in the state in 2006 was 2011 but as at 2012 when the researcher visited the schools and from the report that the researcher got from the NBTE officials in Kaduna, the accreditation scheduled for 2011 has not been conducted. Reason given for the delay and postponement of the accreditation in the state was of lack of funds to put all the necessary requirements in place.

Table 34 below gives the accreditation status of four of the live Technical Colleges in 2006. Ilorin Technical College did not appear on the table because it was not accredited as a result of lack of electricity which was a major facility required for teaching Electrical Installation offered in the school and other courses that required the provision of electricity. GTC Amodu Asungbolu, GTC Erin-Ile, GTC Patigi and GTC Esie got full accreditation in some of their VTE programmes as shown in table below. Though, GTC Patigi passed in Fabrication and Welding and Mechanical Engineering the college failed Motor Mechanic and Electrical Installation. GTC Esie passed Blocklaying, Bricklaying and Joinery, Carpentry and Joinery, Furniture Design and Construction while GTC Erinle passed Furniture Making, Mechanical Engineering and Craft practice but failed Motor Mechanic, Fabrication Engineering, Administration, Library and workshop. GTC Amodu Asungbolu also passed Business Studies but failed Electrical Installation (NBTE, 2011, and Records from the Technical Colleges, 2012). The failed trades and infrastructural facilities were to be accredited in 2011 but as earlier explained lack of funds have been making the exercise pending. Principals of the colleges anticipated that if funds would be made available by the state government, the exercise would likely come up in 2013.

The fear expressed by some of the Principals of the Technical Colleges was that, failure again in some Trades would likely lead to cancellation of such VTE programmes.

Undoubtedly, the establishment and activities of NBTE has affected the development of VTE qualitatively in Kwara State. Some of the facilities and teachers available in the schools were provided by the government as a result of pressures mounted by the NBTE. The Board has always notified and convinced the government to provide all the necessary requirements for successful accreditation but with all the pressures mounted, there yet existed a lot of feet-dragging before such requirements were marginally met. That was why it took more than the required 5years before accreditation exercise took place in Kwara State.

The quality of vocational subjects such as Home Economics, Fine Arts, Commerce, Agriculture, Computer, in secondary schools were ensured through the activities of the Inspectorate division of the state Ministry of Education. Vocational subjects like other subjects offered in secondary schools, are usually inspected when they are newly introduced to schools. Once a school passes the inspection, such subjects could be offered freely by the students. If failed, the subjects would be re-inspected and until the quality of the subject is ascertained and passed such subjects would not be offered in the schools. Inspection of vocational subjects by the inspectorate division has not been as regular as that of the NBTE in Technical Colleges. Once a vocational subject scaled through the inspection conducted by the Inspectorate division of the Ministry of Education at the initial stage, they were hardly inspected again as discovered by the researcher.

The findings above shows that though the quality of vocational and technical education at the secondary school level in Kwara State has not been outstandingly high, and though efforts made by the state government have not been too encouraging yet, this researcher believes that a little pragmatic push in all that will enhance better quality from the government and all education stakeholders will make a big difference.

Table 34: Status of accredited Programmes in Kwara State Technical College in 2006

S/N	Schools	Programmes	Year granted Accreditation	Accreditation Status	Expiration Date

			ation		
1	GTC Patigi	i. NTC Fabrication and Welding	2006	Accredited	01/10/2011
		ii. NTC mechanical Engineering Craft Practice	2006	Accredited	01/10/2011
2	GTC Esie Iludun	i. NTC Block- laying, bricklaying and joinery	2006	Accredited	01/10/2011
		ii. NTC carpentry and joinery	2006	Accredited	01/10/2011
		iii. NTC furniture design and construction	2006	Accredited	01/10/2011
3	GTC Erinle	i. Furniture making	2006	Accredited	01/10/2011
		ii. NTC Mechanical Engineering craft practice	2006	Accredited	01/10/2011
4	GTC Amodu Asungbolu	i. NBC Business Studies	2006	Accredited	01/10/2011

Source: National Board for Technical Education

Directory of Accredited programme in Polytechnic, similar Tertiary Institution, Technical Colleges and Vocational Enterprise Institution in Nigeria. 16th Edition. Jan. 2011. Pg. 96 Key

GTC - Government Technical College

NTC - National Technical Certificate

NBC - National Business Certificate

RESEARCH QUESTION VIII

What were the contributions of parents, philanthropists, communities, Non-Governmental Organizations, organs that regulate VTE programmes and Business/Industry world to the development of VTE at the secondary school level in Kwara State between 1967 and 2012?

Trends in the contributions of parents, philanthropists, communities, Non-Governmental Organizations, organs that regulate VTE programmes and Business / Industry world to the development of VTE at the secondary school level in Kwara State between 1967 and 2012.

In the period before 1979, though the state government was the major provider of education, parents were also involved in the maintenance of their children and wards in schools. Various communities especially those hosting the schools contributed immensely to the development of VTE in the state. For instance, Government Technical College Patigi which was established by the Northern region government in 1960 got the support of Patigi community right from inception. In 1976, for instance His Royal Highness, the Etsu Patigi, out of his magnanoumity did not only add more to the College land but kept visiting the school to assess their needs and also helped in meeting some of those needs.

Government Technical College Erinle which was established in 1975 was also provided with the initial accommodation by the host community and has been regularly visited by the community leaders in and around the town especially to Elerin of Erin, and Olofa of Offa.

Other sampled schools, also witnessed one form of contribution or the other from their host communities. For instance, Government Secondary School Maletе and Anglican

College of Commerce Of fa were provided with teaching materials and accommodation for staff and students by their host communities in the period before 1979.

Records gathered from the sampled schools also revealed that parents were more involved in the development of VTE beginning from the 1980s. With the increased in the number of schools resulting in government inability to solely bear the burden of education, parents and community participation in education had to be sought for. Hence, from the 1980s, parents have been responsible for the payment of education levy, feeding and provision of school uniforms for their children and wards.

Through the Parents-Teachers Association (P.T.A), a bus was purchased for GTC Patigi in 1982 when the one provided by the State government in 1977 was no longer in good shape. During this period, the P.T.A. of GTC Esie also provided a water Tank, a Clinic Bay, Girls' hostels and payment for Corpers' lodge for the school.

Schools established by various communities in the 1980s also mounted some VTE subjects like Home Economics, Agricultural Science, Fine Arts and Business Education. The existing technical colleges in the 1980s were equally helped by the host communities with the provision of accommodation. For instance, with the help of the host community, GTC Ilorin was first accommodated at Mount Carmel LSMB School before moving to its permanent site.

It is equally interesting to note that the first trophy (a silver cup) meant to promote sport development (annual inter-house competition) was presented to GTC Erinle by a philanthropist. Mr. J.A. Aderibigbe in 1980.

In the 1990s, parents continued with the payment of education levy of their children and wards. Apart from this, some classrooms, and workshops were renovated by the PTA of GTC Esie and also provided training materials, computer building and computer gadgets for the school.

It was also in the 1990s that GTC Amodu Asungbolu was established. The College which was established in 1992 as a community secondary school but taken over by the government and converted to a Technical College in 1994 has been receiving constant support from the host community since the inception of the College. The school's first set of classrooms as well as staff quarters were provided by the host community. The road that leads to the school was also constructed and maintained by the community. Ansaru Islam secondary school Laduba also got some teaching materials from the host community in the 1990s.

Again at GTC Patigi, records gathered by the researcher revealed the outstanding involvement of the ETSU Patigi in the development of VTE in the school in 1994 especially the provision of Edu Express van to convey the GTC Patigi students to Ilorin only at a subsidised price of #40 each during the period of nationwide fuel scarcity witnessed as a result of Nupeng and Gas workers strike. His efforts also included provision of food and financial aid to corpsers posted to the school.

In the period between year 2000 and 2010; Apart from payment of education levy, parents continued to give necessary support to VTE in the State. For instance, some buildings were renovated by parents at GTC Esie. The PTA also provided workshops and computers for Amodu Asungbolu Technical College. And to promote quality education, the PTA went ahead to employ part-time teachers, provided science and technical equipment and have continued to maintain and fuel the college Bus. Parents through the PTA also provided Laboratories, equipment and part-time teachers for Anglican College of Commerce, Offa during this period.

Contributions of communities in the period under review were also very outstanding. The Amodu Asungbolu community with their culture of open-hand reception took good care of the team of Assessors that came from the National Board for Technical Education (NBTE) for accreditation by accommodating and feeding them. Also during the period under review, teaching materials were supplied to Ansarul Islam secondary school by the host community while Government Secondary School Malete was regularly visited by the community leader to assess their problems and how best to solve them.

Encouragements also come from some philanthropists in the period between year 2000 and 2010. Record made available to the researcher revealed that. Alhaji Jimoh Pampo helped to repair some workshops at GTC Ilorin.

Chief Awolola, an illustrious son of Erinle town should also be commended for the laudable efforts he made to boost the development of VTE in Kwara State by introducing a German NGO, by name Senior Expert Service to GTC Erinle in 2010. The aim was to develop the school and train the students to become experts in solar energy. While the only assistance requested for by the NGO was the provision of two standard classrooms which the NGO thought should be made available through the collaborative efforts of the old students of the school, the host community and the state government.

The ultimate goal behind the training was to make the graduates resource persons for repairing solar energy gadgets for the government and the masses and to transform the state

from endless purchase of generator to solar energy users. Unfortunately, though the NGO had made chairs and other items needed ready in Germany, the programme has not commenced as at the time when the researcher visited the school due to the inability of the collaborators to produce the needed classrooms.

In the period between 2011 and 2012, efforts of parents towards the development of VTE in the state were almost totally limited to payment of education levy. Nevertheless, parents, through the Parent-Teachers Association (PTA) yet contributed to the progress of VTE in some schools, at GTC Esie for instance, parents provided funds, employed computer teachers and night guards and also purchased a generator for steady light after the college transformer has broken down. Part-time teachers were also employed by the PTA to teach VTE subjects in the Federal Government Colleges in the state.

Some philanthropists also assisted some of the schools in 2011 and 2012 academic years. A good example was Alhaji Niyi Zubair who gave scholarship to GTC Amodu Asungbolu students during his coronation ceremony as the Baba Adini of the community while exercise books were supplied to the same college by Honourable Moshood Bakare the representative of Omupo constituency at the state house of assembly.

Table 35: Parents, Philanthropists, Community's contributions to the Development of VTE in the sampled schools in Kwara state between 1967 and 2012

Years	Parents (PTA)	Community	philanthropists
1967-1970s		Land (Patigi) Accommodation GTC (Erinle. Esie-Illudun) Visitation (Patigi, Erinle) Teaching Materials (Malete) Building (Offa)	
1890s	Clinic; Water tank; Accommodation for corporers (Esie-Illudun), PTA Levy (All Schools); Hostels (Patigi. Esie)	Accommodation (GTC. Ilorin) Visitations (GTC. Ilorin)	Trophy (Erinle)

1990s	PTA Levy (All Schools) Renovations(Esie-Iludun) Computers; (Esie-Iludun) Teaching materials (Esie-Iludun) Staff quarters (Amodu)	Transportation Maintenance of corpors (Patigi) Visitations (Patigi, Erinle,Esie-Iludun) Road maintenance, class rooms, accomodation) Amodu)	Award to students (GTC Ilorin)
2000-2010	PTA Levy (All Schools); Renovations (Esie-Iludun); Workshops; Computer equipment; Part-Tune teachers. Bus maintenance (Amodu); Teaching materials (Laduba); Laboratory (Offa); Computer maintenance (Offa), Donations(Cash and kind) (Esie- Iludun), Encouragement (Alore), Funds (Malete), Provision for the Practical (Fate)	Several needs met (Esic- i)udun); Hosting and feeding of Accreditors (Amodu); Funds and Encouragement (Malete)	Workshop renovation (Ilorin) Equipment and training (Erinle)
2011-2012	PTA Levy (All Schools) funds, Generating set, Computer, Part-time teachers (Amodu, FGC and Omu aran)	Visitation (Amodu)	Scholarship (Amodu) Exercise books (Amodu)

Source: From the Sampled Schools' records

Key: Patigi - GTC Patigi
 Esie -GTC Esie-Iludun
 Erinle - GTC Erinle
 Ilorin - GTC Ilorin
 Amodu - GTC Amodu Asungbolu
 Alore -GSS Alore

Malete	- GSS Malete
Laduba	- Ansarul Islam Secondary School, Laduba
Fate	- GDSS Fate
Offa	- Anglican Comprehensive School Offa
FGC	- FGC, Ilorin

From the findings presented above and as shown in table 35. it is observed that the contributions from parents, philanthropists and communities towards the development of VTE in the state were felt more in the technical colleges than the secondary schools. Thus giving an indication that VTE has not been given enough attention in the secondary schools as it is in the technical colleges.

Contributions of Non-Governmental Organization (NGOS), Organs regulating VTE programmes and Industry and business world to the development of VTE in Kwara State

Contribution of Non-Governmental Organization to the development of VTE at Secondary School level in Kwara State

It is not always easy for any government to be solely responsible for the provision of any meaningful education especially VTE types of education. Hence, the perpetual move by the government to seek for NGOS participation in the development of education.

Findings from the field revealed that two major international NGOs aided the development of VTE in Nigeria and in what is now referred to as Kwara State in the 1960s. These bodies were the Ford Foundation and the International Labour Organization (ILO). Ford Foundation did a lot of groundwork by organizing industrial supervisor's courses for the people. Also, when the idea of bringing technical education to the poor for poverty alleviation came up in the 1960s, it was this same body that provided the right solution by establishing Aiyetoro Comprehensive school which was a forum for the development of technical skills for Kwarans as well as other Nigerians. Moreover, the idea of Nigeria Certificate in Education (NCE) Technical emerged as a result of the training given to the people by Ford Foundation. The International Labour Organization (ILO) also assisted by organizing training for industrial supervisors and technical teachers. Records gathered from the state Ministry of Education and the sampled schools also revealed the contributions made to the development of VTE in the state by some other NGOS in the last few years. For instance, through the collaborative initiative of MTN and School Net Nigeria, the teaching

and learning of VTE subjects using ICT in Kwara State has been improved upon. These two bodies starting from 2008 have supplied ICT materials to some schools: Four schools that benefitted from the items in 2008 were Government Day Secondary School Oko-Erin, Government High School Ilonn, Okelele Secondary School and Government Secondary School Afon.

This kind gesture was repeated by the same NGOs in 2010. Ten schools were supplied with ICT gadgets such as computers and servers, printers, multimedia projectors, furniture for laboratories. V. Sat equipment, high speed internet connectivity with one year subscription. The aim was to facilitate digital life style in Kwara State schools. Arrangements were also made to train selected teachers at selected locations in the state. The ten schools that were supplied with the gadgets were St. Anthony Secondary School, Ansaruldeen secondary School Ilorin, Barakat Community Secondary Schools Ilorin, Government Secondary School Ilorin, Notre Dame Girls' Secondary School Oro, Of fa Grammar School Offa, Taoheed Secondary School Ilorin, Queen Elizabeth Secondary School Ilorin, Government High School Ilorin and Oyun Baptist High School. However, one major response that the researcher got from the field was that the schools were not given any running cost to maintain the gadgets. Apart from this, several schools in the state were still clamouring for computer laboratories and computers gadgets. The state government will need to urgently do something on this. There is the need to ensure that more schools especially the ones located outside the state capital have their own share when similar gadgets are supplied by the NGOs in the future.

Responses gathered from the schools also revealed that several NGOs have visited the Technical Colleges, to audit or assess the needs and infrastructural facilities in the schools with the aim of assisting them in the provision of the needed materials. Unfortunately, not much have come out of such visitations. In 2012 for instance, Mrs Hellen I. Jernerighe with her team from Abuja ITF NECA Technical skill development project visited GTC Ilorin. But the College and other technical colleges are still expecting such NGOs assistance which they thought would come speedily.

Contribution of National Business and Technical Education Board (NABTEB) to the Development of VTE at the Secondary School level in Kwara State

The board was established by Decree 70 of 1993 to conduct and monitor all VTE examinations in Nigeria. The board has since been conducting craft level technical and

vocational examination hitherto conducted by Royal Society of Arts (RSA) and the City and Guilds of London Institute and has aided the enrolment of holders of National Technical Certificate (NTC) and National Business Certificate (NBC) for admission into tertiary institutions.

In a nutshell the Board inspects schools on matters relating to VTE examinations. They also monitor and conduct the examinations in Kwara State as well as in other states in Nigeria. This examination monitoring body operated initially from Oshogbo but now from Benin in Edo State where the secretariat is located.

Industrial Training Fund (ITF)

This body was established in 1997 with the aim of exposing students to practical aspect of their courses in order to prepare them for the world of work and what they will likely meet after graduation. The ITF is therefore primarily concerned with the management of Students Industrial Work Experience Scheme (SIWES) with the aim of promoting VTE quality.

However, from the responses that came from the ITF staff interviewed, VTE students at the secondary school level were participating fully in SIWES between 1960s and 1980s. For instance, the arrangement in the 1980s at GTC Esie was to send all year four students to different factories and companies for a period of six weeks to acquire industrial experience within the state. Unfortunately, report gathered by the researcher revealed that VTE students at the secondary school level are no longer participating in SIWES programme. This was confirmed by the ITF staff interviewed by the researcher.

Only VTE students at the tertiary level of education are involved in the programme. However, based on the outstanding benefits of the scheme, there is the need for the state government to make the right move to ensure that VTE students at the secondary school level are incorporated into the programme so as to expose them to the world of work and for them to acquire relevant practical experience in industries while they learn the theoretical aspect in schools.

Industry and Business World contributions to VTE at the Secondary School level in Kwara State

The industries and business world have made vital contributions to the development of VTE at the secondary school level in Kwara State. The report gathered from the field

revealed that in the 1960s and 1970s industries especially Tate and Lyle, Matchco, Falodun Furniture company Ikeja Lagos, Julius Berger, International Tobacco Company and a host of others, would not employ any technical school graduate until Government Technical College Ilorin students were ready for employment. These industries would come to the school to interview the students for employment. This wonderful opportunity served as morale for the students then.

In the period before 1990, to promote quality output equipment for practicals and mock ups or cut always were also supplied to the technical Colleges especially GTC Ilorin by some industries like CFAO. a seller of vehicles and a French company, as well as Falodun Furniture Factory Ikeja, and some others industries.

And to boost the morale of the students, gifts, donations and awards were also given to the schools by various industries. For instance, the United African Company (UAC) awarded prize to David Malomo who was the best student in carpentry and joinery at GTC Ilorin in the 1960s while another student by name Fehinti Solomon who was the best apprentice in bricklaying received the common wealth award also in the 1960s.

The contributions of the industry and business world to the development of VTE in the state have not been forthcoming in recent times. The schools will have to take necessary steps to ensure that the past efforts are rekindled, so as to produce technicians who are highly skilled both theoretically and practically.

RESEARCH QUESTION IX

What were the steps taken in Kwara State to enlighten parents on the prospects of VTE and how has the government been guiding and encouraging the secondary school students to pursue VTE courses from 1967 to 2012?

Steps taken in Kwara State to enlighten parents on the prospects of VTE and ways by which the state government has been guiding and encouraging the students to pursue VTE courses from 1967 to 2012.

The impact of well articulated vocational and technical education on national development cannot be under estimated. VTE courses have been identified by scholars as the bedrock of technological growth and a sure remedy for poverty and unemployment as well as a reliable means for the attainment of self-reliance (Adesina, 2005; Jekayinfa, 2011). These

prospects were affirmed by the Ministry of Education, NABTEB and ITF officials interviewed and the school principals, teachers and students met on the field.

It will however be recalled that Nigerians have always demonstrated negative attitudes towards the acquisition of these laudable programmes. The programmes were seen as fit only for drop-outs, the low intelligent students and leading only to making an individual a road side mechanic or a good farmer. To correct these wrong notions, Kwara State Government and the various schools have been making frantic efforts to enlighten both the parents and the students on the prospects of VTE.

Based on the contents of the state yearly budgets presented by the past leaders of the state, it can be stated here that emphasis have been laid on the prospects of VTE and the need for parents and students to embrace the programmes which according to the government would usher in the desired economic and technological advancement to the state. In addition to this, the state government has not relented in putting up enlightenment programmes through the mass media to further encourage parents and to initiate positive attitude towards VTE in the state. The need for the acquisition of subjects that would lead to reduction of the unemployed youths and promote self-reliance has always been stressed through such efforts.

This campaign was not limited to the urban centre, for instance, in the period between 1985 and 1990, the state government embarked on what was tagged as "school on wheel scheme", a programme designed to enlighten the rural youths on the importance of VTE. Reports gathered from the field revealed that many youths have been motivated to take to one vocation or the other as a result of this scheme.

Also, to provide proper guidance for students in their choice of subjects and to encourage them to offer more of VTE subjects, the state had to sponsor the training of Guidance Counselors in the late 1980s that were later posted to secondary and technical schools in the state. However, the state government has not been able to supply all the schools with at least one Guidance Counselor. For instance, as at 2012, out of the 30 schools sampled for this study, only 15 had school counselors. Out of the 15 counselors, The Federal Government Junior and Senior Secondary School had 4, while the other sampled private schools had 4 making a total of 8 counselors. All the twenty State Secondary and Technical Colleges had a total of 7 counselors. Table 36 below however shows that the few counselors through their career guidance programmes have not relented in their efforts at ensuring that students were exposed to the prospects of VTE. 14 (93.3%) of the Counselors met on the field have been organizing such programmes. And as spelt out in the table below, 14 (93.3%)

counsellors have consistently exposed their students to the importance of VTE and have been guiding them in their choice of subjects.

Some counselors mostly from the state secondary schools however confessed that organizing career talk for students on regular basis has not been easy because of their heavy teaching load. On whether parents have been influencing the choice of subjects in the schools, 12 (80%) stated that parents are still dictating to their children and wards as to subjects to offer. Only three (20%) of the counselors objected to this.

One major problem serving as bottleneck for the counselors in the discharge of their duty especially in the state secondary and technical schools was lack of career guidance center. Without a functioning career center, the work has been somehow difficult for the counselors to carry out effectively.

Table 36: Availability of School Guidance Counsellors and their efforts in the promotion of VTE Programmes at the Secondary Secondary level in Kwara State

S/N	ITEMS	YES	NO	INDIFFERENT	TOTAL
	Do you organize career guidance for your students on regular basis?	14 (93.3%)	1(14.3%)	0.(0%)	15
	Are your students guided in their choice of subjects?	14 (93.3%)	1(14.3%)	0.(0%)	15
	Parents still influencing their children and wards in their choice of subjects'	12 (80%)	3 (20%)	0.(0%)	15
	Are your students keen at choosing VTK subjects?	12 (80%)	3 (20%)	0.(0%)	15

Are your students exposed to the prospects of VTE?	14 (93.3%)	1(14.3%)	0.(0%)	15
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Sources :Field Work

Tangible efforts have been made by the school principals and teachers to compliment the efforts made by the state government towards the enlightenment of parents and ensuring that students were motivated to pursue vocational and technical education programmes. A functional motto which was adopted in the 1970s by one of the first principals of florin Technical Colleges which truly helped in motivating the students and boosted their morale to pursue VTE according to Pa G. Ladipo was captioned as:

"Boys of Spirit, Boys of Will Boys of Muscles, Brain, and Bower
Fit to cope with anything, these are wanted everywhere ".

By this motto, students VTE students were then convinced that they had good brains, the will, the muscle, the spirit and power to make it in life. They were also convinced that they were being prepared to fit into several trades which were clamoured for in Nigerian society and beyond.

Responses that came from the school principals also confirmed that efforts have been made to change students' attitude towards VTE through the speeches made during the Schools' Speech Days and Graduation Ceremonies. For instance, in the Speech Day Programme organized by the principal of Esie Senior Technical School sometimes in 2012, the difference between general education and VTE was made clear to the students. They were made to know that though the general courses had their own advantages, VTE would boost their skill acquisition and promote self-reliance.

The School principals have also been intimating parents with the prospects of VTE through the Parents-Teacher Association meetings. All the efforts put up by the school principals have been yielding appreciable fruits. For instance, 22 (88%) of the 25 principals contacted stated that students now display positive attitudes towards VTE in their schools while 19 (76%) as shown in table 36. below explained that their students were fully aware of the prospects of VTE.

Responses that also came from the 60 teachers that formed part of the sample for this study as analyzed in the table below revealed that the schools have not be silent at popularizing VTE among the students. 52 (86.6%) of the teachers expressed that they have always exposed their students to the importance of VTE while 51 (85%) stated that their students were very keen at pursuing VTE programmes.

Moreover, responses that also came from the 60 students that formed part of the sample for this study revealed that much has been done to enlighten and create in them the desired attitude towards VTE in the state. From the table below, not less than 49 (81.6%) of the students categorically stated that they were keenly interested in VTE programmes. It is also interesting to note that 36 (90%) of the students explained that pursuance of VTE programmes would afford them the opportunity to start their own business and trades after schooling, and also help them to acquire valuable skills. While 58 (96.2%) stated that they have been exposed to the prospects of VTE by their teachers and principals. This shows that schools have been making efforts to enlighten the students on the relevance of VTE programmes to the students and the entire society.

Table 37: responses of school principals, teachers and students on steps taken towards enlightening and encouraging parents and students on the prospects of VTE in Kwara state.

Respondents	Item	Yes	No	Indifferent	Total
Schools principal	Are you students displaying positive attitudes toward VTE subject?	22(88%)	3(12)	0 (0%)	25
	Are your students fully exposed to the prospects of VTE?	19(76%)	5(20)	0 (0%)	25
VTE Teachers	Have you created time to explain the importance of VTE to your students?	52 (86.6%)	8 (13.3%)	0 (0%)	60
	Are your students keenly interested in the VTE subject?	51 (85%)	9 (15%)	0 (0%)	60
VTE	Do you have keen interest in the	49 (81.6)	11	0 (0%)	60

Students	VTE subject?		(18.3		
	Will the acquisition of VTE subjects help you to work with your hand, acquire various skill, and make you good enough to start your own trade after schooling?	58 (96.6%)	2 (3.3%)	0 (0%)	60
	Do you have good understanding of the prospects of VTE?	59 (98.3)	0	1(1.6%)	60

Source: Field Work

Though serious efforts at popularizing VTE have been made by the state government and the schools as explained above, to ensure further success, government will need to train and supply more Guidance Counselors to schools. Both the government and the schools should intensify their efforts in enlightening parents to give their children and wards the opportunity of choosing their subjects based on their interest and ability. Schools should continue to let students know more of the advantages of offering the VTE subjects in schools.

Reasons given by the few students that did not show keen interest in VTE programmes were connected with lack of teachers and materials for effective teaching of VTE subjects. The state government should therefore take necessary steps to solve these perennial problems.

RESEARCH QUESTION X

What were the methods of evaluating VTE programmes at the Secondary School level in Kwara State between 1967 and 2012?

Trends in the methods of evaluating the VTE programmes at the Secondary School level in Kwara State between 1967 and 2012

Progress made in any venture can be measured by using several evaluation strategies. The level of success attained in academic programmes is often and generally evaluated by exposing the recipients to examinations both internal and external as the case may be. Progress made in VTE programmes as well as students' performances have been evaluated

right from the time when the programmes were introduced into Kwara State Secondary Schools.

In the period before 1960. VTE students were examined by exposing them to the City and Guild of London Institute Examinations as well as West Africa Examination Council (WAEC) British Empire Examinations. Also during this time, Secondary Schools offering commercial subjects exposed their students to examinations leading to WAEC certificate in commercial subjects and certificate of the Royal Society of Arts (RSA) of London.

In the period between 1960 and 1967, VTE programmes were still evaluated by exposing the students to examinations conducted by the City and Guild of London Institute. July 1967 marked the beginning of gradual handing over of VTE examinations by the City and Guild of London to WAEC Technical. Hence, between 1967 and 1976. VTE programmes were evaluated through examinations that were conducted by WAEC Technical in collaboration with the City and Guild of London Institute.

To allow for quality conduct of VTE examinations by WAEC Technical Officials, WAEC examiners were trained through workshops, and seminars organized by the City and Guild of London institute experts on how to set questions and the modality for marking. Thereafter, WAEC (Technical) gradually began to set VTE questions moderated by the City and Guild before WAEC finally took over the conduct of VTE examination from the City and Guild in 1977.



figure 10: Nigerian participants and a representative of the City and Guild Institute of London during one of the seminars in preparation for WAEC to take over the preparation of Syllabi and conduct of WAEC Technical Examination

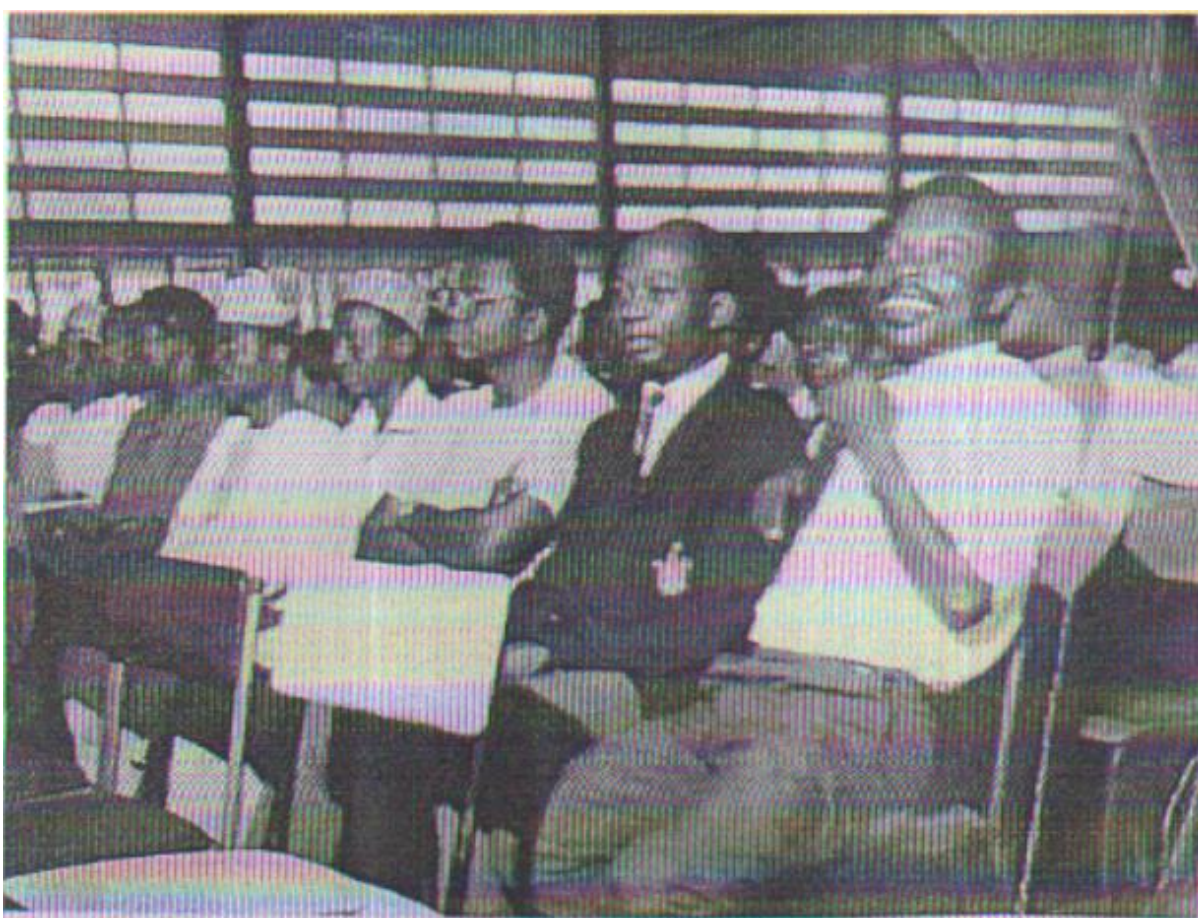


Figure 11: The Principal of GTTS, Ilorin. Mr. G. B. Ladipo. P.E. O. Tovve and other instructors during one of the seminars organized by the City and Guild Institute of London for WAEC Technical Examiners in 1977.

The City and Guild Institute of London examination was an external examination taken by students at any time when they felt that they have covered the Institutes syllabus. It was like private students sitting for Nov/Dec GCE examinations. The City and Guild Institute of London intermediate examination was taken by students who still had two or more years to finish their technical school education. While the final City and Guild examination was taken by those who have reached year 4. It was the technical schools that prepared their students and recommend them for both the intermediate and final City and Guild of London Institute examinations.

When WAEC (Technical) took over from the City and Guild in 1977, VTE students began to sit for WAEC (Technical) examination at the end of their 5years programme. Between 1970 and the middle of 1990s VTE students had additional opportunity to sit for Federal Craft and Federal trade examinations that were conducted by the Federal Ministry of Labour and productivity to obtain Federal Craft Certificate and Federal trade certificate as the

case may be. All students that enrolled had to sit for both theory and practical aspect of the examination.

Federal Craft examination was taken by the final year students of the craft schools (pre-technical school, 3years Craft School Programme) based on the basic education (general education, and general trade work) received and the trade that each student would want to pursue at the end of their craft school programme. Performance of each student in this examination was used to allocate them to trades which they would offer in the technical colleges after the completion of their 3years Craft School programme.

Federal trade examination (also known as federal trade test) was taken by the final (5th) year students of the technical Colleges. This examination was arranged for interested students by the college authority. By the arrangement of the Federal Ministry of Labour and productivity, the obtainable certificates were in three grades that is, grade I, II and III. Grade 3 was the least. Technical college students were exposed to only Grade II and III certificates. Those who passed the trade test were usually awarded Gil certificate so as to allow them secure employment in any of the industries that were interested in their area of specialization.

The joy of having Federal trade Certificate then was that students of technical Colleges who had both WAEC (Technical) certificate and Federal trade certificates after their 5years technical college education were usually given better consideration for employment in the industries than graduates with only WAEC (Technical) certificate. Federal trade certificate was also an additional qualification for students to secure admission into the polytechnics and other tertiary institutions within and outside the country. For the conduct of the Federal Craft and Federal trade examinations, invigilation were carried out by the teaching staff in each of the colleges that enrolled students for the examinations, while examiners were drawn from the Federal Ministry of Education, Federal Ministry of Labour and productivity and the Technical Colleges and Secondary Schools. Each of the colleges conducted its own practical examinations. Hence, both the practical examination results and the continuous assessment scores (CA) were submitted to the examination section of the Federal Ministry of Labour and productivity for compilation which formed part of the students' final grade. The final examination score took 50 percent while the CA. submitted took 50 percent.

Grade I Federal trade examination which was the highest and the most difficult level to pass, was taken by students after the completion of Technical College or Senior Secondary

School (SS 111) programme. Success in this examination as explained by some of the old students of Technical Colleges demanded for acquisition of industrial experience which was not adequately available to students during their technical or Secondary School training period.

With the introduction of the National policy on Education in 1977. Junior Secondary School final year (JSSIII) students still had the opportunity of acquiring the Federal Craft Certificates while the final year technical college students and interested Senior Secondary School (SSII) students offering trade subjects could acquire the Federal trade Grade 11 and III certificates in addition to WAEC (Technical) certificates.

Table 37 below presents the analysis of performance of Technical College students in the Federal Craft examination in Kwara State between 1986 and 1992. The results obtained in 1987, 1988 and 1989 in Government Technical College Patigi and Esie-Illudun were not available. Government Technical College Amodu Asungbolu did not appear on the table because the college was not established until 1992. The table reveals that the best results in the technical colleges were in 1991. In that year, while the percentage passes at excellent and credit level in GTC Patigi was 93.8%, that of GTC Ilorin was 92.1% and GTC Erinle recorded 69.6%. In 1992, the results were not as good as that of 1991. While GTC Patigi recorded 88.5%, Ilorin had 89.1 percent. GTC Esie-Illudun recorded 76.5 percent, while Erinle had 57.5 percent. The worst results were those that were obtained in 1986 and 1990. For instance in 1986, none of the schools scored up to 50 percent percentage performance and in 1990 only GTC Ilorin scored beyond 50 percent with 60.8 percentage performance.

Reports gathered from the field revealed that technical college students were no longer taking the Federal Craft and Federal trade examinations because the charges demanded for by the Federal Ministry of Labour was too high. Yet, performance of students

has not been too encouraging. Corruption was identified by the respondents as a major reason why enrolment fees charged by the Ministry of Labour and productivity became unbearable.

Year	GTC Patigi			GTC Ilorin			GTC Esie-Illudun			GTC Erin-ile		
	EN	PD	PTP	EN	PD	PTP	EN	PD	PTD	EN	PD	PTP
1986	120	50	41.6	148	33	22.3	82	21	25.6	272	133	48.9
1987	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1988	NA	NA	NA	42	42	100	NA	NA	NA	NA	NA	NA

1989	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1990	223	82	36.7	125	76	60.8	74	34	46	178	75	42.1
1991	65	61	93.8	64	59	92.1	36	25	69.4	68	46	67.6
1992	148	131	88.5	74	66	89.1	47	36	76.5	167	96	57.5

SOURCE: State Ministry of Education

Key: EN - Enrolment
 PD - Number of students that passed
 PTD - Percentage of students that passed
 NA - Not Available

The National Business and Technical Education Board was established in 1993 to replace WAEC (Technical). The Board, from inception has been conducting National Craft level technical and vocational examinations hitherto conducted by Royal Society or Arts (RSA), the City and Guild of London Institute, and WAEC (Technical) leading to National Technical Certificate (NTC) for trade subjects and National Business Certificate (NBC) for commercial and Business subjects.

As at 2012, all the students offering vocational and trade subject at the Secondary School level including the technical colleges in Kwara State, have the opportunity of enrolling in examinations conducted by West African Examination Council (WAEC), National Examination Council (NECO), and National Business and Technical Examination Board (NABTEB). NABTEB organizes both Junior Secondary School (JSSII) and Senior Secondary School (SSIII) external examinations. The State Ministry of Education also conduct Junior Secondary School (JSSIII) external examinations. Performances of students in junior secondary school examination given below are used for students' placement in Senior Secondary School and Senior Technical Colleges.

As stipulated in the National Policy on Education, right from the late 1980s students results in all the examinations given above (national examinations) have been based on the aggregate of the scores obtained from the Continuous Assessment (CA) and the final examinations. The CA carries 40% while the final external examination is weighted 60%. For vocational and technical or trade subjects, the final examination is made up of both practical and theoretical aspect of the syllabus covered. Scores obtained in all the examinations are graded from A1 to F9. A1 being the highest grade and F9 the lowest grade. Grade 6 (Credit 6) has been the minimum standard needed by year 3 Junior Secondary

School students to secure entrance into Senior Technical colleges or Senior Secondary Schools to study vocational and technical trade subjects. The same is required for SS III students to secure admission into polytechnic and other tertiary institutions.

Table 39: Summary of Junior secondary school students' performance in pre-vocational subjects in Kwara State 2007 and 2012

al subjects	2007			2008			2009			2010			2011			2012		
	Total EN	PECL	P TP	T OT EN	PECL	PTP	ToT EN	P ECL	P TP	T oT EN	P ECL	P TP	T oT EN	P ECL	PTP	ToT EN	P ECL	PTP
Computer Science	5141	2833	55.10	8115	4328	53.33	10804	6036	55.86	12970	7279	56.12	14802	7589	51.27	20077	113398	56.77
Introduction Technology	2211	11950	54.04	24718	12685	51.35	26586	13760	51.75	26780	14753	55.08	25859	13386	51.76	27538	14346	52.09
Home Economics	18924	10398	54.94	22086	11161	50.53	23918	12967	54.21	22845	11751	51.56	23164	13149	56.76	24902	13969	56.09
Agricultural Science	28283	16794	59.37	31749	17196	54.16	34090	17963	52.69	33541	18448	55.00	31727	17397	54.83	34343	20016	58.28
Fine Art	8468	4595	54.26	9372	4305	45.95	10715	5630	52.72	9558	4551	47.61	8950	4461	49.84	7382	4246	57.51
Business Studies	28464	15791	55.47	32161	16372	50.90	34588	19018	54.98	33559	17557	52.31	32656	17315	53.02	34343	18527	53.94

SOURCE: Kwara State Ministry of Education, Science and Technology

Key: TOT EN - Total Enrolment

PECL - Pass at Excellent and Credit Level

PTP - Percentage pass at excellent and credit Level

Table 39 above presents the analysis of the Junior Secondary School students' results in pre-vocational and technical education subjects in Kwara State between 2007 and 2012. The general performance of students in all the pre-vocational and technical subjects has not been too encouraging. Students' percentage performance has consistently been average. The performance was never outstanding from 2007 to 2012 as seen in table 38 above. The best results in all the pre-vocational and technical subjects though average, were in Agricultural

Science. In 2007. students' performance in Agriculture was 59.37% while the highest percentage pass in the same subject was 58.28% in 2012.

Students' performance in Fine Arts was below average in 2008. 2010 and 2011. And as earlier stated students' performance in other subjects like Computer Science, Introductory Technology, Home Economics, and Business Studies were just average. The general average performance of students in the VTE subjects according to the teachers and Principals that the researcher met on the field could be attributed to lack of VTE teachers and infrastructural facilities such as workshops, textbooks, laboratories and other vital needs.

RESEARCH QUESTION XI

What were the Major Challenges facing the development of VTE at the secondary school level in Kwara State between 1967 and 2012?

The Major Challenges facing the development of VTE at the secondary school level in Kwara state between 1967 and 2012

From the findings and information that the researcher gathered from the field work, the following were found to be the major challenges facing the development of VTE at the Secondary School level in Kwara State during the period under review.

1. Inadequate Funding

Studies carried out by Mahmtid (1986), Alabi (1989) and Babafemi f20001 on VTF in Nigeria confirmed that inadequate funding has been responsible for poor implementation of the VTE aspect of the National Policy on Education. Undoubtedly, the Nigerian Government, as indicated in the National Policy on Education has good intentions towards VTE but the where withal to carry it out has been vague due to lack of substantial support in terms of finance.

Reports gathered by the investigator from the field work shows that VTE at the secondary school level in Kwara State has been seriously underfunded. It was far below average. The inadequate funding of VTE was confirmed by all the 25 principals and the 60 teachers that were sampled for

this study as well as the NBTE, ITF and Ministry of Education officials that were interviewed by the researcher. They all saw lack of adequate funding as the major impediment to the development of VTE at the secondary school level in Kwara State. Funding of VTE was only better in the public Secondary schools and Technical Colleges in the period between 1967 and 1990 (see table 39) and though the PTF, ETF assisted severally, the need for funds in the Schools remained marginally met.

These low funding has been responsible for the dearth of equipment, materials, workshops, laboratories, libraries, the utilities and all that are needed for effective development of VTE in Kwara State (see table 39) Lack of good funding has also been responsible for the poor implementation of the Introductory Technology at the upper basic level in the state. For instance some of the Introductory Technology equipments supplied to schools in the 1980s were left uninstalled because there was no fund to put up the workshops for the installation.

Reports gathered from the Senior Technical Colleges revealed that accreditations were often delayed, or postponed while some subjects or trades had interim or denied accreditation due to lack of funds to provide the equipment required for attainment of success in the accreditation exercise.

Lack of funds was also a major barrier to the assistance that would have come from some foreign NGOs and Federal Government agencies who requested for counterpart funding from the state government to overhaul trade programmes, renovate and rehabilitate workshops and bring in new innovations into the technical colleges. The counterpart funding response from the State Government was never demonstrated thereby leading to the cancellation of the intending programmes or projects in some of the Technical Colleges.

Reports from the sampled schools also revealed that practical classes have been qualitatively conducted as a result of lack of funds to purchase consumables items like cement, paints, wood, petrol or diesel for generators etc. In fact, most of the schools rely solely on funds accrued from the Parent-Teachers Association levy which they use as subhead for running the school

programmes and for maintaining the part-time teachers and corpsers personally employed by the schools.

All these are in agreement with the findings of Adesina (2005) who stressed that inadequate funding has been the major problem facing the development of VTE in Nigeria.

2. Inadequate Infrastructural Facilities

The researcher found out from the questionnaire administered on the field and the responses of the school management interviewed as well as the submissions of the NBTE, IFF and Ministry of Education officials that inadequate infrastructural facilities has been a major problem facing the development of VTE at the Secondary School level in Kwara State. Though, some vital efforts were made by the State Government in the period between 1967 and 1980s to supply VTE schools with the needed facilities, and though the Federal Government Agencies like PTF and ETF, STEP- B and some NGOs like MTN have not relented in their efforts to provide necessary facilities like workshops, equipment, laboratories hostels, classrooms, computers etc to VTE schools, these efforts were negligible when compared to what is needed for effective teaching of VTE at the Secondary School level in the state.

Findings of the investigator show that the sampled schools especially the State public schools were lacking the basic infrastructural facilities as analysed on table 33 and as listed below:

- i. Most of the workshops, buildings, classrooms available were dilapidated.
- ii. Where the basic infrastructural facilities were averagely available especially in the Technical Colleges, they were found to be old and obsolete.
- iii. Some schools especially GTC Esie and Ilorin that were offering Electrical Installation had no electricity supply.
- iv. Some schools that are located far away from the town were facing the problem of transportation.
- v. Water was a problem even in schools where students were offering Building Trade.
- vi. Schools offering Motor Vehicle Mechanic have no carcass for practical classes.
- vii. Most schools did not have technical drawing studios for effective teaching of Technical Drawing, (a core technical subject) except GTC Patigi.
- viii. Most libraries were like stores and equipped with outdated books.

- ix. Administrative and Staff offices were not befitting. In some schools like GTC Ilorin, 3 teachers were on one make-up table and sitting on students' benches.
- x. The laboratories were ill-equipped.
- xi. There were no school farms for the teaching of Practical Agriculture in almost all the schools.
- xii. Relevant books for the teaching of VTE subjects especially the newly introduced 35 trade subjects were not supplied to schools.
- xiii. Wind affected workshops and buildings, though reported to the state government were left unrepaired. This was discovered at GTC Esie and GTC Erinle. This has made teaching and learning environment uncondusive. Students have been experiencing heat over their heads and sometimes learning was conducted outside the classroom.
- xiv. Consumable items for practicals like cement, paints, wood, gas. electrode, etc were bought by the students.

The effects of lack of the basic infrastructural facilities include:

- i. Poor practical lessons.
- ii. Teachers' morale has been dampened.
- iii. Students' performances have been negatively affected too.

These mind-saddening challenges are in agreement with the results of the survey carried out by Salau (2004) on the availability of teaching and learning facilities for VTE programmes in Kwara State. His findings revealed that most of the available VTE facilities in Kwara State were very obsolete. The researcher's finding is also a confirmation of the findings of Akinsanva (2006) that supply of basic infrastructural facilities has been the major hindrance to effective teaching of VTE programme in Nigeria.

Inadequate Supply of Teachers

Another vital but negative factor that has been retarding the progress of VTE at the secondary school level in Kwara State since 1967 when the state was created is inadequate supply of teachers. This national problem has been identified and reported with viable recommendations b\ the various commissions set up by the Government right from the

colonial days. Solutions adopted before and shortly after the state was created included employment of expatriate VTE instructors and the Rural Voluntary Teachers in the 1980s. While some teachers were trained abroad through the Federal and State Government crash programmes put in place for effective implementation of VTE aspects of the National Policy on Education in the period between 1980 and 1990.

Yet, these efforts could not solve the problem of acute shortage of VTE teachers, but served as reduction strategies. The acute shortage of teachers is clearly seen on table. The normal ratio of teachers to students as stipulated in the NPE is 1 teacher to 40 students (1:40). But it can be observed from table that there has been acute shortage of teachers in the core subjects like Computer, Home Economics, Fine Arts, Agricultural Science, Technical Drawing and Business Studies. Areas where teachers were seriously needed, as presented by all the principals of the 25 sampled schools as at 2012 are as given below.

S/N	SCHOOL School	Junior Secondary school	Senior Secondary school
1	GTC Patigi	Home Economics	Technical Drawing. Sciences. English and Mathematics
2	GTC. Erinle	Introductory technology. Computers. Integrated Science	Electrical Installation. Fabrication Engineering and Furniture making
3	GTC Esie	Fine Arts. Computer Science. Home Economic	Electrical Installation. Radio and T.V. Department. Computer. Painting and Decoration. Building, Technical Drawing. Sciences, etc
4	GTC Ilorin	Fine Arts. Home Economics. Computer Science. Agricultural Science. Introductory Technology, etc.	ICT (Computer Science), Sciences, Economics, mathematics and Electrical Installation

5	GPC Amodu Asungbolu	Pre-vocational	Electrical Installation and General Metal work
6	GSS Alore	Most VTE subject	Most VTE subject
7	GSMalete	Most VTE subjects	Most VTE subjects
8.	GSS Fate	Most VTE subjects	Most VTE subjects
9	AISS Laduba	Most PRE- VTE subjects	Most VTE subjects
. 10	ACHS Offa	Most PRE- VTE subjects	Most VTE subjects
	Schools	Junior Secondary School	Senior Secondary School
11	FGC, Ilorin	-	-
12	FGC Omu- Aran	Basic Technology Home Economic Fine Art Agricultural Science Business Studies	Woodwork Electrical Installation
13	Olumawu Secondary School, Ilorin	Creative Art	Fine Art Food and Nutrition Teaching Drawing
14	Banwo Secondary School, Ajase- Ipo	Basic Technology Home Economic	Technical Drawing Fine Arts Business Studies
15	Eucharistic Secondary School, Ilorin	Basic Science	Basic Technology

Source: Field work

The acute shortage of VTE teachers has been very pronounced in all the Junior and Senior Secondary Schools. The teaching of VTE subjects has not been easy due to lack of teachers. Apart from the Private and Federal Secondary Schools sampled, almost all the other sampled schools had only one teacher teaching each of the subjects from JSS 1 to JSS 3 at the upper basic level and a teacher for one trade from SSI to SS3 at the senior level. This has

made the work cumbersome even in schools where the population of students per subject was not outrageously high.

At GTC Esie, the researcher discovered that since the only Electrical Installation teacher in the college was transferred some years ago, there has been no replacement. This has therefore, led to the collapse of the programme in the school. At Erinle, only one teacher was handling Furniture Making from SSI-3 since the second teacher retired some years back. It was also reported at GTC Amodu that the teaching of Electrical Installation has collapsed because one of the two teachers handling the trade was transferred while the other one has left the service. Letters of request for Electrical Installation teachers written to the Ministry of Education have not been responded to as at the time when this study was conducted.

All the Senior Secondary Schools in the state have been finding it difficult to mount the newly introduced 35 trade and entrepreneurial subjects due to lack of teachers. Those who were managing to handle three trades selected by their schools in most cases, are teachers whose discipline can averagely cope with the contents of those trades. Adequate training was equally not given to teachers before the implementation of the trade subjects started in 2011 and 2012 academic session.

Several vital trade subjects were not mounted in most of the Technical Colleges as a result of lack of teachers. Regular training outside the country as done in the 1980s has not been forthcoming. While teachers of Federal Government Colleges were regularly trained through STEP- B intervention

but there has been limited capacity building to update the knowledge of the VTE teachers in the state public schools. Some other problems that aggravated the acute shortage of VTE teachers as gathered from the field was the situation whereby VTE teachers posted to Technical Colleges were reposted to Secondary Schools as a result of pressures mounted by the Principals of such Secondary Schools where the teachers were formerly teaching.

The principals complained that some teachers who specialized in Electrical Installation were teaching Mathematics in secondary schools while such teachers were badly needed in the Technical Colleges. Though the State Government has been making promises to supply the needed teachers, these promises were not really fulfilled. Most of the schools have to employ part-time teachers and corpsers to handle some of the subjects where the problems have been very acute.

The adverse effects of this problem according to the 25 principals, the 60 VTE teachers, and the 60 VTE students sampled for this study included:

- I. Sadness on the part of the students.
- II. Some students transferred from the Technical Colleges to secondary schools.
- III. Truancy increased, some would not stay till the closing time before they run away from school.
- IV. Many students were boycotting VTE subjects in secondary schools. The principal of FGC Ilorin explained that the enthusiasm to select technology based subjects have reduced as a result of lack of teachers.
- V. Poor students' performance. (Good standard has not been obtained).
- VI. Interest of many students in VTE subjects has reduced.

All the findings on lack of VTE teachers and the effects given above are in agreement with the outcome of the studies carried out by Mahmud (1986) and Ekpenyong (2005) on the challenges facing the teaching of VTE programme in Nigeria. They noted that one of the major challenges was the dearth of VTE teachers.

Poor Treatment of Teachers

Findings revealed that VTE teachers at the secondary school level in Kwara State have been working under intolerable conditions. This was recognized by the government as stated in the State School Census report of 2009/2010 (p. 15). The incentive given to teachers in the state was seen to be grossly inadequate. The State government through the

Ministry of Education, as presented in the report intended to give merit award to teachers who perform outstandingly in their teaching activities, to increase rural and science teachers allowance, and improve teachers' salaries and also sensitize communities on the need to provide accommodation and security for teachers as a way of enhancing their performances. Laudable as these plans were, responses from the principals and teachers of the public schools that the researcher interacted with revealed that though, their salaries have been regular; the salaries were not as attractive as the salaries collected by their counterparts in other states of the Federation. There wasn't any special allowance for the VTE teachers as received by the Science teachers at the Secondary School level. Promotion of teachers has not been regular, the staff offices were found to be deplorable too. Staff chairs and tables were bad and the remunerations and welfare generally has been poor as expressed by the teachers. This poor welfare has forced many teachers to divert their attention to part-time jobs.

These findings are in agreement with the observation of Adesina (2005) that the consistent lack of VTE teachers in Nigeria was because most of the palliatives proposed by the government to encourage teachers did not work out as expected. And as expressed by Kabiru and Dairo (2000), and Olamilekan (2010) that the demand for qualified and experienced professional teachers of VTE is high, but that majority of such teachers prefer to move into industries where the pastures are greener thereby making teaching a waiting pool from where teachers get to other establishment.

Poor Attendance of Seminars, Conferences and Workshops

In the period between 1967 and 1980s, most of the secondary schools teachers in Kwara state were opportuned to attend Seminars, Conferences and Workshops in and outside the country. And to promote effective implementation of the 1977 National Policy on Education in the State, the Ministry of Education in conjunction with the Faculty of Education, University of Ilorin organized several workshops for teachers and guidance counsellors in the 1980s. The State Government also established a Resource Centre for teachers to meet for Seminars and courses in the period between 1975 and 1980.

However, the reports that the researcher gathered from the sampled schools revealed that attendance of conferences and seminars were no longer

		bodies					
TEACHERS	60	18	30	27	45	8	13

However, since membership of professional bodies and attendance of conferences promotes qualitative vte, the ministry of education ought to have taken vital steps to ensure that teachers attend conferences and seminars to improve the quality of their teaching and learning activities. Poor VTE schools - industry and business world relationship

The industrial attachment, practice whereby students were sent out to industries for acquisition of practical and industrial experiences in the period before 1980 has been discontinued in most of the vte schools. The industrial training fund (ITF) was set up to cement the relationship between the vte schools and the industry and business world by helping the vte students to acquire practical skills from the industries through the students industrial work experience scheme (SIWES). But the researcher's findings revealed that vte students at the secondary school level were no longer participating in the scheme. Only 24 (40%) of the 60 teachers sampled out of their personal initiative still send their students out to neighbouring industries to acquire more practical skills.

This has much to do with the quality of development of vte in the state. It also shows that the relevance of cooperation between the schools and the industry and business world stressed by scholars and the slogan "schools to industry" heard from seminars and conferences organized by vte experts and commercial organizations worldwide is yet a mirage in kwara state.

Poor Image of VTE in Society

The researcher discovered that Nigerian society still have poor perceptions of the prospects of vte. The prospects of vte have not fully known to parents, hence the population of vte students especially in technical colleges still remains very low when compared to the population of secondary school students. The least favoured children, late developers, those who could not cope with serious academic problems, the handicapped as expressed by the teachers are those that most parents believed should be sent to acquire vte. Vte teachers

expressed that most parents still has the notion that no serious academic education could be acquired through vte. Some also see technical schools as second to borstal schools in Nigeria. A school where hooligans or the bad ones are reformed.

Poor Motivation and Enlightenment of Students on the Prospect of VTE

Publicity, awareness, and enlightenment of students on the prospects of vte have been made by the state government, the teachers and principals of VTE school. But as at 2012. Government has not provided enough guidance counselors in the public schools for this assignment to be properly carried out. VTE students were not given any special incentives in terms of scholarship or bursary awards. Items produced by the vte students have not been show-cased for the public to appreciate and patronize. All these have contributed to low morale of vte students in Kwara State.

Poor Monitoring and Inspection of the VTE Schools and Programmes

Findings revealed that there has been no regular monitoring and inspection of vte schools and programmes starting from 2004. Only 8 (32%) of the 25 principals sampled for this study mostly the federal government colleges and the private schools confirmed that vte programmes in their schools have been regularly monitored since inception. The few inspections that took place in the public schools centered mainly on staff auditing instead of VTE programmes and availability of teaching facilities. Though substantial amounts have been allocated to monitoring and inspection of schools in the state yearly budgets, monitoring of vte programmes has not been regular and thorough. There has been no regular monitoring, rather, it was occasional. This has hampered effective development of VTE at the Secondary School Level in Kwara State.

Absence (Non-Existence) of State Technical Education Board

Responses that came from the sampled schools and the officials of National Board for Technical Education (NBTE) revealed that absence of State Board for Technical Education has been a major impediment to the development of VTE at the Secondary School Level in Kwara State. The demands and needs of the schools would have been given speeding and better consideration by the State Government as it was experienced in the past when a Technical Board for VTE was put in place in the state.

Pressing for fund was not easy because of absence of a Technical School Board to oversee VTE programmes. There has not been any meaningful forum through which the principals of VTE Schools could express the needs of the Colleges they presided over. Moreover, the National Association of Principals of Technical College (NAPTEC) which served as avenue for such was scrapped and fused into the National Association of Principals of Secondary School in August 2010. This association according to the Principal of Technical Colleges was not the best avenue through which VTE problems could be seriously discussed and tackled. Putting up a Board would have been the best option but this was not given any-serious consideration by the State Government. Frustrations experienced by the Principals of the VTE Schools as a result of lack of Technical Education Board included lukewarm attitude to letters of request for schools' pressing needs of the forwarded to the State Ministry of Education.

Corruption

Findings from the field work also revealed that corruption has been a major problem hindering the development of VTE at the Secondary School Level in Kwara State. For instance, reference was made to a case whereby the State Government allocated N600million naira for the renovation of some Technical Colleges. But it was reported that the people that were sent to inspect the renovations discovered that the work was not executed by the contractors that were already paid for the assignment, no action was taken by the government thereafter. There were also cases whereby funds were allocated to VTE programmes in the state budget, but such funds were never released at the end of the day. Also in 2003, classrooms repaired by ETF for computer programme were poorly attended to by the contractors in some technical colleges. The money was collected, but the project was poorly carried out. At the end of the day, all the buildings repaired were leaking. All these unfaithfulness and dishonesty have hampered effective development of VTE in Kwara State.

Boundary war

The boundary war between Offa and Erinle that has lingered on for years has drastically affected the progress of technical education in that environment and beyond. It has hampered smooth and steady academic work at GTC Erinle for several years. As a result of the clash, some states from the neighbouring states like Osun, Oyo and Ondo have withdrawn from the school. The clash also made movement difficult for the students and the staff of that college. Emotional stability of the students and the staff were also affected. Though, this

problem was only experienced in GTC Erinle, it was a problem that has consistently hindered the development of VTE in the State. It slowed down the pace of VTE development in that area and the advancement of technological development in the state.

Challenges facing the development of VTE at the Secondary School Level in Kwara State highlighted above were in agreement with the views expressed by Ekpenyong (2005), who worked on various aspects of VTE in Nigeria and stated that the development of VTE in Nigeria has been hindered largely by the following factors:

- i. Preference for subjects that promote elitism over the practical oriented subjects by Nigerians.
- ii. Government lukewarm attitude to the development of VTE in terms of low funding.
- iii. Lack of regular career guidance services for students at the secondary school level of education.
- iv. Lack of the required type and number of equipment for training which has consistently prevented the VTE schools from mounting some key trade courses.
- v. Lack of qualified instructors (teachers) to handle available VTE equipment and trade subjects
- vi. Poor Technical College - industry liaison, etc.

Summary of the Major Findings

The major findings of this study are summarized below:

1. Findings revealed that VTE programmes were mounted and pursued in the technical colleges and secondary schools in the state to aid the production and supply of skilled manpower (artisans and technicians) that were consistently needed for the technological development of the state. The state government since 1967 has been yearning for the realization of this goal and efforts have been made to develop VTE at the secondary school level but the efforts were not good enough based on the fact that the number of technical colleges in the state has not gone beyond 5 since 1992.
2. VTE curriculum has been enriched and expanded over the years in Kwara State as a result of reports and recommendations that emanated from both national and international conferences and seminars that centered on curriculum development in Nigeria. Some of these

conferences were the Comparative Technical Education Seminar Abroad of 1963, the National Curriculum Conference of 1969 which gave birth to the National Policy on Education with its emphasis on pre-vocational and vocational and technical education at the secondary school level. The expansion of the secondary school curriculum to include 35 trade/entrepreneurial subjects in 2008 by the Nigerian Educational Research and Development Council has been a boost to the development of skill acquisition in the state; though findings revealed that the implementation of the VTE programme has not been easy due to challenges like lack of teachers and infrastructural facilities.

3. Students' enrolment in VTE programmes in Kwara State has not been encouraging. Enrolment has been very low and has consistently decreased in the technical colleges and secondary schools. Findings revealed that secondary school students enrolled more in non-vte subjects. The colonial mentality of preference for literary subjects seemed to be deeply rooted in the hearts of secondary school students.

4. The result of the findings revealed that VTE has not been adequately funded in Kwara State over the years. The situation was a bit better between 1967 and 2000. Though, the state has consistently expressed the need to properly fund VTE, yearly allocation for VTE has been very low. In some cases, allocations announced by the state government in the budget for VTE programmes were often not released and there were years when nothing was allocated to VTE programmes. The Federal Government Colleges in the state were funded by the Federal Ministry of Education while the private schools were funded by the proprietors of the schools.

5. Findings also revealed that though VTE teachers were available in the schools, the provision has consistently been inadequate. Though, several VTE teachers have been trained abroad and within Nigeria and some other efforts like the employment of Rural Voluntary Teachers Scheme (RVTS) and Higher National Diploma as well as Ordinary National Diploma holders were brought in in the period before year 2000, and more efforts were still being made to get more teachers, the problem of inadequate supply of teachers was still unbearable as at 2012. Teacher-students ratio in almost all the VTE subjects was highly embarrassing in the public schools in Kwara state.

6. Supply of infrastructural facilities for the teaching of VTE programmes at the secondary school level in Kwara State was found to be grossly inadequate. For instance,

only 9 (30%) out of the 30 sampled schools had facilities for teaching technical drawing while only 11(36.6%) had introductory technology workshops and equipment. Most of the workshops in the technical colleges were old and equipped with obsolete equipments. The few ones that were new were those supplied by the Petroleum Trust Fund (PTF) and the Education Trust Fund (ETF) and those supplied to the Federal Government Colleges by the Science and Technical Education Post-Basic Agency (STEP-B).

7. Findings equally revealed that the National Board for Technical Education (NBTE) and the Inspectorate Unit of the State Ministry of Education were involved in ensuring that VTE is qualitatively pursued at the secondary school level in the state. The accreditation exercise carried out by the (NBTE) has contributed to the qualitative development of VTE in the state. Report however revealed that accreditation exercise was often delayed and sometimes some subjects were denied full accreditation as a result of lack of funds, teachers and the needed infrastructural facilities.

8. The result of the findings also revealed that the development of VTE has been aided as a result of the contributions of some philanthropists, non-governmental Organizations, National Business and Technical Examination Board (NABTEB), Industrial Trust Fund (ITF), community leaders, the Industry/Business World, as well as parents through the Parent-Teachers Association contributions. The contributions were in form of finance, teaching materials, building and renovations of classrooms and workshops, scholarships, trophies etc.

9. Findings revealed that the state government and the various schools have been mounting several enlightenment programmes and have adopted several strategies to promote positive attitude towards VTE among parents and students. The employment of guidance counsellors and the setting up of Guidance Counseling Centers are part of the efforts made by the government to popularize VTE among the students. However, it is sad to note that only 15, that is, 50% of the sampled schools had Guidance and Counselling centres.

10. VTE students' performances were evaluated through different examinations organized by different examining bodies. In the period before 1990, VTE students were exposed to examinations conducted by the City and Guild of London Institute. Royal Society of Arts (RSA) Examinations, WAEC Technical as well as the Federal Ministry of Labour and Productivity. Federal Craft and Federal Trade Examinations. However, from the

1990s, other examining bodies like the National Business and Technical Education Board (NABTEB) and National Examination Council (NECO) came on board.

Students' performances over the years were found to be on the average and sometimes below average. Reasons for the level of performance was said to be that of lack of teachers and infrastructural facilities.

11. Inadequacies in funding, staffing (both academic and non-academic), infrastructural facilities, teachers' poor attendance of seminars and conferences, poor school-industry and business world relationship, poor image of VTE in society, poor monitoring and inspection of schools, non-existence of state technical education board as well as corruption are the major challenges impeding the effective development of VTE at the secondary school level in Kwara State in particular and Nigeria at large.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This study focused on the Historical Development of Vocational and Technical Education at the secondary school level in Kwara State from 1967 to 2012. Historical method was used to collect the necessary information relating to the study. The methods used included critical study of documents, the use of questionnaire, interview, observation and so on.

The contributions of the Christian Missions, the British Colonial Administrators, the Regional Government and the Federal Government to the development of Vocational and Technical Education (VTE) in Nigeria were considered by the researcher. This historical review helped the researcher to lay bare the feet-dragging attitude that Nigerians have consistently displayed towards the acquisition and development of vocational and technical education in the country. Undoubtedly, the laizefaire attitude to a large extent has been responsible for the low development of this (VTE) aspect of education in the country.

The review of literature on the development of VTE in Nigeria was also carried out by the researcher. This was done by considering the different policies on Education and the provisions made for VTE in each of the policies beginning from the colonial era to 1977

when a new National Policy on Education was introduced and thereafter. All the policies were analysed so as to clearly present the link between the past educational policies and the present policy and practice of education in Nigeria. The researcher also considered the prospects, problems and organs that regulate VTE programmes in Nigeria as well as the theoretical framework for this study under the literature review.

The researcher discovered that the post-independent National Policy on Education was VTE biased unlike the previous policies on education that focused almost exclusively on literary education (purely academic subjects).

For the fieldwork, the researcher visited 30 sampled secondary schools and technical colleges. This was done with a view to (finding out among other things) ascertain the level of development that has taken place in each of the schools and to identify the various challenges that were confronting the development of VTE in those schools and also to collect on the spot information from the school administrators, teachers and VTE students and the counsellors.

All the data that were collected from the fieldwork were analysed and the following guidelines were used in writing the report: the origin of VTE, VTE curriculum, VTE students' enrolment trends, funding, staffing, infrastructural facilities, NBTE quality assurance strategies, community and other stakeholders efforts, evaluation of VTE programmes and challenges facing the development of VTE at the secondary school level in Kwara State.

Discussion of Findings

Findings from the fieldwork revealed that the rationale behind the establishment of craft schools that were later upgraded to technical colleges and the introduction of vocational programmes into secondary schools in Kwara State was to produce skilled manpower (artisans and technicians) that were needed for the technological advancement of the state (kws, 2004b). Vocational and Technical Education (VTE) were identified by the state as the best avenue for the people of Kwara to be liberated from poverty and unemployment. These were expressed by the state administrators in their yearly budget presentations. Hence, the establishment of more technical colleges and secondary schools in the 1970s. However, the number of technical colleges had to reduce from 9 to 5 in 1992 as a result of the creation of many states like Benue, Niger and Kogi States. Some local governments where technical colleges were located in Kwara State had to go with the newly created states.

With the burning desire and some efforts made by the state government towards the development of VTE at the secondary school level before 1992, one would have expected

the government to continue in that spirit by establishing some technical colleges to replace the ones that went with the newly created states. Rather, the actions that followed was the establishment of more secondary schools where literary subjects were almost totally pursued including the secondary schools that went with the name comprehensive.

Findings also confirmed that reports that came from some conferences and commissions initiated by the Federal Government like the Comparative Technical Education Seminar Abroad (CTESA) of 1963, the National Curriculum Conference of 1969 which gave birth to the National Policy on Education of 1977, the Udoji Commission of 1972 and others that followed, accelerated the development of VTE in Kwara State especially in term of structure, contents, administration, facilities, personnel and evaluation.

Findings of the study revealed that some federal and state economic and education reforms such as the UBE programme with its emphasis on pre-vocational programmes at the junior secondary school level, the expansion of secondary school curriculum to include 35 trades and entrepreneurship programmes and the introduction of the National Economic Empowerment Development Strategy (NEEDS) and the State Economic Empowerment Development Strategy (SEEDS) in 2004 with the aim of laying solid foundation for sustainable poverty reduction, employment generation, wealth creation and value orientation helped to promote the development of VTE in the state especially in the area of curriculum expansion. However, it should be noted that the implementation of most of these programmes and reforms has not been easy due to some challenges like inadequate supply of teachers, lack of funds and infrastructural facilities.

Findings also confirmed that students' enrolment in VTE programme over the years in Kwara State has been very low and fluctuating compared to students' enrolment in general education subjects. The findings are in agreement with that of Mahmud (1986) and Alabi (1990) who discovered that students' enrolment in technical education in Kaduna and Oyo states have consistently been very low due to Nigerians' preference for literary education. Improvement in students' enrolment in VTE subjects was only witnessed in 1987 when the senior secondary school segment of the National Policy on Education was implemented in the state, 66.6% of the SS III students enrolled in VTE subjects in 1987. The slight increase witnessed was probably due to students' enthusiasm to explore the newly introduced VTE subjects which was heavily popularized through different enlightenment programmes then. However, the figure has been decreasing from that period. For instance, as at 2012, only

46% of senior secondary school students (SSS) enrolled in VTE subject while none of the technical college final year students' enrolment was up to 100 as at 2010.

Thus showing that VTE subjects, inspite of the expansion of the curriculum to include trade and entrepreneurship programmes have become very unpopular in the state. The deteriorating situation of students' interest in the acquisition of VTE programme and the reasons for students' enrolment in the general subjects than the VTE programmes was because some students are ignorant of the prospects of VTE. The publicity given to the prospects among the students was not as high as it was in the late 1980s. The need to acquire vocational skills was usually done on the students soon after the completion of their secondary education especially if they find themselves jobless or unable to secure admission into tertiary institutions.

Findings from the study revealed that VTE at the secondary school level in Kwara State has been grossly underfunded. Funding was only a bit better when the existing craft and technical schools were upgraded and new ones established in the period between 1967 and 1981 and in the late 1980s when the new National Policy on Education was implemented in the state. For effective implementation of the VTE segment of the NPE, funds (though inadequate) were made available for the purchase of introductory technology equipment, provision of computer science equipment and examination materials. However, government dwindling interest began to set in from the late 1990s. The situation degenerated to a level whereby zero budgets were made for VTE programme in the state yearly budgets for several years. Sometimes funds allocated were never released to the schools for the execution of indicated technical education workshops, building renovation and purchase of equipment.

Findings equally revealed that, most schools in the state especially the public schools depended almost exclusively on Parents-Teachers Association (PTA) levies of #300 paid by the students to the college purse for the maintenance of the schools in all ramification. While the Federal Government Colleges in the state were funded by the Federal Government, private schools were funded through the school fees paid by students to the school account. It should therefore be noted that though, some funds were provided for the development of VTE programmes by the state government, what was provided over the years was too meager when compared with what was needed for any outstanding development to be realised in vocational and technical education.

Findings also confirmed that the problem of inadequate provision of VTE teachers which the nation has been experiencing from the colonial era was still prevalent and serving

as a major stumbling block to effective teaching of VTE at the secondary school level in Kwara State. Though, the state government and proprietors of schools took some measures such as employment of Rural Voluntary Teachers (RVTS), Youth Corpers, Higher National Diploma and Ordinary National Diploma holders and the secondment of Grade II teachers to secondary schools and by training VTE teachers within and outside the country for effective implementation of the VTE aspects of the National Policy on Education in the 1980s, yet, the number of VTE teachers needed could not be supplied.

This acute shortage has become highly noticeable and almost unbearable from year 2006. The situation was very bad in 2011/2012 academic session when the state began to implement the expanded Senior Secondary School Curriculum which brought in the newly introduced 35 trades/entrepreneurship programmes. For instance, student-teacher ratio in most of the VTE subjects in the state as at 2012 stood at ratio 1 to 200 (1:200). In some cases, it was as bad as 1 teacher to above 500 students (1:500), thus showing that efforts made by the state government as well as school proprietors to provide VTE teachers needed to fulfill the goals of poverty eradication, employment generation and self reliance were not pragmatic enough.

However, reports gathered by the researcher revealed that the few VTE teachers on the field were highly qualified, thereby promoting the quality of VTE programme. For instance, about 93.2% of VTE teachers at the junior secondary schools level were NCE holders and above while not less than 71.32% of VTE teachers in the senior secondary schools were holders of graduate and post-graduate certificates.

Findings of this study also revealed that VTE stakeholders, especially the federal and state governments as well as proprietors of private schools have been supplying infrastructural facilities to both the secondary schools and technical colleges for the teaching of VTE programmes. However, the efforts made were consistently inadequate. The only period schools, especially technical colleges enjoyed better provision of workshops, science equipment, new classrooms, administrative and staff offices and other facilities was in the period between 1970 and 1990 when the state government established a Resource Centre for the production of technical and science equipment for the practical teaching of VTE and science subjects in secondary schools and technical colleges.

The researcher however, discovered that implementation of the VTE aspect of the National Policy on Education and the expanded Secondary School Curriculum which included trade and entrepreneurship programmes has not been easy in the state due to

inadequate provision of relevant facilities. For instance, only few junior secondary schools were supplied with introductory technology equipment in the late 1980s. It is sad to note that only 2 (13.3%), out of the 15 junior secondary schools sampled for this study had their introductory technology equipment installed. The remaining 5 that got the supply have been keeping them in stores due to lack of workshops for the installation.

Though, the state government renovated some classrooms and workshops and also supplied some materials to schools for the teaching of VTE, as measures for the realization of the goals of Federal and State government reforms tagged the National Economic Empowerment and Development Strategy (NEEDS) and State Economic Empowerment and Development Strategy (SEEDS) in 2003 and 2004, yet, 49 (81.6%) of the 60 VTE teachers sampled for this study expressed that inadequate supply of VTE facilities, has consistently made their teaching unenjoyable and cumbersome.

Most of the workshops in the schools as at 2012 were ill-equipped or equipped with obsolete tools and materials. The few modern workshops, libraries, computers etc were those supplied by the Education Trust Fund (ETF), the Petroleum Trust Fund (PTF) and non-governmental organization (NGOs) especially the Mobile Telephone Network (MTN) as well as those that were purchased from the PTA levies paid by students in the last few years.

The bad shape and acute shortage of facilities for effective teaching of VTE programmes in schools discovered by this researcher is in agreement with that of Salau (2004) and Ekpenyong (2005) who remarked that in most of Nigerian secondary schools VTE subjects were taught theoretically as a result of lack and inadequate supply of necessary equipment and facilities.

Findings also revealed that the National Board for Technical Education (NBTE), which was established by the Federal Government in 1977 to see to the standardization and promotion of quality VTE programme in Nigeria through regular accreditation of VTE programme as well as the Inspectorate Division of the State Ministry of Education, have been involved in the promotion of qualitative VTE programmes in Kwara State in the period under consideration. The State Ministry of Education has been dealing with the NBTE on issues concerning the accreditation of technical colleges. The NBTE has also been correcting the anomalies discovered in the programmes of the technical colleges through accreditation exercise as done in other technical colleges in the federation. For instance, findings revealed that most of the technical colleges had interim or denied accreditation at one time or the other for not meeting the accreditation criteria stipulated by the board due to lack of teachers

and infrastructural facilities. Also, postponement and delay of accreditation exercise were often experienced due to lack of funds to get ready what was needed for success in accreditation. Ideally, the exercise is expected to come up every 5 years. The last exercise in the state technical colleges took place in 2006 while the next one was to come up in 2011, but as at 2012, the accreditation exercise has not been carried out due to the factions discussed above.

It is a truism that collective efforts are needed for proper development of education in any society. There has always been the call on all stakeholders to participate in the development of education in Nigeria, since it has proved difficult for the government to singularly bear the burden of education in the nation. Findings of this study revealed that the development of VTE at the secondary school level in Kwara State has been hastened by the contributions of some stakeholders like the Parent-Teachers Association (PTA), philanthropists, Education Trust Fund (ETF), Petroleum Trust Fund (PTF), communities, non governmental organizations (NGOs), National Business and Technical Examination Board (NABTEB), National Board for Technical Education (NBTE), Industrial Trust Fund (ITF) and the Industry and Business world.

It was as a result of these stakeholders' involvement in the provision of infrastructural facilities, funds, teachers, etc. that VTE has reached the level of success attained at the secondary school level in the state.

The researcher also discovered that though, some students have not really known the essence of acquiring VTE, publicity and enlightenment of students and parents on the prospects of VTE have been made by the state government and school authorities. From the late 1980s, part of the efforts made by the government was the training and employment of guidance counsellors and the opening of guidance and counselling centres in Schools. The researcher, however, discovered that lack of guidance counsellors especially in the state public schools has slowed down the tempo of publicity on the prospects of VTE. Most of the VTE students sampled for this study had already been exposed to the prospects of VTE offering general subjects. Since the population of VTE students was yet low in 2012, it shows that there yet existed yet several secondary schools students that have not really understood the need to go for vocational education.

Findings of this study also revealed that VTE programmes were adequately evaluated in the period between 1967 and 2012. Reputable international and national examination bodies like the City and Guild of London Institute, Royal Society of Arts (RSA), Federal

Ministry of Labour and Productivity, West African Examination Council (WAEC), National Business and Technical Examination Board (NABTEB), National Examination Council (NECO) and the State Ministry of Education are involved in the conduct of VTE external examinations. Thus, showing the fact that quality in terms of examination procedure and conduct has never been compromised in the state. Students' performances have been on average level as a result of lack of teachers and relevant teaching materials.

Finding equally revealed that between 1967 and 2012, the period covered by this study, the Federal and state governments and proprietors of private schools in Kwara State had good intentions for the development of VTE in the state. They also made some efforts to implement the VTE aspect of the National Policy on Education. Unfortunately, the intentions and efforts made were not really matched with adequate supply of what was needed for effective development of VTE at the secondary school level in the state. Findings revealed that several major challenges were still facing the development of VTE in Kwara State. Some of these challenges were inadequate infrastructural facilities, inadequacy of both academic and non-academic staff, poor funding, poor school-industry and business world relationship, poor treatment of teachers, poor image of VTE in society, inadequate monitoring and inspection of state public schools, poor motivation and enlightenment of students on the prospects of VTE, absence of State Technical Education Board, corruption and so on. What was discovered by the researcher are in agreement with Fafunwa (1974) and Adesina (2005) who highlighted the myriad challenges facing the development of VTE in Nigeria among which include, inadequate provision of teachers, poor image of VTE in Nigerian society, preference for literary education, poor funding and lack of infrastructural facilities.

Conclusion

From the findings of this study, it was obvious that the rationale behind the inclusion and teaching of VTE subjects at the secondary school level in Kwara State between 1967 and 2012 was to produce skilled manpower especially craftsmen that would boost the economic development of the state. Some efforts were therefore made by the Federal and State Governments as well as the PTA, philanthropists and other stakeholders to ensure that the goal was realized in terms of provision of funds, facilities, personnels, publicity of VTE

prospects, accreditation and supervision of programmes etc and the efforts have yielded some fruits in terms of production of craftsmen and technicians who have been contributing to the development of the state in different ways.

Nevertheless, the same findings indicated that attainment of sporadic and outstanding development of VTE at the secondary school level was hindered in the state as a result of some age-long constraints which the state government has not really combated with the desired realistic efforts. Funds allocated to VTE are inadequate, facilities are also inadequate, some were obsolete, enlightenment on the need for students to acquire VTE knowledge and skills was not down-to-heart, teaching and non-teaching staff were inadequate. These and several other challenges were found to be militating against the development of VTE in the state.

Implications of the Study

The implications that emanated from the study are as listed below:

1. The major implication of the study is that full potential of VTE for manpower development is yet to be fully explored in Kwara state.
2. Fulfilling a major educational objective of equipping secondary school students with necessary skills for self-reliance and marketability through exposure to VTE and the newly introduced 35 trade and entrepreneurship subjects would be a mirage unless better steps are taken by the state government towards the promotion of these subjects.
3. The problem of youth unemployment, poverty, insecurity and social vices will continue to mount in our society unless the age-long students' preference and desire for literary education are curbed.

Recommendations

Based on consulted authorities and findings of this study and for the attention of those concerned, the following recommendations were put forward by the researcher for further and better improvement of vocational and technical education (VTE) in Kwara State and the nation at large:

1. Findings of the study revealed that the greatest problem facing the development of VTE in Kwara State was finance. All the schools had problem of scarcity of capital to procure VTE equipment and consumable materials and buildings. Renovation of classrooms,

workshops, staff and administrative offices has been very difficult as a result of inadequate funding. In the light of this, though it is true that vocational and technical education are capital intensive, the state government should not leave any stone unturned in ensuring that VTE programmes are adequately funded.

Specifically, both the Federal and State Governments should allocate reasonable amount to VTE. At least, 40 percent of education allocation should go to the VTE sector while patriotism, transparency and sincerity should be displayed in the disbursement of such allocation. Moreover, the idea of zero or non-release of VTE allocation to schools should not be repeated by the state government.

The state government should also seek for financial assistance from foreign countries, multi-national organizations and agencies to enhance the development of VTE in the state. The State Educational Resource Center should equally be well funded to aid the production of Science and Technical equipment for VTE schools.

Also, payment of secondary school students' external examination fees which the state government started in the era of Governor Mohammed Lawal should be sustained. It should also include payment of students' practical examinations and administrative charges for all external examinations.

Though, the researcher is not against the establishment of the International Vocational Center located at Ajase Ipo and the huge amount expended on it, the state government is however expected to allocate such gigantic amount for the rehabilitation of the ill-equipped technical colleges to enhance better output of skilled craftsmen from those colleges.

2. Findings of this study revealed a dearth of VTE teachers in the secondary schools and technical colleges in the state. The situation whereby a teacher was teaching over 500 students is very embarrassing. To put a permanent check on this problem, the state government should mandate the state colleges of education to produce more of VTE teachers while government should be ready to absorb them into the field without delay.

It should also be noted that when teachers are well remunerated, they are likely to be more dedicated to their duty and this will equally make teaching at the secondary school level an attractive profession. Hence, the merit award given to the best performing teacher by the state should be sustained. In addition to this, all VTE teachers should be given special allowance as is done for science teachers in the state. This will definitely retain skilled staff in the schools with concomitant commitment and prevent them from moving into the private sector and industries where they are being lured with higher remunerations.

Emphasis should also be laid on training and re-training of teachers within and outside the country as it was done in the late 1980s when the new National Policy on Education was first introduced into the country. Vocational and technical education teachers should also be encouraged to enrol as members of responsible Academic Professional Associations and be assisted financially by the government to attend and present academic papers in seminars, conferences and workshops organized by such Associations as it was done in the period between 1967 and 1990s. This will make the teachers to be abreast of time and make them more functional in their daily teaching activities.

Staff promotion should not be based on political connections and godfatherism. Rather, it should be based on merit. In other words, all VTE teachers with aptitude and qualification for upward mobility should progress to higher level without any hindrance. Other attractive welfare package such as car and housing loans should also be enjoyed by VTE teachers like their other civil servant counterparts.

Moreover, to solve the problem of inadequate supply of VTE teachers, government should ensure that teachers that are posted from secondary schools to technical colleges are released by their principals without delay. Lobbying for reposting to their former secondary schools should not be entertained. Posting of teachers should not be disallowed or disrupted by politicians and religious bodies.

The state government, the school authorities and the PTA should also explore the avenue recommended in the National Policy on Education to seek for local craftsmen like fashion designers, caterers, etc. These set of people could be invited into schools to handle practical aspects of entrepreneurship programmes at an hour that is convenient for the hired teachers especially in areas where trained teachers are lacking.

3. The problem of lack of infrastructural facilities and teaching materials should also be seriously looked into by the state government. Efforts made by the government and other stakeholders to provide facilities to the schools were not realistic enough to cater for the needs of the schools. Findings revealed that most of the schools lacked required facilities and the few ones on ground were obsolete except for those provided by the ETF, PTF and some NGOs in recent time.

Since infrastructural facilities and other teaching materials play important role in the promotion of qualitative education and for the teaching of VTE subjects and for the implementation of the 35trades/entrepreneurship programmes newly introduced to secondary

schools to be made easy which would lead to the eradication of poverty, promote self-reliance and reduce unemployment in the state, there should be adequate provision of suitable facilities such as well stocked libraries, well equipped workshops, laboratories, electricity, water transportation (vehicles for staff and students), modern and befitting staff and administrative offices, computers etc. All these should be supplied to schools in quality and quantity. If supplied, the situation whereby teachers were often forced to adopt a system of delivery which was devoid of essential practical training would successfully be taken care of. Since the National Policy on Education (Upper Basic) emphasises the teaching of Introductory Technology which stresses courses in Woodwork, Metal work, Electronics, Mechanics, Home Economics, Business trade etc at the junior secondary school (Upper Basic) level, it is imperative that workshops with at least minimum technical equipment and materials be provided at this level of education.

The problem of lack of facilities could also be solved or reduced if the government could encourage and patronise individuals and companies that fabricate VTE equipment locally and with proper quality control, such indigenous companies could equally produce equipment that would be of international standard. The State Educational Resource Center should be given the desired support to produce more science and technical equipment for secondary Schools and technical colleges.

Since the provision of VTE facilities is indeed a multi-sectoral responsibility, Kwara State Government should cooperate with VTE alumni and NGOs who indicate their interest in enhancing the promotion of VTE in the state by giving them necessary assistance that will transform their intentions into reality especially when counterpart findings are requested for.

Textbook writers (highly skilled professionals) and educators should be motivated as against the past when meagre royalties were offered by publishers. They should be sensitized on how to come up with strategies for publication of standard VTE textbooks and should be fully motivated by paying them substantially for the exercise. This step will help in solving the problem of dearth in VTE textbooks in Schools.

Undoubtedly, availability of infrastructural facilities to a great extent determines the quality of teachers' activities and students' performance in school. How then can the aims and objectives of VTE be attained in a situation where most of the basic facilities needed for effective teaching of the subjects are lacking? Most of the respondents were of the opinions

that since infrastructural facilities play an important role in the quality of education, to ensure the success of VTE programmes, all relevant facilities should be provided in quality and quantity for all secondary schools in the state. The respondents also stressed that the newly introduced 35 trade subjects would not be properly handled unless equipment, tools, workshops and all relevant materials were supplied to schools as a matter of urgency. They added that solid foundation for VTE should be laid at the upper basic level of education in Kwara state by providing and installing introductory technology equipment in all the upper basic schools.

4. To aid the development of VTE at the secondary school level in Kwara State, there is the need to improve on the image of VTE among secondary school students, parents, and the entire society. Though, the steps taken by the state government at popularising VTE in the state are commendable, there exists yet vast ground to be cleared. This is because the gap between the population of VTE students and students offering other subjects is still wide and has to be bridged.

Hence, Government and proprietors of schools should intensify their efforts by ensuring that parents and students are sensitized through the mass media on the prospect of VTE until their orientation, beliefs and attitudes towards VTE are corrected. Parents should also be enlightened on the need to allow their children and wards choose careers of their interest rather than influencing such selections.

As expressed in the National Policy on Education (NPE) that Schools should have at least a guidance counsellor, all the secondary schools and technical colleges in the state should be supplied with trained guidance counsellors and career centres to cater for career guidance especially at the junior secondary school level where students make choices of subjects to offer at the upper classes while guidance counsellors should be ready to organize career talk for students on regular basis with much emphasis on the prospects of vocational and technical education. The state government should bring to the awareness of parents and students the availability of general subjects in the technical colleges.

5. To speed up to the development of VTE and to encourage more students to go into VTE in Kwara State, free education should be given to students of VTE from secondary school to tertiary level of education,, and if the financial burden will be too heavy for the government, other incentives in form of scholarship and bursary allowance should be given as it was done by the Military Governor of the State, Wing Commander Mohammed Ndatsu in 1985 when

he gave scholarship to some girls in Esie Iludun Technical College. These steps will boost students' interest and enhance economic and technological development of the state.

Government should also change her attitude towards holders of the National Diploma (ND) and Higher National Diploma (HND) in Nigeria in terms of recognition and remunerations. In other words, the disparity between graduates of polytechnic graduates and University graduates should end. All graduates that are equipped with practical and technical skills should be encouraged and their status should be raised by a better pay structure.

The state government and school authorities should also encourage VTE students by show-casing their products. Exhibitions where their products will be displayed should constantly be organized by school authorities. Through this effort, products of the students will be seen and appreciated by the entire society. This was what happened in 1970 when the Head of State, General Yakubu Gowon visited Ilorin Technical College. The impression he got from what the students produced inspired him to a level whereby he unhesitatingly addressed some of the challenges that were facing the college. Some of the students' products can be sold within and outside the country but this has not been done. Showcasing their products will boost the morale and confidence of the students, their parents and the society at large.

All schools in the state should sit up and encourage their students to join VTE related clubs and societies like the Junior Engineer and Technical Students Club (JETS), Home Makers Club, Young Farmer's Club, Science Club, Trade and Creativity Clubs, etc. It is interesting to note that JETS students of Government Day Secondary School, Alore produced a drier and a solar driven pumping machine during one of their JETS competitions. Becoming a member of such club should be encouraged in all the schools.

6. Regular and prompt accreditation of trade subjects should be ensured by providing technical colleges with necessary funds, teachers, equipment and all that are required as stated by the National Board for Technical Education (NBTE) for successful accreditation exercise.

7. Monitoring and inspection of schools by the Inspectorate Unit and Quality Assurance Board of the State Ministry of Education and Human Capital Development should be regular. The exercise should go beyond staff auditing. It should also include assessment of

infrastructural facilities and VTE programmes while findings and reports of inspectors should be attended to in terms of prompt positive actions on recommendations made.

8. The school-industry relationship (SIWES) that was maintained in the period before 1980 must be resuscitated. Since many of the VTE institutions were found to be ill-equipped with necessary facilities, government and school authorities should ensure that industrial exposure is arranged for students to acquire additional practical skills so they could be able to manipulate equipment that are not available in their schools. This experience will help to expose VTE students to the world of work that they are likely to meet after their secondary school or technical college education. Students' morale, as expressed by the teachers that the researcher met on the field will equally be boosted. Hence, the good liason should be re-awakened without delay.

9. Alumni Association of all the VTE schools should also be encouraged to rise up to the challenges and the upliftment of their Alma Matter possibly through cash donations, and provision of facilities as it was done by Anglican Comprehensive Colleges, Offa where the Old Students Association provided the school with a science laboratory.

10. Like other states of the federation, the state government should create Technical Education Board. The board will help in managing all VTE related issues, programmes and problems especially those that are related to monitoring and utilization of funds allocated to Vocational and Technical Education development in the state.

11. The number of technical colleges in the state did not increase beyond 5 since 1994. This is a period both the federal and state are clamouring for the emancipation of the entire society from the state of penury, poverty and unemployment. Therefore, the existing technical colleges should be strengthened and rehabilitated to admit more students while new ones should be established to further promote the realization of the goals of the National Policy on Education. The NPE realization was that each LGA in each state should have a technical college.

12. Politics and corruption that have been hindering the speedy development of VTE in Kwara State should be addressed by the state government. The situation whereby contracts fully financed by government are later abandoned by contractors should stop. Government should be ready to monitor all VTE projects that are awarded to contractors by ensuring that they are qualitatively executed and not abandoned.

13. The National Policy on Education (NPE) has stated that an attitude of respect for and appreciation of technology in the Nigerian society would be inculcated at the very early phase of education in the country (FRN, 1981: 29). Hence, primary school students should be exposed to the rudiments of VTE which should be built upon at the Upper Basic and secondary school level of education.

14. Finally, government should revisit the foundation of VTE in the state. It should also make VTE the cornerstone of educational development in Kwara State by rehabilitating the existing technical colleges, providing necessary infrastructural facilities, supplying dedicated and experienced VTE teachers as well as adequate learning materials to all VTE schools. Also sound budgetary allocation and quality monitoring of VTE schools which are sure ingredients for quality and speedy development of VTE should be embarked upon by the Kwara State government.

15. Students Industrial Work Experience (SIWES) should be re-introduced to secondary school students to boost their practical ability.

It is hoped that if all the recommendations given above are adopted, all the secondary schools and technical colleges in the State will move towards the attainment of the goals of vocational and technical education.

Limitations of the Study

1. One of the major limitations of this study was the inability of the researcher to easily collect some relevant and important documents that bordered on funding of Vocational and Technical Education. The main reason for this according to the school authorities was that such documents were regarded as very confidential and should not be released for security purpose. Many of the schools could not supply any data on allocation of funds to the schools. Thus, making it difficult for the researcher to have access to accurate documents on funding of the schools.

2. Some important documents needed by the researcher were equally not available in the sampled schools due to lack of proper record keeping.

3. The recent renovation of the State Ministry of Education and Human Capital Development offices also led to misplacement of some vital documents which could have been of great help to the researcher.

4. Another major problem that confronted the researcher was that of shabby completion of most of the questionnaire administered on the field. As a result of this, the researcher had to visit most of the sampled schools severally to ensure proper completion of the instruments. This was one of the reasons the completion of the field work was a bit slowed down.

Suggestions for Further Research

1. This study has focused on the historical development of Vocational and Technical Education at the secondary school level in Kwara State from 1967 to 2012. The study is confined to Kwara State, one of the thirty-six states in Nigeria. It is suggested that such study be carried out in the remaining thirty-five states of the Federation.

2. This study has been restricted to the secondary School level, similar investigation could be carried out at the tertiary level of education.

3. Contributions of parents and non-governmental organization to the development of Vocational and Technical Education in Kwara State and other parts of Nigeria.

4. An investigation into the supply and maintenance of infrastructural facilities or provision of Teachers for the implementation of Vocational and Technical Education aspect of the National Policy on Education.

5. Pattern of funding Vocational and Technical Education in Nigeria; past, present and future.

6. Issues and problems of implementing trade and entrepreneurship programmes at the secondary school level in Nigeria.

7. The role of Guidance Counsellors in the promotion of Vocational and Technical Education at the secondary school level in Nigeria.

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APPENDIX I

LIST OF ABBREVIATIONS USED IN THE STUDY

BREINS	-	Book Revolving Initiative for Schools
CA	-	Continuous Assessment
CESAC	-	Comparative Education Study and Adaptation Center
CFAO	-	Compagnie française de l'Afrique occidentale (French West African Company)
CMS	-	Church Missionary Society
CTESA	-	Comparative Technical Education Seminar Abroad
EFA	-	Education for All
ETF	-	Education Trust Fund
FGC	-	Federal Government College
FME	-	Federal Ministry of Education
FRN	-	Federal Republic of Nigeria
GCE	-	General Certificate Examination
G T C	-	Grade Two Certificate
GSS	-	Government Secondary School
GTC	-	Government Technical College
GTTS	-	Government Technical Training School
HND	-	Higher National Diploma
HSC	-	Higher School Certificate
ICT	-	Information and Communication Technology
ICSA	-	Interim Common Service Agency

ILO	-	International Labour Organization
ITF	-	Industrial Training Funds
JCC	-	Joint Consultative Committee
JSS	-	Junior Secondary School
LGA	-	Local Government Area
LSMB	-	Local Schools Management Board
MOE	-	Ministry of Education
MTN	-	Mobile Telephone Network
NABE	-	Nigerian Association of Business Education
NAPTEC	-	National Association of Principals of Technical Education Colleges
NABTEB	-	National Business and Technical Education Board
NATT	-	Nigerian Association of Teachers of Technology
NBC	-	National Business Certificate
NBTE	-	National Board for Technical Education
NCCE	-	National Commission for Colleges of Education
NCE	-	Nigeria Certificate in Education
NCE	-	National Council on Education
NECO	-	National Examination Council
NEEDS	-	National Economic Empowerment and Development Scheme
NEPA	-	National Electrical Power Authority
NERDC	-	Nigerian Educational Research and Development Council
NGOs	-	Non-Governmental Organizations
NITP	-	National Instructions Training Project
NPE	-	National Policy on Education
NRC	-	Nigerian Railway Corporation
NTC	-	National Technical Certificate
NTCE	-	National Council on Technical Education
NTI	-	National Teachers' Institute
OND	-	Ordinary National Diploma
PHCN	-	Power Holding Company of Nigeria
PTA	-	Parent-Teachers Association
PTF	-	Petroleum Trust Fund

P & T	-	Post and Telecommunication
RSA	-	Royal Society of Arts
RVTS	-	Rural Voluntary Teachers Scheme
SEEDS	-	State Economic Empowerment and Development Scheme
STAN	-	Science Teachers" Association of Nigeria
STEP-B	-	Science and Technical Education Post Basic Intervention
SURE-P	-	Subside Re-investment Empowerment Programme
SSS	-	Senior Secondary School
UAC	-	United African Company
UBS	-	Upper Basic School
UBEC	-	Universal Basic Education Commission
UBE	-	Universal Basic Education
UBTC	-	Upper Basic Technical College
UNESCO	-	United Nation Educational Scientific and Cultural Organization
USA	-	United State of America
USAID	-	United State Agency for International Development
UPE	-	Universal Primary Education
VTE	-	Vocational and Technical Education
WAEC	-	West African Examination Council
WASC	-	West African School Certificate

APPENDIX II

LETTER OF INTRODUCTION ON DATA COLLECTION

MOLAGUN, Helene Mosunmola
 Department of Arts and Social Sciences Education
 University of Ilorin,
 Ilorin, Nigeria.

Sir.

A study of Historical Development of Vocational and Technical Education at the Secondary School Level in Kwara State from 1967 to 2012 is being conducted by this researcher for her Doctoral thesis.

The researcher hereby solicits your assistance on how to obtain relevant information on the topic under consideration as stated above.

Your information will be very useful in promoting further development of Vocational and Technical Education in Nigeria. Thanks for your anticipated cooperation.

Yours Faithfully,

MOLAGUN, Helene Mosunmola

Supervisor: Prof (Mrs.) A. A. Jekay infa Dept. of
Arts and Social Sciences Education University of
Ilorin, Nigeria.

APPENDIX III

LETTER OF INTRODUCTION FROM THE HEAD OF DEPARTMENT

UNIVERSITY OF ILORIN, ILORIN, NIGERIA

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
FACULTY OF EDUCATION

Head,
Dr. S.B. Olajide
P.A. Hona (Ibadan); PGDE,
M.Ed., Ph.D. (Ilorin)



P.M.B. 1515,
Cable & telegram: UNILORIN
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Our Ref:

UVASSE/19

Your Ref:

27th November, 2012
Date:

TO WHOM IT MAY CONCERN

REQUEST FOR RESEARCH ASSISTANCE

MOLAGUN, Helene Mosunmola (81/3162)

Postgraduate Student of the Department of Arts & Social Sciences Education,
University of Ilorin. She is currently undergoing a Research Project on:

*"Historical Development of Vocational and Technical Education
at the Secondary School Level in Kwara State 1967 - 2012."*

Kindly render her all possible assistance in this regard.

Thanks for your anticipated understanding and cooperation.

A handwritten signature in black ink, appearing to read 'S.B. Olajide', written over a horizontal line.

Dr. S.B. Olajide

HEAD
Dept. of Arts & Social Sciences Educ.
University of Ilorin
Ilorin

Professors in the Department: PROF. BAYO LAWAL, PROF. AGAS OLADOSU, PROF. C.O. DARAMOLA,
PROF. (MRS) F.A.O. OLASHINDE-WILLIAMS, PROF. O.E. ABDULLAH

APPENDIX IV

UNIVERSITY OF ILORIN

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION

**DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION STRUCTURED
INTERVIEW SCHEDULE FOR PRINCIPALS SECONDARY SCHOOLS AND
TECHNICAL COLLEGES (PSSTC)**

Dear Respondent,

I am a post-graduate student of the above named institution currently investigating into the Historical Development of Vocational and Technical Education at the Secondary School Level in Kwara state from 1967 to 2012.

Please kindly respond to the interview guide below as honestly as possible. All responses given will be confidentially handled.

Interview Guide

Please complete the questions below as honestly as possible. The information given shall be used for the research purpose only.

SECTION A

BACKGROUND

1. When was the School established?
2. Who established the School?
3. Admission and Certification
 - a. State the criteria for admission of the VTE students into the school.
 - b. Give the entry requirement for admission in terms of students' academic qualification
 - c. What were the methods of evaluating VTE programmes in your school since inception?
 - d. Kindly supply the annual results of VTE students in any of the external examinations.

	Metal work								
C	Basic Electricity								
D	Electronic								
E	Auto Mechanics								
F	Building Constructio n								
G	Wood- Work								
H	Home Managemen t								
I	Food and nutrition								
J	Clothing and Textile								
	Other								

d. What is your School relationship with the business-industry world and employers of labour?

e. What impact has such relationship made in the general performance of your students?

5. Staffing

a. How do you recruit staff into the school?

b. Supply the number of both academic and non-academic staff of the school from inception to 2012 using the proforma below: e.g 1995 -2000.

c. Supply the names, qualifications and subjects taught by the current academic staff using the Proforma below:

S/No	Name	Sex	Qualifications	Subject taught

d. Is the school supplied with the required number of VTE staff? If so, give reasons.....

e. State the areas that are mostly affected by lack of teachers from the inception of the school to 2012? _____

f. Briefly state the steps being taken by the government/proprietors to solve the problem.

g. What are the effects of the lack (of any) on the general performance of the students over the year? -----

h. What has been the general response of students to poor staffing?.....

6. Staff Welfare

a. Indicate the incentives given to encourage and retain the VTE teachers on the job from the inception of the school to 2012.

7. Funding

a. What has been the government budgeting allocation to VTE programmes since the inception of the school? -----

b. Supply other sources of revenue for VTE programmes since the school was established.....

c. Indicate whether or not the VTE programme has been adequately funded in the school since the inception of the school. -----

d. How long has VTE been underfunded? -----

e. What has been the effect of improper funding on the effective teaching of VTE programmes and the academic performance of the VTE students in the school?.....

8. Physical Facilities and Infrastructures

a. What are the facilities that are available for the teaching of VTE programmes?.....

b. What are the sources of the VTE instructional materials and equipment?.....

c. List what you know to be the pressing needs of the school for the effective teaching of VTE subject from inception to 2012.....

d. What has been the contribution of the non -governmental organizations (NGOs), firms, and industries to the development of VTE programmes in your school?.....

9. Students/Parents/Public attitude to VTE Programmes

a. What has been the general attitude of your students to the acquisition of VTE?..... _____

b. If negative, give what you perceive to be responsible for this.

c. What can the government, parents and the schools do to make VTE programmes attractive to students? -----

10. Constraints to VTE Programme

a. List the constraints to the progress of VTE programme since the inception of the school.....

b. Suggest ways by which the problems can be solved. -----

1 1. Prospects OF VTE

What are the benefits of the skills acquired from the VTE programmes to your students and the entire state? -----

12.Strategies for promoting quality VTE Programmes

a.What workable efforts have been made by the government to promote quality VTE programmes since the inception of the school? -----

b.How regularly are the VTE teachers allowed to attend Seminars, Workshops and Conferences since the inception of the school? -----

c. State the role played by the state government in ensuring that VTE teachers go for in-service and on the job training since the school was established. -----

d.Name the VTE clubs in the school -----

e. What should be done by the government to enhance the production of quality VTE graduates?-----

f. Has the practical aspects of the curriculum qualitatively taught in the school since the inception of the college? -----

g. If no, state why. -----

13.PTA and Community contributions to VTE

What are the contributions of the PTA, religious organizations and the community to the development of VTE in your school since the school was established?-----

APPENDIX V
UNIVERSITY OF ILORIN
DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
QUESTIONNAIRE FOR PRINCIPALS OF SECONDARY SCHOOLS
AND TECHNICAL COLLEGES (QPSSTC)

Dear Respondent,

I am a postgraduate student researching into the Historical Development of Vocational and Technical Education at the Secondary School Level in Kwara state from 1967 to 2012.

Please, kindly respond to this questionnaire as honestly as possible. All your responses will be confidentially treated.

QUESTIONNAIRE GUIDE

Please respond to the following questions by marking a tick (√) in the appropriate column to know your opinion on the study and briefly comment where necessary.

1. Is the School supplied with the required number of VTE teachers? Yes () No ()
2. Is the government/proprietor aware of the shortage of staff in the affected VTE programmes? Yes () No ()
3. How is the government/proprietor made aware of this problem?
4. What efforts have been made by the government/proprietor to solve the problem?

5. What has been the response of students to the inadequate supply of VTE teachers?
6. Are the VTE teachers promoted as at when due? Yes () No ()
7. Are the VTE teachers motivated enough to have them retained on the job?
Yes () No ()
8. How can the VTE teachers be motivated and be retained on the job?
 - (a) Better condition of service ()
 - (b) Encouraging of overseas training ()
 - (c) Provision of car and housing loans ()
 - (d) Any other ()
9. How regularly are the VTE teachers allowed to attend such academic programmes?
10. What are the efforts made by the government/proprietor to enhance the status of the VTE teachers?
11. How many of the VTE teachers have benefitted from the State or Federal Government, Vocational and Technical Teachers Training programmes or in service programmes and when did they go for the programmes.
12. Is the total amount made available for the VTE programmes in one academic session sufficient to meet all the expenditure it demands? Yes () No ()
13. Apart from the financial support from the government, are there other sources of revenue for VTE programmes. Yes () No ()
14. Are your students paying special levies to purchase the materials needed for the effective teaching and learning of the VTE subjects, especially the practical aspects? Yes () No ()
If yes since when?-----
15. Which of the following are the alternatives sources of revenue that you can identify since the school was established?
 - a. Endowment fund ()
 - b. Grants from companies ()

- c. Grants from International body
- d. Donations and gifts
- e. School fees
- f. PTA Levy

16. How frequently and when last was the VTE programmes reviewed to meet the needs and aspirations of the students and the general public?

17. Would you say that the VTE curriculum has been catering for employable skills in all trades since the inception of the school? Yes () No ()

18. Are the VTE products equipped enough with the experience that is necessary and sound enough for self employment and wage employment? Yes () No ()

19. Are the VTE students exposed to business-industry world experience since the school was established? Yes () No ()

20. Are the VTE programmes mostly handled theoretically? Yes () No ()

21. Is the practical aspects of the VTE programmes qualitatively taught in your school? Yes() No ()

If not, why? _____

22. Can the VTE students practicalize the skills acquired? Yes () No ()

23. Have they produced equipment, tools, gadgets that were either used in the school or sold to the public since inception since the school was established? Yes () No ()

24. Are the VTE programmes regularly motivated and evaluated? Yes () No ()

25. Are the general findings of the inspectors highly complementary? Yes () No ()

26. With the introduction of the National Policy on Education which body has the final say in all the VTE subjects offered in your school?

27. Has your school started to implement the technical/entrepreneurial programmes as indicated in the National Policy on Education? Yes () No () If yes when did the implementation start? -----

And if No what has caused the delay of the implementation? -----

28. How old are the workshops/laboratories?

29. Are the workshop/laboratory equipment installed and used? Yes () No ()

30. Are the equipment, tools and materials in the workshop/laboratories modern or archaic? If archaic when were they purchased and installed?

31. How regularly do you have equipment supplied to the workshop/laboratories?

32. Do you have enough equipment for the teaching of VTE in your school? Please indicate by making a tick () at the appropriate column.

S/N	VTE Subject	Items (Equipment)	Adequately provided	Provided but not adequate	Not available
o					

1	Introductory Technology (Basic Technology)	Workshop with needed equipment Tools, machine			
2	Home Economics	Laboratory, Cooking appliances Serving machine House keeping Appliances			
3	Business Studies (Commerce, Accounting)	Computers Modern office equipment Workshop			
4	Fine Art	Fine Art room Equipment needs			
5	agriculture	Laboratory School farm			
6	Computer	Laboratory Computers Laptops			
7	Technical/Entrepreneurial Programmes	Workshop for metal work Equipment for metal work Workshop for Electrical works Equipment for electrical work Workshop for electronic works Equipment for electronics Workshop for Auto-mechanics Equipment for Mechanics Workshop for Woodwork Equipment for Woodwork Workshop			

		for Building construction Equipment for Building construction			
--	--	---	--	--	--

33. Did the government supply the school with introductory technology equipment in 1985 when the Junior Secondary School programme first started? Yes () No ()

34. Were the equipment installed? Yes () No ()

If no. why? _____

35. What are your pressing needs as at the time of this study?

36. Are your students having or displaying positive attitude towards VTE? Yes () No ()

37. Do you think that students really know the prospects of VTE? Yes () No ()

38. Is the school counseling centre functioning and helping to propagate the need for the acquisition of VTE programmes among the students? Yes () No ()

39. Is VTE seen and regarded as the education meant for drop-puts, handicapped or low intelligent people? Yes () No ()

40. In your opinion is there any appreciable change in the attitude of students, parents and the society towards the acquisition of VTE since 1960? Yes () No ()

41. In your opinion, do you think that the promotion of VTE is one of the surest ways by which poverty and unemployment can be curbed in Nigerian society? Yes () No ()

42. Which of the following are the major constraints to the effective development of VTE in your school since the school was established?

a. Funds ()

b. Teachers ()

c. Workshop ()

d. Equipment ()

43. Are local craftsmen involved in the teaching of pre-vocational subjects at the Upper Basic Level as indicated in the National Policy on Education? Yes() No()

APPENDIX VI

UNIVERSITY OF ILORIN

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION

QUESTIONNAIRE DESIGNED FOR VOCATIONAL AND TECHNICAL EDUCATION (VTE) TEACHERS IN SECONDARY SCHOOL AND TECHNICAL COLLEGES(QVTETSSTC)

Dear Respondent,

The purpose of this questionnaire is to collect information on the Historical Development of Vocational and Technical Education at the Secondary School Level in Kwara State from 1967 to 2012.

Please kindly respond to the questions below as honestly as possible. All your responses will be confidentially handled and used for research purpose only.

SECTION A: BIO DATA

Age Range: 1	20-25
2	26 - 30
3	31-34
4	35 -40
5	41-45
6	46- 50
7	Above 50

Educational/Professional Qualifications:

i. Diploma _____

ii. NCE _____

A Graduate

B.A. _____

B.Sc. _____

BA. Ed _____

Bsc. Ed _____

PDE _____

v. Masters Degree Holder:

M. Ed Holder _____ -

M. A Holder _____ -

M.SC. _____

Ph. D Holder _____

Others Specify: _____

Teaching Experience: _____

Administrative Experience: _____

Name of School: _____

Level:.....

SECTION B

Name of School: _____

Subject taught by the teacher: _____

1. Is the curriculum objectives of the subject you are teaching attainable? Yes () No ()
2. Is the curriculum of the subject you are handling adequate and relevant enough to make the students self-reliant and employable after the completion of their secondary education? Yes () No ()
3. Are the recommended facilities available and are they sufficient to meet the objectives of the curriculum? Yes () No ()

4. If no, state extra facilities needed. _____
5. Is the vocational and technical education programme in tune with the reality of the world of work? Yes () No ()
6. Are your students having kin interest in the VTE programmes? Yes () No ()
7. If no. what efforts are you making to make the subjects attractive to them? -----
8. Are you a member of any of the VTE Professional Associations? Yes () No ()
9. Give the name of the professional association. _____
10. Have you attended any of the associations' conferences, seminars and workshops? Yes () No ()
11. Have you presented papers or subscribed to the journals of the associations? Yes () No ()
12. Has the attendance of seminars, workshops and conferences affected your performance as a teacher qualitatively? Yes () No ()
13. If you are not a member of any professional association and you have not attended anyseminar, conferences and workshops before, give reasons for thiS _____
14. Are your students fully exposed to the practical aspect of their programme? Yes () No ()
15. If no, give reasons. _____
16. Is VTE seen and regarded as the education for the drop-outs, handicapped or low intelligent students? Yes () No ()
17. Do you think that the goals and the prospects of VTE are truly known to parents and students? Yes () No ()
18. State the strategies that can be adopted to popularise VTE among students and parents.
19. I have been making efforts to expose my students to the prospects of VTE. Yes () No ()
20. Is your subject practically handled or theoretically presented? Yes () No ()

21. Teaching of the VTE programmes has not been too enjoyable for lack of the needed equipment, tools and material. Yes () No ()

22. Are your students exposed to industrial experience? Yes () No ()

23. Have your students produced items for the use of the school or sold out to the public? Yes() No ()

24. If no, why? _____

25. How regularly are you promoted?

a) Regularly ()

b) Not regularly ()

c) Denied promotion for many years ()

26. Are you specially remunerated as a VTE teacher? Yes () No ()

APPENDIX VII
UNIVERSITY OF ILORIN
DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
QUESTIONNAIRE FOR VOCATIONAL AND TECHNICAL EDUCATION
STUDENTS (VTES)

Dear Respondent,

The purpose of this questionnaire is to collect relevant information on the Historical Development of Vocational and Technical Education at the Secondary School Level in Kwara State from 1967 to 2012.

Please kindly respond to the questions below as honestly as possible. All your responses will be confidentially handled and used for research purpose only.

Respondent's age: _____ -----

Male or Female: _____

Class: _____ , _____

1. Who influenced your choice to offer vocational-technical subjects/attend technical school?

- a. Your parent ()
- b. Your school counsellor ()
- c. No one ()
- d. I love to offer skill oriented subjects ()

2. Why did you choose vocational and technical education subjects?

- a. So that I can easily work on my own later ()
- b. They teach me valuable skills ()**
- c. It will help me to work with my hand ()
- d. Because acquisition of skills is what is important today in our society ()

3. How long have you been interested in VTE subjects?

a. Before I got to school ()

b. From my primary school days ()

c. When I got to secondary school ()

What are the major problems that are confronting the effective teaching and learning of VTE in your school?

- a.**Lack of facilities
- b.**Lack of teachers
- c.**Practical aspect is not properly handled
- d.**Payment of schools
- e.**No textbooks
- f.**Constant electricity failure

5. Is it possible for you to start a trade or business of your own using the skills you have acquired in school if you do not gain admission to higher institution?

Yes() No()

6. Do you know the importance of vocational and technical courses that you are offering to your future life? Yes ()No()

7. State the benefits of the course you are offering to your future career and life.

APPENDIX VIII

UNIVERSITY OF ILORIN

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION

QUESTIONNAIRE FOR SECONDARY SCHOOL AND TECHNICAL COLLEGE COUNSELLORS (QSSTCCS)

Dear Respondent,

The purpose of this questionnaire is to collect relevant information on the Historical Development of Vocational and Technical Education at the Secondary School Level in Kwara State from 1967 to 2012.

Please kindly respond to the questions below as honestly as possible. All your responses will be confidentially handled and used for research purpose only.

Questionnaire Guide

Kindly respond to the questions below by marking a tick (V) in the appropriate column to know your opinion on the study and briefly comment where necessary.

1. When was the school guidance counselor established in the school? -
2. Has your school been organizing career awareness programmes for students? Yes () No ()
3. Are students aware of the importance of career guidance to their future career choice and placement? Yes () No ()
4. Are you and since when have you been maintaining a close liaison with the various employers of labour within and beyond the immediate environment of the school? Yes () No ()
5. Are students guided in the choice of subjects to offer? Yes () No ()
6. Are parents often involved in the choice of subjects being offered by their children or wards? Yes () No ()
7. How often do you offer career guidance to your students?
 - a. Quiet often ()
 - b. Occasionally ()

c. No room for such in the school ()

d. Classroom work has prevented you from offering such services ()

8. Are students enthusiastic about the choice of VTE subjects? Yes () No ()

9. If no, give reasons. _____

10. What steps are you taking to ensure that your students display positive attitude towards VTE.-----

APPENDIX IX
UNIVERSITY OF ILORIN
DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION

**STRUCTURED INTERVIEW SCHEDULE FOR KWARA STATE MINISTRY OF
EDUCATION OFFICIALS (MOEO)**

Dear Respondent,

The purpose of this questionnaire is to collect relevant information on the Historical Development of Vocational and Technical Education at the Secondary School Level in Kwara State from 1967 to 2012.

All responses given will be treated confidentially.

INTERVIEW GUIDE

Please kindly respond to the questions below as honestly as possible. All your responses will be used for research purpose only.

1. Comment on the origin of vocational and technical education in Kwara state.-----

2. Supply the enrolment of students by the courses being offered from 1967 to 2012.

3. Supply students' Examination results from 1967 to 2011.-

4. What are the strategies adopted by the state to develop vocational and technical education from 1967-2012.-----
5. What has been the general trend in the development of VTE in Kwara state since 1967?-----

6. What percentage of the state government budget on education was allocated to VTE between 1967 to 2012?_____
7. Do you agree that the VTE is adequately funded in Kwara state and in Nigeria? Yes()
No()

8. How is the government funding VTE for maximum output and efficient service delivery?_____

9. What efforts have been made by the state government to provide the following for effective teaching of VTE programmes?

a) Qualified teachers

b) Adequate funding

c) Infrastructural facilities

10. Is there any special adviser to the Governor on VTE? Yes () No ()

11. Is there any attractive motivational steps taken by the government to encourage the VTE teachers? Yes () No ()

12. If no, state why and if yes, explain such steps._____

13. Is the state having vocational and technical Education Board? Yes () No ()

14. If yes, state the efforts made by the board to promote the development of VTE in the state.

15. How often are the vocational and technical education programmes monitored, evaluated and inspected?

a) Quiet often ()

b) Occasionally ()

16. What has been the general finding of the inspectors over the years?

17. Has the government sought for assistance from multi-national organizations and agencies for the promotion of VTE in the state? Yes () No () when and how often?

18.If yes. what kind of assistance?

a.Funds

b.Infrastructural facilities

c. Training programmes

d.Others

19.Is there any ETF intervention for VTE programmes below the tertiary level of education? Yes() No()

20.How was the money disbursed over the years?-----

21. What are the roles played by the Ministry to ensure that there is an effective liaison between the secondary schools/technical colleges and the industry and business world since the state was created?

22. Do you agree that VTE is one of the surest ways by which poverty and unemployment can be curbed in Nigeria? Yes () No ()

23. To promote quality assurance in the area of VTE, what are the steps that Government should take along this direction?

24. Do you agree that VTE has a very low image in the society? Yes () No ()

25. If yes, what are the efforts made by the government to popularize it.-----

26. What has been the major constraint in the progress of VTE in the state since the colonial days?-----

27. What is the current development plan of the state government on VTE?-----

28. What have been the criteria for admitting primary school leavers into the technical colleges and other forms of secondary school since 1967?

29. Are the programmes given additional priority above other forms of educational programmes in the state between 1967 and 2012? Yes () No ()

30. If yes or no, kindly explain the form it takes. ----- _

31. Explain the steps taken by the government to change the general attitudes of students and the public towards the acquisition of VTE? -----

32. Is the VTE unit of the Ministry of Education headed by vocational and technical experts? Yes() No()

33. The Federal Government promised to assist the state, in the implementation of the VTE aspect the National Policy on Education when and in what ways has the Federal Government assisted the state?_____

34. What strategies have been adopted in implementing the vocational and technical aspects of the National Policy on Education since 1977 when the policy was formulated?_____

35. Is there any provision for the employment of more vocational and technical education teachers in Kwara state? Yes () No ()

36. What efforts have so far been made to provide guidance counselors for students in Kwara state secondary and technical colleges and when was the first step for the provision taken?_____

37. The NPE recommended that every local government should have a technical school. Has this been implemented in Kwara state? Yes () No ()

APPENDIX X
UNIVERSITY OF ILORIN
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
STRUCTURED INTERVIEW SCHEDULE FOR EXECUTIVE SECRETARY OR ANY
OTHER DESIGNATED OFFICIAL OF THE NATIONAL BOARD FOR TECHNICAL
EDUCATION (NBTE), KADUNA

Dear Respondent,

The purpose of this questionnaire is to collect relevant information on the Historical Development of Vocational and Technical Education at the Secondary School Level in Kwara State from 1967 to 2012.

All responses given will be confidentially handled.

INTERVIEW GUIDE

Kindly respond to the questions below as honestly as possible.

1. When was the National Board for Technical Education established?-----
2. What purpose was it intended to serve?-----
3. What are the major contributions of the Board to the development of vocational and technical education in Nigeria since the establishment of the Board?-----

4. What are the contributions of the Board to the development of vocational and Technical education at the secondary school level from the time the Board was established till now?-----
5. What are the roles of the Board in the formulation of the Technical Education aspect of the National Policy on Education?-----
6. Is the Board the only accrediting agency on vocational and technical education programmes at the tertiary and secondary school levels?-----
7. What are the factors that are inhibiting the production of the required middle level vocational and technical manpower in Nigeria?-----
8. What do you observe to be the major impediments to the development of vocational and technical education in Nigeria?-----
9. What are the efforts being taken by the Board to address the myriad problems bedeviling vocational and technical education especially at the secondary school level in Nigeria?----

10. What do you suggest as measures for solving these problems?-----
11. What are the strategies employed by the Board to promote the development of vocational and technical education in Nigeria?-----

12. What are the roles of the Board in relating the curricula of vocational and technical education to the realities of the world of work?-----

APPENDIX XI

UNIVERSITY OF ILORIN

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

**STRUCTURED INTERVIEW SCHEDULE FOR EXECUTIVE SECRETARY OR ANY
OTHER DESIGNATED OFFICIAL OF INDUSTRIAL TRAINING FUND (ITF) JOS**

Dear Respondent,

The purpose of this questionnaire is to collect relevant information on the Historical Development of Vocational and Technical Education at the Secondary School Level in Kwara State from 1967 to 2012.

All responses given will be confidentially handled.

INTERVIEW GUIDE

Kindly respond to the questions below as honestly as possible.

1. When was the Industrial Training Fund (ITF) established?-----
-
2. What purpose was it intended to serve?-----
3. What are the roles of the agency in the promotion of vocational and technical education at the tertiary and secondary levels of education in Kwara state?
4. What are the achievements so far made by the agency regarding the development of vocational and technical education at the secondary and tertiary level of education in Kwara state? -----
5. Are the vocational and technical education students at the secondary school level in Kwara state incorporated into the SI WES programme? -- —
6. What are the benefits of SIWES to the eligible students?-----
7. What are the major problems that are inhibiting the development of vocational and technical education in Kwara state? ——
8. Suggest ways by which the problems can be solved-----

APPENDIX XII
UNIVERSITY OF ILORIN
DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
STRUCTURED INTERVIEW SCHEDULE FOR THE OLD STUDENTS OF
TECHNICAL SCHOOLS IN KWARA STATE (OSTC)

Dear Respondent,

The purpose of this questionnaire is to collect relevant information on the Historical Development of Vocational and Technical Education at the Secondary School Level in Kwara State from 1967 to 2012.

Please kindly respond to the questions below as honestly as possible. All your responses will be confidentially handled and used for research purpose only

INTERVIEW GUIDE

Kindly respond to the questions below as honestly as possible.

- 1.Name of old Student (Optional):----- —.—
—
- 2.Secondary School/Technical College attended and date
 - a.Name of College-----

 - b.Date of attendance: ----- —
- 3.Your entry qualification: -----

- 4.Why did you choose to offer Vocational and Technical subjects? -----
- 5.Are you still into vocational and technical profession? Yes () No ()
6. What particular advantages or disadvantages did you derive from the VTE skills you acquired from school?-----
7. What were the problems that bedeviled the effective teaching of VTE programmes in your secondary school days?-----
8. What do you know to be the major constraints to the development of the VTE programmes in Kwara state in the past and presently? -----
9. What should the Government do to solve the problems? -----

APPENDIX XIII

CHIEF EXECUTIVES OF THE KWARA STATE, 1967 – TO DATE

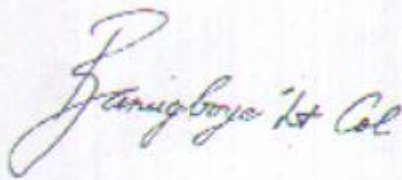
1. Col. David L. Bamigboye 8/6/67-29/7/7
2. Col. Ibrahim Taiwo 2/8/75-13/2/76
3. Col. George A. Innih 23/3/76-24/7/78
4. Col. Sunday O. Ifere 24/7/78-30/9/79
- 5. Alhaji Adamu Attah 1/10/79-30/9/83**
- 6. Chief Cornelius G. Adebayo 1/10/83-31/12/83**
7. Group Captain Salawudeen A. Latinwo 5/1/84-27/8/85
8. Wing Commander Ndatsu M. Umaru 3/8/85-31/8/86
9. Lt. Col. Ahmed Abdullahi 1/9/86-7/12/87
10. Group Captain Ibrahim Alkali 18/12/87-2/1/90
11. Col. Alwali J. Kazir 2/1/90-2/1/92
12. Alhaji Mohammed Sha'aba Lafiagi 2/1/92-17/11/93
13. Police Commissioner Mustapha Ismail 10/12/93-20/8/94
14. Group Captain Baba Adamu Iyam 20/8/94-23/8/96
15. Col. Peter A.M. Ogar 23/8/93-14/8/98
16. Lt. Col. Rasheed Shekoni 14/8/98- 29/5/99
17. Alhaji Mohammed Alabi Lawal 29/5/99-29/5/2003
18. Dr. Abubarkar Bukola Saraki 29/5/03-29/5/2011
19. Alhaji (Dr) Abdulfatah Ahmed 29/5/11- To Date.

FOREWORD

It is not an accident but indeed a unique privilege that I have to present the First Development Plan of this young, progressive and potentially prosperous State. Kwara is one of the new States which started virtually from the scratch. The planners of its economy therefore faced with a host of initial difficulties, such as inadequate statistical data, professional staff shortage and above all, serious financial handicaps. Notwithstanding the challenges posed, planning has been recognized by both its State Government and its planning functionaries as the path to rapid growth and the only process to achieving systematic economic development. It is for this reason that the Economic Planning Division of the State's Ministry of finance had mobilized all available resources throughout the formulation of this plan.

The implementation of the Plan is not and should not be seen as the exclusive responsibility of Government functionaries. It is, in fact, the duty of the communities, private organizations and individuals to contribute positively and directly towards the practical execution of the plan. The true manifestation of Nigeria's independence as a nation is not so much in what the Government alone can do, as in what the people can do for themselves to give the desired effect to the development policies of the Government. We look forward to this spirit among all the citizens and friends of Kwara State at home and abroad. There is now, more than ever before, the need for stricter discipline, more sacrifice, much greater individual initiative and team spirit, all of which are necessary if the goal we set for ourselves is to be attained. We should therefore harness all our resources and leave no stone that need to be turned unturned. I am quite optimistic in the belief that with good will and courage, we will succeed in transforming that state's economy from one of initial uncertainties to that of self self reliance and radiant buoyancy.

I have no doubt that the accomplishment of the objectives and selective targets which we have set through; the medium of this Plan will not only bring prosperity and happiness to the rapidly increasing population of this State but will also provide the wherewithal that can be used as a reliance basis for future planning. I therefore call upon all, public and private, indigenous and foreign to come forward and join hands with my Government in making the plan a success.



LT.-COL. D. L. BAMIGBOYE,
Military Governor, Kwara State of Nigeria

Percentage of children in Primary School

	1970	1974
Six to twelve years children . . .	348,000	348,000
Pupils in Primary School . . .	118,000	192,000
Percentage of all children in primary schools	34%	50%

In pursuance of this target it becomes necessary to build 2,000 additional classrooms and to employ well over 2,000 additional teachers. The average cost of a classroom is estimated at £500, thus indicating a total cost of £1,000,000 for the proposed expansion of classrooms alone.

This project is expected to attract substantial grant from the federal government which has in the current plan period allocated a sum of £6.46 million as grants to state governments for the development of primary education.

Secondary school education

The plan on post-primary education would ensure a rapid growth of secondary schools and that of technical schools. This is because the considerable expansion in primary education in the state has not yet been accompanied by a proportionate expansion in secondary and technical education. Government policy will therefore be geared towards directing community initiative and efforts to the building of secondary' and technical schools. On the basis of the envisaged programme, the number of students in post-primary schools is expected to increase from 7,600 in 1970 to 14,000 students in 1974, i.e., an increase of nearly 100 per cent during the four-year period.

To achieve this it is unavoidably necessary to build and or equip 20+ more classrooms at an estimated total cost of £296,000. In addition, a capital sum of £44,800 will be spent to provide science equipments and laboratories for the sixth form's work. This is to cater for the envisaged increase in the number of sixth form students from 270 students in 1970 to 550 in 1974.

Notwithstanding the state's programmes on post-primary education, the federal government in her efforts to ensure that each state has a federal government secondary school will build a full-fledged federal government secondary school in the state during the plan period. This secondary school is expected to commence classes in 1972. In addition the federal government would provide further grants to the states for the expansion of their secondary sellouts.

Technical and crafts schools

A sum of £160,000 has been earmarked for the expansion and upgrading of the existing craft schools to full technical schools. This is in order to train more: efficiently the artisans and craftsmen who are badly needed for the implementation of this and future development plans. The estimation amount is

to be used to build eight new workshops and four more laboratories so as to be able to increase the number of technical school leavers from 320 in 1970 to 480 by 1974, i.e. By 50 per cent. This project is also expected to attract substantial grant from the federal government.

TABLE XIII
EDUCATION PROGRAMMES

	Project Title	Remark	CAPITAL EXPENDITURE				
			Estimated Total Cost	1970-71	1971-72	1972-73	1973-74
1	Primary School Expansion and building of new ones.	1,200-2,000 classrooms	\$	\$	\$	\$	\$
			a.1,500,000	350,000	400,000	425,000	325,000
			b.1,000,000	200,000	250,000	275,000	275,000
2	Secondary School Expansion and building of new ones	204 classrooms	a.500,000	90,500	95,500	114,500	199,500
			b.296,000	40,500	45,500	64,500	145,500
3	Sixth form expansion	building of new laboratories and equipments	44,000	4,000	10,000	20,000	10,000
4	Technical Schools development	conversion of Crafts School in to full technical schools.	160,000	20,000	40,000	60,000	40,000
5	College of Technology	upgrading of existing Technical School to a full Technical College	500,000	200,000	200,000	200,000	80,000
6	Teacher Training	Provision of laboratories facilities for 10 Teacher Colleges	a.150,000	—	150,000	—	—
			b.100,000	—	100,000	—	—
7	Adult Education Expansion	-	8,400	—	8,400	—	—
8	Contribution to Kaduna Polytechnic and A.B.U. Capital Projects.	-	500,000	125,000	125,000	125,000	125,000
	TOTAL	-	a.3,362,400	608,500	1,028,900	944,500	779,500
			b.2,608,400	409,500	778,900	744,500	675,500

KWARA STATE ESTIMATES 2011

RECURRENT EXPENDITURE

OVERHEADS				
Sub- Hd No	Details of service	Details of previous services and/or Sub-head merged to form New Overheads	APPROVED ESTIMATED	REVISED ESTIMATED
			2011	2010

HEAD NO:416 HEAD NAME: MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY

11	Entertainment and Hospitality	Hospitality and Donations to Charity Homes and Organisations	2000,000	2,100,000
11b	(A)MISCELLANEOUS (B) State Exchange S.E.PS off main feeding, clothing and accommodation	Feeding 600 st. @= N= 150 per day for 270days in a year	24,300,000	24,300,000
11c	French Programme	2.Organization of workshops Seminars	412,000	600,000
11d	Students Maintenance (Unity School)	3.Feeding of 600 Unity Students at N150.00 per day for 270 days	24,300,000	20,300,000
11e	School Sports	Min.'s Participating in sch. Sporting activities	6,000,000	6,000,000
11f	Technical Equipment in School	Maint. Of the installed Intro. Tech Equip.	0	0
11g	National Science and Technology Week	Organisation and participation at the science & tech. week	2,000,000	2,500,000
11h	Monthly Running Cost of RVTS		4,635,000	4,635,000

KWARA STATE ESTIMATES, 2012				
RECURRENT EXPENDITURE				
OVERHEADS				
Sub- Hd No	Details of service	Details of previous services and/or Sub-head merged to form New Overheads	ESTIMATES	REVISED ESTIMATES
			2011	2010

HEAD NO: 416 HEAD NAME: MINISTRY OF EDUCATION & HUMAN CAPITAL DEVT.

11d	To develop sports in Schools	Min.'s Participation in sch. Sporting activities (MTSS 2.9.1.)	9000,000	20,000,000
11e	Maint. Of the installed Intro. Tech Equip		1,082,500	6,000,000
11f	Sensitization and participation of students in science and Technology activities (Target 2.2.3-4)	Organization and participation at the science & tech. week	2,500,000	200,000
11g	Monthly Running cost of RVTS		0	1,000,000
11h	Maintenance and Running Cost of JETS Programme	Workshop introduction of JETS to Pry. Sch.. National compet	3,000,000	2,000,000
11i	Teacher Training & Retraining in Secondary School	Monitory of G&C programme in school	10,000,000	3,000,000
11j	Management and communication	Adverts, jingles, press briefing and publication	10,850,000	500,000
11k	9 Public Relations Unit			5,000,000
12	Miscellaneous Expenses			1,500,000
13	Quality Assurance of Education	Running costs of all ZIE's office	10,000,000	2,500,000
14	Maintenance and Running cost of Nomadic Education	Monitoring of Nom. Sch.,Org of seminars for Nom. Teachers	1000,000	1,000,000
15	Educ.Resources Centre Provision of Mach.,Tools & Org. of W/shop	Maintenance and provision of tools and equipment for Lab	3,200,000	1,000,000

APPENDIX XVII

Kwara State School Census Report 2011-2012

Table 4.5 Selective characteristics of public Senior Secondary School facilities

LGEA	Percentage of Usable Classrooms			Percentage of Schools	
	In need of major repairs	Students without seating	Without a good blackboard	Where some classes are held outside	Without a health facility
Asa	4	31	22	16	58
baruten	3	51	10	11	67
Edu	4	80	12	25	100
Ekiti	15	46	24	7	60
Ifelodun	16	32	28	5	68
Ilorin East	16	53	34	8	67
Ilorin South	7	41	18	12	59
Ilorin West	6	35	36	0	75
Irepodun	16	27	24	6	88
Isin	10	41	10	17	75
Kaiama	3	87	79	0	71
Moro	7	50	33	25	81
Offa	15	51	5	8	85
Oke Ero	17	48	17	0	65
Oyun	16	33	12	0	72
Patigi	3	91	17	0	18
Total	10	47	24	8	71

TABLE 4.6 Main source of safe water in public primary schools, percentage of schools

LGEA	Percentage of Schools				Total	
	Piped water	Borehole	Well	Others	No Source	Total
Asa	2	17	15	3	63	100.00
baruten	2	10	24	3	61	100.00
Edu	1	5	12	11	71	100.00
Ekiti	0	26	5	0	69	100.00
Ifelodun	2	10	10	4	74	100.00
Ilorin East	14	30	8	1	47	100.00
Ilorin South	7	25	5	0	62	100.00
Ilorin West	5	35	33	2	25	100.00
Irepodun	3	10	6	3	77	100.00
Isin	2	30	9	0	58	100.00
Kaiama	2	23	8	7	60	100.00
Moro	1	21	2	2	74	100.00
Offa	0	18	16	2	64	100.00
Oke Ero	0	52	0	0	48	100.00
Oyun	2	26	6	0	66	100.00
Patigi	4	5	3	7	81	100.00
Total	3	17	11	4	65	100.00

August 2012

APPENDIX XIX

MAP OF KWARA STATE SHOWING THE 16 LOCAL GOVERNMENT AREAS

