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Vocational and Technical Education Journal VOL. 2 No.1

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The title and institutional affiliations of the author(s) and that abstract of more than 300 words should precede the title.

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Empirical reports must be written under the following distinctive headings:

- (i) Introduction should incorporate background of the study, statement of the problem, significance of the study and appropriate literature.
- (ii) Objectives/Purposes/Research Questions/ Hypotheses
- (iii) Methodology should be written in detail incorporating all information about the method adopted for the study but without other sub-headings.
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- (iii) Conclusion
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**Prof. E.C. Osinem**

Editor-in-Chief

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## 21<sup>st</sup> CENTURY TVET POLICIES AND PRACTICES IN NIGERIA: CHALLENGES AND ENHANCEMENT MEASURES

By

<sup>1</sup>Theresa O. Okoli (Ph.D), <sup>2</sup>Toochukwu E. Ejiofor (Ph.D), <sup>2</sup>Christian C. Ali, & <sup>2</sup>Toochukwu C. Nwakile

<sup>1</sup>Department of Agricultural Education Federal College of Education (Technical) Umunze, Anambra State, Nigeria

**<sup>2</sup>Department of Agricultural Education  
University of Nigeria, Nsukka, Enugu State, Nigeria  
Corresponding Author's E-mail: christian.ali@unn.edu.ng**

**Abstract**

The study investigated 21<sup>ST</sup> Century TVET Policies and Practices in Nigeria: Challenges and Prospects. Two research questions guided the study. The population for the study was 62 consisting of 34 TVET lecturers and 28 professional staff from the faculty of Vocational and Technical Education University of Nigeria, Nsukka. Due to the manageable size of the population there was no sampling as the entire population was used. For effective investigation, a four point scaled questionnaire face validated by three experts and with reliability coefficient of 0.87 was used for data collection from the respondents. The researcher with the help of three research assistants administered the instrument to the respondents. The mean and standard deviation were used to answer the research questions. It was found out that lack of political will, insecurity in the country, inadequate number of TVET experts and resources, image of TVET in Nigeria, poor implementation of TVET policy documents, lack of legislation, insufficient funds among others were the challenges facing TVET policies and practices in Nigeria. The study further found out that provision of appropriate legislation, up-lifting the image of TVET, involvement of industries in development of TVET policies among others as the enhancement measures for efficient TVET policies and practices in Nigeria. The study therefore recommends among others that there should be establishment of national board for the implementation of TVET policies in all the six geo-political zones in Nigeria.

**keywords:** TVET, Policy, TVET policies, TVET practices

**SCHOOL-INDUSTRY COLLABORATION FOR EFFECTIVE SKILL  
DEVELOPMENT OF TECHNICAL EDUCATION STUDENTS IN SOUTH-EAST  
NIGERIA**

by

**<sup>1</sup>Nungse, N. I., <sup>2</sup>Ugwoke, C, K. <sup>3</sup>Prof. Ogbuanya, T.C. & <sup>4</sup>Dr. Shetima, A.  
Department of Industrial Technical Education University of Nigeria Nsukka**

**Abstract**

The study focused on enhancing school-industry collaboration for effective skill development of technical education students in Enugu State. Descriptive survey research design was adopted. The study was guided by two research questions and two null hypotheses tested at .05 level of significance. The population for the study was 42 comprising 16 technical college teachers, 16 principals and 10 industrial based supervisors in South East Nigeria. Random sampling was used to select industrial based supervisors. Structured questionnaire containing a total of 18 items was the instrument for data collection. The instrument was face validated by three experts and reliability coefficient of 0.89 was obtained using Cronbach Alpha reliability method. Data collected were analyzed using SPSS version 23. Mean was used to answer the research questions while ANOVA was used to test the null hypotheses at .05 levels of significance. It was found that preparing skill training programmes that will suit the school academic calendar, industry personnel participating in special lectures, narrowing



the gap through periodic meeting on technological innovations were among the strategies for improving school-industry collaboration in skill development of technical education students for effective skill development in South east Nigeria. Based on the findings, recommendations were made which included: industry should understand the collaboration with school on SIWES and industry exposure to achieve quality skill development and institutions should ensure that good communication exist with the industries.

**Keywords:** School-Industry collaboration, industry strategy, Institutional strategy, skill development and Technical education students.

**CONSTRUCTION INDUSTRIES COLLABORATION: IMPERATIVE FOR  
SUSTAINABLE EMERGING SKILLS ACQUISITION OF BUILDING TRADE  
STUDENTS OF TECHNICAL COLLEGES IN ENUGU STATE, NIGERIA**

by

**Hyginus Osita Omeje; Daniel Uchenna Chukwu & Godwin Keres Okereke**

Department of Industrial Technical Education, University of Nigeria, Nsukka

**Correspondence:** chukwu.daniel@unn.edu.ng; +234(0)803 632 4455

**Abstract**

Construction industries are the first to acquire and explore new technologies; hence most of the industries are the first port of call for emerging technologies and serve for consultancy even in the development of technologies prior to emergence. This paper investigated the need for construction industries' collaboration, its imperatives for sustainable emerging skill acquisition of building trades' students of technical colleges in Enugu State. Survey design was used with structured questionnaire as instrument for data collection. 153 participants were purposively selected for the study from registered construction companies and NBTE accredited technical colleges in Enugu State. Data collected were analyzed using descriptive statistics - percentages and mean – for research questions while t-test was used to test the null hypotheses at 0.05 level of significance. Results revealed that there is a compendium of emerging technologies utilized in the construction industry that has neither been seen nor utilized in all the technical colleges within the state; also, the need for collaboration includes exposure to modern technologies for emerging skill acquisition, training opportunities for both teachers and students. However, bureaucracy and lack of interest on the part of the construction industries were part of the factors against collaboration of the two entities. Hence, there is need for a well formulated MoU for collaborations between construction industries and technical colleges, so as to enable the students' acquisition of sustainable emerging technologies for employment and global competitiveness.

**Keywords:** Building trades, emerging skills, construction industries, collaboration

**DEVELOPMENT AND IMPLEMENTATION OF EDUCATION POLICY ON TVET  
CURRICULUM FOR STUDENTS' RELEVANCE IN INDUSTRIES**

by

**Law-Obi, Fidelia Nwanneka**

**lawobifidelia@gmail.com**

**Department of Technical Education  
&  
Dr. Angela .O. Dara  
Department of Educational Psychology/G.C  
Alvan Ikoku Federal College of Education**

**Abstract**

The study investigated education policy for developing and implementing TVET curriculum for students' relevance in industries. The study answered three research questions and tested one hypothesis. Descriptive survey design was adopted to carry out the research in Owerri Education Zone of Imo State. The population of study was comprised of 28 Technical Educators and 21 Engineering Technology Lecturers from two polytechnics in the zone. There was no sampling due to the smallness of the population. An intact population was used. An 18-item questionnaire tagged, "TVET Curriculum Development and Implementation policy for Continuous Students' Relevance in Industries", questionnaire titled (TVET-CDP) was used for data collection; data which was validated by three experts and also trial tested outside the area of the study. The reliability, coefficient of the instrument was 0.85 established using Cronbach Alpha. The questionnaire items were generated from the review of the related literature. The questionnaire were administered individually and collected by the research assistant. Out of 49 copies of the questionnaire administered, 48 of them were completed and returned. Mean and standard deviation were used to answer the three research questions while the null hypothesis was tested at 0.05 level of significance using z-test. Mean of 3.50 or above was considered needed. Result of the study revealed the 6 items consideration were needed in the development and implementation of education policy of TVET curriculum, 5 items were the stages involved in the development-revision of education policy of TVET curriculum; 7 items were the practices identified as needed in the implementation of education policy; and there was also no significant difference between Technical Educator and Engineering Technology lecturers. Consequently, it was recommended that competency-based Training (CBT) should be employed as the mode of TVET delivery in technical colleges to achieve direct link with under pinning knowledge. At the college of education, polytechnics and university, competency-based Education should be instituted that will cater for academics and practical skills among others.

**Keywords:** Industries, TVET, Policy, Education policy and curriculum

**IMPROVING POLICY INITIATIVES OF SCHOOL-INDUSTRY  
COLLABORATION FOR SUSTAINABLE DEVELOPMENT IN NIGERIA TVET  
SYSTEM**

by

**Attah, O. K.,<sup>1</sup>Nwahunanya, I.,<sup>2</sup>&Ujevbe, O. B.<sup>3</sup>  
Department of Industrial Technical Education,  
Faculty of Vocational and Technical Education,  
University of Nigeria, Nuskka.**

**Corresponding email contacts: onyekachi\_kevin@yahoo.com and  
nzerukannah@gmail.com**

**Abstract**

The study focused on improving policy activities of school-industry collaboration to ensure skill acquisition for sustainable development in Nigeria TVET system. A descriptive survey research design was employed for the study. Two research questions and null hypotheses guided the study. The population for the study was 72. There was no sampling, the entire population was studied and structured questionnaire consisting of 30 items was used for collecting data from the respondents. The instrument was validated by three experts, Cronbachalpha method was used to determine the reliability of instrument which yielded a coefficient of 0.74. the 72 copies of the instrument were administered to the respondents by the researchers and research assistants on one to one basis while the instrument were analyzed using mean to answer the research questions while t-test statistic was used to test the hypotheses of no significant difference at 0.05 level significance and degree of freedom with the help of statistical package for social sciences (SPSS version 20). The study found that the contents of industrial practice policy and administration link strategies that should exist in collaboration with schools and industries to ensure skill acquisition for sustainable development of TVET system and recommend among other that there should be revaluing in the policy initiatives of school-industry collaboration for sustainable development of TVET system in Nigeria.

## **INNOVATIVE POLICIES FOR IMPLEMENTATION OF TVET CURRICULUM IN ENHANCING STUDENTS COMPETENCIES FOR SUSTAINABLE INDUSTRIAL DEVELOPMENT IN SOUTH/WEST, NIGERIA**

by

**Oladiran Stephen OlabiyiPh.D<sup>1</sup>. & Ngozi UzokaPh.D.<sup>2</sup>**

<sup>1</sup>Department of Science and Technology Education, Faculty of Education, University of Lagos  
solabiyi@unilag.edu.ng/olabiyidiran@gmail.com

<sup>2</sup>Department of Educational Management, Faculty of Education, University of Lagos  
ngozimel@gmail.com

### **Abstract**

The paper examined innovative policies for the implementation of the TVET curriculum in enhancing students' competencies for sustainable industrial development. A survey design was adopted. Three research questions and three hypotheses, tested at .05% level of significance, guided the study. The respondents for the study consisted of 118 technology education practitioners and the organized private sector (OPS) employers. Data were obtained using a structured questionnaire, simple random sampling was used. The reliability coefficient of instrument yields  $\alpha = .85$ , Using Cronbach Alpha. Mean and the standard deviation was used to answer the research questions, while independent sample t-test statistics were employed to test the null hypotheses. The findings revealed that strong policies support for TVET to include: adoption of national vocational qualifications system and competency-based training; employers' involvement in the various phases of training; strong apprenticeship system and extensive rural training facilities. There is no significant difference between the mean responses of technology education practitioners and OPS employers regarding TVET policy objectives required to develop students' competencies; how training of TVET students be designed and implemented and innovative strategies to help students achieve key policy goals of TVET programs. It was recommended that: Effort should be made by the ministry of education in collaboration with TVET administrators for formulating effective policy that will strengthen the implementation of the TVET curriculum; quality assurance should be introduced to supervise implementation processes particularly regarding resources and TVET providers to follow regulations and establishment of national vocational qualification frameworks.

**Keywords:** Implementation, Innovative Policy, Industrial Development, Competencies, Curriculum, Sustainable and Technical Vocational Education and Training

**COLLABORATION OF INDUSTRIES WITH EDUCATIONAL INSTITUTIONS  
FOR EFFECTIVE TRAINING OF STUDENTS WITH SKILLS NEEDED FOR  
SUSTAINABLE INDUSTRIES**

by

**Christian Uche Mordi**  
**mordi.christian@yahoo.com**  
**Department of Accounting Education**  
**School of Business Education**  
**Federal College of Education (t) Asaba, Delta State**

**Abstract**

This paper centered on collaboration of industries with Educational Institutions for effective training of students with skills needed for sustainable industries. The paper looked at collaboration of industries with educational institutions as a major means of bridging the gap between training and employability. The paper also looked at what TVET and collaboration is all about with ways of improving collaboration of industries with educational institutions, like the industry financing the purchase of or donating equipment and tools for TVET institutions; institutions initializing seminars/workshop with industries; training and re-training TVET Educators and Trainers; legal framework based collaboration and establishment of an organization to administer collaboration of industries with institutions. The paper also looked at skills needed for sustainable industries like management skills, marketing skills, accounting skills, computer skills and strategies to acquire the skills. It was concluded that collaboration of the industries with TVET Educational institutions will pave way for continuous training of people with the right knowledge and skills that will foster sustainable industries. It was recommended among others that the government should adequately finance TVET programmes for effective delivery.

**TVET SYSTEMS: A PANACEA FOR CURBING YOUTH UNEMPLOYMENT IN  
NIGERIA THROUGH ENTREPRENEURSHIP EDUCATION**

by

**Joseph, Samuel**  
**Entrepreneurship Department**  
**Faculty of Vocational and Technical Education**  
**University of Nigeria, Nsukka, Enugu State.**  
**josamuelbainta@gmail.com**

**Abstract**

Nigeria like every developing country in the world, is suffering from economic backwardness due to the high rate of unemployment which has resulted in various social vices from

kidnapping, armed robbery, boko haram and internet fraudsters among others. This and many more are issues for national discuss. Technical, Vocational Education and Training (TVET) and indeed Entrepreneurship Education, has the capacity to transform Nigeriaeconomic growth, if adequately administered to compete with developed economies in this technology driven era. This paper focuses on how entrepreneurial education can help eradicate unemployment and lead to economic growth.

**Keywords:** Technical, Vocational Education and Training, Youth Unemployment, Entrepreneurship Education

## **COMPETENCY BASED EDUCATION AND TECHNICAL VOCATIONAL EDUCATION AND TRAINING: IMPLICATION FOR SUSTAINABLE INDUSTRIES AND DEVELOPMENT IN NIGERIA**

by

**Odewumi, AdenikeSeyi**

Email: nikeriro@gmail.com  
08039690983

&

**Dekom, HabilaBako**

Email: smartdekom@yahoo.com  
08037901263

Business Education Department,  
Federal College of Education,  
Pankshin, Plateau State.

### **Abstract**

It has been the earnest desire of Federal and State government to overcome the problem of unemployment in Nigeria which is one of their paramount goal. This paper tries to see how that could be overcome through the use of competency Based Education and Training into teaching and learning of TVET in Nigeria. This paper highlights concepts of Technical Vocational Education and Training (TVET) and Competence Based Education and Training, objectives of CBET, TVET Curriculum Design and Delivery to Meet the Labour Market, Programme Delivery using the Competence Based Education and Training (CBET) Approach, advantages of its to workers and Implications of Competence Based Education and Training (CBET) in Technical Vocational Education and Training (TVET) for Industry and Development in Nigeria. Recommendations are proffer among which was that CBET should be introduced into TVET curriculum in order produce competent graduates who will be able to face the challenges of the workforce.

**Keywords:** Technical Vocational Education and Training; Competency Based Education; Competence Based Education and Training, industries and development

## **BRIDGING THE SKILLS GAP AMONG AUTOMOBILE TECHNOLOGY GRADUATES IN NIGERIA THROUGH INNOVATIVE TVET POLICIES AND PRACTICES**

by

**Ujevbe, O. B<sup>1</sup>., Mustapha, A<sup>2</sup>., Attah, P. E<sup>3</sup>., Oguguo, U. C<sup>1</sup> &Nwahunnaya, I<sup>4</sup>**

<sup>1</sup>Department of Industrial Technical Education, Faculty of Vocational and Technical Education, University of Nigeria, Nsukka, Enugu State

<sup>2</sup>Department of Industrial Technical Education, School of Science and Technology  
Education, Federal University of Technology, Minna, Niger State

<sup>3</sup>Department of Technical Education, Kogi State College of Education, Ankpa, Kogi State

<sup>4</sup>Department of Engineering (Motor Vehicle Mechanics), Federal Science and Technical  
College, Yaba, Lagos State

**Correspondence email address:** benjullie@yahoo.com**Phone Contact:** +234810 054 1393

### **Abstract**

The critical role played by Technical Vocational Education and Training (TVET) in national development has long been acknowledged in providing skilled workforce required for sustainable industrial development in Nigeria. The level of skill possessed by TVET graduates, particularly, Automobile Technology Graduates (ATGs) for employment, has been a worrisome issue for employers of labour in automobile related industries in Nigeria. Despite the several formulated policies geared towards reforming TVET to addressing skills gap challenges in the country, there are yet indications of the prevalence of skills gap mostly in technical and occupational areas. In particular, most ATGs often struggle to carry out technical tasks upon employment basically due to the absence of adequate relevant skills. This is due to the grave deficiency of modern equipment, facilities and competent personnel to equip students with the right skills set to enable them fit properly into and adapt to the rapidly changing labour market demands in the 21<sup>st</sup> century workplace. Consequent upon this, the current paper identified and expounded on skills gap and elucidated on its precursor factors. Additionally, this paper critically observed and elicited innovative TVET policies and practices that can actually bridge the skills gap among ATGs in Nigeria, some of which are assembling political will to facilitate vocationalization; compulsory two-years Students' Industrial Work Experience Scheme (SIWES); need for Public-Private Partnership (PPP) among others. Some recommendations that were proffered include among others, the government of the day should look more closely into TVET to ensure existing TVET related polices are implemented through the stipulated bodies; industries, government and TVET institutions should establish robust and dynamic partnership that will enhance and deepen the skills of automobile technology students through a thoroughly monitored two-years compulsory SIWES in relevant industries to strengthen employment prospects upon graduation; and review and reformation of TVET curriculum should be carried out by the various key players to adequately reflect all-inclusiveness.

**Keywords:** Automobile Technology, Automobile Technology Graduates (ATGs), Technical Vocational Education and Training (TVET), Skills Gap, Innovative TVET Policies and Practices

## **STUDENTS' ACHIEVEMENT IN EDUCATION POLICY THROUGH CLOUD-COMPUTING POWERPOINT PRESENTATION FOR SUSTAINABLE DEVELOPMENT IN INDUSTRIES**

by

**Dr. Ali-Okoro Onyinyechi C.M.**

**Department of Library, Information Science & Educational Technology**



**Imo State University, Owerri**  
**08160910628/aliokoroonyinyechi\_cm@yahoo.com**

**&**

**Dr. Adiaha, Michael M.**  
**Department of Curriculum/Instruction**  
**AlvanIkoku Federal College of Education, Owerri**  
**08038950269/michaelmmaduabuchi@yahoo.com**

### **Abstract**

The study investigated the students' achievement in education policy through cloud-computing power point presentation for sustainable development in industries. The study adopted a quasi-experimental design involving two non-equivalent groups. Two research questions and two hypotheses were posed and formulated to guide the study. The population of the study was 2460 JSS 3 TVET students in the fifteen co-educational public secondary schools in Orlu Local Government Area. A sample of one hundred students from two co-educational schools was drawn through the use of purposive and simple random sampling techniques. The instruments for data collection were TVET students' ACHIEVEMENT TESTS 1&2 (TVETSAT I&II) for pre-test and post-test respectively. Cronbach Alpha was used to determine the reliability of the instruments at 0.78 and 0.87 respectively. Mean and standard deviation were used to answer the data gathered from research questions while analysis of covariance (ANCOVA) was used to test the hypotheses. The results of the analysis revealed that students exposed to TVET cloud-computing powerpoint presentation for sustainable development in industries performed and achieved better than those students that were not exposed to TVET cloud-computing powerpoint presentation for sustainable development in industries. It was therefore recommended that teachers should abide by the education policy for teaching-learning processes of TVET through the utilization of cloud-computing powerpoint presentation for training TVET students in the instructional processes for sustainable development of industries.

**Keywords:** TVET, student' achievement, transformation, education policy, cloud computing; powerpoint presentation, sustainable development.

## **UNDERMINING FACTORS AND STRATEGIES FOR STRENGTHENING TECHNICAL AND VOCATIONAL EDUCATION POLICY IMPLEMENTATION AT COLLEGES OF EDUCATION IN BAYELSA AND DELTA STATE**

**Dr. Apreala, Israel Oyeinkemiebi**

Brass Local Government Council Secretariat, PMB 1 Consulate, Twon-Brass. Bayelsa State.

**E-mail:** aprealaisrael2@gmail.com; **Phone:** +2348038951123

**&**

**Dr. Garba, Hannatu. J**

Federal College of Education (Technical), Gombe, Gombe State

**E-mail:** hannatugarba99@yahoo.com; **Phone:** +2348035768156

### **Abstract**

The study investigated undermining factors and strategies for strengthening Technical and Vocational Education (TVE) policy implementation at colleges of education using South-

South Nigeria as case study. Three research questions were answered while three null hypotheses were tested by the study. The study adopted descriptive survey research design. The study was carried out in Bayelsa and Delta States. The population of the study comprised 380 TVE educators from the five colleges of education sampled from the two states. Through simple random technique 226 TVE educators constituted the sample for the study. The instrument for data collection was a 31-item structured close-ended questionnaire. The reliability of the instrument was ascertained using Cronbach Alpha reliability technique which yielded a coefficient of 0.834. Data for the study were collected by the researcher with the help of seven research assistants. Out of the 226 copies of the questionnaire administered for the study, 200 copies were duly filled and retrieved representing 88.5% return rate. Data collected were analyzed using mean for answering the research questions while t-test was employed in testing the hypothesis at 0.05 level of significance. The result of the study identified 15 undermining factors against successful TVE policy implementation, 6 impact of ineffective TVE policy implementation and 10 strategies for strengthening TVE policy implementation at colleges of education in South-South Nigeria. Based on the findings, the study among others recommended that there should be adequate monitoring of technical and vocational education policy implementation and there should be effective and continuous capacity building and in-service training of key actors in technical and vocational education policies implementation for effectiveness.

**Keywords:** Strategies, technical and vocational education, policy implementation, colleges of education.

## **ASSESSMENT OF WORK-BASED SKILLS POSSESSED BY TECHNICAL COLLEGE STUDENTS FOR EFFECTIVE PERFORMANCE IN INDUSTRIES IN OGUN STATE**

by

**<sup>1</sup>Bakare Jimoh, <sup>2\*</sup>Ariyo Samson O. <sup>3</sup>Bamgboye Sikemi, <sup>4</sup>Mamman Danladi**

<sup>1,2,3</sup> Department of Industrial Technical Education, University of Nigeria, Nsukka

<sup>4</sup> Nigerian Defence Academy, Kaduna

<sup>1</sup>jimoh.bakare@unn.edu.ng, <sup>3</sup>sikemiade2016@gmail.com, <sup>4</sup>woged4dan@gmail.com

<sup>2\*</sup> corresponding author: samson.ariyo@unn.edu.ng

### **Abstract**

The study assessed the work-based skills possessed by technical college students for effective performance in the Industry. Four research questions guided the study. A survey research design was adopted for the study. The population for the study comprised of all the 127 Year Three technical college students of building/woodwork trades, metalwork/automobile trades and electrical/electronics trades, from eight technical colleges in Ogun State. A structured questionnaire consisting of 52 items developed by the ERASMUS + programme was used for data collection. Two experts from the Department of Industrial Technical Education, University of Nigeria, Nsukka, and one expert from the Lafarge WAPCO Industry face validated the instrument. The reliability co-efficient of the instrument was 0.86. Data collected were analyzed using mean and standard deviation for the research questions, while t-test was used to answer the hypotheses. It was found from the study that some work-based skills in manufacturing, marketing, management, quality and safety were not possessed by technical college students. It was recommended that these skills should be incorporated into technical college curriculum to enable students to perform effectively in the industries.



**Keywords:** Assessment, Technical College, Work-based skills, Industries

**EDUCATION POLICY IMPLEMENTATION FRAMEWORK FOR SUSTAINABLE  
ACHIEVEMENT OF BUSINESS EDUCATION OBJECTIVES IN TERTIARY  
INSTITUTIONS IN DELTA STATE, NIGERIA**

by

**Simiku Helen Nwalado (Ph.D)  
School of Business Education  
Federal College of Education (tech),  
Asaba, Delta State  
Phone: 08032750749  
e-mail: nwaladosh@gmail.com**

**Abstract**

The study investigated education policy implementation framework for sustainable achievement of Business Education objectives in tertiary institutions in Delta State, Nigeria. To achieve the broad objective, two research questions and two null hypotheses were developed to guide the study. Descriptive research design was adopted for carrying out the study. The population for the study was 124 Business education lecturers from five tertiary institution offering Business Education programmes in Delta State. Due to the manageable size, the entire population of 108 Business Education lecturers were used as respondents for the study; therefore, there was no sampling. A well structured 28-item questionnaire was used for data collection. The questionnaire was structured into three sections. The instrument was face-validated by three Business Education lecturers. The reliability of the instrument was ascertained using Cronbach Alpha reliability technique which yielded a coefficient of 0.85. Out of the 124 questionnaire administered, 108 copies were retrieved and duly completed. The data collected were analysed using mean and standard deviation for answering the research questions while t-test statistics was used for testing the null hypotheses at 0.05 level of significance. The study identified 12 policy implementation frameworks and 16 elements for driving objectives of Business education policies in Nigerian tertiary institutions. There was significant ( $p < 0.05$ ) difference in the mean ratings of the responses of Business Education lecturers from university and colleges of education on policy implementation frameworks but no significant ( $p < 0.05$ ) different on elements for driving Business Education policies in tertiary institutions. The study among others recommended that government agencies in charge of education and parastatals should secure functional internal agreement with major stakeholders and implementers of education policies.

**Keywords:** Policy implementation framework, objectives, Business Education, tertiary institutions.

**CRITICAL ISSUES THAT IMPEDES THE QUALITY OF LEARNING OUTCOMES  
IN TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) IN  
NIGERIA**

by

**Idjawe, E. Emmanuel  
Department of Metalwork Technology  
Federal College of Education (Technical)**

**Abstract**

This paper is focused on critical issues that impede on the quality of learning outcomes in Technical Vocational Education and Training (TVET) in Nigeria. Specifically, the paper explains the benefit derived from quality education, defined the meaning and importance of technical and vocational education and explains how technical and vocational education is linked to human capital theory that a nation needs to raise adequate workforce through education. The paper further explains the levels where technical and vocational education career can be offered in Nigeria institutions, the meaning of learning outcomes and how lack of quality learning outcomes has been a clog to the wheel of technical and vocational education in Nigeria. However some critical issues that impede the quality of learning outcome in technical and vocational education were highlighted, such issues include; in-adequate funding of technical and vocational education, in-adequate instructional facilities and in-effective utilization, Effective management of instructional facilities and leadership problems in technical and vocational education. A conclusion was drawn and some suggestions were made in order to attain quality learning outcome in technical and vocational education. The suggestions includes; The government should ensure that adequate fund is made available for technical and vocational education in Nigeria, adequate Instructional facilities should be made available in all occupational areas of technical and vocational education as this will ensure the quality of skills and competencies among others.

**Keywords:** Learning-outcomes, Funding, Instructional Facilities, Technical Vocational Education and Training (TVET).

**ASSESSING THE UTILIZATION OF OPEN EDUCATIONAL RESOURCES IN  
DELIVERING TVET PROGRAMMES IN NIGERIAN UNIVERSITIES**

by

**Ojo, Samson .A<sup>1</sup>., Nwandu, Lilian. O<sup>2</sup>., Ogunjobi, O.P.<sup>3</sup>, & Edoaka, Romanus<sup>4</sup>**

<sup>1</sup>abayomi.ojo@unn.edu.ng (07034985698)

<sup>1</sup> Department of Industrial Technical Education, University of Nigeria, Nsukka.

Correspondence: <sup>2</sup>lilian.nwandu@unn.edu.ng (08069277146)

<sup>2</sup>Department of Business Education, University of Nigeria, Nsukka

<sup>3</sup>piusogunjobi@gmail.com (07033648078)

<sup>3</sup>Department of Agricultural Education, College of Education, Ikere Ekiti, Ekiti State.

redoka22@gmail.com (08063684780)

<sup>4</sup>Department of Electrical/Electronics, Kogi State College of Education (Technical)  
Kabba, Kogi State.

**Abstract**

In a bid to make educational resources available at no cost for an effective and sustainable teaching-learning process, the Nigeria Universities Commission provided Nigeria University System Open Educational Resources (NUSOER) for all Universities. This study therefore sought to assess the extent of the utilization of Open Educational Resources (OER) in delivering Technical Vocational Education Training (TVET) programmes in Universities. Two research questions and two hypotheses guided the study. The study adopted descriptive survey research design. The population for the study was 224 comprising of 150 lecturers and

74 instructors in the two Universities offering TVET programmes in Enugu State. No sampling was done as the population was of manageable size. A structured questionnaire of 31 items was used to elicit information from the respondents on four-point rating scale. The internal consistency of the instrument was computed using Cronbach Alpha reliability formula and it yielded a value of 0.86. The research questions were answered using mean while the null hypotheses were tested using t-test at 0.05 level of significance. The study revealed that TVET teachers utilize some OER to foster effective transmission of knowledge. However, it was found that the extent to which OER are utilized are still very low. The study therefore recommends that TVET teachers should be encouraged to utilize OER in their classroom in line with world best practices among others

**Keywords:** Nigeria Universities, Technical Vocational Education and Training Programmes, Open Educational Resources, Utilization

**STRATEGIES FOR EFFECTIVE TEACHING AND LEARNING PRACTICAL SKILLS IN TECHNICAL AND VOCATIONAL EDUCATION PROGRAMMES OF UNIVERSITIES IN SOUTH EAST, NIGERIA**

by

**Okorie, Florence (Ph.D)**

08062100545

**florenceokorie1@gmail.com**

**Department of Educational Management**

**College of Education**

**Michael Okpara University of Agriculture, Umudike**

&

**Onwumere, Michael**

08060562725

**onwumeremichael@gmail.com**

**Department of Agricultural and Home Science Education**

**College of Education**

**Michael Okpara University of Agriculture, Umudike**

**Abstract**

The study investigated strategies for effective teaching and learning of practical skills in Technical Vocational Education Programmes in Universities in the South East Nigeria. Four research questions were answered and three null hypotheses were tested at 0.05 level of significance. The population for the study was 370 lecturers in Technical Vocational Education Departments in the study area. The study adopted descriptive survey design. The entire population was used because of the manageable size of the population. Instrument for data collection was a questionnaire, duly validated by experts and the reliability tested, using Cronchbach alpha method, which yielded a co-efficient index of 0.79. The researchers and six assistants administered and retrieved the questionnaire. One hundred percent return rate was achieved. Mean was used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. The Analyzed data identified seven pedagogical strategies, seven school administrative technique, seven physical materials strategies and six

qualities of human resources strategies required for improving teaching and learning of practical skills in technical vocational education programme. However, there was no significant difference in the mean response of male and female lecturers of Technical Vocational Education on the techniques for improving teaching and learning of practical skills in technical vocational education programmes. It was recommended among others, that adequate number of qualified and skilled technical teachers with the right attitude should be employed in teaching the programme.

**Keywords:** Technical, Vocational, Teaching, Learning, Strategies and Practical skills.

## **PERCEPTION OF VOCATIONAL EDUCATION STAKEHOLDERS ON HINDRANCES TO EFFECTIVE IMPLEMENTATION OF TVET POLICIES IN NIGERIA**

**By**

**<sup>1</sup>Nwamaka Precious Chinedu-Ali, <sup>2</sup>Fidelia Abang, <sup>3</sup>Angela Ojochide Ameh, <sup>4</sup>Nnennaya  
Martha Agwu**

<sup>1</sup>Department of Business Education  
University of Nigeria, Nsukka

E-mail: nwamaka.francis@gmail.com

<sup>2</sup>Department of Office Technology and Management Education  
Federal College of Education (Technical) Bichi, Kano State

<sup>3</sup>Department of Office Technology and Management  
Federal Polytechnic, Idah, Kogi State

### **Abstract**

Technical Vocational Education and Training (TVET) remains the driving force behind the employability skills among TVET graduates which is highly dependent on effective implementation of TVET policies. However, there are perceived hindrances to the implementation of TVET policies in Nigeria. The study, therefore investigated the perception of vocational education stakeholders on hindrances to effective implementation of TVET policies in Nigeria. Two research questions guided the study. The study adopted descriptive survey research design. The population for the study was 113 consisting of 61 academic and 52 non-academic staff of the Faculty of Vocational and Technical Education, University of Nigeria, Nsukka. Purposive random sampling was used to select 23 academic and 16 non-academic staff that have up to 10 years working experience. Data were collected using a structured questionnaire on a four-point rating scale. The instrument was subjected to face validation by three experts from the Faculty of Vocational and Technical Education, University of Nigeria, Nsukka. Cronbach Alpha reliability coefficient of 0.69 was obtained. The instrument was administered and retrieved by the researcher with the help of two research assistants. Data collected were analyzed using mean and standard deviation. Based on the results of the data collected and analyzed, the study found out that inadequate funding of TVET institutions, inadequate teaching and learning resources, poor quality of policy documents, inconsistent TVET curriculum, lack of political will, inadequate number of TVET experts among others were the major hindrances to effective implementation of TVET policies. It was equally found out that adequate funding, appropriate legislation, up-skilling

of TVET experts among others were strategies for effective implementation of TVET policies. It was therefore recommended among others that TVET policy documents should be regularly reviewed by TVET stakeholders for effective implementation and industrial development in Nigeria.

**Keywords:** TVET, TVET policy, Implementation, TVET stakeholders, perception

**MAINTENANCE PRACTICES REQUIRED BY ELECTRICAL INSTALLATION  
AND MAINTENANCE WORK PERSONNEL FOR REPAIRING INDUSTRIAL  
MOTORS IN ENUGU STATE**

by

**Ifeanyi Benedict Ohanu, Ph.D.**  
**Department of Industrial Technical Education,**  
**University of Nigeria, Nsukka**  
**ifeanyi.ohanu@unn.edu.ng**

**OkoronkwoOkiteOgbonnia**  
**Department of Industrial Technical Education,**  
**University of Nigeria, Nsukka**  
**okoronkwo.ogbonnia@unn.edu.ng**

&

**TaiwoOlabanjiShodipe**  
**Department of Industrial Technical Education,**  
**University of Nigeria, Nsukka**  
**olabanji.shodipe.pg00974@unn.edu.ng**

**Abstract**

The study determined to find out the maintenance practices required by electrical installation and maintenance work personnel towards the industrial motor. Three research questions guided the study while the null hypotheses formulated were tested at 0.05 significant level. The population of the study was 500, which comprised 120 EIMW teachers and 380 EIMW technicians. The sample for the study was 200, which comprised 80 EIMW teachers and 120 EIMW technicians. A structured questionnaire was used to collect data for the study. The internal consistency of the questionnaire was 0.68 for troubleshooting, 0.65 for precautionary measures and 0.76 for skills needed in the maintenance of the industrial motor which was determined using Cronbach Alpha reliability method. Mean was used to answer the research questions while t – test was used to test the null hypothesis at 0.05 level of significance. The findings of the study showed four significant ways of troubleshooting faults in an industrial motor, one significant precautionary measure that should be taken in industrial motor and two significant skills needed in the maintenance of industrial motors. It was recommended that workshops/seminar should be organised promptly for electrical technology teacher to acquaint them with maintenance practices required for the industrial motor. This will help them in teaching their students.

**Keywords:** industrial motor, safety precautions, motor faults, maintenance skills

## **STRATEGIES FOR IMPROVING SKILL ACQUISITION AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN NSUKKA ZONE, ENUGU STATE**

by

**Asogwa Chinwe Charity**

+2348063582622

E-mail: nwodochinwe2019@gmail.com

**Onuoha Kindness M.**

+2348169321316

E-mail: kindness200@gmail.com

**Ibems Grace E.**

+2348039373615

E-mail: graceibems@yahoo.com

&

**Ezeaku Margret .N**

+2348062911750

E-mail: ezeaku.margret@unn.edu.ng

Department of Home Economics and Hospitality Management Education

Faculty of Vocational Technical Education

University of Nigeria, Nsukka

### **Abstract**

The study was designed to determine the strategies for improving skill acquisition among Junior secondary school students in Nsukka zone. The study adopted a descriptive survey and the area of study was Nsukka Educational zone of Enugu State. Three research questions guided the study. The population comprised 56 Home Economics teachers currently teaching in public secondary school in Nsukka educational zone of Enugu State. There was no sampling as the population was of manageable size. The instrument used for data collection was validated by three experts in the Department of Home Economics and Hospitality. Cronbach Alpha method was used to determine the internal consistency reliability of the instrument. The instrument yielded a reliability coefficient of 0.86. Mean and standard deviation were used to answer the research questions. The major findings were skills such as making of Vaseline/rub, production of wood polish, making of pastries, cake making among others, eleven factors limiting skill acquisition, and eleven strategies for improving skill acquisition among Home Economics students in Junior Secondary School. Based on the findings, it was recommended among others that administrators and government should provide an ideal laboratory and equipment for teaching and learning so as to be able to impact skills effectively at junior secondary schools in Nsukka Zone of Enugu State.

## **ENTREPRENEURIAL SOFT SKILL AND ATTITUDE OF TVET STUDENTS FOR WEALTH AND JOB CREATION**

by

**Onipede Oludolapo J,<sup>1</sup> Ogunkelu, Maria, O<sup>2</sup>, Njoku Chiso A.<sup>3</sup> & Jinadu, Yinusa O.<sup>4</sup>**

**<sup>1, 2 & 4</sup>Department of Vocational Education, School of Technical Education. Yaba  
College of Technology.**

**<sup>3</sup>Department of Industrial Technical Education, University of Nigeria Nsukka  
Tel: 08027525965, Email: chisonjoku@gmail.com.**

### **Abstract**

TVET training is an avenue to empower the youth to be self-employable, to have employable skills and to boost economic development. The paper looked at the meaning of entrepreneurship education, technical vocational education and training, TVET learner's entrepreneurship attitudes and entrepreneurial soft skills. The paper reviewed the type of soft skills, the entrepreneurial soft skill competencies and also the steps for action in acquiring these soft skills. The paper further proposed that in stimulating student's entrepreneurship attitude towards wealth creation, the institution role as a motivator of entrepreneurial attitude can be categorized into two which are its role as an educator and its role as a promoter of entrepreneurship. The paper concluded that the success of entrepreneurship education is the responsibility of entrepreneurship teachers as the need for synergy in the planning, implementation, and the evaluation of learning that emphasizes on contextual and holistic approaches. Four major recommendations were made among which are that government should support TVET institutions in hiring of more trained teachers to curb inadequacy of teachers and merging of classes and also organize for skill upgrading and in-service programmes to help teachers cope with new technology.

**Keywords:** TVET, Soft Skills, Entrepreneurship, Attitude, Technical Education and Training.

## **ASSESSMENT OF EFFECTIVENESS OF SIWES UNDERTAKEN BY TECHNICAL COLLEGE STUDENTS IN DELTA STATE**

by

**Isibor Angela Osas**

**08027577804**

**angelaosas72@gmail.com**

**Department of Home Economics Education**

**Federal College of Education (Technical), Asaba, Delta State**

&

**Okara John O.**

**08063542632**

**Department of Biology Education**

**Federal College of Education (Technical), Asaba, Delta State**

### **Abstract**

The study was carried out to assess the effectiveness of SIWES programme undertaken by technical College Students in Delta State, Nigeria. Three research questions were raised to guide the conduct of the study. The population consisted of all 315 final year students of all the Technical Colleges in Delta State, 153 students and 20 teachers were drawn using a proportionate sampling technique were used as respondents for this study. A 28-item structured questionnaire titled assessment of effectiveness of SIWES undertaken by



Technical College Student Questionnaire (AESUTCSQ) with a four-point rating scale was used for data collection. Mean and standard deviation were used to answer the research question. The instrument was validated by two experts in the Department of Curriculum, Measurement and Evaluation from Federal College of Education (Technical) Asaba, Delta State and the reliability of the instrument was pre-tested on eight technical students and two technical teacher of Benin technical College Edo State who were not involved in the main study. A coefficient of 0.72 was obtained using Pearson product moment of correction. The result review that technical and vocational student acquired various skills to little extent during industrial attachment. It was recommended among others that Ministry of Education in collaboration with National Board for technical Education to adapt appropriate measures to ensure that school-based supervisor (teacher) are effective in carrying out supervision of students in SIWES.

**Keywords:** Industrial attachment, technical College Student, Skills acquisition, Sustainable development, SIWES.

## **E-LEARNING: A TREND FOR EFFECTIVE TVET SUSTAINABILITY IN NIGERIA**

by

**Oghenekaro Andrew Obi, Sabina Ebere Eze & Nwali Evaristus Ogochukwu**  
**Department of Agricultural Education**  
**University of Nigeria, Nsukka**  
**08037300819, andrewobi297@gmail.com**

### **Abstract**

The paper focused on e-learning as a trend for effective Technical Vocational Education and Training (TVET) sustainability in Nigeria. It examined briefly TVET, e-learning, advantages of e-learning and strategies for optimizing e-learning for TVET sustainability in Nigeria. It also examined connectivism theory and its implications for TVET sustainability in Nigeria. The authors contended that e-learning has been accepted globally as a promising trend to sustain TVET in the face of outdated instructor led training. It was suggested, among others, that TVET teachers and stakeholders should advocate, adopt and utilize the available e-learning opportunities for teaching and learning process to sustain TVET in Nigeria.

**Keywords:** Technical Vocational Education and Training (TVET) and E-Learning

## **INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS POSSESSED BY SMALL – SCALE BUSINESS ENTREPRENEURS FOR GROWTH IN THE ELECTRONIC WORLD ERA IN ABIA STATE, NIGERIA**

by

**U. J. Iwuchukwu**  
Department of Business Education  
University of Nigeria, Nsukka  
ugochijuliet2016@gmail.com 07087436282  
&  
**A. U. Uzuagu**



Department of Business Education  
University of Nigeria, Nsukka  
anthonia.umeji@unn.edu.ng 08066293244

### **Abstract**

The rapid technology developments in this electronic era have completely changed business environment to digital world; the world that makes significant use of the computer technology in every sector of the economy notably business and industry. This study on Information and Communication Technology skills possessed by small-scale business entrepreneurs for growth in the electronic world era, in Abia State, Nigeria was aimed at identifying the extent of possession of Information and communication technology skills by small scale business entrepreneurs in order to become relevance and improve productivity in this electronic world. The study adopted descriptive survey research design. The population was 700 registered small-scale business entrepreneurs in Abia State out of which 350 (50%) were sampled using simple random sampling technique. A 30 – item structured questionnaire on a 4–point rating scale was used as an instrument for the data collection. The questionnaire was face validated by three lecturers from the Department of Business Education. Cronbach Alpha reliability method measured the internal consistency of the instrument which yielded a reliability coefficient of 0.73, signifying that the instrument was reliable. The collected data were analyzed using mean and standard deviation to answer the three research questions while the null hypotheses were tested at 0.05 level of significance using t-test statistics. The findings of the study revealed that majority of the respondents had not possessed the identified skills, therefore the possession level was significantly low and that has contributed partly to poor performance of the entrepreneurs. Based on the findings, the study recommended, among others, that all the local government councils should establish well equipped computer training centers to train the entrepreneurs on the basic ICT skills required for improved performance while the small-scale business entrepreneurs should also be assisted with android and smart phones, laptops and other ICT resources.

**Keywords:** Information and Communication Technology, Skills, Small-Scale Business Entrepreneurs, Electronic World Era.

## **TECHNICAL SKILLS IMPROVEMENT NEEDS OF AGRICULTURAL SCIENCE TEACHERS IN ANIMAL PRODUCTION FOR EFFECTIVE TEACHING OF STUDENTS IN SENIOR SECONDARY SCHOOL IN GOMBE STATE**

by

**Onipede Omoleye Ph.D**

0806677931

**Lawal O. I. Ph.D**

&

**Ahmad Muhammad Zaharadeen.**

Department of Science Education

Federal University of Kashere, Gombe State.

### **Abstract**

The main purpose of the study was to determine the technical skills improvement needs of agricultural science teachers in animal production. The study was carried out in Gombe State. The population for the study was 85 teachers of agricultural science in senior secondary

school in Gombe state. There was no sampling; therefore, the entire population of the teachers was involved in the study due to the manageable size of the population. A 55 items questionnaire developed from the animal production aspect of the current agricultural science curriculum for senior secondary school was utilized to collect data for the study. The instrument was validated by three (3) experts from faculty of Education, Federal University Kashere. The reliability of the instrument was determined using Cronbach Alpha ( $\infty$ ) method and a reliability coefficient of 0.86 was obtained. The researchers and four (4) research assistants collected data for the study. Data collected were analyzed using need-gap analysis. It was found out from the study that teachers of agricultural science in senior secondary school in Gombe state needed improvement in 17 technical skills items in cattle production, 13 technical skills in pig production, 14 technical skills in poultry production and 11 technical skills in rabbit production. It was therefore recommended that these technical skills in animal production be packaged by the state government into training module to re-train teachers of agricultural science in senior secondary school through in-service training programme.

**Keywords:** technical skills, improvement, animal production, effective teaching.

## **ERGONOMIC PRACTICES OF HAZARD PREVENTION OF TECHNOLOGISTS IN ELECTRICAL/ELECTRONIC WORK PLACES IN ENUGU STATE**

**BY**

**Prof. T.C. Ogbuanya, Ugwoke Chinyere.K.,AbulokweAmaechi.C.,Dr. Shettima. A.  
&UrakpoP.N**

**Department of Industrial Technical Education, University of Nigeria Nsukka & And  
Department of Vocational Education University of Uyo**

### **Abstract**

The study was focused on ergonomic practices of hazards prevention of technologists in the electrical/electronic workplaces in Enugu State. Two research questions and two null hypotheses formulated were tested at 0.05 level of significant. The study adopted a descriptive research design. The population for the study consisted of 69 respondents (supervisors and lecturers) generated from 18 electrical industries in Enugu State and there was no sampling for the study. Questionnaire which is in four point responses strongly agreed, Agreed, Disagreed and Strongly Disagreed was used for data collection which consists of 57 items developed from the reviewed literature. The instrument was validated by three experts in the Department of Industrial Technical Education, University of Nigeria, Nsukka. The reliability of the instrument was determined using Cronbach alpha reliability method and a coefficient of 0.79 was obtained. Data was collected by the researcher with 98% returned rate. Data collected was analyzed to answer the research questions. The major findings shows that handling power and hand tools like; tester, soldering iron, drier, pliers, screw driver, chisel, hammer, stepping on obstructions left on floors such as nails, pieces of irons or bare conductor, operating an unguarded electrical machine can cause hazard.

Therefore the study recommended among others that Electrical/electronic technologists should be encouraged to put on their personal protective equipments (PPE) in other to prevent hazards.

**Keyword:** Ergonomic, Hazards, Technologists, Electrical/Electronic Workplaces.

**STRATEGIES FOR IMPROVING STUDENTS' ENROLMENT INTO  
VOCATIONAL TECHNICAL EDUCATION PROGRAMMES OF UNIVERSITIES  
IN SOUTH EAST, NIGERIA**

**By**

**Onwumere Michael**

08060562725

onwumeremichael@gmail.com

Department of Agricultural and Home Science Education

College of Education

Michael Okpara University of Agriculture, Umudike Abia state, Nigeria

**&**

**Modebelu, M. N (Ph. D)**

Meloodyne@gmail.com

Department of Educational Management

College of Education

Michael Okpara University of Agriculture, Umudike Abia state, Nigeria

**Abstract**

The study delimited the strategies for improving Students' Enrolment into Vocational and Technical Education Programmes in Universities in south East, Nigeria. Four research questions were answered and four null hypotheses were tested at 0.05 level of significance. The study adopted descriptive survey design. The population of study was 370 lecturers in technical vocational education in Universities in South East. The entire population was used for the study since the population was manageable. Instrument for data collection was a researcher-made questionnaire duly validated and the reliability of the instrument was tested using Cronbach alpha, which yielded a co-efficient index of 0.87. The researcher and five research assistants administered and retrieved the questionnaire. One hundred percent return rate was achieved. Mean and standard deviations was used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. The study found seven guidance counselors strategies, seven parental related strategies, seven non-governmental / Donor agencies strategies and seven governmental strategies for improving Students' Enrolment into Vocational and Technical Education Programmes in Universities in Nigeria. It was recommended among others that the government should re-address the issue of funding and providing enabling environment that favors TVET programmes to ease learning-by-doing and there should be a regular supervision, monitoring and evaluation of TVET programs in Nigeria universities.

**Keywords:** TVET, Improvement, Strategies, Enrolment, Universities.

**CARPENTRY AND JOINERY SKILLS REQUIRED BY TECHNICAL  
COLLEGE GRADUATES FOR SUSTAINABLE DEVELOPMENT IN EDO  
AND DELTA STATES, NIGERIA**

**by**

**Mrs. Jane Itohan Oviawe (Ph. D)**  
**Department of Vocational and Technical Education**  
**Ambrose Alli University, Ekpoma,**  
**Edo State, Nigeria**  
**E-mail: janeoviawe@aauekpoma.edu.ng; janeoviawe98@gmail.com;**

**&**  
**Prof. E.O. Anaele**  
**Department of Industrial Technical Education,**  
**University of Nigeria, Nsukka**  
**E-mail:dmndanaele@gmail.com**

### **Abstract**

The study identified carpentry and joinery required by technical college graduates for sustainable development in Edo and Delta States, Nigeria. A descriptive survey research design was adopted for the study. Two research questions guided the study and two null hypotheses were formulated and tested at .05 level of significance. The population for the study was 190 respondents comprising of 20 carpentry and joinery teachers and 170 work-based supervisors. Since the population was of a manageable size, there was no sampling. The instrument used for data collection was a 84-item questionnaire derived from literature reviewed. The instrument was validated by three experts. Cronbach alpha reliability method was used to determine the reliability of the instrument and a reliability coefficient of .85 was obtained. The data collected for this study was analyzed using Mean and t-test. The findings revealed that all the items were required by graduates for sustainable development in Edo and Delta States, Nigeria. Based on the findings of this study, it was recommended that all skills identified in this study be integrated into carpentry and joinery works trade programme.

**Keywords:** practices, training skills, carpentry and joinery, technical colleges, sustainable development

## **INNOVATIVE IMPLEMENTATION OF BUSINESS EDUCATION CURRICULUM IN TERTIARY INSTITUTIONS IN SOUTH-EAST NIGERIA FOR RELEVANCE IN MODERN DAY ECONOMY**

by

**Anyakoha, Chukwunonye Nnanna**  
**Department of Business Education**  
**Faculty of Vocational Technical Education**  
**University of Nigeria, Nsukka, Enugu State**  
**E-mail: chukwunonye.anyakoha@unn.edu.ng**

**&**

**Nwolisa, ChinyereUgonwa**  
**Statistics Department**  
**Central Bank of Nigeria, Marina, Lagos**  
**E-mail: cunwolisa@cbn.gov.ng**

### **Abstract**

This study aimed at exploring innovative implementation measures that can be taken in order to make business education curriculum relevant for the modern-day economy. Specifically, the study aimed at examining the modern day needs of the business education graduate, ascertaining the skill gaps that exist amongst business education graduates and interventions that can be carried out in order to bridge these skill gaps. A total of 380 respondents, made up of business education postgraduate students drawn from different tertiary institutions in South East Nigeria were used for this study. Structured questionnaires, validated by three business education experts from the University of Nigeria of Nigeria. Statistical Package for Social Science (SPSS) version 20 was used for data analysis, with Cronbach Alpha used for testing reliability. The findings from the study showed that the use of teacher-centred form of learning, lack of use of presents-day business case studies, teaching of obsolete topics and concentration on lower cognitive levels in teaching and evaluation pose significant challenges militating against business education in Nigeria from being relevant for the modern day knowledge economy. The study thus recommended that learner-centred mode of teaching be applied in teaching business education in tertiary institutions and also evaluation of higher cognitive levels to be implemented in order to improve student interest, improve instruction delivery and make the subject more relevant to modern day realities.

**Key Words:** Business education, curriculum, innovation, knowledge economy, assessment.

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## **ASSESSMENT ON UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHING VOCATIONAL SUBJECTS IN IKA NORTH EAST LOCAL GOVERNMENT AREA OF DELTA STATE**

by

**Onwukwe, Blessing Chinasa., Attamah Onyinye Fidelia<sup>1</sup>, Ibrahim Abubakar<sup>2</sup> & Emmanuel Gabriel Olorunfemi<sup>1</sup>**

<sup>1</sup>Department of Agriculture Education, University of Nigeria, Nsukka.

<sup>2</sup>Department of Science Education, Federal University of Kashere, Gombe State.

### **Abstract**

Education has evolved greatly in this last two decades. Educators and other stakeholders have sought for ways to deploy the use of information and communication technology (ICT) for effective delivery of vocational subjects to students. This study assessed the extent ICT is used in teaching vocational subjects in Ika North East Local Government Area of Delta State. Three (3) research questions and two hypotheses guided this study. The study adopted the descriptive survey design with a population of 130 vocational subject teachers which was made up of both male and female teachers. The instrument used for data collection is a structured questionnaire. The content validity of the research instrument was obtained through the scrutiny of three experts from department of Vocational and Technical Education in University of Benin. The reliability of the instrument was determined through a test-retest administration of the instrument. The result of the study was treated to Crombach Alpha Reliability Co-Efficient Analysis through which the reliability coefficient found to be 0.73. The analysis and interpretation of data involved the use of mean and standard deviation to answer the research questions. It was found out that most schools have ICT facilities but they are underutilized by the teachers and students. This is as a result of over population in most schools and limited ICT facilities available. Based on the findings, the study recommend that government should provide mass and functional ICT facilities that are accessible by teachers and students and the price of ICT facilities should be subsidized so as to make it easier for its

acquisition, Government should revisit the curriculum and incorporate the use of ICT facilities, among others.

**Keywords:** Technology, ICT facilities, ICT utilization, teaching, Computer, Vocational subjects

**GREEN MARKETING: THE ENVIROPRENEUR AND COMPLIANCE  
MARKETING APPROACHES FOR PREDICTING SUSTAINABLE INDUSTRIES IN  
SOUTH-SOUTH NIGERIA**

by

**Dr. Friday EkaheAbanyam**  
**Department of Business Education**  
**AmbrossAlli University, Ekpoma**  
**07034339264 (fabanyam@aauekpoma.edu.ng)**

**Dr.(Mrs) AnthoniaNgozi Ibelegbu**  
**Department of Business Education**  
**University of Nigeria, Nsukka Enugu State, Nigeria**  
**E-mail: Ngozi.ibelegbu.pg79280@unn.edu.ng**  
**Phone no. 07033061698**

&

**Dr. (Mrs) Hannatu J. Garba**  
**Federal College of Education (Technical) Gombe**  
**Email: hannatugarba99@yahoo.com**  
**Phone no. 08035768156**

**Abstract**

The main purpose of the study was to predict the relationship between enviropreneur marketing approach, compliance marketing approach of green marketing, and sustainable industries in South-South Nigeria. The study adopted a descriptive survey research design and was conducted in the six States of South-South, Nigeria. The population for the study was 330 made up of 165 marketing lecturers and 165 managers of registered manufacturing companies in South-South Nigeria. No sample was adopted due to the manageable size of the population. Two researcher-made instruments were used for data collection in this study. These were Green Marketing Questionnaire (GMQ) with 36 items and Sustainable industries Scale (CSS) with 25 items. The instruments were structured on a four response options of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with values of 4, 3, 2, and 1 respectively. The instruments were face-validated by five experts and were subjected to reliability test. Cronbach Coefficient Alpha method was used to analyze the data obtained from the two instruments. The results of the reliability estimate were 0.90 and 0.82 respectively for the two instruments. The data collected for the study was analyzed using mean, standard deviation and linear regression statics. It was found that enviropreneurand compliance marketing approaches of green marketing predict sustainable industries in South-South Nigeria. Based on the findings of the study, it was recommended amongst others that manufacturing companies adopting green marketing should provide ecological products which would not harm the environment but protect by adopting enviropreneur and compliance marketing approach of green marketing, for sustainable industries.



**Keywords:** Green marketing; Enviropreneur marketing; Compliance marketing; Sustainable industries.

**CHALLENGES AND PROSPECT OF VOCATIONAL TECHNICAL EDUCATION AND TRAINING IN TERTIARY INSTITUTION IN SOUTH-SOUTH NIGERIA**

**Allen, J. E.**

**Department of Food Science and Technology  
Rivers State University, Port Harcourt.**

**Corresponding Author: cjephephzibah@yahoo.com+2348033226506.**

**Abstract**

Technical Vocational education and Training (TVET) offers the training of technical skilled personnel for the purposes of initiating, facilitating and implementing the technological development of a people or Nation. It also creates the basic awareness of technological literacy to youths and women. In South-South Nigeria, the training of youths and women has witnessed formidable challenges ranging from poor funding to inadequate facilities, non-availability of adequate manpower, poor staff training and retention profiles, poor facilities, non-keeping Pace with technological advancement, defective curricula, poorly equipped laboratories, poorly monitoring standards, wrong mind-set about TVET etc. This paper intends to examine the progress made in TVET education despite the numerous challenges and suggest that government should give more attention to TVET programmes, increase funding of TVET sector and the fund should be directed toward research and development, acquisition of appropriate and up-to-date equipment and tools, general maintenance and management of TVET institutions.

**CONSTRAINTS TO THE SECURITY AND EFFECTIVENESS OF BLUETOOTH TECHNOLOGY IN FILE TRANSFER AMONG POSTGRADUATE STUDENTS IN SOUTH EAST UNIVERSITY**

**by**

**Uzoegwu, R. A., Onah, B. I., Eze, B.N., Agbo, L.N.  
Department of Computer and Robotics Education  
University of Nigeria, Nsukka**

**Abstract**

Bluetooth technology has become an integral part of this modern world. It provides a short distance wireless communication between devices and other network with low cost and low power, making it convenient for the users. However, as the Bluetooth technology becomes widespread, vulnerabilities in its security protocols are increasing which can be potentially dangerous to the privacy of a user's personal information. The study aimed to determine the Constraints to the Security and Effectiveness of Bluetooth Technology in file transfer among Postgraduate Students in Universities in South East, Nigeria. Three specific purposes were used for the study while three research questions guided the study and one null hypothesis was formulated and tested at 0.05 level of significance. The research design used for the study was descriptive survey design. The study was carried out in the five federal Universities in South east Nigeria. The population for the study comprises of 930 respondents which include master's students in the study area. Multistage sampling technique was used

for the study. Therefore, the sample size is 93 postgraduate students. Questionnaire was used to collect relevant data from the respondents. The instrument was validated by five experts in the department of computer and related discipline. Internal consistency of the instrument was determined using Cronbach Alpha reliability coefficient. A reliability coefficient of 0.774 was obtained. The data collected were analyzed using mean and standard deviation to answer the research questions and t-test statistics for testing the hypothesis. The study found out the constraints to the security and effectiveness of Bluetooth technology in file transfer to include but not limited to Bluetooth range, transmission rate of the Bluetooth, and vulnerabilities in Bluetooth technology. Based on the findings of the study, it was recommended that Bluetooth security experts should include awareness-based education to support user's understanding and knowledge of Bluetooth security among others.

**Keywords:** Constraints, File transfer, Effectiveness, Security and Bluetooth technology

**ICT UTILISATION IN THE DELIVERY PROCESS OF  
AGRICULTURAL EDUCATION IN COLLEGES OF EDUCATION IN NIGERIA  
by**

**Omere Elo  
omereelozino@gmail.com**

**Osaghae Esosa Kelly  
osaghaesosa@gmail.com**

**Gabriel Emmanuel  
gabrielmmnl@gmail.com  
&**

**AttamahFidelia  
onyinyefidelial23@gmail.com  
Department of Agricultural Education  
Faculty of Vocational and Technical Education  
University of Nigeria, Nsukka.**

**Abstract**

The world of today is technology driven; it is required that students acquire digital skills to be able to fit into the changing world. Information and communication technology (ICT) has become a more systematic concept in the educational field. Considering the role of ICT in improving teaching and promoting quality learning, disseminating knowledge, facilitating feedback between teachers and students, the utilization of ICT in the delivery process of agricultural education in colleges of education is still not effective due to the fact that some teachers still make use of the traditional method of teaching students. This paper identifies ICT devices, ICT in teaching and learning, use of ICT in Agricultural education, challenges in using ICT in teaching and learning agricultural education. This paper also reviewed the various steps that can be taken to integrate the use of ICT in the delivery process of agricultural education in Colleges of education in Nigeria and came to a conclusion that the use of ICT in teaching and learning can help bridge the gap that exist between students and teachers, bring the students closer to authentic learning materials and in general improve the



result gotten from the teaching and learning process. This paper recommends that policies should be made by the government to further enhance the utilization of ICT, the improvement of the knowledge of ICT among lecturers in colleges of education by organizing seminars, training and workshop and also government should ensure that colleges of education are properly funded with ICT devices and ensure that management staffs of ICT are employed to keep ICT centres running.

**Keywords:** ICT, ICT devices, ICT in teaching, learning, Agricultural education.

**EMPLOYABILITY SKILLS REQUIRED BY BUSINESS EDUCATION  
GRADUATES FOR EFFECTIVE ADMINISTRATION OF MODERN OFFICES IN  
ENUGU STATE**

by

**Joseph c. Ezemma, Ph.D., Regina E. Ejedoghaobi**

Joseph.ezemma@unn.edu.ng  
07032975101

Reginaobi22@yahoo.com  
08132461915

Department of Business Education  
University of Nigeria, Nsukka

Department of Business Education  
University of Nigeria, Nsukka

**Yerima, D. Ibrahim**

Davidyerima.dd@gmail.com  
08062417421

Department of Business Education

University of Nigeria, Nsukka

**Celestina, ChinasaEze**

ezecelestinas@gmail.com  
07036240265

Department of Business

University of Nigeria, Nsukka.

**Ezeonwurie O. Abiola**

funkeezeonwurie@gmail.com  
08029461868

Department of Office Technology and Management Education

School of Secondary Education (Business)

Federal College of Education (Technical) Bichi, Kano State

**Abstract**

This study determined the employability skills required by business education graduates for effective administration of modern offices in Enugu State. Two research questions guided the study. The study adopted descriptive survey design. The population for the study was 260, made up of 140 postgraduate students from Department of Business Education, University of Nigeria, Nsukka and 120 postgraduate students from Department of Business Education, Enugu State University of Science and Technology, Enugu. The instrument used for data collection was structured questionnaire designed by the researchers. The questionnaire was validated by three experts while the internal consistency of the questionnaire items was ascertained through Cronbach Alpha technique which yielded a reliability coefficient of 0.89. The questionnaire was administered personally by the researchers. A total of 260 copies of questionnaire were administered and 255 copies were retrieved given a return rate of (98%), analyzed using mean and standard deviation. The study found that the ability to identify, recognize and define problem and critically analyse situation before taking decision were decision making skills required, the ability to analyze a problem and find its causes were required, ability to set realistic and attainable goals and learning new task in order to solve a problem were problem solving skills required by business education graduates among others.

The researchers recommended that on-the-job training opportunities should be provided to the students by the institutions. This is to ensure that relevant industries and institutions collaborate to enable students learn actual task required in the work place. The researchers recommended also that the government through education policy should ensure that the curriculum planners include in academic programmes of business education such courses that would enable undergraduates acquire skills in decision making, problem solving, creative thinking, and management before graduation.

**Keywords:** Business Education, Office, Modern office, Administration and Employability skills

## **NEED ASSESSMENT FOR AN INTERACTIVE TUTOR FOR SELF LEARNING OF JAVA PROGRAMMING BY COMPUTER EDUCATION STUDENTS IN NIGERIA**

by

**Ugwu Ibebuife Enemchukwu**  
**Department of Computer Science Education**  
**Madonna University Nigeria**  
**Okija Campus**

&

**Prof. T. C. Ogbuanya**  
**Department of Industrial Technical Education**  
**University of Nigeria, Nsukka**

### **Abstract**

The study seeks to assess the need for an interactive tutor for self-learning of Java programming by computer education students in Nigeria. This study adopted descriptive survey research design. The population for the study comprised all the federal universities in South Eastern Nigeria with a population size of 214 Students of Computer Education from all the public Universities in the south-eastern part of Nigeria. The findings revealed that all the Java programming skill listed out are well recognized and accepted by the students as important for a Computer Education Students in Nigeria and also the Computer Education students perform poorly in all the Java programming skills identified. From the findings also, there is a need for an Interactive Java programming tutor for Computer Education Students in Nigeria.

## **THEORIES IN AUDITING OF SOCIAL ACCOUNTING, SERVICE ORGANIZATION AND FINANCIAL INSTITUTIONS**

by

**Uwhejevwe-Togbolo, Samuel Ejiro<sup>1</sup>**  
Department of Accountancy  
Delta State School of Marine Technology, Burutu  
Delta State  
uwhejevwe@gmail.com

**Esenohor, Theresa Ese<sup>2</sup>**  
Business Education Department  
College of Education, Warri  
Delta State  
theresainikori@yahoo.com  
&

**Erume, Fortune Ogheneworo<sup>3</sup>**  
Business Education Department  
College of Education, Warri  
Delta State

### **Abstract**

The study is centered on the theories in auditing of social accounting, service organization and financial institutions. Social accounting is a new phase to the development in accounting which aims to increase the social awareness and the social effect of business decision, in addition to the economic effects. Social accounting emerged from the developed countries in the 1960s and till the end of 1980; its prime area concerned was human rights and equal employment opportunity. In this study, social accounting involves social and public responsibility, and also employee treatment. The study concluded that management at all levels should understand the scope and contents of social accounting so that they can make value added contributions towards building the company's brand image and reputation. The recommended that the companies operating within and outside a locality should perform their corporate social responsibilities in the light of developing the area in which they operate.

**Keywords:** Auditing, Social Accounting, Service Organization, Financial Institutions.