

**STRATEGIES FOR REDUCING THE ADMINISTRATIVE
PROBLEMS FACING TECHNICAL COLLEGES IN ANAMBRA AND
IMO STATES**

By

NWACHUKWU, NKECHI P.

PG/M.ED/07/43863

**DEPARTMENT OF VOCATIONAL TEACHER EDUCATION
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UNIVERSITY OF NIGERIA, NSUKKA**

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TITLE PAGE

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APPROVAL PAGE

This Thesis has been approved for the Degree of Masters in Industrial Technical Education by the Department of Vocational Teacher Education, University of Nigeria, Nsukka

Approved:

Dr. E. O. Ede
Supervisor

Internal Examiner

Head of Department

External Examiner

Dean, Faculty of Education

CERTIFICATION

Nwachukwu, Nkechi P. a postgraduate student in the Department of Vocational Teacher Education, with registration number PG/M.ED/07/43863 has satisfactorily completed the requirements for the degree of masters in Industrial Technical Education. The work embodied in this thesis is original and has not been submitted in part or full for any other diploma or degree of this or any other University.

Nwachukwu, Nkechi P.
Student

DEDICATION

This work is dedicated to my Mother Mrs Nwachukwu Chioma Marry for her love, support and prayers.

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Abstract

The study was carried out to determine strategies for reducing the administrative problems facing technical colleges in Anambra and Imo states. Six research questions guided the study. Five null hypotheses were formulated and tested at 0.05 level of significance. Survey research design was used for the study. The population for the study was 111 which comprises 78 technical teachers, 11 principals and 22 vice principals of technical colleges. A Structured questionnaire was used as instrument for data collection. The instrument was face validated by three lecturers. Cronbach alpha reliability method was used to determine internal consistency of the instrument and reliability coefficient of 0.82 was obtained. Mean was used to analyze the data for answering research questions while ANOVA was used to test the hypotheses of no significant difference at 0.05 level of significance. The study found out that: (a) eleven strategies were required for improving financing of technical colleges, (b) eleven strategies were required for enhancing stakeholders' participation in running technical colleges, (c) eleven strategies for curbing indiscipline in technical colleges were required, (d) eight out of eleven strategies were required for enhancing teachers' motivation for effectiveness in technical colleges, (e) five strategies were required for involving technical teachers in the development of technical college curriculum, (f) eight strategies were required out of nine for improving the provision of human and material resources to ensure quality assurance in technical colleges of Anambra and Imo States. There was no significant difference in the mean responses of technical teachers, principals and vice principals on the strategies to be adopted to enhance financing of technical colleges, strategies for enhancing stakeholders' participation in running technical colleges, strategies for curbing indiscipline in technical colleges, strategies for enhancing teachers' motivation for effectiveness in technical colleges and strategies for enhancing the provision of human and material resources for training technical colleges students. It was recommended among others that Government and individuals such as parents and employers of technical colleges should be actively involved in financing technical colleges in the States.

CHAPTER I

INTRODUCTION

Background of the Study

Technical education plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. Okorie (2000) asserted that the world of today is advancing daily in technology. The daily changes in technology therefore calls for the need to pay attention to Technical Colleges.

Technical education are those aspects of educational process involved in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life (FGN, 2004). According to Okorie (2000) there are complexities surrounding social political and economic life of mankind. These complexities have necessitated a form of education that will meet the challenges and the changing complexities of technology.

Technology education is obtained at the Technical Colleges. The Technical Colleges are where rudiments in practical are practiced. Technical College is an institution where students are trained to acquire knowledge and skills in an occupation for employment in the world of work (FGN, 2004). Okorie (1999) also stated that Technical Colleges are

regarded as the principal vocational institutions in Nigeria. Hence, it is in technical colleges that craftsmen in various trades are trained.

Some of the trades found in technical colleges are electrical installation and maintenance practice, radio and television repair works, mechanical craft practice, fabrication and welding, auto mechanics, plumbing and pipe fitting, carpentry and joinery as well as building trades. The objectives and goals of the Technical Colleges are tailored towards skill acquisition for employment. Technical Colleges are also recognized as a good base for the training of skilled manpower that can be effectively utilized to contribute to the technological excellence and economic reliance of the nation. Ezeji (1988) also stressed the importance of skill acquisition in national growth. He emphatically contended that Nigeria's social and economic problems would be drastically reduced if people were given adequate vocational training in skills. This could be achieved through administrative means.

Administrative process is the act of piloting the affairs of the school system with the sole aim of achieving the set educational objective of the school as well as the society. It is a process which constantly involves decision making, organizing, communicating, stimulating, coordinating and evaluation. It is the use of human and material resources to achieve desired goals and objective of the school (Igbo, 2002). These administration functions compounded with problems.

The administrative problems according to Obi (2004) includes: poor financing, indiscipline, erosion of principal power, inadequate human and material resources, lack

of motivation for teachers, non involvement of teachers in curriculum development. These problems do not allow the technical colleges to meet their set goals practically. However, it is unfortunate that technical colleges in Anambra and Imo state are not giving students these technical orientations needed to acquire saleable skills in the trades they are being trained for, as a result of administrative problems facing the technical colleges. These administrative problems have affected the technical colleges so much that nothing is achieved practically in making the students acquire relevant skills.

Olaitan, Nwachukwu, Onyemachi and Ekong (1999), Oko (2000), Obi (2004) and Asuquo (2005) in their separate contribution to the problems of technical/vocational institution, highlighted the problems of technical colleges to include: poor financing, lack of equipment, tools and material, lack of qualified teachers, indiscipline, and inability of teachers to comprehend the curriculum, non-payment of teachers salary and allowances to teachers as and at when due. Ogwo (2005) also asserted that there is always a cool war between liberal education educators and technical education educators especially when it comes to disbursement of fund. The liberal educators see no need for technical education. Although some of these problems may not be peculiar to technical education but Technical Colleges suffer more because of its composition, which requires updating of tools and equipment.

The problem of poor financing is the major inhibiting problem in the administration of Technical Colleges in Anambra and Imo state. Today most of the technical colleges are run as secondary schools because of administration problems.

According to Obi (2004) apart from the simple reason that money is needed for the provision of schools upon which the future technological development of the nation depends, there is also growing cost of education in comparison with other needs. The cost of providing equipment and instructional materials are on the increase daily. Technical colleges cannot because of its composition which has implication for newer and modern equipment, tools and material, meet up with challenges.

In some of the technical colleges, the equipment, tools and materials for teaching are not enough in quantity and quality. Some are obsolete and need to be replaced. This lack of equipment, tools and materials constitute problems to the administrators. According to Ezeji (2002), inadequate equipment, tools and materials in technical colleges is a major setback in the skill development of students of Technical Colleges. He explained that absence of these facilities constitute a major problem in the administration of Technical Colleges. This is because when the students are not engaged in meaningful practical exercise due to lack of these facilities, they tend to be lazy, disrespectful and as a result become difficult to control.

Most of the administrators and teachers of technical colleges find it difficult to operate the programme of technical colleges. This is because they are not involved in planning the curriculum. Okorie (2001) noted that the curriculum being implemented by technical colleges teachers were developed and handed over to them to implement. It is important to note that the more teachers identify with curriculum activities the more they

will readily accept and implement the curriculum. This is because genuine participation tends to generate psychological ownership of the resulting programme (NTI, 2000).

Another problem confronting the administration of technical colleges in Anambra and Imo states is lack of qualified teachers. Teachers to teach various trades are not enough. In some technical colleges, trades like foundry, radio and television, furniture crafts that are not taught to students simply because of shortage of technical teachers to teach the trades. This inability to train students in some of these essential trades has resulted that some technical colleges are glorified secondary schools.

Indiscipline, which is lack of control in behaviour of a group of people is playing prominent role in Technical Colleges in Anambra and Imo states. Indiscipline has lots of effects on administrators and administrative functions, thus making technical colleges to achieve little or nothing. Accordingly Obi (2004) the impact of technology in Nigeria, with its attendant imbuelement of the foreign lifestyle has tended to adversely affect the value system of most Nigerians including the youths. Most of the cherished virtues such as hard work, honesty, and sincerity have become de-emphasized.

Today, both youths and adults think in terms of sweet life rather than hard work and endurance. Discipline is no longer regarded as an important virtue in the society. Obi (2004) stressing the importance of discipline in an organization noted that discipline is the most important element in any organization. According to Obi without discipline the learning situation is not complete. Indiscipline constitutes threats to homes and the society.

According to Osammor (1984) discipline in a given society creates national consciousness among the people and national consciousnesses, eradicate selfishness. Osammor maintained that the need for discipline for the success of any human endeavour could not be taken for granted. Discipline is essential in helping man achieve their set goals and objectives. For technical colleges in Anambra and Imo states to achieve their set goals and objectives there must be some element of discipline to be enforced. Teacher is the chief implementer of discipline in any form of school.

Teachers of technical colleges are not motivated in any way in order to put in their best. The state government instead of motivating teachers owe them salaries and allowances for several months. This non-payment of salaries and allowances to technical teachers has encouraged truancy among the teachers. This has affected the academic performance of students, resulting to non-acquisition of employable skills.

Although government has been trying to solve these administrative problems of poor financing, indiscipline, lack of motivating of teachers in so many ways, there is need to device other strategy that will reduce these administrative problems in support to what government is doing. Hornby (2001) defined strategy as a plan that is tended to achieve a particular purpose. Olaitan (2005) described strategy as a determination on further goals and vision, which is aspired towards the comfort or benefits of the citizens. This is done in order to enable the technical colleges to compete favourable in any aspect of technology with other nations of the world without a feeling of inferiority or low quality in technology.

Statement of the Problem

The goal of Technical Colleges in Nigeria of which Anambra and Imo states are part is to produce competent craftsmen with sound theoretical and practical knowledge. However, contrary to this prospect to bestow on the students of Technical College programmes, majority of the students have been completing the programme without being competent craftsmen. Majority comes out with little or no proper practical orientation, which could not earn them pay, or make them self-employment or worse still allow them to gain admission into higher technical institution for advancement in their academic pursuit. Ogwo (2005) noted that beside the general unemployment situation in the country, products of Technical Colleges are found to possess less than satisfactory level of employment skills. These poor quality products from Technical Colleges necessitated the United Nations Education, Scientific and Cultural Organization (UNESCO) and National Board for Technical Education (NBTE) working jointly revised the programme of technical colleges (UNESCO and NBTE, 2003). These have not solved the administrative problems because the major issue have not been addressed.

There is also high rate of failure in National Business and Technical Examination Board (NABTEB) Examinations that is National Technical Certificate and National Business certificate (NBC). According to Aina (2003) this high failure rate is attributed to two factors namely, quality of teachers, and the problems of administration of Technical Colleges. Anna stressed that a close examination of this waste (high rate of failure) indicate that the technical colleges are no longer attractive to the youths because of poor

teaching and poor administration. Oko (2005) also noted that graduates of technical colleges who are supposed to be technicians and craftsmen in different areas of technology have resorted to commercial motorcycle business (Okada business) as a result of non-possession of saleable skills.

Purpose of the Study

The major purpose of the study was to determine the strategies for reducing the administrative problems facing Technical Colleges in Anambra and Imo states. The study specifically determined:

1. the strategies for improving adequate financing of Technical Colleges in Anambra and Imo States
2. the strategies for enhancing stakeholders' participation in running technical colleges in Anambra and Imo States
3. the strategies for curbing indiscipline in Technical Colleges in Anambra and Imo States?
4. the strategies for enhancing teachers' motivation for effectiveness in technical colleges in Anambra and Imo States
5. the strategies for involving Technical teachers in the development of Technical College curriculum
6. the strategies for improving the provision of human and material resources to ensure quality assurance in Technical Colleges of Anambra and Imo states

Significance of the Study

The finding of this study will be of great benefit to the principals, vice principals, students, technical colleges and employers of technical college graduates. The findings of the study will benefit the principals of technical colleges in each States. Already identified strategies in this study could be adopted by the principals to curb all kinds of in disciplines in technical colleges. These strategies could be also used to organise seminars and workshop for principals and their vices on how to reduce administrative problems facing technical colleges in the States.

Technical teachers will also benefit from the findings of the study. Identified strategies for enhancing teachers' motivation for effectiveness in technical colleges could be adopted by the administrators of the schools. As teachers' motivation improves, their standard of living will equally improve, then effective teaching and learning will take place which will turn to quality graduates.

The findings of the study will benefit the students. There will be effective teaching and learning in schools if the strategies for curbing indiscipline in Technical Colleges, strategies for improving adequate financing of Technical Colleges and the strategies for enhancing teachers' motivation for effectiveness in technical colleges are implemented. The students will acquire necessary skills and knowledge from their motivated teachers. These skills and knowledge will fetch them employment after graduation. Most of the graduates can also establish their own workshops.

The findings of the study will benefit the employers of technical college graduates. There will be crops of skilled and knowledgeable graduates to work with relevant industries. There will be no need for retraining graduates on the job because of the sound training received from colleges as a result of motivation of teachers.

Research Questions

The following research questions guided the study:

1. What are the strategies for improving adequate financing of Technical Colleges in Anambra and Imo States
2. What are the strategies for enhancing stakeholders' participation in running technical colleges in Anambra and Imo States
3. What are the strategies for curbing indiscipline in Technical Colleges in Anambra and Imo States?
4. What are the strategies for enhancing teachers' motivation for effectiveness in technical colleges in Anambra and Imo States
5. What are the strategies for involving Technical teachers in the development of Technical College curriculum
6. What are the strategies for improving the provision of human and material resources to ensure quality assurance in Technical Colleges of Anambra and Imo states

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

- H0₁:** There is no significant difference in the mean responses of technical teachers, principals and vice principals on the strategies to be adopted to enhance financing of Technical Colleges in Anambra and Imo States
- H0₂:** There is no significant difference in the mean responses of technical teachers, principals and vice principals on the strategies for enhancing stakeholders' participation in running technical colleges in Anambra and Imo states
- H0₃:** There is no significant difference in the Mean responses of technical teachers, principals and vice principals on the strategies for curbing indiscipline in Technical Colleges in Anambra and Imo States.
- H0₄:** There is no significant difference in the Mean responses of Technical teachers, principals and vice principals on the strategies for enhancing teachers' motivation for effectiveness in technical colleges in Anambra and Imo state.
- H0₅:** There is no significant difference in the Mean responses of technical teachers, principals and vice principals on the strategies enhancing the provision of human and material resources for training Technical College students

Delimitation of the Study

The study was delimited to the strategies for reducing the administrative problems facing Technical Colleges in Anambra and Imo states. The study specifically covered the strategies for improving adequate financing of Technical Colleges, the strategies for enhancing stakeholders' participation in running technical colleges, the strategies for curbing indiscipline in Technical Colleges, the strategies for enhancing teachers' motivation for effectiveness in technical colleges, the strategies for improving the provision of human and material resources to ensure quality assurance in Anambra and Imo States. Other strategies for reducing administrative problems facing technical colleges were not determined. All the technical teachers, principals and vice principals in technical colleges in Anambra and Imo states were involved in the study.

CHAPTER II

REVIVEW OF RELATED LITERATURE

The review of the related literature was discussed under the following headings:

1. Conceptual Framework

- Strategies for enhancing adequate financing of technical colleges
- Strategies for enhancing stakeholder's participation in running technical colleges
- Strategies for curbing indiscipline in technical colleges`
- Strategies for enhancing teacher's motivation to effectiveness
- Strategies for enhancing technical teachers' involvement in the development of technical college curriculum
- Strategies for enhancing human and material resources for the training of students in the technical colleges

2. Theoretical Framework

3. Review of Related Empirical Studies

4. Summary of Review of Related literature

Conceptual Framework

According to Hornby (2001), strategy is a plan that is intended to achieve a particular purpose. This involves managing vocational and technical education institution better in order to achieve their set goals and objectives. It can also be view as a determination on further goal or visions, which states are aspired towards the comfort or benefits of her citizens. This comforts or benefits are to enable them compete favourably in any aspect of life with people of other nations of the world without a feeling of ignorance, inferiority, low quality, inequality, poverty, low technology, weak social interaction, covetousness, lack of satisfaction, greed, corruption, and may other vices (Olaitan, 2005).

In this study, there are many problems hindering the proper administration of vocational and technical education institution in Anambra and Imo states. Some of these problems may not be easy to eliminate. The strategy is to reduce these problems so that the administration of vocational and technical education institution will be less tedious. It is expected that it will achieve its set goals and objectives. These will then make vocational technical education a panacea for poverty alleviation. These will also facilitate technological advancement.

Administrative function is concerned with organizing the work of a business or an institution. This therefore, involves the organization of works of vocational and technical education in Anambra and Imo states. Administrative function also includes planning, budgeting, controlling, supervising and evaluating (Olaitan, Nwachukwu, Igbo,

Onyemachi, and Ekong 1999). Other functions are communicating, influencing, and coordinating (Jimoh, Dawodu, Adegoke and Komolafe, 2005). Administrative function therefore, entails coordinating the activities of vocational and technical education institution in Anambra and Imo states to enable them achieve their set goals and objectives. A problem is something that is difficult to deal with or understand or a question to be solved or answered especially by reasoning (Hornby, 2005). The administrative function of the administrators of vocational and technical education institutions in Anambra and Imo states are being hindered by such problem as poor financing, indiscipline, inadequate quality teachers, non-involvement of teachers in curriculum development and so on (Obi, 2004). These are some of the administrative problems hindering the progress of vocational technical education institutions in Anambra and Imo states. The consequences of this are lack of skilled manpower.

Vocational and Technical Education

These when used in compressive term refers to those aspect educational process involving in addition to general education the study of technologies, related sciences and the acquisition of practical skills, attitude, understanding and knowledge relating to occupation in various sectors of the economic and social life (FGN, 2004). It is also further understood to be:

- a. An integral part of general education and a means of preparing for an occupation field for effective preparation in the world of work;

- b. As an aspect of lifelong learning and preparation of responsible citizenship.
- c. An institution for promoting environmental sound and suitable development.
- d. A method of alleviating poverty (FGN, 2004).

There are different strata of vocational and technical education with different function at each stratum. The function are determined by the level at which training is received and therefore, proceed from foundation level to highly skilled technical qualification. The strata are primary school and formal system that is apprentice system, Secondary school, Technical college, College of education (technical) Monotechnics and Polytechnic (FME, 2001).

The objectives of each stratum as in the national policy on education 2004 are: At primary school level, the children are exposed to local craft. This part is the beginning of technology. By handwork, the children are being exposed to technology. Hence a child can develop interest and try to actualize his dream in technical college.

The junior secondary schools, is pre-technical and pre-vocational. It is the preparatory aspect of vocational training. At this stratum the purposes are:

1. Introduction into the world of work of technology and appreciation of technology towards interest arousal and choice of vocation at the end of junior secondary school and professionalism later in life.
2. Exposing the students to career awareness by exploring useable options in the world of work.

3. Enabling youths to have an intelligent understanding of increasing complexity of technology.

At the technical and vocational education institution the objectives are to:

1. Provide trained manpower in applied sciences, technology and business particularly at craft and advanced craft level.
2. Provide the technical knowledge and vocational skills necessary for Agriculture, commercial and economic development.
3. Give training and impart the necessary skills to individuals who shall be self-reliant economically.

Then the polytechnic/monotechnic, the objectives are to:

1. Provide full time and part time courses of instruction and training in engineering, other technology applied science, business and management leading to the production of trained manpower;
2. Provide the technical knowledge and skills necessary for agriculture, industrial, commercial and economic development of Nigeria.
3. Give training and impart the necessary skills for the production of technicians, technology and other skilled personnel who shall be enterprising and self-reliant.
4. Train people who shall apply scientific knowledge to solve environmental problems for the convincement of man.

5. Give exposure on professional study in technologies.

As the world is advancing daily in technology, there is a need to devise a means of following it. The complexities surrounding our social, political and economic life have necessitated a form of education that will meet these challenges and changing complexities. This can be found in vocational and technical education institution going by their objectives.

As could be seen from the forgoing conceptual and theoretical framework the major purpose of vocational and technical education institution is not to award certificate. Its purpose is to train people for useful living through skill acquisition and occupational preparation. They are also to train people who can actually function in their place of work, satisfying the demand of their vocation and contribute meaningfully to the economic development and growth of the society and improve the value of life for the people (Okorie, 2000). According to Olaitan et al, (1999) it is given to people who need it, want it and to progress by it. Notwithstanding the strata of vocational and technical education of this study will concentrate on technical colleges in Anambra and Imo states. This is because it is in the technical colleges that the actual foundation is laid.

Strategies to Enhance Financing of Technical Colleges

The success of any educational system is based on proper planning, efficient and adequate financing. Technical colleges being the bedrock for sustaining the development of both developing and countries should be adequately financed (Mogaji, 2000). Poor

financing is one of the administrative problems of technical colleges in Anambra and Imo states. The technical colleges according (Olaitan et al 1999) has a minimum level to operate and be effective. The ineffectiveness of the technical colleges in Anambra and Imo states is because this minimum standard has not been achieved. This is the reason why some are gloried secondary school.

According to Asuque, Jimoh, Dawodu, Adegoke and Komolade, (2005), the funding needs of technical colleges includes:

- a. Acquisition of equipment based on changing technology.
- b. Construction and maintenance of infrastructure.
- c. Payment of remuneration to varying categories of technical personnel.
- d. The repair, rehabilitation and refurbishing of equipment and tools.
- e. Ideal administrative structure suitable for technical colleges.
- f. Adequate supplementing the resource of the technical college student as a means of motivating them.
- g. Follow-up supervision, inspection of employees and practitioners in technology.

In the spite of all these funding needs of technical colleges Asuquo (2005) stated that the fund given to them to generate are so grossly inadequate, hence technical colleges could not achieve the objective of imparting desired skills to the students. The indices of this poor funding can be seen in Anambra and Imo states in the irregular

payment of technical teachers' salaries and allowances, ill-equipped school laboratories and workshops. Shortage of infrastructure, the use of obsolete tools and equipment devoid of modern technology, this negates the theories of technical education which stipulates that training should be done using the same tools and equipment which are replica of what the students will work with later in industry (Okoh, 2000).

For most of the technical colleges in Anambra and Imo states the use of modern tools and equipment are not visible. Poor funding also accounts for most of the factors that hinder the effective teaching of practical works in Anambra and Imo state technical colleges. The lack of money will prevent other facilities and quality technical teachers being provided. This accounts for many certificated but unskilled graduates. Ndu (2000), put it succinctly that our education elites have acquired certificates, diplomas and degrees that fail to prepare them adequately for engaging in productive activities. The problems of poor funding has affected the growth of technical colleges despite the merits of this type of education and government clamour for technical education, (Abenuga 1993).

In order to adequately fund technical colleges in Anambra and Imo states, the government should as a matter of importance diversify her source of revenue for education especially for technical colleges since government believes that it is the bedrock for technological growth and alleviation of poverty.

The diversifying source of revenue becomes imperative since dependency on single source of revenue is not better and safe fiscal arrangement. Finance should be

allocated separately for technical colleges. It should not be combined with that of general education, since that method is not helping the growth of technical colleges. The consumers of the products of technical colleges should be made to support in the financing of technical colleges. These consumers should be made to pay certain percentage of their net profit to support technical education. Government should tax fund for the purpose of collecting tax from the consumers and disbursing some to technical colleges.

The state government should have more for generating more revenue from local sources to supplement their subvention from federal coffer so that they can fund technical colleges. Technical colleges should be encouraged to expand their production unity for revenue generating venture, to support in financing the institution.

Nnabuo (1997) suggested for urgent and proper coordination of the existing institution for effectiveness and efficiency. He is of the opinion that in order to properly finance technical colleges programmes, those programmes which create unemployment, should be phase out to conserve revenue being spent on them while innovation programme should be encouraged. If this is done with proper accountability not politically motivated accountability there will be enough money to finance technical colleges.

Strategies for Enhancing Stakeholders Participation in Running Technical Colleges

Stakeholders are people or company that are involved in a particular organization, project system especially because they have invested money in it. In this study the stakeholder are government college administrators, companies, parents and the society. Their contribution plays an important role in the administration of technical colleges.

The government has the responsibility to ensure that every citizen has access to the good things of life and to facilitate the corporate development of both individual and society. It is in line with this that government formulates policies in every aspect of life. Thus the role of government in technical colleges is to formulate policies and set up goals and objectives for the programmes. They also set up guideline that will lend to the attainment of such goals and objectives.

Chima (2000) while stressing the importance of financing technical education cited Adesina (1990) and Esam (1999) who in their separate contribution to financing technical education agreed that adequate financing support to technical education is very vital if the system is to be free from pathological dysfunction. They also agreed that building equipments, tools, training materials and other facilities depends on adequate finance. They also agreed that it is the role of government to provide finance, formulate policies, set out goals and objectives and means of accomplishing the goals and objectives.

To ensure government participation there is need for the administrators to give accurate accounting especially during budgeting. This is because when there are bogus budgeting government finds it difficult to implement and this contribute to inadequate financing.

Another stakeholder in technical colleges is the principals and the officers. The principal is the chief accounting officer of the institution. His role is to make sure that government policies are achieved in the college. To perform this role effectively, Asuquo (2005) classified the principals functions into two major components namely leadership and management Okoro (1998) states that the leadership function of the school principal (school administrator) includes the supply of initiative and direction to school community in order to achieve the educational goals.

The principal then must possess good leadership quality so as to be able to devise innovative and more effective method of implementing policies.

The management functions include planning, organizing, supervising, coordinating the resources to the school. He is also to plain budget for effective utilization of fund; he is also to evaluate the activity of the school to know whether to re-plan or continue. Olaitan, Nwachukwu, Igbo, Onyemachi and Ekong (1999) states that planning of this nature should have objective towards a goal and should be organized to seek information continuation to facilitate the administrators problems solving decision making process. According to Olaitan et al (1999) proper planning has the following advantages.

1. It provides the administrators with the background for functional decision-making.
2. It makes provision for consideration of the needs of the individuals and the entire society in relation to the cost and benefits of the programme.
3. It helps in putting result oriented vocational and technical education programme, service and activities in place.
4. It reduces wastage and promotes prudent and effective utilization of technical education resources and facilities.

The organization function of the principal is the process of putting into efficient working arrangement all the facilities, personnel and support staff that will help in the implementation of the technical education programme proper organization is important because even if plans are on the ground without proper organization it may not achieve the desired result. Organization is therefore the careful and co-coordinated arrangement of technical education programme with a plan to impart desirable skills on the students. According to Olaitan et al (1999), there are various forms of organizing style that exists which technical college principal can adopt for effective organization of the programme. These are human centred organizing style, which is concerned with the arrangement of human resources for effective performance of their role it will make for good performance of duties and responsibilities as well as higher motivation of the personnel. Then there is also the product centred organizing style, which focuses on the expected product not minding the way, manner and the condition of the personnel schedule for the

duties lastly there is the task oriented organizing style which is major activity oriented. The realization of the goals and objectives of technical colleges depends on the organizing style that may be adopted by the principals.

In order to enhance principal participation with his staff there should be regular supervision from the government who set out the goals and objectives of the colleges. The supervisory functions is the process of ensuring proper function of technical education system through realistic observation, correction and follow up of activities and practice for good performance Olaitan et al (1999). The supervisory function of the principal is majority concerned with effort towards improving instructions. Supervision in technical colleges is to ensure quality control through regular inspection and continuous supervision of instruction facilities and other services. The process of supervision will extend to the administrative control of the teachers, instructional activities and the delivering system, available facilities, the instruction problems of teachers as well as the problems of learning environment.

Another means of ensuring participating of principal and his staff is through evaluation of the programme after which suggestion on how to improve the system will be made. Evaluation is the passing of judgment on the adequacy of the programme. Evaluation involves determining whether the programme is doing what it is intended to do (Okoro, 2002). In technical colleges it is the process of assessing its effectiveness in relation to its objective using appropriate measuring techniques and providing feedback. The principal gather and process information on the college programme to help him in

decision making about the programmes. Evaluation of the whole programme provides the basis for decision making that may be directed towards reviewing the programme.

The industries are another major stakeholder in technical education since they need the services of the product for their manpower. To reduce the administrative problem facing technical colleges their participation is very well vital. Discussing on unemployment Nnabuo (1997) opined that unemployment is a disturbing paradox of our time. He went further to state that while millions of people educated are unemployed, millions of jobs are waiting to be done but people with the right educational training and skill cannot be found. Today in our country the major oil industry are leaded by white foreigners. Again whenever there are major faults in mechanical, Electrical, Petroleum, and Chemical and or Civil engineering our engineers and technicians are not capable of handling such faults, hence Engineers/craftsmen and practitioners are flown into the country from abroad to come and handle these faults notwithstanding that we have universities of technology, polytechnics and colleges of technology, and technical college like those countries. These are the evidence that our technical institutions are dysfunctional and need correction mechanism for them to take its pride of place. Means to ensure the participation of industrial sector they become imperative. They should be involved in the planning and implementing of technical education programme.

When the industrial sector is involved the products will be utilized immediately. Their contribution will make the technical institution produce according to their need. This will make the technical colleges more effective and attractive. There will be no need

for admitting students when there is no facility for training them. Youths will then be interested in pursuing a programme which they are sure will offer them employment after graduation. According to Olaitan (1996) this type of combined effort of institution and industrial sector are practiced in advance countries like United States of America (USA), Britain, and Japan. These countries involve manpower consumers in technical education service programme through advice, funding, recruitment, placement and other service. To enhance their participation these industries should be given a specific function to perform and how the work on that function should be accepted on good faith. When their advice is accepted and implemented they will be in a position to give more. So the technical colleges should be ready to accept the advice from industries as the acceptance will make them to give more. This will definitely enhance their participation.

The authority of technical colleges should be willing to accept changes and innovation from industries. In this case dual system of education will enhance the participation of industries. Dual system is a system whereby the students are given practical training in the industries and later in the colleges. If we adopt this system it will make the industries practically involved and go a long way in reducing the administrative problems. It will also help the students to acquire skills, because they will be working with the latest equipment in the industries.

The general public are also another contributor and beneficiaries of technical college products. To enhance their participation in running technical colleges they should be made to serve as board members and parent teachers association executives. The

principal should also communicate to them the day to day activities of the school as communication gap can breed in some administrative problems. They should be made to commit some of their resources in the technical colleges in form of investment. When they are allowed to participate through investment they work hard to guard against the downfall of the investments.

Strategies for Curbing Indiscipline in Technical Colleges

Indiscipline according to Hornby (2001) is lack of control in the behaviour of a group of people. Discipline on the other hand is the practice of training people to obey rules and orders and punishing them if they do not. In our technical colleges discipline has given way to indiscipline, and this constitutes an administrative problem to the authority.

Ocho (1997) opined that real power of any given society, group with its attendant cultural pattern is the discipline with which her individual members set about the job or corporate living and the intelligence they bring to bear on the solution of the immediate problem. In the technical colleges or in any other situation discipline generally refers to the maintenance of order. Children and or workers are made to obey rules through rewards, punishment, persuasion or self-acceptance of such rules as necessary for productive work. But today this is not the case in technical colleges especially in Anambra and Imo states. Many people both students and staff fault rules and there are disorder, today seem to be worse than what was obtained prior to 1984 when General Mohammed Buhari (Rtd) launched war against indiscipline (WAI). Buhari considered

indiscipline as the bane of Nigerian society. Osammer (1984) felt that the country cannot move forward until discipline is established. This assertion still holds today. Technical colleges cannot achieve anything under undisciplined situation. Most of the administrative problems have its root in the wide spread of indiscipline in the technical colleges.

Discipline in a given society creates national consciousness among the people and national consciousness eradicates selfishness which is the creator of bribery and other forms of corruption in public offices and places. The need for discipline in any human endeavour cannot be taken for granted. Discipline is essential in helping man achieve their goals and objectives. For technical colleges to achieve their set goals and objectives there must be some element of discipline that must be enforced. Indiscipline should be seen from principal to the least student. In many occasion teachers come to school any time and leave when they want. Equally students come to school when they like and the time they want. Nobody cares much whether they are learning or not. This non-chalet attitude encourages students to roam about and find time to engage on other anti social behaviour. The end result is that student graduates without acquiring the desired skill of getting entry-level qualification for higher education.

Odutola (1982) observed that societal values and norms are also considered prime in the problems confronting the administration of technical colleges. All around us we see the influence of corruption pervading every nook and corner of Nigeria society and these manifests in dimensionless proportion. Students no longer consider it necessary to work

hard in order to pass examination or even acquire the desired skills. All they want is how to settle the supervisors and pass examination without reading and collect certificate whether the knowledge is there or not. Okorie (2000) buttress this point when he said that whereas the Nigerian adult of the pre-colonial era manage and sustain the economy through hard work, his present day counterpart is an economic failure and a professional street bigger. The placid culture into the cultural system of Nigeria is responsible for this apparent laxity and non-resourcefulness of Nigerians.

In order to curb this indiscipline in the technical colleges in Anambra and Imo states war against indiscipline (WAI) should be re-launched and sustained in technical colleges. This to some extent can reduce the administrative problems because when it was launched in 1984 there was a drastic change in the life style of Nigerians.

Another means that will curb indiscipline is to make technical college compulsory boarding system. When it is made compulsory, it reduces the number seeking technical education. It will be left for those who need it, want it and wish to progress through it. Introducing compulsory boarding system will make the students to be more academically minded and discipline is better enforced under such a system. The schools that operate compulsory boarding system in Anambra State produce disciplined students morally academically and otherwise. The student will have enough time for their studies the idea of coming to school by 8am and going by 1.30pm is not enough for technical college programme.

Indiscipline can also be curbed when there is a formidable and functioning guidance and counselling personal that specialize in technical education system. This is because the students who don't know why they are in technical college because they are not properly oriented cause indiscipline. They are not properly guided to make use of their innate talent and aptitudes. They are rather at the mercy and influence of parents, per groups and the society.

According to Asuquo (2005) a good number of students who would have been useful in grammar school are allowed to wonder into discipline for which they lack the aptitude. In the same way students who should have been good in technical colleges wonder about in grammar school only to rejoin technical college at the polytechnic level. The need for a formidable guidance and counsellor becomes imperative especially at junior secondary school before students choose their career in life in order not to waste their time at wrong place.

Another means of curbing indiscipline is for government to de-emphasis certificate acquisition in place of skill and knowledge. When people are employed based on skill and knowledge instead of certificate people will be ready to work hard. Today, emphasis on having certificates encourages examination malpractice but if emphasis is on skill and knowledge it will reduce the administrative problems facing technical colleges.

Strategies for Enhancing Technical Teachers' Motivation to Effectiveness

There is a saying that the quality of any educational system depends on the quality of teachers teaching the programmes for technical colleges to achieve their set objective

the effectiveness of the technical teachers will determine to a very large extent how these achievement can be made. Effectiveness is an indication of the impact of a group of activities performed on the achievement of intended learning outcome it is the observed impact of that programme in achieving its goal and objectives (Olaitan et al 1999).

The present state of effectiveness of technical colleges in Enugu and Anambra states has not been promising. Technical education is education for work and so all human and material resource required for the successful executions of this education should be given adequate attention by the stake holders since this attention has not been provided for human and material resources, the state of effectiveness in the technical colleges has remained very low.

To enhance teacher's effectiveness in technical college's technical teachers should be adequately remunerated. Technical teacher should orient and prepare students both in the acquisition of knowledge and skills.

This involves a lot of handwork and risk taking which are not rewarded adequately. This makes the teacher not to put in spirited efforts to ensure effectiveness and improve productivity. If technical teacher are adequately remunerated it will enhance their effectiveness. There should be adequate facilities for learning. Availability of learning facilities is known to be one of the most important factors that guide learning. When these facilities are available it will enhance teacher's effectiveness.

Technical education programme should be co-ordinate to reflect existing job markets either on a small or larger scale. This calls for industries to participate in recruiting student. This is because when after training the students are not employed in the job, it will not encourage teacher to continue the training. When most of the students trained are performing, he will have the urge to put in spirited effort.

According to Olaitan et al (1999) this situation calls for proper harmonization of schools industry relation to ensure the effective participation of the industry in the education of technical college graduates. This measure can rekindle the effectiveness of technical education for its usefulness in the world of work. Another measure that can enhance teacher's effectiveness is commendation. When teachers are positively commended for their little effort, they put in more effort. In a situation where negative commendation is the orders of the day it reduces teacher's effectiveness.

The teacher's effectiveness can also be enhanced when the management listen and implement positive suggestion from the teacher. That is, a situation where the management does not Lord it over them that what they say must be carried out whether the teacher want it or does not want it. This type of administration does not enhance teachers' effectiveness. Teachers should be heard and not seen alone.

Strategies for enhancing Technical Teachers' involvement in the Development of Technical College Curriculum

Many people in the society demand that they be involved in planning the curriculum. This is because the more individual or group identify with a curriculum

activity the more readily they will be ready to accept the curriculum. Also genuine participation tends to generate a psycho-logical ownership of the resulting programme (NTI, 2000). Curriculum as we know is the basis upon which all the activities of a school revolve. It then becomes obvious that technical teachers who are the implementers of technical college curriculum be involved in its development and planning.

Curriculum is defined as subject to be studied; others look at it as the total experience a child is exposed to in a school under the guidance of a teacher. Good (1973) in Olaitan, (2003) defined curriculum as a systematic group of studies or courses or sequences of subject required for graduation or certification in a major field of study. It is systematic because it follows a laid down rules and procedures which must be followed to achieve a goal and objective.

Okoro, (1999) also sees the curriculum of technical colleges as a series of course designed to prepare individuals for employment in an occupational area of their choice and it is meant to achieve a particular educational purpose.

Having seen curriculum in this perspective it becomes vital that technical teachers should be involved in its development and planning which hitherto is not the case. This is why many technical teachers find it difficult to implement the technical programme. Okoro, (2000) stated that the curriculum being implemented by technical teacher were handed down to them to implement. Okoro observed that non-technical educators mostly did this.

To enhance technical teacher's participation in curriculum planning and development the government should train technical educator in curriculum development. The technical teacher should be allowed to consult with the learner and present the learner's opinion during curriculum development. The learner's input teaches the teachers through the student's records in terms of their performance in examination and test. These provide adequate data for curriculum development. The technical teacher should be allowed to present this and defend it.

Technical teachers as a result of the nature of their job perform three major functions related to curriculum planning and development. They work and plan with the learner, they are involved in individual studies and they share their experience about the curriculum with other teachers. They should be allowed to pull these resources together in curriculum planning and development. Since the technical teacher's task does not merely end with teaching but with stimulation of learning, his contribution in curriculum planning and development is essential.

All other educators such as the principals, college administrator's university professor, subject specialist, and parent complement the job of the technical teachers, their contribution only make meaning when channelled through the teacher.

Strategies for enhancing Human and Material Resources for Training Students of Technical Colleges

Technical colleges are expected to produce craftsmen and people who shall be self-reliant economically. At present technical colleges in Anambra and Imo States suffer

from gross infrastructure dilapidation, staff shortage and inadequacies in facilities, books and infrastructure equipment (FME 2001) the federal ministry of education in the national master plan further stressed that the poor quality teaching staff employed to teach the trade affect the products, since they do not have the skills they are supposed to teach. Also shortage of tools, equipment, training materials as well as limited time given to trade subject contribute to the failure of teachers to orient students with skills for employment or self employment.

Obi, (2004) states that teaching staff of proper quality is the first step in any effort to train skilled man power, this day's most of the teaching staff in the technical colleges in Anambra and Imo States do not possess the required skill, they only possess the certificate as a result most of them could not orient the student to acquire the skill and this constitute administrative problem in the technical colleges. Oko, (2000) observed that this apparent lack of qualified teachers has been on for long time. Oko maintained that in early time of technical education, they lacked qualified teachers. Some of the teacher then were borrowed from industries, but were not trained teachers; they were only good in practical.

Ogwo, (2005) said that these teacher were not good in spoken English and their mode of dressing especially after work did not attract people to the profession. This is responsible for the apparent lack of teachers in technical colleges today. To enhance adequate provision of teachers, government should embark on training of more technical teachers. They should also look for skilled technicians in industries and give them

training free of charge to come and orient the practical skill on the students. Expert in industries could also be invited to give lecturer to students in technical college. Those to teach should also be those who are skilled and not those with certificate without skills. Government should de-emphasis certificate acquisition. Those who can perform should be given the chance to teach provided they pass competency test in the trade they want to teach.

Most of the technical colleges today don't have training material that will enable the technical teacher orient the students properly in skill acquisition. Most of the equipment and tools are lacking in quantity and quality. This apparent lack of materials tends to make the teaching theory rather than practical.

To enhance adequate material resources parent on admitting their children should be made to provide some tools to work with during practical instead of depending on the ones available in the school.

The teachers can equally improvise to enable them teach their trade subject. The school could also run programme such as vocational improvement courses for workers who wish to get certificate from the proceed of these they can equip the school. The school should also establish production unit from where they can receive work from outside. The proceed should also be invested in equipping the school.

Those in charge of these materials should be made to keep proper record and proper record would enhance retention of the tools. Government should also conduct

regular supervision to the school to make sure that the quantity and quality of the tool and equipment are maintained.

Availability of facilities is known to be one of the most important factors that govern learning when these facilities are not adequately provided learning becomes obsolete in the job market, thus making the programme ineffective. This lack of facilities has resulted to a serious setback in technological education, as graduates of technical colleges do not easily fit into the work of the industry.

To reduce this administrative problem there should be proper harmonization of the school and industry to ensure the effective participation of the industries in the education of technical college graduates. This measure can help to rekindle the effectiveness of technical colleges for its usefulness in the world of work (Olaitan et al, 1999).

Theoretical framework

Many people at different times have propounded theory of administration that often comes up in the day-to-day school management. Such theories include classical or scientific movement, the human relations movement and Douglass McGregor's theory X and Y and Maslow's hierarchy of needs theory (Alu, Eya, Odo, Ede, Ugwu, 2001).

According to Alu et al (2001), the scientific movement was propounded by W.Taylor in 1919. This was aimed at the elimination of inefficiency and wasteful practice in an organization, for Taylor, workers were fully programmed to be as machine, given careful analysis, he reasoned that both the manager and workers could be cordially

united in such a way that should be mutual to both, hence the strategies that will not hurt their and injure human relationship in order to produce greater output.

Another theory is the human relation movement. There are varying claims according to Alu et al (2001) concerning the date and person connected with the origin of human related movement. The concern of the study will be on the message of the theory. This theory arose as a reaction to scientific management theory that ignored or underestimated the human factor in administration. The central message of the human relations movement is that the fundamental problems of any enterprises be it local, national or international is the building and maintenance of dynamic yet harmonious human relationship. In order words, the important thing in studying human relations movement is to understand how people especially workers interact in an organizational setting.

Another contribution to the various theories on human relations in management is Douglass McGregor who lived between 1906 ñ 1964. He developed his ideas of leadership theory and motivation in the generally quoted theory X and theory Y in which he compared the two ideal types of management philosophies along with assumptions which come from view of human nature. This theory is now classical among educators and administrators.

The basic assumptions of X theory, listed by McGregor are that:

1. An average human being has an inherent dislike for work and will avoid it if possible.

2. Due to such avoidance or dislike for work, workers should be forced, controlled and directed. They should also be threatened with punishment to get them put forth-adequate effort and thereby achieve organizational objectives.
3. An average human being prefers to be directed, wishes to avoid responsibility, and has relatively little ambition and want security.
4. Mans want and needs are limitlessly arranged in order of hierarchy. The satisfaction of one need creates another.
5. All mans need from birth to death never met, man by nature is resistant to change and man is inherently self centred and indifferent to organizational needs. These assumptions cover both school environments as well as industrial or organizational area. Fundamental to this theory is the need for a philosophy of direction close supervision, external control as well as authoritarian and directive style of leadership.

The basic assumption of theory y assumption posited by McGregor represents a much more optimistic assessment of human behaviour. It is based on positive philosophy about human nature. It was McGregors dissatisfaction with theory x management and its assumptions as well as its failure to consider certain human needs, which relate to self-fulfilment, ego satisfaction and self-actualization led him to formulate y. The assumptions are that;

1. People are not by nature passive or resistant to organizational needs. The expenditure of physical and mental effort in work is just as normal as play or rest.
2. External control and the threat of punishment are not only means of bringing about effort towards organizational objectives to which workers are committed.
3. The average human being does not inherently hate work, given controlled conditions; work may bring satisfaction, leading to voluntary performance or a source of punishment and will be avoided where possible. Man learns under proper conditions not only to accept but also to seek responsibility.
4. The average human being does not inherently dislike work, depending on controllable conditions. Work may be a source of joy and satisfaction, and will be voluntarily performed. It may be a source of punishment and will be avoided where possible.

It is based on these theories that the need for strategies to reduce the administrative problems facing the administrative of vocational and technical education institution in Anambra and Imo states arose so that when they are reduced the McGregor's theory Y assumption will take over from theory X assumption and there will be greater output.

Maslow's need Hierarchy theory of motivation also contributes to theory of administration. This theory is associated with Abraham Maslow who lives between 1908-1970. Maslow was humanist who believed that man could work out a better world for himself as well for others. Maslow considered human being as having wants

and needs. His needs are physiological needs, safety needs, social needs, esteem or ego needs and self-actualization needs. Giving by Maslow's theory of needs, people can be motivated to this level only when the first four needs in the hierarchy have successfully been overcome. The relevance of these need theories found its expression in human effort to work. For work to be effective there is need for strategies to overcome some of these theories of assumptions.

Review of Related Empirical Studies

Many researchers have carried out researches on how to improve technology education to ensure its survival and for humanity to derive maximum benefit from technological changing world.

Okala in 1993 carried out a research on funding vocational Teaching Education to meet future manpower needs and development in Nigeria. This study was conducted in River state using five technical colleges. He used two research questions for the study. The population of the study was 155 teaching staff of the five technical colleges in the River State. The instrument for data collection was survey questionnaire of alternative item of 'adequate' and 'inadequate'. The definite elements in the questionnaire are the workshops/laboratory equipment/instruments. Hand tools, consumable and other facilities. It went further to ask for machine/tool materials nearness to what is tenable in the present day industries, out of 155 questionnaire distributed 154 were returned correctly completed. The data were complied and analyzed.

The result of the analysis revealed that majority of the VTE instructor consider the training resources available inadequate for effective implementation of VTE programmes. However there is adequacy of hand tool, which was attributed to introductory technology equipment brought by government for 6-3.3.4. System of education though many are not functional today. On the adequacy of fund respondents overwhelmingly felt that it is inadequate its effect expanded to non-maintenance of existing machine/hand tools which result in many not functional.

The finding thus revealed two prevalent conditions in VTE first that there are inadequacies in training resources; secondly that lack of fund was responsible for the inadequacies in training facilities and personnel. These unfortunate situations need urgent attention to bail VTE from its impending collapse. Hence the strategies, Okala proposed the following strategies.

1. The use of local communities and parent teachersö association (PTA) college Alumni can also contribute to a great extent in providing fund for their Alma Mata.
2. The ãHarambeeö (self help) movement. This scheme is obtained in Kenya VTE institutions, and is helping them a lot in alleviating their problems.
3. Engagement in consultancy services for business communities.
4. The opening of job order to undertake manufacturing products and provide services to the business communities. Okalaö's study to this research work is that

adequate funding of the Technical Colleges will improve training facilities and personnel.

Ighedo (1998) carried out a research on strengthening the tie between industries and institutions of technology education to ensure its survival. In the study he used 49 people he termed professionals in the administration of VTE in the study. He used four research questions from where he had ten questionnaires, which he used for the study. The population of the study was small and there was no need for sampling. The data was distributed and collected by the researcher, for technology education to survive there is a need for joint collaborative effort by both industries and technology education institution. There is also a need for involvement of industrial sector in the planning of technology education. The result also showed that most of the experts or professionals agreed to feasibility of technology education fund. This is in order to fund technology education, fund should be at National, state and local government level and industries need to support willingly to the Technology Education fund. The study further recommends that there should be a close tie between industries and technology educators to enhance programme performance and ensure its survival. To fund Technology education properly, technology education fund should be enforced on industries both at National, state and local government.

The implication of Ighedo's study to this research work is that there should be a close tie between the industry and technical educators to enhance programme performance and ensure its survival.

Egonu (1988) also conducted a research on administrative task and principals participation in decision making in Imo State Secondary School system which also include; Technical and vocational Education institution. The purpose of the study was to determine the extent to which principals in Imo State secondary schools are involved in decision-making areas directly affecting their job and how they would like to be involved for effective school management. The populations of the study were state secondary school system.

The research was conducted using questionnaires designed to investigate the actual and preferred participation level of principals in seven major administrative tasks. Analysis of variance (ANOVA) was used to analyze the findings. The results from the findings revealed differences in participation level in decision making in different tasks areas in the five educational zones of the state from the result, one may conclude that principals in Imo State are not involved much as they would like in decision making in the area in which they feel they should. They also speculate that as a result of this non-involvement of principals, principals see themselves as under-utilized and their potentials as not fully exploited for the maximum benefit of the system in the state. The study also revealed that decision-making is even concentrated in the ministry and Education Board. It then recommends that for effective administration for the survival of any system the implementers should be involved in decision-making as this will enhance the implementation and ensure its survival.

Uwameiye and Clark in 2000 also conducted a research on vocational education and Entrepreneurship in Nigeria. The purpose of the study was to find out that the perception of vocational students on entrepreneurship. They used a simple survey research design of the perception of vocational students on entrepreneurship. The population for the study consisted of year II vocational students of Technical colleges in Nigeria.

The study adopted multi stages sampling technique in the selection of students from four zones (North, West south and middle Belt) in Nigeria. One state was selected from each state of the study, yielding a total of 16 technical colleges, 15 students were randomly selected yielding 1200 students that were used.

The instrument for the study is the perception of vocational student entrepreneurship questionnaire and is made up of 20-item questionnaire. In administering the questionnaire, a research assistant was appointed in each school to help in the administration of the questionnaire. The mean and standard deviation was the main statistical tool used in the analysis of the data for the study. The result of the study revealed that many vocational students seem to fear going into self-employment. The fear is rooted in the fact that the students were not adequately prepared for self-employment. Another is that the students do not possess the technical skill required to exercise confidence in owning business. The study also reveals that potential entrepreneurs need to be cultivated and nurtured. In this direction adequately staffed and equipped technical colleges will instil confidence in its recipients. It recommends that

entrepreneurship education be integrated with vocational education. That the teachers should be integrated to entrepreneurs through in service education and that laboratories and workshops for training vocational student should be equipped with quality and up to date equipment at right quantity and quality. Uwameiyeös study to this research work is that there should be provision for human and material resource for training students of Technical Colleges.

Summary of Review of Related Literature

From the review of related literature the study has been able to identify some of the administrative problems facing technical colleges in Anambra and Imo States. These administrative problems include poor financing, lack of qualified teachers, indiscipline on the staff and students, lack of motivation for teachers, lack of material resources for the programme and non-involvement of teachers in planning the curriculum.

These identified problems are making the technical colleges not to orient proper skill acquisition to the students. This is also responsible for the production of non-skilled craftsmen and apparent lack of skilled manpower in our industries.

The study has also identified some strategies that can reduce these administrative problems. These strategies include involving stakeholders in the running of technical college. These stakeholders include the industries, government, administrators, the parents and general public. The government should also divert her revenue bases so that it will have enough funds for technical colleges and also fund should be allocated

separately to technical colleges. The study also identifies dual control and dual system of education for technical colleges as a strategy for reducing the administrative problems facing technical colleges in Anambra and Imo states. The study also identified the re-introduction and sustaining of war against indiscipline in technical colleges as strategy for reducing the administrative problems.

Another strategy identified by the literature review is having a formidable guidance and counselling unit in technical colleges, and having counsellors who are properly oriented in technical education.

The study has also identified the need for motivating technical teachers by updating their knowledge through seminars and workshops. This will add to their effectiveness in the discharge to their duties. Also allowing teachers to contribute in the decision-making in the school will give them sense of collective ownership and that will make them to be effective.

The study has also identified that since curriculum is the centre of any school programme the technical teachers should be involved in the development of the curriculum. Their involvement will be in inviting more technical teachers during any curriculum planning or review. The involvement of technical teachers will also give them the sense of collection ownership and hence make them put in their best.

From the literature reviewed there is the need to improve the provision of human and material resources. This will enhance effective teaching and learning. Apparent lacks

of these facilities tend to make the student fault instruction and at the end go out without achieving much.

Finally making technical college's compulsory boarding system will boost academic activities and add sense of importance to technical education. This will also increase the students working hours and help in the control of the students. No one among the empirical studies reviewed in this chapter have the same major or specific purposes with this study. This is the gap to be filled by the study.

CHAPTER III

METHODOLOGY

This chapter presents the procedure adopted for this study under the following sub-headings: design of the study, area of the study, population for the study, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Design of the Study

This study adopted a survey research design. A survey research design, in the opinion of Ali (2006) is a descriptive study which uses sample of an investigation to document, describe and explain what is in existent or non existent on the present status of phenomena being investigated. He further stated that in survey study views and facts are collected through questionnaire, interviews among others, analyzed and used for answering research questions. The survey research design was suitable for this study since data were collected through questionnaire from technical teachers, principals and vice principals on the strategies for reducing the administrative problems facing Technical Colleges in Anambra and Imo States.

Area of the Study

The study was carried out in thirteen technical colleges in Anambra and Imo states. The study was carried out in these states because of the indiscipline observed which has really affected teaching and learning activities in the technical colleges.

Population of the Study

The population for the study was 111 which included 78 technical teachers, 11 principals and 22 vice principals in thirteen technical colleges in Anambra and Imo states. There was no sampling since the population is manageable.

Instrument for Data Collection

The instrument for data collection was a structured questionnaire derived from the research questions. It is made up of Section A. Section A is on personal data of the respondents. Section B with 12 items is to find out the Strategies for enhancing adequate financing of technical colleges. Section C comprise of 12 items on Strategies for enhancing stake holders' participation in running technical colleges. Section D comprises of 11 items on Strategies for curbing indiscipline in technical colleges. Section E with 11 items dwells on Strategies for enhancing teachers' motivation to effectiveness. Section F is on Strategies for involving technical teachers in the development of technical college curriculum. Lastly Section G is on Strategies to be adopted to improve the provision of human and material resources to ensure quality student output. The questionnaire items are based on five point Likert scale type. The

response categories for section 3.1 to 3.5 is Strongly Agreed (SA), Agree (A), Undecided (UD), Disagreed (D) and Strongly disagreed (SD) is used. These response categories are assigned numerical values of 5,4,3,2 and 1 respectively.

Validation of the Instrument

The instrument was subjected to a face validation by three lecturers in the Department of Vocational Teacher Education, University of Nigeria Nsukka. The validators were asked to check the relevance of each item of the questionnaire, spelling and they were asked to delete any irrelevant items and suggest appropriate ones. Their comments and suggestions were used to improve the standard of the questionnaire.

Reliability of the Instrument

Internal consistency of the instrument was established using Cronbach Alpha reliability method. Twenty copies of questionnaire were given to technical teachers, principals and vice principals in technical colleges in Enugu and Ebonyi states. Their responses were computed using Statistical Package for social science (SPSS) 16 versions. The overall reliability coefficient of 0.82 was obtained.

Method of Data Collection

The instrument was distributed by the researcher with the help of three research assistant to 111 respondents through personal contact. Only duly filled completed and returned questionnaires were analyzed for answering the research questions and for

testing the hypotheses. The distribution and collection of questionnaire was done in 2 weeks.

Method of Data Analysis

The data were analyzed using the Mean to answer each of the six research questions while Analysis of Variance (ANOVA) will be employed for testing the null hypotheses at $P < 0.05$ level of significance and at relevant degree of freedom. Any item with a Mean of 3.50 or above was regarded as agree while any item below 3.50 was regarded as disagree. The null hypotheses were upheld for items whose P-values are greater than 0.05 level of significant difference and at the obtained degrees of freedom. On the other hand, the hypothesis of no significant difference was rejected for items whose P-values are less than 0.05 level of significance and at the obtained degrees of freedom.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the results of the data analysis for the study. The presentation was organized according to the research questions and null hypotheses that guided the study.

Research Questions 1

What are the strategies for improving adequate financing of Technical Colleges in Anambra and Imo States?

The data for answering research question 1 are presented in Table 1

Table 1**Mean Responses of the Respondents on the Strategies for Improving adequate Financing of Technical Colleges in Anambra and Imo States**

S/N	Item Statements	X	S. D	Remarks
1	Government should allocate separate finance to Technical Colleges	3.81	0.84	Agree
2	Levyng parents through PTA	4.00	0.79	Agree
3	Asking industries to pay tax for the running of Technical Colleges	3.92	0.96	Agree
4	Involving communities where the colleges are located to contribute money for the running them.	3.50	0.78	Agree
5	Making the local government authority to contribute to the running of Technical Colleges	3.58	0.85	Agree
6	Making the Technical Colleges to have production units from where they can generate money.	3.74	0.82	Agree
7	Making Technical Colleges to have sales shops from where they can raise money for their operations.	3.68	0.81	Agree
8	Making Technical Colleges to engage in consultancy services.	3.94	0.93	Agree
9	Imposing levy on all Technical College graduates when they are collecting their certificates.	3.41	0.92	Disagree
10	Asking the students to contribute money for any practical job they want to do.	3.60	0.80	Agree
11	Selling textbooks to the students in their respective courses	3.51	0.91	Agree
12	Meeting well placed graduates for financial assistance	3.81	0.80	Agree

The data presented in Table 1 revealed that 11 out of 12 strategies had their Mean values ranged from 3.50 to 4.00. This showed that the Mean value of each of the strategy was above the cut-off point of 3.50, indicating that 11 strategies can be adopted for improving adequate financing of Technical Colleges in Anambra and Imo States. The Table also showed that the standard deviation (SD) of the items ranged from 0.78 to 0.96.

This indicated that the respondents were not very far from the Mean and one another in their responses.

Research Question 2

What are the strategies for enhancing stakeholders' participation in running technical colleges in Anambra and Imo States?

The data for answering research question 2 are presented in Table 2

Table 2

Mean Responses of the Respondents on the Strategies for Enhancing Stakeholders' Participation in Running Technical Colleges in Anambra and Imo states

S/N	Item Statements	X	S.D	Remarks
13	Giving stakeholders adequate information about the day-to-day running of the schools.	3.55	0.89	Agree
14	Hosting stakeholders to parties every Sunday term	3.31	0.81	Disagree
15	Awarding contracts to local contractors	3.54	0.83	Agree
16	Allow the industries to participate in planning the school programme through provision of the training materials.	3.67	0.91	Agree
17	Running cooperative education by training the student at the industries and the schools	3.82	0.83	Agree
18	Principal running an open administration	3.70	0.93	Agree
19	School authority enforcing discipline	3.52	0.82	Agree
20	School authority renders correct accounts of their expenses to the stakeholders on regular basis	3.57	0.78	Agree
21	Sharing responsibility among the stakeholders	3.64	0.77	Agree
22	Regular supervision of the activities in the College by stakeholders representatives	3.51	0.85	Agree
23	Promulgating policy that will enforce stakeholders' participation.	3.77	0.92	Agree
24	Educating stakeholders about technical and vocational education	3.67	0.81	Agree

The data in Table 2 revealed that 11 out of 12 strategies had their Mean values ranged from 3.51 to 3.70. This showed that the Mean value of each of the strategy was above the cut-off point of 3.50, indicating that 11 strategies could be adopted for enhancing stakeholders' participation in running technical colleges in Anambra and Imo states. The Table also showed that the standard deviation (SD) of the items ranged from 0.77 to 0.93. This indicated that the respondents were not very far from the Mean and one another in their responses.

Research Question 3

What are the strategies for curbing indiscipline in Technical Colleges in Anambra and Imo States?

The data for answering research question 3 are presented in Table 3

Table 3**Mean Responses of the Respondents on the Strategies for curbing indiscipline in Technical Colleges in Anambra and Imo States**

S/N	Item Statements	X	S.D	Remarks
25	Making boarding in Technical Colleges compulsory	3.61	0.92	Agree
26	Having student teacher ratio of 30:1	3.56	0.97	Agree
27	Employing skilled and competent teachers to teach in the Technical Colleges	3.63	0.78	Agree
28	Making sure that there are morning and afternoon roll calls to check absentee teachers and students.	3.57	0.97	Agree
29	Having adequate punishment for teachers and students as stipulated in the code of conduct.	3.85	0.78	Agree
30	Making students who fail any class to repeat or leave the college.	3.55	0.81	Agree
31	Giving adequate reward to teachers and students who show outstanding performance	3.88	0.91	Agree
32	Proper supervision of teachers and students activities	4.25	0.78	Agree
33	Sharing responsibility to teachers and students	3.54	0.91	Agree
34	Relating school learning / training to real life situations.	3.71	0.84	Agree
35	Educating teachers and students on the punishment for indiscipline in school	3.81	0.79	Agree

The data in Table 3 revealed that all the 11 strategies for curbing indiscipline in schools had their Mean values ranged from 3.56 to 4.25. This showed that the Mean value of each of the strategy was above the cut-off point of 3.50, indicating that all the 11 strategies could be adopted for curbing indiscipline in Technical Colleges in Anambra and Imo States. The Table also showed that the standard deviation (SD) of the items ranged from 0.78 to 0.97. This indicated that the respondents were not very far from the Mean and one another in their responses.

Research Question 4

What are the strategies for enhancing teachers' motivation for effectiveness in technical colleges in Anambra and Imo States?

The data for answering research question 4 are presented in Table 4

Table 4

Mean Responses of the Respondents on the Strategies for enhancing Teachers' Motivation for Effectiveness in Technical Colleges in Anambra and Imo states

S/N	Item Statements	X	SD	Remarks
37	Sponsoring technical teachers to attend seminars and workshops to update their knowledge	3.64	0.71	Agree
38	Commending hard working teachers always	3.72	0.87	Agree
39	Promoting teachers as and at when due	3.50	0.86	Agree
40	Punishing erring staff adequately	3.44	0.86	Disagree
41	Giving loans to teachers when the need arises	3.81	0.79	Agree
42	Allowing teachers to sell manuals for practical lessons	3.85	0.73	Agree
43	Allowing teachers to participate in decision making in the school.	3.60	0.95	Agree
44	By not checking teachers who perform their duties	3.21	0.99	Disagree
45	By not insisting that teachers should write their note of lesson	3.33	0.86	Disagree
46	Sponsoring teachers for further studies	3.78	0.79	Agree
47	Giving scholarship to the children of outstanding teachers	3.67	0.88	Agree

The data presented in Table 4 revealed that all the eight out of 11 strategies had their Mean values ranged from 3.50 to 3.81. This showed that the Mean value of each of the strategy was above the cut-off point of 3.50, indicating that only eight strategies could be adopted for enhancing teachers' motivation for effectiveness in technical colleges in Anambra and Imo states. The Table also showed that the standard deviation (SD) of the

items ranged from 0.71 to 0.99. This indicated that the respondents were not very far from the Mean and one another in their responses.

Research Question 5

What are the strategies for involving Technical teachers in the development of Technical College curriculum?

The data for answering research question 5 are presented in Table 5

Table 5
Mean Responses of the Respondents on the Strategies for involving Technical Teachers in the Development of Technical College curriculum

S/N	Item statements	X	S.D	Remarks
48	Allowing technical teachers to work and plan with the learner	3.79	0.89	Agree
49	Involving technical teachers in individual study	2.35	0.88	Disagree
50	Allowing technical teachers to share their experience about the curriculum with other teachers.	3.64	0.76	Agree
51	Allowing technical teachers to put their resources together for inclusion into the curriculum	3.81	0.93	Agree
52	Make technical teachers solely responsible for curriculum planning	3.56	0.80	Agree
53	Government invite more technical teachers than other stakeholders in curriculum planning for technical colleges.	3.82	0.91	Agree

The data presented in Table 5 revealed that five out six strategies had their Mean values ranged from 3.56 to 3.82. This showed that the Mean value of each of the strategy was above the cut-off point of 3.50, indicating that only five strategies could be adopted for involving Technical teachers in the development of Technical College curriculum. The Table also showed that the standard deviation (SD) of the items ranged from 0.80 to

0.93. This indicated that the respondents were not very far from the Mean and one another in their responses.

Research Question 6

What are the strategies for improving the provision of human and material resources to ensure quality assurance in Technical Colleges of Anambra and Imo States?

The data for answering research question 6 are presented in Table 6

Table 6
Mean Responses of the Respondents on the Strategies for improving the Provision of Human and Material Resources to Ensure Quality Assurance in Technical Colleges of Anambra and Imo States

S/N	Item statements	X	SD	Remarks
54	Training of more technical teachers	3.64	0.85	Agree
55	Less emphasis on certificate acquisition for employment	3.25	0.81	Disagree
56	Establishment of more technical colleges	3.17	0.95	Disagree
57	Involving parent more in the provision of training materials	3.71	0.81	Agree
58	Asking technical teachers to update their certificate.	3.62	0.80	Agree
59	Appealing to agents to donate tools and equipment to technical colleges	3.54	0.78	Agree
60	Keeping proper records of tool and equipment in each technical college.	3.71	0.85	Agree
61	Employing experts as resource teachers in the technical colleges.	3.70	0.94	Agree
62	Appealing to employers of technical colleges to donate equipment	3.81	0.82	Agree

The data presented in Table 6 revealed that seven out nine strategies had their Mean values ranged from 3.54 to 3.81. This showed that the Mean value of each of the strategy was above the cut-off point of 3.50, indicating that only seven strategies could be applied for improving the provision of human and material resources to ensure quality assurance in Technical Colleges of Anambra and Imo states The Table also showed that the standard deviation (SD) of the items ranged from 0.78 to 0.95. This indicated that the respondents were not very far from the Mean and one another in their responses.

Testing of Hypotheses

Hypothesis 1

There is no significant difference in the Mean responses of technical teachers, principals and vice principals on the strategies to be adopted to enhance financing of Technical Colleges in Anambra and Imo States

Data for testing H_{01} are presented in Table 7

Table 7

Analysis of Variance (ANOVA) of Responses of Respondents on the Strategies to be adopted for Enhancing Finance of Technical Colleges in Anambra and Imo States

Sources of Variance	Sum of Squares	Df	Mean Square	F-cal	F-tab	Remarks
Between Groups	5.385	2	2.693	1.154	3.00	NS
Within Groups	252.051	108	2.333			
Total	257.086	110				

The result presented above in Table 7 indicated that calculated F-value of 1.154 is less than the Table F ratio of 3.00 at 0.05 level of significance. This revealed that there was no significant difference in the Mean responses of technical teachers, principals and vice principals on the strategies to be adopted to enhance financing of Technical Colleges in Anambra and Imo States. Therefore the null hypothesis of no significant difference in the mean responses of technical teachers, principals and vice principals on the strategies to be adopted to enhance financing of Technical Colleges in Anambra and Imo States was upheld.

Hypothesis 2

There is no significant difference in the mean responses of technical teachers, principals and vice principals on the strategies for enhancing stakeholders' participation in running technical colleges in Anambra and Imo states

Data for testing H_0 are presented in Table 8

Table 8

Analysis of Variance (ANOVA) of Responses of Respondents on the Strategies for Enhancing Stakeholders' Participation in Running Technical Colleges in Anambra and Imo States

Sources of Variance	Sum of Squares	Df	Mean Square	F-cal	F-tab	Remarks
Between Groups	5.600	2	2.800	1.29	3.00	NS
Within Groups	235.151	108	2.177			
Total	240.751	118				

The result presented above in Table 8 indicated that calculated F-value of 1.29 is less than the Table F ratio of 3.00 at 0.05 level of significance. This revealed that there was no significant difference in the mean responses of technical teachers, principals and vice principals on the strategies for enhancing stakeholders' participation in running technical colleges in Anambra and Imo States. Therefore the null hypothesis of no significant difference in the mean responses of technical teachers, principals and vice principals on the strategies for enhancing stakeholders' participation in running technical colleges in Anambra and Imo states was upheld.

Hypothesis 3

There is no significant difference in the Mean responses of technical teachers, principals and vice principals on the strategies for curbing indiscipline in Technical Colleges in Anambra and Imo States.

Data for testing H_{03} are presented in Table 9

Table 9

Analysis of variance (ANOVA) of Responses of Respondents on the Strategies for Curbing Indiscipline in Technical Colleges in Anambra and Imo States

Sources of Variance	Sum of Squares	Df	Mean Square	F-cal	F-tab	Remarks
Between Groups	6.002	2	3.001	1.34	3.00	NS
Within Groups	242.053	108	2.241			
Total	248.055	118				

The result presented above in Table 9 indicated that calculated F-value of 1.34 is less than the Table F ratio of 3.00 at 0.05 level of significance. This revealed that there was no significant difference in the Mean responses of technical teachers, principals and vice principals on the strategies for curbing indiscipline in Technical Colleges in Anambra and Imo States. Therefore the null hypothesis of no significant difference in the mean responses of technical teachers, principals and vice principals on the strategies for curbing indiscipline in Technical Colleges in Anambra and Imo States was upheld.

Hypothesis 4

There is no significant difference in the Mean responses of Technical teachers, principals and vice principals on the strategies for enhancing teacher's motivation for effectiveness in technical colleges in Anambra and Imo state

Data for testing H_{04} are presented in Table 10

Table 10

Analysis of variance (ANOVA) of Responses of Respondents on the Strategies for Enhancing Teacher's Motivation for Effectiveness in Technical Colleges in Anambra and Imo State

Sources of Variance	Sum of Squares	Df	Mean Square	F-cal	F-tab	Remarks
Between Groups	4.1924	2	2.096	1.023	3.00	NS
Within Groups	221.051	108	2.047			
Total	225.243	118				

The result presented above in Table 10 indicated that calculated F-value of 1.023 is less than the Table F ratio of 3.00 at 0.05 level of significance. This revealed that there was no significant difference in the Mean responses of Technical teachers, principals and vice principals on the strategies for enhancing teacher's motivation for effectiveness in technical colleges in Anambra and Imo State. Therefore, the null hypothesis of no significant difference in the mean responses of technical teachers, principals and vice principals on the strategies for enhancing teacher's motivation for effectiveness in technical colleges in Anambra and Imo State was upheld

Hypothesis 5

There is no significant difference in the Mean responses of technical teachers, principals and vice principals on the strategies enhancing the provision of human and material resources for training Technical College students.

Data for testing H_{011} are presented in Table 11

Table 11

Analysis of variance (ANOVA) of Responses of Respondents on the Strategies Enhancing the Provision of Human and Material Resources for Training Technical College Students

Sources of Variance	Sum of Squares	Df	Mean Square	F-cal	F-tab	Remarks
Between Groups	5.417	2	2.709	1.099	3.00	NS
Within Groups	266.139	108	2.464			
Total	271.556	118				

The data in Table 11 indicated that calculated F-value of 1.099 is less than the Table F ratio of 3.00 at 0.05 level of significance. This revealed that there was no significant difference in the Mean responses of technical teachers, principals and vice principals on the strategies enhancing the provision of human and material resources for training Technical College students. Therefore, the null hypothesis of no significant difference in the mean responses of technical teachers, principals and vice principals on the strategies enhancing the provision of human and material resources for training Technical College students was upheld

Findings of the Study

The following findings emerged from the study based on the research questions and hypotheses.

A. Strategies for Improving Financing of Technical Colleges in Anambra and Imo States

1. Government should allocate separate finance to Technical Colleges
2. Levying parents through PTA

3. Asking industries to pay tax for the running of Technical Colleges
4. Involving communities where the colleges are located to contribute money for the running them.
5. Making the local government authority to contribute to the running of Technical Colleges
6. Making the Technical Colleges to have production units from where they can generate money
7. Making Technical Colleges to have sales shops from where they can raise money for their operations.
8. Making Technical Colleges to engage in consultancy services.
9. Asking the students to contribute money for any practical job they want to do.
10. Selling textbooks to the students in their respective courses
11. Meeting well placed graduates for financial assistance

B. Strategies for Enhancing Stakeholders' Participation in Running Technical Colleges in Anambra and Imo States

1. Giving stakeholders adequate information about the day-to-day running of the schools.
2. Awarding contracts to local contractors
3. Allow the industries to participate in planning the school programme through provision of the training materials.
4. Running cooperative education by training the student at the industries and the schools
5. Principal running an open administration
6. School authority enforcing discipline
7. School authority renders correct accounts of their expenses to the stakeholders on regular basis
8. Sharing responsibility among the stakeholders

9. Regular supervision of the activities in the College by stakeholders representatives
10. Promulgating policy that will enforce stakeholders' participation.
11. Educating stakeholders about technical and vocational education

C. Strategies for curbing indiscipline in Technical Colleges in Anambra and Imo States

1. Making boarding in Technical Colleges compulsory
2. Having student teacher ratio of 30:1
3. Employing skilled and competent teachers to teach in the Technical Colleges
4. Making sure that there are morning and afternoon roll calls to check absentee teachers and students.
5. Having adequate punishment for teachers and students as stipulated in the code of conduct.
6. Making students who fail any class to repeat or leave the college.
7. Giving adequate reward to teachers and students who show outstanding performance
8. Proper supervision of teachers and students activities
9. Sharing responsibility to teachers and students
10. Relating school learning / training to real life situations.
11. Educating teachers and students on the punishment for indiscipline in school

D. Strategies for enhancing Teachers' Motivation for Effectiveness in Technical Colleges in Anambra and Imo States

1. Sponsoring technical teachers to attend seminars and workshops to update their knowledge
2. Commending hard working teachers always
3. Promoting teachers as and at when due

4. Giving loans to teachers when the need arises
5. Allowing teachers to sell manuals for practical lessons
6. Allowing teachers to participate in decision making in the school.
7. Sponsoring teachers for further studies
8. Giving scholarship to the children of outstanding teachers

E. Strategies for involving Technical Teachers in the Development of Technical College curriculum

1. Allowing technical teachers to work and plan with the learner
2. Allowing technical teachers to share their experience about the curriculum with other teachers
3. Allowing technical teachers to put their resources together for inclusion into the curriculum
4. Make technical teachers solely responsible for curriculum planning
5. Government invite more technical teachers than other stakeholders in curriculum planning for technical colleges

F. Strategies for improving the Provision of Human and Material Resources to Ensure Quality Assurance in Technical Colleges of Anambra and Imo States

1. Training of more technical teachers
2. Involving parent more in the provision of training materials
3. Asking technical teachers to update their certificate.
4. Appealing to agents to donate tools and equipment to technical colleges
5. Keeping proper records of tool and equipment in each technical college.
6. Employing experts as resource teachers in the technical colleges

7. Appealing to employers of technical colleges to donate equipment
1. There was no significant difference in the Mean responses of technical teachers, principals and vice principals on the strategies to be adopted to enhance financing of Technical Colleges in Anambra and Imo States
2. There was no significant difference in the mean responses of technical teachers, principals and vice principals on the strategies for enhancing stakeholders' participation in running technical colleges in Anambra and Imo states
3. There was no significant difference in the Mean responses of technical teachers, principals and vice principals on the strategies for curbing indiscipline in Technical Colleges in Anambra and Imo States.
4. There was no significant difference in the Mean responses of Technical teachers, principals and vice principals on the strategies for enhancing teachers' motivation for effectiveness in technical colleges in Anambra and Imo state.
5. There was no significant difference in the Mean responses of technical teachers, principals and vice principals on the strategies enhancing the provision of human and material resources for training Technical College students.

Discussion of Findings

The findings of this study revealed that 11 Strategies were required for improving financing of technical colleges in Anambra and Imo States. These strategies includes: government should allocate separate finance to Technical Colleges, levying parents through PTA, asking industries to pay tax for the running of Technical Colleges, involving communities

where the colleges are located to contribute money for the running them, making the local government authority to contribute to the running of Technical Colleges and making the Technical Colleges to have production units from where they can generate. These findings are in line with opinion of Mogaji (2000) that for adequate financing of technical schools, parents of the students should be levied through parent teachers association.

The findings of this study revealed that 11 strategies were required for enhancing stakeholders' participation in running technical colleges in Anambra and Imo States. These strategies include giving stakeholders adequate information about the day-to-day running of the schools, awarding contracts to local contractors, allow the industries to participate in planning the school programme through provision of the training materials, running cooperative education by training the student at the industries and the schools, principal running an open administration, school authority enforcing discipline and school authority renders correct accounts of their expenses to the stakeholders on regular basis. These findings are in agreement of with the opinion of Chima (2000) that for proper running of technical colleges, stakeholders are expected to partake fully by donating relevant materials for teaching and learning.

The findings of this study revealed that eleven strategies were required for curbing indiscipline in Technical Colleges in Anambra and Imo States. Among the strategies are: making boarding in Technical Colleges compulsory, having student teacher ratio of 30:1, employing skilled and competent teachers to teach in the Technical Colleges, making sure that there are morning and afternoon roll calls to check absentee teachers and students, having adequate punishment for teachers and students as stipulated in the code of conduct, making

students who fail any class to repeat or leave the college and giving adequate reward to teachers and students who show outstanding performance. These findings are in consonance with the opinion of Asuquo (2005) that roll call is necessary in schools to check absentee teachers and students.

The findings of this study revealed that eight strategies were required for enhancing teachers' motivation for effectiveness in technical colleges in Anambra and Imo States. The strategies include sponsoring technical teachers to attend seminars and workshops to update their knowledge, commending hard working teachers always, promoting teachers as and when due, giving loans to teachers when the need arises, allowing teachers to sell manuals for practical lessons and allowing teachers to participate in decision making in the school. These findings are in line with the opinion of Olaitan et al that sponsoring technical teachers to attend seminars and workshops to update their knowledge is one of the tested strategies for motivation.

The findings of this study revealed that five strategies were required for involving technical teachers in the development of technical college curriculum. The strategies include allowing technical teachers to work and plan with the learner, allowing technical teachers to share their experience about the curriculum with other teachers, allowing technical teachers to put their resources together for inclusion into the curriculum and make technical teachers solely responsible for curriculum planning. These findings are in agreement with the opinion of Okoro (2000) that technical teachers should be number one individuals responsible for curriculum planning.

The findings of this study revealed that seven strategies were required for improving the provision of human and material resources to ensure quality assurance in technical colleges of Anambra and Imo States. These include training of more technical teachers, involving parent more in the provision of training materials, asking technical teachers to update their certificate, appealing to agents to donate tools and equipment to technical colleges and keeping proper records of tool and equipment in each technical college. The findings are in line with the opinion of Oko (2000) that administration of each should appealing to old students to donate tools and equipment to technical colleges.

There was no significant difference in the Mean responses of technical teachers, principals and vice principals on the strategies to be adopted to enhance financing of Technical Colleges in Anambra and Imo States

There was no significant difference in the mean responses of technical teachers, principals and vice principals on the strategies for enhancing stakeholdersö participation in running technical colleges in Anambra and Imo states

There was no significant difference in the Mean responses of technical teachers, principals and vice principals on the strategies for curbing indiscipline in Technical Colleges in Anambra and Imo States.

There was no significant difference in the Mean responses of Technical teachers, principals and vice principals on the strategies for enhancing teacherös motivation for effectiveness in technical colleges in Anambra and Imo state.

There was no significant difference in the Mean responses of technical teachers, principals and vice principals on the strategies enhancing the provision of human and material resources for training Technical College students.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the statement of the problem, procedure used and major findings in the study. Conclusion based on the findings, the implication, recommendation for implementation and suggestion for further research are also presented

Re-statement of the Problem

The goal of technical colleges in Nigeria of which Anambra and Imo states are part is to produce competent craftsmen with sound theoretical and practical knowledge. However, contrary to this prospect to bestow on the students of technical college programmes, majority of the students have been completing the programme without being competent craftsmen. Majority comes out with little or no proper practical orientation, which could not earn them pay, or make them self-employment or worse still allow them to gain admission into higher technical institution for advancement in their academic pursuit. Ogwo (2005) noted that beside the general unemployment situation in the country, products of technical colleges are found to possess less than satisfactory level of employment skills. These poor quality products from technical colleges necessitated the United Nations Education, Scientific and Cultural Organization (UNESCO) and National Board for Technical Education (NBTE) working jointly revised the programme of technical colleges (UNESCO and NBTE, 2003). These have not solved the administrative problems because the major issue have not been addressed.

There is also high rate of failure in National Business and Technical Examination Board (NABTEB) Examinations that is National Technical Certificate and National Business certificate (NBC). According to Aina (2003) this high failure rate is attributed to two factors namely, quality of teachers, and the problems of administration of technical colleges. Anna stressed that a close examination of this waste (high rate of failure) indicate that the technical colleges are no longer attractive to the youths because of poor teaching and poor administration. Oko (2005) also noted that graduates of technical colleges who are supposed to be technicians and craftsmen in different areas of technology have resorted to commercial motorcycle business (Okada business) as a result of non-possession of saleable skills. Therefore there is need to determine the strategies for reducing the administrative problems facing Technical Colleges in Anambra and Imo states. Specifically, the study determined:

1. the strategies for improving adequate financing of Technical Colleges in Anambra and Imo States
2. the strategies for enhancing stakeholders' participation in running technical colleges in Anambra and Imo States
3. the strategies for curbing indiscipline in Technical Colleges in Anambra and Imo States?
4. the strategies for enhancing teachers' motivation for effectiveness in technical colleges in Anambra and Imo States

5. the strategies for involving Technical teachers in the development of Technical College curriculum
6. the strategies for improving the provision of human and material resources to ensure quality assurance in Technical Colleges of Anambra and Imo states

Summary of Procedures Used

The study adopted survey research design. The population for the study was 111 which included 78 technical teachers, 11 principals and 22 vice principals in thirteen technical colleges in Anambra and Imo States. The entire population was involved in the study. A questionnaire consisting of 61 items was developed and used for data collection. The questionnaire was face validated by three lecturers from Department of Vocational Teacher Education, University of Nigeria, Nsukka. The lecturers were asked to scrutinize each item of the questionnaire for clarity of statements. They were also examined the appropriate and suitability of all items of the questionnaire in providing appropriate responses or data for answering each of the research questions. Their suggestions and recommendations were used in final production of the questionnaire items. Cronbach alpha method was used to determine the internal consistency of the instrument. A total of 61 copies of the questionnaire were administered to the respondents by the researcher and with the aid of five trained research assistants. The dully filled copies of questionnaire were collected after the interval of one week. The data collected were analyzed using Mean for answering the four research questions while analysis of variance was used to test the six null hypotheses at 0.05 level of significance.

Major Findings

Based on the data analyzed, it was found out from the study that the following strategies were required for reducing the administrative problems facing Technical Colleges in Anambra and Imo States:

1. Eleven strategies were required for improving financing of Technical Colleges in Anambra and Imo states
2. Eleven strategies were required for enhancing stakeholders' participation in running technical colleges in Anambra and Imo states
3. All the eleven strategies for curbing indiscipline in Technical Colleges in Anambra and Imo states were required.
4. Eight out of eleven strategies were required for enhancing teachers' motivation for effectiveness in technical colleges in Anambra and Imo States
5. Five strategies were required for involving Technical teachers in the development of Technical College curriculum
6. Eight strategies were required out of nine for improving the provision of human and material resources to ensure quality assurance in Technical Colleges of Anambra and Imo States
7. There was no significant difference in the mean responses of technical teachers, principals and vice principals on the strategies to be adopted to enhance financing of Technical Colleges in Anambra and Imo States

8. There was no significant difference in the mean responses of technical teachers, principals and vice principals on the strategies for enhancing stakeholders' participation in running technical colleges in Anambra and Imo states
9. There was no significant difference in the Mean responses of technical teachers, principals and vice principals on the strategies for curbing indiscipline in Technical Colleges in Anambra and Imo States.
10. There was no significant difference in the Mean responses of Technical teachers, principals and vice principals on the strategies for enhancing teachers' motivation for effectiveness in technical colleges in Anambra and Imo state.
11. There was no significant difference in the Mean responses of technical teachers, principals and vice principals on the strategies enhancing the provision of human and material resources for training Technical College students

Implication of the Study

The findings of this study had implications for government, administrators, parents and employers of labour. The findings of the study also imply that the government will now see it necessary to employ most of the strategies identified in the study for improving standard of technical colleges in the states. Also the administrators such as the principals and vice principals will see the strategies identified by this study as real to curb indiscipline in their technical colleges. They will be forced to apply these strategies to improve their technical colleges. The findings also have implications for parents and employers of labour. They will now try and contribute their quota to the development of

technical colleges by donating money and any useful thing money can buy. This will now improve standard of teaching and learning in technical colleges in Anambra and Imo State.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

Technical colleges in Nigeria were established to equip individuals to technical skills for employment in different occupations. These technical colleges in Anambra and Imo state have been training people in different trades or occupations. Suddenly lack of skills among the graduates was notice. This has been the concern of scholars and researchers on the major causes of the low quality of the graduates. Majority of the students have been completing the programme without being competent craftsmen. Some come out with little or no proper practical orientation, which could not earn them pay, or make them self-employment or worse still allow them to gain admission into higher technical institution for advancement in their academic pursuit. In order to provide solutions to the problem of low quality of graduates of technical colleges in the states, the researcher carried out a study on strategies for reducing the administrative problems facing Technical Colleges. It was found out that some strategies are required for reinstating the pass glory of technical colleges in Anambra and Imo State.

Recommendations

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

1. Government and individuals such as parents and employers of technical colleges should be actively involved in financing technical colleges in the states.
2. Teachers should be fully involved in curriculum development process
3. More equipment and machines should be given to technical colleges by either government or individuals in the society for quality assurance of graduates
4. Qualified administrators such as principals and vice principals including disciplined teachers should be employed to man technical colleges.

Suggestion for further Study

The following are suggested for further studies:

1. A Similar studies should be conducted in other states of Nigeria
2. Capacity building needs of principals for effective management of technical colleges in Anambra State.
3. Measure for enhancing participation of employers in students industrial work experience scheme

Appendix A

LETTER TO THE RESPONDENTS

Department of Vocational

Teacher education,

University of Nigeria,

Nsukka.

August 25th, 2011.

Dear Respondent,

I am a postgraduate student of the above institution. I am carrying out a study on the Strategies for Reducing Administrative Problems facing Vocational and Technical Education Institutions in Anambra and Imo States.

Kindly answer this questionnaire to the best of your knowledge. Be assured that your responses will be treated confidentially.

Thank you.

Yours Faithfully,

Nwachukwu, Nkechi P.

Appendix B

QUESTIONNAIRE

**STRATEGIES FOR REDUCING ADMINISTRATIVE PROBLEMS FACING
TECHNICAL COLLEGES IN ANAMBRA AND IMO STATES**

SECTION A

Personal Data

Please read the following statement carefully and write down your response in the blank space provided.

1. Name of your school.....

2. Location of your school: (a) Urban ☐ (b) Rural ☐

3. Your substantive post: (a) Principal ☐ Chief Technical
Instructor (c) ☐ Assistant Chief Technical Instructor

(d) Senior ☐ Technical Instructor ☐

(e) Higher Technical Instructor ☐

(f) Technical Instructor ☐

4. Your highest qualification- (a) MED ☐ (b) Msc ☐

(c) B.Ed/Bsc ☐ (d) HND with NTTC ☐ (e) NTTC ☐

(f) HND ☐ (g) others specify ☐

5. Teaching experience: (a) 0 – 4 years ☐ (b) 5 – 10 yrs ☐

(c) 11 – 15 years ☐ (d) 15 years and over ☐

INSTRUCTION:

Please indicate with a check [☐] your degree of agreement with each of the statements below using the options provided as follows:

SA - Strongly Agree

A - Agree

U - Undecided

D - Disagree

SD - Strongly Disagree

SECTION B

Strategies for enhancing adequate Financing of Technical Colleges in Anambra and Imo States

Indicate your level of agreement with each of the statement below as a strategy for enhancing adequate financing of Technical Colleges.

S/No	Items Statement	SA	A	U	D	SD
1.	Government should allocate separate finance to Technical Colleges					
2.	Levying parents through PTA					
3.	Asking industries to pay tax for the running of Technical Colleges					
4.	Involving communities where the colleges are located to contribute money for the running them.					
5.	Making the local government authority to contribute to the running of Technical Colleges					
6.	Making the Technical Colleges to have production units from where they can generate money.					
7.	Making Technical Colleges to have sales shops from where they can raise money for their operations.					
8.	Making Technical Colleges to engage in consultancy services.					
9.	Imposing levy on all Technical College graduates when they are collecting their certificates.					
10.	Asking the students to contribute money for any practical job they will do.					
11.	Selling required textbooks to the students compulsorily					

SECTION C

Strategies for Enhancing Stakeholders' Participation in running Technical Colleges in Anambra and Imo State

Indicate your level of agreement with each of the statement below as a strategy for enhancing stakeholders' participation in running Technical Colleges.

S/N	Items Statement	SA	A	U	D	SD
12.	Giving stakeholders adequate information about the day-to-day running of the school.					
13	Hosting them to parties every Sunday term					
14	Awarding contracts to Local contractors					
15	Making the industries participate in planning the school programme through provision of the training materials.					
16	Running cooperative education, that is, training the student at the industries and the schools					
17	Principal running an open administration					
18	School authority enforcing discipline					
19	School authority renders correct accounts of their expenses to the stakeholders on regular basis					
20	Sharing responsibility among the stakeholders					
21.	Regular supervision of the activities in the College by stakeholders representatives					
22.	Promulgating policy that will enforce stakeholders' participation.					

SECTION D

Strategies for Curbing Indiscipline and Reducing the Administrative Problems Facing Technical Colleges in Anambra and Imo State

Indicate your level of agreement with each of the statement below as a strategy for curbing indiscipline in Technical Colleges.

S/N	Items Statement	SA	A	U	D	SD
23.	Making boarding in Technical Colleges compulsory					
24	Having student teacher ratio of 30:1					
25	Employing skilled and competent teachers to teach in the Technical Colleges					
26	Making sure that there are morning and afternoon roll calls to check absentee teachers and students.					
27	Having adequate punishment for teachers and students as stipulated in the code of conduct.					
28	Making students who fail any class to repeat or leave the college.					
29	Giving adequate reward to teachers and students who show outstanding performance					
30	Proper supervision of teachers and students activities					
31	Sharing responsibility to teachers and students					
32.	Relating school learning / training to real life situations.					

SECTION E

Strategies for Enhancing Teacher's Motivation to be Effective in Technical Colleges

Indicate your level of agreement with each of the statement below as a strategy for enhancing teachers' motivation to effectiveness in Technical Colleges.

S/N	Items Statement	SA	A	U	D	SD
33	Sponsoring technical teachers to attend seminars and workshops to update their knowledge					
34	Commending hard working teachers always					
35	Promoting teachers as and at when due					
36	Punishing erring staff adequately					
37	Giving loans to teachers when the need arises					
38	Allowing teachers to collect money for practical from students					
39	Allowing teachers to participate in decision making in the school.					
40	By not checking teachers who perform their duties					
41	By not insisting that teachers should write their note of lesson					

SECTION F

Strategies for involving Technical Teachers in the Development of Technical college curriculum

Indicate your level of agreement with each of the statement below as a strategy for involving Technical Teachers in development of Technical College curriculum.

S/N	Items Statement	SA	A	U	D	SD
42	Allowing technical teachers to work and plan with the learner					
43	Involving technical teachers in individual study					
44	Allowing technical teachers to share their experience about the curriculum with other teachers.					
45	Allowing technical teachers to pool their resources together for inclusion into the curriculum					
46	Make technical teachers solely responsible for curriculum planning					
47	Government invite more technical teachers than other stakeholders in curriculum planning for technical colleges.					

SECTION G

Strategies for Improving Provision of Human and Material Resource for Training Students of Technical Colleges

Indicate your level of agreement with each of the statement below as a strategy for improving Provision of Human and Material resources in training of students in Technical Colleges.

S/N	Items Statement	SA	A	U	D	SD
48	Training of more technical teachers					
49	Less emphasis on certificate acquisition for employment					
55	Establishment of more technical colleges					
51	Involving parent more in the provision of training materials					
52	Asking technical teachers to update their certificate.					
53	Appealing to agents to donate tools and equipment to technical colleges					
54	Keeping proper records of tool and equipment in each technical college.					
55	Employing experts as resource teachers in the technical colleges.					

Appendix C

LETTER OF VALIDATION

Department of Vocational
Teacher Education, University
of Nigeria, Nsukka.

August 25th, 2011

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Dear Lecturer,

REQUEST FOR VALIDATION OF RESEARCH INSTRUMENT

I am a post-graduate student in the above Department and University. I am carrying out a research on the Strategies to Reduce the Administrative Problems Facing Technical Colleges in Anambra and Imo States.

Attached is a draft copy of the questionnaire for the study. Please vet the instrument for its clarity, relevance and suitability for use in collecting data for the study. You are also requested to proffer suggestions for improving the quality of the instrument.

Thank you.

Yours Faithfully,

Nwachukwu Nkechi P.

PG/MED/07/43683