

# School Facilities, Financial Factor, Student Interest And Enrollment In Technical And Vocational Education In Oyo State, Nigeria

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**Abstract:** *The study investigated school facilities, financial factors and student's interest on enrollment in technical and Vocational Education in Oyo state. Descriptive survey research design was adopted for the study. The population consists of all the students in some selected technical colleges in Oyo state. Three (3) schools were selected as sample to ensure even representation of the population. The sample population represents 60% of the technical colleges in Oyo state. The findings of the study revealed that there is a positive relationship between school facilities and TVE in the study area ( $r=.319, p<0.05$ ), There is a moderate positive relationship between financial factors and enrollment in TVE. ( $r=.152, p=0.05$ ), there is a moderate positive relationship between student interest and enrollment in TVE. ( $r=.287, p=0.05$ ). All the independent variables, facilities factor, financial factor and student interest contributes to enrollment in TVE there is a significant joint contribution of facilities, financial factor and student interest to enrollment in TVE. This study recommended that there should be provision of adequate facilities, funds for the effective operation of Technical and Vocational Education.*

**Keywords:** *school facilities, financial factors, student interest, and student enrollment.*

## Background to the study

Technical and Vocational education could be described as an institution designed for preparing its recipients for skilful performance on practical tasks and empowerment. It involves the acquisition of practical skills that can help people function well in industrial and commercial occupations (Wapmuk, 2011). According to Dike (2020), technical and vocational education is a planned programme of learning experiences that begins with exploring career options support basic academic knowledge, and prepare people for leadership capacity. The importance of technical education in any Nation cannot be overemphasized. It is concerned with the acquisition of skills and knowledge for sustainable livelihood and employment. It aims at promoting the production of skilled, technical and professional manpower to sustain and re-equip the economy as well as reducing the rate of unemployment.

Vocational education could be defined as that aspect of education designed to develop skills, attitudes, work habits and aspirations encompassing knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis. As contained in the study of Idialu, (2013), the aim of vocational education is to prepare young people and adults for useful occupations, particularly for skilled trades and semi-professional careers. It also may update the knowledge and skills of workers in occupations of this kind.

According to McGrath (2005), the major task of technical education worldwide is to address issues of youth unemployment, poverty and international competitiveness in skills development towards current and projected opportunities and challenges. According to UNESCO (2005), Technical Vocational Education and Training (TVET) is a comprehensive term referring to those aspects of the educational process involving, in addition to general education and, the study of technologies and science related subjects, the acquisition of knowledge, practical skills and attitudes relating to occupations in different sectors of economic and social life. In addition, it is an integral part of general education ; a means for preparing for occupational fields and for effective participation in the world of works ; an aspect of life long preparation and learning for responsible citizenship ;an instrument for promoting environmental sound and suitable development and a method of alleviating poverty. Technical education is that type of education designed technically and systematically to accommodate both the trainer and the trainee, to enable the trainee acquire the basic knowledge, skills, abilities, understanding and attitudes needed for one's efficient performance in his or her chosen occupational career for self-reliance and National development.

Technical and Vocational education enables it recipient to become active people who will contribute positively to the well-being and economic development of the society. The implication of this is that Technical education gives attention to the development of

both material and human resources (Adelakun, 2022). The objectives of technical education as stated by the Federal Republic of Nigeria (FRN) (2013) in her National policy of Education are to:

- i. provide trained manpower in applied science, technology and commerce particularly and sub-professional level;
- ii. provide the technical knowledge and vocational skills necessary for Agricultural, industrial, commercial and economic development;
- iii. produce people who can apply Scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man;
- iv. give an introduction to professional studies in Engineering and other technologies;
- v. give training and impart necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant ;and
- vi. enable young men and women to have an intelligent understanding of the increasing complexity of technology.

Technical schools in Nigeria train craftsmen in auto mechanics, plumbing, carpentry and joinery, cabinet making, painting and decorating, welding, electrical installation, business studies, radio and television repairs, building construction and catering. Graduates of Technical colleges usually obtain employment in industry or establish their own business (Onyere, 2000).

Technical education can serve as a change agent not only for technical systems but also for many other societal changes. The practical nature of Technical education makes it unique in in content and approach thereby requiring special care and attention. Therefore, products of technical colleges are supposed to solve societal problems in sustainable ways. For them to do so, they need to be sufficiently involved in technical education concepts and it application of its theoretical principles to solve practical problems.

Government Technical College Oyo is the first technical school that was established in Oyo state, therefore based on that reason, the school has the highest population in times past, another one was established in the state capital Ibadan. Therefore, the Technical school in the state capital, Ibadan has the highest population of student and enrollment rate throughout the state. Government Technical College Ibadan has the following enrollment rate for the past five sessions; in the year 2013/2014, a total of 747 students enrolled, in the year 2014/2015 a total of 1969 students enrolled, in the year 2015/2016 a total of 2040 students enrolled, in the year 2016/2017 a total of 1890 students enrolled, in the year 2017/2018 a total of 1695 students enrolled and in the most recent session 2017/2018 a total of 1695 students enrolled.

Based on the information given above, the enrollment rate in year 2015 is the highest (2040 students). And the increment in the enrollment rate that year was based on the renovation of the school structure, before that year, the school structure was in a really bad condition, the roofs were leaking and the building doesn't look attractive and conducive for learning this has really chased away a lot of people willing to enroll into the school. The renovation of the school structure, led to an 3.5% increase in the enrollment rate in the 2015/2016 academic session. However, this factor was not strong enough to stabilize this increase in enrollment rate, because according to the information gotten directly from the school, the enrollment rate in the subsequent academic sessions, after 2015/2016 session went down drastically. Another reason why people would not want to enroll in Technical College in Oyo state is the issue of finance. Most People complain about the high cost of Technical education, starting from the entry form to the school-fee payment and essentially the cost of purchasing of tools and materials that will be used in the classroom for learning especially for departments like Electrical installation, catering, Painting and decorating and some other departments where teaching and learning process is not effective without adequate materials.

Recently, the Oyo state Government made the entry form and the school fees payment of Technical Colleges in the State totally free, but according to the information gotten from the Government Technical college, Orita- Aperin, Ibadan the enrollment rate of students into that particular college still remained stagnant despite the new development by the Government to aid financing of Technical education in the state. Therefore, we cannot conclude yet that lack of finance is a factor that influences enrollment rate of students into Technical education in Oyo state.

Another factor that may influence the enrollment rate of students into Technical and Vocational Education in Oyo state is the preference of people for a particular course, according to the information gathered from Government Technical College, Orita-Aperin, Ibadan, a large percentage of the total population of students in Technical Colleges in Oyo state are in Electrical installation department. The department is said to be very lucrative and also requires very little equipment to learn it. Therefore, the choice of people for this particular course may lead to an increase in the general enrollment rate.

In Nigeria, most people have a very poor perception about Technical Education, some people feel that Technical education is not for the elite rather it is for people who are poor and do not have access to higher education. Some people also believe that Technical Education is for people who are school dropout. Therefore, this poor perception of the populace about technical education can influence the enrollment rate of students into Technical College.

Furthermore, it has been discovered that most people now prefer to learn those courses available in the Technical colleges as a trade from Artisans. Most people prefer to learn from these Artisans because they feel that the learning tools and facilities in the technical colleges is not adequate enough to provide the knowledge needed. People also believe that these Artisans has a lot of

working experience , professionalism and skills than the teachers in the Technical Colleges , therefore people would prefer to go to an Artisan rather than enroll in Technical colleges for training.

There are only five Technical Colleges in Oyo state, in which only one is located in Ibadan the state capital. Ibadan is a very large city, therefore most people willing to enroll in the technical college at Orita Aperin, Ibadan may have a huge problem with the distance. The cost of transportation to school may necessitate the need for a boarding facility in the school premises. Therefore, most people may not enroll in Technical colleges in Oyo state because of the absence of boarding facilities in the schools especially for students who come from a long distance and may need accommodation. Another Reason that may influence the enrollment rate of students into Technical Colleges is the availability of employment opportunities from companies when they finish. The administrators of companies and industries in Nigeria feel that graduates of Technical colleges are half baked and not employable , therefore they are not ready most times to invest in the graduates of Technical colleges. This may be a factor that can influence people’s decision to enroll in Technical and Vocational education.

These mentioned reasons among others, may constitute the factors that influence the enrollment rate of students into Technical Colleges in Oyo state. These factors can be classified as social factor, home factor, school factor and environmental factor. Therefore, the enrollment of students into Technical and vocational Education in Oyo state, is largely influenced by these factors. However, this research is tailored towards unveiling the most potent of these factors.

**Methodology**

Descriptive survey research design of correlation type was adopted for the study. This is concerned with describing events as they exist and establish the relationship that exists between the variables without any form of manipulation. The population of the study consists of all the students in Technical and Vocational Colleges in Oyo State. Sample size is 300 students were randomly selected from the three vocational and Technical Education was sampled in Oyo State(Government Technical College Awe, Oyo state, Government Technical College Orita- Aperin, Ibadan, Oyo state and Government Technical College Ogbomosho, Oyo state), representing one technical college from each senatorial district of the state. The instrument titled Student Interest, Financial Factor, School Factors and Enrollment Questionnaire (SFSEQ) was used for the study. Face and content validity of the instrument was achieved and reliability of the instrument was conducted and the instrument yielded 0.79 reliability coefficient using cronbach alpha method. The instrument was analysed descriptive statistical tools of frequency counts, simple percentages, mean and standard deviation was used to analysed research question 1 and inferential statistical tools of Pearson Product Moment Correlation was used to analysed research question 2-4 while Multiple regression analysis was used to test hypotheses 1 and 2 at 0.05 level of significance.

**Results and Discussion**

**Research question 1:** What are the factors that discourages students’ patronage into technical and Vocational Education in Oyo State?

**Table 1: Descriptive analysis on factors that discourages student patronage into technical and Vocational Education in Oyo State**

| S/N | Items   | SA             | A              | D             | SD            | Mean | Std. Deviation |
|-----|---|----------------|----------------|---------------|---------------|------|----------------|
| 1   | Lack of funds hinders student patronage into Technical and vocational education                               | 152<br>(50.7%) | 32<br>(10.7%)  | 46<br>(15.3%) | 70<br>(23.3%) | 3.89 | 1.259          |
| 2   | Lack of recognition for Technical and vocational education hinders student patronage                          | 105<br>(35.0%) | 43<br>(14.3%)  | 77<br>(25.7%) | 75<br>(25.0%) | 3.59 | 1.203          |
| 3   | Lack of job opportunities hinders student patronage into Technical and Vocational education                   | 168<br>(56.0%) | 40<br>(13.3%)  | 47<br>(15.7%) | 45<br>(15.0%) | 3.69 | 1.145          |
| 4   | Discrimination among graduates of Technical and Vocational education in the society hinders student patronage | 74<br>(24.7%)  | 104<br>(34.7%) | 77<br>(25.7%) | 45<br>(15.0%) | 2.69 | 1.005          |

|   |  |               |               |                |               |      |       |
|---|--|---------------|---------------|----------------|---------------|------|-------|
| 5 | Lack of trained staffs hinders student patronage into Technical and Vocational education         | 93<br>(31.0%) | 42<br>(14.0%) | 105<br>(35.0%) | 60<br>(20.0%) | 2.46 | 1.127 |
| 6 | Lack of appropriate facilities hinders student patronage into Technical and Vocational education | 57<br>(19.0%) | 31<br>(10.3%) | 133<br>(44.3%) | 79<br>(26.3%) | 2.22 | 1.040 |

Table 1 shows that 168 (56.0%), 152 (50.7%) and 105 (35.0%) of the respondent strongly agree to the following statement that lack of job opportunities hinders student patronage into Technical and Vocational education, lack of funds hinders student patronage into Technical and vocational education and lack of recognition for Technical and vocational education hinders student patronage in Oyo State with mean score of 3.69, 3.59 and 3.89 respectively while 104 (34.7%) of the respondents agree that discrimination among graduates of Technical and Vocational education in the society hinders student patronage with mean score of 2.69 but 133 (44.3%) and 105 (35.0%) of the respondents disagree to the following statement that lack of appropriate facilities hinders student patronage into Technical and Vocational education and lack of trained staffs hinders student patronage into Technical and Vocational education with mean score of 2.22 and 2.46 respectively. The study corroborates the findings of Oviawe and Anavberokhai (2008) conducted a study on student enrollments in Nigerian Vocational- Technical Colleges. The result of findings from the study confirmed that enrollments in our vocational-technical colleges have been low over the years when compared with those in our secondary schools as results of financial, students' attitude and deterioration of facilities.

**Research question 2:** Is there any relationship between school facilities and enrollment in Technical and Vocational Education in Oyo state?

**Table 2: Pearson Product Moment Correlation showing the relationship between School facilities and students enrollment in Technical and Vocational Education**

| Variable                 | N   | Mean    | Std. Deviation | r      | P     | Remark      |
|--------------------------|-----|---------|----------------|--------|-------|-------------|
| School facilities        | 300 | 14.6367 | 3.83236        | .319** | <0.05 | Significant |
| Student enrolment in TVE | 300 | 25.68   | 10.059         |        |       |             |

From Table 2 it shows the relationship between school facilities and student academic performance. There is significant relationship between school facilities and enrollment rate in TVE ( $r = .319, p < 0.05$ ). It was depicted that there is positive significant relationship between school facilities and enrollment rate in TVE in the study area. This implies that an increase in school facilities provision in the school will brings a positive increase in enrollment rate in TVE. the result is in consonant with the findings of Taiwo (2000), found out that the success of an educational endeavor rests on the availability of physical facilities especially the school building, also Oyesola (2000) and Adeogun (2001) found out that strict implementation of TVET in Nigerian higher education will remain elusive without competent teachers, adequate equipments, accommodation (workshops), training materials and money for the maintenance of equipment

**Research question 3:** Is there any relationship between financial factors and enrollment in Technical and Vocational Education in Oyo state?

**Table 3: Pearson Product Moment Correlation showing the relationship between school financial factors and students enrollment in Technical and Vocational Education**

| Variable                 | N   | Mean    | Std. Deviation | r      | P     | Remark      |
|--------------------------|-----|---------|----------------|--------|-------|-------------|
| Financial factors        | 300 | 15.1467 | 4.74273        | .152** | <0.05 | Significant |
| Student enrolment in TVE | 300 | 25.68   | 10.059         |        |       |             |

Table 3: shows the relationship between financial factors and enrollment in Technical and Vocational Education in Oyo state. The result shows that there is a relationship between financial factors and enrollment in Technical and Vocational Education ( $r = .152$ ,  $p = 0.05$ ). It was depicted that there is moderate positive relationship between financial factors and enrollment in Technical and Vocational Education. This implies that the more the stakeholders finances Technical and Vocational Education the more increase in enrollment in Technical and Vocational Education.

The result is in agreement with findings of Idialu (2013) who find out that low level of funding is a very serious issue affecting the quality of TVET programmes in Nigerian higher education. The scholars remarked that despite the efforts of governments at different levels to provide funds for higher education and the huge amounts of money expended, higher education still lacks funds to implement various programmes.

**Research question 4:** Does student interest have relationship with enrollment in Technical and Vocational Education in Oyo State

**Table 4: Pearson Product Moment Correlation showing the relationship between student interest and students enrollment in Technical and Vocational Education**

| Variable                 | N   | Mean    | Std. Deviation | r      | P     | Remark      |
|--------------------------|-----|---------|----------------|--------|-------|-------------|
| Student interest         | 300 | 15.8033 | 4.32361        | .287** | <0.05 | Significant |
| Student enrolment in TVE | 300 | 25.68   | 10.059         |        |       |             |

Table 4 shows the relationship between student interest and enrollment in Technical and Vocational Education in Oyo state. The result shows that there is a relationship between student interest and enrollment in Technical and Vocational Education ( $r = .287$ ,  $p = 0.05$ ). it was depicted that there is moderate positive relationship between student interest and enrollment in Technical and Vocational Education. This implies that the more interest the students have in the Technical and Vocational Education the more increase in enrollment in Oyo State. The result is in support of Dike (2007), that found out that a strategy for fostering Enrollment in Technical Colleges Students in the junior secondary schools are within the explorative stage of vocational development as they narrow their choice and begin to have a more realistic appraisal of themselves and potential jobs also Uwameiye and Onyewadume (1999), found out that the students learn how the experts and professionals work, what they do and qualifications for entry into the field. This helps the students to form their opinion about the nature of work and other requirements towards intelligent career choices, and gives them to contribute to intelligent consumption of goods and services. Information obtained from work-visit provides awareness and enlightenment to students about their environment, which enables them make constructive and effective adjustments and motivates them to be serious with their studies.

**Hypothesis 1:** There is no significant relative contribution of school facilities, finance factors and student interest on enrollment in Technical and Vocational Education in Oyo state

**Table 4.8: Regression Analysis on Relative Contributions of School facilities, Finance factors and Student interest on Enrollment in Technical and Vocational Education****Coefficients<sup>a</sup>**

| Model             | Unstandardized Coefficients |            | Standardized Coefficients | T      | Sig. |
|-------------------|-----------------------------|------------|---------------------------|--------|------|
|                   | B                           | Std. Error | Beta                      |        |      |
| (Constant)        | 21.308                      | 2.907      |                           | 7.329  | .000 |
| 1 Facilities      | .716                        | .138       | .273                      | 5.180  | .000 |
| Financial factors | .424                        | .117       | .200                      | 3.623  | .000 |
| Student interest  | -.793                       | .126       | -.341                     | -6.298 | .000 |

Table 4.8 Reports the Unstandardized Coefficients (B) and Standardized Coefficient (beta weight), t, and p values of each independent variable. The result revealed that all the independent variables, facilities factor, financial factor and student interest contributed to enrollment in Technical and Vocational Education. Student interest have highest contribution to enrollment in Technical and Vocational Education  $\beta = (.341)$ ,  $t(300) = 6.298$ ,  $p < 0.05$  which was significant follow by facilities factor  $\beta = (.273)$ ,  $t(300) = 5.180$ ,  $p < 0.05$  which was significant and financial factor  $\beta = (.200)$ ,  $t(300) = .623$ ,  $p < 0.05$  which was also significant. The result revealed that for a unit change in facilities factor, financial factor and student interest there is corresponding 34.1, 27.3 and 20.0 increases in enrollment in Technical and Vocational Education. To determine the predictors that may not be useful in the model, the t-values of Table 4.8 that are less than 2.0 in magnitude indicated that the predictor is not significant. The three predictor variables (facilities factor, financial factor and student interest) have their t-values greater than 2. This shows that the three variables are strong predictor of enrollment in Technical and Vocational Education. Thus, there is significant relative contribution of facilities factor, financial factor and student interest to enrollment in Technical and Vocational Education. The null hypothesis is hereby rejected at 0.05 level of significant. The finding is in corroborate with Ogidefa(2010) who find out that school facilities is very significant to the realization of technical and vocational education goals and objectives. Also, the study against the findings of Wapmuk (2011) that find out that there is no significant influence of students interest on the realization of effective management of technical and vocational education but the provision of educational policy.

**Hypothesis 2:** There are no significant joint contributions of school facilities, finance factors and student interest on enrollment in Technical and Vocational Education in Oyo state

**Table 4.9: Regression Analysis on joint Contributions of School facilities, Finance factors and Student interest on Enrollment in Technical and Vocational Education**

| Model                      |            | Sum of squares    | Df  | Mean Square | F      | Sig.              |
|----------------------------|------------|-------------------|-----|-------------|--------|-------------------|
| 1                          | Regression | 6512.807          | 3   | 2170.936    | 27.066 | .000 <sup>b</sup> |
|                            | Residual   | 23742.110         | 296 | 80.210      |        |                   |
|                            | Total      | 30254.917         | 299 |             |        |                   |
| Model Summary              |            |                   |     |             |        |                   |
| Model                      |            | 1                 |     |             |        |                   |
| R                          |            | .464 <sup>a</sup> |     |             |        |                   |
| R-square                   |            | .215              |     |             |        |                   |
| Adjusted R Square          |            | .207              |     |             |        |                   |
| Std. Error of the Estimate |            | 8.956             |     |             |        |                   |

- a. Dependent Variable: Enrollment rate in TVE
- b. Predictors: (Constant), Facilities, financial factor and student interest

Table 4.9 shows the contributions of facilities, financial factor and student interest to enrollment in Technical and Vocational Education (TVE). The result presents the value of R, R<sup>2</sup> (model summary) and ANOVA Table. The result from the table revealed multiple correlation of 0.464 between independent (facilities, financial factor and student interest) and dependent variable (enrollment in Technical and Vocational Education), this implies that independent variables contributed to enrollment in Technical and Vocational Education to some extent and R<sup>2</sup> of 0.215 which is an indication that independent variables (facilities, financial factor and student interest) accounted for 21.5% of the total variance observed in dependent variable (enrollment in Technical and Vocational Education) leaving the remaining 78.5% to other factors that was not considered in the study. It equally showed that the combination of all the independent variables also allowed reliable prediction of student's academic achievement ( $F_{(3,296)} = 27.066$ ,  $P = 0.000$ ). Hence there is significant contribution of facilities, financial factor and student interest to enrollment in Technical and Vocational Education. The null hypothesis which says there is no significant joint contribution of facilities, financial factor and student interest to enrollment in Technical and Vocational Education was hereby rejected at 0.05 level of significant. The result agree with Ogidefa (2010) who find out that discrimination against graduates of Technical and Vocational Education, financial factors and inadequate facilities in all technical and Vocational Education contributed greatly to the deplorable state of Technical and Vocational Educations

### Conclusion

The findings from this study concluded that facilities, finance and student interest are the factors that have significant relationship with enrollment in Technical and Vocational Education in Oyo State. It was also concluded that facilities factors (classroom, practical instruments, and library) plays significant influence on the students' enrollment in Technical and Vocational Education. Financial factors was also concluded to play a vital role in the enrollment of Technical and Vocational Education and also students interest was concluded to be a great factor that can influence the enrollment rate in Technical and Vocational Education in Oyo State.

### Recommendations

Based on the findings of the study the researcher recommended the following:

- Educational Stakeholders are encouraged to provide adequate facilities for effective operation of Technical and Vocational Education (TVE) so, as to increase the rate of students' patronage.
- Government is advised to allocate adequate money to the operation of Technical and Vocational Education so that the student patronage can improve.
- Students are advised to increase their level of interest they have towards the Technical and Vocational Education so, as to improve the enrollment level in the State

Government is encouraged to give more awareness to the Technical and Vocational Education so as to make students to see the needs to pursue their academic in the school.

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