

# SURVEY OF EDUCATIONAL TECHNOLOGY FACILITIES IN GOVERNMENT TECHNICAL COLLEGES IN NIGER STATE

*Abubakar Idris Mohammed*



## Abstract

The study was designed to survey the Educational Technology facilities available in five Government Technical Colleges in Niger State. For this purpose, three research questions were asked and self-structured questionnaire comprising three sections with 29 statement items was adopted for the study. The respondents comprised Teachers, Heads of Department (HODs) and students. Simple percentages were used to analyse the data collected. The result revealed that, the present state of Educational Technology facilities is very poor, there is no planned means of maintenance of the already broken down equipment or a means of procuring new ones, there is little or no concern on the part of Government, teachers and students for the improvement of the present state of facilities at these Technical Colleges in Niger State. Based on the findings, some recommendations were made to improve the present state of the facilities.

## Introduction

The availability and utilisation of facilities for training or instruction in any Vocational/Technical College enhances the vital process of skill acquisition. According to Puyate (2001) for any nation to develop technologically and industrially, she must have well-trained and capable manpower ranging from craftsmen to engineers. Paddock and Galvin (1984), stated the importance of a technical workshop in a technical training institution as a venue for the provision and acquisitions of technical skills. According to the National Policy on Education (NPE, 1981), the main objectives of skills acquisition in vocational education are through the:

- i) Provision of adequate and suitable building structure and physical facilities.
- ii) Provision of workshops for specialised subjects and laboratories for practicals.

According to Aina (1981), if we must transform our ambitious programme of technological advancement into effective vehicle of development, then equipment, tools and materials required for the training of middle level manpower must be given utmost priority by government. Aina (1999), further stressed that, some colleges lack not only workshops and laboratories but also where such are provided, they are ill equipped and lack the basic tools and equipment for instruction. Similarly, Olaitan (1978) reiterated the shortage of tools and equipment for effective teaching in vocational and technical schools. Fagbemi (1992), was of the view that, lack of equipment and workshops in schools would hinder the teaching and learning of school subjects thereby not achieving the goals of the new National Policy on Education.

Facilities planning are a process of acquiring and designing facilities, which would satisfy the educational needs of students, specifically for effective teaching and learning. Accordingly, Abubakar (2001), stressed that, these schools receive less attention in form of favourable policies, appropriation of funds, procurement of facilities and recruitment of qualified staff.

### **Statement of the Problem**

The roles adequate facilities can play in the training of students for the acquisition of skills in technical colleges in Niger state cannot be over emphasised. Obianwu and Azubike (1994), observed that it is a common scene in some tertiary institutions to find some sophisticated educational hardware gathering dust on shelves and store rooms owing to their non-utilization. In a similar vein, Edem (1982), observed that for a reasonable number of years, majority of the developing countries rely on mere information, aid and on the teacher to provide the necessary equipment for teaching. Ozigi (1977) noted that items of school equipment are essential aids to effective teaching and learning, an institution that is lacking in essential equipment cannot be reasonably expected to achieve much. Wilber and Pendered (1973) further stressed that, if equipment are adequate and suited to the requirement of the teacher and need of the students, the objective of the course would be greatly facilitated. Aina (1991) also pointed out that inadequate provision of training facilities constitutes a serious draw back in learning.

It is in the light of the above that the study on the survey of Educational Technology facilities in Government Technical Colleges in Niger State is being carried out.

### **Purpose of the Study**

The purposes of the study were to:

- i) Survey the state of training facilities in government technical colleges in Niger State.
- ii) Determine the adequacy of such facilities in the acquisition of technical skills.

### **Research Questions**

For the purpose of this study, the following questions were raised:

1. What types of training facilities are available in government technical colleges?
2. What teacher's factors are responsible for the inadequacy of training facilities in government technical colleges?
3. What student's factors are responsible for the inadequacy of training facilities in government technical colleges?

### **Research Methodology**

#### **Population of the Study**

The population for the study comprises; teachers, Head of Departments and the final year students of Five Government Technical Colleges in Niger State.

#### **Sample of the Study**

From the target population, a total of 500 respondents comprising students (425), teachers (50), and HODs (25) formed the sample for the study. The sample of the study was randomly selected using simple random sampling.

#### **Instrument of the Study**

The instrument used for data collection was a structured questionnaire prepared by the researcher which comprises of three sections, A, B, and C and contains 29 statement items named Abubakar Ja'agi Achievement Test (AJAT).

### Technique for Data Collection

The researcher in addition to administering the questionnaire personally also used the services of reliable teachers to distribute and collect the data from the respondents. Table 1 below shows the distribution of questionnaire to the respondents.

### Reliability of the Instrument

The test-retest reliability test method was used to determine the consistency of the items. After administering the items twice within two weeks, the Pearson Product Moment Correlation Coefficient formula ( $r$ ) was used to determine the reliability of the instrument. The coefficient of  $r = (0.96)$  which was obtained was considered adequate for the study.

Table .1: Questionnaire Distribution and Returned

S/NO	Respondents	Number Distributed					Number Returned					%
		G.T.C Minna	G.T.C Eyagi, Bida	G.T.C K/gora	G.T.C Suleja	G.T.C N/Bussa	G.T.C Minna	G.T.C Eyagi, Bida	G.T.C K/gora	G.T.C Suleja	G.T.C N/Bussa	
1.	Teachers	10	10	10	10	10	10	10	10	10	10	100
2.	HODs	5	5	5	5	5	5	5	5	5	5	100
3.	Students	100	90	70	80	85	100	90	70	80	85	100
	Total	115	105	85	95	100	115	105	85	95	100	

### Method of Data Analysis

In order to reach a good decision, the simple percentages were used to analyse the data collected.

### Research Question 1

What types of training facilities are available in government technical colleges in Niger State?

Table 2: Number of Responses to Types of Training Facilities Available

S/NO	Facilities	G.T.C Minna	G.T.C Bida	G.T.C Eyagi,	G.T.C K/gora	G.T.C Suleja	G.T.C N/Bussa	Total Response	Percentage
1.	Textbooks	100	110		90	80	85	465	93
2.	Diagrams	80	90		60	100	70	400	80
3.	Charts / posters	90	80		115	100	70	455	91
4.	Journals, Magazines and periodicals	80	70		90	90	60	390	78
5.	Transparencies	50	40		30	60	10	190	38
6.	Overhead projectors	10	30		50	10	20	120	24
7.	Motion pictures	25	20		30	20	10	105	21
8.	Models	60	70		50	40	20	240	48
9.	Computer systems	20	19		20	22	19	100	20
10.	Television sets	20	25		25	30	10	110	22
11.	Slides	19	18		23	20	20	100	20
12.	Opaque projectors	17	19		24	20	20	100	20
13.	Realia (Real Objects)	30	20		30	50	80	210	42
14.	Filmstrips	20	60		30	40	20	170	34
15.	Videotape recording	20	60		50	20	10	120	24
16.	Audiotape recording	10	30		50	20	30	150	30
17.	Photography	30	20		60	10	30	150	30
18.	Projection screen,	10	40		30	50	20	140	28
19.	Motion picture projector.	20	50		40	10	20	140	28
		30	10		10	20	50	120	24

Result from Table 2 above indicate that items 1,2,3 and 4 with the following high percentages of (93%), (80%), (91%) and (78%) respectively are moderately available. While items 5,6,7,8,9,10,11,12,13,14,15,16,17,18 and 19, with the following low percentages of (38%), (24%), (21%), (48%), (20%), (22%), (20%), (42%), (34%), (24%), (30%), (30%), (28%) and (24%) respectively are scantily available or not available at all.

**Research Question 2**

What teacher’s factors are responsible for the inadequacy of training facilities in government technical colleges in Niger state?

**Table 3: Number of Responses to Teacher’s Factors Responsible for Inadequacy of Training Facilities**

S/NO	Factors	G.T.C Minna	G.T.C Eyagi, Bida	G.T.C K/gora	G.T.C Suleija	G.T.C N/Bussa	Total Response	Percentage
20.	Lack of care for facilities.	80	90	110	85	95	460	92
21.	Inadequate knowledge	90	100	100	110	70	470	94
22.	Lack of maintenance	80	120	85	90	100	475	95
23.	Lack of regard for job.	80	60	105	80	70	395	75
24.	Lack of funds	80	95	100	125	80	480	96

Result from Table 3 above indicate that items 20,21,22,23 and 24, with the following high percentages of (92%),(94%),(95%),(75%) and (96%) respectively are some of the teachers factors responsible for the inadequacy of training facilities in government technical colleges in Niger State.

**Research Question 3**

What student’s factors are responsible for the inadequacy of training facilities in government technical colleges in Niger State?

**Table 4: Number of Responses to Students Factors Responsible for Inadequacy of Training Facilities**

S/N O	Factors	G.T.C Minna	G.T.C Eyagi, Bida	G.T.C K/gora	G.T.C Suleija	G.T.C N/Bussa	Total Response	Percentage
25.	Lack of care for facilities	100	80	90	80	70	420	84
26.	Theft	70	80	100	110	60	420	84
27.	Destruction	100	120	80	90	90	480	96
28.	Lack of regard for their study	80	70	90	60	85	385	77
29.	Truancy	90	90	100	70	60	410	82

From Table 4 above, the results show that items 25,26,27,28 and 29, with the following high percentages of (84%),(96%),(77%)and (82%) respectively are other factors that are responsible for the lack of training facilities in government technical colleges in Niger State.

### **Conclusion**

The National Policy on Education (NPE, 1981) defined Technical Education in section 6 as that aspect of education, which leads to the acquisition of practical and applied skills through the application of basic scientific knowledge. This definition is though all encompassing and shows some level of commitment on the part of the Federal Government, but the real aspect of implementation so as to take Nigeria to the required height in science and technology is yet to be seen. The National Policy on Education therefore, seem to be implemented only on paper while in practice there is no meaningful advancement or seriousness on the part of various levels of government from the past till date. The attainment of these laudable objectives is in the hands of various state governments. In Niger State where there is low level of industrialisation, the need for a well articulated programme of involvement of both government, industrialists and individuals in this direction for the achievement of the set goals for vocational and technological education cannot be over-emphasised. It has become very imperative for the state government to take the bull by the horns by procuring, purchasing and distributing the needed and necessary Educational Technology training facilities for use in the technical colleges in Niger State and Nigeria as a whole.

### **Recommendations**

Based on the findings of the study, the following recommendations are made;

1. The Niger State government should as a matter of priority vigorously pursue the purchase and provision of training facilities in all the technical colleges in the state.
2. Government of Niger State should employ all the few companies operating in the state in setting aside some resources in the funding of Vocational Education in the state.
3. The Niger State government should urgently increase its funding to this sector of education.
4. Government at all levels should set up special organs whose sole responsibility should be to maintain broken down machines and structures in all vocational institutions in the country.
5. The Niger State government should motivate teachers in these institutions with more incentives in order to increase their desire in teaching.

### **References**

- Abubakar, I.M. (2001). A Survey on the Availability and Utilization of Print and Non-Print Instructional Materials in Technical and Vocational Schools in Niger State, Nigeria. Unpublished M. Tech. Thesis, Department of Science Education, Federal University of Technology, Minna.
- Aina, D.T. (1981). The Influence of School Size on Education Planning in Nigeria. In S. Adesina (ed.), *Introduction to Education Planning*. Ife: University of Ife Press.
- Aina, O. (1991). Technical and Vocational Teacher Training as a Strategy for Technical Development. *The Nigerian Teacher*, Journal of the National Commission for Colleges of Education, 1 (1).

- Aina, O. (1999). *Nigeria Technical Vocational Education in the Near Future*. Unpublished Keynote Address Delivered at the National Seminar on Technical and Vocational Education of NABTEB Held at Abuja from 31<sup>st</sup> - 2<sup>nd</sup> Nov. 1999.
- Edem, D.A. (1982). *Introduction to Educational Administration in Nigeria*. Calabar: University of Calabar Press.
- Fagbemi, J.A. (1992). Rural Schools Lack Teachers and Educational Facilities. *Daily Sketch*, 4<sup>th</sup> Jan. 1992, Nigeria.
- Federal Republic of Nigeria (1981). *National Policy on Education (NPE)* Lagos: Federal Ministry of Information.
- Obianwu, E.A. and Azubike, N. (1994). *Educational Technology Media: Characteristics and Utilisation*. Awka: Nuel centi (Nig) Publishers.
- Olaitan, S.O. (1978). Vocational Education in Nigerian Schools and Manpower Development. Unpublished Paper, Department of Vocational Education, University of Nigeria, Nsukka.
- Ozigi, A.O. (1977). *A Handbook on School Administrator and Management*. London: The Macmillan Company.
- Paddock, B. and Galvin, S. (1984). *The Purpose of College Workshop*. London: Macmillan Company.
- Puyate, S.T. (2001). Manpower Development Through Relevant Technology Education Curriculum for Sustainable Poverty Alleviation. A Paper Presented at the 14<sup>th</sup> Annual National Conference of the Nigeria Association of Teachers of Technology (NATT) Held at the Federal College of Education (Technical) Umuze from 17<sup>th</sup> -21<sup>st</sup> Sept. 2001.
- Wilber, G.O. and Pendered, N.C. (1973). *Industrial Arts in General Education*. New York: In-text Education Publishes.