

10	Abubakar B. Wali, PhD	Achieving Sustainable Development Goals (2016 -2030) in Nigeria: Does Good Governance Matter?
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12	Ekele Ojonugwa Abraham; Ekhalia Benjamin Joseph; Ibitoye Damilola Daniel & Abdulsalam Samson Oina	Awareness of Residents and Commercial Workers in Kubwa on the Potentials of Solar Energy as Supplementary Source to Conventional Energy Sources
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GROUP ONE

Sub-Theme: Improving Access to TVET and Gender Equality and Inclusiveness

01 INTERACTIVE EFFECT OF GENDER ON THE USE OF COMPUTER IN THE TEACHING LEARNING PROCESS IN 21st CENTURY

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ABSTRACT

This study investigated the effect of gender on the use of computer in the teaching learning process and effect on the academic performance of students in history. It was a quasi-experimental study and use a pre-test design. The experimental group was taught the slave trade as a topic in history with computer while the control group was taught without computer. Two research questions and two null hypotheses guided the study. One researcher-made instrument of 20 item multiple choice questions was used for both pre-test and post-test. Data collected was analyzed using mean score and t-test. Result show that gender had no significant effect on the use of computer as shown by the performance of the boys and girls. However, the use of computer in the teaching improved the academic performance of the students.

02 ASSESSMENT OF THE USE OF STUDENT-CENTERED INSTRUCTIONAL STRATEGIES FOR TEACHING IN TECHNICAL COLLEGES IN NIGER STATE, NIGERIA

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ABSTRACT

technical colleges in Niger State, Nigeria. Three research questions and three hypotheses guided the study. A descriptive survey research design was adopted for the study. The study was conducted in the two technical colleges in Niger state. The target population was 55 respondents consisting of 38 experienced and 17 less experienced teachers. The instrument for data collection titled Questionnaire on the use of student-centered instructional Technique was developed by the researcher. The instrument was validated by three lecturers from the Department of Industrial and Technology Education, Federal University of Technology, Minna. Cronbach Alfa was used to ascertain the reliability coefficient of the instrument which was found to be 0.89. Mean and standard deviation was used to answer the research question while t-test statistic was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that student-centered instructional strategies was not used for teaching at technical colleges in Niger state. The findings of the study also revealed that there is no significant difference in the mean ratings of the experienced teachers and less experienced teachers on the extent of usage of student-centered instructional strategies for teaching at technical colleges in Niger State. The study further revealed that lack of facilities, poor funding, inadequate teachers knowledge-based and student demand to some specific nature among others contributed to non use of the student-centered instructional strategies. Based on the findings, it was recommended that student-centered instructional strategies identified in the study should be made a requirement for teaching/learning situation at technical colleges in Niger state. Federal and state ministry of education should provide adequate funding, training and retraining opportunities, readily available teaching materials and resources for effective use of student-centered instructional strategies for teaching at technical colleges.

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ABSTRACT

Access to Technical and Vocational Education and Training (TVET) for all has been identified as a fulcrum to the United Nation's Sustainable Development Goals (SDGs, 2016-2030). At the core of all of the goals lies the need to develop human resource either as a primary or secondary objective. Arguably, TVET is related to each of the seventeen points of the SDGs and will aid in their realisation. This paper tends to discuss how access to TVET can be improved through global partnership and other localised strategies. It argues that while the existing approaches towards TVET design, development and implementation are good, they have their limitations as far as access to TVET is concern. It highlights efforts made on TVET generally, identifies the limitations of some of the strategies deployed by stakeholders at the global, regional and national levels and suggests ways of improving access to TVET and ensuring its even distribution globally based on the capability approach of Sen and Nussbaum (1999, 2009). The paper further proposes that in order to achieve a viable all-inclusive TVET system where equity and social justice thrives, global partners should insist on a community-centred TVET programmes that focuses on the opportunities that abound within a locality before entering into partnership either for the provision of funding or technology.