Strategies for Enhancing Students' Learning Experience and Satisfaction in Technical and Vocational Education and Training Programmes in Rivers State

Agwi Vincent .I.A.
Department of Technical Education
Alvan-Ikoku Federal College of Education
Owerri, Imo State
agwivincento@yahoo.com

Amadike Okechukwu (Ph.D)
Department of Industrial/Technology Education
Michael Okpara University of Agriculture
Umudike, Abia State
okechukwuamadike@gmail.com

Abstract
The study was undertaken to determine the strategies for enhancing students' learning experience and satisfaction in technical and vocational education and training (TVET) programmes in Rivers State. Descriptive survey design approach was adopted for the study. Three research questions and three hypotheses were posed and formulated respectively to guide the study. A-29 item questionnaire structured in a 4 point rating scale was used to collect data for the study. The instrument was face and content validated by five experts and the reliability coefficient of 0.80 was obtained with Cronbach Alpha Coefficient method. The population of the study was 580 respondents made up of 480 final year technical education students and 140 technology education lecturers in all the tertiary institutions in Rivers State that offer programmes in technology education. A sample size of 345 (245 students and 100 teachers) was used for the study. Simple random sampling techniques was employed in the selection of the 245 students. But for the teachers all the 100 teachers were used without sampling. Data were analysed using mean and standard deviation to answer the research questions, while t-test statistics was used to test the hypotheses at 0.05 level of significance. The study revealed among other things, that the following strategies should be adopted by the school for enhancing students' learning experience and satisfaction in TVET programmes; employment of qualified lectures' to teach TVET courses, provision of adequate instructional facilities and conducive learning environment .Consequently, it was recommended among others, that government should fund TVET programmes effectively, TVET students' should be posted to the right industry for their SIWES programmes. Proper assessment instruments/ tools should be used to assess students' learning experience.

Keywords: *Strategies, Enhancing, Learning, Experience, Satisfaction, Technology*

Introduction

Technical and vocational education and training (TVET) is recognised as the aspect of education that leads to the acquisition of relevant skills by individuals to enable them live and contribute to the economic and technological growth of the society (Okwelle & Okeke, 2016). Technical vocational education and training therefore is the form of education which equip an individual with appropriate skills, abilities, and competences which act as facilities for one to live and contribute to the development of the society (Osa-Edoh, 2013). TVET as defined by

UNESCO (2001) and adopted by the Federal Republic of Nigeria (2013) is used as comprehensive term referring to those aspect of the educational process involving in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitude, understanding and knowledge relating to occupation in various sectors of economic and social life. There are five types of institutions that are established principally for the provision of technical vocational education and training in Nigeria. These institutions includes; the pre-vocational and vocational schools at post-primary level, the technical colleges, the polytechnics, college of education at the post-secondary level and at the university level.

Bassically TVET institutions are statutory mandated to issue certificate to deserving individuals who have met their requirement. Technical vocational education and training therefore is the form of education which equip an individual with appropriate skills, abilities, and competences which act as facilities for one to live and contribute to the development of the society (Osa-Edoh, 2013). According to Federal Republic of Nigeria (FRN, 2013) in her National Policy on Education, the goals of TVET as offered at all level of education are:

a. Provide trained manpower in applied sciences, technology and business particularly at craft, advance craft and technical level
b. Provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development, and
c. Give training and impact the necessary skills to individuals for self-reliance economically.

Training aimed at enhancing students' learning experience and satisfaction in technical vocational education and training (TVET) programmes for the production of middle level manpower needed for the nation's economic and technological development requires the services of qualified technology education teachers that will help to achieve the objectives of preparing students' to acquire better knowledge and skills in recognized occupation (Agwi & Amadike, 2016). Effective training in technical and vocational education and training trade-related areas include building technology, electrical/electronic technology, mechanical technology, automobile technology, wood work technology, pipe- fitting technology and others involve among others, demonstration of operations by qualified teachers' in the workshop (Okwelle & Agwi, 2017).To achieve this objectives students learning experience and satisfaction must be given the needed urgent attention that it deserves so that students' will be able to acquire better skills, knowledge and attitudes for successful livelihood after their graduation.

In order to carry out the teaching task effectively in any of the technical vocational education and training trade-related areas, Agwi & Amadike (2016) posited that teachers are to be guided by certain principles of teaching and learning, which have great implication for improving students' learning experience and satisfaction. Some of the principles according to these authors are that students learn best by being actively involved; learning is transferred to the extent the learners sees possibilities for transfer and has opportunities to apply his/her knowledge; learning is increased when provided in a rich and varied environment; students' learn more effectively if they know the objectives and are shown how to gain these ends. Furthermore, Eke (2018) reported that for a teacher to effectively and efficiently carry out his/her teaching task successfully under the above stated principle that will enhance students' learning experience and satisfaction that the objectives of what the students' are expected to learn should be properly spelt out before the beginning of the lesson.

Past researches (Agwi & Amadike, 2016; Eke, 2018; Uzoma, 2017) have identified major roles of a teacher during the process of teaching and learning to include among others;

leads the class during teaching and learning process, win the confidence of the students' during teaching and learning process, plan and organise regular practical class for the students .The importance of these roles of a teacher in TVET programmes in particular is to achieve teaching –learning objectives that will enhance students' learning experience and satisfaction (Uzougwu,2016; Ibe,2017). These roles as required by the teacher are good, they are expected to help in enhancing students' learning experience and satisfaction. However, as long as the authors of this paper is concerned, the realization of these objectives is a mirage due to many factors that this paper intends to find out empirically.

Learning experience in the context of education refers to any interaction, course, programme, or the experience in which learning takes place, whether it occurs in traditional academic settings (school, classrooms) or non-traditional settings (outside-of-school locations, out-door environment) or whether it includes traditional education (Musa, 2017). Learning experience is an activity which may be planned by the class or teacher but perform by the learner for the purpose of achieving some important learning objectives (Azuma, 2017). On the other hand learning satisfaction according to Arbangh (in Toana & Simonss, 2014) include the individual's feeling and attitude towards the education process and perceived level of fulfilment connected to the individual's desire to learn caused by the learning motivation. Weggan (2016) reported that there are six factors that can help to measure students' learning satisfaction in the educational process namely; teacher, course content, teacher's teaching, class materials and the quality and setting of the course.

In all educational process the teacher have major roles to play. According to Uzoma (2017) a teacher is the ministry or prime mover of the educational system. They hold the key to the door and change in school. This is acknowledge in the National Policy on Education (FRN, 2013) which states that '' no education system can rise above the quality of its teacher''. Okwelle & Allaga (2014) also reported that to achieve the objectives of enhancing students' learning experience and satisfaction in TVET programmes that adequate provision of educational facilities should be ensured in all the TVET institutions. According to these authors' educational facilities are educational inputs that normally help the teacher to effectively carry out his/her teaching task. Educational facilities are also regarded as educational inputs that are vital to the teaching of any subject in the school curriculum.

With reference to students' learning experience and satisfaction, Akpan (2017) submitted that there are various improvement strategies that should be adopted by the school in order to achieve the objectives of enhancing students' learning experience and satisfaction in TVET programmes among which are conducive learning environment and adequate provision of instructional facilities. It implies that for students' learning experience and satisfaction in TVET programmes to be enhanced there are strategies to be adopted by the school. Thus enhancing students' learning experience and satisfaction in TVET programmes will ensure better economic and advance technological development of the nation.

Statement of the Problem

It is expected that by the time students' leave school by the end of their training in any of the technical training institutions that they should be able to acquire useful knowledge, skills and attitude that will help them to be self-employed, employed in the industry or gain admission for further educational programme. In contrast, it has been reported that most students complete their training programmes in TVET without acquiring sound knowledge, skills and attitude that will help them to live and contribute meaningfully to the development of the society (Adeleke,2015; Udofia, 2016). These reports are worrisome for a country yearning for technological advancement like Nigeria. If there should be better results, there is need to make

frantic effort at enhancing Students' learning experience and satisfaction. It is against this background that this present study is set out to address the strategies for enhancing students learning experience and satisfaction in TVET programmes.

Purpose of the Study

The main purpose of this study was to find out strategies for enhancing students' learning experience and satisfaction in technical vocational education and training programmes in Rivers State.

The specific objectives of the study were to:

1. Determine the teachers' strategies in enhancing students' learning experience and satisfaction in technical vocational education and training programmes.
2. Determine the strategies in the use of educational facilities in enhancing students learning experience and satisfaction in technical vocational education and training programmes.
3. Find out strategies to be adopted by the school for enhancing students' learning experience and satisfaction in technical vocational education and training programmes.

Research Questions

The following research questions were raised for the study:

1. What are the teachers' strategies for enhancing students' learning experience and satisfaction in TVET programmes?
2. What are the strategies in the use of educational facilities for enhancing students' learning experience and satisfaction in TVET programmes?
3. What strategies can be adopted by the school for enhancing students' learning experience and satisfaction in TVET programmes?

Hypotheses

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

$H0_1$: There is no significant difference between the mean responses of lecturers and students on the teacher's strategies for enhancing students learning experience and satisfaction in TVET Programmes.

$H0_2$: There is no significant difference between the mean responses of lectures and students on the strategies in the use of educational facilities for enhancing students learning experience and satisfaction in TVET programmes.

$H0_3$: There is no significant difference between the mean responses of lectures and students' on improvement strategies by the school for enhancing students learning experience and satisfaction in TVET programmes.

Significance of the Study

The findings of this study will be of benefit to the following groups: students', teachers' curriculum developers and the society at large. The findings of the study would provide the needed information and empirical evidence of what the students are expected to do in order to enhance learning experience and satisfaction during teaching and learning period in TVET programmes. The teachers would also benefit from the findings of the study in that it could provide adequate information to them on their roles for enhancing students learning experience and satisfaction in TVET programmes. Curriculum developers would also benefit from the findings of the study in the sense that it will help them to make necessary review and further inputs in the process of training in TVET programmes. In the same way, the entire society will be benefited as improvement of the quality of TVET programmes that will result in producing

quality technical education graduates that will be capable to function effectively in all sectors of the economy will be achieved.

Materials and Methods

A descriptive survey research was adopted in this study. The design was considered suitable as recommended by Nworgu (2015) for those studies which aim at collecting data on and describing in a systematic manner the characteristic, features or fact about a given population or its representative sample or existing phenomena.

The study was carried out in Rivers State. The population of the study consisted of 140 technical education lectures and 480 technical education final year students of all the tertiary institutions in Rivers State that offer programmes in technology education. These include; Rivers State University, Nkpolu-Oroworukwo, Port Harcourt, Ignatus Ajuru University of Education, Rumuolumini, Federal College of Education (Technical) Omoku. These figure was obtained from the office of the Dean of faculty of technical education/ units of various institutions in 2019. Simple random sampling techniques was used to select 100 technical education lecturers and 250 technical education final year students' from tertiary institutions in Rivers State that offer programmes in technology education.

A 29 items structural questionnaire titled ''Strategies for Enhancing Students' Learning Experience and Satisfaction in Technical Vocational Education and Training Programmes'' (SESLESTVETP) was a self-structured research instrument used in collecting data for the study. The SESLESTVETP instrument had three (3) sections, namely, teacher's roles in enhancing students learning experience and satisfaction in TVET programmes, roles of educational facilities in enhancing students learning experience and satisfaction in TVET and strategies to be adopted by the school for enhancing students' learning experience and satisfaction in TVET programmes. The instrument was a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with corresponding values of 4, 3, 2 and 1 respectively.

The SESLESTVETP instrument was validated by three experts in Technical Vocational Education Department and two experts in Measurement and Evaluation from Rivers State University, Nkpolu-Oroworukwo, Port Harcourt. In order to establish reliability of the instrument, it was administered to fifteen (15) technology lecturers and fifteen (15) technical education final year students who were drawn from the area of the study but were not included in the main study. The scores obtained were subjected to internal consistency reliability technique using Cronbach Alpha method. The reliability yielded 0.85 which was considered adequate for the study.

A total of 350 copies of the instrument were distributed to the respondents directly by the researchers with the help of five researcher assistants. The total number of copies retrieved was 345 (245 students and 100 lecturers) representing 95% return. The number was considered adequate and was used for the analysis of the study.

Mean were used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. The t-test even though it is called a small –sample test can be applied for all practical purpose (Nworgu, 2015), hence the t-test was considered in testing the hypotheses in the study. For the research questions, real limit of number of 3.50-4.00 (Strongly Agree), 2.50-3.49 (Agree), 1.50-2.49(Disagree), 0.50-1.49 (Strongly Disagree) were used. Standard deviation values were used to determine the level of homogeneity among the respondents. In testing the hypotheses, the null hypotheses were accepted if the calculated t-value is less and equal to the critical t-value. On the other hand, were the calculated t-value is greater than the critical t-value the null hypotheses were rejected.

Results

Research Question 1

What are the teacher's strategies in enhancing students' learning experience and satisfaction in technical vocational education and training programmes?

Table 1: Mean and Standard Deviation on the teachers' Strategies in enhancing students' learning experience and satisfaction in TVET programmes

S/N	ITEMS	Lecturers N = 100			Students' N = 245		
		$\overline{X}_1$	SD_1	Remarks	$\overline{X}_2$	SD_2	Remarks
1.	Use of different teaching methods / techniques during teaching and learning period.	3.22	0.89	Agree	2.67	0.82	Agree
2.	Prepare workshop/laboratory for instruction	2.67	0.80	Agree	2.57	0.79	Agree
3.	Select appropriate materials, teaching aids and methods for effective teaching and learning process.	3.43	0.94	Agree	3.00	0.90	Agree
4.	Ensure that students are posted to the right industry for their IT programme.	3.00	0.86	Agree	2.58	0.80	Agree
5.	Win the confidence of the students' during teaching and learning period.	3.21	0.87	Agree	2.85	0.89	Agree
6.	Assign practical project to the students.	2.76	0.82	Agree	2.53	0.75	Agree
7.	Supervise students work during practical session.	2.87	0.84	Agree	2.52	0.72	Agree
8.	Plan and organise regular practical class for the students' in the workshop.	3.25	0.91	Agree	3.00	0.91	Agree
9.	Regular assessment of students' learning achievement.	3.32	0.92	Agree	2.86	0.90	Agree
10.	Plan and organise regular field trip for the students'.	2.76	0.83	Agree	2.76	0.84	Agree
	Grand Mean / SD	**3.05**	**0.87**		**2.73**	**0.83**	

(Source: Field Survey, 2019), cut-off=2.50

The result in Table 1 show that all the items were rated as 'Agree' by the respondents. The grand mean scores of 3.05 and 2.73 for both lecturers' and students' shows that the respondents agree that there are TVET teachers' strategies that must be adopted in enhancing students' learning experience and satisfaction in TVET programmes, the standard deviation which ranged from 0.94 to 0.72 indicates closeness in the opinions of both categories of respondents.

Research Question 2

What are the strategies in the use of educational facilities in enhancing students' learning experience and satisfaction in TVET programmes?

Table 2: Mean and Standard Deviation on strategies in the use of educational facilities in enhancing students' learning experience and satisfaction in TVET programmes.

S/N	ITEMS	Lecturers N = 100			Students' N = 245		
		N = 100		Remarks	N = 245		Remarks
11.	Possess opportunity for students to learn faster.	2.43	0.75	Disagree	2.35	0.72	Disagree
12.	Assist students' to learn in a conducive environment.	3.05	0.90	Agree	2.55	0.85	Agree
13.	Help students to feel comfortable during teaching and learning process.	2.89	0.87	Agree	2.50	0.83	Agree
14.	Improve student's interest to learn.	3.00	0.89	Agree	2.58	0.86	Agree
15.	Help students facilitate different learning styles.	2.65	0.84	Agree	2.52	0.84	Agree
16.	Used to explain points, create reality and supply events, encourage active participation.	3.64	0.93	Agree	2.57	0.85	Agree
17.	Make practical work very easy to organize.	2.60	0.82	Agree	2.50	0.81	Agree
18.	Saves the teacher time during teaching and learning period.	3.54	0.91	Agree	2.64	0.87	Agree
19.	Helps the students' to pay much attention during teaching and learning period.	2.85	0.85	Agree	2.58	0.86	Agree
	Grand Mean/SD	**2.85**	**0.86**		**2.53**	**0.83**	

(Source: Field Survey, 2019), Cut-off=2.50

Data in Table 2 indicates that the respondents rated item 11 as ' Disagree' while items 12, 13, 14, 15, 16, 17, 18 and 19 were rated as 'Agree'. The grand mean scores of 2.85 and 2.53 respectively, shows that the respondents considered that there major roles that educational facilities will play in enhancing students' learning experience and satisfaction in TVET programmes. The standard deviation which ranged between 0.93 to 0.72 indicates closeness in the opinions of both categories of respondents.

Research Question 3

What strategies can be adopted by the school for enhancing students' learning experience and satisfaction in TVET programmes?

Table 3: Mean and Standard Deviation on strategies to be adopted by the school for enhancing students' learning experience and satisfaction in TVET programmes.

S/N	ITEMS	Lecturers N = 100			Students' N = 245		
		N = 100		Remarks	N = 245		Remarks
20.	Employment of qualified TVET teachers.	3.05	0.89	Agree	3.00	0.85	Agree
21.	Operating effective public relation programmes	2.63	0.87	Agree	2.50	0.75	Agree
22.	Conducive learning environment for teaching and learning process.	2.59	0.82	Agree	2.53	0.78	Agree
23.	Sponsoring students excursion to the industries	3.00	0.87	Agree	2.85	0.82	Agree
24.	Operating effective SIWES unit that will be incharge of student IT program.	3.54	0.92	Agree	2.67	0.80	Agree

25.	Organising regular workshop and seminar for teachers to up-date their knowledge.	2.65	0.84	Agree	2.53	0.76	Agree
26.	Organizing regular exhibition programme.	3.21	0.91	Agree	2.65	0.79	Agree
27.	Adequate provision of tools/equipment for the number of students during practical class.	2.87	0.88	Agree	2.56	0.77	Agree
28.	Operating effective guidance and counselling unit.	2.69	0.87	Agree	2.58	0.76	Agree
29.	Encourage industry/school partnership.	3.45	0.90	Agree	2.50	0.74	Agree
	Grand Mean/ SD	**2.98**	**0.88**		**2.64**	**0.78**	

(Source: field Survey, 2019), Cut-off=2.50

Data in Table 3 show that all the items were rated as 'Agree' by the respondents .The grand mean scores of 2.98 and 2.64 for both lecturers' and students' shows that there are strategies that needed to be adopted by the school authority for enhancing students' learning experience and satisfaction in TVET programmes, the standard deviation which ranged between 0.92 to 0.74 indicates closeness in the opinions of both categories of respondents.

Hypothesis 1
There is no significant difference between the mean responses of lecturers and students on the teacher's strategies for enhancing students' learning experience and satisfaction in TVET programmes.

Table 4: T-test of difference between the responses of lecturers and students on the teacher strategies for enhancing students' learning experience and satisfaction in TVET programmes.

Respondents	**N**	$\overline{X}$	**SD**	**Df**	**P**	**t-cal.**	**t-crit.**	**Decision**
Lecturers'	100	3.05	0.87					Ho_1
				338	0.05	0.10	1.96	Accepted
Students'	245	2.73	0.83					

(Source: Field Survey, 2019)

Table 4 reveals that 100 lecturers' had a mean rating of 3.05 (SD=0.87) and the 245 students' a mean rating of 2.73 (SD=0.83) yielding a calculated t-value of 0.10. With calculated t-value of 0.10 less than the critical t-value (1.96) at df=338 and 0.05 level of significance, it is an indicates that there is no significant difference between the mean responses of lecturers' and students 'on the teacher roles for enhancing students' learning experience and satisfaction in TVET programmes. The first null hypothesis was therefore accepted.

Hypotheses 2
There is no significant difference between the mean responses of lecturers and students on the strategies in the use of educational facilities for enhancing students' learning experience and satisfaction in TVET programmes.

Table 5: T-test of difference between the mean responses of lecturers and students on the strategies in the use of educational facilities for enhancing students' learning and satisfaction in TVET programmes.

Respondents	N	$\bar{X}$	SD	Df	P	t-crit.	t-cal.	Decision
Lecturers'	100	2.85	0.86					$H0_2$
				338	0.05	0.11	1.96	Accepted
Students'	245	2.53	0.83					

(Source: Field Survey, 2019)

The data in Table 5 shows that 100 lecturers' had mean rating of 2.85 (SD=0.86) while the 245 students' had a mean rating of 2.53 (SD=0.83) yielding a calculated t-value 0f 0.11. Since the calculated t-value (0.11) is less than the critical t-value (1.96) at df=338 and 0.05 level of significance, it is an indication that there is no significant difference between the mean responses of lecturers' and students on the roles of educational facilities for enhancing students' learning experience and satisfaction in TVET programmes. The second null hypothesis was therefore accepted.

Hypothesis 3

There is no significant difference between the mean responses of lectures and students on improvement strategies by the school for enhancing students' learning experience and satisfaction in TVET programmes

Table 6: T-test of difference between the mean responses of lectures and students on improvement strategies by the school for enhancing students' learning experience and satisfaction in TVET programmes.

Respondents	N	$\bar{X}$	SD	Df	P	t-cal.	t-crit.	Decision
Lectures'	100	2.98	0.83					$H0_3$
				338	0.05	0.21	1.96	Accepted
Students'	245	2.64	0.78					

(Source: Field Survey, 2019)

The data in Table 6 shows that 100 lecturers' had a mean rating of 2.98 (SD=0.83) while the 245 students had a mean rating of 2.64 (SD=0.78) yielding a calculated t-value of (0.21). Since the calculated t-value (0.21) is less than the critical t-value of (1.96) at df=338 and 0.05 level of significance, implying that there is no significant difference between the mean responses of lecturers 'and students' on improvement strategies by the school for enhancing students' learning experience and satisfaction in TVET programmes .The third null hypothesis was therefore accepted.

Summary of Major Findings

The following were the findings of the study

1. Both lecturers' and students' agree that the teacher have some roles to play for enhancing students' learning experience and satisfaction in TVET programmes in Nigeria.
2. The two categories of respondents agree that educational facilities have major role to play for enhancing students learning experience and satisfaction in TVET programmes.

3. The respondents revealed that there are improvement strategies that are needed to be adopted for enhancing students' learning experience and satisfaction in TVET programmes.
4. There are no significant difference between the mean responses of lecturers' and students' on the teacher's strategies for enhancing students' learning experience and satisfaction in TVET programmes.

Discussion of Findings

Data presented in Table 1 indicated that the teacher have some roles to play for enhancing students learning experience and satisfaction in TVET programmes. This findings is consistent with (Uzoma, 2017) that a teacher is the ministry or prime mover of the educational system that hold the key to the door and change in school programmes. The teachers are the most significant and important factor of any educational programmes. The implications of this findings is that to achieve the objectives of enhancing students learning experience and satisfaction in TVET programmes students must be guided by a teacher who will be guided by certain principles of teaching and learning which have great implication for improving students learning experiences and satisfaction.

The finding in Table 2 show that educational facilities have major roles to play for enhancing students' learning experience and satisfaction in TVET programmes. This findings is consistent with (Okwelle & Alagua, 2014) that educational facilities are educational inputs that normally helps the teacher to effectively carry out his/her teaching task. They further added that educational facilities are vital to teaching of any subject in the school curriculum. The implication of these findings is that without adequate educational facilities put in place for effective teaching and learning process the teacher will not be able to achieve educational objectives. The reason been that physical facilities in all educational programmes play vital roles in students learning, without them practical work will be very difficult to organize in the workshop.

The result in Table 3 showed that there are improvement strategies that are needed to be adopted by schools for enhancing students' learning experience and satisfaction in TVET programmes. This findings is consistent with (Akpan, 2017) that there are various improvement strategies that should be adopted by schools in order to achieve the objectives of enhancing students ' learning experience and satisfaction in TVET programmes among which are conducive learning environment , adequate provision of educational facilities and organising of regular field trip for the students'.

The result of the 3 hypotheses tested showed that all the three hypotheses were not rejected. These further shows in the opinion of the respondents that there were no divergent opinion on the raised issues in this research bothering on strategies to be adopted by TVET institutions for enhancing students' learning experience and satisfaction in TVET programmes.

Conclusion

Technical Vocational Education and Training programmes in institutions offering technical education programmes in Nigeria need to be effective, efficient and quality in other to communicate the mission, goals, accomplishment, challenges, and accountability to the public. This is important as to help in achieving the objectives of TVET programmes. The employment of qualified technical vocational education teachers and the provision of adequate instructional facilities in all the TVET institution is a welcome strategies that should be considered. The researcher of this study strongly believe that the application of these strategies determined by

the study is a potential force for enhancing students' learning experience and satisfaction in TVET programmes in Nigeria.

Recommendations

Based on the findings of this study, the following recommendations are made:

- Teachers of technical vocational education programmes should ensure that they adopt effective methods of teaching during teaching-learning process.
- Government at all level as a matter of urgency should ensure that adequate attention is giving to support TVET programmes in Nigeria.
- Morden tools/equipment and machines should be provided by the school in all TVET institutions in Nigeria for effective teaching and learning process.
- Technical training institutions management should ensure that they organise regular in-service training programmes for their teachers in order to up-date their knowledge on current educational issues.
- A well gazeted package should be provided by the government for TVET teachers which must be subject for upward review annually.
- Regular field trip should always be organised for TVET student for enhancing of their learning experience and satisfaction in their field of study.

References

Adeleke, E. F.(2015), Challenges of technical education students' in technical colleges in Oyo State. *Journal of Science and Technical Education.* 25 (1),85-100.

Agwi, V.I.A & Amadike, O. (2016), Constraints on effective teaching and learning of electrical/electronics technology in technical training institutions in Rivers State. *Journal of Academic Excellence.* 10 (1),21-34.

Akpan, L. O. (2017), Strategies for enhancing students' learning experience in technology education Programmes. *Journal of Education in Developing Areas*. 25 (1), 100-115.

Eke, E. N. (2018), Appraisal of teaching methods/techniques for vocational skill training programmes in technical colleges in Imo State. *Journal of Education in Developing Areas.* 16 (1), 60-75.

Federal Republic of Nigeria (2013). *National Policy on Education (Revised) 6th edition*. Lagos :Nigeria Educational Research and Development Council (NARDC).

Ibe, B. T. (2017), The role of the teacher in the workshop/laboratories for effective students' learning experience and satisfaction. *Journal of Technical Education.* 24 (1 & 2), 25-40.

Nworgu, B. G. (2015). *Educational research: Basic Issues and methodology*. Nsukka: University Trust Publishers.

Okwelle, P. C. & Agwi, V. I. A.(2017), Vocational teachers' perception of their uses of assessment in government technical colleges in Rivers State. *International Journal of Education and Evaluation.* 4 (1),1-11.

Okwelle, P. C. & Allagua, F. O.N. (2014), Enhancing teachers' competence in the use of instructional Materials in electronics education in senior secondary schools in Nigeria. *Research on Humanities and Social Sciences.* 4(2),20-25.

Osa-Edoh, G. I. (2015), The place of vocational and technical education in skills acquisition among secondary school students': Implications for counselling. *Journal of education in Developing Areas.* 20 (1), 261-287.

Toana, E. N. & Simon, T. B. (2016), Students' learning experiences and satisfaction: Issues and challenges. *Journal of Education in Developing Areas.* 25 (1), 30-45.

Udofia, L. M. (2016), Issues and challenges of effective TVET programmes in a recessed economy. *Journal of Education in Developing Areas.* 28 (1), 55-70.

UNESCO (2001), Revised recommendation concerning technical and vocational education in normative instrument concerning technical and vocational education. *Online http// publication& hang= anclake= as oruesl*.

Uzoma, S. N. (2017), Evaluation of teaching methods use in technology education programmes in Technical colleges in Anambra State. *Journal of Historical Science in Education.* 17 (1), 85-100.

Uzougwu, B. C. (2018), Teachers' role for effective students' skill acquisition in vocational education for self-reliance. *Journal of Technical Education.* 19 (1), 35-50.

Weggan, O. F. (2018), Strategies for enhancing students' learning experience and satisfaction in science education in Nigeria. Retrieved 15th March, 2018 from *http // www.edu.org*