

Enhancing Students' Learning Experience and Satisfaction in Technical and Vocational Education and Training Programme in Rivers State

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Abstract

The study was designed to determine the strategies for enhancing students' learning experience and satisfaction in technical and vocational education and training programme in Rivers State. Three research purposes, three research questions and hypotheses guided the study. The study adopted a descriptive survey design. The population for the study comprised 63 TVET lecturers and 51 final year students of the two Rivers State own tertiary institutions that offer text programme, namely: Rivers state University Port-Harcourt and Ignatius Ajuru University of Education Rumuolumini, Port-Harcourt. The population was manageable, therefore, there was no sample for the study. A structured questionnaire instrument was used to collect data for the study. The instrument was structured on four-point response options of Agree (A), Strongly agree (SA), Disagree (D) and Strongly disagree (SD) with values of 4, 3, 2, and 1 respectively. The instrument was validated by two experts in Technical Education department, Federal College of Education (Technical) Omoku, Rivers State. Cronbach Alpha reliability coefficient formula was used to determine the reliability of the instrument which yielded 0.76 reliability coefficient. The finding of the study revealed that, the teachers' strategies, the use of educational facilities and the school strategies are strategies in enhancing students' learning experience and satisfaction in technical and vocational education and training programme in Rivers State. It was recommended that Teachers should ensure they employ relevant strategies in enhancing students' learning experience and satisfaction; educational facilities should be made available and utilized to enhance students' learning experience and satisfaction and the School as an institution should make the school environment attractive and resourceful to learners to enhance students' learning experience and satisfaction in Technical Vocational Education and Training programmes in Rivers state.

Keywords: Status, adequacy, workshop facilities, teaching and learning

Introduction

Technical and vocational education and training programme in Nigeria was designed for the purpose of fostering technological development and economic growth. Its focal point is to convey learners through a skill acquisition developmental process. This is such a value adding process to produce a skillful output who will immensely contribute their quota to national development. According to the National Policy on Education (FRN, 2013), Technical and Vocational education is used as a comprehensive term referring to that aspect of educational process involving, 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 sector of economic and social life. Industrial and economic advancement of Nigeria depends on the quality of her TVET programmes. According to Okwelle and Ayonmike (2014) TVET plays vital roles in human resource development, enhancing industrial productivity and improving the quality of life. Institutions that offer TVET in Nigeria include technical colleges among other tertiary institutions. According to National Policy on Education (FGN, 2013) the goals of Technical and Vocational Education and Training (TVET) shall be to: Provide trained manpower in the applied sciences, technology and business particularly at craft, advance craft and technical levels; provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; and give training and impart the necessary skills to individual for self- reliance economically

In order to bring to fruition the objective of TVET programme there must be proper strategies put in place to enhance learning and stimulate students' interest for TVET in the tertiary institutions. Agwi and Amadike, (2019) opined that, to achieve the objectives of TVET, 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 the field of education the teacher plays very vital role in enhancing the teaching and learning process. The teacher is considered a custodian and dispenser of knowledge and skills to the learners.

Teachers are well trained and equipped with relevant skills and strategies to be able to perform their duty during and after instruction. The quality of the teachers in an educational system determines the quality of its products. 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. For the teacher of TVET programme to be effective there must be adequate availability of instructional facilities.

The place of facilities in the instructional process of TVET cannot be overstated. Ige (2019), defined learning facilities as, modern science equipment, library, printed materials, real and stimulated aids, visual and audio aids, science resources and school environment. According to Ogundu (2017), instructional facilities in Vocational and Technical education are all the practical and skill developing resources that will facilitate the process of teaching, learning and evaluation of technical skills. School workshops and instructional facilities provide for practical training of students in skills acquisition in their technical trade for further development of the major sectors of the economy and encourage entrepreneurial development. Students' practical projects are essential part of the curriculum; however, a well-equipped school environment is a fundamental requirement for the successful implementation of TVET curriculum. (Bybee & Loucks-Horsely in Anaele, Amadi & Obed, 2016).

TVET curriculum goals and objectives can only be actualized if the learners experience and interest is enhanced. Stakeholders of TVET must engage the teaching and learning process strategically to make the experience learners' centred. Instructional process should be designed in a manner to captivate and motivate the learner who eventually becomes the product of the process. The role of the teacher in TVET programmes in particular is to achieve teaching-learning objectives that will enhance students' learning experience and satisfaction (Uzougwu, 2018; Ibe, 2017).

Considering students' learning experience and satisfaction, Akpan (2017) asserted that, there are various improved 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

The main target of the TVET programme is the learner. As a result teachers of TVET are well trained in various fields and equipped with the skills and strategies needed to carry out this noble task. More so, schools are provided with workshops and adequate facilities to make teaching and learning process seamless. Mba (2014) agreed that, practical tools and equipment as instructional facilities can stimulate and help further study; help learners to take active interest in the topic presented; and affect their attitude towards what is portrayed. Nwafor and Eze (2014) stated that, instructional facilities enable the teacher pass ideas or concepts with ease as they appeal to several senses at a time. However, it has been observed that there is learners' apathy or lack of interest on the part of the students and products of TVET programmes perform below expectation as a result Ibehim in Ogundu (2018) lamented that, the products of technical colleges were being rejected by the industries because they had the wrong training in school. Could there exist some strategies that

can enhance Students' Learning experience and satisfaction in Technical and Vocational Education and Training Programme in Rivers State?

Purpose of the Study

The study examined enhancing students' learning experience and satisfaction in Technical and Vocational Education and Training Programme in Rivers State
Specifically, the study looked into:

1. Teachers' strategies in enhancing students' learning experience and satisfaction in Technical Vocational Education and Training programmes in Rivers state.
2. How the use of educational facilities to enhance students' learning experience and satisfaction in Technical Vocational Education and training programmes in Rivers state.
3. School strategies to enhancing students' learning experience and satisfaction in Technical Vocational Education and Training programmes in Rivers state.

Research Question

The following questions guided the study

1. What are teachers' strategies in enhancing students' learning experience and satisfaction in Technical Vocational Education and Training programmes in Rivers state?
2. How does the use of educational facilities enhance students' learning experience and satisfaction in Technical Vocational Education and Training programmes in Rivers state?
3. What school strategies for enhancing students' learning experience and satisfaction in Technical Vocational Education and Training programmes in Rivers state?

Hypothesis

1. There is no significant difference in the mean response of teachers and students on teachers' strategies in enhancing students' learning experience and satisfaction in Technical Vocational Education and Training programme in Rivers state?
2. There is no significant difference in the mean response of teachers and students on how the use of educational facilities enhance students' learning experience and satisfaction in Technical Vocational Education and Training programme in Rivers state?
3. There is no significant difference in the mean response of teachers and students on school strategies for enhancing students' learning experience and satisfaction in Technical Vocational Education and Training programme in Rivers state?

Methodology

The study was conducted using descriptive survey research design. The population for this study comprised 63 TVET lecturers and 51 final year students of the two tertiary institutions own Rivers state government that offer TVET programme namely: Rivers state University, Port-Harcourt and Ignatius Ajuru University of Education Rumuolumini, Port-Harcourt. The population was manageable therefore, there was no sample for the study. A structured questionnaire on enhancing students' learning experience and satisfaction in Technical and vocational education and training programme in Rivers State (SESLESTVET) was developed and utilized for the collection of data for the study. The questionnaire was validated by two experts from the Department of Technical Education, Federal college of Education (Technical) Omoku. For the purpose of obtaining the

internal consistency of the instrument, Chronbach alpha method was used and a reliability coefficient of 0.74 was obtained. The instrument was divided into 2 sections based on the specific purposes of the study. Each item in the questionnaire was assigned a four response options of Strongly Agree (SA =4), Agreed (A=3), Disagree (D=2) and Strongly Disagree (SD =1). The questionnaire (SESLESTVET) was administered to the respondents with the assistance of two research assistants. The choice of research assistants was necessitated in order to ensure timely completion of data collection. Simple mean with standard deviation was used to answer the research questions. While t-test was used to analyze the stated hypothesis. The study used the Statistical Package for Social Science (v20.0) for analysis. Items with mean values: equal to or greater than 3.50 were regarded as Strongly Agree; ranging from 2.50 – 3.49 as Agree; 1.50 – 2.49 as Disagree; and equal to or less than 1.49 as Strongly Disagree. Hence, the benchmark of 2.50 was used as Agree.

Results and Discussions

The results of data analysis of the study are presented in Tables 1 to 6 below.

Research Question 1

What are teachers' strategies in enhancing students' learning experience and satisfaction in Technical Vocational Education and Training programmes in Rivers state?

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

S/N	Item Statement	Teachers (N=63)			Students (N=51)		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark
1	Plan and organise regular field trip for the students	3.5	0.6	Agree	3.5	0.63	Agree
2	Use of different teaching methods/techniques during teaching and learning period.	3.3	0.7	Agree	2.6	0.74	Agree
3	Plan and organise regular practical class for the students' in the workshop.	3.6	0.4	Agree	3.4	0.65	Agree
4	Win the confidence of the students' during teaching and learning period	3.7	0.6	Agree	3.6	0.82	Agree
5	Ensure that students are posted to the right industry for their IT programme.	3.4	0.5	Agree	3.3	0.52	Agree
6	Regular assessment of students' learning achievement	2.5	0.7	Agree	2.6	0.62	Agree
7	Assign practical project to the students.	2.7	0.8	Agree	2.7	0.72	Agree
8	Supervise students work during practical session.	3.5	0.8	Agree	3.3	0.63	Agree

9	Select appropriate materials, teaching aids and methods for effective teaching and learning process	2.7 0	0.5 5	Agree	3.2 2	0.74	Agree
10	Prepare workshop/laboratory for instruction	2.6 5	0.5 4	Agree	3.5 6	0.62	Agree
	Average	3.2 8	0.5 6	Agree	3.2 0	0.54	Agree

The data presented in Table 1 shows that, the teachers' responses have mean value ranging from 2.54 to 3.73, a grand mean value of 3.28, standard deviation value ranging from 0.52 to 0.84 and grand standard deviation of 0.56. while the students' responses have mean value ranging from 2.63 to 3.56, a grand mean value of 3.20, standard deviation value ranging from 0.52 to 0.74 and grand standard deviation of 0.54. This indicates that all respondents are homogeneous in opinion that all items in Table 1 are the teachers' Strategies in enhancing students' learning experience and satisfaction in TVET programme in Rivers State.

Research Question 2

How does the use of educational facilities enhance students' learning experience and satisfaction in Technical Vocational Education and Training programme in Rivers state?

Table 2: Mean and Standard Deviation on how the use of educational facilities enhance students' learning experience and satisfaction in technical vocational education and training programmes

S/N	Item Statement	Teachers (N=73)			Students (N=221)		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark
11	Helps the students' to pay much attention during teaching and learning period.	2.5 0	0.8 4	Agree	2.5 4	0.53	Agree
12	Saves the teacher time during teaching and learning period.	3.5 2	0.7 3	Agree	3.7 3	0.64	Agree
13	Make practical work very easy to organize.	3.2 4	0.5 4	Agree	3.3 5	0.55	Agree
14	Used to explain points, create reality and supply events, encourage active participation	3.5 3	0.6 5	Agree	3.1 4	0.52	Agree
15	Possess opportunity for students to learn faster.	3.2 3	0.5 6	Agree	2.5 4	0.62	Agree
15	Assist students' to learn in a conducive environment.	3.1 4	0.7 5	Agree	3.7 3	0.52	Agree
17	Help students to feel comfortable during teaching and learning process.	3.7 3	0.8 2	Agree	3.7 3	0.82	Agree
18	Improve student's interest to learn.	2.5 4	0.4 4	Agree	3.1 5	0.53	Agree

19	Help students facilitate different learning styles.	3.7	0.6	Agree	2.5	0.64	Agree
		0	5		2		
	Average	2.9	0.5	Agree	2.8	0.52	Agree
		1	4		4		

The data presented in Table 2 shows that, the teachers' responses have mean value ranging from 2.50 to 3.73, a grand mean value of 2.91, standard deviation value ranging from 0.44 to 0.84 and grand standard deviation of 0.54. while the students' responses have mean value ranging from 2.54 to 3.73, a grand mean value of 2.84, standard deviation value ranging from 0.52 to 0.82 and grand standard deviation of 0.52. This indicates that all respondents are homogeneous in opinion that all items in Table 2 are how the use of educational facilities enhance students' learning experience and satisfaction in technical vocational education and training programme in Rivers State.

Research Question 3

What school strategies for enhancing students' learning experience and satisfaction in Technical Vocational Education and Training programme in Rivers state?

Table 3: Mean and Standard Deviation on school strategies for enhancing students' learning experience and satisfaction in technical vocational education and training programmes in Rivers state

S/N	Item Statement	Teachers (N=83)			Students (N=81)		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark
20	Operating effective guidance and counseling unit.	2.7	0.7	Agree	3.5	0.63	Agree
		8	4		4		
21	Encourage industry/school partnership	3.2	0.5	Agree	2.5	0.74	Agree
		5	3		3		
22	Employment of qualified TVET teachers	3.6	0.6	Agree	2.5	0.85	Agree
		4	4		4		
23	Operating effective public relation programmes	3.2	0.7	Agree	3.3	0.52	Agree
		3	5		4		
24	Conducive learning environment for teaching and learning process.	3.5	0.5	Agree	2.6	0.72	Agree
		5	6		4		
25	Adequate provision of tools/equipment for the number of students during practical class.	3.4	0.8	Agree	3.5	0.55	Agree
		5	5		3		
26	Organizing regular exhibition programme	3.6	0.5	Agree	3.8	0.82	Agree
		7	2		3		
27	Organizing regular workshop and seminar for teachers to up-date their knowledge	2.7	0.7	Agree	3.2	0.54	Agree
		4	4		5		
28	Sponsoring students excursion to the industries	3.7	0.7	Agree	3.3	0.56	
		5	6		3		
29	Operating effective SIWES unit that will be in charge of student IT program	2.7	0.7	Agree	3.5	0.66	Agree
		0	4		2		

Average	3.2	0.6	Agree	3.1	0.57	Agree
	7	8		8		

The data presented in Table 3 indicates that, the teachers’ responses have mean value ranging from 2.70 to 3.75, a grand mean value of 3.27, standard deviation value ranging from 0.52 to 0.85 and grand standard deviation of 0.68. while the students’ responses have mean value ranging from 2.53 to 3.83, a grand mean value of 3.18, standard deviation value ranging from 0.52 to 0.85 and grand standard deviation of 0.57. This indicates that all respondents are homogeneous in opinion that all items in Table 3 are school strategies for enhancing students’ learning experience and satisfaction in Technical Vocational Education and Training programme in Rivers state.

HO₁: There is no significance difference in the mean response of teachers and students on teachers’ strategies in enhancing students’ learning experience and satisfaction in Technical Vocational Education and Training programmes in Rivers state in Rivers state.

Table 4: Summary of Results of Testing Null Hypothesis 1 with t-test Statistics

Group	N	\bar{X}	SD	Df	t-cal	t-cri	Decision
Teachers	73	3.28	0.56	293	0.64	1.65	Accepted
Students	221	3.20	0.54				

The result in Table 4 shows that t-cal is 0.64 and t-cri is 1.65 at 0.05 significance level. This indicates that t-cal (0.64) is less than t-cri (1.65). As a result, the stated null hypothesis that there is no significance difference in the mean response of teachers and students on teachers’ strategies in enhancing students’ learning experience and satisfaction in Technical Vocational Education and Training programmes in Rivers state is accepted at 0.05 significant level.

HO₂: There is no significance difference in the mean response of teachers and students on how the use of educational facilities enhance students’ learning experience and satisfaction in Technical Vocational Education and Training programmes in Rivers state.

Table 5: Summary of Results of Testing Null Hypothesis 1 with t-test Statistics

Group	N	\bar{X}	SD	Df	t-cal	t-cri	Decision
Teachers	73	2.91	0.54	293	0.82	1.65	Accepted
Students	221	2.84	0.52				

The result in Table 5 shows that t-cal is 0.82 and t-cri is 1.65 at 0.05 significance level. This indicates that t-cal (0.82) is less than t-cri (1.65). As a result, the stated null hypothesis that there is no significance difference in the mean response of teachers and students on how the use of educational facilities enhance students’ learning experience and satisfaction in Technical Vocational Education and Training programmes in Rivers state is accepted at 0.05 significance level.

HO₃: There is no significance difference in the mean response of teachers and students on schools' strategies for enhancing students' learning experience and satisfaction in Technical Vocational Education and Training programmes in Rivers state.

Table 6: Summary of Results of Testing Null Hypothesis 1 with t-test Statistics

Group	N	\bar{X}	SD	Df	t-cal	t-cri	Decision
Teachers	73	3.27	0.68	293	0.65	1.65	Accepted
Students	221	3.18	0.57				

The result in Table 6 shows that t-cal is 0.65 and t-cri is 1.65 at 0.05 significance level. This indicates that t-cal (0.65) is less than t-cri (1.65). As a result, the stated null hypothesis that there is no significance difference in the mean response of teachers and students on schools' strategies for enhancing students' learning experience and satisfaction in technical vocational education and training programmes in Rivers state is accepted at 0.05 significance level.

Discussion of Findings

The finding of the study shows that, all items in Table 1 are the teachers' Strategies in enhancing students' learning experience and satisfaction in TVET programmes in Rivers state. 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 buttressed in the National Policy on Education (FRN, 2013) which states that ' ' no education system can rise above the quality of its teacher' '. This implies that for improved learning experience the teacher must be resourceful, professional and creative.

The finding of the study also shows that, all items in Table 2 are how the use of educational facilities enhances students' learning experience and satisfaction in Technical Vocational Education and Training programmes in Rivers State. This was supported by Puyate (2013) that, the availability and effective utilization of educational facilities for training in technical college enhance the vital process of skill acquisition, which will in turn empower trainee to be productive and contribute to the nation developmentally. Hassan and Hassan (2016) stressed that, for improvement to be made by students, the quality of education students receive is directly related to the availability and utilization of facilities and the totality of the atmosphere in which the learning takes place. Ogbonaya and Okoli (2014) asserted that, the main thought of Technical Vocational Education and Training programmes is to inculcate skills in learners. Iyagbaye (2019) opined that, the acquisition of relevant skills in construction, designing and repair can only be achieved in a well functional workshop stocked with appropriate facilities and adequately utilized in instruction.

Furthermore, the finding of the study also shows that, all items in Table 3 are schools' strategies for enhancing students' learning experience and satisfaction in Technical Vocational Education and Training programmes in Rivers State. This is in line with Akpan (2017) 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.

Conclusion

For improvement in TVET programme to be achieved, there must be a conscious and intentional effort put in place to strategically enhance the learners' experience and satisfaction. This is due to the fact that TVET is a learner centred programme geared towards impacting the learner with skills and behaviours relative to the goal of TVET. This effort must cut across all the necessary variables in this system connecting to teaching and learning; which includes among others the teacher. The TVET teacher should be considered as the driver of the programme and therefore, must be resourceful in the application of the right teaching methods and instructional facilities. More so, the use of instructional facilities in TVET is non-negotiable. Workshop tools and equipment play vital roles in the learning process. This has a lot of positive implications on the TVET programme and could enhance student learning experience and satisfaction. The school as an institution should play its role in ensuring that every aspect of the TVET programme is aimed at making the school environment conducive for learning by providing and utilizing every resource be it human, material and financial to enhance learner' experience and satisfaction.

Recommendation

1. Teachers should ensure they employ relevant strategies in enhancing students' learning experience and satisfaction in technical vocational education and training programmes in Rivers state.
2. Educational facilities should be made available and utilized to enhance students' learning experience and satisfaction in technical vocational education and training programmes in Rivers state.
3. The School as an institution should make the school environment attractive and resourceful to learners to enhance students' learning experience and satisfaction in technical vocational education and training programmes in Rivers state.

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