

# Instructional Resource Management for the Implementation of Vocational Education Programme in Secondary Schools in Nigeria

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## Abstract

This study investigated instructional resource management for the implementation of a vocational education programme in secondary schools in Nigeria. This study was a descriptive survey design. The population comprised all the 224 public senior secondary schools in Abia State constituting 2,457 teachers handling vocational subjects. They included 1,400 male teachers and 1,057 female teachers; as well as 1,557 teachers in rural areas and 900 teachers in urban areas. A sample size of 450 teachers was drawn using a stratified random sampling technique, representing 18.3

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**Index terms**— instructional resource, management, implementation, vocational education programme, secondary schools.

## 1 Introduction

Education could be defined and regarded as a source of investment in instructional resources and human development as well as the resources allocated from Public funds and other sectors of the society to the education system for societal development. Nwabueze (2011) sees education as the industry that produces human resources needed for the socio-economic, political and cultural development of any given society. As a powerful instrument of change, education possesses the potentials for positive developments in peoples' lives and the environment. Societal values, norms, culture, needs, and aspirations of the people are transferred and inculcated through education and training (Nwabueze, 2016 in Oragwu & Nwabueze, 2018). It is in this regard that, government at all levels has committed large amount of resources into the education sector to ensure that it is made accessible to its citizens. The educational institution involves the development of human knowledge, technical skills, character and ideas for national building. Based on the paramount importance of education in our society, there is a need to ensure its quality and standard through resource provision, utilization and maintenance. However, the success of any educational system depends on the availability, utilization, and management culture of all educational resources.

Resources include human, material, capital and time, which can be used to accomplish a goal. Educational resource is a source from which institutional benefits are enhanced and established. Resources are instructional materials, energy, services, staff, knowledge, time or other assets that are transformed to promote educational benefits in the lives of people and society at large.

Educational resources may include both human, material, finance and time resources. The human resources are the teachers and laboratory scientists. Material resources include school facilities, instructional materials/aides and environment. A material resource refers to the totality of non-human resources that are available for the attainment of organizational goals (Adeyanju, 2010). Finance involves the allocation of assets and liabilities over time, under conditions of certainty and uncertainty. It is the science of money management for organizational development. It is a broad term that describes the study of how the available fund is utilized in an institution and the actual process of acquiring needed funds for the growth of such institution. Time shapes all events

# 1 INTRODUCTION

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44 happening around the globe. Every activity that takes place in life involves time planning and its management.  
45 Some activities in educational institutions are not properly taken care of due to improper time planning and  
46 management. In this regard, Ebong (2011) defines time as an economic phenomenon that cuts across all disciplines  
47 and occurs in every sphere of life. Ekundayo, Konwea, and Yusuf (2010) see time as the quality of nature, which  
48 keeps events from happening all at once. Time is an educational resource that is naturally scarce, limited in  
49 supply but limitless in demand (Lucas & David, 2008; ??dedeji, 2009;Nwabueze & Nwokedi, 2016). This implies  
50 that time is constant and should be adequately planned and managed to achieve educational set goals at a given  
51 period (Nwabueze, Edikpa & Chukwuma, 2018). Availability, utilization, and maintenance of these resources in  
52 schools aid the achievement of educational goals and objectives.

53 Instructional resource according to Olele and Nwabueze ??2015) has been observed as a potent factor in  
54 quantitative education delivery, and they include: instructional materials (such as textbooks, audio-visual,  
55 software and hardware devices), and facilities such as classrooms, tables, chairs, chalkboards, shelves on which  
56 instruments for practicals are properly kept, etc. A material resource refers to the totality of non-human resources  
57 that are applied in teaching, sporting activities and laboratory experiments for the attainment of organizational  
58 goals (Adeyanju, 2010). These material resources are referred to as the infrastructural facilities and finance  
59 available for use by the human resource within the organization. To a great extent, instructional resources could  
60 equally determine the level of success or failure of an organization or institution through the appropriate use  
61 of the human agents and material facilities. However, the quality of these resources determines the success  
62 or failure of educational programmes (Adeyanju, 2010). Also, instructional resources are types of educational  
63 materials that are in the public domain or introduced with an open license. According to Nwabueze, Edikpa  
64 and Nwokedi (2018), the instructional tools for capacity building among staff and students are flash drives,  
65 photocopying machines, desktop computers/laptops, printers, scanners, and CD-ROMs. Instructional resources  
66 range from textbooks in curricula, syllabi, lecture notes, assignments, tests, projects, audio, video, animation,  
67 etc. needed for quality instruction in educational institutions. They are teaching and learning materials that are  
68 freely available for everyone to use, either for instructors or students.

69 Instructional resources are educational inputs that aid the teaching and learning of any subject in the school  
70 curriculum. Wales (1975) thought that adequate application of instructional resources in the school system makes  
71 teaching and learning clearer, and creates more understanding to the students. Savoury (1958) added that a well-  
72 planned and imaginative use of visual aids in lessons would supplement the inadequacy of recent books in school  
73 libraries, and as well arouse students' interest in the course under study by giving them something practical to  
74 see and do. Savoury suggested a catalogue of useful visual aids that are good for teaching vocational subjects  
75 such as pictures, postcards, diagrams, maps, filmstrips, and models; and the application of these aids in teaching  
76 makes the lesson more motivating and attractive to them. Also, the applications of these aids in the teaching of  
77 vocational subjects make lesson more practical and real, and as well help students in grounding their thoughts  
78 and feelings. However, these aids are used as alternatives, where the teacher may find it difficult to show students  
79 the real objects.

80 Dale (1969) defines instructional materials as those alternative channels of communication which a classroom  
81 teacher and students under conventional and distance system can use to concretize a concept during the teaching  
82 and learning. Consequently, through instructional resources, students can visualize concepts that would otherwise  
83 have been abstract. ??ales (1969) posits that instructional resources provide concrete experiences, which assist  
84 learners to apply previous learning experience in a new situation. Instructional materials function as tools that  
85 facilitate learning and the acquisition, retention, and usability of abstract symbols. It also serves as a tool for  
86 acquiring new ideas, experiences, knowledge, skills, and values which ultimately make the learner change his  
87 behavior. The use of instructional resources assists the teachers to perform their functions as facilitators or  
88 managers of academic instructions, especially vocational subjects.

89 Vocational education is that education that prepares students to acquire skills which enable them to be  
90 engaged in the world of work as employer or employee. The Federal Republic of Nigeria (FRN, 2014, p.29)  
91 defined vocational education as the study of technology and related sciences needed to prepare students for  
92 practical skills, attitudes, understanding, and knowledge relating to occupation in various sectors of economic  
93 and social life.

94 Implementation of vocational education at the secondary school level will help to prepare the individual for  
95 gainful employment as semi-skilled or skilled workers in a recognized occupation. Through the programme,  
96 the three domain of learning is taken care of, that is the affective, psychomotor and cognitive domains of the  
97 individual in readiness for entry into the world of work. It has become imperative that implementation of  
98 vocational education will help curb the menace of unemployment in our society; where skills are readily acquired,  
99 the graduates will not only seek for employment but also become an employer of labor. Invariably, this will make  
100 the youth to attain economic or financial freedom.

101 The acquisition of skills through the implementation of vocational education strengthens good entrepreneurship  
102 education both at the secondary and tertiary level. Today, the most and widely emphasized objective of this  
103 programme is to curb the menace of unemployment mostly among the youths by producing skilled and semi-  
104 skilled human resource agents (Oragwu & Nwabueze, 2018). But, how prepared is the Nigeria government in the  
105 implementation of this subject area at the secondary school level? The attractiveness of vocational education

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106 should be promoted at the secondary school level by the stakeholders (school heads, teachers, and government),  
107 ensuring that students understand what they stand to achieve at the end of the day.

108 Vocational education programme can be organized in such a way that there becomes a link between the school  
109 and the labor market, bearing in mind that education prepares the participants to earn a living or as a stepping  
110 stone to enhance knowledge improvement in a tertiary institution. It is an integral part of national development,  
111 and as such, strategies should be employed to ensure its smooth implementation, because of its impact on  
112 productivity and economic growth (Oragwu, 2014). With vocational education in secondary schools, graduates  
113 are expected to acquire relevant knowledge and skills needed for poverty eradication, job creation and wealth  
114 generation; and in the process, strengthen the foundation for ethical, moral, and civic values acquired (Igwe &  
115 Oragwu, 2014). Vocational education, if adequately re-assessed in terms of its implementation, supervision of  
116 instructional resources, quality of staff, the method of instructional delivery, and provision of facilities, qualitative  
117 education would be realized. Hence, those teaching the subjects have to be proactive in other to attract more  
118 students in vocational education programmes in secondary schools.

## 119 **2 II.**

### 120 **3 Concept of Resources**

121 In economics, resources refer to the human effort in the production of goods and rendering of services. A  
122 resource is something an organization or a person has and can use it to create wealth for individual growth  
123 and institutional development. Similarly, Ekundayo in Babalola and Ayeni (2009) posits that resources imply  
124 the money, man and material available in the realization of organizational goals. The extent of provision and  
125 utilization of these resources may seriously influence the performance of such an organization. Resources are  
126 human and material things that can be utilized to achieve an objective or goal of the organization or institution;  
127 it is in various categories (human, material, money, and time). Onuka (2009) defines resources as any means by  
128 which production and services are made available for the benefit of organizational clients or the profitability of  
129 the organization itself depending on whether it is a profit-oriented or a social service provider. Resources are  
130 stocks or supplies of money, materials, staff and other assets that can be drawn on by a person or an organization  
131 to function efficiently and effectively.

132 However, an environment becomes a resource, only when human values are attached to it, as the environment  
133 must be able to satisfy human wants before it can be called 'a resource'. Bhatt in Eke (2008) opines that children  
134 learn better when they can actively explore and dominate their environment. Students are given the responsibility  
135 to make a meaningful choice about what is to be learnt. Above all, they learn when they interact informally  
136 with their teachers and with one another. The interaction emphasizes the strong influence of an environment  
137 and educational resources on the academic achievements of students.

138 According to Nwabueze (2016), an educational resource is a source from which institutional benefits are  
139 enhanced; and they include instructional materials, energy, services, staff, knowledge, or other assets that are  
140 transformed to achieve educational profits in the society. However, Nwabueze classified resources as physical  
141 (school environment buildings, space, etc.), human (academic and non-academic staff), material (all equipment  
142 or teaching aids, etc.), time and finance along with programmes offered in the institutions of learning. They are  
143 necessary for the support and improvement of education at all levels.

144 III.

## 145 **4 The Concept of Vocational Education**

146 The former 6-3-3-4 education system in Nigeria and the current Universal Basic Education (UBE) programme  
147 also, laid emphases on vocational education, because of the importance the system attaches to employment  
148 opportunities and acquisitions of practical skills for productivity. The Federal Republic of Nigeria (2014) in  
149 National Policy on Education clearly explained the various ways vocational education can provide occupational  
150 status through Business Education, Distributive Education, Home Economics Education, Health Education, and  
151 Agricultural Education.

152 Vocational education prepares students for occupational positions in public and private industrial endeavors  
153 (Igwe & Oragwu, 2014). The areas of specialization in business education are bookkeeping (Accounting),  
154 secretarial practice (shorthand, typing and the use of the computer). Agricultural education also prepares  
155 students for vocational positions in private and public agricultural establishments. The areas of specialization  
156 are crop science, livestock production, and Agricultural mechanization. Others include education in carpentry,  
157 entrepreneurship/trade, bread making, technical subject areas, tailoring, cake baking, among others. However,  
158 at the secondary school level, these education programmes are designed to provide basic knowledge and skills  
159 that cut across the areas of specialization in the two fields of these vocational subjects.

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### 162 **6 Theoretical Framework**

163 This study is guided by the theory of educational resource propounded by Coombs in 1968. Coombs was born  
164 in Kalamunda, Western Australia in Australia. The theory explains that, whenever there is input, there must  
165 be output. He sees educational resources as the real input through which educational outputs are processed and  
166 produced. He sees education as an open system that exists in a dynamic and interactive relationship with the  
167 environments. The teachers do the input work while the learners do the output using adequate instructional  
168 resources. The output on the part of the learners is determined by the effective teaching by vocational subject  
169 teachers. That is to say, quality teaching gives quality output. If the teaching is productive, the output will be  
170 positive, but if the teaching is unproductive, there will be poor output.

171 Since secondary education is an open system that extracts their vital ingredients from the society through  
172 society's young population, the needed educational resources help to transform clients through its various  
173 educational programmes into bettereducated persons for use by the society. Therefore, secondary education  
174 institution as a system is subject to input, process, and output. Adequate provision of educational staff and  
175 instructional resources is an input process geared towards effective teaching and learning (process) for a qualitative  
176 output or productivity.

177 V.

### 178 **7 Statement of the Problem**

179 Nigeria considers vocational education as a means of empowering youths through education to acquire knowledge  
180 and skills needed for occupational advancement in other to make them self-reliant. This national quest for  
181 vocational education programme aimed at empowering the young ones and equipping them to be independent  
182 and self-reserved is very critical, particularly in recent times when there is a propensity for youth restiveness in  
183 the country and many states where reports of kidnapping, anti-social behaviors and other types of social vices  
184 among youths have become a regular occurrence. A situation where antisocial behaviors among youths become  
185 the order of the day, security services appear not to be able to protect the lives and property of the citizenry.  
186 The teaming youths consequently, may be compelled to be the instruments of social vices including cultism and  
187 militancy as the case may be.

188 However, one of the cardinal benefits associated with the introduction of vocational skills into secondary schools  
189 is the reduction of the number of school leavers without employable skills. The acquisition of these skills seems  
190 to have some inherent constraints in secondary schools due to improper provision, utilization, and maintenance  
191 of instructional resources as well as the implementation of the programme. In consequence, those deficiencies in  
192 the appropriate skills eventually become social and economic liabilities resulting in unemployment, poverty and  
193 youth restiveness. This issue has been a source of concern to both public and private sector operators. This  
194 study, therefore, investigates instructional resource management for the implementation of vocational education  
195 in secondary schools in Abia State, Nigeria.

### 196 **8 VI.**

### 197 **9 Purpose of the Study**

198 The purpose of this study is to investigate instructional resource management for the implementation of vocational  
199 education programme in secondary schools in Abia State, Nigeria. Specifically, the objectives of the study include  
200 to:

201 1. Determine the instructional resources needed for the implementation of a vocational education programme  
202 in secondary schools; 2. Find out the challenges inhibiting the adequacy of instructional resource provision for  
203 the implementation of vocational education programme in secondary schools; 3. Assess the extent to which the  
204 available instructional resources are used in the delivery of vocational subjects in secondary schools; 4. Find out  
205 the challenges inhibiting the adequate utilization of available instructional resources for the delivery of vocational  
206 education subjects in secondary schools; and.

### 207 **10 a) Research Questions**

208 The following research questions have been posed to guide this study.

209 1. What are the instructional resources needed for the implementation of a vocational education programme  
210 in secondary schools? 2. What are the challenges inhibiting the adequacy of instructional resource provision for  
211 the implementation of vocational education programme in secondary schools? 3. What is the extent to which the  
212 available instructional resources are used in the delivery of vocational subjects in secondary schools? 4. What  
213 are the challenges inhibiting adequate utilization of available instructional resources for the delivery of vocational  
214 education subjects in secondary schools?

### 215 **11 b) Hypotheses**

216 1. There is no significant difference between the mean score ratings of teachers in rural and urban areas on the  
217 challenges inhibiting adequacy of instructional resource provision for the implementation of vocational education  
218 programme in secondary schools.

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219 2. There is no significant difference between the mean score ratings of male and female teachers on the extent  
220 to which available instructional resources are used in the delivery of vocational subjects in secondary schools.  
221 VII.

## 222 12 Methodology

223 This study was a descriptive survey design. The population comprised all the 224 public senior secondary  
224 schools in Abia State, Nigeria constituting 2,457 teachers handling vocational subjects. They included 1,400  
225 male teachers and 1,057 female teachers as well as 1,557 teachers in rural areas and 900 teachers in urban areas.  
226 A sample size of 450 teachers was drawn using a stratified random sampling technique, and this represented  
227 18.3% of the population. These included 250 male and 200 female teachers; 300 from rural areas and 150 from  
228 urban areas. A questionnaire titled 'Instructional Resource Management for the Implementation of Vocational  
229 Education Questionnaire (IRMIVEQ)' designed by the researchers was validated by experts in the Faculty of  
230 Education in the University of Nigeria. The reliability was with a test-retest method, and calculated using  
231 Pearson's product moment correlation on two separate scores, which yielded an index of 0.75. All the 450 copies  
232 of instrument administered to respondents were filled and returned for data analysis. In analyzing the data, a  
233 criterion mean of 2.50 was obtained to accept or reject the responses from respondents. However, any mean score  
234 within and above 2.50 is agreed upon otherwise, rejected. However, mean scores and standard deviation were  
235 used to answer the research questions, while z-test was used to test the hypotheses at 0.05 alpha significant level.  
236 Also, the benchmark for accepting and rejecting any null hypotheses is  $\pm 1.960$  (critical value). Any z-calculated  
237 score below the critical value is retained otherwise, rejected.

## 238 13 VIII.

## 239 14 Results

### 240 15 a) Research Question One

241 What are the instructional resources needed for the implementation of a vocational education programme in  
242 secondary schools? 1 and Figure ?? present the mean scores and standard deviation on the instructional resources  
243 needed for the implementation of a vocational education programme in secondary schools in Abia State. Both  
244 male and female respondents all agreed on the items in the table with high mean scores above the mean criterion  
245 of 2.50. The aggregate mean of 3.16 for male and 3.13 for female respondents showed that they agreed on the  
246 items in the table. Therefore, the instructional resources needed for the implementation of vocational education  
247 programme in secondary schools in Abia State include: classroom structures, workshops, workshop equipments,  
248 libraries, textbooks, magnetic boards, flash drives, desktop computers, photocopying machines, printers/scanners,  
249 wall charts, projectors, laptops, laboratories, and laboratory apparatuses/tools.

### 250 16 b) Research Question Two

251 What are the challenges inhibiting the adequacy of instructional resource provision for the implementation of  
252 vocational education programme in secondary schools? Improper planning for instructional resource procurement  
253 in schools for vocational subjects Inadequate funds to provide the instructional resources needed in schools by  
254 school administrators Poor involvement of government in the provision of the needed instructional resources for the  
255 implementation of vocational programme in secondary schools Poor allocation of vocational subjects' instructional  
256 resources to schools by the Ministry of Education Politics in the allocation of instructional resources in the country  
257 Aggregate Mean respondents all agreed on the items in the table with high mean scores above the mean criterion  
258 of 2.50. The aggregate mean of 3.31 and 3.25 for teachers in rural and urban areas respectively, showed that they  
259 agreed on the items in the table. Therefore, the challenges inhibiting the adequacy of instructional resources  
260 provision for the implementation of vocational education programme in secondary schools in Abia State, Nigeria  
261 include: improper planning for instructional resource procurement in schools for vocational subjects, inadequate  
262 funds to provide the instructional resources needed in schools by school administrators, and low involvement of  
263 government in the provision of needed instructional resources for the implementation of vocational programme  
264 in secondary schools.

### 265 17 c) Research Question Three

266 What is the extent to which the available instructional resources are used in the delivery of vocational subjects  
267 in secondary schools? 4 show the mean scores and standard deviation of teachers in urban and rural schools on  
268 the challenges inhibiting adequate utilization of available instructional resources for the delivery of vocational  
269 education subjects in secondary schools in Abia State, Nigeria. The respondents agreed on all the items with high  
270 mean scores above the criterion mean of 2.50. The aggregate mean scores of 3.22 for teachers in urban schools and  
271 3.33 for teachers in rural schools showed that they agreed on the items listed as the challenges inhibiting adequate  
272 utilization of available instructional resources for the delivery of vocational education subjects in secondary schools  
273 in Abia State, Nigeria. Thus, they include: inadequate funding to maintain the available instructional resources  
274 for the delivery of vocational subjects, lack of enabling environment for quality teaching and learning, inability of

275 some teachers to handle the available instructional resources during teaching, lack of technical maintenance of the  
276 available instructional resources, diversion of some instructional resources meant for academic programmes into  
277 private use, lack of skills among some staff to use new technology devices for knowledge building, and unstable  
278 electricity supply to use and maintain the instructional materials meant for academic programmes.

## 279 18 e) Test of Hypotheses i. Hypothesis One

280 There is no significant difference between the mean score ratings of teachers in rural and urban schools on  
281 the challenges inhibiting the adequacy of instructional resource provision for the implementation of vocational  
282 education programme in secondary schools.

283 Table 5: Summary of the z-test difference between the mean score ratings of rural and urban school teachers  
284 on the challenges inhibiting the adequacy of instructional resource provision for the implementation of vocational  
285 education programme in secondary schools Table ?? showed the summary of the z-test difference between the  
286 mean score ratings of teachers in rural and urban schools on the challenges inhibiting the adequacy of instructional  
287 resource provision for the implementation of vocational education programme in secondary schools in Abia State,  
288 Nigeria. The result shows that the z-calculated value of 0.621 is less than the Z-critical value of  $\pm 1.960$  at 0.05  
289 alpha significant levels. Hence, the null hypothesis was accepted. Therefore, there is no significant difference  
290 between the mean score ratings of teachers in rural and urban schools on the challenges inhibiting the adequacy of  
291 instructional resource provision for the implementation of vocational education programme in secondary schools  
292 in Abia State, Nigeria.

293 Poor funding to maintain the available instructional resources for the delivery of vocational education subjects  
294 Lack of enabling environment for quality teaching and learning vocational subjects Inability of some vocational  
295 teachers to handle the available instructional resources during teaching Lack of technical r maintenance of  
296 these vocational subjects' instructional resources Diversion of some instructional resources meant for vocational  
297 programmes into private use Lack of skills among some vocational staff to use new technological devices  
298 for knowledge building Unstable electricity supply to use and maintain the instructional materials meant for  
299 vocational education programmes Aggregate Mean

## 300 19 ii. Hypothesis Two

301 There is no significant difference between the mean score ratings of male and female teachers on the extent to  
302 which the available instructional resources are used in the delivery of vocational subjects in secondary schools. 6  
303 showed the summary of the z-test difference between the mean score ratings of male and female teachers on the  
304 extent to which the available instructional resources are used in the delivery of vocational subjects in secondary  
305 schools in Abia State, Nigeria. The result shows that the z-calculated value of 0.99 is less than the Z-critical  
306 value of  $\pm 1.960$  at 0.05 alpha significant level. Hence, the null hypothesis was accepted. Therefore, there is  
307 no significant difference between the mean score ratings of male and female teachers on the extent to which the  
308 available instructional resources are used in the delivery of vocational subjects in secondary schools in Abia State,  
309 Nigeria.

## 310 20 IX.

## 311 21 Discussion

312 The findings have it that, the instructional resources needed for the implementation of vocational education  
313 programme in secondary schools in Abia State include: classroom structures, workshops, workshop equipments,  
314 libraries, textbooks, magnetic boards, flash drives, desktop computers, photocopying machines, printers/scanners,  
315 wall charts, projectors, laptops, laboratories, and laboratory apparatuses/ tools. These results are equally  
316 represented on a bar chart. The findings are in line with Olele and Nwabueze (2015); Ikerionwu (2000);  
317 Ezegbe (1994) who referred instructional resources as objects or devices which help the teacher to make learning  
318 meaningful to the learners. They classified them into two as visual materials, made up of reading and non-reading  
319 materials and audiovisual materials comprising electrically operated and non-electrically operated concepts.  
320 Every subject depends on the use of some available resources. Instructional resources are also educational  
321 inputs, and they are of vital importance in the successful implementation of any curriculum. The purpose of  
322 instructional materials is to promote the efficiency of education by improving the quality of teaching and learning.  
323 Academic instruction is not complete until knowledge has been successfully transferred to the learners which in  
324 most cases, may not just be tied to teacher effectiveness or teaching skill, but the instructional materials used  
325 in the learning process. Also, Oragwu and Nwabueze (2018) added that the key instructional resources needed  
326 knowledge building in vocational education programmes include: classrooms, chalkboard, textbooks, libraries,  
327 computers, printers, photocopier, laboratories, workshops, agricultural farms, such as poultry farms and fish  
328 ponds.

329 The findings also presented that, the challenges inhibiting the adequacy of instructional resource provision  
330 for the implementation of vocational education programme in secondary schools in Abia State, Nigeria include:  
331 improper planning of teaching material procurement in schools for vocational subjects, inadequate funds to  
332 provide the instructional resources needed in schools by school administrators, and low involvement of government

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333 in the provision of needed instructional resources for the implementation of vocational programme in secondary  
334 schools. Others include little or no allocation of vocational subjects' instructional resources to schools by the  
335 Ministry of Education, and politics in the allocation of the instructional resources in the country. The test  
336 of hypothesis one showed that, there is no significant difference between the mean score ratings of teachers  
337 in rural and urban schools on the challenges inhibiting the adequacy of instructional resource provision for the  
338 implementation of vocational education programme in secondary schools in Abia State, Nigeria. Nwankwo (2008)  
339 had worried that lack of modern and well-equipped laboratories, workshops as well as a shortage of power supply  
340 constitute another setback to vocational education programme implementation. The findings are in line with  
341 Ajayi's (2002) who stated that inadequate funding, lack of laboratories, lack of workshops, shortage of power  
342 supply, shortage of manpower, diversion of educational resources to private use, lack of skills and knowledge to  
343 use educational facilities, lack of judicious use of educational fund, lack of maintenance culture in the schools,  
344 government's inability to procure instructional resources to schools, poor educational planning, and politicization  
345 of educational resources may constitute the major factors that hinder adequate provision of instructional resources  
346 in secondary schools for the implementation of vocational education programmes in Nigeria.  
347 The findings had equally disclosed that the extent to which available instructional resources are

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349 Volume XIX Issue II Version I Year 2019 ( ) A used in the delivery of vocational subjects in secondary  
350 schools in Abia State, Nigeria is low. Though, they use classrooms for teaching and learning, libraries for  
351 knowledge building among staff and students on vocational concepts, and textbooks for knowledge creation and  
352 skill acquisition to a great extent. They use workshops for clarification of concepts on vocational subjects,  
353 and laboratory apparatuses/tools for clarification of technological ideas moderately. They use flash drives for  
354 storing and retrieval of needed information on vocational studies, photocopying machines for production of  
355 teaching and learning materials, desktop computers/laptops for the transfer of technological and innovative ideas,  
356 printers for the production of educational materials needed in teaching and learning, scanners for duplication  
357 of instructional materials, and CD-ROMs for storing and retrieving educational data/information poorly. The  
358 use of magnetic boards for teaching and transmission of knowledge to students and projectors for instructional  
359 purposes/ knowledge transfer very poorly. Scholars such as Amaewhule (1998), Igbemu (2003), ??bayi (2003),  
360 Osuala (2004) and Everett (2005) all argue that, good Vocational Education Programmes are to take cognizance  
361 of trends in the market place, economy and occupational situation to enable students to acquire employability  
362 skills by enhancing their ability to find, get and keep jobs. These authors stressed that achieving all these  
363 cannot be realized without capable teachers and enabling instructional resources. The test of hypothesis two  
364 showed that there is no significant difference between the mean score ratings of male and female teachers on the  
365 extent to which available instructional resources are utilized in the delivery of vocational subjects in secondary  
366 schools in Abia State, Nigeria. Male and female teachers agreed that instruction resources for the delivery of  
367 vocational education subjects are not readily available to be utilized in schools. Thus, availability of instructional  
368 resources added to the availability of quantity and quality of relevant teaching staff will surely augur well for the  
369 implementation of Vocational Education Programme in secondary schools.

370 The findings finally disclosed that the challenges inhibiting adequate utilization of available instructional  
371 resources for the delivery of vocational education subjects in secondary schools in Abia State, Nigeria include:  
372 inadequate funding to maintain the available instructional resources for the delivery of vocational subjects, lack  
373 of enabling environment for quality teaching and learning, inability of some teachers to handle the available  
374 instructional resources during teaching, lack of technical maintenance of the available instructional resources,  
375 diversion of some instructional resources meant for academic programmes into private use, lack of skills among  
376 some staff to use new technology devices for knowledge building, and unstable electricity supply to use and  
377 maintain the instructional materials meant for academic programmes. Utilization and maintenance have been  
378 the serious problems facing secondary education in the 21 st century. It is difficult for institutional heads  
379 particularly, those that are public practitioners to release funds for securing the equipment. Even when funds  
380 are released, they come so late which may lead to loss of many practical classes and students' practical sessions.  
381 According to Oragwu and Nwabueze (2018), proper management of instructional resources meant for teaching  
382 and learning of vocational subjects enhances productivity.

383 X.

## 384 **23 Conclusion**

385 Educational attainment and productivity depend on the quality of teaching staff and instructional resources  
386 available in the school system. Based on the findings, instructional resources adjudged to be adequate were  
387 classrooms and workshop. However, libraries, desktop computers/laptops computers, laboratories/laboratory  
388 apparatuses wall charts, flash drives, photocopiers, CD-ROMs, scanners and printers were not available in  
389 schools. It can be concluded that great efforts be made by the government in the area of vocational education  
390 to improve and enhance the availability of instructional resources required in schools for students' productivity  
391 and institutional development. The lack of necessary instructional resources in schools reduces the students'  
392 readiness to learn. There is the need for all stakeholders including the Government and the Private sectors

## 23 CONCLUSION

393 to contribute financially and materially in the provision of instructional resources needed for quality teaching  
 394 and learning of vocational subjects in secondary schools. 2. Most of the instructional resources needed for the  
 395 delivery of vocational studies require a power supply to be operational; therefore, government and its agencies  
 396 should consider it as a matter of urgent necessity to resuscitate the power supply in Nigeria. 3. School Heads,  
 397 Principals and officials of the Ministry of Education should ensure regular supervision to enhance the effective  
 use of instructional materials in teaching and learning of vocational subjects in secondary schools in Nigeria.

1

S/N.	Instructional resources needed for the implementation of a vocational education programme include:	Male		Female		Decision
		Mean	St. D	Mean	St. D	
1	Classroom structures	3.24	0.27	3.14	0.31	Agreed
2	Workshops/workshop equipments	3.09	0.33	3.03	0.36	Agreed
3	Libraries	3.15	0.31	3.05	0.35	Agreed
4	Textbooks	3.17	0.30	3.13	0.32	Agreed
5	Magnetic white boards	2.98	0.39	2.92	0.42	Agreed
6	Flash drives	3.03	0.36	3.01	0.37	Agreed
7	Photocopying machines	3.00	0.38	2.97	0.39	Agreed
8	Desktop Computers	3.27	0.26	3.23	0.27	Agreed
9	Printers/scanners	3.19	0.28	3.23	0.27	Agreed
10	Wall charts	2.99	0.39	3.01	0.37	Agreed
11	CD-ROMs	3.11	0.32	3.07	0.35	Agreed
12	Projectors	3.21	0.28	3.24	0.27	Agreed
13	Laptops	3.38	0.24	3.32	0.25	Agreed
14	Laboratories	3.28	0.26	3.22	0.28	Agreed
15	Laboratory apparatuses/tools	3.30	0.26	3.34	0.25	Agreed
	Aggregate Mean	3.16	0.31	3.13	0.32	Agreed

Figure 1: Table 1 :

398 1 2  
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<sup>2</sup>Instructional Resource Management for the Implementation of Vocational Education Programme in Secondary Schools in Nigeria

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2

S/N.	Challenges inhibiting the adequacy of instructional resource provision for the implementation of vocational education programme include:	Rural Mean	St. D
16		3.31	0.20
17		3.39	0.17
18		3.55	0.11
19		3.11	0.34
20		3.21	0.27
		3.31	0.22

Data in Table 2 present the mean scores and standard deviation of teachers in urban and rural areas on the challenges inhibiting the adequacy of instructional resources provision for the implementation of vocational education programme in secondary schools in Abia State, Nigeria. Both male and female

Figure 2: Table 2 :

3

Instructional Resource Management for the Implementation of Vocational Education Programme in Secondary Schools in Nigeria

S/N. 21

Extent to which the available instructional resources are used in the delivery of v

22 Using workshops for clarification of concepts on vocational subjects regularly

23 Libraries for knowledge building among staff and students on vocational concepts

24 Magnetic white boards for teaching and transmission of knowledge to students

25 Using vocational subjects' textbooks for knowledge creation and skill acquisition

26 Flash drives for storing and retrieval of needed information on vocational studies

27 Photocopying machines for production of teaching and learning materials

28 29 Desktop computers/laptops for the transfer of technological and innovative ideas

30 Projectors for instructional purposes/ knowledge transfer

31 Scanners for duplication of instructional materials

32 CD-ROMs for storing and retrieving educational data/information

33 Laboratory apparatuses/tools for clarification technological ideas

Aggregate Mean

N/B: Great Extent = 3.00 -4.00; Moderate Extent = 2.5-2.99; Low Extent = 1.5-2.49; Very Low Extent = 0

Data in Table 3 present the mean scores and

standard deviation on the extent to which available instructional resources are used in the delivery of vocational subjects in secondary schools in Abia State, Nigeria. Both male and female respondents accepted items 21, 23 and 25 to a great extent. They agreed on items 22 and 33 moderately. Their responses on items 26, 27, 28, 29 and 32 are low, and items 24 and 30 are

4

S/N.	Challenges inhibiting adequate utilisation of available instructional resources for the delivery of vocational education subjects include:	Urban schools		Rural Schools		Decision
		Mean	St. D	Mean	St. D	
26		3.68	0.10	3.73	0.09	Agreed
27		2.92	0.39	3.12	0.35	Agreed
28		3.42	0.15	3.36	0.16	Agreed
29		3.28	0.22	3.06	0.36	Agreed
30		2.98	0.38	2.75	0.43	Agreed
31		3.38	0.17	3.56	0.11	Agreed
32		2.86	0.41	3.75	0.09	Agreed
		3.22	0.26	3.33	0.23	Agreed

Data on Table

Figure 4: Table 4 :

6

Gender	N	?		df	z-calculated value	z-Critical value	Decision
		X	S.D				
Male Teachers	250	2.36	0.52	448	0.99	±1.960	Accepted
Female Teachers	200	2.34	0.53				

Table

Figure 5: Table 6 :



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