
Challenges and Strategies for Enhancing Quality Nigeria Certificate in Education (Technical) Programme in Kaduna State, Nigeria

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ABSTRACT

The study was designed to identify challenges and determine strategies for enhancing the quality of Nigeria Certificate in Education (Technical) programme in Kaduna State. The study adopted a descriptive survey research design. Three research questions were raised for the study, while three null hypotheses were formulated and tested at 0.05 level of significance. A structured questionnaire was used to collect data from 103 respondents (19 management staff and 84 lecturers) in the study area. The questionnaire was validated by three experts and the reliability coefficient was established to be 0.88 using Cronbachs Alpha method. Data collected were analysed using mean and standard deviation and z-test was used to test the hypotheses. The study examined two challenges that posed as a threat to quality NCE (Technical) programme, namely; student, government-related challenges. The study revealed that adequate funding; training and retraining of teachers; provision of required infrastructures and facilities; adequate internal and external supervision among others are potential strategies for enhancing quality NCE (Technical) programmes in Kaduna State. Based on the findings, the study recommended that in-service training and retraining should be made available and frequent for teachers. National Commission for Colleges of Education should make sure they live up to expectation to ensure sustenance of effective quality assurance mechanisms in all the institutions in order to achieve the goals of technology education in Nigeria.

Keywords: Challenges, Strategies, Quality Assurance, Nigeria Certificate in Education

INTRODUCTION

The place of technological advancement in the social, political and economic development of a nation cannot be over-emphasised. In fact, countries that are referred to as 'developed' today, are so described because of their level of technological advancement. This is why many of these countries have a big voice when it comes to major decisions in the affairs of the entire world. Consequently, emerging nations like Nigeria in order to take their place in the comity of nations must establish technology-oriented schools. According to Moja (2000) the National Commission for Colleges of Education (NCCE) and National Board for Technical Education (NBTE), are agencies controlling Technology Education in Nigeria. These agencies

gave recognition to three broad classifications of technical institutions and their different missions in meeting the needs of their society. The three groups of institutions are Vocational Schools, Technical Colleges and Polytechnics/ Colleges of Technology/Colleges of Education (Technical) to provide a base for technological take off of this country. And these groups of institutions are established in all the 36 states of the federation including Abuja.

In Nigeria, education is recognized as an instrument “per excellence” for effective national development (FRN, 2013). The National Policy on Education set the objective for graduates of technical teachers’ institutions to be “immediately employable”. However, since the inception of the policy, some major constraints to its effective implementation have been identified to include: dearth of qualified teachers, lack of adequate teaching materials, equipment and tools (Ammani & Ogunyinka, 2011). Consequently, instructions in technical teachers’ institutions today have remained essentially devoid of practical skills in the different trades. The implication is that technical teachers’ institutions are graduating students with inadequate or complete lack of practical skills in the various trade areas. This portrays a bleak future for the attainment of the lofty goals of the National Policy on Education, of making Nigeria Certificate in Education (Technical) graduates “immediately employable” or self-employed. No wonder with the several technical teachers institutions in Kaduna State, there are still high number of technical teachers that cannot carry out a simple and effective practical session during lessons to reinforce learning.

Qualitative education is increasingly recognized as the bedrock of every development, quality assurance therefore is an indispensable process for achieving the national goals of technology teachers’ education programme which will in turn lead to the production of qualitative human capital for sustainable national development. The success of an educational enterprise particularly in terms of quality depends to a large extent on the regular supply of teachers in adequate quantity and quality. The training and production of the manpower required for the attainment of national objectives should be framed on the quality and quantity of teachers and no adequate training can take place without competent teachers to handle the programme which means that quality technical teachers’ education programme is a child of necessity.

The NCE (Technical) programme is a teacher training programme meant to empowered the trainees with knowledge, skills, norms, values, rudiments for effective teaching and saleable practical skills for gainful employment (Gopar, 2008). It has several fields or areas of specialization, which among others includes: Automobile Technology, Building Technology, Woodwork Technology, Metalwork Technology and Electrical/Electronic Technology all these areas of specializations are integral part of technology education. Today, efforts are geared towards retrieving Nigeria from the shackles of technological dependence. The youths are encouraged to be creative and innovative through active participation in Nigeria Certificate in Education (Technical) programmes (Okebukola, 2004).

Similarly, Oyebade, Oladapo and Adetoro (2012) opined that quality in education may be considered on the basis of how good and efficient the teachers are; how adequate and accessible the facilities and materials needed for effective teaching and learning are; and how prepared the graduates are for meeting the challenges of life and for solving societal problems. In order to provide NCE (Technical) programme that can create an impact in the development of human resources which can be the driving force for technological and economic growth of

the nation, quality and standard will have to be created. Various factors (students and government) have been identified as the challenges in attaining quality NCE (Technical) programme in Nigeria teachers training institutions, Gopar (2008). In addressing these challenges both government and non-governmental organizations need to work collectively to curtail these crises of knowledge which has led to the fall in standard and quality of NCE (Technical) programme in Nigeria. These can be achieved through a workable quality assurance mechanism and system that will help to foster quality and standard in every aspect (such as input, process, and output) of NCE (Technical) programme in teachers training institutions.

Statement of the Problem

It has been observed that the products of these teachers training institutions acquired little in their areas of specialization and find it very difficult to impart required knowledge to the students during normal lessons as well as practical session. It has also been observed severally that workshops are ill-equipped, no adequate machines and equipment, hand tools and consumables are in short supply, inadequate curriculum planning and implementation (Afred & Kayoma, 2012; Okoye & Okwelle, 2013; Uwaifo & Uwaifo, 2009;). As a result of the unavailability and non-functional facilities in the teachers training institutions, unskilled, unproductive and disillusioned teachers are turn out, who in most instance are incapacitated to organized effective lesson and practical session for their students when employed (Gopar, 2008). According to Galadima (2005), the performances of pre-service technical teachers during teaching practice is very poor due to some of these challenges mentioned.

Aim and Objectives of the Study

The aim of this study is to determine the challenges and strategies for enhancing quality NCE (Technical) programme in Kaduna State, Nigeria. Specifically, the objectives of the study is to examine:

1. Student-related challenges militating against quality NCE (Technical) programme in Kaduna State, Nigeria.
2. Government-related challenges militating against quality NCE (Technical) programme in Kaduna State, Nigeria.
3. Strategies for enhancing quality NCE (Technical) programme in Kaduna State.

Research Questions

The following research questions were raised to guide the study:

1. What are the student-related challenges militating against quality NCE (Technical) programme in Kaduna State, Nigeria?
2. What are the government-related challenges militating against quality NCE (Technical) programme in Kaduna State, Nigeria?
3. What are the strategies required for enhancing quality NCE (Technical) programme in Kaduna State, Nigeria?

Hypotheses

The following research hypotheses were postulated and tested at 0.05 level of significance:

- Ho₁:** There is no significant difference in the mean responses of management staff and lecturers on student-related challenges militating against quality NCE (Technical) programme in Kaduna State, Nigeria.
- Ho₂:** There is no significant difference in the mean responses of management staff and lecturers on government-related challenges militating against quality NCE (Technical) programme in Kaduna State, Nigeria.
- Ho₃:** There is no significant difference in the mean responses of management staff and lecturers on strategies for enhancing quality NCE (Technical) programme in Kaduna State, Nigeria.

RESEARCH METHODOLOGY

The study adopted a survey research design. Survey research design according to Nworgu (2006) is one which a group of people or items are studied by collecting and analysing data through the use of questionnaire. The study was conducted in Kaduna State, which covered the three (3) tertiary institutions offering NCE (Technical) programme in Kaduna States, namely: Kaduna State College of Education (KSCOE) Kafanchan, Kaduna Polytechnic and Nuhu Bamalli Polytechnic (NBP), Zaria. The target population for the study comprised of 19 management staff (3 HODs, 16 HOSs) and 84 lecturers making the total population of 103 respondents. There was no sampling because the population size is considered manageable. Data was collected using a structured questionnaire titled “Challenges and Strategies for Enhancing Quality NCE (Technical) Questionnaire” (CSEQNCETQ) developed by the researcher. The instrument was validated by three experts through both content and face validation. The coefficient of the internal consistency of the instrument was determined using Cronbach Alpha method at 0.88. Statistical calculations were done using Statistical Package for the Social Sciences (SPSS) version 20. Data collected from the respondents were analysed using mean statistics, standard deviation and z-test

Research Question 1: What are the student-related challenges militating against quality NCE (Technical) programme in Kaduna State?

Table 4.1: Mean Responses of Respondents on Student-related Challenges Militating Against Quality NCE (Technical) Programme in Kaduna State.

SN	ITEMS	x_M	SD_M	x_L	SD_L	x_A	SD_A	REMARK
		$N_M=19$		$N_L=69$		$N_A=88$		
1	Poor interest to learning by student	4.47	0.51	4.62	0.55	4.55	0.53	Strongly Agree
2	Cultism activities	4.26	0.73	4.46	0.53	4.36	0.63	Agree
3	Poor reading culture exhibited by students	4.37	0.50	4.52	0.50	4.45	0.50	Agree
4	Ignorance of the value of technology	4.16	0.69	4.61	0.55	4.39	0.62	Agree
5	Negative attitudes towards	4.53	0.53	4.45	0.50	4.49	0.52	Agree

SN	ITEMS	x_M $N_M=19$	SD_M	x_L $N_L=69$	SD_L	x_A $N_A=88$	SD_A	REMARK
	drawing by students							
6	Peer group pressure on students	4.42	0.61	4.70	0.49	4.56	0.55	Strongly Agree
7	Poor self-confidence by students	4.53	0.51	4.59	0.49	4.56	0.50	Strongly Agree
8	Examination mal-practice by students	4.47	0.51	4.71	0.46	4.59	0.49	Strongly Agree
9	Students composure to learning	4.21	0.71	4.51	0.56	4.36	0.64	Agreed
10	Truancy by students	4.32	0.67	4.39	0.52	4.36	0.60	Agree
11	Students' care-free attitudes towards practical sessions	4.53	0.51	4.58	0.50	4.56	0.51	Strongly Agree
12	Poor entry qualification	4.58	0.51	4.45	0.50	4.52	0.51	Strongly Agree
13	Non recognition of prior learning experiences	4.63	0.50	4.75	0.43	4.69	0.47	Strongly Agree
	Grand Total	4.42	0.58	4.56	0.51	4.49	0.55	

Key:

x_M = mean of management staff

SD_M = standard deviation of management staff

x_L = mean of lecturers

SD_L = standard deviation of lecturers

Table 4.1 showed the analysis of the responses of the respondents on student-related challenges militating against quality NCE (Technical) programme. The results revealed that seven items; 1, 6, 7, 8, 11, 12, and 13 with standard deviation values of; 0.53, 0.55, 0.50, 0.49, 0.51 and 0.51 respectively, had mean values between the ranges of strongly agree (4.50 – 5.00). Similarly, six items; 2, 3, 4, 5, 9 and 10, 13 having standard deviation values of; 0.63, 0.52, 0.62, 0.52, 0.64, 0.60 and 0.47 respectively had mean values between the ranges of agree (3.50 – 4.49). Therefore, deduction from the table indicated that all the items on student-related challenges posed a threat against quality NCE (Technical) programme in Kaduna State.

Research Question 2: What are the government-related challenges militating against quality NCE (Technical) programme in Kaduna state?

Table 4.2: Mean Responses of Respondents on Government-related Challenges Militating in Attaining Quality NCE (Technical) Programme in Kaduna State

SN	ITEMS	x_M $N_M=19$	SD_M	x_L $N_L=69$	SD_L	x_A $N_A=88$	SD_A	REMARK
1	Inadequate supervision of NCE (Technical) Programme by government agencies	4.63	0.50	4.59	0.49	4.61	0.50	Strongly Agree
2	Inadequate provision of technical facilities in	4.47	0.51	4.52	0.50	4.50	0.51	Strongly Agree

SN	ITEMS	x_M $N_M=19$	SD_M	x_L $N_L=69$	SD_L	x_A $N_A=88$	SD_A	REMARK
	institutions							
3	Inadequate provision of technical instructional materials	4.53	0.51	4.43	0.50	4.48	0.51	Agree
4	Poor funding of teacher training institutions	4.32	0.67	4.68	0.50	4.50	0.59	Strongly Agree
5	Inadequate provision of tools for practical sessions	4.47	0.51	4.71	0.46	4.59	0.49	Strongly Agree
6	Poor implementation of NCE (Technical) curriculum	4.47	0.61	4.42	0.53	4.45	0.57	Agree
7	Poor welfare packages for technical educators	4.32	0.67	4.39	0.52	4.36	0.60	Agree
8	Poor training and retraining programme for technical educators	4.47	0.51	4.56	0.50	4.52	0.51	Strongly Agree
9	Poor scholarship scheme for technical educators and students	4.63	0.50	4.61	0.49	4.62	0.50	Agree
10	Poor NCE (Technical) curriculum review process by federal/state ministry of education	4.42	0.61	4.42	0.50	4.42	0.56	Agree
11	Politisation of employment in teachers training institutions	4.58	0.51	4.74	0.44	4.66	0.48	Strongly Agree
12	Poor Political-will of government towards NCE (Technical) programme	4.26	0.65	4.65	0.54	4.46	0.60	Agree
13	Misappropriation of priority by government	4.53	0.51	4.72	0.45	4.63	0.48	Agree
14	Insufficient provision of up-to-date machines and tools	4.47	0.51	4.57	0.50	4.53	0.51	Strongly Agree
15	Unavailability of internet facilities in teachers training institutions	4.37	0.50	4.54	0.50	4.46	0.50	Agree
16	Poor NCE (Technical) national policy implementation	4.26	0.73	4.71	0.49	4.49	0.61	Agree
	Grand Total	4.45	0.56	4.58	0.49	4.52	0.53	

Table 4.2 showed the analysis of the responses of respondents on government-related challenges militating against quality NCE (Technical) programme in Kaduna State. The results revealed that seven items; 1, 2, 4, 5, 8, 11 and 14 having standard deviation values of; 0.50, 0.51, 0.59, 0.49, 0.51, 0.48 and 0.51 respectively had mean values between the ranges of strongly agree (4.50 – 5.00). Similarly, nine items; 3, 6, 7, 9, 10, 12, 13, 15 and 16 having standard deviation values of; 0.51, 0.57, 0.60, 0.50, 0.56, 0.60, 0.48, 0.50 and 0.61 respectively had mean values between the ranges of agree (3.50 – 4.49). This is an indication that all the items on government-related challenges acted as hindrances against quality NCE (Technical) programme in Kaduna State.

Research Question 3: What are the strategies for enhancing quality NCE (Technical) programme in Kaduna State, Nigeria?

Table 4.3: Mean Responses of respondents on Strategies for Enhancing Quality NCE (Technical) Programme in Kaduna State, Nigeria.

SN	ITEMS	x_M $N_M=19$	SD_M	x_L $N_L=69$	SD_L	x_A $N_A=88$	SD_A	REMARK
1	Collaboration with international organisation	4.63	0.50	4.61	0.49	4.62	0.50	Strongly Agree
2	Funding of research in teacher training institutions	4.37	0.60	4.54	0.53	4.46	0.57	Agree
3	Provision of required infrastructures	4.26	0.56	4.65	0.51	4.46	0.54	Agree
4	Institute sustainable technical teachers financing schemes	4.53	0.51	4.43	0.50	4.48	0.51	Agree
5	Periodical performance evaluation of NCE (Technical) programme	4.37	0.68	4.51	0.56	4.44	0.62	Agree
6	Promote Public private partnership in areas of need	4.32	0.48	4.81	0.39	4.57	0.44	Strongly Agree
7	provision of technical instructional materials	4.37	0.50	4.68	0.47	4.53	0.49	Strongly Agree
8	Institute bursary schemes for trainees	4.42	0.51	4.84	0.37	4.63	0.44	Strongly Agree
9	Promote Business entrepreneurial skills development in teachers training institutions	4.68	0.48	4.62	0.49	4.65	0.49	Strongly Agree
10	Establishment of NCE (Technical) Training Trust Fund (TETTF)	4.26	0.93	4.51	0.66	4.39	0.80	Agree
11	NCE (Technical)	4.53	0.51	4.59	0.49	4.56	0.50	Strongly

SN	ITEMS	x_M $N_M=19$	SD_M	x_L $N_L=69$	SD_L	x_A $N_A=88$	SD_A	REMARK
	programme advocacy							Agree
12	Promote massive investment on NCE (Technical) programme	4.58	0.51	4.74	0.44	4.66	0.48	Strongly Agree
13	Provision of digital library in teachers training institutions	4.47	0.51	4.57	0.50	4.52	0.51	Strongly Agree
14	Making NCE (Technical) programme demand driven	4.37	0.50	4.68	0.47	4.53	0.49	Strongly Agree
	Grand Total	4.44	0.56	4.63	0.49	4.54	0.53	

Table 4.3 showed the analysis of the responses of the respondents on strategies for enhancing quality NCE (Technical) programme in Kaduna State. The results revealed that, nine items; 1, 6, 7, 8, 9, 11, 12, 13 and 14 having standard deviation values of; 0.50, 0.44, 0.49, 0.44, 0.49, 0.50, 0.48, 0.51 and 0.49 respectively had mean values between the ranges of strongly agree (4.50 – 5.00). Similarly, five items; 2, 3, 4, 5 and 10 having standard deviation values of; 0.57, 0.54, 0.51, 0.62 and 0.80 respectively had mean values between the ranges of agree (3.50 – 4.49). This is an indication that all the items on strategies has the potency to enhance quality NCE (Technical) programme if properly implemented and managed effectively.

Hypothesis One: There is no significant difference in the mean response of management staff and lecturers on student-related challenges militating against quality NCE (Technical) programme in Kaduna State.

Table 4.4: Z-test of the Responses of Respondents on Student-related Challenges Militating Against Quality NCE (Technical) Programme in Kaduna State, Nigeria.

Groups	N	x	SD	df	Std Error	z-cal	z-critical	Decision
Lecturers	69	4.56	0.51	86	0.15	0.93	1.96	Accepted
Management	19	4.42	0.58					

N = 88, df = 86, p > 0.05, * Accepted

Table 4.4 showed the summary of the z-test of the responses of respondents on student-related challenges militating against quality NCE (Technical) programme in Kaduna State. From these results, the value of z-calculated was 0.93 which is less than the z-critical of 1.96 at 0.05 confidence level, the null-hypothesis was accepted. Therefore, there is no significant difference at $p > .05$ in the mean responses of respondents on students-related challenges militating against quality NCE (Technical) programme in Kaduna State.

Hypothesis Three: There is no significant difference in the mean response of lecturers and management staff on government-related challenges militating against quality NCE (Technical) programme in Kaduna State.

Table 4.5: Z-test of Mean Responses of Lecturers and Management Staff on Government-related Challenges Militating Against Quality NCE (Technical) Programme in Kaduna State, Nigeria.

Groups	N	x	SD	df	Std Error	z-cal	z-critical	Decision
Lecturers	69	4.58	0.49	86	0.14	0.93	1.96	Accepted
Management	19	4.45	0.56					

N = 88, df = 86, p > 0.05, * Accept

Table 4.5 showed the summary of the z-test of the responses of respondents on government related challenges militating against quality NCE (Technical) programme in Kaduna State. From the results, the value of z-calculated was 0.93 and was less than the z-critical of 1.96 at 0.05 confidence level, the null-hypothesis was accepted. Therefore, there is no significant difference at $p > .05$ in the mean response of lecturers and management staff on government related challenges militating against quality NCE (Technical) programme in Kaduna State.

Hypothesis Four: There is no significant difference in the mean response of lecturers and management staff on strategies for enhancing quality NCE (Technical) programme in Kaduna State.

Table 4.6: Z-test of Mean Response of Lecturers and Management Staff on Strategies for Enhancing Quality NCE (Technical) Programme in Kaduna State.

Groups	N	x	SD	df	Std Error	z-cal	z-critical	Decision
Lecturers	69	4.63	0.53	86	0.14	1.36	1.96	Accepted
Management	19	4.44	0.56					

N = 88, df = 86, p > 0.05, * Accept

Table 4.6 showed the summary of the z-test of the responses of respondents on strategies for enhancing quality NCE (Technical) programme in Kaduna State. From these results, the value of z-calculated was 1.36 which is less than the z-critical of 1.96 at 0.05 confidence level, the null-hypothesis was accepted. Therefore, there is no significant difference at $p > .05$ in the mean response of lecturers and management staff on strategies for enhancing quality NCE (Technical) programme in Kaduna State, Nigeria.

FINDINGS OF THE STUDY

Based on the data collected and analysed, the following findings emerged:

1. The lecturers and management staff in the teachers training Institutions agreed with all the 13 student-related challenges against quality NCE (Technical) programme in Kaduna State. Among which include: truancy, cultism and peer group pressure.
2. The lecturers and management staff all agreed with all the 16 government-related challenges militating in attaining quality NCE (Technical) programme in Kaduna State. Among which are: inadequate facilities, poor implementation of NCE (Technical) curriculum and insufficient funding.
3. The lecturers and management staff agreed with all the 14 strategies listed for enhancing quality NCE (Technical) programme in Kaduna State. Among which are: massive investment, provision of required infrastructures and NCE (Technical) programme advocacy.

DISCUSSION OF THE FINDINGS

The findings on student-related challenges militating against quality NCE (Technical) programme in Kaduna State, revealed that the whole items listed on student-related challenges militating against quality NCE (Technical) programme in Kaduna State were concord by the respondents. Similarly, hypothesis one tested using z-test revealed no significant difference in the mean responses of lecturers and management staff on student-related challenges militating against quality NCE (Technical) programme in Kaduna State.

This implies that both management staff and lecturers do not differs in their opinions on students-related challenges militating against quality NCE (Technical) programme in Kaduna State. And if the status quo should be left to linger, the students been graduated from such technical teachers training institutions, may not have the requisite practical skills necessary to impart both knowledge and practical skills to the students. This is in line with the view of Anyanwu (2009) who stated that students can make or mar quality in teaching.

Findings on government-related challenges militating against quality NCE (Technical) programme in Kaduna State, revealed that respondents (lecturers and management staff) agreed that all the items listed as government-related challenges militating against quality NCE (Technical) programme in Kaduna State are relevant. Also, hypothesis three was tested using z-test and showed that there was no significant difference in the mean responses of lecturers and management staff on government-related challenges militating against quality NCE (Technical) programme in Kaduna State.

These findings are consistent with those of Onachuna and Nwachukwu (2012), Okoye and Okwelle (2013), Singer (2012), Uwaifo and Uwaifo (2009). Who reported that several challenges tend to hinder quality assurance in the teaching and learning of technology education in schools and these government-related factors include: poor provision of facilities and equipment's; inadequate personnel; poor incentives; poor funding; infrequent retraining of teachers; unqualified teachers employed to teach in schools; inadequate infrastructural facilities; poor remuneration of lecturers among others.

Findings on strategies for enhancing quality NCE (Technical) programme in kaduna state revealed that respondents (lecturers and management staff) agreed that all the items listed as strategies for enhancing quality NCE (Technical) programme in Kaduna State are relevant. Also, hypothesis three was tested using z-test and showed that there was no significant difference in the mean response of lecturers and management staff on strategies for enhancing quality NCE (Technical) programme in Kaduna State.

This is in harmony with the views of Anyakwo (2012) and Aworanti (2012) who posited that factors such as adequate and functional facilities, appropriate class size, the right number of qualified and competent technical educators, appropriate teaching strategies; and adequate funding will promote the quality of technical programme among others. This is hardly surprising, because since there are several multi-faceted challenges militating against NCE (Technical) programme in Kaduna State, strategies such as: collaboration with international organisation, funding of research in technical Institutions, provision of required infrastructures, institution of sustainable technical financing schemes, periodic performance evaluation of NCE (Technical) programme, promotion of public private partnership in areas of need, provision of instructional materials among others. All these will promote the quality of NCE (Technical) programme in Kaduna State.

CONCLUSION

The identified student-related challenges militating against quality NCE (Technical) programme if the status quo should be left to linger, the students been graduated from such institutions may not have the requisite skills necessary to impart both knowledge and skills to the students. An educational system whose product can not contribute to the development of the society raises doubt about the credibility of its existence.

Its glaring the quality of NCE (Technical) programme has been bedevilled by government-related challenges such as, poor or inadequate funding, inadequate infrastructures and insufficient instructional facilities for teaching and learning among others. The strategies identified if adhere to, effectively implemented and efficiently managed the quality of NCE (Technical) programme will be drastically enhanced; among these strategies are, promotion of public private partnership, massive investment in teachers education and collaboration with international organisations. Government should muster the political will and give maximum attention to qualitative technology teacher education programme for technological advancement of the country.

RECOMMENDATIONS

Based on the findings of the study, it was recommended that:

1. Parents and guardians should closely monitor, encourage and support their children/wards to develop a sustainable positive attitudes towards learning.
2. Administrators/management staff should make effective management of both human and material resources at their disposal and a conducive teaching-learning environment should be created and sustained to enhance quality teachers education programme.
3. The NCCE should closely monitor, effectively supervise and ensure full implementation of NCE (Technical) curriculum.
4. Government should ensure effective pre-service and timely in-service training and retraining programme of teachers and recruitment of teachers should be based on merit strictly. Governments should adequately and timely provide funds for NCE (Technical) programme also should provide sufficient machineries, facilities, equipment, tools and materials to school workshops to encourage practical skills acquisition.

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