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## BUDGETARY ALLOCATION AND ENROLMENT IN TECHNICAL COLLEGES IN OGUN STATES, NIGERIA, 2001-2020

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### Abstract

The study investigated Budgetary Allocation and Enrollment in Technical and Colleges in Ogun State, Nigeria. Specifically, the study examined the trend in students demand as well as the extent of investment in Technical and Vocational in Ogun State, South west, Nigeria. The study adopted descriptive research design and the targeted population for this study comprises 2051 students and 7 principals in 7 technical colleges in Ogun State, Nigeria. Multi-stage sampling procedure was adopted to select participants for this study. In the first stage, 50% (4 out of 7) of the technical colleges in the selected states were randomly selected for this study, while at the second stage, 20% given a sample of 410 of the students of technical colleges in Ogun State from the total population 2051 were randomly sampled. The study raised two research questions and one hypothesis. The research questions raised were analyzed using descriptive statistics such as mean, standard and deviation while the hypothesis raised was tested using multi-nominal regression analysis at 0.05 level of significance. The level of demand for technical colleges in Ogun State is quite impressive. The study further found that, The ETCs increased by 1.5% from the year 2001 to 2020, while there was no much increment in BA for education from 2001 to 2020 except between 2014 and 2015 Ogun State got increment of 34%.

**Keywords:** Enrollment, Budgetary allocation, Government, Investment, Technical colleges

### Background of the Study

One metric used to assess a country's and its citizens' progress is enrolment in education. It offers the chance for someone who is prepared, able, and eager to register in school. The 1948 Universal Declaration of Human Rights made reference to the need for education when it said that "everyone has a right to education and that education shall be free, at least in the elementary and fundamental stages." Elementary schooling will be required and provided at no cost. Technical and vocational education should be broadly accessible, and higher education should be equally accessible to all individuals based purely on merit, according to Article 26 of the Universal Declaration of Human Rights, which was adopted on December 10, 1948.

Because education is seen as the key to achieving their ideal occupations, it is thus an aspiration that every young person should hold in high regard. One of the workforce development initiatives that is drawing

interest from several nations worldwide is Technical and Vocational Education and Training (TVET) (Muhammad, 2012). Beyond general education, there are other aspects of the educational process that are included under the umbrella of TVET. It includes studying technology and associated disciplines in addition to gaining information, comprehension, and practical skills that are applicable to jobs in the social and economic spheres. The concept in question is explicated within the National Policy on Education as stipulated by the Federal Republic of Nigeria in the year 2013. One of the objectives of technical education is to ensure the provision of skilled labour in the field of applied science, as well as the availability of technology and commerce, specifically at the sub-professional level. This includes the imparting of training and essential skills to individuals, leading to the development of technicians, craftsmen, and other skilled workers who possess the qualities of entrepreneurship and self-sufficiency. One of the things that impedes the government's desire to invest in TVET courses is the low enrolment in technical institutions, despite these admirable goals.

The conviction that skill development boosts productivity and maintains competitiveness in the global economy has led the governments of Sub-Saharan African nations to step up efforts to support (TVET) (Dasmani, 2011). In these nations, (TVET) programmes confront several obstacles and may not always correspond with the demands of the local market and economy, even with laws in place (Szirmai, Gebreyesus, Guadagno, and Verspagen, 2013).

The process of enrolling or admitting people to courses or programmes that emphasise gaining practical skills, knowledge, and competences in certain technical domains is known as enrolment in technical education. The goal of technical education is to educate students for professions in a wide range of technical and vocational sectors, including electronics, mechanics, engineering, computer technology, and other applied sciences.

Enrolment in technical education programmes typically involves students formally registering for courses or training programmes that provide hands-on, practical learning experiences. These programs often emphasise the development of skills relevant to specific industries or professions, aiming to equip individuals with the practical know-how required for successful entry into the workforce. Enrolling, attending, finishing, and maybe moving on to the next level of school are all included in the definition of enrolment in education. All stakeholders in the Nigerian education sector are now confronted with a challenge, since one of the primary concerns afflicting the nation's educational system pertains to the problem of accessibility, especially in relation to tertiary education. Nigeria's Higher Education Institutions (HEIs) have expanded their capacity to handle a larger cohort of young people via the provision of increased accessibility. Between 2005 and 2022, the country's total number of universities went from 80 to 170, while the number of other HEIs that are not universities increased from 163 to 178 (National Bureau of Statistics, 2022). Notwithstanding the seeming rapid expansion of postsecondary educational establishments, the enrolment disparity between supply and demand has grown significantly. There has been less enrolment in technical education compared to supply. This has created a serious gap in the production of semi-skilled and technically oriented people in the nation's economy.

According to the National Policy on Education (FRN 2013), it is recommended that students be guided through the process of selecting specialist curricula after the completion of junior secondary school. Therefore, it is recommended that senior secondary schools get 60% while technical colleges, vocational

training centres, and apprenticeship programmes receive 20%, 10%, and 10% respectively. The extent to which this policy is implemented is another matter of significant concern.

Governmental factors, such as funds, are important in (TVET). Babalola, Jaiyeoba, Ayeni, and Ojelabi (2006) noted that there was a growing discrepancy between university budgets and the amounts the government officially provided to the institutions, with some of the funds never reaching the institutions. For instance, from 1999 to 2008, only ₦15,705,503,511.93 of the ₦26,439,877,960.12 budgeted allocation to all public institutions was released, leaving an outstanding balance of ₦10,734,374,448.19 (TETFUND, 2009). According to May (2007), technical and vocational education in Nigeria continued to get insufficient financing from the government. Ajani and Ojetunde (2021) study the effects of the education budget and students' enrolment on students' performance in technical education. However, there are few or no known studies that have ever examined the same effect on enrolment in technical college, hence, the need for this study.

Furthermore, financing for vocational education came from international organisations including the Ford Foundation, UNICEF, and UNESCO. These organisations have recently stopped sponsoring or supporting the vocational education course, most likely as a result of the long-standing uncertainty in the industry. Additionally, the low enrolment rate among the intended audience and the responsible agencies' failure to follow the programme policies led to the withdrawal of assistance from these agencies. According to Osam (2013), the vocational education courses in Nigeria are now mostly funded by the Federal Government.

The purpose of Decree Act No. 9 of January 11, 1977, which established TVET, was to decrease unemployment and poverty while boosting the generation of trained and semi-skilled labour for technical and professional fields. This seems to be the clear reason for the establishment of technical education.

### Purpose of the Study

This study investigated the relationship between budgetary allocation and enrollment in technical education in Ogun States, Nigeria. Specifically, the study:

- 1) Examined the trend in students' demand for technical colleges in Ogun States, Nigeria;
- 2) Described the trends in budgetary allocations to technical colleges in Ogun State, Nigeria;

### Research Questions

The following research questions were answered:

- 1) What is the trend in students' enrolment demand for technical education in the Ogun State?
- 2) What is the level of budgetary allocation to technical education in Ogun State in the years under review?

### Hypothesis

The following hypothesis was tested at a 0.05 level of significance:

H<sub>0</sub>: There is no significant relationship between budgetary allocation and enrolment into technical colleges in Ogun State, Nigeria.

### Review of literature

### Concept of Enrolment in Education

The aggregate population of individuals who possess the willingness, capability, and readiness to enrol in educational institutions is sometimes denoted as the enrolment in education. The level of inclusion and its congruence with the Universal Declaration of Human Rights, which asserts that every person is entitled to education, serve as indicators in this regard. Consequently, the need for education guarantees that everyone who possesses the right to it will get access to educational opportunities. Enaohwo (2009) argues that ensuring enrolment in education for all individuals within a nation is a fundamental and imperative endeavour.

The enrolment in education may be measured by the duration required for individuals to finish their educational pursuits, which can be defined in terms of the number of years spent in formal schooling. Two sorts of prices relate to the cost of education: supply and demand prices. The price at which education may be made available to the general public, including funding from public and private educational institutions, is known as the supply price. In contrast, the price at which consumers are prepared to pay for education is known as the demand price. The price at which supply and demand in this instance converge is referred to as the equilibrium price. The amount that families pay for schooling is known as the demand price. After evaluating each person's need for education, OECD (2012) found that the opportunity and direct costs of education together determine whether or not pursuing a certain course of study is a wise choice.

Ozioma (2011) stated that technical education gets little to no attention in Nigerian schools and that as a consequence, many Nigerians express disgust or disdain for technical education courses. As a result, enrolment at Nigeria's technical institutions is restricted. Despite the several administrations that have attempted to advance technical education, there is still a significant disparity in accessibility between technical schools and general education courses, especially senior secondary school courses. According to Aina (2006), course enrolment has not increased much in Nigeria since technical education was introduced. This development has created a serious risk to the advancement of technology as well as that of the country at large. The Federal Republic of Nigeria's (2013) national policy on education states that after junior secondary school, the following transition rates apply: 60% to senior secondary school, 20% to technical colleges, 10% to vocational training centres, and 10% to the apprenticeship programme, which was established by the National Board for Technical Education (NBTE) in 2011. However, it is projected that around 800,000 pupils, accounting for 20% of the total, would enrol in technical institutes at junior secondary schools in Nigeria. This estimate is based on the current annual turnout rate of approximately 4 million students. As a result, in the 2009–2010 academic year, there were 74,299 total students enrolled in Nigerian technical institutions, compared to 6,625,943 in secondary schools throughout the country. This figure stands in sharp contrast to the initially projected enrolment of 800,000, indicating that technical colleges have only managed to enrol 9.3% of their target student population. According to Yakubu's (2006) assessment, the percentage of Nigerians enrolled in technical colleges courses as of 2006 was less than three percent (3%). He continued by saying that this number is insignificant when compared to nations' aiming for rapid socio-economic growth, as such nations aim for about 50% enrolment.

Nigeria's Vision A20-2020 is a significant strategic plan that emphasises the importance of innovation, science, and technology, with a specific emphasis on technical education. This plan is considered crucial for fostering socio-economic and technological advancements within the country. Numerous variables impact students' enrolment in education. Research has shown that employment options, parental income, physical

facilities, and human resources are variables that impact enrolment in Technical and Vocational Education and Training (TVET and Training) (Jones and Larke, 2001). According to Ayoo (2003), the availability of resources, such as textbooks, laboratories, and other essential equipment, significantly dictates the accessibility of educational institutions, particularly technical colleges, for effective teaching and learning. Parents with low incomes in Nigeria were unable to cover all of their children's educational expenses, both direct and indirect (Mutwota, 2013). Like in other nations, Nigeria depends on its teachers to deliver high-quality technical education. After completing pre-service training, teachers can further their competency through in-service programmes designed to help them advance their professional and instructional knowledge, interests, and abilities. Nevertheless, according to Nyerere's (2009) research, a considerable number of instructors in Vocational Education and Training institutions are deficient in essential industry-specific technical skills. These skills are often obtained by engagement in industrial attachment programmes. This suggests that the presence of qualified and skilled educators plays a crucial role in facilitating students' enrolment in technical education in Nigeria.

### Technical, Vocational Education and Training

Vocational education, as opposed to general education, places more emphasis on the development of information and skills pertinent to a specific trade, craft, or occupational function. Through the use of hands-on, experiential learning techniques, Technical Vocational Education and Training (TVET) programmes provide specific education in a variety of professions. There is a growing demand for people with vocational and technical skills in a number of emerging nations. But the availability of these vital human resources is insufficient to satisfy this need. Hoeckel (2008) has acknowledged that the issue at hand may be related to the higher costs of vocational and technical education relative to general education, as well as the relatively poorer returns on vocational education.

On the other hand, studies done in the UK have shown that earning an academic degree has more financial advantages than earning a vocational degree (Blundell et al. for 2005). Similar findings from other research conducted in other nations (Arora et al., 2018) have also shown lower relative returns to vocational education when compared to degrees from academic institutions. Lewin (1997) offers strong arguments for governments to prioritise and provide resources to technical and vocational education and training (TVET) despite the clear benefits of general education when considering cost-benefit analysis. First, by providing the knowledge and abilities needed to transform a person into a valuable member of society, TVET improves the standard of education. Additionally, TVET helps lower unemployment by providing job opportunities for persons with marketable skills, especially young people and those who struggle in the conventional academic system. A key factor in promoting economic development, raising general standards of living, and lowering poverty is technical and vocational education and training, or TVET. This is accomplished by improving workforce competency and skill sets, which makes it easier for participants in TVET courses to be hired for higher-paying jobs.

Throughout the years, there has been a multitude of perspectives, beliefs, and debates around the objectives and importance of vocational education across different educational levels, including elementary, secondary, and post-secondary. Moodie (2002) provided one of these viewpoints, pointing out that the four main elements that make up vocational education are teleological, epistemological, pragmatic, and hierarchical. Thus, it is impossible to describe vocational education in terms of only one feature that applies to all historical eras and legal contexts. Despite this drawback, Colley, et al (2003) went

on to define vocational education as a kind of instruction that places a strong focus on acquiring behavioural competence and technical knowledge in the context of the workplace. Vocational education is characterised by its uniqueness as well. Vocational education is defined by Davies et al. (2016) as a kind of education that provide students the skills and information, they need in certain sectors such home economics, agriculture, commerce, and industry. This type of education is often offered at the senior secondary or lower post-secondary levels. Oni (2007) presents a comparable interpretation, wherein vocational education is characterised as a form of instruction that cultivates crucial competencies necessary for the advancement of commerce, industry, agriculture, and overall economic progress. Additionally, this form of education imparts foundational knowledge and practical skills that enable individuals to effectively enter the labour market.

The Nigerian National Policy on Education (2008) defines vocational education as an educational process that includes, in addition to general education, the study of technologies and allied sciences. It also entails acquiring attitudes, information, and practical skills that are particularly pertinent to jobs in various societal and economic sectors. Vocational education definitions emphasise practical activities that lead to a particular kind of work that recognises each person's talents and contribution (Okocha, 2009; Sakellariou and Algado, 2006). Vocational education is portrayed in many definitions as the finest thing that can happen to a person and the economy as a whole. Still, not all researchers share this opinion. In their study, Higham and Farnsworth (2012) highlighted that vocational education, despite its advantages, may exhibit characteristics of institutionalisation, disorganisation, and lack of structure. Shavit and Muller (2000) claim that people from working-class origins often utilise vocational education to maintain social inequality by taking their focus off pursuing higher education and careers related to it.

Understanding the concepts that underpin the practise of vocational education is a useful method to comprehend the notion of vocational education. The idea of vocational education is surrounded by a multitude of philosophical perspectives. According to Hornby (2000), philosophy is a set of ideas that emerges from an investigation into the nature of the cosmos and life itself. Philosophy gives different people's perspectives on a subject; in this example, the perspectives of people on topics related to vocational education and training. The concept of vocational education, according to Davies et al. (2016), was built on the idea that people should be able to support themselves and work for themselves. Kennedy (2012) said that vocational education is now a subordinate field to other disciplines due to social effects and public acknowledgment.

### Concept of Demand for Education

The aggregate population of individuals who possess the willingness, capability, and readiness to enroll in educational institutions is sometimes denoted as the demand for education. The level of inclusion and its congruence with the Universal Declaration of Human Rights, which asserts that every person is entitled to education, serve as indicators in this regard. Consequently, the need for education guarantees that everyone who possesses the right to it will get access to educational opportunities. Enaohwo (2009) argues that ensuring access to education for all individuals within a nation is a fundamental and imperative endeavor.

The demand for education may be measured by the duration required for individuals to finish their educational pursuits, which can be defined in terms of the number of years spent in formal schooling. Two

sorts of prices relate to the cost of education: supply and demand prices. The price at which education may be made available to the general public, including funding from public and private educational institutions, is known as the supply price. In contrast, the price at which consumers are prepared to pay for education is known as the demand price. The price at which supply and demand in this instance converge is referred to as the equilibrium price.

As a result, many Nigerians express distaste or hate for technical education curricula, according to Ozioma (2011), who also claimed that technical education receives little to no attention in Nigerian schools. Thus, there is limited access to technical colleges in Nigeria. In spite of the efforts made by several administrations to promote technical education, a notable discrepancy in accessibility persists between technical institutions and general education courses, namely those offered in senior secondary schools. Aina (2006) asserts that the introduction of technical education in Nigeria has not resulted in a significant rise in programme enrollment. This development has posed a significant danger to both technological progress and the nation as a whole. As per the national policy on education of the Federal Republic of Nigeria (2013), the transition rates upon completion of junior secondary school are as follows: 60% for senior secondary school, 20% for technical colleges, 10% for vocational training centers, and 10% for the apprenticeship scheme as stated by the National Board for Technical Education (NBTE) in 2011. However, it is projected that around 800,000 pupils, accounting for 20% of the total, would enrol in technical institutes at junior secondary schools in Nigeria. This estimate is based on the current annual turnout rate of approximately 4 million students. As a result, in the 2009–2010 academic years, there were 74,299 total students enrolled in Nigerian technical institutions, compared to 6,625,943 in secondary schools throughout the country. This figure stands in sharp contrast to the initially projected enrollment of 800,000, indicating that technical colleges have only managed to enrol 9.3% of their target student population. According to Yakubu's (2006) assessment, the percentage of Nigerians enrolled in TVET courses as of 2006 was less than three percent (3%). He continued by saying that this number is insignificant when compared to nations aiming for rapid socioeconomic growth, as such nations aim for about 50% enrollment.

### Methodology

The study adopted descriptive research design of expo facto type. The targeted population for this study comprises 2051 students and 7 principals in 7 technical colleges in Ogun State, Nigeria. Multi-stage sampling procedure was adopted to select participants for this study. In the first stage, 50% (4 out of 7) of the technical colleges in the selected states were randomly selected for this study, while at the second stage, 20% given a sample of 410 of the students of technical colleges in Ogun State. The study raised two research questions and one hypothesis was raised. The research questions raised were analyzed using descriptive statistics such as mean, standard and deviation while the only hypothesis raised was attested using multinomial regression analysis at 0.05 level of significance.

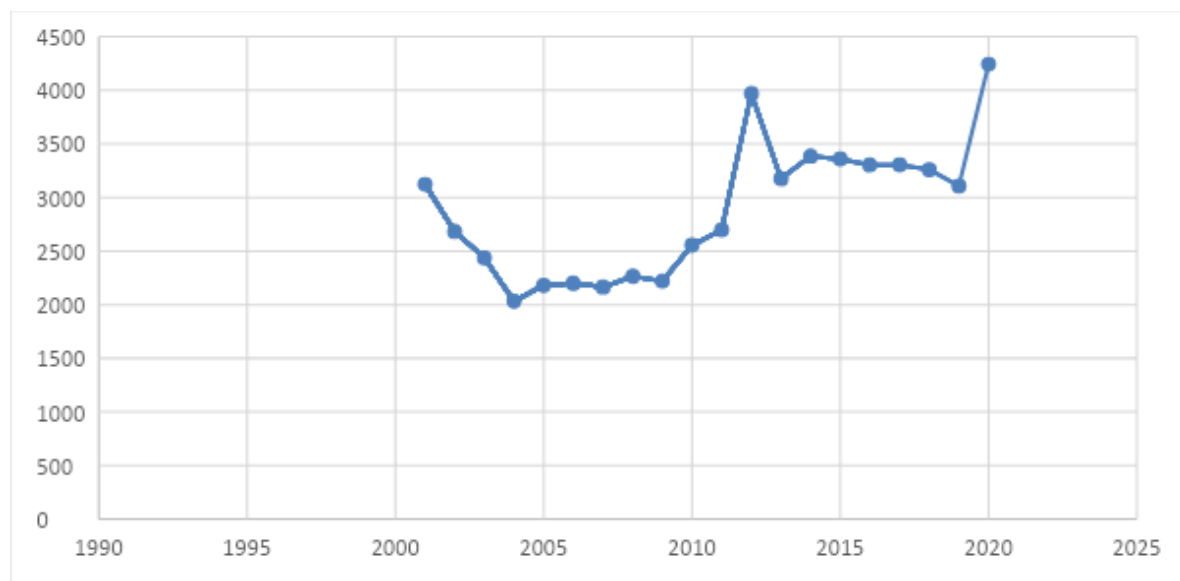
### Presentation of results

**Research Question 1:** What is the trend in students' enrolment demand for technical education in Ogun State?

**Table 1: Enrolment Pattern into Technical Colleges in Ogun State**

Years	Male	Female	Total
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2001	1980	590	2570
2002	2005	675	2680
2003	2035	665	2700
2004	1980	740	2720
2005	1831	589	2420
2006	1815	507	2322
2007	1867	444	2311
2008	2021	687	2708
2009	2200	567	2767
2010	2420	304	2724
2011	2570	300	2870
2012	2621	366	2987
2013	2599	399	2998
2014	2500	390	2890
2015	2702	299	3001
2016	2572	418	2990
2017	2782	340	3122
2018	2624	382	3006
2019	2756	364	3120
2020	2840	400	3240



**Figure 1: Trend in enrolment demand for TVET in Ogun State**

From the table and the figure above, it is observed that there was a decline in enrolment from 2001 to 2005. In the year 2010, there was a surge in students' enrolment that lasted till year 2012 before it rose again. However, the enrolment rate experienced exponential growth in the year 2019 and doubled its initial growth in the year 2020. In general, there was 1.5% increase in enrolment from 2001-2020. See Figure 1 for the enrolment figure between 2001 and 2020.



**Research Question 2: What is the level of budgetary allocation in Ogun State?**

The results of Ogun State's financial allocation for TVET between 2001 and 2020 are shown in Table 2.

**Table 2: Budget for TVET in Ogun State**

Year	Recurrent Expenditure	Capital Expenditure	Total
2001	454,000,000	65,700,000	516,700,000
2002	65,000,000	300,000,000	365,000,000
2003	1,725,000	51,850,000	53,575,000
2004	11, 250, 000	26,000,000	37,250,000
2005	29,000,000	19, 350,000	48,350, 000
2006	27,000,000	18, 700, 000	45,700,000
2007	49,000,000	14,000,000	63,000, 000
2008	50,000,000	14, 200, 000	64, 200, 000
2009	330,000,000	300,000,000	630,000,000
2010	159,000,000	323,000,000	630,000,000
2011	183,000,000	723,600,000	906,600,000
2012	408,000,000	10,700,000,000	11,108,000,000
2013	260,000,000	25,000,000,000	25, 260,000,000
2014	4,000, 000	107,000, 000	111,000,000
2015	350,000,000	200,000,000	550,000,000
2016	100, 000,000	310,000,000	410,000,000
2017	45,000,000	70,000,000	115,000,000
2018	40,000,000	2,074,021,796	2, 114,021,796
2019	40,000,000	2,000,000,000	2,040,000,000
2020	37,637,130.80	1,835,559.99	1,873,196,316.79

Source: Ogun State TVET Board (OGSTVETB)

From the result, the financial allocation to TVET in Ogun State was less than a billion naira before 2010. However, the value experienced a surge in 2012 to over 10 billion naira, and also experienced a decline in 2014. This surge was attributed to Chinese intervention in areas of infrastructure and funding. Moreso, after 2014 experienced initial financial budget figures till the year 2020. In general, there was 34% increment in budgetary allocation from 2014-2015 in Ogun State.

**Table 3: Relationship between Budgetary Allocation and Enrolment into Technical Colleges in Ogun State**

Variables	N	Mean	Std. deviation	R	Sig	P	Remark
Budgetary allocation	20	17.19	1.72				
Enrolment in Technical and Vocational Edu.	20	7.91	0.23	0.38	0.002	<0.05	significant

Source: Ogun State TVET Board (OGSTVETB)

The results of the study done to determine the association between budgetry allocation and enrolment in technical education are shown in Table 3. A weak, positive, and statistically significant association ( $r=0.38$ ,

$p < 0.05$ ) was found between the two variables. This suggests that greater the budgetary allocation to technical education would increase enrolment into Technical Colleges.

### Discussion of findings

This part summarizes the outcomes of the study, which were then analyzed in relation to the research questions. The discussions of findings were discussed as follows:

Research question 1 examines the trend in demand for TVE in Ogun State. The result revealed that the enrolment pattern in Ogun State is in the form of a sinusoidal pattern. The result obtained in Ogun State is an aversion to the theoretical and empirical expectations because there are more interventions for TVET in Ogun State. Nonetheless, Yakubu (2014) noted that enrollment in technical and vocational institutions have not increased in comparison to traditional secondary schools (Igberadja, 2014). Additionally, the data supports Oviawe's (2017) findings, which found that, on average, the number of pupils enrolled in technical institutions is barely 1% of those enrolled in senior secondary schools. This pattern suggests that the nation's output of technicians and craftspeople is lacking.

Research Question two examined the level investment in TVET and enrolment in technical colleges in Ogun States. The findings indicated a statistically significant positive correlation between the two variables. The findings suggest that a rise in investment in technical colleges would result in a proportional increase in the enrolment and accessibility of students to technical institutions. This phenomenon may be attributed to the predominant allocation of expenditures towards the development of facilities and infrastructure, hence expanding the capacity and resources available to accommodate a larger number of potential students. This finding presents a discrepancy with the findings of Aina (2006), who documented that the implementation of technical education in Nigeria's educational system some years ago has resulted in persistently low enrolment rates in its programmes. The reality, as noted by Momoh (2012), may be that there is an increase, but it is likely much smaller than anticipated. According to Momoh, Nigeria has the lowest ratio of one technical college student for every 100 secondary school students enrolled, compared to 40%, 37%, and 29% in Italy, the United Kingdom, and Egypt.

### Conclusion

It is possible to draw the conclusion that funding TVET in southwest Nigeria is beneficial based on the results of this investigation. It should be highlighted that TVET has significant long-term benefits, even when current outcomes in terms of student enrollment and access to institutions of education are below expectations. Much of the reason why demand for technical colleges seems to be dwindling or irresponsive cannot be explained by the effects of parents' level of education on their propensity to release their child but by the prevailing situations in the country reflected in the composite effects of socio-economic status and nature (status) of parents' employment. In addition, the government must urgently increase funding for the TVET programme as it is the only viable way to stimulate demand for technical institutions and ensure that the program's curriculum is implemented effectively. This could also motivate the staff of TVET colleges to be motivated to discharge their duties as expected of them. Besides, some external factors also accounted for the decrease or increase in enrolment in technical and vocational colleges. These as observed, are events such as change in government administration which may encourage or discourage free education policy, intervention in the area of infrastructure by a foreign government such as China and

other conditions of the country such as paucity of white-collar jobs. Therefore, the sinusoidal pattern of students' enrolment in technical colleges despite huge investment in TVET is due to the multi-faceted nature of factors affecting students' enrolment in technical colleges.

### Recommendations

In view of the study's findings, the following recommendations were made:

- 1) Government should increase its budgetary allocations to TCs which would lead to increase in human capacity and materials resources in most technical colleges and also foster students' demand.
- 2) Government should take a meticulous look at the provision of adequate modern facilities in technical colleges and replace the obsolete ones.
- 3) Technical college students should be well informed to utilise the opportunity to learn skills available to them at technical college bearing in mind that there are few white-collar jobs available in the country.

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