

IMPROVING FUNDING IN EDUCATION FOR EFFECTIVE ANIMAL HUSBANDRY DELIVERY IN NSUKKA EDUCATION ZONE OF ENUGU STATE.

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Abstract

*Funds are needed for the procurement of materials and facilities needed for effective delivery of animal husbandry trade in Secondary Schools. Funds can be generated from different sources. The study was aimed at finding ways of improving funding in education for effective animal husbandry delivery in Nsukka Education Zone of Enugu State. Three specific objectives, three research questions and three null hypotheses guided the study and were tested at 0.05 level of significance. The study adopted a survey research design and was conducted in public secondary schools in Nsukka education zone of Enugu State. This education zone comprised of Nsukka, Igbo-Etiti and Uzo-Uwani local government areas. The population of the study was 132. This comprised of all the 73 government employed teachers of Animal Husbandry and 59 school administrators in the 59 Secondary Schools in Nsukka Education Zone. There is no sampling as the entire population was small and manageable. The instrument for data collection was structured questionnaire with fourpoint response options of Strongly Agree, (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was face validated by three experts from the Department of Agricultural Education, University of Nigeria Nsukka. Reliability of the instrument was determined using Cronbach Alpha method which yielded a coefficient of 0.78. Mean and standard deviation were used to answer the three research questions while t-test statistic was used to test the null hypotheses at 0.05 level of significance. It was found out that schools can source funds from government grants, school fees, sales of handcraft, parents and teachers association, donation from the philanthropists, among others for effective delivery of animal husbandry. Based on the findings, it was therefore recommended among others that government should improve the budgetary allocation to secondary education with more emphasis on funding animal husbandry trade. **Keywords:** Funding, Animal husbandry trade, curriculum, secondary schools*

Introduction

Education is one of the oldest fields of endeavors known to humanity. It is a tool that improves functional and analytical ability and thereby opens up opportunities for individuals and groups to achieve greater access to labor markets and livelihoods (Vijay, 2017). Education according to Akram, (2012), is a wise, hopeful and respectful way of learning undertaken in the belief that all should have the chance to share in life.

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values,

beliefs, and habits. Odu (2010) stated that education is as important as the air we breathe. Education is beneficial in many aspects of life particularly for personal and social development. According to Vijay (2017), education is a possession that cannot be taken away from an individual. Oseni (2012) indicated that education will help one grow as an individual and gives him the ability of making informed decision on his personal problems. It is an instrument of national development and social change (Federal Republic of Nigeria [FRN], (2013). Odia and Omofonmwan (2007) stated that it is a universal fact that no society can

develop beyond the educational level of its citizenry. Therefore, to develop the citizens and entire nation economically, one needs to develop the educational system. Education provides individuals with the opportunity for self-empowerment through skills acquisition. Abdulazeez (2017) emphasized that these skills acquired help to reduce unemployment and poverty there by encouraging economic growth and National development.

The quest for skills acquisition in order to reduce unemployment and ensure economic sustainability moved the government into vocationalization of secondary schools in Nigeria (Akram, 2012). Vocationalisation of secondary education is the introduction of vocational subjects and practical skills into the secondary school curriculum (Lauglo, Akyeampong, Mwiria and Weeks, 2003).

Vocationalized secondary education refers to a curriculum which remains overwhelmingly general or academic in nature, but which includes vocational or practical subjects as a

authors further stated that the new curriculum in line with the National and global goals led to the emergence of animal husbandry and 34 other trades or entrepreneur subjects. In the view of Uduakobong and Agbo (2017), apart from the core subjects, each school is free to adopt one or some of the entrepreneurship subjects for the students and each student must choose one entrepreneurship subject in Senior Secondary 1 (SSI) and offer such till Senior Secondary 3 (SS3). The authors emphasized that the philosophy behind the vocationalization of secondary education in Nigeria is that every senior secondary graduate should be well prepared for higher education as well as acquire relevant functional trade/ entrepreneurship skills needed for poverty eradication, job creation and wealth generation. This however calls for re-considerations taking cognizance of enabling environment and the attending factors. Orji (2012) highlighted some of the advantages of trade subjects in secondary schools to include: imparting on the new breeds of school leavers the spirit of enterprise and industry; prepare students for self-employment

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minor portion of the students' course in the secondary school programme (Lauglo, 2004). The National Council for Education gave approval to Nigerian Educational Research and Development Council (NERDC) to restructure the existing senior secondary school education curriculum. The curriculum was restructured in a way to meet pertinent national aspirations and global goals, such as the Nigeria Empowerment and Development Strategies (NEEDS) and Millennium Development Goals (MDGs) which can be summarized as: value-reorientation, poverty eradication, job creation, wealth generation and using education to empower youths (Obue and Egbule, 2016). The

(for wealth generation and poverty alleviation); promote occupational aspiration and job readiness; promote hand on and work-based experiences to meet demands of the new global-work place; enhance acquisition of functional organization skills like planning, time management etc; develop students problem-solving and decisionmaking abilities and foster school engagement and academic performance. According to NERDC (2008) recommendations were made for the proper implementation of each trade subject including animal husbandry.

Consequently, it was recommended that schools must have farms where at least one

species of nonruminant animal and one ruminant animal can be reared, and where feasible a fish farm (NERDC, 2008). The recommendation also highlights some common health challenges of livestock and provides some ways of handling some of these disease conditions. Animal Husbandry in Senior Secondary Schools is designed to cover the three-year programme of Senior Secondary education (NERDC, 2008).

Animal husbandry is the practice of selectively breeding and raising livestock to promote desirable traits in animals for utility, sports, pleasure, or research (Obue and Egbule, 2016). It is the branch of agriculture concerned with animals that are raised for meat, fibre, milk, eggs, or other products. It includes day-to-day care, selective breeding and the raising of livestock. Animal husbandry is taught as part of agricultural science in secondary schools before the introduction of 34 trade areas by the NERDC. Obue and Egbule (2016) maintained that the aim of developing animal husbandry as a trade subject is to prepare students to face the challenges of new millennium and in driving fast to embrace the dominance of a functional literacy in the acquisition of basic entrepreneurial skills in animal husbandry. To actually acquire the skills in raising, breeding and management of farm animals, there is need for effective delivery of animal husbandry in secondary schools. That may be the reason Agbulu and Wever (2011) emphasized that availability of materials is one of the pr-requisite for skills acquisition. Uduakobung and Agbo (2017) reported that for the delivery to be effective, qualified teachers and the materials, facilities, structures, equipment and life animals must be made available for teaching the students. The authors enumerated some of the facilities to include: animal restraints, like ropes, halters, hobbles, bull leads, head gates and chutes; horn and hoof maintenance tools such

as: dehorner, hoof rasps, hoof knives, picks, nippers, hoof stands; shearing tools (for sheep); health and first aid products like: thermometers, lubricants, iodine, blood-stop powder (hemo-dust), fly repellants, drenchers, copper sulfate, de-wormers; birthing and newborn care equipment like: calf-pullers, incubators or heat lamps, bottles and nipples for hand feeding, nutritional supplements; castration tools; tagging supplies and equipment; feeders; drinkers; perches; nests; crates; lighting systems; waste disposal system; incubators; heater or brooders; egg tray; cages and coops; among others. For these materials/facilities to be made available, huge amount of money will be involved. In other words, it requires funding to purchase the materials and facilities needed for effective delivery of animal husbandry. When funding is mentioned, the first thing that comes to mind is the availability of money for meeting the need of a given project or programme. It is a system of apportioning available capital belonging to an organization for meeting a need.

Funding refers to a form of financial support that is given for the achievement of a project. According to Udo (2010) funding is the provision of financial resources in order to meet a need, project or program. When funds are generated, it is expected that they are disbursed based on the needs of the school. The process of making the acquired funds available to the units that require them either in the short or long run is referred to as funding. Funds serve as an important resource that is needed to manage the affairs of the organization. Educational goals can only be realized when schools are sufficiently funded and funds adequately managed to procure the necessary resources for teaching and learning. Udo (2010) emphasized that poor funding and financing is the major problem of education in Nigeria. Most of the resources for teaching animal

husbandry are not provided due to insufficient funds available to schools. Onu and Ugwuoke (2010) found out that school farms and other agricultural training facilities are not available in some schools in Nsukka education zone of Enugu state for students' proper agricultural skills acquisition. Funds therefore remain one of the scarce resources that are in short supply among most educational institutions for proper skills training.

Based on this situation, schools like all other organizations usually develop alternative means of securing adequate funds to manage their various activities. In the view of Hall (2013), these funds can be generated either within or outside the school from both educational and non-educational services. The author stressed further that generating funds both within and outside the school in this case applies to the secondary school setting. Bua, Olatunde and Amough (2013) indicated that funding is considered all over the world as the life wire that propels the educational sector towards achieving her objectives. It therefore means that the ability of the school system to achieve her objectives depends on the fund available for the procurement of needed materials (Asogwa, Onu and Egbo, 2002). Animal husbandry programme in most of the secondary schools in Nsukka Educational zone is not properly funded. Most of the schools do not have school farms, live animals and equipment for rearing animals (Orji, 2012). This affects the ability of the students to acquire skills in animal husbandry because they are only taught theoretically.

This consequently results to poor quality education, poor skills development and poor performance after graduation from secondary schools thereby leading to unemployment. Although over time, effort has been made by government to ensure improvement in the level of funding made available for the

administration of the secondary level of education and skills-oriented subjects precisely (Hall, 2013). This has been done by improving on the budgetary allocation to the educational sector which also covers for the secondary level of education. However, their good intentions have been affected by a lot of factors like poor forecasting and planning, poor policy implementation, corruption and embezzlement, population growth, among others (Ayobani, 2011). It was against this background that this research tends to seek for how funding of education can be improved for effective delivery of animal husbandry in Nsukka education zone of Enugu state.

Specifically, the study seeks to identify the sources of funds for effective animal husbandry delivery, to determine the ways of utilization of funds for effective animal husbandry delivery and to determine the problem of acquisition of funds for effective animal husbandry delivery in Nsukka educational zone of Enugu state.

Research Questions

The study tends to answer the following research questions:

1. What are the sources of funds for effective animal husbandry delivery?
2. What are the various ways of funds utilization for effective animal husbandry delivery?
3. What are the problems encountered in acquisition of funds for effective animal husbandry delivery?

Research Hypotheses

The following hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

HO₁: There is no significance difference in the mean responses of teachers of animal husbandry and school administrators on

the sources of funds for effective animal husbandry delivery.

HO₂: There is no significance difference in the mean responses of teachers of animal husbandry and school administrators on the ways funds are utilized for effective animal husbandry delivery

HO₃: There is no significance difference in the mean responses of teachers of animal husbandry and school administrators on the problems of acquisition of funds for effective animal husbandry delivery.

Methodology

The study adopted a descriptive survey research design and was conducted in public secondary schools in Nsukka education zone of Enugu State. This education zone is comprised of Nsukka, IgboEtiti and Uzo-Uwani local government areas. The population of the study was made up of 132, comprising all the 73 government employed teachers of Animal Husbandry and 59 school administrators in the 59 Secondary Schools in Nsukka Education Zone. No sample was selected as the entire population was small and manageable.

The instrument for data collection was structured questionnaire with four-point response options of Strongly Agree, (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was face validated by three experts from the Department of

final copy. Reliability of the instrument was determined using Cronbach Alpha method which yielded a coefficient of 0.78. The researchers personally administered copies of the questionnaire to 73 randomly selected teachers in Nsukka urban and then the 59 school administrators. Mean and standard deviation were used to answer the three research questions while t-test statistic was used to test the null hypotheses at 0.05 level of significance. Any item with a grand mean of 3.50 and above was interpreted as strongly agree, 2.50 – 3.49 was regarded as agree, 1.50 – 2.49 as disagree while 0.50 – 1.49 was interpreted as strongly disagree. A null hypothesis was accepted when the probability value was greater than 0.05 and rejected when the probability value was less than 0.05.

Results

Agricultural Education, University of Nigeria Nsukka. The experts made some inputs that were integrated to improve the quality of the

Data presented in Table 1 shows that items 1, 2, 3, 5, 6, 7, and 9 had their mean values at 3.50 and above. This implies that grant from government, school fees from

hypothesis which states that there is no significant difference ($p > 0.05$) in the mean responses of teachers of animal husbandry and school administrators on

Table 1: Mean and t-test Analysis of the Responses of Teachers of Animal Husbandry and School Administrators on the Sources of Fund for Effective Animal Husbandry Delivery.
Table 2: Mean and t-test Analysis of the Responses of Teachers of Animal Husbandry and School Administrators on the Utilization of Fund for Effective Animal Husbandry Delivery.
 N1=73 N2=59

S/N	Item Statements	\bar{X}_g	SD	Rem	\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	Sig [2-tailed]	Dec
		N1=73	N2=59							
1	Grant from government	3.92	0.90	SA	4.00	1.17	3.84	0.62	0.21	NS
2	School fees from students	3.91	0.89	SA	4.00	1.17	3.81	0.61	0.11	NS
3	Sale of handcrafts	3.89	0.89	SA	4.00	1.17	3.78	0.60	0.40	NS
4	Building of animal house	3.50	0.64	SA	3.50	0.75	3.50	0.53	0.64	NS
5	Alumni support	3.28	0.14	A	3.16	0.21	3.40	0.07	0.36	NS
6	Purchase of life animals	3.60	0.58	SA	3.97	0.87	3.53	0.29	0.02	NS
7	Parent-teachers association levy	3.74	0.82	SA	3.92	1.09	3.56	0.54	0.06	NS
8	Purchase of feeding materials	3.80	0.74	SA	4.00	1.17	3.59	0.30	0.78	NS
9	Donation from Philanthropist	3.83	0.87	SA	4.00	1.17	3.66	0.57	0.26	NS
10	Intervention from community husbandry contract teachers	3.05	0.13	SA	3.09	0.20	3.00	0.05	0.86	NS
11	Intervention from the church	3.18	0.49	A	3.14	0.57	3.22	0.41	0.92	NS
12	Payment of farm attendants	3.68	0.73	SA	3.67	0.87	3.69	0.58	0.58	NS
13	Proceeds from school farm	3.67	0.71	SA	3.67	0.87	3.66	0.54	0.62	NS
14	Purchase of drugs and vaccines	3.80	0.74	SA	4.00	1.17	3.59	0.30	0.78	NS
15	Support from charitable organizations	3.49	0.64	A	3.80	0.75	3.47	0.32	0.28	NS
16	Purchase of supplements	3.82	0.73	SA	4.00	1.17	3.63	0.28	0.08	NS
17	Purchase of breeding tools	3.92	0.90	SA	4.00	1.17	3.84	0.62	0.14	NS
18	Purchase of water and other consumables	3.89	0.87	SA	4.00	1.17	3.78	0.60	0.24	NS
19	Purchase of disinfectants	3.91	0.89	SA	4.00	1.17	3.81	0.61	0.13	NS
20	Payment for veterinary services	3.92	0.90	SA	4.00	1.17	3.84	0.62	0.60	NS
21	Purchase of cages	3.63	0.15	SA	3.44	0.19	3.82	0.10	0.54	NS
22	Purchase of working tools	3.65	0.19	SA	3.50	0.28	3.80	0.10	0.35	NS

students, sale of handcrafts, parents-teachers Association levy, donation from the philanthropists, intervention from the community, among others, were strongly accepted as the sources of fund for effective animal husbandry delivery. Similarly, items 4, 8, and 10 had their mean values between 2.50 and 3.49, which signifies that alumni support, intervention from church, support from charitable organizations were agreed by the respondents as the source of fund for effective animal husbandry delivery. Furthermore, all the items had their p-values ranging from 0.06 to 0.92 which were greater than 0.05. Therefore, the

the source of fund for effective animal husbandry delivery was upheld

Data presented in Table 2 shows that items 1, 2, 3, 5 to 13 had their mean values at 3.50 and above. This implies that building of animal house, purchase of life animals, purchase of feeding materials, payment of farm attendants, purchase of drugs and vaccines, purchase of supplements, amongst others, were strongly accepted by the respondents as where funds are utilized for effective animal husbandry delivery in Nsukka Educational Zone. Similarly, item 4 had its mean value at 3.05, which implies that payment for animal husbandry contract teachers was agreed by the respondents as the area where funds are utilized for effective animal husbandry delivery. Furthermore, all the items had their p-values ranging from 0.08 to 0.86 which were greater than 0.05. This implies that there is no significant difference ($p>0.05$) in the mean responses of teachers of animal husbandry and school administrators on the utilization of fund for effective animal husbandry delivery. Hence, the null hypothesis was accepted.

Data presented in Table 3 shows that items 1-7 had their mean values at 3.50 and above. This implies that lack of forecasting and planning, poor policy implementation, embezzlement and corruption, among others, were strongly agreed by teachers of animal husbandry and school administrators as the problems of fund acquisition for effective animal husbandry delivery in Nsukka Education Zone. Similarly, items 8 and 9 had the mean values of 2.75 and 3.15, which implies that ethnicity and poor sources of fund were agreed by the respondents as the problems of fund acquisition for effective animal husbandry. Furthermore, all the items had their pvalue ranging from 0.18 to 0.74 which were greater than 0.05. This signifies that there is no statistically significant difference ($p>0.05$) in the mean responses of teachers of animal husbandry and school administrators on the problems of fund acquisition for effective animal husbandry delivery.

Therefore, the null hypothesis is accepted.

Table 3: Mean and t-test Analysis of the Responses of Teachers of Animal Husbandry and School Administrators on the Problems of Fund Acquisition for Effective Animal Husbandry Delivery.

S/N	Item Statements	\bar{X}_g	SD	Rem	N1=73		N2=59		Sig [2-tailed]	Dec
					\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
1	Lack of forecasting and planning	3.53	0.78	SA	3.58	0.68	3.47	0.87	0.52	NS
2	Poor policy implementation	3.54	0.79	SA	3.54	0.70	3.53	0.87	0.51	NS
3	Embezzlement and corruption	3.50	0.80	SA	3.52	0.72	3.47	0.87	0.24	NS
4	Lack of transparency in the use of money	3.55	0.77	SA	3.57	0.59	3.53	0.94	0.18	NS
5	Misappropriation of fund	3.56	0.79	SA	3.59	0.57	3.53	1.01	0.24	NS
6	Poor budget allocation	3.63	0.69	SA	3.64	0.51	3.59	0.87	0.24	NS
7	Population growth	3.53	0.86	SA	5.58	0.70	3.47	1.01	0.45	NS
8	Ethnicity	2.75	0.11	A	2.44	0.16	3.05	0.05	0.32	NS
9	Poor sources of fund	3.15	0.13	A	2.75	0.17	3.55	0.08	0.74	NS

Discussion of the Findings

Sources of fund for effective animal husbandry delivery in Nsukka Educational Zone

Result presented in Table 1 showed that school fees from students, grant from government, sale of handcrafts, parent teachers association levy, alumni support, intervention from the community, proceeds from school farms, among others were found to be sources of fund for effective delivery of animal husbandry. The findings were in agreement with Bua, Olatunde and Amough (2013) who reported that school fees, grants from government, sales of handcraft, parents-teachers association levy, among others are the sources of funds for effective animal husbandry delivery. Hall (2013) further reported that funds can be generated outside through philanthropist, churches and charitable organizations for effective animal husbandry delivery.

Utilization of Fund for Effective Animal Husbandry Delivery in Nsukka Education Zone

Result of the study in Table 2 indicated that building farm house, purchase of life animals, purchase of feeding materials, purchase of drugs and vaccines, purchase of supplements, purchase of cages, payment for veterinary services, among others were found to be areas where funds are utilized for effective animal husbandry delivery in Nsukka Education Zone. These findings were in agreement with Ukuakobung and Agbo (2017) who reported that the best way to achieve effective delivery of animal husbandry is to utilize funds for the purchase of life animals, building of structures for the animals, purchase of feeds, vaccines and drugs which are essential for rearing animals for students' skills acquisition. The findings were also

supported by Agbulu and Wever (2011) who found out that skills acquisition cannot be attained in animal husbandry without proper funding to facilitate students being exposed to the life animals, feeding them, involving in the management practices like breeding, vaccination, castration, among others.

Problems of Fund Acquisition for Effective Animal Husbandry Delivery

Result presented in Table 3 showed that lack of forecasting and planning, embezzlement, corruption, population growth, poor policy implementation, lack of transparency, among others were found to be the problems of fund acquisition for effective delivery of animal husbandry. The

findings were in line with Ayobani (2011) who reported that government had good intension of funding secondary education through budgetary allocations to the educational sector but their good intentions were affected by human factors such as corruption, embezzlement, misappropriate of fund and population growth. The findings were also supported by Orji (2012) who found out that students offering animal husbandry as an elective trade are not exposed to practical aspect of the subject because animal husbandry is not properly funded.

Conclusions

Secondary schools can acquire funds through grants from government, school fees from students, sale of handcrafts, Parents Teachers Association levy, donation from the philanthropists, intervention from the community, among others. Funds can be utilized in schools for building of animal houses, purchase of life animals, purchase of feeding materials, payment of farm attendants, purchase of drugs and vaccines, purchase of supplements, among others. However, lack of forecasting and planning, poor policy implementation, embezzlement and corruption, among others, are some of the problems of fund acquisition for effective animal husbandry delivery in Nsukka Education Zone.

Recommendations

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

1. Government should improve on the budgetary allocation to secondary education with more emphasis on funding animal husbandry trade
2. Trade subjects should be given preferential treatment in appropriation of funds.
3. Government should make effort to ensure the proper implementation of her educational policies

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