

Challenges Facing the Ownership, Management and Funding Practices of Technical Colleges in Rivers State

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Abstract: *The study examines challenges facing the ownership, management, and funding practices of technical colleges in Rivers State. The study adopted the descriptive survey research design. Three research questions and three null hypotheses were formulated and tested at 0.05 level of significance. The population of the study was 56 respondents (Principals = 4; Teachers = 52) from all the four technical colleges in Rivers State. There was no sampling due to small population size. The instrument for data collection was a self-structured questionnaire titled “Challenges Facing the Ownership, Management and Funding Practices of Technical Colleges (CFTOMFPTC)” which was validated and tested for reliability. A reliability coefficient of 0.84 was established using Cronbach Alpha. Data collected were analysed using Mean with Standard Deviation to answer research questions while the hypotheses were tested using z-test. The study found that ownership practices, management practices and funding practices of technical college were faced with challenges. Based on the findings of the study, it was recommended among others that government should educate parents, students and the society at large to enhance positive attitudes towards technical education programmes in order to harness the challenges facing ownership, management and funding of technical colleges in Rivers State.*

Keywords: *Ownership, Management, Funding, Practice, Technical College*

Introduction

Many technical colleges in Nigeria are faced with challenges of ownership, management and funding. Ownership can be seen as the relation that a person or government has with an organization that belongs to an individual (Agi, 2013). It is further stated that ownership is an aggregate of all the rights that an individual has with regards to the said organization and these rights can be enforced against the whole world and not just any specific person or organization. The concept of ownership emulates from that of possession. According to Austin (2018), ownership refers to “a right indefinite in point of user, unrestricted in point of disposition and unlimited in point of duration.” Concurring with Austin’s view, Holland (2017) defines ownership as the right of absolute control over an object or organization such as school. The author further added that ownership is an aggregate of all rights pertaining to the possession, enjoyment and disposition of an organization. Also, Agbamuche (2015) posited that ownership in its most comprehensive signification

denotes the relation between people and right that is vested in them. It was further stated that ownership includes right of user or possession which also includes eliminating others from that thing, right of transfer and disposition as the owner wishes.

Ownership can be enforced by agreements (verbal or written) or by operation of law (Paton, 2016). Furthermore, ownership right can be restricted especially in time of emergency. An owner is not allowed to use the property in a manner that it is injurious to others. Similarly, the right of ownership is not unrestricted. The owner has a right to possess the possession at will. It is immaterial whether the owner has actual possession of it or not. The most common example of this is that an owner leasing property. It is further stated that law does not confer ownership on an unborn child or an insane person because they are incapable of conceiving the nature and consequences of their acts. Thus, ownership is residuary in character and the right to ownership does not end with the death of the owner; instead, it is transferred to his heirs. Restrictions can also be imposed by law on the owner's right of disposal of the thing owned (Puyate, 2008). It is also posited that there are different kinds of ownership which includes corporeal and incorporeal ownership, sole ownership and co-ownership, legal and equitable ownership, vested and contingent ownership, trust and beneficial ownership, co- ownership and joint ownership and absolute and limited ownership.

Corporeal ownership is the ownership of a material object and incorporeal ownership is the ownership of a right (McCarty, 2002). It is further explained that ownership of a house, a table or a machine is corporeal ownership. Ownership of a copyright, a patent or a trademark is incorporeal ownership. The main difference between corporeal and incorporeal ownership relates to the outstanding differences between corporeal and incorporeal things. Incorporeal ownership is seen as ownership over tangible things whereas corporeal things are those which can be perceived and felt by the senses, and which are intangible. Incorporeal ownership includes ownership over intellectual objects and encumbrances. Conversely, technical colleges are mostly owned by government (state or federal) and sometimes faced with different challenges. According to Babafemi in Samuel and Yinusa (2012) most parents would not encourage their children/ wards to attend Technical Colleges to make a career after graduation because such schools and careers are viewed with contempt and regarded as the only option for the less intelligent students. Students' disposition or perception to science has been a major concern of all ownership of technical colleges realizing the overriding importance of science and technology in the modernization process globally.

Management is a necessary tool for the successful achievement of educational goals. According to Deebom and Oshebor (2023), the coordination and management of resources (human, financial and material) available is adequately required to make for functional and effective implementation of any educational programme that could enhance Technical College. Management refers to the administration of the education system in which a group combines human and material resources to supervise, plan, strategize, coordinate, and implement structures to execute an education system. It is further posited that the term management has been given different meaning depending on the perspectives it is viewed. According to Ogbonda and Wobi (2016), Educational Management refers to the functions and responsibilities that are linked with the purpose and processes aimed at achieving educational goals. Policy making involves establishment of goals, essentially laid down to be achieved. The reason of implementing

government policies depends on the managerial competent of the managers. In addition, policies become meaningless if they are only on paper. In order to perceive the impact of the policy, the human capacity is brought to bear, and it is the management that discerns and influences these goals of government policy (Odeleye & Oyelami, 2012). Therefore, the principals which act as the manager of Technical College ought to know much about education and the management of the college. Professional orientation or values allowing principal to choose from one alternative to the other and to provide reasons for decisions. The manager (principal) is expected to bring expertise knowledge and idea in addressing or harnessing the challenges that may arise in course of performing official functions (Agbo, Onaga & Omeje, 2018). The central duty of management in any organization such as educational institutions is to plan or coordinate the efforts of the staff and other human resources and material resources towards the achievement of the stated goals of the college (Tafida, Clement, & Haihan, 2015). In addition, management in educational institution has as its basic function such as enhancement of teaching and learning. Managers of educational institutions are expected to perform the basic duties of, discern and influence the development of goals and policies to teaching and learning, facilitate the planning and operation of appropriate programmes for teaching and learning and procure materials which enhances the implementation and achievement of the goals of the programme and where there are insufficient tools and materials to work with; it is the function of the manager or administrator (principal) to make decision on the means of providing them (Chukwunwendu, 2016). It is also posited by Nnabuo as cited in Omirin (2004) that the managerial decision of administration or management may be valueless unless they are geared towards the implementation of the programmes which have, in turn, grown out of the goals. This may be done by raising money through any legal means to purchase items such as tables, chairs, tools and materials for teaching and learning. Exponentially, the total commitment in the management of most Technical Colleges in Nigeria is below expectation. The transposition from an educational manager to business empire mentality, whose aim is to make profits, has continued to slow down the managerial skills and this affects inversely the implementation and the achievement of the objectives of Technical College programme. In line with the above, Okoye and Arimonu (2016) affirmed that adequate resources should be assigned to Technical Colleges to provide essentials such as equipped laboratories and workshops, relevant textbooks, and training manuals. In the same vein, Okolocha (2012) stated that for Technical Colleges to meet the economic, social and political trends of the time, the nation must use qualified technical training professional teachers in implementing Technical College programmes. It was further posited that, investing in quality Technical College programme, training and learning taking place in authentic and real work environment, adoption of uniform standard of training and certification are very important factors for the graduates of Technical College programmes to compete globally. Similarly, Okoye and Arimonu (2016) explained that proficient teachers, technical institutions establishments of good relationship and linkages with similar institutions abroad will promote exchange of ideas, skills and this in turn will enhance technology transfer in the country. The author further posited that there should be collaboration between technical institutions and industries, and the curriculum taught in technical institutions should be reviewed to meet the demands of the labour market. Also, Sadiq, Kire and Kwairanga (2006) posited that government should embark on a serious

enlightenment campaign on the relevance of Technical College so that Nigerians should be made to appreciate dignity in labor. It was further recommended by Ebete (2016) that Nigerian government should try to provide functional workshops in technical schools, and appropriate maintenance culture should also be given to the existing facilities. In order to achieve the managerial aims and objectives of functional Technical Colleges in Rivers State and Nigeria at large, there is an exponential need for adequate funding.

Funding in education refers to the financial support that is provided to the students for their education (Samuel, Lawrence & Akpelu, 2019). It is further stated that these funds are provided by both the private and government agencies and can be allocated for long term and short-term purposes. It is also important to note that different colleges have different procedures of funding, which may also vary according to the course of study. The process of funding is very competitive and before deciding in the college, it is very crucial for the students to ensure that they have all the required documents to get the Education Funds (Abdulkadir & Ma'aji, 2014). In this study, funding refers to all form of finances that is used by administrator (principal) for smooth administration of the college to achieve educational goals and objectives. Also, Okoye and Arimonu (2016) explained that inadequate funding of technical institutions has resulted to the turning out of unqualified graduates because there are no funds to build and maintain workshops, laboratories or purchase modern facilities. It is further posited that staffing of technical schools is generally inadequate because of poor funding. Similarly, Momoh as cited in Okoye and Arimonu (2016) noted that government lack of commitment to technical education and inadequate funding has weakened Technical College in Nigeria. It is further posited that challenges facing funding practices of Technical Colleges include; poor effective management of courses, problem of keeping track record of how well the teachers are doing, problem of teaching every student in a classroom effectively when the class size exceeds about 30+, difficulties to take proper care of students who are tardy themselves, lack of enough good platform to help the stakeholders such as students, staff, administrators, and teachers communicate appropriately, challenges of fees management system (Ayanyemi & Oyekan, 2018). Hence for proper functioning of Technical Colleges in Nigeria, there is need to examine the ownership, management and funding practices challenges facing Technical Colleges.

Statement of the Problem

The projection is that technical colleges will prepare the citizens with different skills for paid jobs or self-gainful employment after graduation. Therefore, the skills acquired should be relevant to labour demand and manpower needs of the society in terms of technological and sustainable development, productivity, self-reliance, national cohesion, and global competitiveness (Samuel, Lawrence & Akpelu, 2019). It was further stated that technical college programmes help to impart useful and relevant skills to individuals which in turn leads to nation's growth. Many industrialized nations have at one time or the other identified technical and vocational education as a transformational key policy, the thrust for technological growth and economic advancement (Federal Republic of Nigeria, 2016). Thus, the planning and provision of technical and vocational education in Nigeria is indeed suitable and relevant towards the realization of these goals.

According to Okoye & Arimonu (2016), inadequate funding and poor management of technical institutions has resulted to the turning out of unqualified graduates because there are no funds to build and maintain workshops, laboratories or purchase modern

facilities that will enhance smooth running of the colleges. It was further posited that staffing of technical schools is generally inadequate because of poor funding. It is therefore observed that the technical college programmes in Nigeria can effectively achieve these objectives if it is well managed especially in terms of funding and ownership. In Nigeria, technical colleges are perceived to be faced with some ownership, management and funding challenges which could lead to non-realization of the set goals of producing individuals with different skills for paid jobs or self-gainful employment after graduation. It is against this backdrop that the study seeks to examine the challenges facing the ownership, management and funding practices of technical colleges in Rivers State.

Purpose of the Study

The main purpose of the study is to examine the challenges facing the ownership, management and funding practices of Technical Colleges in Rivers State. Objectively, the study seeks to;

1. Identify the challenges facing ownership practices of Technical Colleges in Rivers State.
2. Identify the challenges facing management practices of Technical Colleges in Rivers State.
3. Identify the challenges facing funding practices of Technical Colleges in Rivers State.

Research Questions

The following research questions were answered to guide the study.

1. What are the challenges facing ownership practices of technical colleges in Rivers State?
2. What are the challenges facing management practices of technical colleges in Rivers State?
3. What are the challenges facing funding practices of technical colleges in Rivers State?

Hypotheses

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

1. There is no significant difference in the mean responses of principals and teachers on the challenges facing ownership practices of technical colleges in Rivers State.
2. There is no significant difference in the mean responses of principals and teachers on the challenges facing management practices of technical colleges in Rivers State.
3. There is no significant difference in the mean responses of principals and teachers on the challenges facing funding practices of technical colleges in Rivers State.

Methodology

The study adopted the descriptive survey research design. The study was conducted in all the Technical Colleges in Rivers State which include Government Technical College, Port Harcourt, Government Technical College, Tombia, Government Technical College, Ahoada and Government Technical, Eleogu. The population of the study was 56 respondents (Principals = 4; Teachers = 52) from all the four technical colleges in Rivers State. There was no sampling due to small population size. The instrument for data

collection was a self-structured questionnaire titled “Technical College Ownership, Management and Funding Challenges Questionnaire (TCOMFCQ)”. The instrument was designed in the patterned of Likert-4-point rating scale of agreement of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with numerical values of 4, 3, 2 and 1 respectively. The instrument was validated two experts: one in Measurement and Evaluation and another in Technical Education from Rivers State University, Port Harcourt for face and content validity. The instrument was vetted in terms of appropriateness, relevance and level of language. The reliability of the instrument was established using Cronbach Alpha which yielded a reliability coefficient of 0.84. The instrument was administered by the researchers and completed copies retrieved were analysed and used for the study. Mean with Standard Deviation was used to answer the research questions while z-test was used to test the hypotheses. For the research question, item with mean value greater than 2.50 was taken as “Agree (A)” while item with mean value less than 2.50 was taken as “Disagree (D)”. For test of hypotheses, if the calculated value of z is less than the critical value of z (z-crit), the null hypothesis was accepted while if the calculated value of z (z-cal) is greater than the critical value of z (z-crit), the null hypothesis was rejected.

Results

The results from the study were presented as follows in Table 1 – 6 below.

Research Question 1. What are the challenges facing ownership practices of Technical Colleges in Rivers State?

Table 1: Mean Responses on Challenges Facing Ownership Practices of Technical Colleges in Rivers State.

S/N	Item Statement	Principals (N = 4)			Teachers (N=52)		
		\bar{X}_1	SD_1	Remarks	\bar{X}_2	SD_2	Remarks
1.	Shortage of trade technical instructors in private own technical colleges.	3.30	0.23	Agree	3.00	0.34	Agree
2.	Private ownership of technical colleges is limited by operation law.	2.78	0.46	Agree	2.89	0.45	Agree
3.	Government involvement in technical college management leads to poor efficiency and responsiveness to parents' demands.	3.02	0.22	Agree	3.04	0.26	Agree
4.	Private technical colleges are face with problem of equipment maintenance.	2.67	0.21	Agree	2.86	0.48	Agree
5.	Government own technical colleges are faced with problem of maximum government interference.	3.78	0.56	Agree	3.67	0.34	Agree
6.	Private technical colleges are faced with problem of qualify teachers thereby result to it poor standard.	3.08	0.70	Agree	2.99	0.69	Agree
7.	There also seem to be a strong dislike for the programme.	3.06	0.40	Agree	3.99	0.60	Agree
8.	Inadequate statistical data of human and material resources challenge ownership practices of technical colleges.	2.78	0.44	Agree	2.88	0.33	Agree
Average Mean		3.06		Agree	3.16		Agree

Source: Researchers' *Field Result, 2023*

The result in Table 1 shows the responses of principals and teachers on the challenges facing ownership practices of Technical Colleges in Nigeria as well as their respective level of decision on a particular item. The result from Table 1 revealed that principals had an average mean of 3.06 while teachers had an average mean of 3.16. Standard

deviation value less than 1.00 shows the homogeneity response of the respondents while standard deviation value greater than 1.00 shows the heterogeneity response of the respondents.

Research Question 2: What are the challenges facing management practices of Technical Colleges in Rivers State?

Table 2: Mean Responses on Challenges Facing Management Practices of Technical Colleges in Rivers State.

S/N	Item Statement	Principals (N = 4)			Teachers (N = 52)		
		\bar{X}_1	SD_1	Remarks	\bar{X}_2	SD_2	Remarks
9.	Poor effective management of courses	2.77	0.45	Agree	2.70	0.29	Agree
10.	Problem of keeping a track record of how well the teachers are doing.	3.00	0.20	Agree	3.08	0.55	Agree
11.	Problem of overpopulation	3.00	0.67	Agree	2.99	0.45	Agree
12.	Difficulties to take proper care of students who are tardy themselves.	3.08	0.56	Agree	3.02	0.52	Agree
13.	Lack of enough good platform to help the stakeholders such as students, staff, administrators, and teachers communicate appropriately.	2.55	0.70	Agree	2.50	0.89	Disagree
14.	Challenges of fees management system	2.99	0.44	Agree	3.02	0.56	Agree
15.	Government own technical colleges are faced with management problem because of government interference.	3.07	0.41	Agree	3.35	0.23	Agree
Average Mean		2.92		Agree	2.95		Agree

Source: Researchers' *Field Result, 2023*

The result in Table 2 shows the responses of principals and teachers on the challenges facing management practices of Technical Colleges in Nigeria as well as their respective level of decision on a particular item. The result from Table 2 revealed that principals had an average mean of 2.92 while teachers had an average mean of 2.95. Standard deviation value less than 1.00 shows the homogeneity response of the respondents while standard deviation value greater than 1.00 shows the heterogeneity response of the respondents.

Research Question 3: What are the challenges facing funding practices of Technical Colleges in Rivers State?

Table 3: Mean Responses on Challenges Facing Funding Practices of Technical Colleges in Rivers State.

S/N	Item Statement	Principals (N = 4)			Teachers (N = 52)		
		\bar{X}_1	SD_1	Remarks	\bar{X}_2	SD_2	Remarks
16.	Lack of fund for administrative activities.	3.40	0.17	Agree	2.70	0.22	Agree
17.	Political instability affects funding practices of technical colleges	3.10	0.26	Agree	3.06	0.57	Agree
18.	Inadequate fund for provision of recreational facilities.	2.90	0.55	Agree	3.48	0.30	Agree
19.	Poor fund release by school owners to provide laboratory and workshop equipment.	2.89	0.33	Agree	2.81	0.39	Agree
20.	Inconducive learning environment due to paucity of fund.	3.08	0.19	Agree	3.78	0.20	Agree
21.	School principals' misappropriation of funds.	2.88	0.49	Agree	3.00	0.11	Agree
22.	Poor governance in the education sector is another reason for its poor funding.	3.44	0.50	Agree	3.08	0.16	Agree
Average Mean		3.09		Agree	3.13		Agree

Source: Researchers' *Field Result, 2023*

The result in Table 3 shows the responses of principals and teachers on the challenges facing funding practices of Technical Colleges in Nigeria as well as their respective level of decision on a particular item. The result from Table 3 revealed that principals had an average mean of 3.09 while teachers had an average mean of 3.13. Standard deviation value less than 1.00 shows the homogeneity response of the respondents while standard deviation value greater than 1.00 shows the heterogeneity response of the respondents.

Statistical Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean responses of principals and teachers on the challenges facing ownership practices of Technical Colleges in Rivers State.

Table 4: z-Test Analysis on Challenges Facing Ownership Practices of Technical Colleges in Rivers State

Respondents	\bar{X}	SD	N	df	z-cal.	z-crit.	α	Decision
Principals	3.06	0.40	4	54	-0.42	1.96	0.05	Accepted
Teachers	3.16	0.36	52					

Source: Field Survey, 2023 Accept Ho if $z_{cal} \leq z_{crit}$; Otherwise Reject Ho.

The analyzed data in Table 4 revealed that the z-calculated value is -0.42 and the z-critical table value is 1.96 with a degree of freedom of 52 at 0.05 level of significance. Since the z-cal (-0.42) is less than the z-critical value (1.96), the null hypothesis was accepted indicating that there is no significant difference in the mean responses of principals and teachers on the challenges facing ownership practices of Technical Colleges in Rivers State.

Hypothesis 2: There is no significance difference in the mean responses of principals and teachers on the challenges facing management practices of Technical Colleges in Rivers State.

Table 5: z-Test Analysis on Challenges Facing Management Practices of Technical Colleges in Rivers State

Respondents	\bar{X}	SD	N	df	z-cal.	z-crit.	α	Decision
Principals	2.92	0.49	4	54	-0.10	1.96	0.05	Accepted
Teachers	2.95	0.50	52					

Source: Field Survey, 2023 Accept Ho if $z_{cal} \leq z_{crit}$; Otherwise Reject Ho.

The analyzed data in Table 5 revealed that the z-calculated value is -0.10 and the z-critical table value is 1.96 with a degree of freedom of 52 at 0.05 level of significance. Since the z-cal (-0.10) is less than the z-critical value (1.96), the null hypothesis was accepted indicating that there is no significant difference in the mean responses of principals and teachers on the challenges facing management practices of Technical Colleges in Rivers State.

Hypothesis 3: There is no significance difference in the mean responses of principals and teachers on the challenges facing funding practices of Technical Colleges in Nigeria.

Table 6: z-Test Analysis on Challenges Facing Funding Practices of Technical Colleges in Rivers State

Respondents	\bar{X}	SD	N	df	z-cal.	z-crit.	α	Decision
Principals	3.09	0.36	4	54	-0.19	1.96	0.05	Accepted
Teachers	3.13	0.28	52					

Source: Field Survey, 2023 Accept Ho if $z_{cal} \leq z_{crit}$; Otherwise Reject Ho.

The analyzed data in Table 6 revealed that the z-calculated value is -0.19 and the z-critical table value is 1.96 with a degree of freedom of 52 at 0.05 level of significance. Since the z-cal (-0.19) is less than the z-critical value (1.96), the null hypothesis was accepted indicating that there is no significant difference in the mean responses of principals and teachers on the challenges facing funding practices of Technical Colleges in Rivers State.

Discussion of Findings

Table 1 revealed the challenges facing ownership practices of Technical Colleges in Rivers State. Result from Table 1 shows that ownership challenges of Technical Colleges in Rivers State include shortage of trade technical instructors in private own technical colleges, private ownership of technical colleges is limited by operation law, government involvement in technical college management leads to poor efficiency and responsiveness to parents' demands, private technical colleges are face with problem of equipment maintenance, government own technical colleges are faced with problem of maximum government interference, private technical colleges are faced with problem of

qualify teachers thereby result to it poor standard and inadequate statistical data of human and material resources challenge ownership practices of technical colleges among others. The findings of this study agree with that of Babafemi cited in Samuel and Yinusa (2012) that most parents would not encourage their children/ wards to attend Technical Colleges to make a career after graduation because such schools and careers are viewed with contempt and regarded as the only option for the less intelligent students. Table 2 revealed the challenges facing management practices of Technical Colleges in Rivers State. Result from Table 2 shows that management challenges of Technical Colleges in Rivers State include lack of enough good platform to help the stakeholders such as students, staff, administrators, and teachers communicate appropriately, poor effective management of courses, problem of overpopulation, difficulties to take proper care of students who are tardy themselves, and government own technical colleges are faced with management problem because of government interference among others. The findings of this study are in line with the opinion of Okoye & Arimonu (2016) that adequate resources should be assigned to technical colleges to provide essentials such as equipped laboratories and workshops, relevant textbooks and training manuals in order to aid management challenges in the institutions. It also agreed with the observation of Okolocha (2012) that for Technical Colleges to meet the economic, social and political trends of the time, the nation must use qualified technical training professional teachers in implementing Technical College programmes.

Result from Table 3 revealed the challenges facing funding practices of Technical Colleges in Rivers State. Result from Table 3 shows that funding challenges of Technical Colleges in Rivers State include lack of fund for administrative activities, inconducive learning environment due to paucity of fund, political instability affects funding practices of technical colleges, inconducive learning environment due to paucity of fund and poor fund release by school owners to provide laboratory and workshop equipment among others. The findings of this study corroborates with that of Okoye & Arimonu (2016) that inadequate funding of technical institutions has resulted to the turning out of unqualified graduates and staffing of technical colleges because there are no funds to build and maintain workshops, laboratories or purchase modern facilities. Similarly, the findings are also in consonant with that of Momoh (2012) in Okoye & Arimonu (2016) that government lack of commitment to Technical College and inadequate funding has weakened technical education in Nigeria. Also the findings also agreed with the opinion of Ayanyemi & Oyekan (2018) that some of the challenges facing funding practices of Technical Colleges include; poor effective management of courses, problem of keeping track record of how well the teachers are doing, problem of teaching every student in a classroom effectively when the class size exceeds about 30+, difficulties to take proper care of students who are tardy themselves, lack of enough good platform to help the stakeholders such as students, staff, administrators, and teachers communicate appropriately, challenges of fees management system and if address will enhance smooth running of technical colleges in Nigeria.

Conclusion

The study examines challenges facing the ownership, management, and funding practices of Technical Colleges in Rivers State. Based on the findings of the study, the study concludes that ownership practices, management practices, and funding practices are challenges facing Technical Colleges as identified in the study. Some of the

ownership challenges include shortage of trade technical instructors in private own technical colleges, private ownership of technical colleges is limited by operation law while that of management challenges include lack of enough good platform to help the stakeholders such as students, staff, and funding challenges are lack of fund for administrative activities, inconducive learning environment due to paucity of fund, political instability affects funding practices of technical colleges among others.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. Federal, State government and private owners of Technical College should provide adequate facilities and instructors to standardize the requirements of NBTE.
2. For a balanced, the technical institution authorities, stakeholders, companies, State and Federal government should collaborate to reduce the challenges facing the management practices as identified and confirmed by both principals and teachers in various technical colleges in order to exponent the level of technology in Nigeria.
3. Federal and State government should ensure that adequate fund is allocated to Technical College for the provision of well-equipped workshops and laboratories.

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