PERCEPTION OF THE CAUSES OF LAXITY AND INDOLENCE AMONG METALWORK TEACHERS AND THEIR IMPLICATIONS ON THE ACADEMIC PERFORMANCE OF TECHNICAL SCHOOL STUDENTS IN NIGER STATE.

BY

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2014/1/53909TI

DEPARTMENT OF INDUSTRIAL AND TECHNOLOGY EDUCATION,

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA, NIGER STATE.

AUGUST, 2021

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF INDUSTRIAL AND TECHNOLOGY EDUCATION, SCHOOL OF TECHNOLOGY EDUCATION, FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA, NIGER STATE, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF TECHNOLOGY (B. TECH) DEGREE IN INDUSTRIAL AND TECHNOLOGY EDUCATION.

AUGUST, 2021

DECLARATION

I, **UMAR, Kabeer**, with matriculation number **2014/1/53909TI**, an Undergraduate student of the department of Industrial and Technology Education, certify that the work embodied in this project is original and has not been submitted in part or full for any other diploma or degree of this or any other University.

UMAR, Kabeer

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Sign and Date

2014/2/53866TI

CERTIFICATION

This project has been read and approved as meeting the requirement for the award of B. Tech degree in Industrial and Technology Education, School of Technology Education, Federal University of Technology, Minna.

Dr. B.M MOHAMMED _____

Project Supervisor Signature and Date

Prof. I.Y UMAR

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Head of Department Signature and Date

_____

External Examiner Signature and Date

DEDICATION

With profound joy and gratitude in my heart, I dedicate this project to God Almighty for His Unshakable and Unbreakable Faithfulness. His Divine and constant guidance in my life has made this project a reality today. Thank God.

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ABSTRACT

This study was designed to examined the perception of the causes of laxity and indolence among metalwork teachers and their implications on the academic performance of technical school students in Niger state. Three research questions and three null hypotheses guided the study. A descriptive research design was adopted for the study. The study was carried out in four technical colleges in Niger state. A total of 44 respondents comprising of 40 metalwork teachers and 4 principals was used as the total population for the study. A structured questionnaire developed by the researcher and validated by 3 experts from industrial and Technology department, Federal University of Technology Minna was used for the data collected for the study. Mean and standard deviation were used for answering the research question; while t-test was used for testing hypotheses formulated for the study at 0.05 level of significant. The findings among others showed Lack of knowledge of the subject matters of the technical subjects by metalwork teachers, Lack of proper supervision and inspection of the metalwork teachers by the principal and ministry of education inspectorate unit. The study recommended among other things, Technical teachers/instructors should visit industrial enterprises to familiarize themselves with the current technologies, sharing of facilities between technical colleges should be encouraged. Curriculum and syllabus of technical colleges be discussed with many employers as possible on the formation of curriculum objective, selection of curriculum content, organization of the content, selection of learning experience and the organization.

TABLE OF CONTENTS

Table	LIST OF TABLES	Page

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The National Policy on Education (2013) defined vocational technical education as a comprehensive term referring to the aspect of the educational process involving in addition to general education, the study of technologies and related sciences and acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. The occupational fields include metalwork, welding work, fabrication of radio and television, building technology, carpentry and joinery, cabinet making, electrical and electronics. Technical education is further understood to be an integral part of the general educational method of alleviating poverty, a means of preparing for occupational field and for effective participation in the world of work.

Technical education is defined as that aspect of education which leads to acquisition of practical and apply skills as well as basic scientific knowledge (FRN 20014), Osuala (2011) also define technical education as education to earn a living in an occupation in which success is dependant largely upon technical information and understanding of the laws of science and principles technology as applied to modern design, production, distribution and service, technical education are wide spread and visible, ranging from metalwork technology automobile technology, electrical and electronic technology, building and woodwork technology which are designed as professional courses in engineering or technical education. Hence the tools and equipment are basic and dispersible to the teaching of the course; the practical nature of technical education makes it unique in content and approach.

Recognizing the importance of Technical education in general and metalwork in particular, in National Development of Nigeria, Federal Ministry of Education, (2004) listed

metalwork as one of the subjects to be studied at all levels of educational institutions. Metalwork is also one of the subjects for which specialist teachers should be provided at all educational levels. The inclusion of metalwork at technical institutions prepares minds of youngsters to the opportunity for technological development. Students that completed Technical College (TC) programmes according to FGN, (2014) shall have the opportunity to secure employment either at the end of the whole course or after completing one or more modules of employable skill. Also, the student could be become self-employed and be able to employ others by setting up their own business or pursue further education in tertiary institutions like Monotechnics, Polytechnics or Colleges of Education (Technical). This means technical education is offered both at tecgnical and professional levels. For TCs, the goal of Technical education according to Salami (2011) is to produce trained manpower in technology and be equipped with knowledge in craft, advance craft, with Technical knowledge and vocational skills that are necessary for individual who shall be self-reliant in contemporary Nigeria.

In all aspect of metalworking process, while the purpose of metalwork technology programme is to provide it recipient with skill required for work in the metalwork industry. The curriculum content of metalwork technology should directly relate to what industries and business need to make graduates of the programme to easily work in the industry. Metalwork technology is subject/trade that is aimed at studying the Technical competencies in trade-related areas which include welding and fabrication, foundry and forging and machine shop practice. Metalwork technology according to Vilaton (2010) refers to activities of using metals or metal based materials for the purpose of fabrication, construction and other associated project and design activities. The metal work curriculum TCs is designed to meet requirements necessary to prepare students for employment, self-reliance and/or

entrepreneurial ventures. Metalwork technology according to the Federal Ministry of Education, (2014) is a vocational subject offered at the Senior Secondary Schools (SS) and TCs level for the purpose of enabling students to acquire further knowledge and develop skills. It exposes students to career opportunity by exploring usable options in the world of work, and enable youths to have an intelligent understanding of the increasing complexity of technology. The achievement of the above stated objectives would depend on the mode of instruction and motivation of students in the study of metalwork by the teacher.

In order to properly implement the objectives of metal work technology a sound teachers are needed. Miller (2011) described a teacher as person who attempts to help someone acquire or change some knowledge, skills, attitude, idea or appreciation. According to Ede and Olaitan (2009) a teacher is a person who imparts knowledge, skills and attitude to someone in a school. Wikipedia (2010) said that teacher provides schooling for others. A technical teacher according to Miller (2011) is an individual who is trained in pedagogy and technical area of a particular subject to impart knowledge, skill and attitudes to students in an institution. Teachers of technology in this study are individuals who have been trained professionally in the art of teaching technology curriculum to students in TCs. Neagly and Evans in Offorma (2002) described curriculum as all the planned experiences provided by the school to assist the learners in attaining the designated learning outcomes. Teachers of technology are still set of individuals to implement new metalwork technology curriculum. For effective implementation of the metalwork technology curriculum in technical colleges, teachers need to possess the required competency. Roles of a teacher are enormous and challenging. The challenging and arduous tasks of teaching require that a science teacher should be hardworking, careful, attentive, strict and severe in carrying out his duties and dealing with students. However, there are still some teachers who show laxity and indolence in their duties.

Laxity according to dictionary meaning is a tendency of being too easy going or not strict enough while Indolence is an averse to activity, effort or movement showing an inclination to laziness. In the context of this study laxity and indolence are poor behavior or attitude of metal work teacher towards teaching and learning. Exposing these types of teachers, Basslier (2001) says that the failing standard of education in Nigeria is to a large extent caused by non-commitment of some teachers to their duties. For him, some teachers do not attend classes even when they are in the school due to laziness. Some teachers exhibit lackadaisical attitude and laxity toward their primary duties as teachers. The laxity and indolence of metalwork teachers in technical schools have great implications to educational growth in general and academic performances of metalwork students in particular.

Academic performance according to the Cambridge University Reporter (2003) is frequently defined in terms of examination performance. Academic performance is often characterized by performance in tests, in course work and performance in examinations of TCs students. According to Busari (2000) academic performance is also broad name for academic achievement and is generally regarded as the display of knowledge attained or skills developed in the school subject. Iregbu (2012) stated that academic performance is the level of performance in school subject as exhibited by an individual. Alkhutaba (2013) posited that in the school setting, academic performance is referred to as the exhibition of knowledge attained or skills developed in school subject.

Agwu (2011) blames the ugly incidents of laxity and indolence of technical school teachers on the following factors: lack of knowledge of the subject matters of the science subjects by science teachers, lack of proper supervision and inspection of the teachers by the principal and ministry of education inspectorate unit, poor and inadequate motivation of metalwork teachers by the school management and the government; students' poor attitude

towards the metalwork teachers and technical subjects; lack of workshop equipment; and infrastructures in the schools and poor attitude of some metalwork teachers.

Lending support to this, Nwankwo (2004) says that a well-qualified staff is the first to train manpower, but in our schools today, many technical teachers lack good knowledge of the subject matters of their subjects and relevant information to affect teaching, technical teacher's laxity of relevant information can be blamed on inadequate training and laxity, as well as, indolence of the teachers to acquire adequate knowledge when they were in the schools. Due to these deficiencies some metalwork teachers cannot impart the contents of their subjects to the students. They cannot use facts relevantly to satisfy the nature and objectives of the subjects. This leads to be dodging classes in order to conceal their ignorance of the content of the subject matters of subjects.

Lack of proper supervising and inspecting of metalwork teachers' records, like; the daily attendance, to school, lesson notes, dines etc, create avenues for the laxity and indolence of the teachers. The laxity and indolence of metal work teachers to their jobs have many implications to the quality of education.

Laxity and indolence of metalwork teachers have great implications on the academic performances of the students in technical schools. Ukeje (2018) itemized some of these implications as non-coverage of contents in scheme of work, lack of marking of assignments and feedback to students non – organization of practical lesions, non – giving of extra – lessons, non-assignment of learning outcome regularly and non-taking of students to filed experience. These lapses make students to have limited knowledge of the contents of the subjects that constitute technical subjects. Consequently, this lends the students to poor performance in both their internal and external examination. Students are also sacred away by the poor handling of the technical subjects as "hand subjects" Ezeadi (2007) further added that students and loose interest on the poorly handled technical subjects and prefer playing

truancy to school. The laxity and indolence of some metalwork teachers kills the interest of many students and this has enormous consequences to the nation building at large. It's against this gap that this study seek to identify the perception of causes and implication of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state.

1.2 Statement of the Problem

Metalwork is one of the subjects for which specialist teachers should be provided at all educational levels. Metalwork as a dynamic human activity is concerned with understanding of the working of the world, needs to be given much attention in both the teaching and learning of the content of its subject matter. This fact calls for adequate knowledge of the metalwork teachers in the content of the subject matters. The problem here remains that some metalwork teachers who have adequate knowledge of the content of subject matters manifest laxity and indolence in their duties. These types of teachers cannot enthusiastically attend their classes and teach students effectively in order to lead them to the full knowledge of the content of the technical subjects. Again, a poorly paid teacher cannot be active in attendance to school and serious with his teaching. Definitely can leads to laxity and indolence of metalwork teachers.

Laxity and indolence of metalwork teachers have great implications on the academic performances of the students in technical schools. The laxity and indolence of some metalwork teachers kills the interest of many students and this has enormous consequences to the nation building at large. It's against this gap that this study seek to identify the perception of causes and implication of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state.

1.3 Purpose of the Study

The major purpose of this study is to identify the perception of causes and implication of laxity and indolence among metal work teachers on academic performance of students in technical colleges in Niger state. Specifically, the study will identify:

1. The perception of causes of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state.
2. The implication of laxity and indolence among metal works teachers on academic performance of students in technical colleges, in Niger state.
3. The possible solution to the problem of laxity and indolence among metal works teachers in technical colleges in Niger state.

1.4 Significance of the Study

The study would be of immense benefit to the school administrators, metalwork teachers, governments, students, researchers in the related field

The findings of this study would be of benefit to the school administrators. Because it points out to them the causes of laxity and indolence, and implications. The knowledge will help to know how to manage schools especially the teachers. The findings and solutions proffered by the study would be of immense help to curb the laxity and indolence of their teachers. The study pointed out the applications of laxity and indolence of metalwork teachers. These findings show the serious implication of laxity and indolence of metalwork teachers in the academic performance of the students. These findings will ginger the school administrators and state ministry of education and post.

Metalwork teachers would benefit from the findings of this study as it will help to know the solution to the problem of laxity and indolence and also help to become more effective in their jobs.

Government bodies such as ministry of education will benefit from the study as it will enable to know how to motivate teachers in quality service delivery and also improve the academic performance of students in the state.

As students in training, this will help on time to know the need of imbibing all necessary teaching methodologies and to acquire the right contents of subjects this will help to be effective, creative and sourceful in their teachings. The findings of the study will help to correct themselves on good time and make sure that they do not become lazy and carefree in discharging their duties.

To the researcher in the field or elated fields. This study provide sound foundation to any new research on the related topics. The information provided by this study will be of great to the authors of this research.

The findings of the study will also be of great relevance to the authors of the study. This is because in the process of conduction this research they have acquired an inept knowledge on the causes and application of laxity and indolence among metalwork tenders.

1.5 Scope of the study

The scope of the study is on the perception of the causes of laxity and indolence among metalwork teachers and their implications on the academic performance of technical school students in Niger state. Specifically, the study covered: The perception of causes of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state, the implication of laxity and indolence among metal works teachers on academic performance of students in technical colleges, in Niger state, the possible solution to the problem of laxity and indolence among metal works teachers in technical colleges in Niger state.

1.6 Research Questions

The following research questions guided the study:

1. What are the perception of causes of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state?
2. What are the implications of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state?
3. What are the possible solutions to the problems of laxity and indolence among metal works teachers in technical colleges in Niger state?

1.7 Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

$H0_1$: There is no significant difference between the mean responses of principals and metalwork teachers on the perception of causes of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state

$H0_2$: There is no significant difference between the mean responses of principals and metalwork teachers on the implications of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state.

$H0_3$: There is no significant difference between the mean responses of principals and metalwork teachers on the possible solutions to the problems of laxity and indolence among metal works teachers in technical colleges in Niger state.

CHAPTER TWO
LTIERATURE REVIEW

2.1 Theoretical framework

2.1.1 Maslow's Theory of Motivation

Since learning leads to change in behaviour, then there is a relationship between learning and motivation. This theory was propounded by Abraham h. Maslow in 1942 AND ITS states that people are motivated by satisfying lower-level needs such as food, water, shelter, and security, before they can move on to being motivated by higher-level needs such as self-actualization, is the most well-known motivation theory in the world. Abraham H. Maslow believes human beings have certain in born needs which they strive to fulfill. The need hierarchy can provide an effective means for student's behaviour.

A student may seem unmotivated to the teacher when in fact he is hungry, or tired. Some children spend long hours working, hawking goods especially in cities, in order to supplement the family income. This theory is related to the present study in that, student need

to be motivated for true learning to take place, the motivational state of the student spurs and promote retention which aid positive achievement.

By implications, the metalwork teachers should be geared towards increasing self-reliance coping with needs. With each new need that arises, the independence or support from the teachers become necessary again, until the learner can cope with his needs.

Metal work teacher needs to be motivated by government and school heads so as to be able to be productive in their duties.

2.1 Conceptual framework

2.2.1 Technical Colleges in Nigeria

Technical colleges is one of the streams of post primary education which the recipients will be prepared with appropriate Technical skills, knowledge, attitude and competency. Further development planning in Nigeria originated with the colonial government ten years plan of development. The plan recommended an expansion in Technical education to meet the demand for technicians and craftsmen. Consequent upon this, few Technical institution and trade centres were established by the colonial government. These include Yabba Technical Institute in 1947, and by the year 1952 there were two Technical Institutes in Enugu and Kaduna.

Adam Skapski commission in 1963 was charged with responsibility of how Nigerian Technical and vocational education could be improved. The commission's mandate was with a view to identifying those aspects of the Nigeria Technical and Vocational Education system that could be adopted by Nigeria. The commission recommended among others:

- The introduction of pre-vocational and pre-Technical training in the secondary schools.
- Craftsmen training in the Technical colleges, trade centres and vocational schools
- Technical training in the polytechnics.

- The training of Technical teachers for the pre-vocational and pre-Technical training in secondary schools
- The expansion of facilities for training of Technical teacher in the University of Nigeria Nsukka

Abubakar (2010) explained that those Technical colleges provided access to tools and were specifically established to:

- Provide programme in vocational trades which leads to acquisition of employable skills, knowledge and attitudes.
- Train the bulk of craftsmen and women needed in industries and commence.
- Provide young people with practical alternative education.
- Offer apprenticeship programme to a standard level accepted as entry behaviour (pre-employment training), to the world of work; and
- Meet the manpower requirements of industrial establishment by providing skilled personnel

The Federal Government of Nigeria further stressed the goals of Technical and vocational education in article 42 of the National Policy on Education (2004) to include among others:

- Provide trained manpower in the applied science, technology and business particularly at craft, advance craft and Technical levels.
- Provide the Technical knowledge and vocational skills necessary for agricultural, commerce and economic development.
- The training and impart the necessary skills to individual who shall be self-reliant economically.

In pursuance of the above goals as stated by the Federal Government:

a. The main features of the curricular activities for Technical colleges shall be structured in foundation and trade modules.

b. The curriculum for each trade shall consists of five components;

I. General education
II. Theory and related courses
III. Workshop practice
IV. Industrial training/production work
V. Small business management and entrepreneurship training

c. For effective participation of students in practical work, the teacher-students ratio shall be kept at 1:20.

The above statement is intended to allow for better interaction with students. The summary of the goals of Technical and vocational education is that Nigerian youth should develop into a well-integrated person who shall be independent, physically and mentally skillful. The development of Technical and vocational education of the Technical College level is limited to educational institutions alone. There are other governmental bodies that have made their contributions in the area of curriculum design and development. One of the bodies is National Business and Technical Examination Board (NABTEB) that statutorily conduct examinations at ordinary and advanced levels. On the other hand, National Board for Technical Education (NBTE) takes care of Technical College curriculum design, implementation and development.

2.2.2 Metalwork Technology in Technical Colleges

Metalwork technology according to the National Policy on Education (2004) is a vocational subject offered at the senior secondary schools and Technical colleges level for the

purpose of enabling students to acquire further knowledge and develop skills. It expose students to career opportunity by exploring usable options in the world of work, and enable youths to have an intelligent understanding of the increasing complexity of technology. Okoro (1993) noted that the pre-vocational stages of occupational preparation enable the students to explore many occupational areas before eventually choosing one in which they would later attempt to develop full vocational skills. Thus metalwork technological exposes the student to career in Both the academic field and the Technical trades since a student may either leave school after the junior or senior secondary stages or go to an apprenticeship programme or some other out of school vocational training programme.

It seems the problem associated with ineffective teaching and learning in metalwork technology, could be attributed to poor planning of classroom instruction. Therefore, metalwork technology teachers have not employed effective planning of classroom instruction to properly stimulate learners to develop the expected interest in the subject. This fail the plan classroom instruction to enhance learners motivation toward learning is responsible for ineffective teaching and learning of metalwork technology in Technical colleges or perhaps, learners are unable to relate classroom activities out of school context because classroom instruction is not planned and implemented to reflect these relationships. Therefore, it is pertinent to address the issue of planning classroom instruction in the curriculum with the view at determining learning how classroom instruction could be planned to enhance meaningful learning of metalwork technology in Nigeria Technical Colleges Florini (2006).Planning, generally is making decisions for actions that will take place in the future.

Panning according to Florini (2006) is the process of a set of decisions for actions in the future of preparing directed at achieving goals by optimal means. It is a step-by-step sequence, which must be adopted to evolve a workable approach to arriving at the

destination. Onaga, (2005) explained that an effective plan is developed methodically, drawing on an in-depth analysis that has been carried out. Planning concerns itself with what is ahead, looking at where one is going and how to get there. Metalwork technology lessons planning is the application of national systematic analysis to the process of classroom instruction with the aim of making learning more effective and efficient in responding to the needs and goals of learners and the school (Adamachi and Romaine, 2004). Planning activities of the teacher takes into consideration certain aspects of such as gathering information, drawing objectives, selecting venues, considering classroom interaction pattern as well as documenting instructional concepts. It also, involves organizing resources, facilities and materials to be made available for successful classroom instructional delivery.

Classroom instruction planners should look at the whole Technical college, the nature of the learners, learners need and aspirations on the ability and readiness of the system to take reasonable the intelligent action in improving classroom instruction. Metalwork technology teachers should note that learning tasks bears different meaning in individual learners. It is never quite the same thing to fast learners as it is to slow and average learners. That is why indiscriminate use of teacher-oriented strategies should be avoided. According to Adamechi and Romaine (2004), there is an urgent need for metalwork technology teachers to study the environment, learners needs, social needs and try to relate classroom instruction with modern instructional techniques for students to cope with this current technological age.

Planning classroom instruction enables the teacher to utilize meager resources effectively, identify the type and amount of resource to be allocated to each classroom instruction, identify the differences among learners such that classroom activities are tailored to suit these differences to make necessary adjustments in the instructional delivery effort based on available information on the topic or concept under discussion, make the instructional delivery meaningful. Cope with the problems and uncertainties arising in the course of

instructional delivery. According to Olaitan and Ali (2003) there are two types of classroom instructional planning: long and short range planning. The long rang planning may take place annually and termly, based on the nationally drawn or developed scheme of work. Short range instructional planning may cover weekly or daily activities in the classroom. Technical teachers are to consider both ranges important. In a weekly plan, they may arrange visits to local crafts shops to acquaint students with local constructed equipment such as fan blades, motor influence body, grinder and other products to mention but a few. Adequate inclusion and implementation of instructional planning in the curriculum will enhance students academic achievement, interest and retention in Technical College system. Initially, the subject was taught in parts focusing attention on such areas as sheet metal, foundry, fabrication, machine tools, welding and structural construction. Okorie (2001) stated that metalwork technology is designed to expose the students to the appreciation of technology and subsequently develop their interest in various areas of industrial technology.

Metalwork technology is the preparatory aspect of vocational education. Vocational education is that form of education which is obtainable at the Technical colleges, equivalent to the senior secondary education but designed to prepare individuals to acquire practical skills, basic and scientific knowledge and attitude required as craftsmen and technicians at sub professional level, (NPE, 2004). Osuala (2005) defines vocational education as vocational or Technical training or retraining which is given in schools or classes under public supervision and control or under contact with a state board or local education agency. He further maintained that it is conducted as part of a programme designed to prepare individuals for gainful employment as semi-skilled workers or technicians or sub-professionals in recognized occupations or to prepare individuals for enrolment in advanced Technical education programme. Okorie (2004) opined that vocational education specifically refer to training for all occupations requiring less than a bachelor's degree while the one that

requires up to a bachelor degree and above is classified under professional education. Technical and vocational education is a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life (UNESCO and ILO, 2002).

Technology education, on the other hand, offers to the processes of inculcating technical, vocational and traditional knowledge, skills and methods for the harmonization of theoretical and practical experience, the aim of which is to produce, manage and distribute goods and services for the welfare of humanity. (Eyibe, 2004 and Wright, 2006) maintained that technology education is an integrated experience based instructional programme designed to prepare students to be knowledgeable about technology – its evolution, systems, utilization, social and cultural significance. He stressed that the mission of technology education is to be organized around a set of concepts, processes and systems that are uniquely technological and that technology education teaches the concepts of tomorrow that enable students to learn their vision into reality today. It should be noted that the variation in terminology depends on the country, for instance, many western countries prefer technology education while others in Sub-Saharan Africa use Technical or vocational – Technical education.

2.2.3 The Concept of Quality Education

Education quality is most important because it sets the standards that define the intellectual environment, which in turn conditions the vision and capacity of schools or graduates and the capacity of a nation to manage its affairs well. Otieno (2000) considers the meaning of quality education as consisting of two basic concepts. The first aspect refers to the level of knowledge and skills that society wishes schools to impart to students. This aspect defines

quality education by looking at the level of achievement of either academic attainment or values. The second aspect refers to the characteristics of the school environment that produces skills, knowledge and values through the teaching and learning process. In this aspect, education is viewed as an industry whose effectiveness rests on input, process and output. By understanding that education is a subsystem of human action.

2.2.4 Factors Affecting the Quality of Education

Education Delors (2000) cited five factors affecting quality of education. He mentioned among others, the level of training of teachers, instructional materials, language of instruction, class size and curriculum reforms. However, he cautioned that the importance of individual aspects might vary substantially from place to place and from time to time. From his experience, the shortage of trained teachers is so widespread that under-qualified persons are frequently employed as teachers, especially in remote locations where teachers with high qualifications particularly scarce. He adds that this scarcity is not the only reason for employing untrained persons. As extreme cases also occur when budget limitations become so acute that they necessitate the choosing of under-qualified teachers, since the cost of employing them is low compared with teachers' pay scales that are geared to formal qualification level. Arguing on the same problem, Cohn and Rossmiller 2001) requested developing countries to give a great deal of attention to the task of recruiting, preparing and retaining competent teachers. They referred to empirical results relating to teacher variables and student academic achievement

2.2.5 Teachers' laxity and indolence

While the demands on teachers are increasing, there is mounting evidence that teachers' morale and status are falling (Mosha, 2004). Declining morale has serious implications for

the recruitment and retention of teachers as well as for teacher performance. The perception that the status of teachers in society is declining is encouraged by the use of shorter teacher training programmes and lowered entry qualifications for teaching. Qualified teachers believe that their work is diminished in the eyes of the public by the employment of unqualified people who are also called teachers (Omari Mosha, 2010). The combination of increased demands and falling status does not depend on teachers' recruitment or retention. While pay and conditions are important contributors to motivation, there is evidence that other issues are almost as important as the actual level of remuneration (Fry, 2003).

Motivation is highly related to career-path projections and opportunities for progressions. However, promotion opportunities within the profession are often limited. As a result, many skilled teachers leave the classroom, while others become demotivated by the lack of status and recognition (Fry, 2003). In many countries, teachers are demoralized by the lack of transparency and information on the promotion process. Teachers need both support and supervision throughout their careers. It would be naïve to assume that teachers can go through a pre- service programme and then perform well for the reminder of their careers without further profession development (Mosha, 2004). Support of teachers can take a variety of forms, including access to resources, in-service courses, and peer groups. A key form of teacher support missing in many school systems is the ongoing opportunity to talk with other professional regarding personal challenges and experiences in the classroom. Such practice has been successful with principals and other promoted staff in monitoring new teachers at the induction stage so that they improve their teaching and classroom management abilities in the first years of teaching.

Parallel with teacher support, there is also a need for teacher supervision and monitoring. There needs to be a system to help teachers develop good practice and ensure that teachers

are in place and teaching the required course materials. However, in many African countries such inspection systems focus on fault-finding rather than support. In some cases, supervisors or inspectors lack the resources to travel to schools. Supervision visits can be infrequent and haphazard (Fry, 2003). Teachers have been threatened with job losses every time when the results are not pleasing the parents and the public. They are facing 'inequality' and 'discrimination' in spite of the fact that students' performance is determined by a number of factors which some teachers have no control over them.

2.2.6 Causes and Implications of laxity and indolence

According to Agwu (2001) laxity and indolence can be caused by the following factors:

1. Lack of knowledge of the subject matters of the technical subjects by metalwork teachers.
2. Lack of proper supervision and inspection of the metalwork teachers by the principal and ministry of education inspectorate unit
3. Poor and inadequate motivation of the metalwork teachers by the school management and the government.
4. Students' poor attitude towards the metalwork teachers and technical subjects.
5. Lack of workshop equipments.

On the other hand laxity and indolence has great implication on the academic performance of students on the view of Ezeadi (2007) the following are the implications of laxity and indolence on students' academic performance:

1. Non-coverage of contents in scheme of work.
2. Non giving and marking of assignments.
3. Non – organization of practical lesions.

4. Non assignment of learning outcome regularly and non-taking of students but of filed experience.

2.3 Review of Related Empirical Studies

Grace (2014) carried out a study in Urambo District to determine the factors leading to poor academic performance in Community Secondary Schools. Both simple random and purposive sampling were used to select the responded; primary data were collected using questionnaires, interview and field observation whereas secondary data were collected from statistical records found in the district education office. Data were analyzed using descriptive statistics incorporated in Statistical Package for Social Sciences (SPSS) Version 16.0. The findings indicated that, the poor performance in form four examinations was associated with poor working environment for teachers, poor supply of teaching and learning materials (61.6%), high teacher-students ratio (1:65) and poor teaching methodology (46%). It was further found that, the effects of parental involvement on student academic achievement depend on both school characteristics and the nature of parental involvement in that, when students are having trouble with school, their parents are more likely to become involved by maintaining contact with the school. Teacher-student ratio was positively correlated with the achievement scores. It can be concluded that inadequate teaching and learning materials, high teacher-student ratio and poor working environment have a significant impact on student achievement. From the findings, it is recommended that there should be conducive working environment for teachers, adequate supply of teaching and learning materials, provision of motivation to teachers, proper recruitment and in-service training for teachers, a good education policy, teachers being responsible and accountable, use of proper teaching and learning methods, as well as community participation in schools activities and good child care.

Ponfua (2015) conducted a study on students' indiscipline in secondary schools in Cameroon. The purpose of this research is to examine the familiar or common forms, the causes and probable ways to curb indiscipline in schools. The study made use of descriptive survey research design. The study was guided by four research questions whereas two hypotheses were formulated and tested. The sample comprised of 3,240 participants drawn from 120 schools (of the public, lay private and denominational schools) in four regions of Cameroon which were chosen by applying equal probability sampling technique. The instrument for data collection was questionnaire composed of thirty (30) items was used. The study used triangulation sampling techniques by applying probability sampling techniques (simple random sampling) to arrive at the sampled students of the target population and other participants. Stratified sampling was equally used since the nature of the sample population is heterogeneous. The study used triangulation sampling techniques by applying probability sampling techniques. Meanwhile probability sampling techniques included simple random sampling to arrive at the sampled students of the target population and other participants (teachers, discipline masters and mistresses, principals and vice principals. Stratified sampling was equally used since the nature of the sample population is heterogeneous. Descriptive statistics parameters included percentage and mean which were used in answering the research questions while one way ANOVA was employed to test the hypotheses at the 0.05 level of significance. The results showed that the familiar and common types of indiscipline as disobedience to teachers and school prefects included collective misconduct of students and unacceptable habits. Students' indiscipline behaviours were classified on three bases as follows: students-based, society-based and school- based causes. Possible remedies to curb indiscipline in secondary schools include moral leadership, moral education/instruction, education orientation and behaviour-accountability policy implementation. The recommendations made in this piece of work are that the government of

Cameroon, Educationists, Educators, policy makers, school administrators and parents should ensure that adequate facilities are provided in schools for effective teaching and learning, adequate playing ground, and physical education. Moral education/instruction bodies must reinforce their efforts at ensuring that acceptable moral training is given to children.

Ekpoh (2015) carried out study on the relationship between principals' supervisory techniques and teachers' job performance in Ikom Education Zone of Cross River State, Nigeria. Ex-post facto research design was adopted for the study. The sample was 86 principals, 344 teachers and 1,376 students drawn from a population of 86 principals, 1829 teachers and 35,359 students in public secondary schools in the study area. To achieve the purpose of the study, two null hypotheses were formulated. Data collection was carried out with the use of two research instruments titled "Principals' Supervisory Technique Questionnaire (PSTQ)" and "Teachers' Job Performance Questionnaire (TJPQ)". The instruments were subjected to face validity and Cronbach Alpha reliability estimate. The reliability value obtained ranged between 0.73 and 0.78. These figures confirmed that the instruments were reliable in achieving the objective of the study. Pearson Product Moment Correlation Analysis (r) was used for data analysis at .05 level of significance. Results obtained revealed that a significant relationship exist between principals' supervisory techniques in terms of classroom visitation, workshop techniques and teachers' job performance. Based on the findings, it was concluded that job performances of teachers would be enhanced when they are properly supervised by principals using the various supervisory techniques.

Ogli (2019) the study investigated perceived influence of supervision strategies of principals on teachers' job performance in North Central Nigeria. The study was directed by 2 research questions and 2 research hypotheses respectively. The survey research design was adopted for the study. 394 teachers were sampled from the population of (30,372) teachers in North

Central Nigeria. A self-structured 14 items questionnaire titled Influence of Principals Supervision Strategies on Teachers Job Performance Questionnaire (IPSSTJPQ) was administered to teachers. Mean and Standard Deviation were used to answer the research questions, while Chi-square was used to test the hypotheses at 0.05 level of significance. The findings revealed that classroom visitation and conferences have significant influence on teachers' job performance in secondary schools in North Central Nigeria. Based on the findings of the study, it was recommended that conferences should be organized for teachers and principals to create awareness on the importance of supervision, and that classrooms should be visited regularly by principals.

2.4 Summary of Reviewed Literature

This chapter is discussed under the following subheadings: Technical Colleges in Nigeria, Metalwork Technology in Technical Colleges, The Concept of Quality Education, Factors Affecting the Quality of Education, Teachers' laxity and indolence, Causes and implications of laxity and indolence. It was deduced from the review of literature that lack of motivations for teacher causes laxity and indolence. Adequate and relevant literatures were reviewed in this chapter.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Design of the Study

The study adopted the descriptive survey research design used to determine the perception of causes and implication of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state. Survey design according Nworgu (1991) is aimed at collecting data on and describing in a systematic manner, the characteristics features or facts about a given population. Osuala (2005) said that it is a design which studies the characteristics of people, the vital facts about people and their beliefs, opinions, attitude, motivation and behavior. The design is suitable for the study because it solicit information from teachers of technical colleges and supervisors of electrical industries in Niger State.

3.2 Area of the study

The study was carried out in 4 technical colleges in Niger state. Niger state falls on the land mass area of about 76,363km^2 and with the population of about 3,950,349 (NPC, 2006) and the study was carried in out Niger state in order to determine the perception of causes and implication of laxity and indolence among metal works teachers on academic performance of students in technical colleges.

3.3 Population for the Study

The population for the study consists of 44 respondents. The tables below show the list of technical colleges:

Table 3.1

Population Distribution in the study Area

S/N	Technical colleges	Teachers	Principals
1	Government Technical college Eyagi Bida	10	1
2	Government technical Minna.	10	1
3	Suleiman technical college Suleja	10	1
4	Government technical college New-Bussa	10	1
	Total	40	4

Source: Niger State Science and Technical School's Board

3.4 Sample and Sampling Technique

There will not be sampling since the population was small and manageable.

3.5 Instrument for Data Collection

The instrument that was be used in collecting data for the study was 64 items structured questionnaire. The questionnaire was made up of four sections (A, B, C, and D). Section 'A' contains items on personal information of the respondents. Section 'B' seeks perception of causes of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state. Section 'C' contains items designed to find out implication of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state while Section 'D' contains items to find out possible solution to the problem of laxity and indolence among metal works teachers in technical colleges in Niger state. The questionnaire items will be based on four points scale types. Items for section 'B', 'C', and 'D' contain four responses category each. The response categories for section 'B', 'C' and 'D' are strongly Agree (SA), Agree (A), and Disagree (D) and strongly disagree (SD). These response categories will be assign numerical

values of 4, 3, 2 and 1 respectively. Respondents were require checking (√) against the response category that best satisfies their opinion.

3.6 Validation of instrument

The instrument was be validated by three lecturers in the Department of Industrial and Technology Education, Federal University of Technology, Minna and contributions on the appropriateness of the instrument will be considered in the production of the final copy of the research instrument.

3.7 Administration of instrument

The instrument that was be used for the data collection was administered to the respondents by the researcher and three research assistant in the study area.

3.8 Method of data analysis

Data collected was be analyzed using mean and standard deviation for the research questions while t-test was be used to test the hypothesis at the 0.05 level of significant. A four (4) point rating scale was be to analyze the data as shown below.

Strongly Agree	(SA)	=	4points (3.5 – 4.0)
Agree	(A)	=	3points (2.5 - 3.49)
Disagree	(D)	=	2points (1.5 – 2.49)
Strongly Disagree	(SD)	=	1point (1.0 – 1.49)

Therefore, the mean value of the 4 point scale is:

$$\bar{X} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

3.9 Decision Rule

The cutoff point of the mean score of 2.50 was be chosen as the agreed or disagreed point. This was interpreted relatively according to the rating point scale adopt for this study.

Therefore, an item with response below 2.49 and below were regarded or considered as disagreed while an item with response at 2.5 and above was regarded or considered as agreed. The null hypotheses were tested using t-test statistics at 0.05 level of significance in order to compare the mean responses of the respondents. A critical value of ±1.960 was selected based on the degree of freedom at 0.05 level of significance. Therefore, every item with t-calculated values less than the critical value was regarded as not significant while every item with t-calculate value equal or greater than the critical value was regarded as significant.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Research Question 1

What are the perception of causes of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state?

Table 4.1: Mean Response of principals and metalwork teachers on the perception of causes of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state.

N_1= 4 N_2=40

S/N	ITEMS	$\bar{X}$	SD	Remark
1	Lack of knowledge of the subject matters of the technical subjects by metalwork teachers	3.20	.978	Agreed
2	Lack of proper supervision and inspection of the metalwork teachers by the principal and ministry of education inspectorate unit	3.25	.866	Agreed
3	Poor and inadequate motivation of the metalwork teachers by the school management and the government	3.45	.791	Agreed
4	Students' poor attitude towards the metalwork teachers and technical subjects	3.43	.661	Agreed
5	Lack of workshop equipments	3.39	.689	Agreed
6	Engagement in other business	3.27	.727	Agreed
7	Poor Professional Training	3.36	.718	Agreed
8	Poor Condition of Service	3.34	.745	Agreed
9	Teacher Relationship with School head and Social Status	3.39	.689	Agreed
10	Poor Management of Disciplinary Cases of Teachers by School head and Ministry of Education Officials	3.43	.789	Agreed

N=44

$\bar{X}$= mean of the respondents

N_1 = No. principals

N_2= No. of metal works teachers

SD = standard deviation of the respondents

Table 1 showed that both the principals and metalwork teachers agreed on all items from 1 to 10. This is because none of the mean response was below 2.50 which was the bench mark for agreed on the 4-points response options. The standard deviation score ranged between 0.661 and 0.978. This showed that the responses of the principals and metalwork teachers on the items were not divergent.

4.2 Research Question 2

What are the implications of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state?

Table 4.2: Mean Response of principals and metalwork teachers on the implications of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state.

N_1= 4 N_2=40

S/N	ITEMS	$\bar{X}$	SD	Remark
1	Non-coverage of contents in scheme of work	3.27	.973	Agreed
2	Non giving and marking of assignments	3.34	.805	Agreed
3	Non – organization of practical lesions	3.66	.645	Agreed
4	Non assignment of learning outcome regularly and non-taking of students but of filed experience	3.36	.685	Agreed
5	A Fall in Academic Standard	3.36	.718	Agreed
6	Increase in Dropout Rate	3.55	.627	Agreed
7	Increase in Examination Malpractice	3.50	.629	Agreed

N=44

$\bar{X}$**=** mean of the respondents

N_1 = No. principals

N_2= No. of metal works teachers

SD = standard deviation of the respondents

Table 4.2 showed that both the principals and metalwork teachers agreed on all items 1 to 7. This was because none of the mean response was below 2.50 which was the bench mark of

agreed on the 4-point response options. The standard deviation score ranged between 0.627 and 0.973. This showed that the responses of the principals and metalwork teachers on the items were not divergent.

4.3 Research Question 3

What are the possible solutions to the problems of laxity and indolence among metal works teachers in technical colleges in Niger state?

Table 4.3: Mean Response of principals and metalwork teachers on the possible solutions to the problems of laxity and indolence among metal works teachers in technical colleges in Niger state.

N_1= 4 N_2=40

S/N	ITEMS	$\bar{X}$	SD	Remark
1	The school head must be consistent in enforcing discipline	3.30	.765	Agreed
2	School principals should ensure effective supervision of teachers' classroom instruction	3.52	.590	Agreed
3	Conferences should be organized by principals to enhance teachers' professional development	3.48	.590	Agreed
4	Principals should visit classrooms regularly to observe teaching and learning by checking lesson attendant registers and teachers' punctuality to lessons.	3.30	.632	Agreed
5	Intrinsic reward such as motivation should done by the principals and government in other to boost job performance of technical teachers	3.45	.589	Agreed
6	Extrinsic reward such as incentives, bonus and leave grant should be put in place to improve teachers attitude to work	3.43	.625	Agreed

N=44

$\bar{X}$**=** mean of the respondents

N_1 = No. principals

N_2= No. of metal works teachers

SD = standard deviation of the respondents

Table 4.3 showed that both the principals and metalwork teachers agreed on all items from 1 to 6. This was because none of the mean response was below 2.50 which was of agreed on the 4-point response options. The standard deviation score ranged between 0.589 and 0.765. This showed that the responses of the principals and metalwork teachers on the items were not divergent.

4.4 Hypothesis I

There is no significant difference between the mean responses of principals and metalwork teachers on the perception of causes of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state.

Table 4.4 T-test on the perception of causes of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state.

$N_1 = 4$ AND $N_2 = 40$

Respondents	N	X	SD	Df	Tcal	P-value	Remark
Principals	4	3.39	0.52	42	0.489	0.06	NS
Metalwork teachers	40	3.47	0.52				

N=44

$\bar{X}_1$= mean of principals

$\bar{X}_2$ = mean of metalwork teachers

N_1 = No. of principals

N_2= No. of metalwork teachers

SD_1 = standard deviation of principals

SD_2 = standard deviation of metalwork teachers

NS=Not Significant

Table 4.4 showed that there was no significant difference in the responses of perception of causes of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state; therefore the null hypothesis of no significant difference was upheld at 0.05 level of significance.

4.5 Hypothesis 2

There is no significant difference between the mean responses of principals and metalwork teachers on the implications of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state.

Table 4.5 T-test on the principals and metalwork teachers on the implications of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state.

$N_1 = 4$ AND $N_2 = 40$

Respondents	N	X	SD	Df	Tcal	P-value	Remark
Principals	4	3.28	0.53	42	0.539	0.10	NS
Metalwork teachers	40	3.35	0.56				

N=44

$\bar{X}_1$= mean of principals

$\bar{X}_2$ = mean of metalwork teachers

N_1 = No. of principals

N_2= No. of metalwork teachers

SD_1 = standard deviation of principals

SD_2 = standard deviation of metalwork teachers

NS=Not Significant

Table 4.5 showed that there was no significant difference in the responses of principals and metalwork teachers on the implications of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state; therefore the null hypothesis of no significant difference was upheld at 0.05 level of significance.

4.6 Hypothesis 3

There is no significant difference between the mean responses of principals and metalwork teachers on the possible solutions to the problems of laxity and indolence among metal works teachers in technical colleges in Niger state

Table 4.6 T-test on the principals and metalwork teachers on the possible solutions to the problems of laxity and indolence among metal works teachers in technical colleges in Niger state.

$N_1 = 4$ AND $N_2 = 40$

Respondents	N	X	SD	Df	Tcal	P-value	Remark
Principals	4	3.40	0.52	42	0.328	0.09	NS
Metalwork teachers	40	3.33	0.51				

N=44

$\bar{X}_1$= mean of principals

$\bar{X}_2$ = mean of metalwork teachers

N_1 = No. of principals

N_2= No. of metalwork teachers

SD_1 = standard deviation of principals

SD_2 = standard deviation of metalwork teachers

NS=Not Significant

Table 4.6 showed that there was no significant difference in the responses of principals and metalwork teachers on the possible solutions to the problems of laxity and indolence among metal works teachers in technical colleges in Niger state; therefore the null hypothesis of no significant difference was upheld at 0.05 level of significance.

Findings of the study

The following are the main findings of the study; they are prepared based on the research questions and hypothesis tested.

1. The perception of causes of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state indicated that Lack of knowledge of the subject matters of the technical subjects by metalwork teachers.

2. The implications of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state indicated that there is Non-coverage of contents in scheme of work.

3. Possible solutions to the problems of laxity and indolence among metal works teachers in technical colleges in Niger state indicated that the school head must be consistent in enforcing discipline.

4. There was no significant difference between the mean responses of principals and metalwork teachers on the perception of causes of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state

5. There was no significant difference between the mean responses of principals and metalwork teachers on the implications of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state.

6. There was no significant difference between the mean responses of principals and metalwork teachers on the possible solutions to the problems of laxity and indolence among metal works teachers in technical colleges in Niger state

Discussion of findings

Findings from table 4.1 reveal the result on the perception of causes of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state. Among all the findings reveal that Lack of knowledge of the subject matters of the technical subjects by metalwork teachers, Lack of proper supervision and inspection of the metalwork teachers by the principal and ministry of education inspectorate unit, Poor and inadequate motivation of the metalwork teachers by the school management and the

government, Students' poor attitude towards the metalwork teachers and technical subjects, Lack of workshop equipments, Engagement in other business, Poor Professional Training, Poor Condition of Service, Teacher Relationship with School head and Social Status, Poor Management of Disciplinary Cases of Teachers by School head and Ministry of Education Officials.

Table 4.2 reveals the findings on implications of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state Non-coverage of contents in scheme of work, Non giving and marking of assignments, Non – organization of practical lesions, Non assignment of learning outcome regularly and non-taking of students but of filed experience, A Fall in Academic Standard, Increase in Dropout Rate, Increase in Examination Malpractice.

Table 4.3 Possible solutions to the problems of laxity and indolence among metal works teachers in technical colleges in Niger state The school head must be consistent in enforcing discipline, School principals should ensure effective supervision of teachers' classroom instruction, Conferences should be organized by principals to enhance teachers' professional development, Principals should visit classrooms regularly to observe teaching and learning by checking lesson attendant registers and teachers' punctuality to lessons, Intrinsic reward such as motivation should done by the principals and government in other to boost job performance of technical teachers, Extrinsic reward such as incentives, bonus and leave grant should be put in place to improve teachers attitude to work

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

The main focus of this research study was to find out the strategies for perception of causes and implication of laxity and indolence among metal work teachers on academic performance of students in technical colleges in Niger state.

Chapter 1 of the study discussed the background of the study. The statement of problem, purpose, significance, scope and the research questions were all stated and discussed for the conduct of this research.

The review of related literature looked into Technical Colleges in Nigeria Metalwork Technology in Technical Colleges, The Concept of Quality Education, Factors Affecting the Quality of Education, Teachers' laxity and indolence, Causes of laxity and indolence. Various views of different authors concerning the topic were harmonized in a comprehensive literature review and empirical studies.

A survey approach was used to developed instrument for the study; the respondents identified as the population of the study were the technical teachers of technical colleges in Niger state andprincipals. The entire respondents were used. A number of 44 questionnaires were administered. The instrument used was analysed using frequency count, and mean scores. The research questions were discussed base on the findings from the responses and results of the instrument used.

Implication of the study and conclusions were also drawn from the findings discussed. Recommendations and suggestions for further study were formulated and stated according to the findings of the study.

Implication of the Study

The findings of the study had implications for government, industries, technical colleges and students of technical colleges of Niger state. From the outcome of the study, it implies that:

1. If the identified areas where partnership between technical colleges and industries is improve technical teachers and students would have become acquainted with industrial facilities for training thereby making learning effective both theoretical and practical
2. If the technical college teachers are well trained and use to industrial equipment, tools and machineries, such knowledge will be transfer to the students. This will make the students more skillful to perform in the industries and labour market and to be self reliance/employ hence reducing rate of unemployment. On the other hand the nation will be well develop because of the increase in the labour force.

Conclusion

Based on the findings of the study, the following conclusions were drawn: students of technical colleges can only acquire skills for employment and to be self employed after graduation when there is proper skill acquisition technical colleges. Because they need to possessed the necessary technological skills, tools, equipment and machineries, that these students can be expose to during their course of training.

Recommendations

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

1. Technical teachers/instructors should visit industrial enterprises to familiarize themselves with the current technologies, sharing of facilities between technical colleges should be encouraged. Curriculum and syllabus of technical colleges be discussed with many employers as possible on the formation of curriculum objective,

selection of curriculum content, organization of the content, selection of learning experience and the organization.

2. Training equipment, machines, laboratories workshops, ICT library and classrooms should be provided to technical colleges by government and philanthropies in the society for effective training.

Suggestion for Further Study

The following are suggested for further studies:

1. Mechanism for improving quality of management of Technical colleges for skill acquisitions.
2. Professional capacity building needs of technical teachers for effective teaching of Students of technical colleges in Niger State.

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APPENDIX

QUESTIONNAIRE

FEDERAL UNIVERSITY OF TECHNOLOGY MINNA, NIGER STATE

SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION

DEPARTMENT OF INDUSTRIAL AND TECHNOLOGY EDUCATION

A QUESTIONNAIRE ON PERCEPTION OF CAUSES AND IMPLICATION OF LAXITY AND INDOLENCE AMONG METAL WORK TEACHERS ON ACADEMIC PERFORMANCE OF STUDENTS IN TECHNICAL COLLEGES IN NIGER STATE

INTRODUCTION: Please kindly complete this questionnaire by ticking the column that best present your perception about the topic. The questionnaire is for research purpose and your view will be confidentially and strictly treated in response to the purpose of the research work.

SECTION A

PERSONAL DATA

Principals: ☐

Metalwork teachers: ☐

Note: A four (4) point scale is used to indicate your opinion, tick the options which best describe your agreement as shown below:

Strongly Agree	(SA)	=	4points
Agree	(A)	=	3points
Disagree	(D)	=	2points
Strongly Disagree	(SD)	=	1points

Section B: What are the perception of causes of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state?

S/N	Items	Scales			
		SA	A	D	SD
1	Lack of knowledge of the subject matters of the technical subjects by metalwork teachers				
2	Lack of proper supervision and inspection of the metalwork teachers by the principal and ministry of education inspectorate unit				
3	Poor and inadequate motivation of the metalwork teachers by the school management and the government				
4	Students' poor attitude towards the metalwork teachers and technical subjects				
5	Lack of workshop equipments				
6	Engagement in other business				
7	Poor Professional Training				
8	Poor Condition of Service				
9	Teacher Relationship with School head and Social Status				
10	Poor Management of Disciplinary Cases of Teachers by School head and Ministry of Education Officials				

Section C: What are the implications of laxity and indolence among metal works teachers on academic performance of students in technical colleges in Niger state?

S/N	Skill Items	Scales			
		SA	A	D	SD
1	Non-coverage of contents in scheme of work				
2	Non giving and marking of assignments				
3	Non – organization of practical lesions				
4	Non assignment of learning outcome regularly and non-taking of students but of filed experience				

5	A Fall in Academic Standard				
6	Increase in Dropout Rate				
7	Increase in Examination Malpractice				

Section D: What are the possible solutions to the problems of laxity and indolence among metal works teachers in technical colleges in Niger state?

S/N	**Skill Items**	**Scale**			
		SA	**A**	**D**	**SD**
1	The school head must be consistent in enforcing discipline				
2	School principals should ensure effective supervision of teachers' classroom instruction				
3	Conferences should be organized by principals to enhance teachers' professional development				
4	Principals should visit classrooms regularly to observe teaching and learning by checking lesson attendant registers and teachers' punctuality to lessons.				
5	Intrinsic reward such as motivation should done by the principals and government in other to boost job performance of technical teachers				
6	Extrinsic reward such as incentives, bonus and leave grant should be put in place to improve teachers attitude to work				