

Technical and Computer Science Education Teacher Strategies as a Human Resource Manager in Tertiary Institution

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Abstract - The paper examined the strategies of teacher as a human resource manager and the strategies adopted during implementation of technical education curriculum in tertiary institution. Various strategies expected from the teacher as a human resource manager was highlighted which include the teaching of skills, competence and inculcating entrepreneurial knowledge to enable students be self-reliant in the society. Three research questions guided the study and one hypothesis formulated. An ex-post facto research design was adopted in this study. A 26 item questionnaire was developed and used in collecting relevant data for the study. Mean and standard deviation were used to analyze the research questions while the z-test was used to test the null hypothesis. The findings revealed that there are appropriate teachers strategies but 'the adopted strategies were wrongly implemented by the teacher. There is a significant difference between the mean responses of technical and computer science education students' perception on strategies of teacher and the adopted strategies used during implementation. Based on the findings of the study, it was recommended that government and school management should provide in-service training on strategies expected of the teachers and to make them adopt the necessary strategies to achieve the National Policy on Education objectives.

Keywords — Human Resource, Manager, Strategies, Teacher, Tertiary Institution.

I. INTRODUCTION

A human resource manager can be described as a trained teacher in higher institution or related organization. He is concerned with policies, plans as well as personnel activities such as enrolment of students, assessment and promotion of students and ensuring that appropriate materials and psychological rewards are given to the students [1]. Human resource in organizations can be described as those natural elements that make up an organization and who determine the success or not of the achievement of set goals [1]. An overview of this course highlighted the fact that human factors are the most essential resources of an organization and are therefore the most important than all other resources put together. In an industrial organization, the human resources are the workers (managers, engineers, supervisors, and artisans, electrical and secretarial workers). Those people make up one of the components found in the three "Ms" in management (manpower, money and materials). In education, such human resources are made up of students, staff (academic and non-academic) and parents who may be part of the system as a result of their membership of the parent teacher association. The unique nature of the human resource in educational systems makes the study of their management essential. Human resources in education are diversified in nature and therefore have different needs to

attain, because the basic goal of every educational system is to provide service.

For instance, a student in the educational system falls into the immature component of Chris Argyris immaturity-maturity model, and this invariably make him a passive dependent person who has few ways of behaving, shallow interests, lack' of self awareness, short time perspective and lack of self-awareness. Such a student needs the direction and acceptance of a more superior person like the teacher. Therefore, the teacher's role towards the student is to give him/her moral and academic direction and this places the teacher in a vantage position as a human resource manager.

While it is accepted that adults exist in tertiary institution as educational organization, the characteristics exhibited by those groups of students differ. In tertiary institution, the parent of the students has different expectation from the school when compared to primary and secondary schools, while the parent expects that the post-secondary render qualitative services to his ward (teaching, counseling, role modeling, mentoring etc), the primary and secondary schools expect little from their pupils because of their levels and age of the children. Essentially, the students and their parents claim educational services as a right. It is desired of the teacher as a human resource manager to play their roles and use the best strategies to maximize the expected educational services needed by the parent of students in tertiary institution. Tertiary institution is termed post-secondary education

The major objectives of tertiary institution services according to Gibson and Hunt as cited by [2] are:

- To plan and direct activities necessary to select and assign the best qualified teachers and students into the tertiary institution.
- To provide opportunities for the continual growth of these teachers and students in tertiary institution.
- To provide opportunities for effective coordination of the relationships between human and other elements within the system.

The rationale for the study is to critically look at the strategies adopted by the tertiary institution teachers in their schools and then match this expectation of educational services needed by the students and the society. In nut shell human resource manager as a teacher is expected to manage the resources before him using series of procedure through which the tertiary institution can establish common goals and work most effectively towards their attainment [1]. It is the decision-making process which can assist students as they move into, serve in (learning-process) and leave the organization and relates the services rendered to other students. The expected objectives of the technical education teacher as human resource manager in tertiary institution are:

- To produce technology teachers who will be competent to teach technical subjects at various school levels such as junior and senior secondary school levels, technical colleges, polytechnics, colleges of education (Technical) and industry based training schools.
- Train individuals who will help in training skilled and semi-skilled technicians and craftsmen in an effort to meet the human resource needs of the society.
- Train administrators and promoters of government technical programmes in areas of policy development.
- Produce technological teachers and instructors who will be willing to involve themselves in research and further studies in Technical Studies and related fields.
- Train individuals who will function in engineering enterprises.

Generally, the technical education curriculum is designed to provide student with the intellectual and professional background adequate for teaching technical and vocational skills necessary for industrial and economic development. It also provides opportunities for students to undertake further studies in their areas of specialization [3].

In this era of education reforms, the focus of tertiary institution in Nigeria is on sustenance of higher standards and quality assurance for students being turn-out. The issue of high standards and quality assurance in our universities cannot be completed without considering the quality of teachers since human resource is considered the most important factor of production. In order to achieve the objectives of the university education, staff must be made to optimize their output. One of such objectives is to, "satisfy specific and general educational needs of the nation through teaching of students, conduct of research and dissemination of knowledge [4].

Total Quality Management (TQM) which has found its way into educational practice requires that staff has to be highly motivated to enable them give high quality output and avoid wastage in terms of dropouts, carry over, failures and so on [5]. In the light of this, the Federal Government has currently embarked on some educational reformations hope to restore the lost glory of education in Nigeria [6]. [5] Mentioned some of such reformatory measures already taken include the recent Post-Joint Admission and Matriculation Board (JAMB) examination placement assessment, reduction in undergraduate and increase in post graduate students' intake and improvement of infrastructure in schools. It is on this note, that the necessary conditions which motivate University lecturers (teachers) and make them maximize their human resource skills, be urgently considered.

Strategies in this study are the function, methods or position that the teacher has or is expected to have in an institution. The strategies of a teacher in the classroom are to implement the educational objectives stipulated by the National Policy on Education. There is also a saying that no educational system that can rise above the quality of its teachers Technical education teachers strategies is a plan that the teacher adopted during implementation process to achieve the educational goals as a human resource

manager in tertiary institution. The strategies are process of planning classroom and workshop activities during teaching and learning of theoretical and practical skills in tertiary institution. Putting a plan into operation in a skillful way during the implementation of the technical education curriculum [7]. Tertiary institution are most times dominated with qualified, experienced, stable, well articulated teachers, adoption the use of stipulated roles and strategies by these teachers will enable the institution record higher educational attainment [8]. Educational excellence in tertiary institution is the major target of any educational institution. It is on the note that study of students' perception on the roles and strategies of technical education teacher as a human resource manager in tertiary institution become desirable.

II. STATEMENT OF THE PROBLEM

In tertiary institution in Nigeria there is a growing concern over the astronomical decline in teachers' performance. The paper primarily examined students' perception on the expected strategies of teachers in tertiary institution. The tripartite demand of technical education teacher performance, competence and effectiveness require that committed teachers to always be abreast with the latest developments in their chosen profession, in order to avoid being labeled as incompetent, ineffective and non-performer. This implies that the technical education teacher should always understand the objectives of technical education and computer science education teacher programmes in the National Policy on Education, they should understand the roles expected of them as a human resource manager. The technical education and computer science education teacher should always be a researcher and an inquirer, in order to remain relevant as a human resource manager in and outside the classroom. Technical incompetence implies lack of requisite skills, knowledge, strategies and attitude needed to function effectively in tertiary institution, which is quite unfavourable for the implementation of the expected roles of the technical education and computer science education teacher programme by the teacher [9]. Other related problems militating against technical education and computer science education teacher as a human resource manager can be explained as lack of in-service-training for the technical education and computer science education teachers in tertiary institution. The successful implementation of any nation's educational policy depends to a large extent on the quality and quantity of its teaching force and how prepared the teachers are ready to implement the objectives of the technical education and computer science education teacher programme. It is on this note that the study on the strategies of technical education and computer science education teachers as a human resource manager as perceived by students in tertiary institution become necessary.

III. PURPOSE OF THE STUDY

The major purpose of this study is to investigate the technical education and computer science education teacher adopted strategies as a human resource manager in tertiary institution.

- Identify the appropriate strategies adopted by Technical Education teacher as human resource manager in tertiary institution.
- Determine the strategies adopted by teachers for the actualization of the set objectives of computer science education as human resource manager in tertiary institution.
- Compare students' perception on the strategies adopted by the technical education and computer science education teacher as human resource manager.

IV. RESEARCH QUESTIONS

- What are strategies of the technical education teacher as a human resource manager in tertiary institution?
- What are the strategies of the computer science education teachers as a human resource manager in tertiary institution?
- What are the perceptions of students on the strategies of technical education and computer science education teachers as a human resource manager in tertiary institution?

V. HYPOTHESIS

There is no significant difference between the mean ratings of respondents' perception on the strategies of technical and computer science education teacher as a human resource manager in tertiary institution.

VI. METHODOLOGY

An ex-post facto research design was adopted in this study. The population was made up of 97 students of technical education and computer science education unit of the Faculty of Education, Delta State University, Abraka. The entire of population 97 students were used.

Moreover, the subjects were studied in a natural setting and there was no manipulation of the environment under study. The instrument used was questionnaire. The questionnaire was designed using five-point Likert scale. A grand mean value of 3.00 and above qualifies the students' perception on the technical education and computer science education teacher as a human resource manager while a grand mean value below 3.00 disqualifies the technical education and computer science education teacher as a human resource manager.

VII. METHOD OF DATA COLLECTION AND ANALYSIS

Technical Education and Computer Science Education Units were chosen as a case study. 50 Technical Education students and 47 Computer Science Education at the 200

level students for 2010/2012 academic session served as the population of the study. Making a total of 97 Technical Education and Computer Science Education students. Sampling was not necessary because of the small size of the population. The researcher used questionnaire as the major instrument for data collection. The questionnaire was designed to solicit the students' perception on the level of teachers' performance on their strategies adopted during implementation of Technical Education and Computer Science Education programmes as a human resource manager in the institution. Five experts validated the instrument. Two from Delta State University, Abraka and three lecturers from University of Benin, Edo State. The questionnaire items were first administered to different students. These are not part of the population under study. The scores of each of the questionnaire item was collected and computed. A reliability co-efficient of 0.75 was established using the Pearson's Product-Moment Coefficient to correlate the mean. This reliability coefficient confirmed the results of the questionnaires items appropriate for the study. The instrument was administered to the respondents by the researcher at the end of their lecture contact and personal interaction was carried out with them to give more detail discussion on the issues with respondents in the University. The instrument were answered and returned back to the researcher after completion by the respondents. The mean and standard deviation was used to analyze the research questions raised and z-test was used from the SPSS package to test the hypothesis formulated at 0.05 level of significance.

VIII. RESULTS

Research Question 1

What are the strategies of the technical education teacher as a human resource manager in tertiary institution?

Table 1: Mean Responses of Students Perception on Strategies adopted by Technical Education Teacher as a Human Resource Manager

S/N	Items	Mean	SD Standard Deviation	Remarks
1.	Teachers adopt wealth of knowledge and skills which he Dispenses to technical education.	3.68	1.24	Qualified
2.	Teachers train individual who will be competent to teach technical subjects at various levels	3.44	1.36	Qualified
3.	To train individual who will help in training skilled and semi skilled technicians and craft men in an effort to meet the human resource needs of the nation.	3.50	1.19	Qualified
4.	Teacher provides technical education career guidance for the pupil's difficulties.	3.74	1.09	Qualified
5.	Teachers provide technical knowledge and vocational skills necessary for the agriculture, commercial and economic development.	4.00	0.96	Qualified
6.	Give training and impart the necessary skills to students who shall be self reliant economically.	3.81	1.14	Qualified
7.	Teacher provides training for manpower in applied technology, particularly at craft, advanced craft and technical level.	3.77	1.18	Qualified
8.	Teacher helps student students to build the spirit of enquiry and creativity in tertiary institution.	3.7	1.11	Qualified
9.	Teachers' role is to produce highly motivated individual, conscientious and efficient classroom instructors for different level of our educational system.	4.29	0.77	Qualified
10.	Produce individual with the intellectual and professional background adequate for their further assignment in the world of work.	4.13	1.03	Qualified
11.	Help individuals to fit into social life of the community and to enhance their commitment to national objectives	3.86	1.12	Qualified
12.	Enhance student's commitment to the teaching profession.	3.51	1.26	Qualified
13.	Teachers inculcate entrepreneurial skills and competences	3.89	1.00	Qualified
	Grand Mean	3.83	0.25	Qualified

Data in Table 1 shows the results obtained from the respondents on student's perception on the expected strategies of the technical education teacher as a human resource manager. The mean ranged from 4.29 to 3.44 which qualifies the different items and indicating that the respondents agreed that these are the expected strategies of the technical teacher as a human resource manager

Research Question 2

What are the strategies of computer science education teacher as a human resource manager in tertiary?

Table 2: Mean Responses of Students Perception on the Strategies adopted by Computer Science Education Teacher as Human Resource Manager

S/N	Items	Mean	SD Standard Deviation	Remarks
1.	Inculcate the needed technical knowledge and skills to the students in Computer Science Education	2.16	0.33	Not Qualified
2.	Students are given the necessary knowledge and competence in different subject areas in Computer Science Education	2.32	0.28	Not Qualified
3.	Training of individual in skills and craft needed for self Reliance in Computer Science	2.02	0.28	Not Qualified
4.	Career guidance in technical education are given to Students during the implementation programme.	1.81	0.22	Not Qualified
5.	Teacher equip students with Computer Science Education skills necessary for agriculture, commercial and economic development	1.61	0.17	Not Qualified
6.	Teacher impart the necessary Computer Science skills to students by using appropriate tools and equipment in workshop and classroom	2.65	0.25	Not Qualified
7.	Training strategies were geared toward receiving Knowledge in craft, advance craft at different levels.	2.25	0.21	Not Qualified
8.	Training involves helping students to build the spirit of making enquiry and creativity by illustrating, demonstration and intensive practical work in Computer Science	2.57	0.31	Not Qualified
9.	Teacher assist students by encouraging independent work in classroom and individual assignment.	2.06	0.28	Not Qualified
10.	Teacher assess, mark and grade students work promptly To encourage them to work independently as Computer Science Education Students.	2.76	0.43	Not Qualified
11.	Teach individual the methods of interaction and strategies of acquiring skills of national unity, national integration and self-reliance	2.25	0.21	Not Qualified
12.	Teacher adopt the strategies of self commitment to duty by exemplifying it by regular attendance to work. Using field work and field trips to educate individual in Different skilled areas.	2.35	0.36	Not Qualified
13.	Inculcate entrepreneurial skills and competencies amongst students in Computer Science Education	2.25	0.32	Not Qualified
Grand Mean		2.25	0.30	Not Qualified

Data in Table 2 shows the results obtained from the respondents on students perception on the strategies adopted by Technical Education teacher as human resource manager. The mean ranged 2.76 to 1.61 which disqualify the adopted strategies by teacher as a human resource manager in tertiary institution, indicating that the respondents agreed that strategies adopted are not meeting the set objectives or expected roles of the technical education programmes.

Research Question 3

What are the perceptions of students on the strategies of technical education and computer science education teachers as a human resource manager in tertiary institution?

Table 3: SPSS Summary of Descriptive Statistics on Students' Perception on the Adopted Strategies of Teacher as a Human Resource Manager

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	50	3.44	4.29	3.8328	.24998
VAR00002	47	1.61	2.76	2.2536	.29931
Valid N (list wise)	47				

Data in Table 3 shows the results descriptive Statistics obtained from the respondents on students perception on

the strategies adopted by Technical and computer science education teacher as human resource manager. The mean of 3.8328 qualified for technical education and 2.2536 which disqualified computer science education teachers as the adopted strategies as a human resource manager in tertiary institution, indicating that the respondents agreed that strategies adopted are not meeting the set objectives or expected strategies of the programmes.

Hypothesis

There is no significant difference between the mean ratings of respondents' perception on the strategies of technical and computer science education teacher as a human resource manager in tertiary institution. .

Table 4: Z-test Summary on Technical and Computer Science Education Students' Perception on the Adopted Strategies of Teacher as a Human Resource Manager

Respondents	Mean	SD	N	Df	Z-Cal	Z-Crit	LS	Remark
Technical Education Students (VAR00001)	3.8328	0.24998	50	95	28144	2.00	.005	H ₀ is Rejected
Computer Science Education Students (VAR00002)	2.2536	0.29931	47					

The results obtained from Table 4 shows that there is significant differences between the mean responses of students' perception on the adopted strategies of teachers as a human resource manager.

In Table 4, Z-calculated were 28.474 obtained against the table value z-crit. of 2.00 at 0.05 level of significant with degree of freedom of 95. Since the Z -calculated is greater than the Z-critical then the z-test is significant and the null hypothesis is rejected as remarked in Table 4. This indicated that there is significant difference between the mean of students' perception on adopted strategies of teacher as human resource manager.

Table 5: SPSS Summary of Descriptive Statistics on Students' Perception on the Adopted Strategies of Teacher as a Human Resource Manager

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
VAR00001	108.417	49	.000	3.83280	3.7618	3.9038
VAR00002	51.618	46	.000	2.25362	2.1657	2.3415

Using the SPSS package in One-Sample Statistics and Paired Samples Test, it was clearly indicated that there is significant difference between the mean of students' perception on adopted strategies of adopted strategies of teacher as a human resource manager.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
VAR00001	50	3.8328	.24998	.03535
VAR00002	47	2.2536	.29931	.04366

Table 6: SPSS Summary on Students' Perception on the Adopted Strategies of Teacher as a Human Resource Manager

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 VAR00001	3.8332	47	.25793	.03762
VAR00002	2.2536	47	.29931	.04366

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 VAR00001 & VAR00002	47	.074	.620

Paired Samples Test

	Paired Differences					Z	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 VAR00001 - VAR00002	1.57957	.38031	.05547	1.46791	1.69124	28.474	46	.000

IX. DISCUSSION

The findings of research question one revealed strategies of teachers as a human resource manager as expected outcome or objectives of the technical education programme. The respondents agreed that teachers are expected to play these roles using the best strategy in order to achieve the national policy on education. These objectives stated are the expected strategies of the teachers in line with National Policy on Education [10]. It can be seen that the objectives stipulated are the expected knowledge and skills needed by the students. The respondents agreed that these are expected strategies required to achieve the National Policy on Education.

The findings of research question two revealed that the adopted strategies by the computer science education teachers are not in line with the stated objectives of the computer science education programme because of mode of instruction by the teachers. The respondents agreed that the implementation strategies or adopted strategies are not meeting the set objectives or expected objectives of the computer science education programmes as a practical oriented course as perceived by the students.

[11] Stated this point in line with the agreement of the respondents, when he stated that teachers' utterances, actions, teaching methods, leadership styles, knowledge of the subject and skills in teaching are considered as important factors having implications for students learning. [11] Supported the respondents when he made it clear that the quality or level of competence of a teacher determines the quality of instruction and the overall academic achievement of students.

[12] Statement was also in line with findings of research question two when he highlighted that effective teaching by teacher adhering to the stipulated objectives and applying the strategies will enhance teaching and learning. He pointed out that effective teaching utilizing effective strategies is primarily concerned with setting up a learning activity for each student. These can aid in bringing out the type of learning the teacher intends in computer science education programme.

Teacher adopting good strategies during implementation process are very vital in the educational system. Teachers are the ones who interpret the aims and goals of education and ensure that the students are educated in line with expected goals and objectives since the quality of output

depends on the adequacy in quality as well as the level of devotion of teacher in terms of adopted strategies, then the teacher as a human resource manager should be highly committed to their jobs and equally improve on his strategies of improving the quality of instruction in order to get a better quality output and quality assurance in tertiary institution. National Policy on Education [10] stipulated the goals of teacher education as to: produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system. To encourage further the spirit of enquiry and creativity in teachers; help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals; provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations and to enhance teachers' commitment to the teaching profession.

[13] Asserted that commitment of a teacher to work is the relative strength of an industrial identification and involvement in a particular school. [14] Supported [13] when he stated that teacher's work and commitment is very important in teaching. Teachers without commitment in terms of using their strategies are regarded as bad teachers and if there are no good teachers, there would be no good doctors, lawyers, engineers, accountants, soldiers, and other security agents [15]. [16] Said that a highly committed and motivated teacher will apart from being dedicated to his normal duties, be ready and willing to arrange, make-up lesson, adopt the roles and execute workable strategies for his students if and when the need arises. Such teachers will be able to see the spirit and willingness to help his students' academic problems.

The results from the findings of hypothesis one revealed that there is a significant differences between the mean perception of technical education and computer science education students on the adopted strategies of the teachers as a human resources manager. It therefore means that students perceived that teacher's plays a vital role in the implementation process while the strategies adopted by the teachers are taken serious by the teachers in the institutions. All the same, the roles of teachers are usually guidelines for adopted strategies. The teacher identifying their roles make it easier to adopt good strategies during implementation of technical education and computer science education programme in order to make teaching effective in the classroom environment for quality assurance.

It is clearly shown that students perceived their teacher as a human resource manager differently because of their individual differences.

- Teacher uses his own initiatives in handling students' peculiar problems according to the situation on ground in the school environment.
- It can be added that the teacher problem-solving skills is of great importance in handling the multifaceted problems of student in tertiary institution as a human resource manager. This is where the teacher puts all his resources to maintain the law and order required in the classroom.

Effective teaching in school demands teachers of sound knowledge of all that the pupils must know together with an ability to relate the content, method, sequence and place of his work to the individual media to support him. By giving careful observation to such issues and by supplementing direct teaching with direct support of the roles and strategies, the teacher can achieve a total effect that can have dramatic results and can be extremely enjoyable to his students [17].

According to [18], for teaching to be productive and to ensure quality assurance in technical education, the teacher as resource manager adopts the following points:

- i. Competence in classroom organization and management in a way that encourages independent and responsibility among students.
- ii. Develop in learners' areas, bridging the gap between theory and practice and constant re-Learning, by consulting with each other practitioners and liaising with people.
- iii. Acquisition of skills in interpersonal co-operations.
- iv. Promotion and management of individual learners' growth.
- v. Acquisition and cultivation of attitudes and motivation for personal growth
- vi. Development of programmes in content areas and in monitoring and evaluating their performances.
- vii. Competence in using variety of teaching models and in marching learning roles and strategies, styles with appropriate instructional approaches.

X. RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made by the researcher for quality assurance.

- i. Government should provide in-service training for technical education and computer science education teachers to enable them acquire new knowledge on teachers' roles and to adopt appropriate strategies to enable them work effectively to achieve the objectives of Federal Government National Policy on Education.
- ii. Government should endeavour to sponsor teachers to seminar, public meetings; conferences to educate the old and new technical teachers on current roles of teachers to enable them utilize the roles and adopt good and appropriate strategies during implementation of technical education curriculum.
- iii. The school management and government should encourage the technical education and computer science education teachers by providing them with attractive salary, good classroom and office accommodation that can motivate them to use the roles expected of them and to equally use it to implement good teaching strategies in the classroom.
- iv. Government should provide the enabling environment for the technical education and computer science education teachers to enable use their roles as human resource manager. The students can be better managed when there are equipment, materials and other new machines replacing the obsolete machines.

The new roles stipulated and learnt by the teachers should match with new equipment and machines. Teachers should also show total commitment to the teaching of the subject.

- v. Teachers should be given orientation on new and latest development and also enlighten the computer science education and technical education on the likely strategies associated with the changes to enable them prepare a new strategies during the implementation process in tertiary institution.

XI. CONCLUSION

This paper examined the strategies adopted by technical education and computer science education teachers as human resource manager in tertiary institution for quality assurance. The paper specifically looked at the perception of students on the expected the strategies adopted by the technical education teachers for quality assurance. It was agreed totally by the respondents that the stated roles of the teacher should be strategically utilized to enable the teachers of technical education to achieve the National Policy on Education for quality assurance. It was also revealed that the strategies adopted by the computer science education and technical education teacher are not in line with the stipulated objectives teachers of computer science education and technical education programme. The result obtained from the study was rejection of null hypothesis and the alternative hypothesis was upheld. There was a significant difference between the perceptions of the respondents on the strategies adopted by the technical education and computer science education teachers in tertiary institution. It was based on the finding that recommendation was made in this study.

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