



Original Research Article

Organizational climate and physical resource utilization in vocational and technical education in colleges of education in South West Nigeria

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This study examined organizational climate and physical resource utilization in colleges of education in South West Nigeria. The study made use of descriptive and inferential statistics. Observable problems were based on inadequate and non availability of physical resources which are likely to result into unfavorable climate in the schools of Vocational and Technical Education in the South West Colleges of Education in Nigeria. Data collected were converted to frequency counts and percentages and result presented in tabular form. The result shows that most of the required resources in South West Colleges of Education were available in Vocational and Technical Education except in the Departments of Business Studies where some of the required resources were not available. The study also shows that resources available in Agricultural Science Department and Technical Education were not fully utilized. Based on these findings, suggestion to make adequate provision for required resources and at the same time put them into full utilization in all Departments in Vocational and Technical Colleges of Education in South West were made.

Key word: Organizational climate, physical resources, resource utilization, vocational and technical education.

INTRODUCTION

Every organization is made up of human and physical resources. These resources are brought together in order to accomplish the organizational objectives. To this end, tasks must be identified; tools and materials required must be provided with adequate structural relationship within the organization. Organization could be dynamic in nature, because there could be change in roles, objective and structures. Egunyemi (2007), perceived organization as the behaviour of people or participants in a group model. Organization is a product of necessity. It is the off-shoot of human need for cooperation. It arose as a design to complement desire for association in facing the challenges of existence. Hence, it should be described as a procedural process where the individual carry out different activities to achieve a goal. Maurer (2001) defined organization climate as those characteristics that distinguish one firm from another.

Owens (2004) defined organization climate as a general notion to express the enduring quality of institution of learning's life. Hoy and Miskel (2001), defined organization climate as "The set of internal characteristics that distinguished one organization from another and influence the behaviour of people in it". They explained that, climate is an end product of the school system with the team efforts of students, teachers and administrators as they work to balance the organization and individual dimensions of the social system. In the same vein, Sliver (2005), viewed organization climate as the atmosphere, culture, tone or the internal qualities of an organization especially as experienced by its members and noticed by visitors to the school. Haiman et al, (2003) defined organization climate as the atmosphere in which the influence activities are conducted. They further explained that, this climate could be designed by managers, and that it was composed

of contingencies that help the organization adapt to changes, satisfy employees' needs and raise the effectiveness of operation. Other resources which are likely to assist and boost organization climate in Colleges of Education are the physical resources.

Asiyai (2006) defined physical resources as the entire school plant or educational facilities such as blocks of classrooms, staffroom, laboratories, workshops, libraries, aids, electricity, water, desks, chairs, tables, stationery, playgrounds, storage space and others, which the school harness, allocate and utilize by administrators, teachers and students, for the main objective of bringing about effective and purposeful teaching and learning experiences. The availability or non-availability and utilization of these materials in Vocational and Technical Education in Colleges of Education in South West Nigeria are likely to affect the academic performance of the students. Akinwumiju and Orimoloye (1985) pointed out that educational institutions from Nursery to University require basic structure for their effective operations. These include classrooms, offices, assembly halls, laboratories, staff quarters, library and general examination hall. Within the basic structure, it was suggested that there should be fixtures and fittings to make them usable. These facilities are not only to be adequate in number but should be in good condition for the school to function properly.

Other factors which need prompt attention, raised by Nigerian Educational Research and Development Council (NERDC, 1980) and quoted in Akinfolarin (2008) before good qualities can be attained during expansion include; the creation of adequate physical facilities such as well equipped library and teaching aids, the education and training of the necessary cadres of teachers with adequate knowledge of what to teach and the methodology to be used. To realize these objectives however, it will depend largely on availability, quality and effective utilization of educational resources. Certain constraints are, however, observed. These could be attributed to the shortage of qualified staff, inadequate physical resources, which are made available for the NCE programme.

Physical resources are crucial to the realization of educational objectives. It is perhaps for this reasons that both government and private operators of the education industry strive towards ensuring maximization of the benefit of education through prompt provision of essential resources and its judicious use in achieving literacy in the society. Fields (1974), Taiwo (1983), Bonch (2001), Behinder (2004), Akinfolarin (2008) and Ehinola (2009) submitted that physical resources are essential inputs required in ensuring the attainment of goals and the satisfaction of human needs; education is probably not excluded from this fact. Adeogun (1999) examined the effect of resources provision students' academic performance in Lagos State Technical Colleges. In the study, it was discovered that physical and material resources were not adequate and the available ones were over utilized. It was established that students' performance were not encouraging due to inadequate supply of these resources.

The study finally concluded that adequate provision and utilization of resources for teaching and learning in Technical Education need to be provided for effectiveness.

It is, therefore, observed that effective teaching and learning could be attained with the use of adequate available resources in Vocational and Technical Education. Bandele (2003) opined that quality in teaching is achieved when the instructional resources are available and used appropriately because, teachers cannot utilize resources that are not available. Levacic (2001) dealt on the impact of adequate provision of resources on learning outcome in school subjects. It was observed that students learning outcomes were easily attained and sustained when essential resources are provided to achieve stated educational goals. These resources according to this scholar can only be fully utilized when they are properly allocated in such a way that it is seen, felt and adequately utilized to ensure quality education.

Taylor (2008); Esposito (1999); Hannum (2000) and Goddard, Hoy and Hoy (2000) concluded that a good organization climate motivates readiness to learn as well as promoting better learning and students' academic performance. Other factors which could contribute to organization climate being favourable or not favourable are motivation, communication and morale.

Hollander (1967) regarded motivation as state of arousal which produces behaviour sequence aimed at attaining goals. Ibunkun (1989) also refers to motivation as those things and situations that induce and sensitize individuals to perform and they may be in form of incentives or sanctions. It is when an organization could provide, induce and sensitize individual for incentives that the climate is favourable, but when the situation is the opposite, sanction meted and the climate could be referred to as not favourable. Individual differences cannot be ever over-ruled as McGregor (1960) identified in his theory X and Y. If these differences are not taken into considerations there are possibilities of unfavourable climate in an organization.

Communication could enhance good and sensing or detection of internal strains within institution. Absence of, or inadequate communication among the school personnel could create an environment of rumour, counter rumour; all of which are injurious to the school health. Coleman (1957) agreed that conflict is encouraged in an organization when channels of legitimate expression or communication is closed. This could be attributed to unfavourable climate. Different instruments were developed by different scholars in assessing the organization climate area of study. Browne (2002) developed a questionnaire designed for Organizational Health Inventory-Elementary (OHI-E), while Sweetland and Hoy (2002) designed a survey instrument called Leadership Behaviour; a Descriptive Questionnaire (LBDQ) and Organizational Climate Descriptive Questionnaire (OCDQ) to determine organization climate of area of study.

Realizing the unique place of Vocational Education as the basis for technological development and economic emancipation, Olaitan (2010) pointed out that the Federal

Table I. Government Owned Colleges of Education South West Nigeria

Federal Colleges of Education, South West Nigeria			
S/N	Name	Year Established	State
1	Adeyemi College of Education	1964	Ondo
2	F.C.E Akoka	1967	Lagos
3	F.C.E Abeokuta	1976	Ogun
4	F.C.E (Special) Oyo	1977	Oyo
State College of Education South West Nigeria			
S/N	Name	Year Established	State
1	Adeniran Ogunsanya College of Education, Otto-Ijanikin	1973	Lagos
2	College of Education, Ikere-Ekiti	1977	Ekiti
3	College of Education, Ilesha	1977	Osun
4	Tai Solarin College of Education, Ijebu Ode	1978	Ogun
5	College of Education, Ila-Orogun	1979	Osun
6	Oyo State College of Education, Oyo	1980	Oyo
7	College of Education (Primary), Noforija, Epe	1995	Lagos

Source: The National Year Book of Nigeria 2000/2003 Nigeria Institutional Directory.

Government has within the last two decades, initiated some programmes aimed at enlivening and revitalizing vocational education in the country. For instance between 1989 and 1998, the Federal Government embarked on mass production of Technicians in some overseas countries such as, Romania, Bulgaria, Italy and France under the crash training programme. Other contribution of Federal Government on the development of vocational education in Nigeria include introduction of technical education courses into colleges of education, and expansion of facilities at the existing college of technology. Provision of more places for science intakes in the universities through the ratio of 40:60 Art/Science Admission policy. To buttress and support the place of the Federal Government, the following questions were raised.

Research Questions

1. How is the organization climate within School of Vocational and Technical Colleges of Education in College of Education South West Nigeria?
2. Are the required resources in Vocational and Technical Education available?
3. Are the available physical resources well utilized?

METHODOLOGY

The research design adopted for this study was descriptive research of the survey type. The population consisted of 533 staff members, while students population was 13,342. All from 11 (eleven) Colleges of Education South West Nigeria (4 Federal and 7 States Colleges of Education) as shown in Table 1.

The total sampled obtained from the population was 1040 respondents (staff and students). 5 staff members were sampled including the Head of Department from each

existing department making a total of 200 staff members. 20 students were sampled from each department making a total of 800 students. 40 Heads of Departments were purposively sampled, while other staff members and students were stratified into departments and randomly sampled. 8 Colleges of Education were randomly selected (3 Federal and 5 State Colleges of Education) in South West Nigeria as shown in Table 2.

Research Instrument

Data for this study were mainly collected through the use of questionnaire and inventory. Four sets of instruments were designed; Lecturers Questionnaire on Organizational Climate in Vocational and Technical Education (LQOCVTE), Heads of Department Inventory on Resource Utilization(HDIRU), Lecturer's Questionnaire on Resource Utilization(LQRUVTE) and Students Questionnaire on Resource Utilization (SQRUVTE), all in the School of Vocational and Technical Education South West Nigeria. The (LQOCVTE) had four(4) sections A - D eliciting responses on motivation, communication, morale and personnel between heads of department and lecturers. Four scales were used as responses. Strongly Agreed (SA) = 3points, Agreed (A) = 2points, Disagreed (D) = 1point and Strongly Disagreed (SD) = 0. The students responses were not used because the Heads of Department and lecturers usually establish the tune of institution.

The (HDIRU) had two sections, A and B. Section A elicited for personal data while section B consisted of quantity of available resources using the National Commission for Colleges of Education (NCCE) minimum standard as a benchmark to determine the availability and adequacy of these resources per student in the different departments within the school of Vocational and Technical Education. The (LQRUVTE) had three sections A, B and C. Section A sought for personal data, B elicited information on physical

Table 2.Colleges of Education Sampled In South West Nigeria

State	Colleges	Agricultural Science	Business Studies	Fine & Applied Arts	Home Economics	Technical Education
Ekiti	College of Education Ikere Ekiti	✓	✓	✓	✓	✓
Lagos	Federal College of Education (Technical) Akoka	✓	•	✓	✓	✓
Lagos	Adeniran Ogunsanya College of Education Otto Ijanikin	✓	✓	✓	✓	✓
Ogun	Tai Solarin College of Education Ijebu-Ode	✓	✓	✓	✓	✓
Ogun	Federal College of Education, Abeokuta	✓	✓	✓	✓	•
Ondo	Adeyemi College of Education, Ondo	✓	✓	✓	✓	•
Osun	College of Education, Ilesha	✓	✓	✓	✓	✓
Oyo	State College of Education, Oyo.	✓	✓	✓	✓	✓

Key

- Non Exist
- ✓ Exists

resources and section C sought for utilization of physical resources in different departments. Four(4) scale responses were used.

The students' questionnaire (SQUVTE) had 3 sections, section A elicited for personal data such as year admitted and level of study. Section B sought for the extent to which physical resources are utilized with a 4 scale responses thus fully utilized 3points, moderately utilized 2points, fairly utilized 3points, not utilized 0points.

Validity of these instruments was done by experts in Education Management Department, Adekunle Ajasin University, Akungba-Akoko. The reliability were established through test and re-test method in different colleges of Education, school of Vocational and Technical Education and they were subjected to reliability of $r = 0.652, 0.725, 0.818$ and 0.717 respectively.

A total number of questionnaire administered on Heads of Department were 40 copies, 37 copies were duly filled and returned. 200 copies were administered for the lecturers, 185 copies were duly filled and returned. 740 questionnaires were administered on students, 687 copies were duly completed and returned.

Data Analysis

The retrieved data were subjected to both descriptive and inferential statistics. The scoring of the lecturers and students questionnaire were in Likert 4 points scale. These were collapsed into two (2) points; favourable (Strongly Agreed) and non favourable (Not Strongly Agreed) climate, while availability of physical resources were collapsed to available and not available. The utilizations were collapsed to well utilized and not well utilized. The data collected for the HDIRU were subjected to simple percentage. The lecturers and students were converted to frequency count and percentages. The total mean of respondents from each department were calculated and were presented in tabular form.

The responses of both staff and students were merged together from all Technical Education departments in the Colleges of Education South West Nigeria. There were no

department of Technical Education in Federal Colleges of Education Abeokuta and Adeyemi College of Education Ondo. This made the number of participants to be 156.

RESULTS AND DISCUSSION**Research Question 1****How is the organizational climate within the school of Vocational and Technical Education Colleges of Education in South West Nigeria?**

Table 8 presents the prevailing organizational climate in the schools of Vocational and Technical Education in College of Education South West Nigeria. The result in Table 8 reveals that the organizational climate in the Department of Agricultural Science is favorable with a mean of 1.50 (75%). While that of Business Studies Department was less favourable with with a mean of 0.86 (43%). However, the climate in Fine and Applied Arts, Home Economics, Technical Education were all favourable with a mean of 1.79 (88%) 1.90 (95%), and 1.66 (83%) respectively. Hence, it is therefore assumed that organization climate in Vocational and Technical Education in South West Colleges of Education is favourable.

Research Question 2**Are the required resources in Vocational and Technical Education available?**

Table 9 presents the lecturers' responses on the availability of resources for Vocational and Technical Education in the Colleges of Education. For every Department, responses under sufficiently available and not sufficiently available were separately obtained and later summed up to obtain the mean score for available resources. The responses under not available were found and the mean scores for each department was computed as indicated in Table 9.

Lecturers responses were only used for this research

Table 3. Physical Resource Utilization in Sampled Agricultural Science Departments in Colleges of Education South West

S/N	Physical/Material Resource Utilization	Well Utilized		Not well Utilized		Total	
		f	%	f	%	f	%
1	School farm	171	85.5	29	14.5	200	100
2	Library books	137	68.5	63	31.5	200	100
3	Audio visual room with video records, video player printing machine.	101	50.5	99	45.5	200	100
4	Drawing room with drawing board, drafting set square.	37	18.5	163	81.5	200	100
5	Crop farm	56	28.0	144	72.0	200	100
6	Animal unit equipment such as live stock skeleton surgical kit.	134	28.0	66	33.0	200	100
7	Nursery tools such as water pumping machine, seed sower.	153	76.5	47	23.5	200	100
8	Survey equipment	115	57.5	85	42.5	200	100
9	Farm machinery such as tractor disc plough	107	53.5	93	46.0	200	100
10	Storage facilities such as refrigerator deep freezer	112	56.0	88	44.0	200	100
11	Fishery equipment such as hook line, fishing boat	110	55.0	88	44.0	200	100
12	Food processing equipment cassava pelleting, machine mouse Sheller, tool box	57	28.5	143	71.5	200	100
13	Farm records	46	23.0	154	77.0	200	100
	Mean	103	51.5	97	48.5	200	100

The Table 3 is the responses of staff members and students merged together from all Agricultural Science departments in Colleges of Education South West.

question because it is the lecturers through the Head of Department that know the numbers of physical resources available within each department. Also, the lecturers will be able to determine how well to distribute these resources to go round if students population is more than the available resources on ground.

Heads of Department were used in collecting these data because he/she is the custodian of the inventory book. Physical resources used were in Table 3-7.

Table 9 reveals the mean scores on resource availability in each department in the schools of Vocational and Technical Education in the South West College of Education. The highest mean score on resource availability was in Fine and Applied Arts with 100%. Technical Education had the mean score of 90.7%. Home Economics had 90%, Agricultural Science had 78.5%, while Business Studies Department recorded the least resource availability with 45.7%. On the average, the total mean scores for resource

availability in all the departments was 81.5%, while the mean for not available resources was 18.5% This therefore shows that most of the required resources in Vocational and Technical Education were available with the exception of the Department of Business Studies where some of the required resources were not available. Such resources include; shorthand laboratory, model office facilities such as photocopier, file cabinet, overhead projector and guillotine machine.

Question 3

Are the available physical resources well utilized?

The responses of lecturers and students on utilization of the available physical resources in the sampled Colleges of Education are presented in Table 10. The mean score of the responses to physical resource utilization in each

Table 4. Physical Resource Utilization in Sampled Business Studies Departments in Colleges of Education South West

S/N	Physical/Material Resource Utilization	Well Utilized		Not well Utilized		Total	
		F	%	F	%	f	%
1	Books in library	96	65.8	50	34.2	146	100
2	Departmental library	84	57.5	62	42.5	146	100
3	Model office facilities	104	71.2	42	28.8	146	100
4	Typewriter/computer	103	70.5	43	29.5	146	100
5	Stopwatch	100	68.5	46	31.5	146	100
6	Tape recorder	88	60.3	58	39.7	146	100
7	Shorthand equipment	89	61.0	57	39.0	146	100
8	Printers	86	59.0	60	41.0	146	100
9	Scanners	96	65.7	50	34.3	146	100
10	Digital cameras	96	65.7	50	34.3	146	100
11	Internet facilities	89	61.0	57	39.7	146	100
12	Industrial training report	65	45.0	81	55.0	146	100
13	Photocopier	69	47.0	77	53.0	146	100
14	Duplicating machine	53	36.4	93	63.6	146	100
15	Binding machine	50	34.2	96	65.8	146	100
	Mean	85	58.2	61	41.8	146	100

The totals were not up to 200 participants because Federal College of Education Akoka does not offer business.

Table 5. Physical Resource Utilization in Sampled Fine and Applied Arts Department in Colleges of Education South West

S/N	Physical/Material Resource Utilization	Well Utilized		Not well Utilized		Total	
		f	%	F	%	f	%
1	Departmental library	82	48.8	86	51.2	168	100
2	Arts Education and art history room	73	43.5	95	56.5	168	100
3	Drawing Studio Equipments such as donkey, draining boards	118	70.2	50	29.8	168	100
4	Painting Studio Equipment such as easel, palette brushes, benches	95	56.5	73	43.5	168	100
5	Textile Studio Equipment such as loom, printing table, batik	102	60.7	66	39.3	168	100
6	Graphic Studio Equipment such as drawing table board, enlarger benches	130	77.4	38	22.6	168	100
7	Sculpture Studio Equipment such as modeling table caliper mallet, hammer	116	69.0	52	31.0	168	100
8	Ceramic Studio Equipment such as turning table throwing wheel, pop	135	80.4	33	19.6	168	100
9	Open Display Space	104	62.0	64	38.0	168	100
10	Common Exhibition Space	109	64.9	59	35.1	168	100
	Mean	106	63.3	61	36.7	168	100

The responses of both staff and students were merged together from Fine and Applied Arts Departments in the Colleges of Education South West Nigeria.

department in the School of Vocational and Technical education was found and the percentage score of each of them was computed as indicated in Tables 3-7.

The responses of both the lecturers and students on Table 10 indicated the physical resource utilization in

merged together from Fine and Applied Arts Departments in the Colleges of Education South West Nigeria.

Vocational and Technical Education South West Colleges of Education. The sampled Colleges of Education are in Table 2 were sampled from all the states under South West

Table 6. Physical Resource Utilization in Sampled Home Economics Department in Colleges of Education South West

S/N	Physical/Material Resource Utilization	Well Utilized		Not well Utilized		Total	
		f	%	f	%	f	%
1	Books in the library	144	75.8	46	24.2	190	100
2	Child Developmental Centre	99	52.1	91	47.9	190	100
3	Home Management Equipment	144	75.8	46	24.2	190	100
4	Food and Nutrition Laboratory Equipment	170	89.5	20	10.5	190	100
5	Clothing and Textile Equipment	165	86.8	25	13.2	190	100
	Mean	144	75.8	47	24.2	190	100

The responses of both staff and students were merged together from all Home Economics departments in the Colleges of Education South West Nigeria. 130 participants responded

Table 7. Physical Resource Utilization in Sampled Technical Education Department in Colleges of Education South West

S/N	Physical/Material Resource Utilization	Well Utilized		Not well Utilized		Total	
		F	%	f	%	f	%
1	Library Equipment	75	48.1	81	51.9	156	100
2	Metal Work Equipment	50	32.1	106	67.9	156	100
3	Wood Work Equipment	58	37.2	98	62.8	156	100
4	Electrical/Electronic Equipment	64	41.0	92	59.0	156	100
5	Building Equipment	51	32.7	105	67.3	156	100
6	Automobile Equipment	51	32.7	105	67.3	156	100
7	Technical Drawing Equipment	44	28.2	112	71.8	156	100
	Mean	57	36.5	99	63.5	156	100

Table 8. Lecturer's response on organizational climate in Vocational and Technical Education

S/N	Department	Freq.	Favourable		Not Favourable			Total	
			Mean	%	Freq.	Mean	%	Mean	%
1.	Agricultural Science	139	1.50	75	46	0.25	25	1.75	100
2.	Business Studies	80	0.86	43	105	0.57	57	1.43	100
3.	Fine & Applied Arts	163	1.76	88	22	0.12	18	1.88	100
4.	Home Economics	176	1.90	95	09	0.05	15	1.95	100
5.	Technical Education	154	1.66	83	31	0.17	17	1.83	100
	Cumulative Mean		1.54	38.4		0.23	13.2	1.77	100

N=185

Nigeria so as to get all the respondents represented from Federal and State Colleges of Education in South West Nigeria. Physical resources well utilized and not well utilized are in Tables 3-7.

The mean scores were presented on the basis of the departments involved. As indicated in Table 10, Home Economics Department well utilized the physical resource with the mean score of 70.8% followed by Fine and Applied Arts with mean score of 63.1%. Business Studies 58.2%; Agricultural Science 51.5%; while the least well utilized

physical resources was in Technical Education Department with 36.5%. On the average, 55% of the respondents indicated that physical resource in Vocational and Technical Education were well utilized. It could therefore be showed that physical resources were under utilized in some departments like Agricultural Science where the drawing room was not well utilized; Business Studies Department did not effectively utilize duplicating and binding machines while Technical Education Department did not effectively utilize Technical Drawing Equipment

Table 9. Physical resource availability in Vocational and Technical Education Colleges of Education South West Nigeria

S/N	DEPARTMENT	Available		Not Available		Total	
		Mean	%	Mean	%	Mean	%
1.	Agricultural Science	32	78.5	8	21.5	40	100
2.	Business Studies	16	45.7	19	54.3	35	100
3.	Fine and Applied Arts	40	100	0	0	40	100
4.	Home Economics	36	90	4	10	40	100
5.	Technical Education	28	90.7	2	9.3	30	100
Total		30	81.5	7	18.5	37	100

N=37

Table 10. Physical Resource Utilization in Vocational and Technical Education College of Education, South West Nigeria

S/N	DEPARTMENT	Well utilized		Not well utilized		Total	
		Mean	%	Mean	%	Mean	%
1.	Agricultural Science	103	51.5	97	48.5	200	100
2.	Business Studies	85	58.2	61	41.8	146	100
3.	Fine and Applied Arts	106	63.1	62	36.9	168	100
4.	Home Economics	114	70.8	47	29.2	161	100
5.	Technical Education	57	36.5	99	63.5	156	100
Average		95	55.2	77	44.8	172	100

N=172

(drawing table/board, set square and Tee square).

DISCUSSION

The availability and utilization of physical and material resources in Vocational and Technical Colleges of Education in South West Nigeria is a determinant factor in the academic performance of students. The findings of the study in Table 8 reveals that organizational climate in Vocational and Technical Colleges of Education was favourable in the Department of Agricultural Science with a frequency of 75%, less favourable in Business Studies.

Department, with a frequency of 43% and favourable in the Department of Applied Arts, Home Economics, and Technical Education, with 88%, 95% and 83% respectively. These results corroborate the findings of Akinfolarin (2008) and Ehinola (2009) who submitted that physical resources are crucial to the realization of educational objectives.

In answering research question two (Table 9), the result shows that most of the required physical resources in Vocational and Technical Education were available with the exception of the Department of Business Studies. Responding to research question two, as shown (Table 10) the result revealed that, on the average, 55% of the respondents indicated that the physical resources in vocational and technical education were well utilized. It could therefore be shown that physical resources were under utilized in some department like Agricultural Science, where drawing room, that are for sketching or drawing are made for illustration was not well utilized, while Business Studies Department failed to utilize their

duplicating and binding machines and Technical Education Department did not utilize their Technical Drawing Equipment.

In agreement with this study, Adesola (2005) found out that the level of available resources is indeed a plus to the teachers and goes to show the ingenuity and commitment of teachers towards effective delivery of their lessons. In the same vein Bandele (2003) opined that quality and goals of education is achieved when resources are available and utilized appropriately.

Conclusion

The study examined the organizational climate and physical resource utilization in Vocational and Technical Education of Colleges of Education in South West Nigeria. The study shows that most of the required resources in Vocational and Technical Education were available with the exception of Business Studies Department where some of the required resource were not available. The study revealed that resources available to the Department of Agricultural Science and Technical Education were underutilized. See Table 3-7 for the resources.

To achieve the set goals and objective in Vocational and Technical Education in the South West, Government and the school authority must provide adequate conducive environment (Organizational Climate) and required resources for the full realization of the main objective for which Vocational and Technical Education was established.

Students, lecturers and the school authority must as a matter of necessity utilize all the available physical and

material resource for education in our Vocational and Technical Education in South West Nigeria under a conducive or favourable climate.

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