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PROBLEMS ASSOCIATED WITH STUDENTS' PERSISTENCE IN BUSINESS APPRENTICESHIP TRAINING CENTRES (BATCs): IMPLICATIONS FOR VOCATIONAL TRADE DEVELOPMENT IN KADUNA STATE, NIGERIA

IBRAHIM SHITTU KAILANI
SR. LECTURER
KADUNA POLYTECHNIC
DEPARTMENT OF EDUCATION (TECHNICAL)
KADUNA

ABSTRACT

This study was designed to analyze the problems associated with students' persistence in Business Apprenticeship Training Centres (BATCs) and stressing the implications on Vocational trade development in Kaduna state of Nigeria. Five research questions and four null hypotheses guided the study. A Survey research design was adopted for the study while the area of the study was Kaduna State. The population of the study comprised 2,873 subjects (172 teachers/instructors and 2,701 students). Proportionate stratified sampling technique was used to sample 574 subjects for the study. The instrument for data collection was a four-point structured questionnaire containing 44 items. The researcher also obtained an official record of students' enrolment and retention in BATCs of Kaduna State for five consecutive sessions to ascertain the persistence pattern of students based on school location. The structured questionnaire was validated for face and content by three experts. The instrument was pilot-tested and Cronbach Alpha (α) formula was used to establish reliability of 0.75. Z-test was used to test the four hypotheses at 0.05 level of significance. While Mean, Standard deviation, percentage and Hagedorn's formula for determining Persistence in terms of Graduation rate (PGR) was used to analyze data for the research questions. The findings revealed that problems associated with students' persistence in BATCs is linked to three sets of factors; namely Cognitive, Social, and Institutional factors. Based on the findings, 23 recommendations were proffered, among which include: Coaching students to develop strategies (study skills, critical thinking ability, learning skills, extracurricular activities, time management) for academic success; Providing opportunities for students to share issues or concerns that are preventing them from being successful students; Trades relevant to the craft and cottage industries within the locality of BATCs location should be included in the curriculum and offered in the schools. BATCs should make business partnership with their host communities and revenue accruing from such business should be used to assist at-risk students.

KEYWORDS

Kaduna state, Nigeria, business apprenticeship training centres, implications on vocational trade development, problems associated with students' persistence.

INTRODUCTION

Business Apprenticeship Training Centres (BATCs) are vocational training institutions under the supervision of the Kaduna State Ministry of Science and Technology, and open to those coming out of the formal educational system at the basic or post-basic levels, to learn a trade. These are not new institutions as the first one was opened in 1972 (Kaduna State Government, 2004). These training centres are used by the State Government to train youths in nine (9) different trades (Block laying & Masonry; Carpentry & joinery; Electrical installation; Motor vehicle mechanic work; Pipe fitting & plumbing; Radio & Television; Sewing & Knitting; Tailoring; Welding and fabrication) for self-reliance after graduation (Kailani, Amalo, and Tsiga, 2010).

The goals of Vocational Enterprise institutions (VEIs) according to the Federal Republic of Nigeria [FRN] (2013) are to:

1. Train post-basic education and senior secondary school students who are desirous of obtaining some specific skills, knowledge and appropriate certification to pursue a chosen trade or career.
2. Educate post-basic education and senior secondary school students to think creatively and transform knowledge through technological processes into wealth and a broader economic base.
3. Provide technologically based training that ensures that students understand how their expertise fits into improving the society and fulfilling national goals.
4. Increase access to technological education at tertiary level.
5. Provides training that enables students acquire specialized craftsman skills that empowers them to compete globally.
6. Provide training that enables students to acquire the skills and competences in order to take advantage of life's opportunities; and
7. Provide training that enables students acquire continuous education that makes them self-reliant, wealth creators and providers of employment.

Likewise, the objective of establishing BATC according to Kaduna State Government (2004) is to produce artisans who will meet the lower-level manpower demand of the nation's economy. Specifically, the BATC was designed to:

1. Produce artisans for industries.
2. Produce artisans for government establishments.
3. Produce craftsmen/craftswomen who shall be self-reliant economically.

The decision of the Kaduna State Government to establish the BATCs is a step taken in the right direction considering the fact that a nation's progress is measured in terms of its technological advancement and its ability to provide employment opportunity to its teeming populace. However, the above stated objectives have not been fully attained as there are still many youths roaming about without salable skills to enable them contribute their quota towards the development of the nation and make a living for themselves. As a result of the decline of industries which led to increase in unemployment, the purpose of establishing BATC was later modified to offer technical/vocational skills to teeming youths to reduce unemployment and alleviate poverty in the society (Kaduna state Government, 2004). Specifically, the programme was later designed to meet the skills acquisition needs of youths who are aspiring to:

1. Be employed in industries.
2. Be employed in government establishments.
3. Be self-employed.
4. Acquire vocational skills first and later further their academic career which hitherto has been almost terminal at this level of training (Kaduna state Government, 2008 cited in Kailani, 2012).

There was no existing policy on skill acquisition in Kaduna state of Nigeria as at the time of this study. However, the present Kaduna State Commissioner for Commerce, Industry and Tourism, Dr Shehu Adamu stated in an interview with the news men in Kaduna on July 28, 2016 that the policy has now been developed with the support of the Department for International Development (DFID), after series of seminars and workshops involving professionals and other stakeholders, and that a draft copy of the policy is ready and would soon be presented to the State Executive Council for approval (Adamu, 2016). Preliminary study conducted by the researcher revealed that emphasis in the BATCs is partly placed on craft and cottage industries within the locality and that the products of the BATCs are usually encouraged to take the National Business Certificate/National Technical Certificate (NBC/NTC) examination. According to an interview conducted by the researcher on Principals, teachers/instructors and trainees of BATCs in the three senatorial districts of Kaduna state, the trainees who are indigenes of Kaduna State were being given an allowance of 1,000 Naira each by the Kaduna State government to motivate them. Some of the local governments of the state also give their indigenes some allowances too. However, the State Government later reduced the allowance to 250 Naira per trainee in the year 2011 and eventually stopped paying the allowance to trainees in March, 2011. The reason given by the State Government was that, it cannot continue to sustain it.

Despite the absence of existing policy on skill acquisition in Kaduna state, the BATC operates a policy of equality of opportunity and encourage girls by operating a quota system. The minimum entry requirement is JS3 (Junior Secondary 3) attempted (i.e. upper basic education). Entry is based on interviews conducted by teachers/instructors at various training centres. This method of selection represents about 70% of the intake the remainder is between private applications and formal sector employees. Girls are encouraged to opt for traditionally male dominated trades such as, electrical installation, motor vehicle mechanic work, pipe fitting & plumbing and so on with the help of Guidance and Counseling Officers who provided assistance to boys and girls in selecting the suitable course (Kaduna State Government, 2008 cited in Kailani, 2012).

Trade development in Kaduna State is as old as the State itself. Most people in Kaduna acquire their trades/occupation via the apprenticeship system (on the job training) with an edge in the following areas, namely: Systematic training of apprentices for a trade or employment, skill acquisition, furtherance of family trade or business (such as farming, cattle rearing (among the Fulani), poultry, fishing, craftsmanship etc), perpetuation of family occupation. While others acquire their profession/career through the formal education system in the BATCs, VEIs, Technical colleges, private Computer Training Institutes, Kaduna Business School, Innovation Institute of Technology, Colleges of Education, Monotechnics, Polytechnics, Universities, Nigerian Defence Academy, Nigerian Air force Training School, Nigeria Police College, Nigerian School of Aviation, Nursing Schools, School of Health Technology, Federal Training Centre, Ministry of Water resources training institute, Kaduna State Water Board training School, Borstal Training Institute (where juvenile offenders are trained in various types of skills for the purpose of successful rehabilitation into the society after their release from the remand home), the Open Prison (where prison inmates are trained in different kinds of skills for the purpose of rehabilitation into the society after completing their jail term, and other Government organizations like National Directorate of Employment (NDE).

Technical and Vocational Education (TVE) is the factory for the production of the needed technologists, technicians and craftsmen as well as skilled artisans who are required to turn the nation's economy around and usher in the desired technological advancement which is very much required for the elevation of Nigeria from a "consumer nation" to a "producer nation", from a developing nation to a developed nation [National Board for Technical Education (NBTE), 2003]. Acquisition of appropriate technological skills is necessary to cope with the challenges presented by the evolving needs of available working places in our industries and ever-growing non-formal sector (NBTE, 2003). But this desire cannot be achieved under a significant level of poor students' persistence/retention in TVET institutions as compared with other areas of study. Students' Persistence/Retention not only has an impact on the individual and his/her family but also produces a ripple effect on the educational institutions, the workforce/trade development and the economy. However, when a student withdraws from BATC the invested institutional resources were not spent wisely forcing the college to invest additional resources to recruit new students (Hagedorn, 2005). Non-persisting students would obviously lack the requisite training and credentials to enter the professional workforce, and this could result to high level of poverty in the society or lower incomes which generally correlate with many social problems and lower living standards (McMahon, 2000). Industries will not find sufficiently trained workers, thus, they would either invest in their own training programs or relocate to areas where sufficiently trained workers are more available, sometimes even going overseas (Andrade, Stigall, Kappus, Ruddock, and Oburn, 2002). In view of the above premise, this study vehemently aims at analyzing the problems associated with BATCs students' persistence in Kaduna State, pointing out its implication on trade development and determining measures for combating problems arising from the findings of the study.

REVIEW OF LITERATURE

The conceptual framework of this study is based on the Geometric Model of Student Persistence and Achievement shown in Fig. 1. According to International Centre for students' retention [ICSR] (2005) the Geometric Model of Student Persistence and Achievement provides a user-friendly method for discussion and focus on (a) the cognitive and social attributes that the student brings to campus; and (b) the institutional role in the student experience. The geometric model differs from others by placing the student at the center of the model, rather than an indifferent element to a flow chart or structural equation model.

FIG. 1: GEOMETRIC MODEL OF STUDENT PERSISTENCE AND ACHIEVEMENT (ICSR, 2005)



The model also allows the researcher to discuss the dynamics between cognitive, social, and institutional factors, all of which take place within the student. These three forces must blend to provide a solid foundation for student growth, development, and persistence. When stability is lost, students risk reducing their academic and social integration with the institution, and therefore risk dropping or stopping out. This model works to help describe the persistence process, and the delicate balance between student resources (what the student brings to campus) and institutional resources (what the institution provides for the student). The strength of this model as a basis for conceptual framework of this study is in its ability to help institutions work proactively to support student persistence and achievement. Diagnostic and supplementary knowledge of the student is a vital component of the geometric model, because without knowledge, the institution is incapable of making prudent decisions on whom to admit (International Centre for students' retention (ICSR), 2005). In terms of BATC or VEIs persistence and achievement, three particular forces account for the entire spectrum of student outcomes: cognitive, social, and institutional factors. Concisely stated, the cognitive factors form the academic ability, the strengths and weaknesses of the student, such as the level of proficiency in reading, writing, and mathematics. Social factors, such as the ability to interact effectively with other persons, personal attitudes, and cultural history, form a second set of external factors that characterize the individual. The third set of factors, institutional, refers to the practices, strategies, and culture of the college or university that, in either an intended or unintended way, impact student persistence and achievement. Examples include faculty teaching ability, academic support programming, financial aid, student services, recruitment and admissions, academic services, and curriculum and instruction (ICSR, 2005).

Literature has shown that lot of empirical study have been conducted in the area of students' enrolment and retention/persistence, for example: Bitzer and Troskie-De Bruin (2004) conducted a study on the effect of factors related to prior schooling on student persistence in higher education; while Kerby (2007) investigated the impact of levels of student engagement on retention among first-year, full-time students at a south central Kentucky university. Northern Virginia Community College [NOVA] (2006) assessed students' retention and strategies for improvement in Northern Virginia. Likewise, Okereke (2003) investigated the interrelationship of students' attrition, school process and participation in science programmes at Secondary schools of Bauchi State, Nigeria; Rena (2007) studied factors affecting the enrolment and retention of students at primary education in Andhra Pradesh, India. Kailani and Ikara (2012) conducted a study on strategies for combating attrition in Business Apprenticeship Training Centres (BATCs) in Kaduna State, Nigeria; Kailani, and Sa'i (2011) carried out a study on gender balance in male and female Enrolment/Retention into trade areas of BATCs in Kaduna State of Nigeria; Kailani, Ikara and Haruna (2011) studied the Enrolment and retention patterns of trainees among BATCs in kaduna state with emphasis to implications for attaining the millennium development goals (MDGs) in Nigeria; Mshelizah (2011) also conducted a study on Strategies for increasing students' enrolment in Technical Education at NCE Technical awarding Institutions in North-Eastern Nigeria; and Bappah (2013) identified strategies for enhancing the enrolment of trainees into BATCs in kaduna state.

However, there is no study on problems associated with students' persistence in BATCs or other Vocational institutions in Nigeria. This class of institutions (BATCs and Vocational training/innovation centres) seems to have been neglected in terms of empirical research study on trainees retention/persistence, and if the neglect of this area in question should continue, it might have a negative implication on trade development vis-à-vis the economy of the nation, for example it means a lot of youth who might drop out of school at basic or post-basic level of education will not be equipped with salable skills that will enable them make a living and contribute their quota to the economic/technological development of this nation. Secondly, there will be a loss of tuition for the institution if persistence/retention of students continues to decline, a loss of a major in some department/trade areas in the case of attrition, and a loss of human capital - that is, the loss of highly trained individuals (low-level manpower) to enter the workforce or perform civic duties. Furthermore, non-persisting students will lack the requisite training and credentials to enter the professional workforce, and this could result to high level of poverty in the society or Lower incomes which generally correlate with many social problems and lower living standards (McMahon, 2000). Lastly, lack of research studies on the problems associated with BATCs students' persistence suggests absence of valid research data to unveil students' persistence problems bedeviling these institutions (BATCs) for prompt action. In view of the above, this study modestly aims at filling the gap pointed out in the literature review in respect to BATCs students' persistence problems via an attempt (study) to analyze the problems associated with BATCs students' persistence in Kaduna State of Nigeria, point out the implications of the problems on trade development and determine strategies for overcoming the problems arising from the findings of the study.

NEED/IMPORTANCE OF THE STUDY

The findings of this study when implemented will be of benefit to the students on graduation in the sense that they would be equipped with adequate and salable skills in trades of their choice that will enable them move this nation forward technologically and make a living for themselves. Consequently, poverty would be reduced in the society. As students' persistence in these institutions increases, more employment opportunities would be created for TVET teachers/instructors. The low level manpower required to turn the nation's economy around and usher in the desired technological advancement which is very much required for the elevation of Nigeria from a "consumer nation" to a "producer nation", from a developing nation to a developed nation would be realized. Valid and reliable data would be provided to Kaduna state government of Nigeria, policy makers and researchers to enable them know the strength and weaknesses of the program for the purpose of improvement. Finally, the results of the study will be disseminated via various forms of publication, conferences, symposiums, seminars and web-sites. Through such effort, students' persistence in BATCs will be improved.

STATEMENT OF THE PROBLEM

For a developing economy that ever needs an efficient and huge number of competent personnel, not all have to pass through the very long process of on-the-job training, thus, the society necessarily have to depend on schools such as BATCs for such training. However, if the students who are supposed to be trained to become specialist who are to man various sectors of the economy are not persistent in schools, the consequence will have a negative effect on the economy as well as workforce/trade development. There is evidence of a decline in retention of students in trade areas of BATCs in Kaduna State. For example, the official record of students' enrolment and retention in BATCs of Kaduna State (ORERBKS) revealed that out of 864 students who enrolled into BATCs in 2003/2004 academic session in Kaduna State only 290 students graduated in the final year (2005/2006 session) which indicated about 33.6% persistence/retention rate and attrition rate of about 66.4%. The ORERBKS also showed that out of 834 students that enrolled into BATCs in 2004/2005 academic session in Kaduna State only 442 students graduated in the final year (2006/2007 session) which indicated about 53% persistence/retention rate and attrition rate of about 47%. Furthermore, Kailani and Ikara (2012) stated that out of 1,151 students that enrolled into BATC in the 2005/2006 academic session in Kaduna State only 586 students graduated in the final year (2007/2008 session) which indicated about 51% persistence/retention rate and attrition rate of about 49%. Similarly, Kailani, Ikara and Haruna (2011) also reported that out of 1,188 students that enrolled into BATCs in the 2006/2007 academic session in Kaduna State only 873 students graduated in the final year (2008/2009 session) which indicated about 73.5% persistence/retention rate and attrition rate of about 26.5%. Kailani and Sa'i (2011) also testified that a considerable level of attrition of both male and female students exists in BATCs of Kaduna State. Therefore, in view of the above exposition, the question is asked, what are the problems associated with students' persistence in Business Apprenticeship Training Centres (BATCs) in Kaduna state? Consequently, this study is set to answer the above question with the intent of pointing out the implications on trade development and seeking strategies for combating problems arising from the findings of the study.

PURPOSE OF THE STUDY

The purpose of this study was to investigate students' persistence in BATCs in Kaduna state. Therefore, the following Research Questions guided the study:

1. What are the Cognitive problems associated with the BATCs students' persistence as perceived in Kaduna state schools of Nigeria?
2. What are the Social problems associated with the BATCs students' persistence as perceived in Kaduna state schools?
3. What are the Institutional problems associated with the BATCs students' persistence as perceived in Kaduna state schools?
4. What is the effect of school locations on BATCs students' persistence pattern in Kaduna State of Nigeria?
5. What are the strategies that could be used to improve BATCs students' persistence in Kaduna state of Nigeria?

HYPOTHESES

Ho₁. There is no significant difference in the mean responses of teachers and students on the cognitive problems associated with BATCs students' persistence in Kaduna state.

Ho₂. There is no significant difference in the mean responses of teachers and students on the social problems associated with BATCs students' persistence in Kaduna state.

Ho₃. There is no significant difference in the mean responses of teachers and students on the institutional problems associated with BATCs students' persistence in Kaduna state.

Ho₄. There is no significant difference in the mean responses of teachers and students on the strategies or improving BATCs students' persistence in Kaduna state.

METHODOLOGY

Descriptive Survey research design was adopted for the study while the geographical area of study is Kaduna state. The population of the study was 2,873 subjects, this consists of all of the 172 teachers/instructors (134 male teachers and 38 female teachers), 2,701 (2376 male and 325 female) students of the BATCs in Kaduna state. Proportionate stratified random sampling technique was used to select 20% of the population, this decision is in line with the suggestion of Borg and Gall

(1971) cited in Uzoagulu (2011) which suggested that 20% may be used to draw sample from a population of up to 1,000, 10% from a population up to 5,000 and 5% from a population up to 10,000. The strata used are senatorial districts in the state, namely: Kaduna Central (BATCs in Mando, Birnin Gwari, Birnin Yero, Kakau, Kajuru and Tudunwada); Northern Kaduna (BATCs in Sabon-Gari Zaria, Saminaka, Ikara, Zaria city, Makarfi, Soba and Hunkuyi); Southern Kaduna (BATCs in Kagoro, Fadan Kamantan, Kauru, Kachia, Kwoi, Fadan Kagoma, Kufana, Gwantu and Zonkwa). The instruments for data collection are: a structured questionnaire named questionnaire of students' persistence in BATCs in Kaduna state (QSPBKS); and the Statistical records of enrolment and retention of students in BATCs of Kaduna State. The QSPBKS is divided into five sections (A, B, C, D and E). Section 'A' (general information part) was designed to collect general information of respondents. Section B of the instrument (items 1 - 2) addressed Research question 1: the Cognitive problems associated with students' persistence in BATCs of Kaduna state; while Section C (items 3 - 12) of the instrument focus on Research question 2: the Social problems associated with students' persistence in BATCs of Kaduna state; Section D (items 13 - 22) of the instrument focus on Research question 3: the Institutional problems associated with students' persistence in BATCs of Kaduna state; and Section E (items 23 - 44) of the instrument focus on Research question 5: the strategies that could be used to improve BATCs students' persistence in Kaduna state. The QSPBKS was validated for face and content by three experts while Cronbach Alpha (α) formula was used to compute the reliability of the instrument at 0.75. The instrument was administered personally by the researchers with help of six research assistants. The statistical tools used for analyzing the data were Mean, Standard Deviation, Z-test, Hagedorn's (2005) formula for determining Persistence in terms of Graduation rate (PGR), and Percentage. A four-point rating scale was used to score items in sections B, C, D and E of the QSPBKS.

For the decision rule on research questions 1, 2, 3 and 5, the real limit of numbers of the response mode was used to categorize the mean rating of the respondents as follows:

RESPONSE MODE	RATE	REAL LIMITS	DECISION
Strongly Agree	4	3.5 – 4.0	Strongly Agree
Agree	3	2.5 – 3.49	Agree
Disagree	2	1.5 – 2.49	Disagree
Strongly Disagree	1	0.5 – 1.49	Strongly Disagree

Therefore, any item having a mean value of 2.50 and above was judged as agree or accepted. While any item having a mean value of 2.49 and below was judged as disagreed or rejected. Hypotheses 1, 2, 3 and 4 were tested with Z-test statistics at 0.05 level of confidence, the reason for choosing Z-test was due to the large sample size. This is in agreement with Nworgu (2006) who stated that 'generally, a sample is considered to be large if its size is equal to or greater than 30.

RESULTS AND DISCUSSION

RESEARCH QUESTION ONE

What are the Cognitive problems associated with the BATCs students' persistence in terms of teachers and students response in Kaduna state schools?

The results of data analysis in Table 1 revealed that both teachers and students agreed that items 1 and 2 are the cognitive problems associated with BATC students' persistence in terms of enrolment in Kaduna state. This is because the items had grand mean of 2.52 and 2.79 respectively which is equal to or above the cut-off mean of 2.50.

TABLE 1: MEAN RATINGS AND STANDARD DEVIATION OF TEACHERS' AND STUDENTS' RESPONSES ON COGNITIVE PROBLEMS ASSOCIATED WITH BATCS STUDENTS' PERSISTENCE IN KADUNA STATE

S/No	ITEMS	\bar{X}_T N=34	\bar{X}_S N=540	\bar{X}_G	SD_T	SD_S	Decision
1	Some BATC students Lack good study habits and critical reasoning ability to enable them succeed in their training.	2.73	2.30	2.52	.014	.001	Agreed
2	Students have low level of proficiency in reading, writing, and mathematics.	2.84	2.74	2.79	.066	.041	Agreed

NOTE: \bar{X}_T – Teachers' Mean; \bar{X}_S – Students' Mean; \bar{X}_G – Grand Mean; SD_T – Teachers' Standard deviation; and SD_S – Students' Standard deviation.

RESEARCH QUESTION TWO

What are the Social problems associated with the BATCs students' persistence in terms of teachers' and students' response in Kaduna state schools?

The results of data analysis in Table 2 revealed that both teachers and students agreed that items 3, 4, 7, 11 and 12, are the social problems associated with BATC students' persistence in terms of enrolment in Kaduna state. This is because the items had grand mean of 2.91, 2.52, 2.65, 2.95 and 2.60 respectively which is equal to or above the cut-off mean of 2.50. The respondents however disagreed with items 5, 6, 8, 9 and 10 respectively; this is because the items have grand mean of 2.11, 2.49, 1.91 and 2.09 respectively which is below the cut-off mean of 2.50.

TABLE 2: MEAN RATINGS AND STANDARD DEVIATION OF TEACHERS' AND STUDENTS' RESPONSES ON THE SOCIAL PROBLEMS ASSOCIATED WITH BATCS STUDENTS' PERSISTENCE IN KADUNA STATE

S/No	ITEMS	\bar{X}_T N=34	\bar{X}_S N=540	\bar{X}_G	SD_T	SD_S	Decision
3	Some trainees drop out of BATC due to lack of preparedness on their part	2.75	2.07	2.91	.034	.011	Agreed
4	Lack of goals and aspirations on the part of students/trainees of BATCs	2.30	2.73	2.52	.014	.001	Agreed
5	Some students view school rules as oppressive	2.11	2.11	2.11	.023	.001	Disagreed
6	Poor perception of Technical Vocational Education and Training (TVET) by students and the public	2.67	2.31	2.49	.067	.001	Disagreed
7	Some BATC trainees' dropout of school as a result of the withdrawal of allowances by the state and some local government.	2.71	2.58	2.65	.063	.041	Agreed
8	Trainees drop out whenever they perceive that they are not receiving meaningful training	1.75	2.07	1.91	.034	.001	Disagreed
9	Family responsibilities like getting married, and a job off campus that is more than twenty hours per week could make a trainee to drop out of BATC.	1.67	2.50	2.09	.026	.041	Disagreed
10	Illiteracy or low educational level of the parents makes them withdraw their wards from BATCs to work as manual laborers so as to get income.	2.11	2.07	2.09	.023	.001	Disagreed
11	Trainees drop out of BATCs due to lack of family or peer support.	2.84	3.05	2.95	.066	.041	Agreed
12	Absence of significant interactions with other college members is the single leading predictor of BATC attrition.	2.52	2.68	2.60	.014	.001	Agreed

RESEARCH QUESTION THREE

What are the Institutional problems associated with the BATCs students' persistence in terms of teachers' and students' responses in Kaduna state schools?

The results of data analysis in Table 3 revealed that both teachers and students agreed that items 14, 18 and 21 are institutional problems associated with BATC students' persistence in terms of enrolment in Kaduna state. This is because the items had grand mean of 2.50, 2.74 and 2.84 respectively which is equal to or above the cut-off mean of 2.50. The respondents however disagreed with items 13, 15, 16, 17, 19, 20 and 22 respectively; this is because the items have grand mean of 2.49, 2.30, 2.43, 2.18, 2.21, 2.14 and 2.09 respectively which is below the cut-off mean of 2.50.

TABLE 3: MEAN RATINGS AND STANDARD DEVIATION OF TEACHERS' AND STUDENTS' RESPONSES ON THE INSTITUTIONAL PROBLEMS ASSOCIATED WITH BATCs STUDENTS' PERSISTENCE IN KADUNA STATE

S/No	ITEMS	\bar{X}_T N=34	\bar{X}_S N=540	\bar{X}_G	SD _T	SD _S	Decision
13	Students dropout due to unavailability of training materials and where the opportunity costs are especially high, students often drop out of BATC	2.54	2.44	2.49	.052	.001	Disagreed
14	Lack of organizing orientation programs for students	2.33	2.67	2.50	.005	.001	Agreed
15	Lack of good accommodation in the BATC centres	2.00	2.60	2.30	.001	.041	Disagreed
16	Lack of role models in staff and faculty members of BATCs	2.07	2.78	2.43	.040	.041	Disagreed
17	Lack of effective counseling services in BATCs	2.03	2.32	2.18	.056	.041	Disagreed
18	Lack of campus resources (e.g., computer, library, athletic, college union) to create sense of belonging in students	2.77	2.70	2.74	.026	.001	Agreed
19	Lack of facilities/utilities like functional workshop, electricity, water etc	2.11	2.30	2.21	.023	.041	Disagreed
20	Negative attitudes of teachers/instructors.	2.10	2.17	2.14	.070	.041	Disagreed
21	Lack of financial aid for students with low economic status.	3.01	2.67	2.84	.065	.041	Agreed
22	Trainees drop out of BATCs due to racial and gender bias.	1.67	2.50	2.09	.026	.041	Disagreed

RESEARCH QUESTION FOUR

What is the effect of school locations on BATCs students' persistence pattern in Kaduna State of Nigeria?

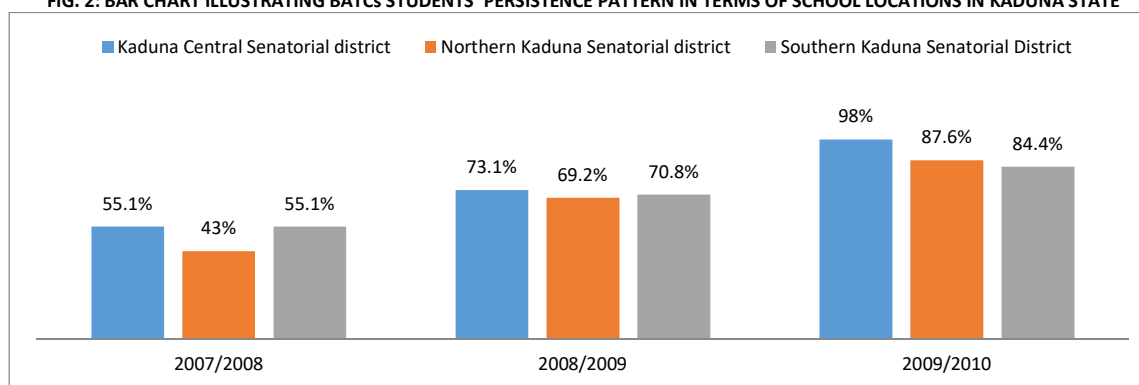
The results of data analysis presented in Table 4 and Figure 2, shows that 361 (100%), 398 (100%) and 392 (100%) freshers enrolled into the BATCs located in Kaduna Central senatorial district, Northern Kaduna senatorial district and Southern Kaduna senatorial districts respectively in the 2005/2006 academic session. Out of which 199 (55.1%), 171 (43%) and 216 (55.1%) of the cohorts persisted to graduation in Kaduna Central senatorial districts, Northern Kaduna senatorial district and Southern Kaduna senatorial districts respectively at their final year (2007/2008 academic session). While in 2006/2007 academic session 369 (100%), 500 (100%) and 319 (100%) freshers enrolled into the BATCs located in Kaduna Central senatorial districts, Northern Kaduna senatorial district and Southern Kaduna senatorial districts respectively. Out of which 270 (73.1%), 346 (69.2%) and 226 (70.8%) of the cohorts persisted to graduation in Kaduna Central senatorial districts, Northern Kaduna senatorial district and Southern Kaduna senatorial districts respectively at their final year (2008/2009 academic session). And in 2007/2008 academic sessions 411 (100%), 407 (100%) and 373 (100%) freshers enrolled into the BATCs located in Kaduna Central senatorial districts, Northern Kaduna senatorial district and Southern Kaduna senatorial districts respectively. Out of which 403 (98%), 357 (87.6%) and 315 (84.4%) of the cohorts persisted to graduation in Kaduna Central senatorial districts, Northern Kaduna senatorial district and Southern Kaduna senatorial districts respectively at their final year (2009/2010 academic session).

TABLE 4: BATCS STUDENTS' ENROLMENT/PERSISTENCE PATTERN IN TERMS OF SCHOOL LOCATIONS FOR 2005/2006, 2006/2007 AND 2007/2008 COHORTS WHO GRADUATED THREE YEARS LATER (2007/2008, 2008/2009 AND 2009/2010 SESSIONS RESPECTIVELY)

School Locations	Enrolment/Retention of 2005/06 BATC Cohorts			Enrolment/Retention of 2006/07 BATC Cohorts			Enrolment/Retention of 2007/08 BATC Cohorts			Average SP in %
	SEAFY 2005/06 Session	SPAGY 2007/08 Session	%SP	SEAFY 2006/07 Session	SPAGY 2008/09 Session	%SP	SEAFY 2007/08 Session	SPAGY 2009/10 Session	%SP	
KCSD	361	199	55.1	369	270	73.1	411	403	98	76.4%
NKSD	398	171	43	500	346	69.2	407	357	87.6	67%
SKSD	392	216	55.1	319	226	70.8	373	315	84.4	69.8%
TOTAL	1151	586		1188	842		1191	1075		

Source: Computed from Statistical records of enrolment and retention of students in BATCs of Kaduna State (2012)

KEY: EY/GY: Entry year/Graduating year; SEAFY: Students' Enrolment at first year; SPAGY: Students' Persistence at Graduation year; KCSD: Kaduna Central Senatorial District. NKSD: Northern Kaduna Senatorial District. SKSD: Southern Kaduna Senatorial District; %SP: Percentage of Students' Persistence; Average SP in %: Average Students' persistence in percentage for the academic sessions under review.

FIG. 2: BAR CHART ILLUSTRATING BATCs STUDENTS' PERSISTENCE PATTERN IN TERMS OF SCHOOL LOCATIONS IN KADUNA STATE

In view of the above, it is evident that BATCs students' persistence pattern differs in the three school locations; hence, the unequal persistence pattern implies that each of the school locations has its own peculiar characteristics that might be affecting students' persistence positively or negatively. Consequently, the need to look at the characteristics of these three school locations for the purpose of drawing inference becomes imperative. The first school location Kaduna Central senatorial district recorded the highest peak persistence pattern (an average of 76.4% for the academic sessions under review), this location is characterized with many big industries/factories that could employ the service of artisans from BATCs, lots of other job opportunities that BATCs graduates could take advantage of, lots of small and medium scale industries/enterprises (SMEs), cottage industries and many opportunities in the Federal and State's civil service parastatals. Therefore, the availability of the numerous job opportunities in this school location (Kaduna Central) could be attributed to be responsible for high BATCs students' persistence rate recorded in the schools situated in it. The next school location is the Southern Kaduna senatorial district which recorded an average peak persistence pattern of 69.8% (for the academic sessions under review), this location (Southern Kaduna) is mostly characterized with civil service activities, trading, farming, some SMEs, cottage industries and few factories/industries that could absorb the graduates of BATCs. Therefore, it was concluded that the absence of reasonable number of industries/factories and other relevant workplaces that the products of BATCs could fit in after graduation was responsible for lower BATCs

Students' persistence rate (69.8%) recorded in this school location (Southern Kaduna) as compared to the Kaduna Central Which recorded 76.4%. The third school location is the Northern Kaduna senatorial district which recorded an average peak persistence pattern of 67%. This school location (Northern Kaduna) is characterized with few industries/factories to absorb graduates of BATCs, some SMEs, trading activities (buying and selling of goods), farming, cottage industries and civil service work. The lowest average persistence rate (67%) recorded in the Northern Kaduna was attributed to the absence of reasonable number of industries/factories and other relevant workplaces to absorb lots of BATCs graduates. Finally, it was concluded that the labour market demand effect within or around the vicinity of BATC school locations have influence on students' persistence.

RESEARCH QUESTION FIVE

What are the strategies that could be used to improve BATCs students' persistence in Kaduna state?

The results of data analysis in Table 5 showed that both teachers and students accepted all the items (23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43 and 44) as strategies that could be used to improve students' persistence in trades' areas of BATCs in Kaduna state. This is because the items have grand mean of 2.76, 3.22, 2.68, 2.90, 2.97, 3.50, 2.95, 3.31, 2.89, 3.12, 2.66, 2.72, 3.44, 3.54, 3.05, 3.17, 2.64, 3.19, 3.06, 3.20, 3.00 and 2.97 respectively which is above the cut-off mean of 2.50. This implies that Strategies Associated with Academic Programs, Strategies Associated with Co-curricular Support, Strategies Associated with Student Learning Support, and Strategies Associated with Students' Wellness and Campus Life could be used to enhance students' persistence in BATCs in Kaduna State.

TABLE 5: MEAN RATINGS AND STANDARD DEVIATION OF TEACHERS' AND STUDENTS' RESPONSES ON THE STRATEGIES FOR IMPROVING BATCs STUDENTS' PERSISTENCE IN KADUNA STATE

S/No	ITEMS	\bar{X}_T N=34	\bar{X}_S N=540	\bar{X}_R	SD _T	SD _S	Decision
Strategies Associated with Academic Programs							
23	BATCs should commit themselves to a long-term process of program development	2.75	2.76	2.76	.034	.001	Accepted
24	BATCs should act to insure that teachers and instructors possess the necessary skills needed for training their students.	3.30	3.14	3.22	.014	.041	Accepted
25	The BATCs must determine which factors in their institutions correlate to student persistence or withdrawal.	2.62	2.73	2.68	.019	.041	Accepted
26	Retention interventions need to be developed by BATCs through research and their implementation verified.	2.79	3.01	2.90	.018	.041	Accepted
27	Exit interviews should be conducted by BATCs before each graduation to enable the institution evaluate their services and make amendment where necessary.	3.00	2.94	2.97	.001	.001	Accepted
28	Utilizing Multiple strategies that combines orientation programs, Guidance & Counseling programs and departmental training to enhance retention	3.16	3.83	3.50	.071	.068	Accepted
29	Either before or after enrollment, adult students should be encouraged to clarify career and academic goals.	3.01	2.89	2.95	.065	.012	Accepted
30	The present workshops facilities in each trade area of BATC should be upgraded to acceptable standard so as to make skill acquisition worthwhile to trainees/students	3.56	3.06	3.31	.044	.051	Accepted
Strategies for Co-curricular Support							
31	BATC students should be encouraged to participate in campus organizations and activities e.g. Programs celebrating cultural diversity, including events of particular interest to diverse groups.	2.84	2.93	2.89	.066	.041	Accepted
Strategies for Student Learning Support							
32	Coaching students to develop strategies (study skills, critical thinking ability, learning skills, extracurricular activities, time management) for academic success	3.18	3.06	3.12	.044	.041	Accepted
33	Students should be encouraged to take extra classes in English (written and oral expression), Mathematics and other courses in which they had deficiency in the form of extramural	2.63	2.69	2.66	.014	.001	Accepted
34	Families and peers should be encouraged to support their wards, relations and friends to continue in their studies.	2.71	2.73	2.72	.051	.041	Accepted
35	The state government, philanthropists and non-governmental organizations should be encouraged by the BATC institutions management and the society at large to offer financial grants to BATCs students with low economic status.	3.35	3.52	3.44	.015	.044	Accepted
36	The State Government should in collaboration with some Federal Government's poverty alleviation bodies and Non-governmental Organizations provide basic tool kits for each graduates	3.50	3.58	3.54	.072	.011	Accepted
37	Peer and faculty mentoring programs should be embarked on by BATCs.	3.24	2.85	3.05	.014	.041	Accepted
38	The use of good and shining role models (alumnae and alumni of BATCs) from private and public sectors to serve as motivators for students to persist to graduation.	3.33	3.00	3.17	0.41	0.32	Accepted
Strategies for Students' Wellness and Campus Life							
39	Providing opportunities for students to share issues or concerns that are preventing them from being a successful student.	2.50	2.78	2.64	.052	.035	Accepted
40	Fresh BATC students/trainees should be highly encouraged to have a strong intention to persist at entrance.	3.24	3.14	3.19	.039	.041	Accepted
41	The BATCs should help the students/trainees to fit in or integrated to the institution through personal counseling.	3.18	2.94	3.06	.032	.001	Accepted
42	BATCs should constantly organize programs and services that could strengthen students' academic preparedness, ongoing performance, and development throughout their educational life cycle	3.14	3.25	3.20	.045	.062	Accepted
43	Teachers and administrators should participate in behaviors that facilitate persistence and program completion.	3.09	2.90	3.00	.039	.041	Accepted
44	The BATCs should make business partnership with their host communities. Revenue accruing from such business could be used to assist at-risk students.	2.96	2.97	2.97	.034	.041	Accepted

HYPOTHESES ONE

There is no significant difference in the mean responses of teachers and students on the Cognitive problems associated with BATCs students' persistence in Kaduna state.

The result of the paired Z-test presented on Table 6 showed that the z-calculated 1.688 is less than the z-critical value of 1.96 at 0.05 level of significance (z-cal < 0.05). Hence, H_{01} was accepted; therefore, there is no significant difference in the mean responses of teachers and students on the Cognitive problems associated

with BATCs students' persistence in Kaduna state. This implies that both teachers and students share similar perception in regard to the Cognitive problems associated with the BATCs students' persistence in Kaduna state.

TABLE 6: SUMMARY OF Z-TEST ANALYSIS OF TEACHERS' AND STUDENTS' RESPONSES ON THE COGNITIVE PROBLEMS ASSOCIATED WITH BATCs STUDENTS' PERSISTENCE IN KADUNA STATE

Group	Mean	Standard Deviation	n	Standard error	z-cal	z-critical	Decision
Teachers	2.79	0.055	34	0.160	1.688	1.960	NS
Students	2.52	0.022	540				

$P < 0.05$. NS – Not Significant

HYPOTHESES TWO

There is no significant difference in the mean responses of teachers and students on the Social problems associated with BATCs students' persistence in Kaduna state.

The result of the paired Z-test presented on Table 7 showed that the z-calculated 0.499 is less than the z-critical value of 1.96 at 0.05 level of significance ($z\text{-cal} < 0.05$). Hence, H_{02} was accepted; therefore, there is no significant difference in the mean responses of teachers and students on the Social problems associated with BATCs students' persistence in Kaduna state. This implies that both teachers and students share similar perception in regard to the Social problems associated with the BATCs students' persistence in Kaduna state.

TABLE 7: SUMMARY OF Z-TEST ANALYSIS OF TEACHERS' AND STUDENTS' RESPONSES ON THE SOCIAL PROBLEMS ASSOCIATED WITH BATCs STUDENTS' PERSISTENCE IN KADUNA STATE

Group	Mean	Standard Deviation	n	Standard error	z-cal	z-critical	Decision
Teachers	2.34	0.400	34	0.160	0.499	1.960	NS
Students	2.42	0.312	540				

HYPOTHESES THREE

There is no significant difference in the mean responses of teachers and students on the Institutional problems associated with BATCs students' persistence in Kaduna state.

The result of the paired Z-test presented on Table 8 showed that the z-calculated 1.926 is less than the z-critical value of 1.96 at 0.05 level of significance ($z\text{-cal} < 0.05$). Hence, H_{03} was accepted; therefore, there is no significant difference in the mean responses of teachers and students on the Institutional problems associated with BATCs students' persistence in Kaduna state. This implies that both teachers and students share similar perception in regard to the Institutional problems associated with the BATCs students' persistence in Kaduna state.

TABLE 8: SUMMARY OF Z-TEST ANALYSIS OF TEACHERS' AND STUDENTS' RESPONSES ON THE INSTITUTIONAL PROBLEMS ASSOCIATED WITH BATCs STUDENTS' PERSISTENCE IN KADUNA STATE

Group	Mean	Standard Deviation	n	Standard error	z-cal	z-critical	Decision
Teachers	2.26	0.382	34	0.135	1.926	1.960	NS
Students	2.52	0.192	540				

HYPOTHESIS FOUR

There is no significant difference in the mean responses of teachers and students on the strategies for improving BATCs students' persistence in Kaduna state.

The result of the paired z-test presented on Table 9 showed that the z-calculated 0.388 is less than z-critical value 1.96 at 0.05 level of confidence ($z\text{-cal} < 0.05$). Hence, H_{04} was accepted; therefore, it was concluded that there is no significant difference in the mean responses of teachers and students on the strategies for improving BATCs students' persistence in Kaduna state. This implies that both teachers and students share similar opinion in regard to the strategies for improving BATCs students' persistence in Kaduna state.

TABLE 9: SUMMARY OF Z-TEST OF TEACHERS AND STUDENTS ON THE STRATEGIES FOR IMPROVING STUDENTS' PERSISTENCE IN TRADE AREAS OF BATCs IN KADUNA STATE

Group	Mean	Standard Deviation	n	Standard error	z-cal	z-critical	Decision
Teachers	3.04	0.287	34	0.051	0.388	1.960	NS
Students	3.03	0.292	540				

FINDINGS

The following are the findings of this study, based on the results of data analysis and in line with the stated research questions and hypotheses formulated.

- The Cognitive problems associated with students' persistence in trade areas of BATC in Kaduna state are:
 - Some BATC students Lack good study habit and critical reasoning ability to enable them succeed in their training.
 - Students' low level of proficiency in reading, writing, and mathematics.
- The Social problems associated with students' persistence in trade areas of BATC in Kaduna state are:
 - Dropping out of some BATCs trainees due to lack of preparedness on their part.
 - Lack of goals and aspirations on the part of students/trainees of BATCs.
 - Some BATC trainees' dropout of school as a result of the withdrawal of allowances by the state and some local government.
 - Trainees drop out of BATCs due to lack of family or peer support.
 - Absence of significant interactions of some BATC students with other college members.
- The Institutional problems associated with students' persistence in trade areas of BATC in Kaduna state are:
 - Lack of organizing orientation programs for students.
 - Lack of campus resources (e.g. computer, library, athletic, college union) to create sense of belonging in students.
 - Lack of financial aid for students with low economic status.
- The analysis on the effect of school locations on BATCs students' persistence pattern in Kaduna State revealed that:
 - BATCs students' persistence pattern differs in all the three school locations.
 - The availability of the numerous job opportunities in Kaduna Central senatorial district was responsible for the high BATCs students' persistence rate recorded in its schools.
 - Lack of reasonable number of industries/factories and other relevant workplaces to absorb lots of BATCs graduates was responsible for the lower students' persistence rates recorded in schools situated in Southern Kaduna senatorial districts and Northern Kaduna senatorial districts.
- The Strategies that could be used to improve Students' Persistence in Trade areas of BATC in Kaduna state are:
 - Strategies Associated with Academic Programs**
 - BATCs should commit themselves to a long-term process of program development.
 - BATCs should act to insure that teachers and instructors possess the necessary skills needed for training their students.
 - The BATCs must determine which factors in their institutions correlate to student persistence or withdrawal.
 - Retention interventions need to be developed by BATCs and their implementation verified.

- (v) Exit interviews should be conducted by BATCs before each graduation to enable the institution evaluate their services and make amendment where necessary.
 - (vi) Utilizing multiple strategies that combine orientation programs, guidance & counseling programs, and departmental training to enhance retention.
 - (vii) Either before or after enrollment, adult students should be encouraged to clarify career and academic goals.
 - (viii) The present workshops facilities in each trade area of BATC should be upgraded to acceptable standard so as to make skill acquisition worthwhile to trainees/students.
 - b. Strategies for Co-curricular Support**
 - (i) BATC students should be encouraged to participate in campus organizations and activities e.g. Programs celebrating cultural diversity, including events of particular interest to diverse groups.
 - c. Strategies for Student Learning support**
 - (i) Coaching students to develop strategies (study skills, critical thinking ability, learning skills, extracurricular activities, time management) for academic success.
 - (ii) Students should be encouraged to take extra classes in English (written and oral expression), Mathematics and other courses in which they had deficiency in the form of extramural.
 - (iii) Families and peers should be encouraged to support their wards, relations and friends to continue in their studies.
 - (iv) The state government, philanthropists and non-governmental organizations should be encouraged by the BATC institutions management and the society at large to offer financial grants to BATCs students with low economic status.
 - (v) The State Government should in collaboration with some Federal Government's poverty alleviation bodies and Non-governmental Organizations to provide basic tool kits for each graduate.
 - (vi) Peer and faculty mentoring programs should be embarked on by BATCs.
 - (vii) The use of good and shining role models (alumnae and alumni of BATCs) from private and public sectors to serve as motivators for students to persist to graduation.
 - d. Strategies for Students' Wellness and Campus Life.**
 - (i) Providing opportunities for students to share issues or concerns that are preventing them from being a successful student.
 - (ii) Fresh BATC students/trainees should be highly encouraged to have a strong intention to persist at entrance.
 - (iii) The BATCs should help the students/trainees to fit in or integrated to the institution.
 - (iv) BATCs should constantly organize programs and services that could strengthen students' academic preparedness, ongoing performance, and development throughout their educational life cycle.
 - (v) Teachers and administrators should participate in behaviors that facilitate persistence and program completion.
 - (vi) The BATCs should make business partnership with their host communities. Revenue accruing from such business could be used to assist at-risk students.
6. There is no significant difference in the mean responses of teachers and students on the cognitive problems associated with BATCs students' persistence in Kaduna state.
 7. There is no significant difference in the mean responses of teachers and students on the social problems associated with BATCs students' persistence in Kaduna state.
 8. There is no significant difference in the mean responses of teachers and students on the Institutional problems associated with BATCs students' persistence in Kaduna state.
 9. There is no significant difference in the mean responses of teachers and students on the strategies for improving BATCs students' persistence in Kaduna state.

DISCUSSION OF FINDINGS

The findings from table 1, research question 1, items (1 & 2), highlights the cognitive problems associated with BATCs students' persistence in Kaduna State, namely; Some BATC students Lack good study habit and critical reasoning ability to enable them succeed in their training. This confirms the suggestion of Suffolk University (2011) which advocated the coaching of students to enable them develop strategies for their academic success. Students' low level of proficiency in reading, writing, and mathematics is an issue of great concern. This is because deficiency in reading, writing and mathematics could impede students' success as well as students' persistence in school. This agrees with ICSR (2005) who stated that students' low cognitive ability impedes retention in schools because cognitive factors form the academic ability, the strengths and weaknesses of the student which include the level of proficiency in reading, writing, and mathematics. Findings from table 2, research question 2, items (3, 4, 7, 11 & 12) highlights the social problems associated with BATCs students' persistence in Kaduna State, namely; Some trainees drop out of BATC due to lack of preparedness on their part. This agrees with Wallace-Hulecki (2009) who stated that a high dropout rate of students is a consequence of lack of preparation at the secondary or vocational education level.

Another problem is that of Lack of goals and aspirations on the part of some students/trainees of BATCs. This is because a student without desire or ambition to achieve an academic goal cannot persist in school. This agrees with Rena (2007) who stated that Lack of interest of some children in education generally is also a factor militating against retention in schools; and the finding of Oranu (2004) that stated that students' preference of conventional courses to technical/vocational courses is due to lack of interest, enthusiasm, poor funding and inadequate facilities. Some BATC trainees' dropout of school as a result of the withdrawal of allowances by the state and some local government. This agrees with Gambo (2004) cited in Mshelizah (2011) who stated that Lack of incentives for both students and teachers has created a barrier for the enrolment and retention of students in this area of the educational sector. Trainees drop out of BATCs due to lack of family or peer support.

Findings from table 3, research question 3, items (14, 18 and 21) highlights the institutional problems associated with BATCs students' persistence in Kaduna State, namely; Lack of organizing orientation programs for BATC students. This agrees with Tinto (1975) cited in Kailani and Ikara (2012) who stressed that organizational factor like lack of orientation programs for students contributes to attrition of students in schools. Lack of campus resources (e.g. computer, library, athletic, college union) to create sense of belonging in students is also a problem of great concern. This agrees with Moju, (2000) in Mshelizah (2011) who stated that lack of adequate resources for expansion is one of the problems affecting enrolment and retention of students in TVET, he further stressed that problems were experienced due to shortage of teaching and learning resources needed for meaningful education to take place, for example school did not have workshops for the practical subjects and those that have them were not adequately equipped and thus not functional. Lack of financial aid for students with low economic status was also identified as problem militating against students' persistence in BATCs. Low economic status of parent could affect students educational carrier, presently BATCs do not have any avenue for assisting at risk students.

The finding from Table 4, research question 4, revealed that there was difference in the BATCs students' persistence pattern in all school locations in Kaduna State. This partly agrees with the finding of Okereke (2003) which portrayed irregular rates of students' withdrawal among schools in different locations as they failed to present uniform values. And the finding of Bryk and Thum (1989) in Okereke (2003) which reported a substantial difference between schools in students attrition. The next finding was that labour market demand effect within or around the vicinity of BATCs school locations has influence on students' persistence. For example, the availability of the numerous job opportunities in Kaduna Central senatorial district could be responsible for high BATCs students' persistence rate recorded in the schools situated in it. While Lack of reasonable number of industries/factories and other relevant workplaces to absorb lots of BATCs graduates could be attributed to the lower students' persistence rate recorded in schools situated in Northern Kaduna senatorial districts and Southern Kaduna senatorial districts.

This partly agrees with Bruce, Edgington and Olkin (2003) who stated that one of the factors that could affect students' enrolment is labour market supply and demand effects.

IMPLICATION OF THE STUDY ON VOCATIONAL TRADE DEVELOPMENT IN KADUNA STATE

The findings of this study have some far reaching implication on Trade development in Kaduna State, students, teachers, management of BATCs and the nation at large. Specifically, the implication of the findings of this study on trade development is that if the problems identified are not addressed promptly, Industries may not find sufficiently trained workers to operate machines and carry out maintenance and production work. The consequence of this is that the industries would have to either invest in their own training programmes or relocate to areas where sufficiently trained workers are more available, sometimes even going overseas. This will not be in the interest of the nation, especially at a time like this when every nation of the world are trying to attract foreign investors to boost their economy and create job opportunities for the citizens. The implication of the findings on students is that, non-persisting students will lack the requisite training and requirements to enter the professional workforce. This could result to high level of poverty in the society or Lower incomes which generally correlate with many social problems and lower living standards. The implication of this (lower income and poverty) on Kaduna State and the nation at large is under development. The implication of the findings on Kaduna state and the nation is that a lot of youth who might drop out of school at basic or post-basic education level will not be equipped with salable skills that will enable them make a living and contribute their quota to the economic/technological development of this nation. And this could lead to Social vices associated with idle school dropouts and could pose threat to peace in Kaduna State and the nation at large. Another implication of the findings if the appropriate authorities failed to address the problems is that non-persistence of the students in BATCs would render the money invested by the institutions for admission exercises as waste of resources. This is due to the fact that whenever students withdraw from college the invested institutional resources were not spent wisely forcing the college to invest additional resources to recruit new students. While the implication of the findings on BATCs teachers is that acute non-persistence of students in the schools would render a lot of teachers redundant and eventually lose their jobs. Consequently, this implies that teachers and the management of BATCs have to be highly innovative and dynamic in service delivery to students of BATCs if they want to remain relevant. And in view of the above, the need to implement the recommendations proffered (Strategies Associated with Academic Programs, Strategies Associated with Co-curricular Support, Strategies Associated with Student Learning Support, and Strategies Associated with Students' Wellness and Campus Life) becomes inevitable in enhancing students' persistence on the course of their training at BATCs in order to enhance the economy/ trade development in Kaduna State and the nation at large.

RECOMMENDATIONS

The following recommendations have been proffered based on the findings of the study:

1. BATCs should commit themselves to a long-term process of program development.
2. BATCs should act to insure that teachers and instructors possess the necessary skills needed for training their students.
3. The BATCs must determine which factors in their institutions correlate to student persistence or withdrawal.
4. Retention interventions need to be developed by BATCs and their implementation verified.
5. Exit interviews should be conducted by BATCs before each graduation to enable the institution evaluate their services and make amendment where necessary.
6. Utilization of multiple strategies that combine orientation programs, guidance & counseling programs, and departmental training to enhance retention.
7. Either before or after enrollment, adult students should be encouraged to clarify career and academic goals.
8. The present workshops facilities in each trade area of BATC should be upgraded to acceptable standard so as to make skill acquisition worthwhile to trainees/students.
9. BATC students should be encouraged to participate in campus organizations and activities e.g. Programs celebrating cultural diversity, including events of particular interest to diverse groups.
10. Coaching students to develop strategies (study skills, critical thinking ability, learning skills, extracurricular activities, time management) for academic success.
11. Students should be encouraged to take extra classes in English (written and oral expression), Mathematics and other courses in which they had deficiency in the form of extramural.
12. Families and peers should be encouraged to support their wards, relations and friends to continue in their studies.
13. Trades relevant to the craft and cottage industries within the locality of BATCs location should be included in the curriculum and offered in the schools.
14. The state government, philanthropists and non-governmental organizations should be encouraged by the BATC institutions management and the society at large to offer financial grants to BATCs students with low economic status.
15. The State Government should in collaboration with some Federal Government's poverty alleviation bodies and Non-Governmental Organizations provide basic tool kits for each graduate.
16. Peer and faculty mentoring programs should be embarked on by BATCs.
17. The use of good and shining role models (alumnae and alumni of BATCs) from private and public sectors to serve as motivators for students to persist to graduation.
18. Providing opportunities for students to share issues or concerns that are preventing them from being a successful student.
19. Fresh BATC students/trainees should be highly encouraged to have a strong intention to persist at entrance.
20. The BATCs should help the students/trainees to fit in or integrated to the institution.
21. BATCs should constantly organize programs and services that could strengthen students' academic preparedness, ongoing performance, and development throughout their educational life cycle.
22. Teachers and administrators should participate in behaviors that facilitate persistence and program completion.
23. The BATCs should make business partnership with their host communities. Revenue accruing from such business could be used to assist at-risk students.

CONCLUSION

Based on the outcome of the study, the following conclusions were drawn. That the problems associated with students' persistence in trade areas of BATC in Kaduna state is linked to three sets of factors, namely; Cognitive Factors, Social Factors and Institutional factors. And that if these problems are not tackled promptly could lead to the loss of a major in some department/trade areas, and a loss of human capital - that is, the loss of highly trained individuals to enter the workforce or perform civic duties. Consequently, four sets of strategies were proffered, namely; Strategies Associated with Academic Programs, Strategies for Co-curricular Support, Strategies for Student Learning support, and Strategies for Students' Wellness and Campus Life. It is therefore hope that, prompt implementation of the recommendations proffered in this study would enhanced BATC students' persistence drastically in Kaduna State of Nigeria.

LIMITATION

This study is delimited to problems associated with students' persistence in BATCs in Kaduna State, Nigeria. The fieldwork for the study was conducted in 2012.

SCOPE FOR FURTHER RESEARCH

Similar study should be conducted on the problems associated with students' Enrolment and persistence/retention in Vocational Enterprise institutions (VEIs) in North-East geopolitical zone (Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe states) of Nigeria.

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