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Material Resource Inputs for Skill Acquisition in Students Industrial Work Experience Scheme of Agricultural Education Programme in Colleges of Education, Southwest Nigeria.

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Abstract

The paper investigated the material resource inputs for Skill Acquisition in Students Industrial Work Experience Scheme (SIWES) in Agricultural Education Programme of Nigerian Southwest Colleges of Education. The study also examined the material resource inputs available for training in SIWES and further assessed the level of usage of material resource inputs for training students in SIWES in Agricultural Education Programme in Southwest Colleges of Education. The design of the study was a descriptive research of the survey type. Multistage random sampling technique was used to select 200 SIWES students of Agricultural Education programme, 77 institution supervisors and 30 industry-based supervisors from Southwest Colleges of Education as sample for the study. The research instrument used was questionnaire titled Implementation of SIWES in Agricultural Education Programme (ISAEPQ) for Industry-based supervisors, institution supervisors, ITF Personnel and Agricultural Education SIWES students as respondents. The instrument was validated and reliability coefficients of 0.97 was obtained using Cronbach Alpha at 0.05 level of significance. Two Research Hypotheses were generated and tested at 0.05 level of significance. Availability of material resource input will not significantly influence students' skill acquisition in SIWES in Agricultural Education Programme in Southwest Colleges of Education. The study concluded that Colleges of Education in the Southwest Nigeria, moderately have in place the material resource inputs that matches with the benchmark of National Commission for Colleges of Education (NCCE) requirements, for running Agricultural Education programme for effective implementation of SIWES. It was recommended in the study among others, that for effective utilization of the material resource inputs, proper orientation before, during and after the Scheme should be given to NCE students of Agricultural Education Programme.

Keywords: Material Resource Inputs, Skill Acquisition, Students Industrial Work Experience Scheme (SIWES), Agricultural Education Programme, Colleges of Education, Southwest Nigeria.

Introduction

Agricultural Education is a systematic instructional program designed for secondary school and post-secondary school students with the goal of developing agricultural techniques, skills, competences, and interest (Famiwole & Adu, 2013). Agricultural Education as defined by Olaitan (2017), is the training aspect of agriculture for producing agricultural personnel through the school. It is a type of education for training people in the act of learning and also in the pedagogy. According to the National Commission for Colleges of Education's Minimum Standard (2009), the agricultural education program's goals are as follows:

- provide graduates with the necessary attitudes, knowledge, and professional competence for careers in vocational agriculture.
- offer educators capable of inspiring kids to develop an interest in and aptitude for agriculture.
- instill in the student-teacher the necessary communication skills for effectively communicating agricultural knowledge to pupils in their context.
- provide the student-teacher with the necessary knowledge and skills to successfully develop and manage a model school farm. and
- offer a solid foundation for the student-future teacher's academic and professional advancement.

The need and prospect of Agricultural Education Programme in Nigerian Colleges of Education is to educate students to acquire skills in agriculture for good employment into the agricultural sector. This can be initiated through sensitization of students at the secondary school cadre. When students are aware of the need and prospect of agricultural education, level of enrollment into the programme in Colleges of Education will be increased.

Okiror and Otabong (2015) noted that Agricultural courses are perceived as courses reserved for the less intelligent and less privileged. But in contrary, Agricultural Education programme through skill acquisition and exploration of intelligence, make Agricultural Education students in Colleges of Education self-reliant after graduation and thereby, helps in boosting the nation's economy. The roles of Agricultural Education towards the realization of set goals as enumerated by Egbule (2002) are as follows:

i. Producing trained personnel involved in extension services for translating research findings into field trials and commercialization.
ii. Providing young people with sound skills and creative abilities with which they can translate into real agricultural production.
iii. Providing training for specialized occupation in production such as plant and animals breeding, plants and animal pathology among others.
iv. Helping students to appreciate positive values such as good feeding habits, conservation of our natural resources.
v. Developing problem solving and safe practices on students and others
vi. Preparing students for lifelong learning in agriculture.
vii. Equipping students with knowledge and facts about Nigeria agricultural potentials, technology and environment.

The aforementioned roles of Agricultural Education programme can only be achieved in Colleges of Education when students are exposed to the vocational training in an environment that is replica to that environment they are likely to work after graduation. This is one of the principles of vocational education. The Students Industrial Work Experience Scheme (SIWES) is an avenue to bring this into a reality. It is a skill training programme designed to expose and prepare students of Colleges of Education and other tertiary institutions for the Industrial Work situation they are likely to meet after graduation. It is aimed at exposing students to machines and equipment, professional work methods and ways of safeguarding the work areas and workers in industries, offices, laboratories, hospitals and other organizations.

The SIWES in agriculture is organized in the Colleges of Education by a SIWES coordinating unit headed by a coordinator. The institution's responsibility is to place the students at the various work places in agricultural firms where they can best relate theory to practice. The Colleges appoint the college-based training supervisors who visit the students in the industries, assess their job performance on regular bases and solve students' problems that may arise while on attachment. Agriculture students-teachers are expected to behave and conduct themselves as employees of the firms to which they are attached. In SIWES, students are exposed to work methods and techniques in handling equipment and machinery that may not be available in their institutions. This is one of the objectives of SIWES. When the students are privileged to carry out an operation in SIWES with the same tools and machines which they are likely to work with in any work situation after graduation, they are however been exposed to skill development and skill acquisition in Agricultural Education Programme.

One of the principles of Vocational Education states that effective vocational training can only be provided when the training tasks are carried out in the same manner as the profession itself, using the same procedures, equipment and machines (Prosser & Quigley 1949 in Olakotan, 2021). This principle is in consonance with the aims of Students Industrial Work Experience Scheme (SIWES) in Agricultural Education programme in Colleges of Education, Southwest Nigeria. Skill is the practical/manipulative ability that one possesses that can grant him/her gainful employment. The acquisition of practical and applied skills, as well as the basic scientific knowledge that would facilitate efficient occupational training, require good manipulation of skill oriented instructional facilities in a conducive learning situation. Such a learning situation can be created through effective production and utilization of material resource inputs (Ugwuoke, & Onah 2015). Enhanced competencies, interest and skill acquisitions in Agricultural Education, coupled with availability, adequacy and functionality of material resource inputs were identified by Kazaure (2016) as prerequisite for skill development and subsequent performance of NCE graduates in Vocational Education job areas. Absence of essential material resource inputs in Colleges of Education were adjudged to be capable of making the teaching and learning of agriculture a non-practical oriented subject to the students.

Material resources are the facilities and materials procured for effective training of the students in practical skills and applied scientific knowledge in Colleges of Education. They include tools, equipment, machines, instructional and training materials, consumables, finances, textbook, responsive curriculum and management. They are either fixed or movable objects, equipment, supplies and facilities which may be private, public or government property that may be turned into educational use for attainment of set goals. In the context of this study, material resource inputs are all agricultural facilities and equipment such as farm machinery, animal production equipment, crop production equipment, storage facilities, food processing equipment among others required for training and skill acquisition during SIWES.

The quality and quantity of the outputs of the aforementioned material resource inputs are to a greater extent dependent on the quality and quantity of the material resource inputs and the manner of processing the inputs. (Usman, 2016). Resource inputs are guided by policies in the minimum standard document of National Commission for Colleges of Education (NCCE). These policies embrace areas such as availability, adequacy and functionality of the resource inputs. Availability of resource inputs has to do with the quantity of human and material resource inputs that should be made available for the implementation of SIWES through Agricultural Education programme in Colleges of Education. Adequacy of resource inputs deals with the quantity of human and material resource inputs that is enough or sufficient for training of Agricultural Education students in SIWES programme. Functionality of resource inputs is the worth or quality of performance of the available human and material resource inputs for training Agricultural Education students in SIWES programme (Onipede, 2013).

Statement of the Problem

One of the principles of vocational education is that "Vocational education will be efficient in proportion as the environment in which the learner is trained is a replica of the environment in which he must subsequently work." Another principle stipulated that "Effective vocational training can only be given where the training jobs are carried on in the same way with the same operations, the same tools and the same machines as in the occupation itself." This philosophy is being applied to SIWES in Agricultural Education programme. The objective of Agricultural Education programme in Colleges of Education as stated by the NCCE minimum standard is to prepare graduates with the right attitude, knowledge and professional competence in vocational agriculture. The Students Industrial Work Experience Scheme, (SIWES), was

established in 1973 to expose and prepare students in Colleges of Education for skill acquisition and industrial work experience. Despite all these efforts,

It has been observed by industrialists that there seems to be mismatch between the skill obtained in school and those needed in the labour market. For example, most of the students, despite their involvement in SIWES can still be adjudged to be unemployable after graduation from the Colleges. This is because they lack requisite skills needed to be able to fit in into some agricultural occupational areas. Observation also reveals high rate of unemployment of graduates who studied Agricultural Education from Colleges of Education. These graduates are mostly seen roaming the streets doing nothing for a living. Lack of requisite skills and relevant competencies have been observed as some of the reasons responsible for graduates' unemployment. It appears students cannot demonstrate the skills acquired through SIWES. Most of the NCE Agricultural Education students can hardly perform agricultural operation such as artificial insemination, back fat testing in pigs, vaccination of a day old chick, soil analysis, germination test, egg candling, soil alkalinity analysis on soil PH test among others.

The perceived low level of skill acquisition by the graduates of Agricultural Education in most of the Colleges of Education due to inadequate machines, equipment and tools (material resource inputs) and poor handling of them during SIWES as observed by the researcher, were the concerns of this study. These invariably might lead to high rate of unemployment and joblessness of these NCE Agricultural Education graduates.

Purpose of the Study

The purpose of this study was to investigate the Material Resource Inputs for Skill Acquisition in Students Industrial Work Experience Scheme (SIWES) in Agricultural Education Programme in Nigerian Colleges of Education. The study specifically seeks to:

1. examine the material resource inputs (tools, equipment, facilities and machines) available for training in Students Industrial Work Experience Scheme (SIWES);
2. assess the level of usage of material resource input for training students in SIWES in Agricultural Education Programme in Colleges of Education, Southwest Nigeria;

. **Research Questions**

The following Research Questions guided the study:

1. What are the material resource inputs (tools, equipment, facilities and machines) available for training in Students Industrial Work Experience Scheme (SIWES)?

2. What is the level of usage of material resource input for training students in SIWES in Agricultural Education Programme in Southwest Colleges of Education?

Research Hypothesis

One Research Hypothesis was formulated to guide this study

1. Availability of material resource input will not significantly influence students' skill acquisition in SIWES in Agricultural Education Programme in Southwest Colleges of Education

Significance of the Study

It is believed that the outcome of the study could be beneficial to Agricultural Education students, institution supervisors in Agricultural Education, SIWES coordinators, administrators in Colleges of Education and Agricultural industries. The findings of the study could also help the students in knowing the way and manner of handling some tools, equipment and machines in occupational areas in vocational agriculture. It is expected that the outcome of the study could help Agricultural Education students in Colleges of Education, to be equipped with the needed skills and competencies needed to get employed after graduation from school.

The findings of this study could help broaden the scope of the SIWES coordinators in Agricultural Education on the areas that are relevant to the students' field of study for placement for industrial training in SIWES. These are areas that are equipped with the needed material resources for skill acquisition.. The outcome of this study could help administrators of Colleges of Education to equip the Agricultural Education department in their institutions with functional and effective material resource inputs. These will help the

students to have a foreknowledge of what they would be trained with in SIWES. The findings could be of benefit to the agricultural industries to procure the necessary tools, equipment and machines that could help the students derive maximum benefits from SIWES in skill acquisition. The equipment procured could enhance better production of the agricultural industries.

Methodology

The descriptive survey research design was employed for this study. It was design to describe the characteristics or behaviours of particular sample from a population in a systematic and accurate fashion. This design was found most appropriate for the study because the study sought information from the respondents relative to their opinions and beliefs. The population for this study consisted of 1272 participants, all Agricultural Education students, industrial based and institutional based supervisors, and ITF Personnel in Southwest Colleges of Education. As at the time of this study, there are 12 Public Colleges of Education in Southwest Nigeria, 645 Agricultural Education SIWES students, 164 institution-based supervisors, 398 industrial-based supervisors and 65 ITF Personnel in Southwest, Nigeria (Agricultural Education Department in Colleges of Education (2020), Establishment Department of Colleges of Education (2020) and Online Industrial Training Fund Records (2020) respectively).

Multistage sampling procedure was used to select sample for the study. Stage one involved the selection of three States in Southwest, Nigeria using simple random sampling technique. Stage two involved the selection of two Public Colleges of Education from each of the selected States using simple random sampling technique, making up six Public Colleges of Education selected. Stage three involved the use of simple random sampling technique to select 313 participants which comprised 189 students, 27 Industrial based Supervisors 77 Institution based Supervisors and 20 ITF Personnel.

One instrument was used to collect data for the study. The instrument was Implementation of SIWES in Agricultural Education Programme Questionnaire (ISAEPQ). The questionnaire was divided into two Sections. Section A elicited demographic data of the respondents (i.e students and Industrial based Supervisor), while Section B was made up of 36 items on availability and functionality of material resource inputs in implementing SIWES programme. The response scale for this section was based on 4-point Likert rating scale that ranges from Strongly Agreed (4 points), Agreed (3 points), Disagreed (2 points) to Strongly Disagreed (1 point).The instrument designed for the study was validated by two experts in Institute of Education in Tests and Measurement in the Faculty of Education, Ekiti State University and Department of Agricultural Education in College of Education Ikere for face and content validity of the instrument. The reliability of the data collected was determined by using Cronbach Alpha method. This method was found more appropriate in that it took care of the internal consistency of the instrument. A test–retest method was used to ascertain the reliability. The instrument was administered on 33 respondents in Ekiti and Ondo States who were not part of the sample that was used for the study. The coefficient obtained for the instrument was 0.97for the instrument (ISAEPQ). It is however important to note that copies of instrument retrieved from 189 students, 27 industrial-based supervisor, 77 institution-based supervisor and 20 ITF personnel were properly filled and thus, used as the sample for the study.

Data generated from the respondents were analyzed using descriptive and inferential statistics. The descriptive statistics of frequency counts, mean, percentage and standard deviation were used to answer the research questions raised. Mean was used to answer research questions on availability, adequacy and functionality of the material resource inputs. Inferential statistics of t-test statistics was employed in testing the null hypotheses at 0.05level of significance.

Results

Research Question 1: What are the material resource inputs (tools, equipment, facilities and machines) available for training in Students Industrial Work Experience Scheme (SIWES)?

Table 1: Frequency and percesntage response to material resource inputs available for training students in Agricultural Education SIWES programme in Southwest Colleges of Education (N=313)

S/N	*Material Resource Input*	*Available (%)*	*Not Available (%)*	*Remarks*
	Soil Treating Equipment			
1	Soil PH Tester	191 (61.02%)	122 (38.98%)	Available
2	Litmus Paper	220 (70.29%)	93 (29.71%)	Available
3	Rock Samples	252 (80.51%)	61 (19.49%)	Available

4	Soil Texture Facilities	8 (2.56%)	305 (97.44%)	Not Available
	Nursery Tools			
5	Knapsack Sprayer	32 (10.22%)	281 (89.78%)	Not Available
6	Nursery site	266 (84.98%)	47 (15.02%)	Available
7	Secateurs	266 (84.99%)	47 (15.01%)	Available
8	Planting Hoes	274 (87.54%)	39 (12.46%)	Available
9	Spade	274 (87.54%)	39 (12.46%)	Available
10	Pick Axe	259 (82.75%)	54 (17.25%)	Available
11	Hand Trowel	281 (89.78%)	32 (10.22%)	Available
12	Wheel Barrow	174 (55.59%)	139 (44.41%)	Available
13	Watering Can	266 (84.98%)	47 (15.02%)	Available
14	Head pan	262 (83.71%)	51 (16.29%)	Available
15	Machet/Cutlass	252(80.51%)	61 (19.49%)	Available
16	Shears	169 (53.99%)	144 (46.01%)	Available
17	Seedling Tray	175(55.91%)	138 (44.09%)	Available
18	Manure	167 (53.35%)	146 46.65%)	Available
	Farm Machineries			
19	Functional Tractor	199 (63.58%)	114 (36.42%)	Available
20	Disc Plough	298 (95.21%)	15 (4.79%)	Available
21	Disc Harrow	252 (80.51%)	61 (19.49%)	Available
22	Disc Ridger	256 (81.79%)	57 (18.21%)	Available
23	Fertilizer Spreader	105 (33.55%)	208 (66.45%)	Not Available
24	Agric. Laboratory	87 (27.79%)	226 (72.21%)	Not Available
25	Planter	256 (81.79%)	57 (18.21%)	Available
26	Weighing Scale	176 (56.23%)	137 (43.79%)	Available
27	Green House	54 (17.25%)	259 (82.75%)	Not Available
28	Egg Handler	299 (95.53%)	14(4.47%)	Available
	Storage Facilities			
29	Silos	179 (57.18%)	134 (42.82%)	Available
30	Refrigerator/Deep Freezer	291 (92.97%)	22 (7.03%)	Available
31	Rhombus	40 (12.78%)	273 (87.22%)	Not Available
32	Cold Room	134 (42.82%)	179 (57.18%)	Not Available
33	Barns	188 (60.06%)	125 (39.74%)	Available
	Fishery Equipment			
34	Hook	188 (60.06%)	125 (39.74%)	Available
35	Line	179 (57.18%)	134 (42.82%)	Available
36	Sinker	291 (92.97%)	22 (7.03%)	Available
37	Nets	273 (87.22%)	40 (12.78%)	Available
38	Fishing Boat	188 (60.06%)	125 (39.74%)	Available
	Food Processing Equipment			
39	Cassava Pelleting Machine	134 (42.82%)	179 (57.18%)	Not Available
40	Milling Machine	291 (92.97%)	22 (7.03%)	Available
41	Maize Sheller	273 (87.22%)	40 (12.78%)	Available
42	Oil Screw Press	179 (57.18%)	134 (42.82%)	Available
43	Garri making machine	252 (80.51%)	61 (19.49%)	Available
	Animal Husbandry Equipment			
44	Feed mill	208 (66.45%)	105 (33.55%)	Available
45	Vaccinator	61 (19.49%)	252 (80.51%)	Not Available
46	De-beaker	57 (18.21%)	256 (81.79%)	Not Available
47	Feeding Trough	298 (95.21%)	15 (4.79%)	Available
48	Water Source	226 (72.21%)	87 (27.79%)	Available
49	Brooding facilities	252 (80.51%)	61 (19.49%)	Available
50	Castrators	252 (80.51%)	61 (19.49%)	Available
	Crop Husbandry Equipment			
51	Standard School farm	252 (80.51%)	61 (19.49%)	Available
52	Harvester	169(53.99%)	144 (46.01%)	Available
53	Soil Driller	61 (19.49%)	252 (80.51%)	Not Available
54	Planter	134 (42.82%)	179 (57.18%)	Not Available
55	Fertilizer	289 (92.33%)	24 (7.67%)	Available

The findings in Table 1 showed that all of the items are available. The most available item was feeding trough (95.21%). The least available item was soil testing facilities (2.56%). None of the items were adjudged by the respondents not to be available. The term 'Not Available' indicated that, the items were insignificantly or lowly available.

Research Question 2: What is the level of usage of material resource input for training students in SIWES in Agricultural Education programme in Southwest Colleges of Education?

Table 2: Mean Rating on the level of usage of material resource inputs available for training students in Agricultural Education SIWES programme in Southwest Colleges of Education (N=313)

S/N	*Material Resource Input*	$\bar{X}$	*S.D*	*Remarks*
	Soil Treating Equipment			
1	Soil PH Tester	2.24	1.49	Low
2	Litmus Paper	2.95	.78	Moderate
3	Rock Samples	2.18	1.48	Low
4	Soil Testing Facilities	2.24	1.49	Low
	Nursery Tools			
5	Knapsack Sprayer	2.22	1.35	Low
6	Nursery site	2.71	1.21	Moderate
7	Secateurs	2.69	.82	Moderate
8	Planting Hoes	3.64	.69	High
9	Spade	3.31	.64	High
10	Pick Axe	3.17	.63	High
11	Hand Trowel	3.20	.74	High
12	Wheel Barrow	3.17	.63	High
13	Watering Can	3.19	.73	High
14	Head pan	3.19	.73	High
15	Matchet /Cutlass	3.08	1.69	High
16	Shears	3.20	.74	High
17	Seedling Tray	2.80	.64	Moderate
18	Manure	1.95	.759	Low
	Farm Machineries			
19	Functional Tractor	2.22	.99	Low
20	Disc Plough	2.94	1.00	Moderate
21	Disc Harrow	2.75	.87	Moderate
22	Disc Ridger	2.99	1.07	Moderate
23	Fertilizer Spreader	2.94	1.00	Moderate
24	Agric. Laboratory	2.42	1.35	Moderate
25	Planter	2.94	1.00	Moderate
26	Weighing Scale	2.75	.87	Moderate
27	Green House	2.42	1.35	Low
28	Egg Handler	1.91	.659	Low
	Storage Facilities			
29	Silos	1.75	.529	Low
30	Refrigerator/Deep Freezer	2.94	1.00	High
31	Rhombus	1.71	.459	Low
32	Cold Room	2.42	1.35	Low
33	Barns	2.75	.87	Moderate
	Fishery Equipment			
34	Hook	3.49	.74	High
35	Line	3.49	.74	High
36	Sinker	3.04	1.17	High
37	Nets	2.94	1.00	Moderate
38	Fishing Boat	1.98	.739	Low
	Food Processing Equipment			
39	Cassava Pelleting Machine	2.18	1.48	Low
40	Milling Machine	3.53	.85	High
41	Maize Sheller	2.99	1.07	Moderate
42	Oil Screw Press	1.93	.885	Low
43	Garri making machine	2.94	1.00	Moderate
	AnimaL Husbandry Equipment			
44	Feed mill	3.53	.85	High
45	Vaccinator	1.71	.459	Low
46	De-beaker	2.94	1.00	Moderator
47	Feeding Trough	2.94	1.00	Moderate
48	Water Source	2.99	1.07	Moderate
49	Brooding facilities	2.94	1.00	Moderate
50	Castrators	2.42	1.35	Low
	Crop Husbandry Equipment			
51	Standard School farm	2.94	1.00	Moderate
52	Cultivator	2.99	1.07	Moderate
53	Soil Driller	1.93	.885	Low
54	Planter	2.94	1.00	Moderate
55	Fertilizer	2.99	1.07	Moderate

Table 2 reveals that 15 items were of high usage (X = 3.01- 5.00, SD =0.69 – 1.69), 23 were of moderate usage (X = 2.50 – 3.00, SD = 0.64 -1.35) while 12 were rated as lowly used. The most highly used facility was planting hoes (X =3.64, SD = 0.69, while the most lowly used item was vaccinator (X = 1.71, SD = .459)

Hypothesis 1: Availability of material resource inputs will not significantly influence students' skill acquisition in SIWES in Agricultural Education programme in Southwest Colleges of Education.

Table 3: Regression Analysis showing the influence of material resource input on students' skill acquisition in Agricultural Education SIWES programme in Southwest Colleges of Education

Model	Unstandardized Coefficients		Standardized Coefficients	T	F	Sig.
	B	Std. Error	Beta			
(Constant)	5.815	2.276		2.555	68.663	.011
Material resource input	0.226	0.027	0.507	8.286		0.000

Dependent Variable: Students' Skill Acquisition;

R=0.507; R^2= 0.257; Adjusted R^2= 0.254 P < 0.05 (Significant)

The result in Table 3 reveals that there is positive correlation between material resource input and students' skill acquisition in Agricultural Education SIWES programme in Southwest Colleges of Education (R=0.507). The value of coefficient of determinant (R^2=0.257) indicated that material resource input accounted for 25.7% of the total variance in students' skill acquisition in SIWES in Agricultural Education programme, Southwest Colleges of Education while the remaining 74.3% unexplained variation could largely be due to other variables not examined in this study. The F-ratio (68.663) was significant at 0.05 level of significance. This implies that the predictor variable will provide a significant explanation for the variation in students' skill acquisition in SIWES in Agricultural Education programme in Southwest Colleges of Education. Thus, the hypothesis that availability of material resource input will not significantly influence students' skill acquisition in Agricultural Education SIWES programme in Southwest Colleges of Education was rejected.

Discussions

The findings revealed that the material resource inputs available for training in students include farm machineries and tools, storage facilities, livestock facilities, food processing equipment and crop production equipment. The findings is in line with that of Olaitan (2010) that showed that farm machinery and tools, storage facilities, animal equipment, food processing equipment, crop production farm, and animal production unit among others are essential for realizing meaningful output in Agricultural Education programme. In agreement to these findings, Olakotan (2021) noted that facilities constitute a very important resource in the attainment of educational objectives and that its availability, adequacy and utilization enhance skill acquisition. It is believed that agriculture makes use of the aforementioned facilities like crop production equipment, animal equipment, storage facilities among others to operate maximally. It is therefore needful in SIWES for the students to come across these facilities and utilize them during their training in SIWES to learn by doing while in SIWES.

The findings also revealed that availability of material resource inputs influence students' skill acquisition in Agricultural Education SIWES programme in Southwest Colleges of Education. According to Kazaure (2016), availability, adequacy and functionality of material resource inputs were identified to be a prerequisite for skill development and subsequent performance of NCE graduates in Agricultural Education, when they are coupled with enhanced competencies and interests. This is in agreement with one of the principles of Vocational Education which states that, effective vocational training can only be provided when the training tasks are carried out in the same manner as the profession itself, using the same procedures, equipment and machines (Prosser & Quigley 1949 in Olakotan, 2021). This implies that available material resource inputs will catalyze skill acquisition in NCE SIWES students of Agricultural Education Programme in Colleges of Education, Southwest Nigeria.

Conclusion

Based on the findings of this study, it was concluded that, Colleges of Education in the Southwest Nigeria, moderately have in place the material resource inputs that matches with the benchmark of National Commission for Colleges of Education (NCCE) requirements, for running Agricultural Education programme for effective implementation of SIWES. It could be concluded that without efficient utilization of the material resource inputs needed for training in SIWES, the NCE graduates of Agricultural Education programme might lack requisite skills needed to fit in into some occupational areas in agriculture which could make them remain unskilled and unemployable. **Recommendations**

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

1. the available material resource inputs in the field of Agricultural Education should be well maintained in the Colleges of Education and at the SIWES stations;
2. the unavailable material resource inputs in the field of Agricultural Education should be provided or improvised in the Colleges of Education and at the SIWES stations;
3. for effective utilization of the material resource inputs, proper orientation before, during and after the Scheme should be given to NCE students of Agricultural Education Programme.

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