Training of Vocational Education Administrators and Supervisors for Post-Oil Economy in Nigeria

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ABSTRACT
Training of vocational education administrators and supervisors is a process of upgrading their vocational skills as well as administrative and managerial abilities for the attainment of TVET goals and quality programme and stability of oil in Nigeria economy. Vocational education administration and supervision can display quality assurance in restoration of oil price as to boast the economy if the administrators and supervisors in vocational education are well trained to efficiently perform their vocational education obligations. There are, however, challenges against the effective training of administrators and supervisors in vocational education for post-oil economy in Nigeria. This challenges which are not insurmountable include inadequate funding, poor salaries of administrators and supervisors, inadequate human resources/Manpower, non-availability of vocational education equipment, outdated facilities as well as inadequate administrative planning skills. Meanwhile, the following strategies have been suggested for addressing the challenges. They are adequate funding by government, building and equipping vocational centers with ICT facilities as well as increase of payment of vocational education administrators and supervisors.

Keywords: Training, Vocational, Education, Administrators, Supervisors, Post-oil Economy.

INTRODUCTION
Vocational education programmes equip and prepare individuals for vocational occupations in the world of work and for enhancement of economic stability in Nigeria. Vocational education can be defined as education for work and what work stands for. Dambo (2001) defined vocational education as a specialized educational programme which prepares individuals for the world of work, occupation or jobs/positions in semi-skilled and skilled areas of agriculture, business, health, home economics, trade and industries, electrical, welding, auto-mechanics, printing, decorating, masonry etc. in the national policy on education (2004) vocational education is viewed as a workshop-based education which the public looks up to, for quality manpower needed in several departments of human endeavours in Nigeria. It is apparently the key to the solution of problems hindering Nigeria’s developmental efforts.

The role of vocational administrators and supervisors in the mission of vocational education for Nigeria and other third world nations cannot be underestimated. There is also a quest for operational vocational education programme which is only possible through the instrumentality of quality administration and
supervision. This is premised on the fact that government which adopted the establishment of vocational education as a means of effecting national growth as well as developmental growth is working hard as to come up with a quality vocational education as to accomplish the purpose of its establishment. Government and all vocational educators, have to a limited extent, encouraged the training of administrators and supervisors in vocational education for post-oil boom in Nigeria by re-engineering various processes of administrators and supervisors in vocational education by re-engineering various processes of training opportunities to target economic stability through the restoration of oil exportation and increase in oil price. The evidence of the governments’ limited efforts can be observed in the numerous workshops, short and long courses and various training programmes, conferences, seminars designed to deal with the challenges against the training of the key personnel in order to move vocational education forward.

According to Amaewhule (2001) the functions of administrators and supervisors of vocational education in the 21st century have necessitated more sophisticated training in the face of emerging technologies and subsequent expansion of the frontier of knowledge. Vocational education administrators and supervisors need to update their skills and knowledge in order to cope with the challenges occasioned by the fall in oil product prices in the recent times and other circumstances. As long as vocational education thrives on its responsiveness to the emerging technologies, the administrators and supervisors must remain adequately equipped for the stability of the economy or retarding in the pursuit of the mission of vocational education and quality manpower production. Ubulom (2004) observed that Administrators and Supervisors in vocational education are professional persons who direct, stimulate and encourage vocational activities for the purpose of attaining the ultimate in administrative practice and quality of learning. Ubulom also opined that Administrators and Supervisors are individuals who have acquired the essential competencies involved in the administration and supervision of vocational education for manpower development suitable for the world of work.

The Need to Train Vocational Education Administrators and Supervisors

The success of vocational programmes depends largely on the quality of trained administrators and supervisors in vocational education. Akpan and Usoro (2012) stressed that vocational education administrators are concerned with the utilization of adequate resources and harmonization of relationships and interactions in a suitable environment for attainment of goals of vocational education programmes. Criticism against vocational education from any angle implies existence of challenges for the administrators and supervisors to address or solve. One of the methods of addressing the challenges may be to train or retrain vocational education administrators and supervisors on the bases of predetermined objectives as outlined by Uche (2005). These objectives are:
1. To provide new knowledge and skills for vocational education administrators and supervisors.
2. To upgrade the standard of vocational skills for vocational education administrators and supervisors.
3. To introduce modern machines and equipment to vocational education administrators and supervisors to use in efficient handling of their offices.
4. To train and retrain vocational education administrators and supervisors in line with the vocational technical skills demanded for competitiveness in the global market.
5. To assist in placing talented students in vocational education programmes.
6. To enable the vocational education administrators and supervisors to find what abilities and skills are required of their training.
7. To assist the vocational education administrators and supervisors to acquire a technique or organizational management and information as to develop the habit of analyzing vocational issues.
8. To assist in retraining the vocational education administrators and supervisors for effective performance of vocational education enterprise.
9. To help vocational education administrators and supervisor themselves with the modern vocational equipment for skills training.

The question to be raise at this juncture is: To what extent have the foregoing objectives been incorporated in the training programme for administrators and supervisors of vocational education?
Granted that the foregoing objectives have been followed in training vocational administrators and supervisors; do the trained administrators and supervisors’ display of job skills really portray the expected positive effects of their training? The answer to the foregoing questions are difficult to provide in the face of odds associated with school riots, mismanagement of funds, students’ poor performances in vocational education examinations and poor skills performances by TVET products on their jobs. The observed undesirable events in vocational and technology institutions really warn of an urgent need to train or retrain vocational education administrators and supervisors for the beautiful mission of vocational education which is the industrial/economic development of Nigeria. The need to train vocational education administrators and supervisors is a very welcome task which calls for sincere efforts by all stakeholders of vocational education.

Vocational Education Administrators and Supervisors and Post-oil Economy

The issue of training administrators and supervisors in vocational education to reinstate the oil boom in Nigeria has led to the consideration of vocational education goals of training by Aronsiola (2001). These goals of training include:

1. To upgrade training for teachers (administrators and supervisors) and to improve their knowledge, attitudes and skills.
2. To retrain teachers whose assigned job changes with time.
3. To provide more training programmes and packages for other related skills needed by administrators and supervisors.

Due to the aforementioned importance of training to vocational education administrators and supervisors for post-oil boom economy, Amah (2006), pointed out that every private or public organization has a purpose, which it hopes to achieve with people or workers when it decides to provide the training and to make administration and supervision of vocational education effective in the achievement of vocational education goals of manpower production as the purpose of great concern. Amaewhule, (2011) stressed that training of administrators and supervisors constitutes an enabling factor in providing the way forward for vocational education. But it is unfortunate that many administrators and supervisors in vocational education do not regard training as a professional activity, rather they see it as a waste of time and money. Enaohwo and Eferekaya (1989) observed that administration is a social process and has to do with getting things done with accomplishment of defined objectives through collective and cooperative human efforts in a suitable environment. Sequel to the training of vocational administrators and supervisors, what qualities do the public and stakeholders expect them to exhibit in reestablishment of oil economy? The rationale behind the foregoing question lies in the styles of the administrators and supervisors of Vocational Education. Their styles are not faultless and prolonged training is designed to help them to polish their human relations (affective skills) and task/job skills for post-oil boom economy.

Qualities expected of Vocational Administrators and Supervisors for Post-oil Economy

Administrators and supervisors in the vocational education are professionals. As professionals in vocational education, they must display qualities which the public expects of them in restoration of stability in oil exportation to boast the nation’s economy. The professional qualities include:

1. **Skillfulness** - A qualified administrator and supervisor in vocational education should be able to be vocationally skilled as to enable him operate in any vocational programme. An unskilled administrator and supervisor in vocational education will find it difficult to manage and supervise the activities in vocational education activities.
2. **Directorship** - Directorship in vocational education system has to do with directing activities in vocational education programmes. Administrators and supervisor direct every activity in vocational education programmes.
3. **Professionalism** - Professionalism in vocational education is a very important issue in vocational programme. Training brings perfection; administrators and supervisors in vocational education are supposed to be sound and competent in overseeing the activities of vocational education.
4. **Ability to Lead**- Most administrators and supervisors lack the leadership quality of controlling activities in vocational education. Administrative and supervisory quality has to do with leadership in vocational education programmes. Every administrator or supervisor is a leader who requires leadership training in order to show others the well.

5. **Intelligence**- Administrators and Supervisors in vocational education must display the related intelligence in performing their administrative and supervisory roles.

6. **Decision Making**- Administrators and supervisors should be capable making decisions for the benefit of assisting vocational education to achieve its goals. They are in fact problem solvers. No school system or any organization is problem free. Administrators and supervisors must also possess or develop research skills that are likely to help them collect and analyse data in order to provide solutions to the problems that originate from the organizational process.

**Challenges Associated with training of Administrators and Supervisors of Vocational Education for Post-Oil Economy**

The training of administrators and supervisors in vocational education always necessitates ends to be achieved or challenges to be addressed. Literature on vocational education is quite liberal in identifying those challenges against the training or retraining of vocational education administrators and supervisors for post-oil boom economy in Nigeria. Some of the challenges are stated and briefly explained as follows:

1. **Funding of the Training**- Successful training of vocational education administrators and supervisors depends on availability of adequate finance. Funds for training vocational education administrators and supervisors are in two financial areas; namely: personal financial problems and governmental financial sponsorship. Individuals’ financial problems have been a hindrance to the pursuit of their vocational training. They (administrators and supervisors) find it difficult to sponsor their vocational training. They (administrators and supervisors) find it difficult to sponsor their vocational training because their salaries are too meager to be of significant help. On the side of government, the major challenge against vocational education administrators and supervisors training is under funding or lack of funding. Enyekit (2005) opined that the underfunding of vocational programmes which he maintained has led to the poor quality TVET products in addition to facility maintenance problems. The way forward for vocational education in the foregoing respect is to provide megabucks needed to achieve quality manpower production.

2. **Outdated Facilities and Equipment**- The outdated and level of deteriorating vocational education facilities and equipment have become a problem in training of vocational education administrators and supervisors. For successful training of vocational education administrators and supervisors the related tools, equipment and manpower to use them must be in place and in good functioning order. The functioning facilities and equipment are apt to facilitate the achievement of TVET programmes designed to train vocational administrators and supervisors.

3. **Poor Payment of Vocational Educators**- Poor salary payment of vocational education staff is a challenge against productive performance of administrators and supervisors. Increasing the salaries and incentives of vocational education personnel is likely to lead to quality production of manpower in vocational education enterprise.

4. **Human Resources / Manpower**- Inadequate manpower has been a challenge to vocational education administrators and supervisors training in vocational education programmes. Naylor in Ololube (2012) opined that Human Resources Management (HRM) is the creation, development and maintenance of an effective workforce which matches the requirement of the organization with the corresponding environment. He also stressed that in educational setting Human Resources Management involves the management of skills knowledge and experiences. Training will only achieve its purpose if the trainer knows what to impart the trainee. To produce quality vocational education administrator and supervisor, there must be adequately and trained manpower to administer the training.

5. **Administrative Planning**- Administrative planning in vocational education programmes has become very noticeable source of challenge to training in vocational education. In Nigeria, most organizations lack administrative planning in the area of training. Planning involves mapping the routes towards
Strategies for Addressing the Challenges against Effective Training of administrators and Supervisors for Post-Oil Economy

Some challenges against effective training of vocational education administrator and supervisor have been identified in this discourse. There are also suggested strategies for addressing the said challenges. These strategies are as follows:

1. Government Funding of Vocational Training of Administrators and Supervisors - The government and other stakeholders must assume the responsibility of training vocational education administrators and supervisors. The strategy is apparently effective in solving underfunding and lack of funding problems associated manpower training in vocational education.

2. Building and Equipping Vocational Centers - The challenges against the training of vocational education administrators and supervisors may be addressed by providing of standard vocational centers. The establishment of standard vocational education centers equipped with modern laboratories to accommodate the modern machines and ICT facilities is to lay the foundation for quality assurance in the training vocational education administrators and supervisors.

3. Increase in payment of Vocational Education Administrators and Supervisor - Government should increase the funds allotted to educational sector. National Universities Commission in Basil (2009) pointed out that of the 26% of the budget for education; no one knows the proportion for Vocational Education. The consequences of the budgetary allocation for vocational education are clear. They are detrimental to vocational education and its impressive potentials for self and national development. The way forward for successful training of vocational education administrators and supervisors consists of the prudent management and control of the associated challenges.

CONCLUSION

The training of administrators and supervisors in vocational education for post-oil boom economy has been viewed from different perspectives. Training of administrators and supervisors in vocational education is not new, it has been a process of upgrading administrative and supervisory personnel in vocational education especially in this era of expanding frontiers of knowledge in almost all disciplines as to be acquainted with the modern vocational skills as to be able to fit in modern skills.

Training of administrators and supervisors may be formal or in-service, it may also be traditional or a modern process of equipping administrative personnel with the skills required in upgrading practices and quality of vocational education products. Even though training has been viewed from different angles and perspectives by different authorities, it is not an alien concept. Its origin belongs to antiquity. Training in vocational education relates to the development of the vocational skills, knowledge and attitude needed by administrators, supervisors and educators in vocational education for reinstatement of the nation’s oil boom economy. There has been a gap between what administrators and supervisors in vocational education know and what they should know and attempts to fill this gap imply inevitable and modern mode of training personnel in TVET institutions.

REFERENCES


