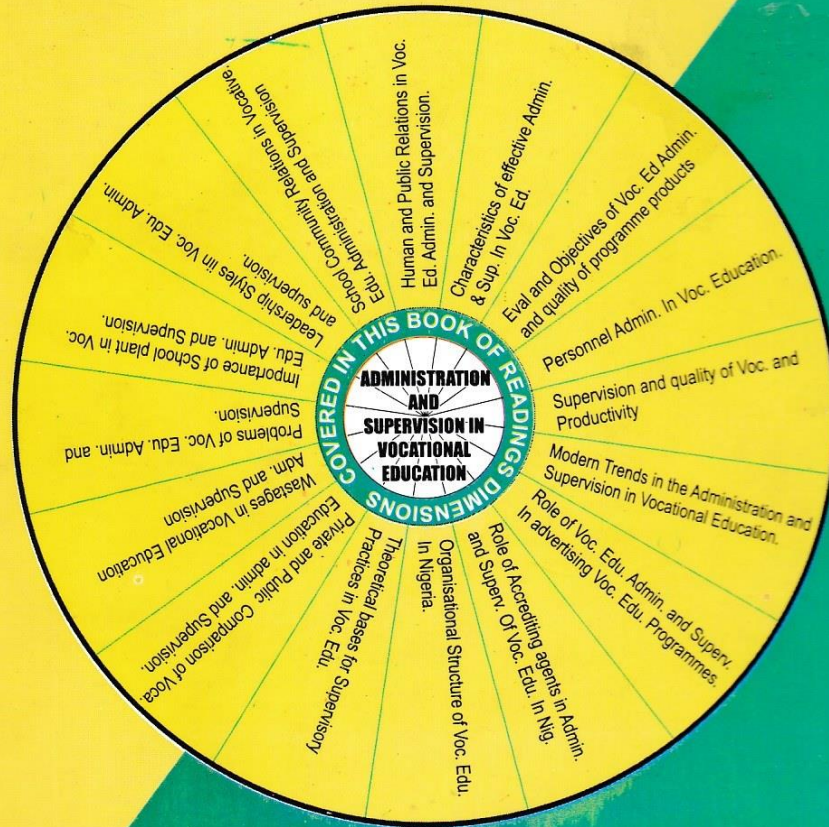


# READINGS IN VOCATIONAL EDUCATION ADMINISTRATION AND SUPERVISION



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## 13 WASTAGES IN VOCATIONAL EDUCATION PROGRAMMES AND ADMINISTRATION

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### Abstract

*The degree of negligence on the part of the governments with respect to vocational education programmes in Nigeria has resulted in massive wastages. These wastages have assumed different forms that affect teachers, students facilities and administrative practices in more than seven service areas of vocational education. Sources of wastages in vocational education include improper manpower planning, unstable educational system e.g. 6-3-3-4 versus 9-3-4 system; students admission criteria, unemployment of vocational education graduates upon course completion, under utilization of human and material resources lack of dependable government support, industrial actions occasional by government's delay in or refusal to improve conditions of work. Elimination or reduction of wastages in vocational education can be achieved by prudently attacking the sources that create them. Wastages in vocational education hinder the progress of vocational education towards personal and national development. These wastages should be seen as challenges which when effectively contained can lead to a more fruitful existence of the programme. Fruitful existence of vocational education means elimination or reduction of wastages in the system and assurance of national growth and development in the face of changing technologies.*

### Introduction

Every society today is experiencing the speed with which global restructuring is taking place. The level at which the restructuring occurs is amazing. This phenomenon demands that each nation must be up and doing in its efforts to catch up with the rest of the world. This also means that individuals must wake up



and maximally use any opportunity available for self and national development. Preparation of workers for entry into and their advancement in the work place in this era requires an educational programme that provides not only job skills, as career and technical education did in the past, but also higher order thinking, problem solving, and collaborative work skills. These vocational education job skills according to Akpan (2001) are found in the following service areas: Business Education, Technical Education, Agricultural Education, Home Economics Education, Health Occupations, Trade and Industrial Education, Computer Education and Distributive Education. Improper functioning of the vocational service areas has led to wastages which may be difficult to estimate in monetary terms.

Interestingly, Seng (2008) opined that policy makers, administrators, and educators in vocational education (VE) have all agreed that the programme plays a crucial role in the social and economic development of a nation. Vocational education is able to play this role because it possess tremendous potentials in equipping individuals with the necessary occupational skills and standards for the industry and economy. The National Policy on Education (FRN, 2004) and Orikpe (1999) have, like other expert sources, emphasized role of vocational education in building and sustaining the social and economic life of a nation. For successful execution of this role vocational education system must not tolerate wastages, but if it must, such wastages have to be minimal.

It must be noted that skills relative to modern technological inventions are not to be acquired in a vacuum. They are to be acquired through a collaboration of all aspects of the teaching-learning process bearing the entire environment in mind. This involves the application of tools, equipment, machines, the workshops, or studio, the personnel etc which put together is known as the environment. Aduche (2007) and Ordu (2007) citing Ogunrinde (1999) have emphasized the need for practicality in the process of skills acquisition drawn our attention to the motto of an American firm school thus: *I hear, I forget; I see, I remember; and I do, I understand*. This motto directly tells the importance of practical teaching-learning in a conducive environment. By conducive environment here, is meant the presence in good conditions of all that it takes to teach and learn in vocational education settings.

What is worrisome is that the environment under which vocational

education is conducted in Nigeria needs much to be desired. All the factors necessary for a conducive teaching-learning process are far from being the order in a global society. The new order is that high wastage rate is recorded and this has resulted in low interest of qualified individuals to venture into vocational education programmes.

### Objectives of Vocational Education

The objectives of vocational education involves the development of an economically integrated individuals who can apply the technologically acquired knowledge in solving their immediate problems. The attempt to solve of these problems goes a long way to improve their standard of living of the immediate and expanded society. These objectives are clearly reflected in the National Policy on Education (FRN, 2004).

It is clear that our failure to accept and implement the concepts of the policy has resulted in the problems associated with vocational education programmes in the nation. The policy has a good dream on paper which has failed to see the light of the day.

These objectives, as cited in Udofia (2007) can be stated as follows:

1. Provide trained manpower in applied sciences, technology and commerce at sub-professional levels aimed at developing individuals who will be properly equipped with the requisite knowledge and skills for productive work life.
2. Provide the technical and vocational skills necessary for agriculture, industrial, commercial, and economic development for individuals who will be capable of meeting the modern trends of technological challenges.
3. Provide people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man.
4. Give training aiming at equipping the individual with the requisite attitudes and skills towards work potentials and impart necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant.
5. Enabling the youths to develop necessary skills and have intelligent



understanding of the increasing complexities of technology meet their community and national vocational manpower needs.

6. Assist the youths develop attitudes for the creation of wealth through the generation of employment resources.

Failure to implement the vocational education objectives is a serious source of wastages in the system. Wastages in vocational education mean that there are problems in providing qualified personnel, appropriate plant, tools, materials and equipment, instructional materials needed in pursuing and achieving the stated objectives.

### **Components of Vocational Education (VE) Programmes**

Vocational education, as already noted, has seven to eight components, rightly referred to as service areas of vocational-technical education. The foregoing have relevance in all the areas of human endeavours. The objectives focus on skills acquisition which is the character of vocational education. Such characteristics as embedded in the definitions of vocational education include ability to think creatively, ability to make decisions, capacity to solve problems, to reason, visualize, analyse issues and give independent interpretations, etc. Grubb and Ryan (1992) in recognition of the value of vocational education pointed out that the characteristics of vocational education are perseverance, flexibility, transfer of knowledge, problem orientation, open mindedness, use of quality standards and independence of reasoning. These characteristics cannot endure wastages if they must remain. Commenting on the need to eliminate, or so to say, reduce wastage sources, Ordu (2007) citing Thomas (1992) posited three learning theories posited to be the comprehensive outlook of cognitive learning process. While theory one dwelt on the process of the mind and the intakes of information from any source, theory two identified as knowledge structure theory tries to look at the stages of knowledge representation and organization in the mind. He further emphasized the social history theory which captures the impact of culture on the development of the individual.

Apparently, the characteristics of vocational education learning are based on active process where the learner is prepared to learn and to construct his or her knowledge from the interactions between him and the environment. Linking these

theories to our definitions, vocational education learning is moving away from mere basic skills and practices of the past to linking and comparing new information with an older one. Furthermore, learning is also moving away from placing total reliance on the teacher-authority to recognizing multiple sources of information. Therefore, in the absence of a wholesome environment for vocational learning, wastages are imminent.

It must be noted that the concept and characteristics of vocational education are found in a dynamic process which generates great challenges and prospects. Consequent upon the global nature of the society, the challenge is on how to build a responsive system for the future to rely upon. But because our vocational education systems are shaped by the vagaries of socio-economic and social cultural conditions, it becomes necessary to ask if sufficient attention has ever been paid to those who identified themselves as having something to benefit from vocational education programmes. Our system has evolved in response to the various stages of economic development and the emerging technological forces of global significance. With the restructuring from labour intensive, a few years ago, to capital intensive consequent upon crude oil inflow, and now to knowledge intensive as a result of global politics, vocational education system must respond in like manner. This must be done to ensure that the workforce has the relevant knowledge, skills and values for the challenging technological changes.

In the Nigerian context, this programme produces skilled manpower required to handle the complex technical, technological and innovative systems. The basic focal concern of vocational education programme is skills acquisition for productive living and prudent use of material and human resources with minimum wastages. In this respect, there is a handicap. The facilities for vocational education programmes are very expensive to procure and maintain. The use of facilities here refers to every resource employed in the teaching-learning process of vocational education system such as human capital resources, equipment, machines, money, building, halls, studios, laboratories, libraries, etc.

Coupled with these predicaments of high cost, we have to note that our universities and other institutions offering vocational education are financially incapable of procuring the needed facilities for efficient training. In most cases, even when these facilities are available, they deteriorate due to forces of environment and disuse. In spite of the rebranding concept of maintenance culture, the result of



this poor attitude of maintaining what is already available has been pointed out by Orikpe (1994). The problem facing most developing countries is how to 'maintain facilities and equipment' to ensure full capacity utilization. In the absence of good maintenance of the facilities which also include human factors as explained earlier, useful life span of these factors of production cannot be guaranteed.

In the light of the above, Inemikabo (2006) explained that if facilities are not functional, or where functional, they are not adequately provided for the teaching-learning process, vocational education training suffers and the consequence is the production of unskilled manpower who lack employable skills to the detriment of national growth. Sequel to the foregoing, Inemikabo complained bitterly in his NBTE report thus:

*...the national board for technical education (NBTE) after visiting all the 91 technical institutions in Nigeria reports (sic) that only 8(1.5%) of the 551 courses listed for the nation's 91 technical colleges could be taught with relevant tools. 90(16.3%) of the programmes have available classrooms while 49(8.9%) for the technical courses have qualified teachers.*

Looking at this trend, Oputa (2008) warned that the vocational technical education programme may collapse, except there is a comprehensive consultation among the stakeholders. We must note the fact that it is natural that functional facilities enable schools and society to achieve their educational goals. Where these are not provided as reported above, the result is bound to be the production and proliferation of unskilled manpower class on a sustained bases resulting in accelerated rate of wastages in vocational education programmes.

In collaboration with the above, Okpan, Enyekit & Ordu (2008) have emphasized that the complexities of today's society calls for a type of education that can equip the individuals with the kind of knowledge that is capable of repositioning them in a highly functional capacities. The individual's functional capacity can only be ensured and sustained by the development of vocational education competencies. The lack of the competencies easily transforms into wastages.

### Wastages in Vocational Education programmes

The meaning of wastages in vocational education in a nutshell is the fact of losing something because something has been used carelessly. Furthermore, it may also be seen from the perspective of Akpan (2001) who views wastages as the inefficient use of human and material resources in the educational sector. The source has enumerated the educational resources to mean the following: human learning, skilled manpower, school buildings, equipment *and machines* (italics mine), teachers' labour etc. This can be broken down and expanded into several factors which may be interpreted in some systems to be the following:

- a) The existence of insufficient vacant places in the next class for those who ought to be promoted from the previous year.
- b) It could also be insufficient spaces in the next level of school for those who have graduated from the lower level of school.
- c) There are also vocational education wastages between the primary and secondary school levels of the nation because there is limited space at the secondary level to accommodate all the primary school graduates.
- d) Another class of wastage comes from the repeats and dropouts which is the premature and forceful withdrawal of students.
- e) The irrelevant and misguided presence of courses not relevant to the needs of work places accounts for another level of wastages.
- f) The absence of qualified teachers or the excess supply of manpower
- g) The lack of classrooms, or learning halls, laboratories, studios etc or the excess of them.
- h) The excess of materials and equipment, or any as may be caused by lack of maintenance etc.

To look at educational wastages in the light of the above, three things must be borne in mind.

- i. the input which is interpreted to mean the human and material resources invested to train up some personnel
- ii. the processes seen to be the interactions of certain factors during training resulting in the production of adequate manpower
- iii. the output resulting from the combination of the two factors to produce skilled manpower.



These three variables are determinant factors in the realization of vocational education goals given a known period of time. These investments within that same period, i.e., output divided by input give the actual result. If the result shows that the expected skilled manpower are not available or that what is available are not fully utilized or adequate for what they are needed for, the result is wastage. This is the focus from which Uche (2006) saw wastages in vocational education as a situation where an investment does not produce either its anticipated results or produce these results at a scale considerably lower than it was set for itself. The wastage is seen from the fact that both human and materials resources invested have not yielded such end products as to justify their investment. Educational wastages are multi-dimensional. They are seen from the human resources so invested, machines and equipment, the labour of the teachers and other support staff, buildings used for classes, offices, laboratories, studios, libraries, funds etc. In treating wastages in vocational education, efforts must be made to assess the efficiency and utilization of both human and material resources. While in wastages, the objectives are not realized within a stated time frame efficiency, on the other hand is the situation in which the stated objectives are achieved within a stipulated time frame. A closer look at the Nigerian factor, according to Okpara (2006), shows that the problem of wastages in vocational education has actually affected the manpower needs of the nation. In their worries, they reported that manpower attrition or brain drain was the fall out of teachers of vocational education subjects from educational industry which constitutes a serious wastage. Wastage, therefore according to them, becomes a vector that reduces the residual in the cost benefit analysis. They therefore, warned that if care was not taken, our generation of teachers in the rare area like vocational technical subjects could (*sic*) be salted away. This envisaged situation prompted United Nations Educational, Scientific and Cultural Organization, (UNESCO, 2005) to go into partnership with the Nigerian government for the purpose of effective training large numbers of Nigerians for the world or work. The aim of this co-operation is to be achieved by revitalizing vocational education. The initial result of this partnership is the establishment of seven staff development centres in Federal Polytechnics located in each of the six geopolitical zones in the country – Auchi, Bauchi, Bida, Kaduna, Lagos, Nekede and one at National Board for Technical Education (NBTE) headquarters in Abuja.

As at 2005, this partnership had 572 members from institutions across the country who have benefited from the programme. Granted that UNESCO's entry is interpreted to mean their efforts to make their presence felt in developing nations, this effort is only given to member nations in areas of need. To Nigeria, vocational wastages were glaring in earlier reports like those cited above.

### Sources of Wastages in vocational education

Wastages in vocational education can be viewed from two perspectives. The first is the sources of wastage in vocational education while the second is the elimination of wastages from vocational education programmes.

#### A. Sources of Wastages in Vocational Education

##### 1. Manpower Planning

In looking at the import of manpower planning in any stable system, it must be understood that inefficient manpower planning and execution can led to massive wastages. As we had explained earlier, the number and quality of vocational education graduates and available space in the industry should be in a way that what is produced by the system could be absorbed by the available job openings. A situation where the available spaces are more than the number of graduates or the number of graduates exceeds the available spaces amounts to wastages of resources on both sides. What will give a balanced planning is when vocational education programmes supply the needed quantity and quality of labour to the users in the right proportion and at the right time. Occasionally the government employment embargo places restrictions on the employment of school leavers resulting in the total wastage of personnel and resources invested within that period to train up such graduates.

##### 2. The 6-3-3-4 educational system

Earlier the 6-3-3-4 system of education introduced into the country in 1982, (Ihekwoaba, 2005) was mentioned as a loophole in our vocational education system occasioned by the way the system is undergoing alterations, the last of which is the 9-3-4 system. Under this system, vocational education has not been given a clear definition of progression. The clear definition would have been given if students were given free access into higher technical and engineering programmes,



for example, of universities with their technical and vocational school certificates. But instead, the system provided a loophole where only the students who are determined to make it to secure O'level certificates that enable them to proceed to the polytechnics or universities. This situation, in the past resulted in lots of wastages in vocational education in the form of low enrolment rates as students who were aware bolted out of the career paths to the areas where academic progression was defined. Recently, this situation has shifted a little by the presence of National Business and Technical Examination Board (NABTEB) which is attempting to control the problems for the youths.

### **3. Inadequate human and material resources**

Vocational Technical Education programme in Nigeria faces human and materials resources problems (Maigida & Chidi, 2007). There is noticeable absence of qualified teachers resulting from lack of adequate encouragement from the governments. Some of these teachers are discouraged due to the inability of government to make adequate provision for machines and equipment, laboratories, workshops, classrooms etc. Lamenting on this situation as a source of wastage, Inemikabo (2006) pointed out that Nigeria has more than 551 vocational education institutions offering various programmes without adequate number of teachers. Coupled with this, Ali & Amaemena (2006) collaborated when they blamed the problems on the inability of the government to make available, adequate instructional facilities and materials. These, to a very large extent have constituted wastages in the areas of non-functional facilities. They therefore, recommended updating of manpower needs via provision of workshops, equipment and tools on a regular basis, plus adequate fundings, etc.

### **4. VTE Programme admission criteria**

In VTE schools, admission criteria are not standardized in such a way that those who are admitted are above average candidates. The result of this admission method is that a lot of students fail out of the institutions while others are made to repeat classes. Worst still is that a good number of these below average students are pushed up to continue schooling thereby graduating as low profile trained manpower. Another concern here is that admission policy based on quota makes it possible for the bright candidates to be eliminated at interview tables to give way for quota candidates who may not even possess the qualifications and mastery to

scale through the studies. This is a source of wastage in the form of materials, human, spaces etc.

### **5. Employment and Appointment of Personnel**

Due to the Nigerian factor in the form of quota or catchment area, some persons who are either employed or appointed to occupy sensitive positions in vocational education related offices may not have the required background knowledge for that office. But because he or she "must" be there to represent the interest of his or her people, this appointment of a person whose qualifications have little or no relevance to vocational education ends up with the adage "a round peg in a square hole". An example is a lecturer who neither read entrepreneurship nor vocational education in any institution but is teaching entrepreneurship in vocational education. Another example of importance is that there are those who graduated from VTE programmes but do not, within a certain industry, secure job placements with the certificates so obtained. Such candidates end up taking some short-term road-side courses before they could secure relevant job placements. Associated with the foregoing anomalies are the phenomena of wastages.

### **6. Strike actions and political unrests**

It will be noted that whenever there is either students' unrest or Nigerian Labour Congress disruption or activities, or some other forms of organized unrest, vocational education institutions are bound to remain closed just like any other academic institution. During the unrest facilities remain wasted for lack of use, the personnel also waste away in idleness. The end result of this is that the expected and programme time of graduation of the students is disorganized.

### **7. Guidance and Counselling Services**

In a situation where students are not properly guided to enable them progress along a defined line, they end up as confused persons without a good base (Awujo, 2007). Students have a right to be adequately guided to have a good and clear picture of their abilities and disabilities. The lack of these services causes some students to loose focus thereby get frustrated along the line. This may lead to any form of repetition of class(es) in mild cases, or dropouts in serious cases. The computation is that all that was invested within the period under



discussion amounts to wastage.

### 8 Underutilization of human and material facilities

In the Nigerian system, this area contributes a significant percentage in the vocational education wastages. In all the institutions, one can visibly notice the presence of containers of equipment and other facilities that are not installed but littering and defacing the available land spaces on the campuses causing obstructions to movement. These facilities are allowed to waste away under the rains and sunshine. In some cases, they are installed but carelessly allowed to break down from disuse and by not maintaining them. For example, at Federal Colleges of Education (Tech) (FCE(T) Omoku, there are lots of computer systems in the electronic library that are no longer functioning and their maintenance has become an uphill task for the college. In other institutions, on the other hand, personnel are engaged when there is practically not much work for the number. They end up sharing courses or functions in certain proportions when in the actual situation such functions need not be shared in such proportions.

Furthermore, some buildings are allowed to rot away together with their installation for one form of reasons. Unused dilapidated buildings turn into hiding places for lizards, rats, snakes and birds.

### 9 Lack of Entrepreneurship Advances and Government Support

One major source of wastage in vocational education programmes arises from the lack of total support from the government. According to the concept of vocational education programme and the National Policy on Education (FRN, 2004) the desire to acquire those practical skills is either to be employed or be self-employed. Those who are self employed today are people who were forced by circumstances beyond their control stumble into self-employment after they had sourced for job placements and failed. Those periods spent looking for job amount to wastages of vocational education in terms of time lost, risks taken and resources wasted.

### 10 The Universal Basic Education Programme (UBE)

From all indications, the Universal Basic Education (UBE) programme which on paper was introduced to bridge the earlier gaps between skills and

productivity has also turned out to be a failure. This failure stems from the lack of adequate manpower to teach in the programme at all levels. A man is not capable of giving what he does not have but only that which he has. A qualified teacher gives out from his abundance. The non-qualified teacher gives nothing in this regard. This is the case in the UBE programme. However for the UBE to succeed, adequate provision has to be made for the production of professionally qualified manpower in the teaching field.

### Elimination/Reduction of Wastages in Vocational Education

We cannot discuss wastages in vocational education programmes without considering some strategies that may be helpful in either eliminating or reducing them in our vocational education system.

#### These strategies may be stated and explained as follows:

##### 1. Manpower planning programmes

The Nigerian government and indeed the ministry of education and employment agencies should work closely with the industries. This co-operation is aimed at establishing a rapport in such a way that the needs of the industries may be met by the educational institutions and vice versa. By this collaboration, VTE programmes shall not produce graduates who will be jobless or unproductive in economic sense. In manpower planning, the issue of pupil enrolment and teacher supply is said to be very fundamental. Nariochukwu (2007) emphasized the importance of balancing the two ends by the ministry of education in order to reduce wastages.

##### 2. The 6-3-3-4 educational system

It is observed that the present 6-3-3-4 educational system is faulty and needs to be rebranded. The system in itself provides for terminal or dead end at the second level and does not provide for direct higher levels admission within the vocational education programme cycle. This will enable candidates who shall have passed out from one level to continue at the next level just as the general educational level candidates. Progression to the polytechnics and universities should be the accessible task which they started at the lower levels.



### **3. Supply of Adequate Human and Material Resources**

In any academic system, the master is always seen to be one who imparts the knowledge to the learner. The teacher is expected to have learnt and acquired higher levels of knowledge. If the vocational education system cycle is continued to the polytechnics and universities, qualified manpower supply shall be adequate. It also follows in the same vein that the supply of material resources shall also fall in line with the supply of human resources. Where these supplies are adequate, wastages are apt to be reasonably reduced.

### **4. Vocational Education Programme Admission Criteria**

Educational admission policy which makes provisions for quota and catchment interests is a mundane system that needs to be reassessed and abrogated out rightly. Its elimination is likely provide for the admission of brilliant and interested candidates, irrespective of where they hail from, into vocational education programme since they have genuinely jumped the hurdles of admission criteria. What is more important is that those who desire admission through entrance examination should be given the real opportunities to try their abilities but those who are given admission on the basis of quota and catchment representations may eventually constitute academic wastages to the programme.

### **5. Employment and Appointment of Personnel**

Sequel to the admission policy is the selection of personnel whose certificates and area of studies are not germane to the needs of vocational education. This source of wastages can be reduced by appointing qualified personnel with genuine certificates to work in vocational education programme. Recruitment of teaching staff should be made on the basis of relevant certificates and needs of the programme. Appointments of head and other unit heads should also follow the same principles so that only those who have gone through vocational education programmes and have acquired higher relevant certificates are found within the vocational education programme environment

Secondly, vocational education programme offerings and course contents should be modified in accordance with labour market demands so that graduates from the such programme can easily find jobs.

### **6. Strike Actions and Political Unrests**

The incidence of strike actions by the Nigerian workers and students unrest on campuses have been seen to constitute obstacles and subsequent wastages in vocational education programmes. While the author advises workers and students to be more open to negotiation processes in order to prevent unrest, the various levels of government should be more sensitive and responsive to the needs of our workers and students in our tertiary institutions in order to prevent strikes. After all, our foreign students who are either the children of the rich or government scholars have never returned home as a result of the government's inability to meet their needs. Being sensitive and responsive to the needs of workers and students can eliminate or reduce strikes – a serious source of wastages.

### **7. Guidance and Counselling**

In general, this department, where it exists, plays major roles in assisting the students to determine their focus. It helps the students to shape and reshape their courses of action in order to actualize the meaning of their programmes. Everybody and indeed every vocational education student needs to make progress from one level another in order to attain the best in his or her career aspirations.

### **8. Underutilization of human and material resources**

Underutilization of human and material resources obviously leads to serious wastages. Underutilization of resources may imply that certain goals and objectives of vocational education have not received adequate attention. If the attainment of vocational programme goals and objectives is a priority, then all human and material resources must be harnessed toward that end. Proper planning and execution of programme for attainment of goals can minimize or end underutilization of the said resources.

### **9. Entrepreneurship advances and government support**

The situation where vocational education graduates are allowed to roam the streets of Nigerian cities for job placements which are not there must be discouraged. The graduates of vocational education who are already skilled in various areas can do well if they are supported to showcase their career competencies. This is what prompted Uche (1992) to say that one of the ways to



prepare future vocational education students is to teach them how to think and act instead of teaching them what to think which implies a narrow work focus. In her opinion, vocational education training implies a vehicle for developing the necessary work skills needed for a productive, full and satisfying life in the society. Vocational education is a very responsive form of education to changing technologies and demands. This very characteristic of vocational education indicates that any individual who benefits from the training is well equipped for gainful self employment and emancipation from abject poverty and economic dependency (Asiegbu and Kpelovie, 2007). Government support can encourage entrepreneurship and subsequent reduction of wastages of any kind.

America today under the programme “glimmes of hope” is packaging various levels of support for the private sector economy and indeed, the small and street shops and business outfits scattered all over the streets of America. This class of business was described by President Obama as the hub of American economy. Nigeria can follow America’s example by giving financial support to vocational education graduates who at their graduation could opt for the private enterprises.

#### **10. Vocational education programmes facilities**

Human beings have useful life span. Equipment, machines and other vocational education facilities have useful life span. It is wrong to use a particular equipment for over 40 years. The present global economy provides for innovations in the shapes and functions of facilities rolling in regularly to the market. As modern equipment are produced, vocational education programme offering institutions should ensure to update by acquiring them and also updating the curriculum and knowledge of their staff who are to handle the new equipment in teaching processes.

#### **11. Welfare of Vocational Education Teachers**

Welfare packages for staff forms part of the motivational factors for workers everywhere they exist. Vocational education programme offering institutions should implement good welfare packages for teaching and non-teaching members of staff and ensure that these are reviewed from time to time. This will prevent staff from looking on to other areas of jobs for change which usually causes wastages to vocational technical education programmes as the position of

such staff will have to remain fallow, or somebody else has to be overlaboured to cater for the functions of the resigned staff possibly pending when a new staff is recruited.

#### **Summary and Conclusions**

The degree of negligence on the part of government with respect to vocational education programmes in Nigeria results in massive wastages observable in the programme. Wastages assume different forms involving teachers, students, facilities and administration in vocational education in its more than seven services areas. Sources of wastages in vocational education include improper manpower planning, unstable educational system e.g. 6-3-3-4 system vs 9-3-4 system, students’ admission criteria, employment of vocational education personnel, underutilization of human and material resources, lack of government support, school industrial actions etc. elimination of wastages in vocational education can be achieved by prudently working on the sources that create them wastages in vocational education are not desired because they hinder the programme from achieving its goals for personal and national development. Wastages in vocational education may be seen as challenges which when properly handled can lead to fruitful existence of the programme. Fruitful existence of vocational education, means elimination of wastages from the system and subsequent national development.

#### **Recommendatons**

The problems associated with wastages in vocational education programmes in Nigeria is such that can be solved if our government at all levels can come all out to see vocational education as an important level in our education system. On the bases of problems of wastages in vocational education, the following recommendations are in order:

The government should revisit her interests in financing of vocational education programmes in Nigeria. This will pave way for the interest of parents to be built on the programme.

The various accrediting agents charged with the responsibility of co-ordinating vocational education programmes should be encouraged to her work properly. The result of these works should be forwarded to government for



implementation.

Nigeria, at this stage of development, and the present dispensation of globalization, should rebrand vocational education programme and give it the attention it deserves. This will ensure progression in the vocational education cycle from the secondary level to higher institutions and further prepare graduates for the development and relevance in the ICT society.

Products from vocational education programmes should be employed without delay or financially supported for self employment. Government should revisit admission criteria for vocational education students. Preferably aptitude scales should be devised for identifying students who will excel in vocational education pursuits for the good of this nation. The current JAMB/aptitude test is inadequate measure for admitting students into tertiary programmes in vocational-technical education. If the government exercises prudence in deciding the affairs of vocational education at the initial levels, the incidence of wastages will be nibbed in the bud.

Entrepreneurship education should be encouraged as the society in the global economy is entrepreneurship driven. To this end, training in vocational education should be seen as the basis for national growth as applicable in developed nations.

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