

ACCOUNTABILITY IN VOCATIONAL EDUCATION: TO WHOM AND FOR WHAT?
PREPARING AND RECEIVING ADMINISTRATION AND SUPERVISORY TEAM VISITING IN VOCATIONAL INSTITUTION
STUDENT ENROLMENT IN VOCATIONAL EDUCATION AND QUALITY OF VOCATIONAL EDUCATIONAL ADMINISTRATION AND SUPERVISION
EDUCATION LAW AND VOCATION EDUCATION ADMINISTRATION AND SUPERVISION
FORCES THAT INFLUENCE THE EFFECTIVENESS OF ADMINISTRATION AND SUPERVISION IN VOCATIONAL EDUCATION
ACCOMPLISHING VOCATIONAL EDUCATION ADMINISTRATIVE/ SUPERVISORY TASKS IN A DEPRESSED ECONOMY
AFFECTIVE COMPONENTS OF ADMINISTRATION AND SUPERVISORY TASKS IN VOCATIONAL AND TECHNICAL EDUCATION
THE INFLUENCE OF WORKING CONDITIONS ON THE QUALITY OF VOCATIONAL EDUCATION SUPERVISION
ENRICHING TEACHER TRAINING PROGRAMMES FOR DEVELOPING ADMINISTRATION AND SUPERVISORY SKILL IN VOCATIONAL
ADMINISTRATION AND SUPERVISION OF VOCATIONAL EDUCATION FINANCIAL ESTIMATES
UNSTABLE SCHOOL CALENDAR AND EFFECTIVE ADMINISTRATION AND SUPERVISION OF VOCATIONAL EDUCATION
THE PHILOSOPHY OF VOCATIONAL EDUCATION AND CONTENT OF ADMINISTRATIVE AND SUPERVISORY TRAINING
PUBLIC OPINION AND WORK MORALE OF VOCATIONAL EDUCATION
THE ROLE OF EDUCATIONAL TECHNOLOGY IN THE ADMINISTRATION AND SUPERVISION OF VOCATIONAL EDUCATION IN NIGERIA
ACCOUNTABILITY AND QUALITY OF VOCATIONAL EDUCATION ADMINISTRATION AND SUPERVISION
PSYCHOLOGICAL BASIS OF VOCATIONAL EDUCATION ADMINISTRATION AND SUPERVISION
PERSONNEL QUALIFICATIONS AND QUALITY OF PERFORMANCE IN VOCATIONAL EDUCATION ADMINISTRATION AND SUPERVISION
INFLUENCE OF AGE AND EXPERIENCE IN THE PERCEPTUAL SKILL OF ADMINISTRATORS AND SUPERVISORS OF VOCATIONAL EDUCATION

Editors

E. B. Usoro, Ph.D, H.S. Usoro, Ph.D & Prof V.C.J Akpan, PhD
Department of Vocational Education
University of Uyo.

CHAPTER 6

ACCOMPLISHING VOCATIONAL EDUCATION ADMINISTRATIVE/SUPERVISORY TASKS IN A DEPRESSED ECONOMY

By

AKPANOBOG, UYAI EMMANUEL
& E. B. USORO, Ph.D.

Abstract

A depressed economy is a condition characterised by low economic activities, limited employment opportunities and scarcity of money. This paper focuses on the accomplishment of vocational education administrative and supervisory tasks in a depressed economy. Planning and treatment of staff with the available resources involves adoption of strategies of prudent financial management, scaling alternative sources of revenue and prioritising the essential tasks for attention. Vocational education administrators should be exposed to frequent orientations on management of resources especially during depressed economic circumstances.

Introduction

Vocational and technical education can be described as any form of education whose purpose is to prepare person(s) for employment in an occupations or group of occupation. Throughout the country, there is a growing awareness about the need for vocational and technical education. This improvement in societal perception and interest has culminated in demands for changes in content, organization and delivery of vocational and technical curricula to reflect a new emphasis on technology.

According to National Policy on Education (FRN, 2004) Vocational and Technical education is a comprehensive term referring to those aspects of the educational process involving, in

addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitude, understanding and knowledge related to occupation in various sectors of economic and social life. Technical and vocational education is further understood to be.

- a. An integral part of general education.
- b. A means of preparing for occupational fields and for effective participation in the world of work.
- c. An aspect of life long learning and a preparation for responsible citizenship.
- d. An instrument for promoting environmental sound sustainable development.
- e. A method of alleviating poverty.

As a matter of fact vocational and technical education is aimed at developing not only practical skills but also attitudes and habits that make the recipient a creative, innovative and resourceful being. The National Policy on Education, views vocational education as training or retraining programme, which is given in schools or classes under public supervision and control. Vocational and Technical Education is a workshop-based education. It is responsive to technological advancement and aims at fitting new manpower for employment and providing continuing training for those already qualified, so that they can keep up with modern working methods. Supervision on the other hand is the process whereby an authorized person whose nomenclature is supervisor/administrator sees to the work of others to ensure that it is in line with stated standard, and if not, he or she corrects, directs, teaches and demonstrates. He or she assists in teaching techniques, conferring with teachers, assisting in processing of evaluating and revising curriculum and courses of study, holding conferences or group meetings to discuss problems, attending local, state, regional and national professional conventions. Kathleen (2006), defined supervision as a process of overseeing the ability of people to meet the goals of the organization in which they work. He stressed that supervision should be seen as a process rather than as a professional role. Supervision helps the teachers in terms of self-discovery

particularly in the area of improvisation and the use of modern teaching strategies like the introduction of ICT, audio and visual aids to facilitate good learning.

Administrators/supervisors therefore, are those who help their staff and clients in a manner that maximizes positive outcomes for all. In a similar way, effective vocational education administrator helps business education teachers help students in order to maximize learning and positive attitudes. Therefore, for vocational education administrators to accomplish their tasks in a depressed economy much has to be done. A depressed economy is a sick economy. It is an economy in which necessary machineries for sustainable growth are absolutely lacking. The machineries include, growth in industrialization, income per capita, employment opportunities, high standard of living, low cost of living, good governance, good medical care and technological advancement. In contrast, a depressed economy is characterized by high rate of inflation, lack of employment opportunities, bad governance, industrial and technological backwardness, low standard of living, and so on. By this characteristic of depressed economy, economic recession, hunger and starvation, famine, outbreak of epidemics, infant mortality rate owing to absence of good medical care become the order of the day.

The economic requirements of a nation include organizational growth and efficiency, infrastructural facilities, basic amenities e.g. good roads, electricity, pipe borne waters, employment opportunities resulting from growth in industries and a lot more: these form the bedrock of a viable economy. A look at vocational education administrative/supervisory tasks simply shows the management of finances of the school in order to achieve its financial objectives. It is also the administrative activity which is concerned with the planning and controlling of the school's financial resources.

Vocational Education Administrative/Supervisory Roles

These include:

Decision Making

Through the process of administration/supervision, staff vacancies in terms of grades and discipline can be identified in accordance with the organizational structure of the school, subsequently, as follow up activities, steps should be taken to fill such identified vacancies. Coordination of the efforts of all participants and ensuring that by so doing, decision making becomes a collective responsibility (Prince, 2003). Every school should have a mission statement and a vision based on shared values and beliefs. Vocational education administrators can engage all stakeholders in the process of developing the Mission Statement and Vision for the school that provides focus and direction for all involved (DiPaola & Walther-Thomas, 2003).

Development

Good leaders encourage others to be leaders and help bringing out those leadership qualities. If teachers attend conferences or workshops they always return to share their knowledge with the rest of the staff when they return. Administrators must be familiar with available resources to support the diverse needs of students, families and staff and must know how to access additional support in order to ensure appropriate education for all students and supports for teachers. Vocational administrators should develop teachers compensation packages to demonstrate that they are valued. They can also put together a team of administrators and teachers to develop an incentive pay programmed (Morice & Murray, 2003) for the purpose of developing the staff irrespective of the apparent or prevailing poor economy.

School Climate

Vocational education administrator needs to ensure a positive school climate. The administrator needs to become the developer and nurturer of the schools culture and share it with new

teachers so that they can gain a sense of group membership and participation. Administrators can communicate the school's history, traditions, legends and myths and share stories of the school heroes and heroines. Much can also be accomplished by developing consistent student behaviour policies and addressing safety and discipline issues (Johnson & Birkeland, 2001). The administrator must adopt the leadership style that is likely to breed conducive school climate.

Infrastructure

If schools are to succeed in retaining teachers, a proper infrastructure must be put in place to permit that allow teachers to focus most of their time and energy on teaching. The necessary facilities should be available to lighten the teachers' workload, fewer responsibilities and duties so that they can concentrate on their students and in the operation of the available machines to facilitate learning (Sergent, 2003).

Content/Skills

Students learn best from high quality teachers who know the subject matter and how to deliver it. Ensuring that teachers are competent and have opportunities to improve their skills is critical. The school administrator needs to be an instructional leader and communicate views on what is considered good teaching, as well as methods of evaluating students' achievements. Administrators should share, model and encourage best practice experimentation. Giving immediate feedback through comments as notes and being available for short spontaneous counselling session are seen by teachers as being very supportive (Sergent, 2003).

Community Involvement and Support

Involving parents, families and the community in meaningful ways is critical to the success of students and influences a teacher's decision about continuing in a particular school or leaving it for somewhere else. Vocational education administrators need to look for ways to involve the community in the educational process. The involvement of families and communities can help address safety and discipline issues including the establishing a school safety committee that includes community representatives to gather and analyze data, put together and implement a plan and monitor its results (Alexander,

1980).

Tasks of Vocational Education Administrators/Supervisors in a Depressed Economy

The vocational education administrator has an enormous task to perform in a depressed economy. He or she must prudently manage limited resources in the economy and making it worthwhile for the good of the teachers, students, community and the nation as a whole. As has been stated, the vocational education administrator should, amidst other roles, ensure that funds are made at the right time at the lowest cost and in most effective way to enhance production of goods and services. Administrator should ensure that funds are raised and properly allocated to vital sections of the school system as this will promote operational efficiency. He should ensure that teachers are dully paid and motivated to enhance teaching effectiveness. Administrator supervisor should determine proper incentive to be given to teachers so as to ensure sustainability and commitment of the teachers. Vocational education administrator should look for channels of raising/acquiring funds legitimately for successful running of the school. The funds thus raised may not end the depressive effects, but can certainly cushion the effects on the educational and administrative processes.

Other tasks of Vocational Education Administrators/Supervisors according to Akpan (2009) include:

1. Adoption of appropriate managerial style
2. Development of oragnizational structure that can combat financial depression
3. Planning and execution of an overall strategies for the content and delivery of instruction within available financial resources.
4. Planning for and control of the fiscal resources necessary to pay for the vocational educational programme.
5. Develop a system of internal communication to enhar

understanding and adjustment of attitude towards a depressed economy.

6. Develop a system of documenting state resources.

Summary

The economy of a nation is the life wire of that nation. In other words every nation depends largely on the nation's economic activities for it continual existence and survival. In a depressed economy like ours vocational education administrator should see his task as that of creating conditions that can motivate teachers to enhance their instructional effectiveness. This can be achieved by satisfying their social needs. He should try as much as he can to allocate the little resources available to the appropriate unit and make sure that the money is used prudently and for the purpose meant for.

Conclusion

From the foregoing write-up, the following conclusions may be drawn:

In a depressed economic educational and other live-sustaining activities almost grind to a halt.

Vocational education in a depressed economy poses serious challenges for the administrators and supervisors. With appropriate leadership style, resourceful and creative approach, administrator and supervisors can control a depressed economy in favour of attainment of quality vocational education.

Recommendations

1. Government should make adequate financial allocation to prime sectors of the economy like agriculture, education and health so as to enable vocational education administration perform their roles in a depressed economy
2. Policies aimed at protection of infant industries should be made so as to create room for growth in domestic industries for the sustenance of societal institutions in a depressed economy.
3. Vocational education institutions should embark on revenue-

yielding ventures to reduce the consequences of a depressed economy on education endeavours.

4. Vocational education administrators should have frequent orientations on management of financial resources for optimum school achievement in an ailing economy.

References

- Akpan, V. C. J. (2009). *Administration and supervision in vocational education*, Uyo: Dorand Publishers.
- Alexander, K. D. (1980). *School Law*. St. Paul Minnesota: West Publishing Company.
- Dipaola, M. F. & Walter-Thomas (2003). *Principals special education: The role of school leaders*. Gainesville: University Press.
- Federal Republic of Nigeria (2004). *National policy on education* (4th Edition) Lagos: NERDC Press.
- Johnson, M. S. & Brikeland, S. E. (2001). Retaining the next generation of teachers: the importance of school-based support. *Harvard Education letter Research* Retrieved from www.edletter.org/past/issues/2001/ja/support.shtml. on 11-9-2002
- Kathleen, M. B. (2006). *Language teacher supervision. A case-based approach*. Retrieved from: <http://www.addthis.com/bookmark.php>. on 7-5-2007
- Morice, L. C. & Murray, J. E. (2003). Compensation and teacher retention. A success story. *Educational Leadership* 60(8), 40-43.
- Prince, M. T. (2003). *Are you a moral booster or buster? In keeping good teachers*. VA, Alexandria: Association of Supervision and Curriculum Development
- Sergeant, B. (2003). Finding good teachers up for failure or success. *Educational leadership* 60, (8). 44 47.