

Management Challenges of Technical and Vocational Education in Nigeria for National Development

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ABSTRACT

Practical education is designed to develop occupational skills, competence, ability and encourage career choice amongst the students/trainees for productivity, economic growth and development in general. This study focuses on the management challenges of technical and vocational education in Nigeria. It observes the challenges of this important education sub-sector in the country with specific reference to poor funding, poor school management, and inadequate qualified teachers amongst others. The paper observed that these challenges seemed to be crippling the technological development of the country. Far reaching recommendations were proffered to address these challenges for national development.

KEYWORDS: *Management, Challenges, Technical and Vocational Education, National Development.*

INTRODUCTION

Nigerian is one of the developing countries in the world. Education and technical and vocational education in particular is regarded as the development key index of any nation. It is increasingly recognized as an aspect of education that countries in the world are embracing in order to train her technical workforce for national development. According to Okwelle and Okeke (2015), technical and vocational education and training (TVET) is for productive purpose. Dike (2009) posited that technical and vocational education and training has been an integral part of National development strategies in many societies because of its impact on productive and economic development. It is the basic key to the growth and automation of nations.

It is a known fact that one of the major factors for determining a nation's fiscal expansion, advancement and self-sufficiency is the degree of the nation's improvement in occupational and technological education. Similarly, the ability of a nation to proactively pursue the quest for skilled personnel who are able to redefine the nation's future depends wholly on the ability to produce and manage both the capital and human resources towards the actualization of the goals of the educational programmes. The national policy on education (FGN, 2004) places serious emphasis on the development of technical and vocational education as a means of

enhancing education so as to train out graduates who are qualified in creating jobs for themselves and for the nation.

The goals of the practical education according to the National policy on education (FGN, 2004) include, to provide the trained man-power in the applied science, technology and business, particularly at craft, advance craft and technical level, provide the technical knowledge agriculture, commercial and economic development, give training and impart the necessary skills to individual who shall be self-reliant economically and enable the youth. Unfortunately, Nigeria appears to have neglected the education sub-sector by mismanaging the programme.

Nigeria technical schools produce more of theoretical technicians due to managerial challenges faced by practical education institutions (Musa 2007). This in all honesty signals a bleak future for a country yearning for technological development. According to Ahakwo (2007), the only guarantee for any nation to attain self reliant, education and skill development is to invest in the development of sound technical education. This means that if Nigeria is to achieve her technological driven economy dream, technical and vocational education policy need to be fully implement and properly managed. We need to produce quality and skilled personnel who will be able to complete favorably within and globally.

According to Ahiakwo (2007), Nigeria needs to produce her own quality and durable motor parts, cars, farm equipment etc. This can be done through the collective efforts in tackling the managerial challenges confronting the programme and its objectives. (Okah, 2003) asserts that, implicit in Nigerian's quest for and early technological development is the assumption that our science and technology graduates would realize our quest for self-reliance. Regrettably, the country's achievement so far does not give much to cheer about. It is this challenge that this article sets out to examine and make some recommendations through which the trend could be address for the country's national development.

CONCEPTUAL CLARIFICATION

Concept of Technical Education

Technical and vocational education is any kind of education which has the main purpose of preparing individual for the world of work. The foundation of technical and vocational education is based on the philosophy which was mainly established for self- reliance of the individual(s) who partake in it (Danko 2006). It gives the individual the skill to live, learn and work as productive citizen of his society.

Technical education according the National Policy on Education (2004:29):

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, attitudes, understanding and knowledge relating to occupations in various sectors of the economy and social life.

Variety of components of career and skill education fall under its umbrella: agricultural education, business education, sciences, health occupations, technology education, trade and industrial education. Technical and vocational education curriculum according to Ayerhan and Manjong (2009) can be identified as a combination of classroom instruction, hand-on laboratory

work and augmented by an active network of students. Vocational preparation must always be viewed against the backdrop of the needs of the society and the individuals. While meeting the demands of the economy, the abilities of individuals must be fully utilized. The abilities and the skills to be utilized are garnered through quality technical education within the school system.

It prepares learners for careers that are based on manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation. In the same vein, Dike (2002:14) asserted that “technical education is a programme designed to offer training and improve individual general proficiency especially in relation to their present or future occupations”. It is a programme that cuts across the three levels of education in Nigeria and promotes the integral development strategies in many countries of the world. This is because of its impact on human resources development, productivity and economic growth.

Benson (1987) noted that technical and vocational education help students meet the requirement for skilled labour; improve access to jobs for persons who are not academically inclined and reduce the sex stereotyping in the occupational structure. Subsequently, Musa (2007:6) asserts that “the objectives of the policy include producing entrepreneurs, agriculturists and competent and qualified technicians for commerce and industries; while also producing low level manpower- artisans, craftsmen”.

These laudable objectives explain government good intentions in providing all inclusive education and offer ample opportunities for individuals in the areas of skills acquisition, academic competence, abilities and attitudes needed to enter into labour force and be self-reliant.

Phipps (1980) noted that this aspect of education relates to the preparation of individuals who have tentatively made up their minds to follow specific line of trade or occupation. This means that practical education prepares the individuals for life trade. The scientific knowledge and skills garnered through it help the individuals to contribute in solving societal problems and independently stand on their own.

Similarly, Dike (2002:6) opined that technical education

as a planned programme of courses and learning experiences begins with exploration of career options, supports basic academic and life skills, and enables the achievement of high academic standards, leadership, preparation for industry-defined work, and advanced and continuing education.

Practical education is designed to prepare the learner to enter an understanding of the laws of science and technology as applied to modern design and production (Danko 2006). Furthermore, it stresses the engineering aspects of vocational education, such as electrical/electronic, mechanical and automobile trade. It involves understanding of practical application of the basic principle of mathematics and sciences. Olaitan (1984) posited that the task of technical education is the transmission of ideas, skills, values of work and environment and what individual can do with his or her life. Nwokomah (2006) asserts that this aspect of education is very important for the technological advancement and economic development of any nation. This is because it provides ample opportunities for individuals to retain their jobs and also make progress as semi-skilled or skilled workers.

Similarly, the goals of technical education according to the National Policy on Education (FGN, 2004:30) includes to:

- Provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels;
- Provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development;
- Give training and impart the necessary skills to individual who shall be self-reliant economically.

The International Labour Organization (ILO) defined technical and vocational education as activities which essentially aim at producing the skills, knowledge and attitude required for employment in a particular occupation, group of related occupation or a function in a field of economic activity including agriculture, industry, commerce, hotel catering and tourist industries, public and private resources.

Additionally, Olaitan (1996) stated that technical education emphasizes on the development of occupational skills needed for preparation of work. Though these definitions vary slightly in their outlook, one thing that runs through them is the concept of “development of occupational skills” that is useful in their respective fields. This succinctly put technical education as that which enables an individual acquires the necessary manipulative skills and attitudes to enable him work in particular industry or chosen career, (Okoli 2011).

This means that technical education is more directly concerned with the formal and informal acquisition of the knowledge and skills required for the world of work. Every responsible government places importance in the formulation of policies that will cater for the skill requirements of its people (Ogbodah and Wobi 2014). Skill requirements may vary considerably according to the stage of technological development and needs of the people. For a country to effectively address its technological development and improve education, its technical education programme must be tailored towards achieving national goals. Thus, the need to develop more coherent and pragmatic education policies is imperative.

Concept of Vocational Education

Vocational education, according to Danko (2006:2) is

an education programme that prepares students mainly for occupations requiring manipulative skills or non-technical occupations in such fields as Agriculture, Business Education, Home Economics, Painting, Decorating to secure confidence and experience by the individual students.

He went further to state that the programme is designed to develop skills, abilities, understanding, attitudes, work habits and appreciation encompassing knowledge and information needed by a worker to enter and make progress in employment on a useful and productive basis. According to the National Policy on Education (FGN, 2014:18), “vocational enterprise education covers all vocational and craftsmanship area such as Adire and other indigenous fabric making, artisans and apprenticeship”

It prepares individuals for entry into the job market as craftsmen and master craftsmen as well as for higher education in technology in tertiary institutions. These categories of skilled manpower according to him are trained in vocational schools/centre. It is offered in secondary schools for the purpose of inculcating technological literacy, rudimentary technological aptitude and enhancing capabilities for success in technological studies in higher education.

Dike (2006) explains that vocational education is part of national development strategies in many societies because of the impact on human resource development, productivity, and economic growth. In vocational education, vocational skills are usually transmitted during the work process itself. In feudal society, He further explained that, the diversity and specialization of crafts gave rise to vocational training by means of a system of apprenticeship.

Practical education has been an integral part of national development strategies in many societies because of its impact on productivity and economic development. In spite of its contributions, Nigeria as a nation has not given this aspect of education the attention it deserves. This is one of the reasons for the nation's under-development. Technical and vocational education gives individuals the skills to live, learn and work as a productive citizens in society. It can be used as a catalyst for creating employment opportunities, reduce crime and poverty.

Philosophical Concepts of Technical and Vocational Education

Hornby (2000:867) defines philosophy as “a particular set or system of beliefs resulting from the search for knowledge about life and the universe”. The major philosophy of Technical and Vocational Education according to the Federal Government of Nigeria in the National Policy on Education (FGN, 2004:31) is “to give training and impart the necessary skills to individual who shall be self-reliant economically”.

The philosophies of technical and vocational education according to Okere (2001:73) are that:

- The occupational choice of individuals should be based on the orientation of the individual such as interests, aptitude, ability, etc.
- All honorable and honest occupations are worthy of considerations in making the decision about life's work.
- Each individual should have the opportunity to select an occupation in harmony with his orientation and the opportunities for employment in that occupation.
- The worth of an individual to society grows out of his contribution of skills, knowledge and applied productive capacity to tasks that need to be completed, rather than out of artificial status connotation attached to some glamorous jobs.
- Resources for education must be provided to develop all human resources.
- Allocation of resources must reflect the needs of people.

In the same perspective, Odu (2007:26) highlights that “for technical and vocational education and training to be effective, the training should be fashioned in the same way, same operations using the same tools and machines in respect of the occupation being prepared”.

Technical and Vocational education is effective to the extent that the individual is trained directly and specifically in the thinking and manipulative habits required in the desired occupation. For instance:

- ✓ The environment in which the trainee is prepared should resemble the environment he must eventually get employed in.
- ✓ For every occupation, there is a minimum level of preparation needed in order to enable the trainees obtain and retain employment in that occupation.

Concept of Management

The term management has been given different meaning depending on the angle it is viewed. For the purpose of this paper, the concept is viewed on the educational management perspective. Educational Management according to Nnabuo (1996), refers to the duties and responsibilities that are linked with the purpose and processes aimed at achieving educational goals. Policy making involves establishment of goals, essentially laid down to be achieved. The hub of implementing government policies depends on the managerial competent of the managers. Policies become meaningless if they are only on paper.

In order to feel the impact of the policy, the human capacity is brought to bear. It is the management that discerns and influences these goals of government policy. In this sense, the manager ought to know much about education and the management of the school. His professional orientation or values permits him to choose from one alternative to the other and to provide reasons for his decisions. He is expected to bring his expertise knowledge in addressing the challenges that may arise in course of performing his duties.

The central duty of management in any organization including educational institutions is to coordinate the efforts of the staff towards the achievement of the stated goals of the organization. (Nnabuo, 1996). He went further to state that management in educational institution has as its basic function, the enhancement of teaching and learning. Managers of educational institutions are expected to perform the basic duties of, discern and influence the development of goals and policies to teaching and learning, facilitate the planning and operation of appropriate programmes for teaching and learning and procure materials. This enhances the implementation and achievement of the goals of the programme.

Were there are insufficient tools and materials to work with; it is the duty of the manager to make decision on the means of providing them. As noted by Nnabuo (1996), the managerial decision of administration may be valueless unless they are geared towards the implementation of the programmes which have, in-turn, grown out of the goals. This could be done by raising money through any legal means to procure tables, chairs, tools and materials for teaching and learning.

Unfortunately, the total commitment in the administration of most technical colleges in the country is below expectation. The transposition from an educational manager to business empire mentality, whose aim is to make profits, has continued to slow down the managerial skills and this affects adversely the implementation and the achievement of the objectives of technical education programme. The distinction between policy making and management lies on the management ability and the willingness to achieve the goals.

Similarly, the success of any educational programme depends on the professional responsibilities and leadership role of and uncompromised supervision. Accordingly, supervision generally is to an institution what the central nervous system is to the body. It directs the activities, controlled and monitors the functions of the different units of the system. The

inadequacies and laxities in and amongst the staff further underscores the need for effective supervision in the technical schools today which has remained ineffective in most of educational institutions in Nigeria.

The National Board for Technical Education (NBTE) whose duties among others, is to provide the managerial and supervisory role to technical and vocational colleges in Nigeria, appeared to have failed. The snail speed rate of improvement in the quality of teaching, teachers and output of technical schools suggest that the Board appeared to have failed in its managerial role. Ogunlade (1983) captures this when he said that educational managers and supervisors must display some exemplary quality so that subordinates can learn from them. An effective managerial role can only be achieved with leadership role which must be carried out with the aim of achieving the overall goals of practical education programme.

Concept of National Development

The concept of National development has been a subject to various conceptions, interpretation and definitions. For instance, National Development, can be measured in terms of the Grand National Product (G.D.P) of a country at any particular time. In this sense, quality education; road, communication network and technological sophistication are considered as indicators of National development. According to Wokocha and Okujagu (1999) National development is seen as a process of solving the problems of man's environment so that man can be liberated from the degrading condition of poverty, unemployment, ignorance and diseases. National development is about finding better ways of doing things for the betterment of the people. It is an attempt at improving the condition of people in a country.

The concept of National development supports strong economic, social and technology development especially in favor of people with low standard of living; and also protecting the natural resources, sustain and improving the infrastructures in the country Okwelle and Okeke (2015). No nation can be said to have nationally developed if it cannot feed its population, provide employment for its youths, boost for a strong economic base, quality educational institutions and competent and skilled manpower and strong technology base. If Nigeria must catch up with other nations in the area of development, then, it must embrace realism as an educational philosophy.

According to Aminigo (1999), the age of realism marked the beginning of science and technology. National development should not only be said on paper but must be practiced through the proactive implementation of practical education policy in Nigeria. Through it, most of the social problems are solved. Development seeks to improve people's security and expand the life chances of citizens within a polity. Such development must be sustained in the elevation of the society and the system for the betterment of the people. According to Orji and Job (2012), the paradigm which emphasizes the basic needs of life in transforming the individual in the society to self actualization is a true definition of development. Development cuts across boundaries of socio-economic and political and all aspects of man including his culture and his life-style.

Technological Education in Nigeria

The objective of science education in Nigeria since 1947 has been to introduce the child to the understanding of nature. In the era of regionalism, science in terms of nature study, Agriculture and Hygiene were emphasized Okala (2003). Scientific literacy as a cardinal goal of the National Policy on Education (FGN, 1981) has provoked several attempts to engender scientific and technological education in Nigeria. Ajeyalemi in Okala (2003) posited that:

“Science in Nigeria schools is still very pure, content-laden and teacher-centered, divorced from the realities of the Nigerian socio-cultural environment, unmindful of the needs of majority of students, barren of important cultural, philosophical, historical and practical bases of science and totally not geared towards education for life, for work, for citizenship and for leisure”.

Highlighting the relevance of scientific and technology skills education, Okebukola in Okala (2003) argues that process in the world of inventions and innovations is predicated on the ability to use the science process skills. He concluded that Nigerians inability to manufacture products such as cars, planes, electronic, gadgets among others could be due to lack of scientific skills. Nigerian scientists, indeed, need proficiency in the science process skills before they can manufacture equipment, gadgets, automobiles etc. Successive Nigerian governments, both military and civilian, have at one time or the other indicated interest in scientific and technological education development. This is reflected in its inclusion as a programme in the national policy on education creation in 1977. Unfortunately, in today’s Nigeria, technology education is crippled with challenges which have prevented the actualization of the objectives. As advocated by Ukeje (1986) National survival and National development will be a mirage without technological education.

Functions of Management

The following are some of the functions of management.

The central role of management in any organization including educational institutions is to coordinate the efforts of the staff towards the achievement of stated goals of education, technical and vocational education in particular. As explained by Nnabuo (1996), the basic function of education managers is the enhancement of teaching and learning. To achieve this, the manager is expected to perform three (3) basic activities as highlighted by Nnabuo (1996): (i) To discern and influence the development of goals and policies to basic teaching and learning, (ii) Facilitate the planning and operations of appropriate programs for teaching and learning and (iii) Procure management personnel and material to implement the programme.

The managerial decisions of any administration may be valueless unless they are geared to the implementation of programmes which have, in turn grown out of the goals. Managers of technical and vocational education schools across the country ought to be experts not only as educators, but experts in their various fields. This would enhance their expertise knowledge on what decisions to take as to improve the teaching and learning and enhancement of capacity and skills of the students.

Challenges in the Management of Technical and Vocational Education in Nigeria

The following are some of the challenges in Management of technical and vocational education in Nigeria:

a. Inadequate Funding

Funding is one of the critical factors affecting the effective implementation of education in general and technical and vocational education in particular. For effective teaching and learning in schools and technical colleges in particular, workshops and classrooms need to be built, equipment, material and tools procured (Michael, 2012). The non availability of these necessary educational facilities in most of the technical colleges in Nigeria, is a pointer that education receives poor financial allocation from the government. The tables below illustrate this further:

Table 1.1: Federal Government Expenditure (Recurrent) Allocation to Education Sector

Year	Total Expenditure	Alloc. To Education	% Alloc. Education	UNESCO normal (26% of total Exp.)	Amount of Under funding	% of Under funding
1983	11, 525.4	440.3	3.8	2, 996.6	2, 556.3	85.3
1984	11, 686.7	745.5	6.4	2, 038.5	2, 293.0	75.5
1985	15, 369.1	823.4	5.4	3, 996.0	2, 172.6	79.4
1986	12, 642.0	999.0	7.9	3, 996.0	3, 172.6	79.4
1987	22, 018.7	448.7	2.0	5,724.9	5, 276.2	92.2
1988	27, 749.5	1, 786.7	6.4	7, 214.9	5, 428.3	75.2
1989	41, 028.0	3, 399.0	8.3	10, 667.3	7, 268.3	68.1
1990	61, 149.1	2, 819.1	4.6	15, 898.8	13, 979.7	82.3
1991	66, 584.4	1, 166.0	1.8	17, 311.9	16, 145.9	93.3
1992	93, 835.5	2, 756.0	2.9	24, 397.2	21, 641.2	88.7
1993	191, 228.9	6, 331.5	3.3	49, 719.5	43, 388.0	87.3
1994	160, 893.2	9, 434.7	5.9	41, 832.2	32, 397.5	77.4
1995	248, 768.1	12, 172.8	4.9	64, 679.7	52, 506.9	81.2
1996	337, 257.6	14, 882.7	4.4	87, 687.0	72, 804.3	83.0
1997	428, 215.2	16, 791.3	3.9	111, 336.0	94, 544.7	84.9
1998	487, 113.4	24, 614.1	5.1	126, 649.5	102, 035.4	80.6

1999	947, 690.0	31, 563.2	3.3	246, 399.4	214, 835.6	87.2
2000	701, 059.4	49, 563.2	7.1	182, 275.4	312, 712.2	72.8
2001	894, 200.0	62, 600.0	7.0	232, 492.0	169, 892.0	73.1
2002	1, 188, 634.6	109, 455.2	9.2	309, 045.0	199, 589.8	64.6
2003	1, 225, 956.7	79, 436.1	6.5	318, 748.7	239, 312.6	75.1
2004	1, 377, 340.7	85, 580.8	6.2	358, 108.6	272, 527.8	76.1
2005	1,481.611	86.410.1	7.3	379.172.1	316.417	81.4

Source: Adapted from Okoronma (2006).

Table 1.1 reveals a composite picture of federal government allocation to education from 1983 – 2005. It shows a maximum increase at 8.3 percent in 1989 and 9.2 percent in 1991. As stated earlier, this is a far below from the UNESCO standard of a minimum of 26% of every nation's annual budgetary allocation to education. As a result of this poor funding the nation education system is bedeviled with problems.

Table 1.2: Federal Ministry of Education Budget Allocation 2007-2013

2007	2008	2009	2010	2011	2012	2013
150, 779.27	163,977.47	137,156.62	234, 820	356, 420	409, 520	426, 501

Source: Michael (2012) and Mid-term Anniversary Report (2013)

From the Table 1.2 above, there was an increase in funding of education but which only represents 10.2%. The underfunding of the nation's educational system in general and technical and vocational education in particular has contributed adversely in the development of education and the nation (Aturu, 2010). The realization of the objectives of technical education is made possible with adequate finance with which essential facilities are procured and build human capacity. A sustain and adequate financial support to education is panacea to the present groaning of technical education in Nigeria considering the fact that changes in the educational system requires not only policy making, but implementation through adequate financial support.

b. Poor Management and Supervision

Management in educational institution has as its basic function, the enhancement of teaching and learning (Nnabuo 1996). If the tools and materials are inadequate to achieve the goals of a policy, it is the duty of the manager to make decision on the means of providing them. Unfortunately, the total commitment required in the administration of most technical colleges in the country is below expectation. As stated earlier the transposition from an educational manager to business empire mentality, whose aim is to make profits, has continued to cripple the managerial skills and this affects the development of technical education programmes.

Accordingly, supervision generally is to an institution what the central nervous system is to the body. It directs the activities, controlled and monitors the functions of the different units of

the system (Nnabuo 1996). The inadequacies and laxities in and amongst the staff of most technical schools in the country further underscore the need for effective supervision in the technical schools today. As a result, the managers and teacher do things as they like. An effective managerial and supervisory role can only be achieved with leadership role which must be carried out with the aim of achieving the overall goals of the policy.

c. Shortage of Qualified and Experience Teachers

The dearth of qualified and experience teachers in most of the technical colleges in Nigeria is one of the major challenges of technical education development. The technical and scientific nature of technical education drives many students away from choosing technical subjects as a course of study in tertiary institutions. This has affected the production of qualified technical education teachers.

The result of this is shortage of qualified teachers to handle these subjects/trades in technical colleges is the production of half-baked technicians. The school management in order to fill the gap makes use of unqualified teachers. The implication of this is the ‘cheating’ instead of teaching that takes place in most of these technical colleges, its consequences is the graduation of untrained and unqualified technicians and jobseekers instead of self employed and job creators.

d. Poor Teaching and Learning Facilities

The government failure to provide functional facilities in the technical colleges is another challenge in the development process. Technical education subjects/trades are practical-oriented. Practical skills are hardly acquired without practical activities which should take place using equipped and functional facilities such workshops, laboratories, libraries, demonstration farms etc. There are a number of non-functional workshops, scrap engines, dilapidated classrooms, insufficient desks, inadequate tool and materials, empty libraries in the most of technical colleges across the country (Okala, 2003). In the absence of these, the practical activities or field experiences of the students are defeated. This supports Ekwundayo and Ajayi (2009) assertion that the poor financing of education resulted to poor teaching and learning facilities and therefore answers research question three.

e. Teacher Centre Approach

This is another challenge in the implementation of technical and vocational education in Nigeria. The inability of the government to provide the necessary teaching and learning facilities, practical tools and materials has resulted to teaching the students only the teachers’ knowledge base. In most cases, some of these teachers are not qualified and as such, are ill prepared to deliver effective teaching and learning in the school; as a result, centering their teaching on the limitation of their knowledge instead of addressing the cognitive and the psychomotor needs of the students.

The Role of Technical and Vocational Education in National Development of Nigeria

The following are some of the role of technical and vocational education for national development of Nigeria

Skill Development: The development of skilled work force is the hub of technical education in Nigeria. Skilled and competent individuals respond to their needs and their country's national development in the rapidly changing and globally competing world. The success of a nation in economic sphere lies on the individual talents and skills particularly transferable skills. For this reason both the developed and the developing nations recognizes the importance of practical education and its role in the overall nation development. Technical and Vocational Education plays the role of equipping individuals with skills and knowledge which enables them to live a meaningful life in the society.

Increased Productivity: According to Okwelle and Okeke (2015) Technical and Vocational Education impacts on the productivity and economic development of nations as it is a necessary ingredient in any effort towards excellent management and development of human resources. It is the pillar of the development of other sectors. A quality Technical and Vocational Education system raises the productivity level of workers and increases their earnings in their lifetime. Skilled workers are upgraded through Technical and Vocational Education programmes and also improve their productivity, capacity, advance their values and voices on the job.

Employment opportunities: Unemployment has become a big problem in Nigeria. Nowadays Technical and Vocational Education is regarded as an instrument in creating new employment opportunities and income-generating activities in the formal and informal sectors of the economy. The need for which has become more, acute due to the shortage of qualified manpower especially in technical disciplines. It is largely accepted that Technical and Vocational Education can equip men and women for the job market or for self-employment, thereby increasing their self-reliance and confidence (Ansah and Kissi. 2013).

Poverty Reduction: There is a concern for poverty reduction in the industrialized countries as well as in developing countries, with a focus on the poor. Many Nigerians are poor and faced with huge challenges in accessing quality life needed for healthy and productive living. Technical and Vocational Education is increasingly recognized as an effective means of empowering young people to engage in productive and sustainable livelihood. According to Okwelle and Okeke (2015) the overall objective of the Technical and Vocational Education policy is to provide the economy with qualified and competitive workers and to train citizens able to participate in sustainable growth and poverty reduction by ensuring training opportunities to all social groups without discrimination.

Conclusion

This paper has shown the importance of proper management of technical and vocational education in Nigeria. The implications of poor management of practical education in the country have lots of adverse effects on the economic, technological and the over all development of Nigeria. Unemployment and over-dependence on imported technology will be a thing of the past if technical education is properly managed through positive steps towards addressing its challenges.

Recommendations

The following measures if adhered to by the government would help in addressing the managerial challenges in technical and vocational schools in Nigeria.

i. Adequate funding of education

Technical and Vocational Education which are supposed to facilitate Nigeria technological growth take-off have not been greatly appreciated by the students and the society due to the unwillingness of the government to properly fund it. In order to achieve the objectives of this aspect of education, government should show the willingness in funding education and Technical and Vocational Education in particular.

ii. Recruitment of qualified technical teachers

The effective implementation of the policy on practical education lies on the provision of qualified teachers. It determines the quality of the output of any education system anywhere in the world. Government should as the matter of urgency address the problem insufficiency of qualified technical and vocational education teachers by being proactive in the recruitment technical education teachers.

iii. Improve Management/Supervision Strategies

There is the need for the management to have the requisite skills, qualifications and exposure to national, regional and international models for effective planning and management. Effective supervision of the programme in all the technical schools in Nigeria is very necessary to avoid wrong application of methodology and ensures that only qualified teachers teach the students.

iv. Provision of Teaching and Learning Facilities

Government should build functionary workshops, laboratories and libraries to enhance the teaching and learning in technical schools in Nigeria. Tools and materials should be provided to enable the students have the practical knowledge of their chosen trades.

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