



RESOURCE MANAGEMENT AND PLANNING IN VOCATIONAL AND TECHNICAL
EDUCATION FOR NATIONAL DEVELOPMENT: AN ASSESSMENT

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ABSTRACT

The paper examined resource management in vocational and technical education for national development in Nigeria. It explores amongst others: Human resource planning in vocational and technical education; human resource planning; design, development and revision of human resource programme. The essential steps of human resource planning were explained including the presentation of the prerequisites for cooperative planning and other conventional types of planning. Some useful suggestions were proffered for national development.

Keywords: Resource Management, Education, Planning.

1. INTRODUCTION

The standard of education has been a major concern to this present generation. The debate over the declining standards in education has become commonplace with Nigerians. Different governments are accompanied by different policies in education, all aimed at solving inherent problems. It is critically clear that the function of any administrative government revolves around resource management and planning, coordinating and implementation of predetermined policies and programmes. Management is also seen as a process demanding the performance of a specific function. Management is a process of doing things in an organization and the process is basically the combination and utilization of organizational resources towards the achievement of the common or organizational objectives. Planning represents the formulation and establishment of goals, which is achieved through budgeting; co-ordination involves the guidance and direction of school authorities towards the achievement of school objectives, while implementation is a strategically important function, which involves the government's continual monitoring and observing of plans and performance (Ndukaji, 2007, p.125).

The resources we have said are men, materials and money. In doing their work, managers as people carry out specific functions called managerial functions, which are different from what the non-managers do also known as operational functions. Managers perform the functions that facilitate the combination and utilization of resources and planning towards the achievement of organizational goals. These functions are planning, organizing, direction and controlling. Eshenake (2007) defined management as a process of combining and utilizing or of allocating an organization's inputs (men, materials and money) by planning, organizing, directing and controlling for the purpose of producing output desired by customers so that the

organizational objectives are accomplished. In the process, work is performed with and through organization personnel in an ever changing organization environment. Thus, those who carry out the activities as defined earlier are managers. Management characteristically is demonstrated in getting things done through and with other people (p. 4).

One of the greatest handicaps in the improvement of vocational and technical education is human resource planning that has led to the acute shortage of qualified teachers. Nwachukwu (2001) stated that there is a noticeable lack of teacher preparation and in-service programmes and also difficulty in recruiting well educated teachers with skills and competence in vocational and technical education. Other prevailing issues on human resource planning that hinder the implementation of vocational and technical education according to Nwachukwu is the shortage of qualified technical education teachers, lack of inductive teaching strategies, and lack of teacher participation in decision making.

In order to treat the issues exhaustively, the paper limited the scope to the problems of human resource planning. Human resource planning in any organization is the major issue in the development of staff and the use of the staff in the discharge of duties during implementation. In human resource planning in Delta State University, we are faced with the problem of lack of vocational and technical teachers in our planning programme. Some of the challenges are mainly on human resource training and its associated problems. The constitution of Nigeria gives all citizens the right to education. The vocational and technical education programme in tertiary institutions is designed for technical education teachers at the first and post graduate degree. NEEDS (2005) stipulates that the government recognizes the critical importance of tertiary institutions for developing high-quality human resources especially in an increasingly technology-driven world economy. The government also recognizes the challenges facing these institutions which include inadequate funding and facilities, curricula that are inadequate to meet the challenges of nation building, inadequate and inappropriate staffing (especially among the higher institution) and low morale and academic standard among the students. It is clearly stated in the document of the National Economic Empowerment and Development Strategy (NEEDS) stated that higher institutions in Nigeria currently depend almost exclusively on the government subsidies. The bulk of federal government spending on human resource planning in education sector goes to tertiary institution; state governments spending at least 20 per cent of their budget on education mostly primary and secondary education. Almost higher education is neither practical nor sustainable. Despite the bulk of federal and state government funding, it appears that the standard of education remains static in terms of human resource development needed for national growth. There is a need therefore, for fundamental reforms of the higher education system (NEEDS, 2005).

The strategies for solving the various challenges facing vocational and technical education or national growth includes: Strict adherence to the provision of the university autonomy act; Diversifying funding by attracting private sector and considering the more appropriate pricing of facilities and services (including hotel accommodation); Updating and restructuring curricula to meet the demands of the national economy, mainstream, science and technology, especially information and communication technology; Establish effective monitoring of public and private universities to ensure strict adherence to standards, and lastly ensure 80 percent of teachers in tertiary institutions acquire pedagogical skills; and, ensuring that 80 percent of teachers at all levels are professionals. The other goal is to use education as a tool for improving the quality of life through skill acquisition and creation for poverty reduction.

The Nigerian government is of the view that 50 per cent of tertiary education graduates acquire sufficient technical skills, entrepreneurial skills and knowledge to be self-employed with wealth creation. The strategies for solving these problems highlighted as mentioned earlier can go a long way accelerating the human resource planning of vocational and technical education in tertiary institutions. The first as pointed out is the autonomy of the university. Strict

adherence to the provisions of the university autonomy act can prevent external inference on the internal issues of the university which might assist the university to handle both human resources planning, administrative and academic matters affecting the institution. Unnecessary delay forms the ministry of education and the federal government on matters relating to vocational and technical education. The second is the diversification of fund by attracting private sector and considering the more appropriate pricing of facilities and services to serve cost to the university. This is a vital point in the struggle to save cost and minimize losses in the university human resource planning and management (Akpan and Eno, 2008, p. 117).

The third is the updating and restating curricula to meeting the demands of the national economic mainstream in vocational and technical especially information and communication. The university as an institution established for the promotion of knowledge cannot achieve the expected goals without updating and restricting their curricula to meet the demands of the national economy. These are reasons why the government still makes frantic effort towards updating the university programs through government – private partnership. The vocational and technical education and information and communication technology programme are given peculiar attention because of its relevance in skill requisition in Nigeria.

The fourth point is the establishment of effective monitoring of public and private universities to ensure adherence to standard. The government of Nigeria does this through the accreditation of the existing programme in the universities by the National University Commission (NUC). It is important to mention here that monitoring of public and private universities should be carried out without bias in the mind of accreditation team. It should be done with a single idea of promoting the standard of human resources for effective implementation of the university programme.

The last point mentioned which is of great concern in this study is a government target of ensuring 80 percent of teachers in tertiary institutions acquiring pedagogical skills and at the same time ensuring 80 percent of teachers attaining professional levels. Government realization of this point is of the opinion that accomplishment of the 80 percent of teachers acquiring the necessary skills and competencies can automatically improve the human resource needs of the universities. Improving the human resource needs of vocational and technical education is an instrument for change, growth and development. A provider of service oriented skills plays a significant role in the economic revival of the nation. A nation can only survive with educated skilled human resource and literate population (Akpan and Etokerren, 2009, p. 118).

2. HUMAN RESOURCES PLANNING IN VOCATIONAL AND TECHNICAL EDUCATION

Human resources management is both a field of study and practice. It focuses on the whole process of planning, finding, building, coordinating, utilizing workforce and handling the formal systems for the management of people within the organization and after their management. Human resources refer to all categories of employees, skilled and unskilled workers, supervisors and managers in an organization. If well-treated and adequately motivated, human resources can be said to be the greatest most important, crucial and critical asset of an organization. The survival of an organization, its increased productivity and high profit margin is dependent on human resources. Special attention should therefore be given to how human resources could be best managed (Peretomode and Peretomode, 2001). The importance of human resources and its proper management (as being crucial to organizational success) cannot be overemphasized.

Schermerhorn (1984) stated that employees are resources that should be effectively managed if an organization is to be successful. Without proper human resources, even the best designed organization that is guided by well-made plans, with necessary equipment, cannot achieve its performance potential. Similarly Stone (1984, p. 495) opined that it is the people

who supply the organization with their human effort and work. Workers use their talent to creatively combine and utilize the equipment, machine tools and other non-human resources. Non-human resources can further be dichotomized into financial and non-financial resources. Non resources include facilities, structures and infrastructures, equipment, time, technology, land, transportation, the organization climate geography and information. Without competent people to manage the non-resources, the organization will either pursue inappropriate goals or find it difficult to achieve appropriate goals once they have been set. An organization, therefore (be it private or public, small or large, simple or complex), must seek to get competent people into its fold. These human resources must be well motivated and properly managed if the organization is to achieve its goals. This implies that an organization has to plan for its human resources needs for now and the future.

Human resources planning the process by which management anticipate personnel (or staffing) requirements now and in the foreseeable future and therefore seeks ways to ensure that the right persons in the right mix and number are available for the right jobs at the right time. Human resource planning can be confidently viewed as the first activity in this series of activities. Generally, human resource planning involves the adoption of an integrative/synthetic/analytic approach for anticipating and estimating future manpower requirements. For it to be meaningful, human resource planning should be an integral part of the broader process of corporate planning (Ferris and Buckley, 1995, p. 117).

The organisation is permanently concerned with the improvement to meet the improvement to learning programme, to meet the needs of students and staff (internal stakeholders) and of employers and the community (external stakeholders). The learning programs are centred on the students. Teaching, training and learning: organization provides equal access to learning programmes and supports all students, preventing any form of discrimination. Students receive complete information about the training provision and benefit from effective counselling and career guidance. Student's rights and responsibilities are clearly defined. Students-centred teaching and training methods are mainly used. Students are encouraged to assume responsibility for their own learning process. Wallenborn (1995) highlighted management and implementation problems of training in this area it is urgent in the opinion of the participants to improve the skills and the knowledge of the teaching staff both in companies and in vocational schools. In general a stronger awareness must be created both for the development of human resources and a more efficient management of TVET so that scarce resources can be better utilized.

Increased promotion of vocational qualification measures needs as a prerequisite better information campaign at institutions of primary education. It is there, in the opinion of the participants, that in the context of a "stronger industrial orientation" of societies in the partner countries much can be done to raise the prestige of TVET. Furthermore, systematic information on concrete training schemes could be disseminated enabling the young pupils to gain some initial vocational orientation.

Reichling (1995) described human resource for Industry and business as vocational training has a basic influence on the quality and efficiency of the production factor "labour". The productivity and quality (of goods and services); The type and scope of division of labour/integration of labour ; The potential for technical change and product innovation; Problem solving potentials and improvisation skills and Improved in-company organizational structure are benefits of qualified human resource. Human resource often has a more decisive impact than any other production factor on the long-term economic viability and, consequently, the long-term competitiveness of companies on the national and international markets. At the same time, it is a major precondition for setting up successful companies.

An institution wanting to operate successfully cannot manage without qualified human resource, the number and qualifications of the personnel required depending on the size of the organization, the production program, the operational organization, the long-term planning, cost

structures and market conditions. Qualification requirements vary depending on the establishment. Operations with a simple structure, a short planning horizon, low capital inputs and low storage needs – the type of enterprise often found in developing countries – require manpower with specific, directly usable qualifications combined with higher flexibility and improvisation capability. Very often, the skills required do not match traditional vocational profiles but are qualification-elements from different professional, vocational fields plus additional areas (e.g. management). The “latest state-of-the-art” may play but a subordinate role; the development and further dissemination of specific, appropriate, technological processes are of decisive importance. Demands of this type can be typical for many companies in the informal sector.

Companies in the modern sector, on the other hand, are often able to identify their qualification requirements over a longer term and define them on the basis of “classical” individual professions. The company degree of vision of labour in its operations determines whether manpower with a specialized or a more generalist qualification are needed. Comparatively highly industrialized countries, e.g. the so-called take-off countries, often have considerable, steady demand for manpower in the new modern professions. Orienting qualifications for the state of the art in industrialized nations is frequently a decisive factor in competitiveness.

There is an urgent need for programme planning in industrial technology in Nigeria. This need has been increasing at a rapid rate due to population growth, expansion of the economy, unemployment, underemployment and technology explosion. Our resources are limited and, consequently priorities must be determined in order to allocate the scarce resources to the numerous competing alternatives (Ogbazi, 1988, p. 138). In other words effective resource management and planning must be determined in order to allocate the scarce resources for the achievement educational objectives for national development in Nigeria.

In the National Policy on Education, Nigeria made the following declaration: A greater proportion of educational expenditure will continue to be devoted to technical education by government at both federal and state levels (fourth national development plan, 1981, p. 20). Under the fourth national development plan, the state governments allocated a total of \$1104.9 million out of which \$596.2 million will be spent on the expansion of existing technical colleges and construction of new ones (Fourth National Development Plan 1981, p. 262).

Educational planners at all levels should aim at justifying the huge governmental expenditure on education by putting educational programmes which are responsive to the needs of the country (Odugbesan, 1995). In order to conduct realistic resources management and planning in vocational and technical education, the general conference of the united nation educational scientific and cultural organization (UNESCO) recommended that developing countries should place high priority on technical vocational education in national development plans as in plans for education reform. Planning on thorough evaluation short-term and long-term should take into consideration and make adequate provision for proper current and future allocation of financial resources as a major element of planning. Ensure that planning is done by a responsible body or bodies having authority on the national level. This body should have available to its data which have been collected, analysed, synthesized and interpreted by qualified staff provided with adequate research facilities (UNESCO, 1979, p. 118).

Unfortunately, the Nigeria educational system has not been able to generate sufficient skilled manpower for our rapidly expanding industries. It would appear that the most important problem in Nigeria is the shortage of critical skills. The Nigerian universities also have been accused of turning out graduates in large numbers mostly in the liberal and non-technical fields. There is limited opportunity for these graduates to be gainfully employed in our manufacturing industries. The employment problem in Nigeria is due to lack of planning and foresight on the part of our policy makers. Private and public universities are being established without commensurate employment opportunities.

The Nigerian universities produce more graduates in arts and humanities, education, social sciences, natural sciences and medicine. Enrolment practices in the private and public universities do not take into account the employment opportunities in the job market.

The levels of management, planning and decision-making in the Universities involves the management of people which is often guided through decision making. Hence planning, organizing, directing and controlling, indeed all management functions in an institution are at levels in tune with management levels. Vice Chancellor at their different levels, top, middle and lower management take decision and plan, hence managerial planning falls into hierarchical order. Such are the top level planning which covers the whole university, for example decisions as to which the institution is out to do, the ends for which university is carrying out its activities, and decisions as to the changes of course needed response to change in the environment. Decisions of this nature, known as corporate or directorial decisions are the responsibility of the top management. The top management in an institution of higher learning or any college is usually the board members of the institution with the heads of institutions that is, the vice-chancellor or the provost of the college. When it is top level planning, it is broad and of long terms.

The next level of planning concerns the tracks or paths of carrying out those decisions made at the top level. These are administrative or “how” plans that determine policies or the guidelines for executive action. Planning here is taken by the administrative management which may compromise the department heads or unit heads, as the case may be in the university and other tertiary institutions supplying leadership (Umunadi, 2010). The next level of planning is the university executive, where the main concern is to ensure the application of plans to the process of action engaged in by the university workers, or the operatives. Decisions and plans at this level are more on routine and of short term and concern methods, schedules and rules, planning results called standards, procedures, programmes for carrying out of decisions made at the administrative level to obtain efficient compliance with the objectives, and the methods of attaining them or simply getting things done. In the university as an institution we have a hierarchy of management, the decisions they make which also come out in levels of planning and plans. In different institution planning is on the TOP, MIDDLE and the lower level. Planning at the university should be in conjunction with the management planning, organizing, directing and controlling are performed in running an institution; each is characterized by a hierarchical structure. Management, and the functions they perform, is hierarchically related to give TOP, MIDDLE and LOWER management levels of planning controlling.

The levels of management in decision making in Delta State University, Abraka is in line with the top management, middle or administrative level, lower/executive/ applicatory level and operatives/ non-academic staff levels. It follows that the planning and the outcome of planning, namely, objectives, policies, procedures, programmes and rules is similarly hierarchical.

3. TYPES OF PLANS

3.1 *Cooperative Planning and Plans*

It is a systematic assessment of a most comprehensive nature leading to the realistic mapping out of long-term objectives, strategic and operational plans. Effectiveness in corporate planning involves creating change to overcome future conditions and to achieve different conditions from that likely to flow from Laissez-faire or non-plan.

3.2 Strategic Planning and Plans

The strategic plan is broad and long ranged and takes its first step in looking outside the university, at the surrounding social, political, economic and technical environment. This step is to seek out the opportunities for utilization and the obstacles for minimizing. It is a situation that will enable the university gain the best accomplishment in these strategic plans. Strategic plan aims at finding how other institutions complete within its environment. The strategic plans are based on the principle of comparative and competitive advantages necessary for survival and growth under competitive condition. This is a typical plan in different universities in Nigeria on infrastructure development by the Nigeria on infrastructure development by the Nigeria university commission during accreditation. It stipulates that the infrastructural and human resource available will determine the carrying capacity of the university in Nigeria.

3.3 Strategic Planning and Carrying Capacity in Nigerian Universities

Strategic plan aims at finding how the universities compete successfully within its environment. The National University Commission spelt out these conditions for our universities to determine the admission quota of candidates in their various universities with respect to the available infrastructures and human resources. Carrying capacity is a strategic plan in the Nigerian education register. It is introduced into the system by the National University Commission (NUC) which vested with the co-ordination of the affairs of the universities and that of the Joint Admission and Matriculation Board (JAMB). During the 2006/2007 accreditation and admission exercise, the National University Commission discovered the gross inadequate availability of human and non- human resources as well as dilapidated, decaying and almost non-available infrastructural facilities. This made NUC to introduce and enforce the policy of carrying capacity as a strategic plan to foster overcrowding of university with the large numbers of students they cannot later for as a result of inadequate human and material resources (Guja, 1999).

Okebukola (2006), the executive secretary of NUC, reveals during the exercise, that the accreditation exercise involved the evaluation of 1,343 undergraduate degree programmes in 48 universities comprising 25 Federal, 20 states and three private, including five colleges of education awarding degrees. The memorandum revealed 571 i.e. 42.5% earned full accreditation status. 670 i.e. 49.9% earned interim accreditation while 102 i.e. 7.6% were deprived accreditation because they failed to meet the prescribed minimum academic standard.

Anho (2011) stated that the factors used in considering the type of accreditation were among others: quality of teachers, facilities, student/ teacher ratio, and level of research, contributions to international journals and the number of foreign students. He further explained that these were the determinants of the carrying capacity of each university for accreditation and subsequently the number to be given admission each year in the institution.

3.4 Tactical Planning

Tactics are actions based on the executive's judgment and exercise in a strategic situation. It deals with determining the most efficient and effective use of resources that can be or are allocated for achieving any given or specific objectives (Eshenake, 2007). He further explained that it is short-term in nature and tactical planning is largely connected with the problems of creating new operational facilities. It is applicable at the lower managerial level of the organization or institution.

4. NATIONAL POLICY ON VOCATIONAL AND TECHNICAL EDUCATION FOR EFFECTIVE MANAGEMENT AND NATIONAL DEVELOPMENT

Vocational and technical education aimed at providing trained manpower in applied science, technology and commerce particularly at sub-professional grades, technical knowledge and vocational skill necessary for agricultural, industrial, commercial and economic development. Develop people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of men. Skill development is the ability to perform activity that is related to some meaningful work and skill is a manifestation of acquired knowledge for effective management (Okorie, 2000, p. 84). Introduce people to professional studies in engineering and other technologies, give training and impart the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant and enable our young men and women to leave an intelligent understanding of the increasing complexity of technology (FRN, 2004, p. 30). To enable the objectives of vocational and technical education to be realized in the institutions for effective human resource management, the provision of equipment and facilities in vocational and technical education programme should be addressed properly and be supplied to various institutions.

Technical education is the acquisition of skills and competencies in choosing occupation or profession to enable an individual earn a living. The National Policy on Education (FRN, 2004) viewed technical education as training or retraining programme which is given in schools or classes under public supervision and control. Uwaifo (2008) stated that technical education is a system of Education, which is predicated upon the teaching of skills and also demanding the professional or expert use of hands. The teaching of skills at formal sector existed in two types of institution initially established in Nigeria. These are technical colleges and trade centres. Technical education is a continuous process of adaptation of the workers and teachers training towards acquiring the minimum and renewal of knowledge required (Uwaifo, 2008). At different levels of management, planning and decision making, it is of great importance to take cognizance of the aims of vocational and technical education into consideration in decision making for national development. Hence planning, organizing, directing and controlling and all management functions in an institution of higher learning these aims should be properly considered.

Vocational and technical education is a comprehensive term referring to the educational process when it involves in addition to general education in the management, the study of technologies and related science and the acquisition of practical skills and knowledge relating to occupations in various sectors of economic and social life. Vocational and technical education programmes are more costly to manage than most other educational programmes offered by our schools, and someone must pay for the additional cost (Bolina, 1994). Vocational and technical educations usually require more space than other types of education, especially if the particular programme of industrial technical education utilizes a workshop or laboratory. The equipment used is more specialized and usually more expensive than that used in general education. These factors become contradictory for many administrators managing and planning vocational and technical education from other field of study in the helm of affairs in the institution. When considering the offering of new or expanded programmes of vocational and technical education, it is always difficult for them to understand to allocate more funds to this programme when making decisions.

Osuala (2004) stated that wide variations in methods of financing education programmes cause real problems. Many states would like to offer a variety of vocational and technical education programmes to give students training do not permit this to happen largely for this reason, the financing of vocational and technical education has become a joint endeavour of zonal agencies, the state and the federal government. Moreover, this joint funding endeavour

must continue to provide the needed occupational training. If the states are serious about meeting the population and human resource needs of their communities, increased emphasis must be placed on vocational and technical education through direct funding. For effective resource management, and planning of vocational and technical education for national development, there must be proper funding of the programme. Kayoma (2009) recommended that vocational and technical education undoubtedly is quite expensive hence the need for private stakeholders and non-government organization (NGOs) in conjunction with the state and federal government should fund the programme adequately so that functional laboratories, implements and tools are provided and available to student's for the necessary practical experience required in the training, management and planning of vocational and technical education for national development.

4.1 Objectives and Plans of Vocational and Technical Education

The setting of objectives of vocational and technical education is the first end of the planning function of an institution. In management perspectives, an objective is an end in view or a goal to be sought, the 'where' of management as distinct from the 'how'. Objectives flow from analysis, assessment and decision by the management taking into account the economic, social, technical and practical environment. Once the objective has been set, they become the key criteria against which all managerial decisions are made and evaluated. It is said that certain institutional decisions cannot be made until objectives are set, to decide where the institutions is going and what is to be accomplished. Therefore, an essential task of university management is the formulation, clarification and communications of the objectives and purpose to the workers of the institution.

4.2 Benefits of Resource Management and Planning in Vocational and Technical Education

Resource management and planning properly conducted and implemented by the institution, can provide a number of benefits. These benefits are meant to support of basic strategic objectives of the institution. Management gains an improved understanding of the influence of operational strategies for human resources and of human resources activities on institutional strategies (Business Management Extension Programme, 1993). In the institution workers may be planned for and used more effectively and efficiently in year to year and day to day operation. Human resource may be continuously upgraded by the implementation of planning for recruitment termination, training, development, career management, and rewarding for performance. Workers will be more satisfied with the quality of work life. This will facilitate the management of change, good community relations and the recruiting of good staff.

Easier diagnosis and solution of problems involving human resources will be possible because planning essentially provides a model of the human resources system. This implies that improved analysis of cost can be made. Equal employment opportunity requirements may be achieved because objectives and actions are spelt out in the plans. Shortages of key technical and managerial skills may be reduced or prevented. It thus minimizes disruptions in institution staffing. It enables management to anticipate shortages and surplus of labour, allowing the development of plans for avoiding or correcting problems before they become serious. It permits forecast of recruitment needs in terms of both the number and types of skills sought. It helps in the analysis of sources of supply of labour in order to focus recruitment efforts on the most likely supply sources. It provides for identification of replacements or backups for present key administrators from either inside or outside the institutions. It integrates personnel plans with financial plans and forecasts. Upper management has a better view of the human resource dimensions of institutional decisions. Personnel costs may be less because management can anticipate imbalances before they become unmanageable and expensive. More time is provided

to locate or source talent. Better planning of assignments to develop heads of institutions can be done (Peretomode and Peretomode, 2001).

4.3 Which are the Benefits of Quality Human Resource in TVET?

In TVET, quality is directly related to the achievement of the learning outcomes (knowledge, skills and competence achieved at the end of the learning process) that fulfill the key stakeholders' expectations as Students; Parents; Employers and community, in general (QA in education Law, 2006:3). The points highlighted on key stakeholders can be explained below:

Students: Student-centred teaching and learning process; equal opportunities; good information about education and training offer; responsibility regarding own academic and professional evolution; learning programmes that meet their expectations (mainly as a result of their active involvement in the self-assessment process at the school level); increased capacity of employment.

Employers: Confidence in the quality of vocational education, training, and in the validity of the professional certificates; correlation of the provision of initial vocational training to the demand of the employers; adjusting the content of the training provision to the needs of the employers.

TVET Providers: Higher legitimacy and acknowledgment; confidence in own offer of vocational education and training; increased satisfaction of beneficiaries (students, employers, parents); higher chances of employment for graduates; development of a culture of reflection and of continuous improvement for all staff members; responsibility and greater autonomy (by emphasizing the importance of the self-assessment process); facilitation of inter institutional cooperation and dissemination of good practice between TVET providers; access to information about good practices and experiences of success.

Community: Transparency of the TVET programmes' quality; responsibility of TVET providers as a key element in TVET quality assurance; supporting the decentralization process in technical and vocational education and training; greater public responsibility of TVET providers; increasing TVET programmes' attractiveness.

4.4 What is the Quality of Technical Vocational Education and Training?

The quality of Technical Vocational Education and Training (TVET), in the Nigerian education system, is defined as the totality of characteristics of a learning programme and of its provider, through which the expectations of the beneficiaries and the quality standards are met (QA in education Law, 2006 :6). The quality of technical vocational education and training (TVET), in the education system, is defined as the totality of characteristics of a learning programme and of its provider, through which the expectations of the beneficiaries and the quality standards are met (Directorate of Industrial and Vocational Training, 1991).

5. RECOMMENDATIONS

The government and institutions should endeavour to provide the best platform for effective resource management planning and implementation of decision on funding, especially funds provided for infrastructure and acquisition of vocational and technical tools for workshops and classroom in the institutions. Educational planners should face high priority on vocational and technical education at all levels and make it responsive and profitable to the individual that desire it in Nigeria. Realistic resource management and planning in vocational and technical education should be government's best priority for national development. Government and institutions should ensure that resource management and planning is effectively executed by vocational and technical education experts and professional for national development in Nigeria.

Resources management and planning should be a collective responsibility of the top, middle and lower level of management for effective decision making and implementation of such decision in the institution.

6. CONCLUSION

The paper concurred that vocational and technical education is the hub and the engine of any national development. It maintained that the different levels of resource management and planning should be given adequate consideration when the institution is taking decisions that will affect all staff. The paper highlighted the benefits of resources management and planning in vocational and technical education when properly conducted and implemented, will contribute to national development in Nigeria. Finally, several benefits can be derived from resources management, planning and implementation when properly carried out in the institution. Paramount is those skills and competencies in the management, planning and implementation process. It follows and seems vital that heads of institutions develop the skills, competencies and leadership styles that promote the partnership and cooperation in resources management and planning for national development in different institutions in Nigeria.

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