

# Repositioning Vocational and Technical Education for Economic Sustainability and National Development

Albert Isa Salabson

*Visual Art Department, Federal Government College Billiri, PMB 007 Gombe State Nigeria. Email: albertotanglang@gmail.com*

*Article Received: 29 January 2018*

*Article Accepted: 30 March 2018*

*Article Published: 24 April 2018*

---

## ABSTRACT

The problem facing Nigeria today poses a serious threat to the economic development of the country if not arrested. The problems range from high poverty level to unemployment among others which can only be met through repositioning vocational and technical education. It is strongly believed that no any nation can developed without investing and developing vocational and technical education, but unfortunately Nigeria has neglected this aspect of education and that is why we are into this present situation of economic breakdown. This paper repositioning vocational and technical education for economic sustainability and national development examines, the concept and importance of vocational and technical education, it identified the need to reposition program and how to reposition it. It also went ahead and identified some problems facing it and map out some strategic ways of improving the program.

**Keywords:** Economic Sustainability, National Development, Repositioning, Unemployment, Vocational and Technical Education.

---

## 1. INTRODUCTION

Vocational and technical education has always been one of the most vibrant and vital aspects of economic development of any nation reflected by the quality and creativity of the education in the area of job creation and poverty reduction. It is a kind of education if fully implemented will solve the problem of poverty and unemployment among the youths of any nation, and it is one of the most valuable treasure any nation can invest on. Daso (2012) noted that under critical examination vocational and technical education have been an integral part of national development strategies in many societies because of the impact on human resources development, productivity and economic growth. While Ejeka (2016) stated that consequently, any nation that believes in education as an instrument par excellent for national development has to recognize the significance of vocational and technical education and accord it the desired attention and support that it serves.

Nigeria is faced with a lot of challenges which hindered it development among them are the issue of poverty and unemployment among the youth which can only be met through repositioning vocational and technical education. The national open university of Nigeria course guide VTE115, stated that “The number of unemployed graduates in Nigeria suggest that most of them do not possess relevant, saleable, employable or even entrepreneurial skills that are needed in the society. This partly explains why the nation has remained economic dependent till date. This is because most nations who are economic giants today started by equipping their citizens with the right type of education – education that will enable them use both their heads and hands. This type of education that equips it recipients with such abilities to think is generally described to work as vocational education”. They further added that this type of education is very crucial to every nation particularly those that are still “developing” such as Nigeria. The reason is that economic stability and independence is a product of technological status and independence. Nigeria and in fact individuals should therefore aspire to acquire education that is “work-oriented”.

No any nation will attained it developmental peak without developing vocational and technical education, but Nigeria has neglected this aspect of education, it is not receiving much priority as it supposed to be and that is why we are still lingering behind in terms of economic development and youth empowerment, we are still depending on other nations and the issue of youth unemployment has become a major threat to the country. Daso (2013) stated that the issue of youth unemployment appears to be shooting up the sky because many of them lack “employable skills” that are often required from vocational schools. The nation poverty level was put at 70% and more than 91 million Nigerians are said to live on less than one dollar a day. What a pity! What is wrong with our policies? Every aspect of Nigerian economy has been affected by lack of skilled and trained technicians that will move the country forward. In the area of textile we need not only the raw materials but we need the skilled technicians too that will transform the raw materials into finished product.

The Ajakuta steel company need not only to be a place where irons are melted, but a place where cars and other valuable products are made. Likewise in the area of ICT we need computer programmers and software developers not computer operators. But unfortunately we lack the skilled technicians to manage our resources and the economy. The national open university of Nigeria course guide VTE115 stated that “vacations and vocational education was generally despised and neglected if not totally ignored, jobs relating to vocational training were described as ‘menial or blue-collar’ while others are glorified as ‘white-collar’ jobs. Vocational education as seen as inferior to liberal education. Education was not planned to help people serve the society better by becoming better farmers, goldsmiths, weavers, builders’ etc. people get duly certificated for studying Latin; philosophy, grammar etc. even when they could contribute little or nothing towards the solutions/answer to the challenges and problems of life and living. Vocational education was seen as education for the less privileged, less intellectual, physically challenged and may be women. People avoided ‘getting their hands dirty or soiled’. It is more civilized to sit around, do nothing but be clean. Vocational education was seen as an expensive and not worth spending so much on.” And because of this wrong perceptions Nigeria probably the giant of Africa felt to developed, and we will never develop if didn’t change our psyche.

Nigeria needs a functional education that will developed the attitudes and entrepreneurial skills of its citizens. Unachukwu (2009) Believes that a functional education system takes cognizance of the dynamics of the labor market, equips its graduate with occupational skills and competence to enable them be self-reliant. Awonugu (2014) opined that it is through vocational and technical education that skill development programs can improve young people’s opportunities for decent jobs and better lives. While Ejeka (2016) believes that vocational and technical education is fundamental to the development and industrialization of nations. Thus the skills, abilities and competencies that are needed by the nation are embedded in vocational technical education, which are central to nation’s social and economic emancipation. It is obvious that Nigeria has enough manpower, but the problem lies on how to develop it through relevance and functional education which needed to be addressed now and then. But these can’t be achieved without repositioning vocational and technical education by making it qualitative and efficient.

## **2. THEORETICAL FRAMEWORK**

### ***2.1 Concept of Vocational and Technical Education***

The national policy on education (2013) defines vocational and technical education as a compressive term referring to those aspects of 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 occupation in various sectors of the economic and social life. Okolocha (2012) in her opinion defined vocational and technical education as an educational training which encompasses knowledge, skills, competencies, structural activities, abilities, capabilities and all other structural experiences acquire through formal on-the-job or off-the-job which is capable of enhancing recipients opportunity of securing a job in various sectors of the economy or even enabling the person to be self-dependent by being job creator. Even though defining vocational and technical education is very complex but it has been brought to a clear perspective by many researchers. In the word of Sofoluwe (2013) he viewed vocational and technical education as the acquisition of certain relevant skills, attitudes and aptitudes under tutors of gainful employment and proper integration into the society. While kehinde and Adewuyi (2015) stated that vocational and technical education is said to train or develop individuals in the fields of vocation and technology so that the country can through the activities of such experts enjoy the good fruit of technology and at the same time contribute her own quota to the overall technological development of the world. Vocational and technical education has been seen as an integrated kind of education that drives economy through various activities.

Vocational and technical education according to Ojimba (2012) in Okolocha and Baba (2016) is a form of education whose primary aim to prepare persons for employment in recognized occupation and encompasses field of study (agricultural education, fine and applied art education, business education and vocational trades in soap making, hairdressing, computer training among others). Unesco (2013) sees vocational and technical education on a deliberate intervention to bring about learning which would make people more productive or simply adequately productive in designated areas of economic activities (e.g. economic sectors, occupations, specific work task). While Umunadi (2014) simply says technical and vocational education emphases skills, knowledge, and attitudinal acquisition for productivity and self-reliance.

In a nutshell vocational and technical education can be defined as those aspects of education that provide learners with a desired skills, right attitude, relevant knowledge, competencies and technical know-how that will help them to be self-reliance and productive capable of adding values to themselves and the society. The national policy on education (2004) enumerated the objective of vocational and technical education as follows.

1. To provide train manpower in the applied science, technology and commerce particularly at sub-professional level.
2. To provide technical knowledge and vocational skills necessary for Agriculture, Industrial commerce and economic development.

3. To provide people who can apply scientific knowledge to the improvement and solutions of environmental problems for the use and convenience of man.
4. To provide an introduction of professional studies in engineering and other technologies.
5. To give training and impact the skills leading to the production of craftsman, technicians and other skilled personnel who will be enterprising and self-reliant. And
6. To enable our young men and women to have an intelligent understanding of the increasing complexity and technology.

The above objectives shows that there is need for youth empowerment through vocational and technical education at all levels of education, it is essential and vital aspect of education that equips it learners with the right attitude and necessary skills to be self-dependent for economic sustainability.

### ***2.2 Importance of Vocational and Technical Education***

Oladejo (1998) believes that the importance of technical and vocational education cannot be overemphasized as it enables acquisition of skills, development of attitude and knowledge which will enable young people to play their part in the business community and help them to be self-reliant. In support of that opinion Tukur, Kaigamma and Saidu (2004) express that vocational and technical education can be regarded as the most important bridge to the future and a powerful instrument of empowerment. The present educational system, with its emphases on vocational and technical education if firmly rooted in its implementation can be perceived as the most important instrument that can be used to bring about desirable changes or development of the nation's economy in this ever global world. The dispensation therefore, should enable the recipient to be better more useful and more productive citizens of the nation. In the word of Ozoemana (2013) she stated that owing to their dynamic nature, vocational and technical education is continuously subjected to forces that drive change in schools, industries and society. It has an important role to play in economic and industrial growth, employment generation and by implication poverty alleviation. In line with the above contribution Dawudo (2000) posit another importance of vocational and technical education as the most reliable vehicle to economic prosperity and political or diplomatic supremacy of a nation over others. Going by the above discussions the economic importance of vocational and technical education cannot be overemphasized, it is a key driven factor to the economy of any nation, when youths were exposed to thus aspect of education it is obvious that they will become productive which will enhance national development.

The national open university of Nigeria course guide VTE 115 paraphrased that vocational and technical education plays a vital role in the survival and development of any nation especially the developing ones such as Nigeria. This points can never be overemphasized. The importance of vocational and technical education to the nation include:

1. Increase in the productivity power of the nation
2. It meets the manpower need of the nation
3. Propelling of the nation toward all-round independence, stability and self-reliance. This implies a situation whereby a nation is able to provide for and face her various needs and challenges with little or no assistance

from other nations. This in case with the developed nations of the world such as Britain, America and Japan.

4. Emphasis on career-education boots the workforce thereby promoting national growth and development
5. Conservation and development of vast natural resources with which the country has been blessed.
6. Correction of the discrepancy that often exist between the number of graduates and the number of existing jobs opportunities in the nation.
7. Attraction of more people into the labor market through increase in the occupational/study options available to the citizens.

From the aforementioned points the overall goal of vocational and technical education is to inculcate the leaners with the right attitudes, values and necessary skills needed for the development of individual and the nations at large.

### ***2.3 The Need for Repositioning Vocational and Technical Education in Nigeria***

Youth unemployment in Nigeria has become a major problem because the youths lack employable skills. According to the International Labor Organization ILO (2007) definition, youth unemployment is the number of economic active population who is without work but available and seeking for work, including people who has lost their jobs and those who have voluntarily left work. Accordingly you are unemployed if you did absolutely nothing at all or did something but not up to 20hours a week. Even though youth unemployment is a global phenomenon, it is very high in developing countries such as Nigeria.

The National Bureau of Statistic (2016) report, stated that the economic active population or working age population (persons within the age 15-64) increase from 105.3million in the fourth quarter of 2015 to 106.0 in first quarter of 2016. In the first quarter of 2016, the labor force population (i.e. those within the working age population willing, able and actively looking for work) increase to 78.4million from 76.9million in the fourth quarter of 2015, representing an increase in the labor force by 1.99%. This means an additional 1,528,647 economically active persons within 15-64 entered the labor force i.e. were able and willing and actively looking for work between January 1<sup>st</sup> and March 31<sup>st</sup> 2016. They added that the unemployment rate has grown from 10.4% in the fourth quarter of 2015 to 12.1% in the first quarter of 2016 while the underemployment rate has grown from 18.7% in the fourth quarter of 2015 to 19.1% in the first quarter of 2016, which shows that 31.2% of the total labor force of 78,486,570 where either unemployed or underemployed in the first quarter of 2016. They further stated that youth unemployment also rose to 42.24% as 15.2million youths remain unemployed in the economy. Accordingly, out of the total youth labor force of 38.2million (representing 48.7% of the total labor force in Nigeria of 78.48million) a total of 15.2million of them were either unemployed or underemployed in the first quarter of 2016 representing a youth unemployment rate of 42.24%. They further explained that out of the total labor force of 10,796,868million those that are with post-secondary education 3,522,826 are either unemployed or underemployed in the first quarter

of 2016 which represent 32.6% compare to 30.9% in the fourth quarter of 2015. The table below shows the full statistic of the labor force in the first quarter of 2016.

Table 1 Unemployment/underemployment

LABOR FORCE STATISTIC, FIRST QUARTER 2016										
	Labor force population	work 40hrs+	Work 20-39hrs	Work 1-19hrs	Work 0hr did nothing	Total unemployed	Unemployment's rates			Under employment rates
		Full employed	Under employed	Unemployed	Unemployed		Old Nigeria	new Nigeria	Inter national	
ALL GROUPS	78,486,570	53,977,958	15,023,327	4,436,077	5,049,207	9,485,284	31.2	12.1	6.4	19.1
<b>Educational groups</b>										
Never attended	23,576,409	15,552,910	5,107,269	1,504,911	1,411,320	2,916,231	34.0	12.4	6.0	21.7
Below primary	524,719	396,034	45,423	34,525	48,736	83,261	24.5	15.9	9.3	8.7
Primary	15,484,657	11,975,243	2,199,767	651,169	658,478	1,309,647	22.7	8.5	4.3	14.2
Secondary	28,103,917	18,779,729	5,678,588	1,671,108	1,974,493	3,645,601	33.2	13.0	7.0	20.2
Post-secondary	10,796,868	7,274,043	1,992,281	574,364	956,180	1,530,545	32.6	14.2	8.9	18.5
<b>Age group</b>										
15-24	15,490,365	6,807,207	5,357,069	1,585,160	1,740,929	3,326,089	56.1	21.5	11.2	34.6
25-34	22,759,263	15,285,836	4,530,458	1,332,861	1,610,109	2,942,970	32.8	12.9	7.1	19.9
35-44	19,020,568	15,051,788	2,436,887	719,958	811,935	1,531,894	20.9	8.1	4.3	12.8
45-54	13,534,033	10,845,011	1,654,791	489,250	544,981	1,034,232	19.9	7.6	4.0	12.2
55-64	7,682,340	5,988,177	1,044,123	308,848	341,252	650,101	22.1	8.5	4.4	13.6
<b>Gender</b>										
Male	40,297,137	29,625,211	6,537,190	1,929,861	2,204,876	4,134,737	26.5	10.3	5.5	16.2
Female	38,189,433	24,352,748	8,486,138	2,506,216	2,844,331	5,350,547	36.5	14.0	7.4	22.2
<b>Place of residence</b>										
Urban	24,421,712	18,437,784	2,328,943	721,934	2,933,051	3,654,985	24.5	15.0	12.0	9.5
Rural	54,064,858	35,540,175	12,694,384	3,714,144	2,166,156	5,830,300	34.3	10.8	3.9	23.5

Sources: NBS unemployment /under-employment watch first quarter 2016

Looking at the above statistic from the National Bureau of Statistic, there was a rapid increase in the labor force population and the unemployment rate, which signals a very serious problem in the country and the only way to get out of this predicament is to empower the youths through functional and qualitative education in the area of vocational and technical education that will make them job creators not job seekers. In support of this view Olajide (2015) believes that if the curriculum in the Nigerian educational system is geared toward vocational and technical training, it will go a long way in eradicating or at least alleviating to very large extent unemployment especially among the youths. While Alhasan and Abdullahi (2013) opined that vocational and technical education is the missing link in Nigeria's developmental policy.

#### **2.4 Repositioning Vocational and Technical Education in Nigeria for Economic Sustainability and National Development**

According to a research conducted by Isyaku, Nwaokolo, Akinseide and Uwameiye (2001) on the new direction to quality vocational and technical education in Nigeria. The result shows that there is need to reposition vocational

and technical education with reference to policy formulation, administrative machinery, facilities and curriculum review. In their finding they identify six points that needed government attention they are:

1. Establishment of area vacation centers
2. Revisitation of policies governing vocational and technical education in Nigeria
3. Introduction of computer education in all vocational and technical education programs
4. Joint funding of vocational and technical education programs by both state and the Federal government
5. Developing very dynamic programs for vocational and technical teachers. And
6. Development of entrepreneurship education as part of vocational and technical programs.

The question is are all this points really implemented by the government? The Nigerian government need to rethink and revisit this findings and a lot of other findings makes by different researchers if we really went to get out of the wounds.

In a related study conducted by Musoba and Gaga (2012) in Ogbunaya and Ekereobong (2015) suggested that public and private partnership as another strategy for repositioning (TVET) in Nigeria. This source explained that public-private partnership involves contractual agreements between public sector authorities and private entities. Whereby the private party provides or delivers a service that should have under normal circumstances been provided by public sector and assumes substantial financial, technical and operational risk in the process of service delivery. Okolocha (2012) in her study pointed out that as a matter of urgency Nigeria need to improve the statues and attractiveness of vocational and technical education by professionalizing it. Flexible and workable policies on VTE and proper recruitment pattern should be put in place, to increase skills levels, provide better access to and delivery of learning for all. Her emphases is that all the three tiers of government should try to create an enabling environment for vocational and technical education as an integral part of government policies on youth and adult self-dependent.

In another study, Atsumbe, Raymond, Igwe and Atsumbe (2012) in one of their suggestion to reposition vocational and technical education in Nigeria they stated that “as much as possible vocational and technical education should be organized outside the direction of general education. They emphasizes that they would be separated from general education schools, colleges and programs, this is because the goal of vocational and technical education differ reasonably from the goals of general education. A circumstances where those from general education (science, curriculum, social science etc.) are posted to head vocational and technical education is not a good development. Records abound in this country that such vocational and technical institutions die natural death or they are completely stunted in growths, loss focus and converted to general education programs. This is always as a result of mal-administration and complete lack of understanding of how vocational programs are managed. While Ukuma, Tiough and Amenger (2016) in Ukuma and Deke (2010) urged that vocational and technical education cannot be effectively and efficiently repositioned for sustainable national development unless 26% of the Federal Republic of Nigeria annual budget is allocated for the upliftment of education center and out of the 26% of the

annual budget, 18% should be allocated to vocational and technical education subsector to enhance better performance and high productivity of the Nigeria economy so as to meet global changes.

In a study carry out by Saidu, Abba and Malgwa (2015) he believes that in other to ensure quality in vocational and technical education responsible national authorities should establish criteria and standards, subject to periodic review and evaluation, applying to all aspect of vocational education, with particular emphasis on its potential within lifelong learning, and directed to its improvement and relevance to the prevailing socio-economic context. Research should be encourage in the areas of curriculum development, financial resources and physical facilities from public and/or private sources. In line with the above findings Ukuma and Okedikwu (2013) pointed out that change in vocational and technical education cannot be complete without adequately providing unique experiences such as research design and actual construction of projects, practicing problem solving with materials and gaining information on the world of work place in line with global changes. Vocational and technical education in Nigeria and globally is a unique area in educational sector that should teach not only occupational clusters and general conceptual knowledge but also foster adaptability, build technical literacy and provide leisure skills through experience. While Nwanna-Nzewunwa stressed that proper motivation of workers/teachers of vocational and technical education will make them more interested and dedicated to their work and it will bring a desirable change. Ayonmike, Okwelle and Okeke (2013) posit that provision of scholarship/grants for TVET teachers/instructors by the government will go along away in helping reposition the program in Nigeria.

### ***2.5 Problems Confronting Vocational and Technical Education in Nigeria***

There is an urgent need to find out what are the problems confronting vocational and technical education in Nigeria and how they can be managed. Okoye and Chijioke (2013) in their study viewed that education on technical and vocational training on skills acquisition suffers the most neglect. The sector is underfunded, the basic infrastructures needed to facilitate teaching and learning is lacking virtually in all institutions offering programs in technology and vocational education, there are lack of machines, equipment and facilities therein are in most number obsolete and in some cases housed in dilapidated building packed with junks, the prevailing curriculum on (TVET) is antiquated without current issues, there is acute shortage of experience technology instructors in the country and most of the few available do not poses the necessary skills for practical activities, there is neither retraining scheme to keep teachers of technology abreast of the rapidly changing labor market nor do institutions offering technology education conduct production-based activities where TVET teachers could undertake the practical orientation on research and development. The major problems confronting the growth vocational and technical education and which have a larger effect on the development of Nigeria are as follows:

1. **Corruption:** corruption according to the Wikipedia online, is a form of dishonesty or unethical conduct by a person entrusted with a position of authority often to acquire personal benefits. Corruption may include many activities including bribery and embezzlement. Or it is misappropriation of public funds for personal use. And this is one of the major problem affecting the development of vocational and technical education



in Nigeria which hindered the development of the nation in general. Most a time funds that are allocated to vocational and technical education ends of somewhere else.

2. Lack of good quality education: there are inadequate infrastructure and good facilities in our educational institutions that are needed in the development of vocational and technical education. Our institutions lack technical know-how, because most of the vocational and technical education course are taught theoretically, the practical aspects are neglected, which yield poor result and performance.
3. Lack of regular curriculum review: another problem similar to the above is lack of curriculum review on a regular basis which is effecting the development of vocational and technical education owing to the dynamic global changes in technology and other aspects.
4. Funding: funding is a serious problem that is affecting the development vocational and technical education in Nigeria, the program is very expensive in nature but enough funds were never allocated to it. The cost of machines, tools and materials are very high as such some of our educational institutions lack them, leaving them handicap in some areas, which hindered effectiveness.
5. Lack of good management and maintenance: Nigerians have I don't care attitudes most especially if things belong to government. We don't managed and maintained them which make most of our workshops, machines, tools and materials in our educational institutions incapacitated.
6. Lack of stable power supply: power supply is becoming a history in Nigeria, because some areas in the country barely gets 78 hours light a month which seriously deterred the development of the program.
7. Societal perception about vocational and technical education: vocational and technical education in Nigeria is seen as an education for the less intellectual and as inferior king if education compare to others, as such parents discourages their children and wards from studying it.

### ***2.6 The Way Forward***

In other to achieved good program in vocational and technical education the following majors should be adapted.

1. Corruption should be checked duly, funds allocated to vocational and technical education should be used judiciary for it development.
2. Government should build adequate infrastructures and provide enough facilities to our institutions and the practical aspect of the program should be taught with relevant machines and tools.
3. Educational planners need to be reviewing vocational and technical education curriculum on regular basis to meet the ever changing global technology.
4. Vocational and technical education is very expensive in nature as such government need to be allocating enough funds for effective running of the program.
5. Government need to breast up in her attempt to provide stable power supply in the country, there is need to have diverse source of power ranging from nuclear to solar which will help in development of the program and other aspects that needed power in the county.
6. Nigerians need to cultivate the habit of good management and maintenance.

7. Government need to be creating awareness on the importance and values of vocational and technical education to the public, in other to change their wrong perception about the program.

### 3. CONCLUSION

The issue of unemployment in Nigeria has become a major problem because the youths lack relevant knowledge and appropriate skills that will make them self-dependent as well as job creators that will move the economy forward. Olunwa (2007) believes that any nations that wishes to attain a great height of national development cannot compromise the education of her citizenry. Vocational and technical education is seen as an important aspect of national development of any nation and as a way of empowering youths through various and appropriate skills acquisition programs that will make them self-reliant and job creators, so that the problems of poverty and unemployment will reduced drastically if not completely eliminated.

### REFERENCES

- [1] Alhasan, N. U. and Abdullahi, T. (2013). Revitalizing Technical and Vocational Education for Youth Empowerment and Sustainable Development. *Journal of Education and Social Sciences Research* vol. 3(4) pp. 149 – 154.
- [2] Atsumbe, B. N., Raymond, E., Igwe, C.O. and Atsumbe, J.A. (2012). Repositioning Vocational and Technical Education for Effective Manpower Production in Nigeria: *Journal of Mechanical and Civil Engineering (IOSRJMCE)* vol. 1 issue 4 pp.01 – 06.
- [3] Awonuga, O. O. (2014). Vocational and Technical Education in Nigeria: An Antidote to unemployment. *International Journal of Education Studies* 01 (01) pp. 41 – 45.
- [4] Ayonmike, C. S., Okwelle P.C. and Okeke, B.C. (2012). Toward Quality Technical and Vocational Education and Training (TVET) Programs in Nigeria: Challenges and Improvement Strategies. Paper Presented at International Vocational Education and Training Association (IVETA) Conference on Quality Assurance in Technical Vocational Education and Training (TVET) on December 3 and 4 Las Vegas, Nevada, Georgia USA.
- [5] Daso, P. O. (2012). Vocational and Technical Education in Nigeria: Issues, Problems and Prospects' Dimension (IPP). *Journal of Education and Social Research* vol. 2(9) pp.23 – 30.
- [6] Daso, P. O. (2013). Technical and Vocational Education: Imperative for Socio-Economic and Political Stability in Nigeria: *European Scientific Journal* vol. 9 no. 19 pp.9 – 18.
- [7] Dawudo, R. A. (2000). Relevance of Technical Education as an Agent of Achieving National Development in Nigeria: *Journal of Curriculum and Instruction* vol. 9 no. 1.
- [8] Ejeka, C. A. (2016). Achieving Sustainable Economic Development in Nigeria through Vocational and Technical Education. (TLEP) *International Journal of Information and Knowledge Management* 1. No. 7 pp.1 – 4.
- [9] Federal Government of Nigeria (2004). National Policy on Education Yaba-Lagos. Nigeria Educational Research and Development Council (NERDC)
- [10] Federal Government of Nigeria (2013). National Policy on Education 6<sup>th</sup> Edition. Nigeria Educational Research and Development Council (NERDC) Yaba-Lagos.

- [11] Isyaku, K., Nwaokolo, P.O., Akinseide, S.I. and Uwameiye, R. (2001). New Dimension to Quality Technical and Vocational Teachers. A Paper Presented at the Fourth International Conference of Technical and Vocational Education, University of Wolverhampton, United Kingdom 16<sup>th</sup> – 18<sup>th</sup> July.
- [12] Kehinde, T. M. and Adewumi, L. A. (2015). Vocational and Technical Education: a Viable Tool for Transformation of the Nigerian Economy. *International Journal of Vocational and Technical Education Research*. Vol. 1, No.2 pp. 22 – 31.
- [13] Meaning of corruption In Wikipedia: The Free Encyclopedia. Retrieved August 5 2016, from <http://en.wikipedia.org/wiki/corruption>
- [14] National Bureau of Statistic (2006). Unemployment/Under-Employment Watch Q1.
- [15] National Open University of Nigeria, Course Guide VTE 115. Introduction to Vocational Education.
- [16] Nwanna-Nzewunma Obstacles to Quality Vocational Education in Nigeria.
- [17] Ogbonaya, T. C. and Ekereobong S. U. (2015). Repositioning Technical and Vocational Education and Training (TVET) for Youth Empowerment and National Security in Nigeria. *Journal of Education and Practice* vol. 6 No. 32, pp. 141 – 147.
- [18] Okolocha, C. C. (2012). Vocational and Technical Education in Nigeria: Challenges and the Way Forward. *Business and Management Dynamics* vol.2 No. 6 pp. 01 – 08.
- [20] Okolocha, C. C. and Baba, E. I. (2016). The Role of Vocational and Technical Education (VTE) in Nigeria, Democratic Dispensation. *International Journal of Capacity Building in Education and Management (IJCBE)* vol.2 No. 4 pp. 12 – 24.
- [21] Okoye, K. R. E. and Chijioko, O. P. (2013). Technical and Vocational Education and Training (TVET) in Nigeria and Energy Development Marketing and National Transformation. *Journal of Education and Practice* vol. 4 No. 14 pp. 134 – 138.
- [22] Olajide, S. E. (2015). Repositioning Technical and Vocational Education toward Eradicating Unemployment in Nigeria. *International Journal of Vocational and Technical Education* vol. 7(6) pp.54 – 63.
- [23] Ozoemana, S. A. (2013). Vocational and Technical Education: A Tool for Sustainable Development in Nigeria. *Journal of Education and Practice* vol. 4 No.25 pp. 127 – 130.
- [24] Saidu, S. G., Abba, K.Z. and Malgwa, J.B. (2015). Repositioning Vocational and Technical Education in Nigeria. *Donnish Journal of Agricultural Extension and Rural Development* vol. 1(1) pp. 001 – 004.
- [25] Sofoluwe, A. O. (2013). Re-Engineering Vocational and Technical Education (VTE) for Sustainable Development in North Central Geo-Political Zone, Nigeria: *Educational Research and Reviews* vol. 8(19) pp. 1842 – 1849.
- [26] Tukur, Y., Kaigamma, N.A. and Saidu, A. (2014). Toward Boosting Vocational and Technical Education for Self-Reliance: Issues and Panorama. *Journal of Education and Practice* vol. 5 No. 11 pp. 173 – 178.
- [27] Ukuma, S., Tiough, D.M. and Amenger, M. (2016). Strategizing Vocational and Technical Education towards Best Global Practice for Accelerated Sustainable Development in Nigeria. *World Scientific News (WSN)* 26 pp. 31 – 38.

- [28] Ukuma, S. and Ochedikwu, J. O. (2013). Re-Engineering Vocational and Technical Education in Nigeria for Creative Quality Services Delivery in the 21<sup>st</sup> Century for Sustainable Development. *Academic Journal of Inter-Disciplinary Studies* vol. 2 No. 6 pp. 97 – 102.
- [29] Umunadi, E. K. (2013). Strategic Resource Utilization for Implementing Technical Education Curriculum towards Sustainable Development in Nigeria: *Prime Research on Education* vol. 3(7) pp. 579 – 584.
- [30] Umunadi, E. K. (2014). Entrepreneurial Technical and Vocational Skills Required for Self-Reliance and Job Creation in Nigeria. *Africa Research Review; an International Multi-Disciplinary Journal, Ethiopia* vol. 3(5).
- [31] What is TVET? In *Tvetipedia an Online Encyclopedia*. Retrieved Sept 20 2016, from <http://unevoc.unesco.org/tvetipedia>