



### PRACTICAL ENTREPRENEURSHIP A TOOL FOR SUSTAINABLE ECONOMIC DEVELOPMENT IN NIGERIA THROUGH VOCATIONAL AND TECHNICAL EDUCATION: EVIDENCE FROM YESSO PROJECT IN KWARA STATE, NIGERIA

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#### **Abstract**

*Nigeria in the past is confronted with a lot of problems due to her inability to meet up with economic development indices like, unemployment and higher rate of*

#### **Keywords:**

*Sustainable Development, Entrepreneurship, Vocational Education, YESSO Programme, Poverty rate, Unemployment, Practical skill*

#### **INTRODUCTION**

The goal of any responsible government in any Nation is to achieve socio economic development, where by the welfare of citizen can be enhanced socially, economically and politically among other. Development according to Lawal (2014) is a vital necessity for the growth and sustainability of any vibrant nation. To Todaro (2009), Development is the organization and re-orientation of the entire economic and social system. Holistically development of any nation, hangs on employment generation, poverty eradication and improvement in standard of living at all time, any country where these three indices (poverty,

*poverty leading to many anti-social activities such as prostitution, arm robbery kidnapping and other activities which is inimical to the development of the nation. Based on this, this paper therefore examined practical entrepreneurship through vocational and technical education for sustainable economic development in Nigeria using YESSO project in kwara state as a case study. To achieve these objective, the concept of sustainable economic development, entrepreneurship, vocational and technical education were examined. Empirical analysis of the effect of vocational and technical education for practical entrepreneurship was also examined. Random sampling technique was used to select 40 respondents for the study, while Analysis of Variance ANOVA and Multiple Regression Analysis was used to analysed the data through Stata 11 statistical tool. The result of the two tested hypotheses revealed that there is significant effect of vocational and technical education training of YESSO on the employment generation in Nigeria. And that there is significant relationship between vocational and technical education of YESSO and poverty reduction in Nigeria. Based on these result some recommendations were made as follow: That federal government of Nigeria should place emphasis on vocational and technical education, by given the necessary human and material resources for the effective implementation of the programme. Encourage Nigerians to go into entrepreneurship by given enable environment such as provision of local and international market, capital and material for effective operation of entrepreneur. Government should give follow up on YESSO programme and any other programme even after graduation to allow for effective operation of the programme.*

**U**nemployment and inequality) are on the higher rate cannot assumed to have economic development. In view of this, to classify a nation with economic development the three parameters must be look into: poverty, employment and inequality rate. Looking at these scenarios from Nigeria contest one will see that Nigeria as a nation has a lot to do in those area because none of those indices of development are met by Nigeria as a nation. one of the problems facing Nigeria today is poverty. Poverty have become a cankerworm that eat

through the fiber of greater percentages of Nigerian's today due to lack of gainfully employment and this has caused a lot of havoc in the Nation leading to the rising of different types of anti-social activities such as arm robbery, prostitution, bunkering also many youth joined different types of association or group that are not progressive to the national development such as book-haram in the North, Niger Delta militant in the east and many others that are deadly, and causing may harm and death to the innocent citizen, destruction of property and economic activities of the nation , this has been as a result of lack of job opportunities where individual can be fully engaged

Poverty according to Brasdshaw (2006), is the lack of basic necessities: food, shelter, medical care and safety that are generally necessary, world bank 2001 see it as pronounced deprivation of wellbeing related to lack of materials income or consumption, low level of education and health facilities exposure to risk.

Nigeria office of statistics (2012) in Danjuma & Ghzalie (2012) revealed that poverty is on the increase and rampant in Nigeria since the introduction of SAP in mid 1980ss poverty has been on the increase it rose from 28.1% in 1980 to 46.6% in mid 80s then to 65.6% in 1996 then increase to 70.1% in 2010 furthermore over 112 million Nigerian live below poverty line earning below one dollar per day in 2012 as reviled by Nigeria office of Statistics (2012) in Danjuma & Ghzalie (2012). World poverty clock in sahara reporters, Network June 5, 2019 also stated that 91.8 million Nigerian's are extremely poor representing about 46.5 percent of Nigeria population of approximately 200 million, in the same vain World poverty clock in June 2018 revealed that 87 million people of Nigerian live in abject poverty.

Unemployment rate also is on the increase, according to Danjuma & Ghzalie (2012) Nigeria unemployed was 7067,051 in 2006, 7,530,374 in 2007, 9,117,563 in 2008. 16,074205 in 2011 while Unemployment rate in Nigeria as reported by (NBS) 2019 was 23.1%, of Nigeria population in 2019. It was also reported by premium times (2019) that Nigeria Minister reported in May 2019 to have said that Nigeria unemployment rate will hits 33.5 percent by 2020 if care is not taken.

It is therefore imperative for the government to place emphases on the type of education where individual will be trained on how to equipped themselves with skill that will make them to be self-sustain rather than focusing on the white collar job from the government that is not enough. One way by which this can be achieves is through entrepreneurship education.

Every year both federal, State and private university, polytechnic and colleges of education in Nigeria numbering about 140 University,132 Polytechnic and 152 Colleges of education turn out thousands of graduates, it is practically impossible for this great number of graduate to be gainfully employed in the government establishment, but if they are trained on how they can be self-sustained this will go a long way to reduce unemployment in the country, reducing poverty and security will follow leading to sustainable development

Entrepreneurship according to Akanni (2015) is the act of identify an opportunity in an area convert such opportunity to a marketable use to produce goods and services. There are lot of opportunities in our environment in form of resources, if this resources are not tap or utilize by individual it will remain useless in the society. Those resources can be both human and material resources, why an individual who organized or bringing together those resources to produce goods or services is called entrepreneur. One of the place where entrepreneurship education in form of practical and skill accusation can be better acquire is in vocational and technical education.

Vocational education according to ILO in Oluwale, Jegede and Olamide (2013) is a vehicle for the development of marketable and entrepreneurial skills and engine of development. The Federal Republic of Nigeria ((2004) through the National Policy on Education (NPE) (2004) Vocational and technical education according to Okolocha and Baba (2016) is an educational training which encompasses knowledge, skills, competencies, structural activities, abilities, capacities and all other structural experiences for securing jobs in various sector of the economy or even enabling one to be self-dependent by being a job creator.

Although in recognition of entrepreneurship education the Nigeria government have now introduced different types of scheme in trained the

youth to be self-employed such are YESSO, NBUILT etc. the trainee on these programmes have become a self-employed and also employer of labour as well. Therefore, if emphasis is placed on practical entrepreneurship in any nation and well implemented or monitor to the later it will automatically lead to sustainable development.

This paper therefore, examined sustainable economic development in Nigeria, the concept of entrepreneurship, and practical entrepreneurship, vocational and technical education, the role of entrepreneurship in sustainable economic development and empirical analysis of implementation of YESO programme through vocational and technical education as a practical application of entrepreneurship in Nigeria.

### **Conceptual Clarifications**

#### **Concept of Economic Development**

Todaro (2009) is of the opinion that, the concept of development is multidimensional in nature. It is the organization and re-orientation of the entire economic and social system. Therefore, the focus of a holistic development of any nation, hangs on employment generation, poverty eradication and improvement in standard of living at all time, Seers (1979) agreed that, if all the three indices (poverty, unemployment and inequality) are at a relatively high rate, there would be no development. In view of this, to classify a nation as developed three parameters must be represented poverty, employment and inequality rate.

Development according to Gboyega (2003) is an idea that embodies all attempts to improve the conditions of human existence in all ramifications. While Chrisman (1984) in Akanni et-al (2019) viewed development as a process of societal advancement, where improvement in the wellbeing of people are generated through strong partnerships between all sectors, corporate bodies and other groups in the society.

Therefore, it is reasonable to believe that development is not only an economic exercise, but socio-economic, political issues as it pervades all aspects of societal life. The view of Naomi (1995) in Akanni et-al (2019) further buttressed that development is usually taken to involve not only economic growth, but also some notion of equitable distribution, provision

of health care, education, housing and other essential services all with a view to improving the individual and collective quality of life.

While sustainability is a basic and continuous in factors of national development. It is the ability of a nation to continue experience social growth and development which in turn satisfies the needs of the present generation without compromising the capacity of future generation. It guarantees the balance between economic growth, care for the environment and social wellbeing. It focuses on meeting the diverse needs of all people in existing and future communities, promoting personal wellbeing, social and equal opportunity. In nutshell sustainable development includes; economic, socio-economic, political and living standard. Therefore, it would be appropriate to say that development is not enough but it must be sustained. To support this assertion, Oghator and Okoobo (2000) pointed out that development goes beyond the increase in per capital income or economic growth, but it must include sustainable improvements in the living standard of people, which is guaranteed through the provision of gainful employment, therefore sustainable development can be view as the capacity of a nation to increase its static economy to a level where it can generate a continuous increase in its economy, growth, politics, and living standard.

### **Concept of Entrepreneurship**

Entrepreneurship today has become very significant .in view of its being a key to economic development industrial development, regional growth and employment generation depends upon entrepreneurial development. It also led to increase in perpetual income, higher standard of living, increased individual saving, revenue to government in the form of income tax, sales tax, export duties, import duties. According to Gries & Naude, (2010). Entrepreneur is vital in the process of structural change or industrialization as formalized in Gries and Naude's (2010) model of entrepreneurship and structural change, entrepreneurial innovation lead to the reallocation of resources from the traditional (agricultural) sector to the modern (manufacturing) sector.

Entrepreneur are those who undertake the risk of new enterprises, by creating an enterprise. while the process of the creation is called

entrepreneurship. Entrepreneurship is also the process of searching for something new and exploit such ideas to gainfully opportunities by accepting the risk, uncertainty with enterprises. Entrepreneur always searches for change, responds to it, and exploits it as an opportunity. Kehinde, Salau and Bello (2008) view entrepreneur as person who is able to look at the environment, identify opportunities to improve the environment, gather resources and implement action to maximize those opportunities. Kehinde, Bankole and Odeyemi (2002) also defines entrepreneur as an individual who has ability to develop appropriate comprehensive business plan and have ability to initiate appropriate action leading to business success.

Looking at the role of entrepreneurship in the economic development of any nation Syebert (2007), stated that China economic transformation since the late 1970s shows a measure of consideration of entrepreneurship and that Chinese now show a larger acceptance of the market economy than the three large continental countries of Europe. He describes how the Chinese reform fostered the emergency of more productive enterprise, not by disseminating or privatizing state owned enterprises upfront as in Eastern Europe or some African countries, but of maintaining these and simply by attaining new economic activities develop outside the government controlled sector. China today have become a developed industrial economy despite their large population running to 1 billion while Nigeria with just about two hundred million peoples is still an under develop Nation despite large resources at her disposal, the secret behind it has been stated earlier is result of support the chines government give to entrepreneurship development in term of enable environment. this encourage every able individual in china to engage in one vocational activities or the other leading to production of one product or the other in every household in china.

The aim of entrepreneur is to work, produce something and then makes as much money as possible. But he may have to take short courses at vocational schools to learn more or new ways of doing things

It should be noted that Entrepreneur need practical skill and knowledge to produce goods and services and to run the company successfully, He need business knowledge, that is the Working knowledge of the functional areas

in his business: sales, marketing, finance, and operations. vocational and technical education is a learning ground where all these skills can be acquire.

### **Vocational and Technical Education**

Vocational education can be described as a training that emphasizes knowledge and skills needed for specific trade, craft or job function. It focused basically on practical application of the skills learned or acquired and it provides the much needed hand on (instruction) in a specific trade, Vocational education According to Akanbi (2000) in Akanni, et-all (2019) is the acquisition of basic skills, which enable an individual to be gainfully employed in any sectors of the economy. Corroboratively Olaitan (1984) in Akanni et-all (2019) submitted that vocational education is a systematic learning experience, designed to enable individual gain employment in recognized occupation as semi-skilled workers or technical or professional. It is also a training or education that emphasizes knowledge and skills needed for specific trade, craft or job function. It focuses basically on practical application of the skills learned or acquired, and it provides the much needed hand on instruction in a specific trade.

Amoor (2009) stated that vocational and technical education is a core to both individuals and society's economy. Amoor (2009) further stressed that through the acquisition of skills; individuals could explore their environment and harness the resources within it, which could serve them and the society since the wealth of any nation determines its development. Iheanacho (2006) defined vocational education as that aspect of education that deals with business education, farming, book keeping, and bricklaying, among others with aims of acquiring vocational skills in these fields. While in the same vein Ojimba (2012) see it as form of education whose primary aim is to prepare persons for employment in recognized occupation and this encompasses field of study like, agricultural education, fine and applied arts education, business education and vocational trades in soap making, hairdressing, computer training among others etc.

Vocational and technical education has impacted on socio political productivity and economic development of most nations and most nations has made it their development strategy.



Vocational education and training varies from country to country and are delivered at different levels in different types of institutions in Nigeria. The acquisition of formal technical and vocational education is taken place from secondary school to tertiary levels in Nigeria: 6 3 3 4 education system at secondary school. At post-Secondary/tertiary levels, Technical and Vocational Colleges, Polytechnics, Monotechnics and Universities. The duration of the school based technical and vocational education is between three to six years that is, three years for basic craft level and six years for the senior or trade classes. However, it depends on institution.

Vocational training as described by National Policy of Education (2004), in Ogunwale (2014) is aspect of education involving the acquisition of practical skills, attitudes understandings and knowledge relating to occupation in various sector of economic and social life. It further described it as an aspect of life-long learning and a preparation for responsible citizenship. Stella Ifeoma Ugwuja Friday,(2013) maintained that Vocational Technical Education is an aspect of education designed to prepare students for industry, agriculture, commerce, home economics which is usually provided at the Senior Secondary School Conventional level. From the definitions of the mentioned authors, Vocational training entails guidance, training and selective placement planned to enhance the opportunities to secure and retain suitable employment for able and disabilities people.

The following are the major Vocational training available to the able and disable people (Ogunwale 2014).

Handcrafts: A lot of activities could be taught in this programme. Crafts production must be able to compete favorably with those made by the able counterparts. Such productions may require the use of machines in order to realize a maximum perfection and production for commercialization. Activities in Crafts should include; cane work, wood work, sculpture, mat making, net making, and carving. Other areas according to him are:

1. Shoe Making or Mending:
2. Farming and Animal Husbandry:
3. Tailoring and Fashion Designing:
4. Typing nd designing

### **Vocational Education and Sustainable Development**

Vocational education and training has the following roles to play in the society:

**Youth Empowerment:** Vocational education is able to empower the Nigerian youth with requisite employability skills that should be sustained. VET schools will produce men and women who, at the end of their education should be able to put into use the skills they have acquired while in school. Ogundele, Akingbade and Akinlabi (2012) revealed that youth empowerment is influenced through acquired skills. The youth unemployment according to Sun (2015) stood at 861,110 between December 2014 and March 2015. The Jobs created by public institutions stood at 5,726 while informal sector generated 400,000 jobs. This shows that people who are jobless exceeded the number that got jobs within the period. Therefore, proper attention to VTE programmes is needed in our society.

**Enhancement of Domestic and National Economy:** The development of a nation's economy is contingent on the quality of skilled human capital in the pool. Vocational and technical education provides student with life skills that will make them to be productive entrepreneurs as it engenders creative and innovative ideas; enlarges the economic system and increases personal freedom. VTE play the role of improving the economic situation of Nigeria through production and distribution of goods in different areas of specialization. This is achievable through the training of the students in different specialized fields. In the long run, this will help the students to establish their own enterprise as seen in China, Turkey, India, Japan among other countries that have succeeded economically through vocational education. This is in line with the views of Lawal (2014) who opined that "for a country to advance socially, economically and technologically, its citizens must be creative and productive with a majority becoming job creators rather than seekers. In line with this Sheieh, Wang and Chon (2009), believe that lifelong vocation education will gradually improve the economic and social development of both the people and the country by making vocational education a channel for exploitation of human resources. Also the empirical research carried out by Ozasagir,

Bayraktutan and Arsian (2010), in Turkey show a positive relationship between vocational education and industrial productivity.

### **Problems of Vocational and Technical Education in Nigeria.**

**Inadequate Provision of Funds:** Limited funds are made available to the existing Vocational centres. As a result of government negative attitudes toward the education and Vocational training. In this recent years, little fund is provided for the training particularly special needs persons (Tajudeen and Abba 2004). This affects the purchase of essential materials that are needed for operations at the centres and even the maintenance of existing facilities is affected by inadequate funding.

**Inadequate Infrastructures and Equipment:** The existing Vocational centres lack materials and equipment that will enable the centres to function. Most structures are depleted. The existing facilities which were put in place by early voluntary or religious organizations many years ago are worn out and can no longer serve the present demand. Similarly, unavailability of fund makes replacement of these facilities impossible. Living rooms for the residents are not good condition. Some of the centres are located in secluded rural areas with no good roads. These centres sometimes are exposed to thieves and dangerous reptiles. Vocational training involves the use of tools and equipment, which in many centres are not available.

*Inadequate Trained Vocational Personnels:* The effective achievement of the objectives of Vocational centres is largely dependent on the availability of trained staff. Some of the instructors have no enough training to impart require knowledge in vocation to the students.

### **Nigeria Entrepreneurship Initiative Progrmme**

Nigeria in the past and recently have recognized the importance of entrepreneurship, vocational and technical education as such several programme have been put in place in form of practicl entrepreneurship scheme. Among it is N BUILT and YESSO. For the purpose of this study YESSO was our focus.

YESSO is the acronym of Youth Employment and Social Support Operation it is a world bank and federal government social intervention project as a

measure to create job opportunity for the youth and vulnerable Nigerians. The programme started in 2017 in which the first cycle or face of the beneficiary was in February, 2017. As at now the programme have trained and graduated about 4600 in kwara state based on the information collected from the information officer of NDE in kwara. The programme is of two level : the first level are taken place at School of Vocational and Technical Education in tertiary institution (Monotechnic and polytechnic), at this level tranee will spent three month as follow: 3 weeks for life skill where the students will be taught discipline and morality, second stage is sector specific here student passed through rudiment of skill acquisition in the area of interest for 20 days, while the last stage is called entrepreneurship skill training here student were taught on how to manage the human and material resources at the end of the programme when starting their business.

Then after the three month in the vocational schools the next level is deployment of student to their master, this stage is called (PSO) private sector operation, here student will embark on practical training in the specific area he or she have chosen earlier in the school with the specialist outside the school for another (6) six months. After the six months the student will sit for an exam called NABTEB modular examination for certification. Then employment inclusive is the next stage, this is where the graduated students are empowered with tools for their operation on what they are trained for, with this certificate and the tools such student can then practice his or her profession as well as taken appointment in any part of the world.

### **METHODOLOGY**

Quantitative research method based on several element like interview and questionnaire was used to generate quantitative data, The population of the study consists of all the graduated YESSO trainee of September, 2019 at kwara state college of education Ilorin , kwara state. in which purposive random sampling technique was used to select 40 trainees among them. Questionnaire was the instrument used in obtained information for the study from the trainee while interview was used to obtained information from the trainer both at the National Directorate of Employment Kwara

State branch and staff of kwara state college of education, Ilorin.. Two hypotheses were stated in Null form for the study as follow:

**H0<sub>1</sub>:** There is no significant effect of vocational and technical education training of YESSO on the employment generation in Nigeria.

**H0<sub>2</sub>:** There is no significant relationship between vocational and technical education of YESSO and poverty reduction in Nigeria.

Descriptive statistics using frequency count, simple percentage was adopted, while inferential statistics with the use of Analysis of Variance (ANOVA) was used to analyzed hypothesis one while Multiple Regression Analysis was used to analysed hypothesis two using STATA 11 tool of data analysis.

### Data Analysis, Findings and Discussion

**Hypothesis one:** There is no significant effect of Vocational and Technical Education training for YESSO programme on the employment generation in Nigeria.

**TABLE 1:** Analysis Of Variance (ANOVA). Showing effect of vocational and technical education training of YESSO on the employment generation in Nigeria.

<i>Model</i>	<b>R Square</b>		<b>Adjusted R Square</b>		<b>Root MSE</b>
<i>/</i>	0.9493		0.9332		
<i>Source</i>	Sum of square	Df	Mean square	F	Sig
<i>Model</i>	9.3666667	11	1.33809524	58.88	0.0000
<i>Residual</i>	.5	28	.022727273		
<i>Total</i>	9.8666667	39	.340229885		
<i>Source</i>	Ss	Df	MS	F	Sig
<i>With my training at school of voc&amp; tech kwcaed Ilorin I can handle tools by my self</i>	6.98310811	3	2.3277027	102.42	0.0000

<i>With my training at school of voc&amp; tech kwcoed llorin I can identified all mteril needed for production</i>	.666666667	2	.333333333	14.67	0.0001
<i>With my training at school of voc&amp; tech kwcoed llorin I can produced or work by my self</i>	.25	1	.25	11.00	0.0031
<i>With my training at school of voc&amp; tech kwcoed llorin I can practice by myself</i>	1.5818e-28	1	1.5818e-28	0.00	.0000

Source: Researcher's Analysis (2020) using STATA version 11.  
(Statistically significant at 5%)

The result of the hypothesis one tested using ANOVA revealed that there is statistical significant effect of vocational and technical education training of YESSO on the employment generation in Nigeria as the p.value =  $0.0000 < 0.05$ , (Coefficient of determination)  $r^2 = 0.9493$  or 94.93%. The result revealed further that all the questions asked relating to the vocational and technical education training for YESSO on the employment generation in Nigeria are statistically significant, with the p.value of .0000, .0001, .0032 and .0000 that is less than 0.05 it can be said therefore, that vocational and technical education training of YESSO have significant effect on the employment generation in Nigeria. The null hypothesis is hereby rejected and the alternative hypothesis is accepted.

**Hypostasis two:** There is no significant relationship between vocational and technical education for YESSO programme and poverty reduction in Nigeria.

**Table 2.** Multiple Linear Regression Showing significant relationship between the of Vocational and Technical Education for YESSO programme and poverty reduction in Nigeria.

<i>Model</i>	<b>R Square</b>		<b>Adjusted R Square</b>		<b>Root MSE</b>
<i>/</i>	0.9246		0.9089		.17603
<i>Source</i>		Df	Mean square	F	Sig
<i>Model</i>	9.12294807	9	1.82458961	( 5, 24) = 58.88	0.0001

<i>Residual</i>	.743718593	30	.030988275			
<i>Total</i>	9.866666667	39	.340229885			
<i>Variable</i>	Coef.	Std. Error	T	p>/t/	[95%Conf. Interval]	
<i>With the training at kwcoe and sector specific of YESSO I can practice on my own</i>	.6281407	.158829	3.95	0.001	.3003339 .9559475	
<i>With the training at kwcoe and sector specific of YESSO I have started working on my own</i>	.9346734	.206749	4.52	0.000	.5079645 1.361382	
<i>With the training at kwcoe and sector specific of YESSO I can feed myself and my family</i>	-.3015075	.1209863	-2.49	0.020	.5512109 .0518041	
<i>With the training at kwcoe and sector specific of YESSO no time for me to play round</i>	.2261307	.1737346	1.30	0.005	-.13244 .5847013	
<i>With the training at kwcoe and sector specific of YESSO my standard of living is increasing</i>	-.9447236	.3573016	-2.64	0.014	-1.682158 .2072894	

Source: Researcher's Analysis (2020) using STATA version 11. (Statistically significant at 5%)

Multiple linear regression analysis result shows that there is significant relationship between vocational and technical education of YESSO and poverty reduction in Nigeria, as the  $f$  value = 0.0001 < 0.05 and  $r^2 = (0.9246)$  which is coefficient of determination. The result further revealed that each of the questions tested shows relationship between vocational and technical education of YESSO and poverty reduction in Nigeria with  $f$  value of .0001, .0000, .0200, .0050 which is less than 0.05 significant level. The null hypothesis is hereby rejected and the alternative hypothesis is accepted, meaning that there is relationship between vocational and technical education of YESSO and poverty reduction in Nigeria.

### Conclusions

It was concluded as follows based on the study carried out:

- Every Nation needs to place emphases on sustainable economic development where by employment generation will be high with low poverty rate and low security challenges

- Entrepreneurship education can boost economic development of Nation it increases employment generation and reduced poverty rate
- Vocational and technical education is one of the skill acquisition Centre where practical entrepreneurship can be acquired
- YESSO is federal government scheme to create job opportunity for the youth and vulnerable Nigerians
- The result of the hypotheses shows that there is significant influence of vocational and technical education of YESSO programme on the employment generation in Nigeria, also that there is significant relationship between vocational and technical education of YESSO and poverty reduction in Nigeria

### Recommendations

The following recommendations are made:

- That federal government of Nigeria should place emphasis on vocational and technical education, by given the necessary human and material resources for the effective implementation of the programme.
- Less emphasis should be placed on university certificate at the expense of polytechnic and monotechnic certificate for white collar job
- Encourage Nigerians to go into entrepreneurship by given enable environment such as provision of local and international market, capital and material for effective operation of entrepreneur
- Government should give follow up on YESSO programme and any other programme even after graduation to allow for effective operation of the programme.

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