



## VOCATIONAL AGRICULTURAL EDUCATION (V.A.E): A TOOL FOR ECONOMIC GROWTH TOWARDS STEMING YOUTH EMIGRATION IN OYO METROPOLIS; LECTURER'S INSIGHT

<sup>1</sup>Adeleke, Adewale O., <sup>2</sup>Mustapha, Ibrahim I., and <sup>3</sup>Asiyanbi, Karimot, A.

08037654014 [dwhale61@gmail.com](mailto:dwhale61@gmail.com)

<sup>1,2,3</sup>Department of Agricultural Education, School of Secondary Education (Vocational and Technical Programmes), Federal College of Education (Special), Oyo

### Abstract

The relevance of vocational education in a developing economy cannot be over-emphasized. The study investigated impact of vocational agricultural education on economic growth of Oyo Metropolis towards stemming youth emigration. Specifically, the study determined the factors that inhibit vocational agricultural education from enhancing economic growth; and examine the challenges facing vocational agricultural education in Oyo Metropolis. Data were collected from 50 lecturers. Simple percentages and chi-square were employed to analyze the data and test hypotheses were formulated. The instrument used was self-structured questionnaire, and the reliability of instrument was ensured through test re test method, The finding was supported by chi-square result in which the  $X^2$  calculated (108.08) is greater than  $X^2$  tabulated (21.026). Vocational education prepares people for occupational fields and for effective participation in the work; it improves the economic situation of Nigeria through the training of the students in different skills and gives individual the ability to exploit market opportunities. The study also found several factors that inhibited vocational education from enhancing economic growth in Oyo Metropolis. It was confirmed by the chi-square result ( $X^2$  cal = 34.76 greater than  $X^2$  tab = 21.026). It was concluded that vocational agricultural education contributed to economic growth in Oyo Metropolis. Meanwhile, there were some limiting factors which has to be tackled, it was however recommended that people should be adequately sensitized about VAE through various mediums, while government should ensure that VAE personnel and professionals are adequately remunerated and involved in policy making, coupled with adequate funding.

**Key words-** Vocational, Agriculture, Education, Economic, Emigration, Growth, Stemming

## Introduction

The importance of vocational agricultural education as a means of stimulating youth interest towards economic growth of a developing economy as a means of stemming youths emigration cannot be over-emphasised. Vocational agricultural education (VAE), according to Egun (2010) could be referred to as the form of vocational education which develops students potential for success in entering and advancing through careers in the food, agriculture and natural resources sciences, such as production agriculture, animal science, agribusiness management and marketing, agricultural research, energy systems, agricultural mechanics and engineering, biotechnology, food science, processing and retailing banking, agricultural education, forestry, horticulture, landscape contracting, nursery and floriculture production, retail garden center management, leadership and career development, management, economics and marketing, natural resources management, plant and soil science, power and systems technology, rural-urban interfacing and other related fields.

Anyakoha (1992) pointed out that vocational education involves in addition to general education, the study of technologies and related sciences, as well as acquisition of practical skills and knowledge relating to occupations. Therefore, VAE skills are seen as a useful agent in solving unemployment issues, problem of production of goods and services, as well as proffer solution to generation of income, strengthening ability to cope with the

technological advances, and coping with poverty situation in families, communities and nation as a whole. Invariably, in Nigeria today, vocational education is yet to be accorded with the required attention and this is due to poor policy implementation. According to Otuaga (2012), advancement and sustainable development is a very vital issue in a global world. VAE has been an integral part of national development strategies in many societies because of her impact on human resource development, productivity and economic growth (Oguejiofor & Ezeabasili, 2014).

The acquisition of VAE skill is seen as a wheel of positive onward living. The acquired skills when actually put to use help in economic revival. The output of the various skills acquired contributes largely to the economic well being of the masses. The Federal Republic of Nigeria (2004) through the National Policy on Education (NPE) (2004) UNESCO in Ojo (2003) defined VTE as those aspects of educational processes involving in addition to general education, the study of technologies and related sciences and the acquisitions of the economy and social life. Amoor (2009) saw it as the core of both individuals and society's economy. The author 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.

According to Nwogu (2019), Youth migration in Nigeria is a growing trend driven by economic hardship, insecurity and

a desire for a better opportunities, with many young people seeking to leave for Europe and North America. A lot of Nigeria youths are unemployed and those that are employed are receiving meager salaries that are not enough to cover their livelihood. Unfortunately, there are no system to ensure that youths receive salaries that commensurate with their qualifications, meanwhile, most of the youths were not exposed to vocational skills. Youth unemployment rate in Nigeria is reported at 42.5% in 2022, with underemployment rate at 22.8% (National bureau of statistics, 2022).

A significant portion of the youth population faces unemployment and underemployment, with unemployment rates increasing by 8.4 % in 2024. This undoubtedly responsible for the major reason youths leave the shores of the country and seek work opportunities in Europe and north America and this has ridiculously crippled the economy of every developing nation.

However, the economic wellbeing of the populace may be hampered if VAE is not given the required attention. To this extent, for any state/nation to be developed, her citizens must be economically productive in order to contribute to her economic growth and this could be achieved through VAE which is the focus of this study. In Nigeria, the high rate of unemployment has helped to heighten the need for VAE. This paper therefore investigates the Impact of vocational Agricultural Education skill on Economic growth towards stemming youth emigration in Oyo Metropolis.

### **Statement of the problem.**

The ancient town of Oyo which is located in the tropical savannah region of southwestern Nigeria, has for long been faced with problem of youth emigration as a result of economic downturn characterized by high unemployment rate among youths which was believed to be a result of lack of basic vocational skills . This has led to brain drain, food scarcity, malnutrition, and high poverty rate as many people are living below \$1 per day, This has gone a long way in crippling the economy, increasing crime rate ,such as kidnapping, armed robbery, banditry and other social vices The study investigated the impact of vocational agricultural education on economic growth towards stemming youth emigration in Oyo Metropolis. Therefore, VAE , if embraced, will not only boost the economy, but also reduce the massive emigration of able graduate-youths and improve the standard of living of the people

### **Objectives of the study.**

The purpose of the study is to examine the Impact of Vocational Agricultural Education skill on the Economic Growth towards stemming youth emigration in Oyo metropolis.

The specific objectives of the study were:

- i. To examine the impact of vocational Agricultural education skill on the economic growth in Oyo Metropolis.
- ii. To determine the factors that inhibit Vocational Agricultural Education from enhancing economic growth in Oyo Metropolis.

- iii. To proffer solution to the challenges facing Vocational Agricultural education in Oyo Metropolis.

### **Research Questions**

The study sought to proffer answers to the following questions.

- i. To what extent can Vocational Agricultural Education enhance economic growth in Oyo Metropolis?
- ii. What are the factors that may inhibit Agricultural Education skills from enhancing economic growth in Oyo Metropolis?
- iii. What are the solutions to the challenges facing Vocational Agricultural Education in Oyo metropolis?

### **Significance of the study.**

This research examined and suggested solution to the challenges being faced by Agricultural education towards economic growth of the metropolis as a result of the recent scarcity of jobs among youths that has led to penury in the nation. The research will be beneficial in revealing the measures to be taken by government to control unemployment in this area. It will also suggest ways in which the government/entrepreneur could enhance economic growth in Oyo and their significancies

### **Research Hypotheses**

- i. There is no significant impact of vocational Agricultural education on the economic growth in Oyo Metropolis.
- ii. There are no significant factors that inhibit Vocational Agricultural

Education from enhancing economic growth in Oyo Metropolis.

### **Methodology**

The design of the study is Descriptive Survey in nature. The method was found relevant because the respondents of the study were sampled in their areas. Total Sample of 50 lecturers were purposively selected in the two (2) higher institutions in Oyo metropolis. The institutions are: Federal College of Education (Special), Oyo and Emmanuel Alayande College of Education, Oyo. The instrument used for this study was self-structured questionnaire on the Impact of vocational education on economic growth of Oyo Metropolis of Oyo State. The questionnaire was divided into two sections. Section A contained the demographic characteristics of the respondents while section B contains questioned relevant to the research questions. The respondents were provided with 4-point likert scale, made up of the following responses: Agreed (A), Strongly Agree (SA), Disagreed (D) and Strongly Disagreed. The instrument was given to experts for corrections and inputs after which, the researchers drew out the consensus opinion from this before the instrument was put to use. The validity was put into consideration. The reliability of instrument was ensured through test-re-test method. The questions were administered in sister college-Oyo State college of education, Lanlate. The responses were corrected using Pearson Product Moment Coefficient (P.P.M.C).

The researchers distributed the questionnaire themselves in order to secure a properly filled questionnaire and high return

rate, The respondents were properly briefed on the purpose of the questionnaire and the researchers made a passionate appeal to solicit for their corporation each respondent was given adequate time to fill the questionnaire. Frequency table and simple percentage were used to analyse demographic data and research questions. Chi-square was employed to test hypotheses formulated and to establish the relationship between the variables.

### Demographic Characteristics of Respondents

**Table 1: Distribution of Respondents by Demographic factors**

<b>Demographic Factors</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Gender</b>		
(i) Male	28	56
(ii) Female	22	44
<b>Age(years)</b>		
(i) 20 – 30	05	10
(ii) 31 – 40	20	40
(iii) 41 – 50	15	30
(iv) 51 and above	10	20
<b>Educational Qualification</b>		
Secondary School	-	-
Diploma	-	-
NCE	-	-
BSc/BSc(Ed)	10	20
M.Ed/M.Sc	30	60
Ph.D	10	20

**Religion**

(i) Christianity	25	50
(ii) Islam	20	40
(iii)Others	05	10

**Marital Status**

(i) Single	08	16
(ii) Married	40	80
(iii) Divorced	02	04

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**Source:** Field Survey, 2023.

From table 1 above, it was revealed that 56% of the respondents were male while 44% were female. This implies that there was relatively gender balance as numbers of male lecturers in the department of Agriculture was almost at par with that of female lecturers. Also the table showed that 10% of lecturers fell within the age of 20-30 years, 40% fell between 31-40 years, 30% of ages were between 41-50 and 20% were 51 years and above. This implies that 80% of the lecturers were below the age of 51 years.

Furthermore, it was revealed that 50% of the respondents were Christians, 40% were Muslims, and however, 10% were traditionalists. This implies that majority of the lecturers in the agricultural departments were Christians and Muslims. Qualification wise, the table showed that 20% of the respondents were first degree holders. 60% held master's degree and 20% were holders of doctorate degree. This implies that most lecturers were holders of higher degree certificates. The table finally showed that 16% of the respondents were single, 80% were married, while 4% were divorced. This implies that most of the lecturers

participated in the study were family men and women.

**Table 2: Distribution of perception of respondents on impact of vocational education on economic growth of Oyo Metropolis.**

<b>S/N</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>TOTAL</b>
1	13(26)	22(44)	10(20)	05(10)	50(100)
2	20(40)	18(36)	12(16)	04(08)	50(100)
3.	15(30)	22(44)	10(20)	03(06)	50(100)
4.	16(32)	25(50)	06(12)	03(06)	50(100)
5.	17(34)	22(44)	05(10)	06(12)	50(100)
6.	20(40)	15(30)	10(20)	05(10)	50(100)
7.	10(20)	12(24)	15(30)	13(26)	50(100)
8.	22(44)	11(22)	10(20)	07(14)	50(100)
9.	17(34)	21(54)	08(16)	04(08)	50(100)
10.	12(24)	18(36)	10(20)	10(20)	50(100)
11.	14(28)	20(40)	08(16)	08(16)	50(100)
12.	18(36)	14(28)	10(20)	08(16)	50(100)
13.	12(24)	24(48)	07(14)	07(14)	50(100)
14.	17(34)	15(30)	10(20)	08(16)	50(100)
15.	18(36)	19(38)	07(14)	06(12)	50(100)
16.	12(24)	18(36)	12(24)	08(16)	50(100)
17.	13(26)	17(34)	08(16)	12(24)	50(100)
18.	14(28)	17(34)	09(18)	10(20)	50(100)
19.	16(32)	19(38)	10(20)	05(10)	50(100)

20.	17(34)	14(28)	09(18)	10(20)	50(100)
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**Source:** Field Survey, 2023.

**Note:** The figures in bracket indicate the percentage and figures not in bracket indicate frequency.

Analysis from table 2 above, shows that 70% of the respondents agreed that vocational agricultural education is one of the major ways to prepare youths for occupational fields and for effective participation in the work. However, 30% disagreed respectively. This implies that vocational agriculture prepares peoples for occupational fields and for effective participation in the world of work. The table indicated that human capital development requires appropriate skills attitude and training; 76% of the respondents agreed to it, while 24% disagreed. This implies that human capital development requires appropriate skills attitude and training. The table further revealed that vocational agriculture plays a crucial role in the social and economic development of nation. Opinion of the respondents showed that 74% agreed to it. Meanwhile, 26% disagreed. This implies that vocational agriculture plays a crucial role in the social and economic development of nation. Likewise, the table revealed that It also plays the role of improving the economic situation of Nigeria through the training of the students in different skills, thereby reducing the trend of youths emigration, 82% of the respondents agreed to it while 18% disagreed. This implies that vocational agriculture plays the role of improving the economic situation of Nigeria through the training of the students in different skills. The table also showed that agricultural

training should be given a priority to enhance economic growth. 78% agreed, whereas, 22% of the respondents disagreed. This implies that vocational training should be given a priority to enhance economic growth towards stemming youth emigration.

Information presented on the table showed that respondents with 70% agreed that shortage of qualified Agricultural education teachers is one of the major challenges facing vocational education in Nigeria. 30% agreed with it. This implies that shortage of qualified teachers is the one of the major challenges facing vocational agricultural education in Nigeria. Investigation also indicated that 44% of the respondents agreed that attracting qualified staff into Agricultural education was a problem in Nigeria, while 56% disagreed. This implies that attracting qualified staff into Agricultural education was never a problem in Nigeria. 66% of the respondents strongly agreed that implementation of proper adequate research supports and other incentives will solve the problems of Agricultural education. While 34% disagreed respectively. This implies that implementation of proper adequate research supports and other incentives will solve the problems of Vocational Agricultural Education. The table reveals that 76% of the respondents agreed that lack of adequate infrastructural facilities for training is one of the major challenges facing vocational agriculture. While, 24% disagreed. This

implies that lack of adequate infrastructural facilities for training is one of the major challenges facing agricultural education.

More so, the table revealed that the respondents which constituted 60% agreed that agricultural education give individual the ability to exploit market opportunities; But 40% disagreed. It implied that vocational education give individual the ability to exploit market opportunities. It was shown on the table that 68% of the respondents agreed that conducive environment for teaching and learning agricultural education can improve performance of students, however, 32% disagreed. It implies that conducive environment for teaching and learning VAE can improve performance of students. 58% of the respondents strongly agreed that vocational education should be encouraged to improve economic wellbeing of the populace, and 42% disagreed. This implies that VAE should be encouraged to improve economic wellbeing of the populace.

Information on the table also shows that 72% of the respondents agreed, while 28% disagreed that the training of academic staff should be a continuous exercise for the development of vocational and technical education. It implies that the training of academic staff should be a continuous exercise for the development of vocational and technical education. Study revealed that 64% of the study participants agreed, 36% disagreed that government should adequately fund and support VAE through scholarships awards, research grants and provision of seasoned textbooks to meet the needs of the programme . This implies that it is necessary for the government to

adequately fund and support VAE through scholarships awards, research grants and provision of seasoned textbooks to meet the needs of the programme towards stemming youths emigration. Similarly, the table shows that 74% agreed, while 26% disagreed that encouraging students to imbibe the skills at a tender age will create a very conducive atmosphere for the sustainability of VAE in Nigeria. It implies that students should be encouraged to imbibe the culture of craftsmanship at a tender age to create a very conducive atmosphere for the sustainability of VAE in Nigeria, and this will go a long way in stemming youth emigration. The table further reveals that 60% agreed while 40% disagreed that inadequate skilled manpower to exploit business opportunities available can hamper economic growth of the country. It implies that inadequate skilled manpower to exploit business opportunities available can hamper economic growth of the country.

Opinions of the respondents also indicated that 60% agreed while 40% disagreed that scarcity of Agricultural educators posse a challenges to economic growth of a nation. It therefore implies that its scarcity posse a challenges to economic growth of a nation. The responses of the study participants implied that lack of adequate modern machine, equipment and tools may serve as a challenge to Agricultural education. The responses from the table indicate 62% of the respondents agreed, while 38% disagreed . It implies that lack of adequate modern machine, equipment and tools may serve as a challenge to Agricultural education. The table shows that 70% of the respondents

agreed while 30% disagreed that lack of adequate loan facilities hampers the development of VAE discourage the poor youths. This implies that lack of adequate loan facilities hampers the development of VAE and discourage the poor youths. It is revealed that 62% agreed while 38% disagreed that the commitment of government to VAE development was not encouraging. This implies that the commitment of government to VAE development was not encouraging.

**Testing of Research Hypothesis**

A non-parametric statistic testing tool called chi-square was used to test hypotheses about the difference between means of the groups. The hypotheses were tested using the chi-square test at 5% level of significance.

$$X^2\text{- calculated} = \sum \frac{(O-E)^2}{E}$$

Where,  $\sum$  = Summation

O = Observation

E = Expected or theoretical frequency

$X^2$  = Chi-square

**Decision Rule**

If the  $X^2$  calculated from observation in each of test is greater than the critical value of 0.05 (95%) level of significance, the null hypothesis ( $H_0$ ) will be rejected while alternative hypothesis ( $H_i$ ) will be accepted.

If otherwise, alternative hypothesis will be rejected and null hypothesis ( $H_0$ ) will be accepted.

**Hypothesis I**

**H0:** There is no significant impact of vocational education on the economic growth in Oyo Metropolis.

From table 3B, the  $X^2$  calculated (108.08) is greater than the critical value of  $X^2$  tabulated (21.026). Null hypothesis ( $H_0$ ) is rejected which states that there is no significant impact of vocational Agricultural education on the economic growth in Oyo Metropolis. The alternative hypothesis ( $H_1$ ) is accepted which states that there is a significant impact of vocational education on the economic growth in Oyo Metropolis.

**Hypothesis II**

**H0:** There are no significant factors that inhibit Vocational Agricultural Education from enhancing economic growth in Oyo Metropolis

From table 4B, the  $X^2$  calculated (34.76) is greater than the critical value of  $X^2$  tabulated (21.026). Null hypothesis ( $H_0$ ) is rejected which states that there are no significant factors that inhibit VAE from enhancing economic growth in Oyo Metropolis. The alternative hypothesis ( $H_1$ ) is accepted which states that there are significant factors that inhibit VAE from enhancing economic growth in Oyo Metropolis.

**Table 3A: Item 1 - 5Table**

SN	Item	SA	A	D	SD
1.	VAE is the major way for occupational skill	13	22	10	5
2.	Human capital development require skills&training	20	18	8	4
3.	VAE helps in social &economic development	15	22	10	3
4.	VAE plays a vital role in economic recovery of a nation	16	25	6	3
5.	VAE should be given priority for national growth &development	17	22	5	6
Total		81	109	39	21

**Table 3B: Chi-Square Table**

O	E	O – E	(O – E) <sup>2</sup>	(O – E) <sup>2</sup> /E
81	50	31	961	19.22
109	50	59	3481	69.62
39	50	-11	121	2.42
21	50	-29	841	16.82
Total				108.08

Degree of freedom = (r – 1)(c – 1)

Where r = row total, c = column total

Level of significant = 0.05

r = 5, c = 4

Degree of freedom = (5 – 1)(4 – 1)

= 12

Tabulated chi-square = 21.026

From table 3B, calculated chi-square= 108.08

**Table 4A: Item 16 - 20Table**

SN	Item	SA	A	D	SD
16.	Inadequate skilled manpower hamper economic growth	12	18	12	8
17.	Scarcity of VAE teachers is a great challenge	13	17	8	12
18.	Inadequate modern equipment discourage youths	14	17	9	10
19.	Lack of access to loan hampers youth involvement in VAE	16	19	10	5
20.	Poor commitment of government is an obstacle to VAE	17	14	9	10
Total		72	85	48	45

**Table 4B: Chi-Square Table**

O	E	O – E	(O – E) <sup>2</sup>	(O – E) <sup>2</sup> /E
72	50	22	484	9.68
85	50	35	1225	24.50
48	50	-2	4	0.08
45	50	-5	25	0.50
Total				34.76

Degree of freedom = (r – 1)(c – 1)

Where r = row total, c = column total

Level of significant = 0.05

r = 5, c = 4

Degree of freedom = (5 – 1)(4 – 1)

$$= 12$$

Tabulated chi-square = 21.026

From table 3B, calculated chi-square= 34.76

### Summary of Major Findings

The study investigated the impact of vocational education on economic growth towards stemming youths emigration in Oyo Metropolis. Data were collected from 50 lecturers purposively selected in the two (2) higher institutions - Federal College of Education (Special) and Emmanuel Alayande College of Education - in Oyo metropolis. Simple percentages were used to analyze demographic data and research questions and chi-square were employed to test hypotheses formulated and to establish the relationship between the variables.

The study found that 56% of the respondents were male while 44% were female. It could be inferred that there was relatively gender balance as numbers of male lecturers in the department of Agriculture were almost at par with that of female lecturers. It was also

revealed in the study that 80% of the lecturers were below the age of 51years. They were in their active age. Qualification wise, it was revealed that 80% of the lecturers were holders of higher degree certificates. They had attained the education level that qualify them to teach Agriculture as a vocational course. The finding indicated that 80% of the lecturers participated in the study were family men and women.

More so, the finding showed that there is impact of vocational Agricultural education on the economic growth as a valuable means stemming youths emigration in Oyo Metropolis. This finding was supported by chi-square result in which the X<sup>2</sup> calculated (108.08) is greater than X<sup>2</sup> tabulated (21.026).VAE prepares people for occupational fields and for effective participation in the work; it improves the

economic situation of Nigeria through the training of the students in different skills and gives individual the ability to exploit market opportunities. The study also found out that factors such as inadequate skilled manpower to exploit business opportunities, scarcity of vocational education educators, lack of adequate modern machine, equipment and tools, lack of adequate loan facilities, lack of government commitment among others inhibit VAE from enhancing economic growth towards stemming youths emigration in Oyo Metropolis. It was confirmed by the chi-square result ( $X^2$  cal = 34.76 greater than  $X^2$  tab = 21.026).

### **Conclusion**

Based on the findings, it was concluded that vocational Agricultural education plays a significant role in contributing to economic growth towards stemming youths' emigration in Oyo Metropolis. However, there were some limiting factors that hindered people in Oyo Metropolis from exploiting full merits of VAE which should be tackled by the people and government.

### **Recommendations**

Based on the findings, the study therefore recommends the following:

1-The Vocational Agricultural Education programmes should be boosted through constant up to date sensitization of the general public and students in particular. The government, VAE professionals and institutions offering VAE should use persuasive advertising in both print and electronic media, workshops, conferences, seminars, churches and other local means to create awareness on its benefits in

improving the political, social and economic status of individuals and the nation.

2- The government must ensure that VAE professionals are involved in VTE policy making decisions, planning and implementation. This is necessary because VAE professionals know the needs of the VAE programmes in terms of deploying human and material resources for effective implementation, monitoring and evaluation.

3- Government should equip School farms with modern equipment, tools and machines to enable teachers and students practice the skills using a replica of what should be obtained in the workplace and as well undertake socially relevant researches.

4- Nigerian institution should not relent from seeking assistance from foreign donors, NGOs, philanthropists and industrialists in this regard.

5- The training of academic staff should be a continuous exercise to ensure consistent improvement in the quality of VAE teachers. The training should be in two folds: training to acquire qualifications required for teaching and continuing professional training.

6- Parents and guardians should encourage pupils and students to imbibe the skills at a tender age. This will create a very conducive atmosphere for the sustainability of VAE in Nigeria. There is an urgent need for government through various boards in charge of primary and secondary schools to reintroduce practical agriculture in schools and ensure compliance.

7- Government should endeavor to fund technical colleges and other skill acquisition programmes for the effective implementation of VAE at all levels. This

will encourage skill acquisition for economic sustainability.

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