



Role Of Technical And Vocational Education In The Creation Of Job Opportunities In Obio/Akpor Local Government Area, Rivers State

Amiesimaka, Gloria Daso & Nwankpa, Lawrence Ezewoko (Ph.D)

**Department of Educational Management
Faculty of Education
University of Port Harcourt, Port Harcourt, Nigeria**

ABSTRACT

This study examined the role of technical and vocational education in the creation of job opportunities in Obio/Akpor Local Government Area of Rivers State. Two (2) objectives and two (2) corresponding research questions guided the study. The theoretical position of the study was anchored on the human capital theory propounded by Becker in 1950. The study adopted a descriptive survey design with a population of 500 entrepreneur youths in Obio/Akpor Local Government Area of Rivers State. Stratified random sampling technique was used to draw a sample size of 180 youths representing 36% of the study's population. A self-designed questionnaire titled "Technical and Vocational Education Questionnaire (TVEQ)" was used for data collection. Scoring was done on a modified 4 point likert type scale of Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point. Test-retest technique was used to determine the reliability of the study. A reliability index of 0.73 was established using Pearson Product Moment Correlation Coefficient which is high, reliable and adequate for the study. The findings of the study revealed amongst others that the extent technical and vocational education create job opportunities in Obio/Akpor are through the acquisition of employability skills, promotion of entrepreneurship skills and poverty alleviation skills. Based on the findings, the study therefore recommended amongst others that government and other stakeholders in education should through in-service training such as seminars, conferences and workshops device strategies for handling the identified challenges facing technical and vocational education for job creation.

Keywords: Technical and Vocational, Education, Creation of Job Opportunities

INTRODUCTION

Technical and vocational education is used as a comprehensive term in the educational process involving, in addition to general education, the study of technologies and related sciences and acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. It can be defined as a form of education whose primary purpose is to prepare persons for employment in recognized occupation. In the same vein, Hammis (2018) defines technical education as a post-secondary vocational training programme which the major purpose is the production of technicians. The terms technical education and vocational education are often used interchangeably but, they are separate and distinct terms. For the purpose of this paper there is the need to do some clarifications. Vocational education refers to skill based programmes which are designed for skill acquisition at lower

level of education. Vocational education programmes focus on specific vocations for entry into defined workplace. Technical education, in the other hand is not designed for any particular vocation but provides general technical knowledge. This type of education prepares people for entry into recognized occupation at a higher level but usually lower than the first degree. In fact technical and vocational education is usually a merger of technical education and vocational education i.e the inclusion of basic technical and scientific knowledge with the skill based vocational programme.

According to Uwaife (2019), technical education is the training of technically oriented personnel who are to be the initiators, facilitators and implementers of technologically development of a nation. In his own opinion, this training of its citizens on the need to be technologically literate would eventually lead to self reliance and sustainability. He observed that technical education more than any other profession has direct impact on the development of the country.

Again, technical education contributes so much ranging from electrical and electronics technology, metal work technology, mechanical/automobile technology, building technology, woodwork technology etc, Technical Education is practical oriented education which makes it unique in its content and approach thereby demanding special attention.

Unfortunately, despite all the glaring contributions of technical and vocational education in our nation, Nigeria is yet to accord this type of education the attention it deserves. This is one of the major reasons for the rising unemployment, poverty and unabated crimes in the society today. This study is an attempt to explore some issues, challenges and the way forward for vocational and technical education in Nigeria generally and Obio/Akpor in particular.

Vocational and technical education is about starting a new business based on the recognized business opportunity as well as operating and maintaining that business; the belief of some people is that technical education does not need to be taught and therefore, an entrepreneur is born to be so. It should however, be noted that for one to be a successful entrepreneur, he/she needs to learn the skill (Griffin and Hammis, 2018).

Vocational education is designed to teach the skill and knowledge that is needed before embarking on a new business venture. This would enhance necessary identification and avoidance of many pitfalls awaiting the less trained persons. The training may be initially be perceived as a cost in terms of time and money but it would eventually be appreciated. Vocational education seeks to prepare people, especially youths to be responsible enterprising individuals who become entrepreneurs or entrepreneurial thinkers and who contribute to sustainable economic development. The need for vocational education started emerging in the mid-1980s. In the mid-80s, the Nigerian economy collapsed, graduate unemployment hit the roof. There was large scale lay off as the result of structural adjustment programmes SAP and poor economic trends in the country. During this era, entrepreneurship which would have salvaged the situation was not encouraged.

Unemployment is a very serious problem that affects the nation as a whole; (Olusakin, 2019) found out that even though up to date statistical data are lacking, local media reports indicate that half of Nigerian population of 148 million are youth, 95% of whom are unemployed. Decades of economic stagnation and poverty have driven a large percentage of this figure to crime and violence in their early years.

Youths, when not gainfully employed either in the public or private sector of the economy, become very vulnerable to criminality such as kidnapping, rape, armed robbery and many other social vices which are now menace to the society (Nwachukwu and Nwamuo, 2010). The unaccepted rate of youth unemployment in the country, the low standard of living and the hope of technological transfer -which is tending towards a mirage have lead to renewed interest in entrepreneurship development in Nigeria. Although, several attempts have been made at encouraging entrepreneurial activities in Nigeria in the past, there are no gainsaying the fact that these initiatives failed to produce desired results various constraints such as poor implementation, inadequate and inefficient infrastructural facilities and over bearing bureaucracy have been identified as being responsible for the success.

The Nigerian education especially the university system produces graduates that do not meet the need of the labour market, there is obvious disconnect and mismatch between the expectations of the industry and

products of nation's higher institutions, this imbalance rendered many graduates of Nigerian higher institution unemployable and hopeless. Consequently, the Federal Ministry of Education directed that the entrepreneurship education should be included as part of the curricula of Universities, Polytechnics and Colleges of Education through the National Universities Commission (NUC), National Board for Technical Education (NBTC) and National Commission of Colleges of Education (NCCE), effective from 2007/2008 academic session (ILO, Gabadeen and Raimi, 2012).

Statement of the Problem

Education in Nigeria is devoid of the elements crucial to averting the surging rate of unemployment in the country, therefore the breeding of psychological dependence on direct access to money. Entrepreneurial development through education will advance the economy of the nation; much credence should be given to it and ingrained with focus on profitable personal development. Unemployment prevails in the country, hence, the growth of violence, poverty and segregation amongst citizens, because the educational system itself fails to empower the ones passing it, therefore not catering to the economy its results should enhance by default.

This should be the core message of the evolving educational policy of Nigeria which is devoid of a system of education that emphasizes on the need to culture the country's young through the knowledge of rudimentary entrepreneurial development, common cultural heritage and identification of exploitable strengths of structures, systems and cultures of others. If anything, there is a greater need of its augmentation, which can propel the country to work towards enduring peace and harmony.

Aim and Objectives of the Study

The aim of this study generally was to examine the role of technical and vocational education in the creation of job opportunities in Obio/Akpor Local Government Area of Rivers State. Specifically, the objectives were to:

1. assess the extent to which technical and vocational education contribute to the acquisition of employable skills among the youths in Obio/Akpor Local Government Area of Rivers State.
2. examine the extent to which technical and vocational education promote the acquisition of entrepreneurial skills among the people of Obio/Akpor Local Government Area of Rivers State.

Research Questions

The study was guided by the following research questions:

1. To what extent do technical and vocational education contribute to the acquisition of employable skills among the youths in Obio/Akpor Local Government Area of Rivers State?
2. To what extent do technical and vocational education promote the acquisition of entrepreneurial skills among the youths in Obio/Akpor Local Government Area of Rivers State?

Literature Review

Conceptual Framework

Extent Technical and Vocational Education contribute to Employability Skills

Employability skills become an international concept even though they come with such various names as generic skills, employability skills, key skills, core skills and others. However, they basically share the same core notion which is the ability that tends to lead more to non-technical skills. The application of employability skills is to ensure that someone gets the opportunity to get employability skills, job maintenance and work efficiency needed (Sermsuk, 2014).

Every candidate's worker and worker must have good employability skills due to technological change and increasing globalization with strong competitiveness. Companies desire graduates who are technically competent and also equipped with relevant employability skills (Pitan, 2016). Employability skills are work skills that refer to general or non-technical competencies including achievement, understanding and personal attributes that make an individual able to get a job and become successful in his chosen job. Implicitly, Employability skills mean that skills can be transferred as well as basically the ability to increase efficiency in work. Employability skills are also a guide on how to get jobs according to their

professional field qualifications, thereby increasing the attractiveness of being recruited by companies (Cavanagh, 2015). Therefore, workers can survive in their jobs and reach a top career in their field work. Employability skills are verified into seven skills that are considered important by industry, namely; foundation skills; (basic skills, thinking skills, personal quality) and workplace competencies; (resources, interpersonal, information, system, technology). More specifically, personal skills are skills that can be a means of working with others. Communication skills are needed by graduates because every job requires initiative, flexibility, and one's ability to accept different tasks. These skills allow someone to be able to read the opportunity to succeed in because it has a good effect on how a person works (Kazilan, 2017). Employability skills can be obtained through training and skills in industrial internships as if they are working in an industrial situation. Employability skills should be a must for every graduate. Integrating employability skills in learning is expected to produce graduates who are ready to be recruited by the company. Educational institutions as providers of graduates must respond quickly to any changes employability skills that have the knowledge, skills that are in accordance with the requirements that are demanded by the industry. Employability skills may be broadly defined as the basic academic, personal and teamwork skills that employers expect from their workers, which are expected to be developed by the educational system. According to Munro (2007) employability skills involve the ability to contribute to work efficiency in an organization combined with good oral and written communication skills and critical thinking, which form the foundation of both academic and workplace success. Bennett (2006) argued that employability skills include not only the attributes that are desired from prospective employees but also the basic requirements an individual needs to be considered for employment. These skills are required to perform a task efficiently and to contribute to the growth of an organization.

Employability skills are group of skills which help in supporting the ability of an individual to perform effectively in the workplace. It is non-technical skills and sometimes called 'transferable skills' or 'soft skills' or 'generic skills'. The employability skills consists of basic skills, thinking skills, resource skills, information skills, interpersonal skills, system and technology skills and personal qualities (Clarke, 2017). Employability skills are those basic skills necessary for getting, keeping and doing well on a job. Clarke (2017) stated that employability skills include areas such as managing resources, communication and interpersonal skills, team work and problem-solving and acquiring and retaining a job. Employability skills are those essential skills necessary for getting, keeping, and doing well on a job. These are the skills, attitudes and actions that enable workers to get along with their fellow workers and supervisors and to make sound, critical decisions. Unlike occupational or technical skills, employability skills are generic in nature rather than job specific and cut across all industry types, business sizes, and job levels from the entry-level worker to the senior-most position.

Workers in the 21st century need skills such as problem-solving and analytic, decision-making, organization and time management, risk-taking, and communication to be employable in the workforce. Lynch (2017) posited there is a tremendous need to determine what types of skill sets are demanded of TVE graduates by industry because there is a general consensus that occupational preparation should begin sometime in high school.

In the present 21st century TVE graduates are not only being evaluated based on their qualification or certificate, but their personality plays an important part in determining whether they will be employed. According to Branine (2018), the selection of TVE graduates varies from one employer to another and depends on the type of job being offered. Usually, employers select graduates from face to face interviews and tests, but to look at their skills as well, an employer actively uses other methods such as telephone interviews, assessment centers and online testing to evaluate their skills. Many employers test in telephone interviews to recognize the communication skills of their candidates and the online testing is to measure the computer technology skills of their candidates. The level of graduates' skills will lead to their being employed.

Phani-Ram (2017) stated that generally the required skills applicable to any field of work, according to employer's perspective is the personal traits of the employee. The skills include courtesy, honesty, flexibility, eye contact, self-direction, personal energy, good attitude, positive work ethic and the desire to

learn and be trained. All the listed skills are the skills that develop to form an employee's inner self that represents themselves. This attributes enhances employees' chances of being employed in any organization. According to Quek (2015) in dealing with the success skills, graduates need to transfer the learning from the classroom to the workplace for fulfilling work demands. As employers make recruitment decision, it will be a tough challenge to select qualified candidates that meet with the current criteria because the future of organizations depend on the recruitment and selection of the best candidates. The changes that take place in the world of graduate employment have far-reaching effects on the careers which graduates pursue. Therefore, as the number TVE graduates increases significantly, the unemployment rate among youths increases in many countries especially in the developing countries. Robinson (2015) reveals that employers find it difficult to recruit potential workers who have employability or job readiness skills that enable them to fit and remain in the organization. Both technical skills and people skills (employability skills) play significant roles in employment. Technical skills are the skills needed to perform specific tasks, whereas employability skills or people skills are the skills needed to become employed, to remain in employment and to progress in a chosen career. A person with technical skills may not be employed because he or she lacks employability or people skills. Likewise, a person with only employability skills or people skills may find it difficult to obtain a job because he or she does not know how to perform the job correctly. Thus, potential employees need both types of skills to compete for, obtain and maintain employment (Omar, 2012).

However, individual's knowledge and skills are continuously changing as a result of globalization and the job market demand. Graduates may perceive that they possess the knowledge and skills required by employers, while employers actually look at different things. In this competitive era, career changes are due to globalization and this automatically changes what skills graduates need to fulfil the needs of employers. In global competition, new skills set are creating the need for organizations that can respond rapidly to market demands.

The skills may include interpersonal skills, technology skills and communication skills. It is impossible that the skills required nowadays remain the same because of globalization. Employers are concerned about this matter, as they need a graduate that has the required skills in order to face the changing demand in the market place (Mohd, 2010). The globalization process, knowledge economy advances in technology has changed the international situation to where human resources now serve as the important role of boosting the development and infrastructure of a country. Moreover, globalization is creating numerous opportunities for sharing knowledge, technology, social value, and behavioral norms and promoting development at different levels including employee and organizations across different countries and cultures (Cheng, 2014). The trend of globalization has led to the different demand in employee skills in order to be able to meet with the needs of the 21st century workforce.

Extent Technical and Vocational Education Promote Entrepreneurship Skills

Every country in the world is faced with the challenges of improving the capacity of their workforce to respond to their national development needs and to the demands of a rapidly changing, more globally competitive world. Therefore, the future success of every nation, individual, enterprise and community is highly dependent on the existence and possession of transferable skills and ideas. The recognition that the indispensable role that technical and vocational education training plays in equipping individuals with relevant skills and knowledge hence enabling people to effectively participate in socio-economic and technological innovation process cannot be over emphasized. Through skills development, people can better their chances of securing productive and profitable employments thereby sustainably increase their income levels and access to a quality life (Umunadi, 2010). There are assorted forms of skills students/graduates are expected to acquire through Technical and Vocational Education Training (TVET);

1. Innovative Skills: the graduates of TVET are expected to have acquired innovative/ creative skills to enable them introduce something new that may be capable of sustaining them and others in the society. This sort of skills allows the individual to delve deeper, think of products, goods and services that are of importance to the society, which are not yet introduced into the society. The vocational education

trainers/trainers should endeavour to train their students on how to be creative so that they'll be able to inculcate the attitude of creativity in the students. Innovative skills involve integration of new ideas and/or accumulation of new knowledge, casting a broader net for the discovery of potential opportunities. When the TVET students are trained to develop such skills, they'll contribute positively to their nation's economic growth and development through jobs creation. The main aim of development in a nation is to improve the living standards of the people through effective utilization of human and material resources; hence developing nations must be fully involved in the development of technical and vocational education training for self-reliance. This according to Olateju (2013) will contribute positively to reduce poverty and hunger thereby boosting the economic and social status of any nation.

2. Practical Skills: when a graduate of TVET is able to handle tools, equipment and at same time know how to join one or two objects to produce another, she/he is able to transform materials into products and services. Practical skills are acquired only when the vocational teachers are practically sound to teach the students through practical methods. But surprisingly, many vocational education teachers uses lecture methods to teach the students and most times, the courses of study are theory based. Practical skills provide the TVET students with occupational/career abilities to ensure self-reliance.

3. Self-Motivation Skills: Having acquired the innovative and practical skills, the study will be able to develop self motivation skills. Self-motivation skills deal with the ability to be moved such that the practical and innovative skills acquired can be put to production of goods and services. Self-motivation is the ability to be self confident with extra drive and commitment to make sure necessary steps are taken to make dreams of successful business a reality (Umunadi, 2010). Without the self-motivation skills, the vocational education graduates would not be able to establish themselves or be self-employed. In the world of struggle like ours, one must be motivated to be able to succeed. This is the role of the TVET teacher. She/he must inculcate the attitude of self-motivation in the students such that they can stand in the midst of others professionals.

4. Financial Resources Skills: this is the skill that will enable the student to be able to handle money judiciously. This sort of skill includes knowing how to stretch the limit start up that you have, spending only when needed, identifying the best pricing structure for your business in order to get the best return for your products and services (Fasehun, 2013). For one to establish an enterprise, spending frivolously must be avoided. Therefore the vocational teacher through teaching/training should be able to make the students develop this sort of skills. Onwuchekwa (2014) concluded that TVET graduates who may wish to be self-employed are deeply skeptical to establish on their own for lack of capital or financial resource skills. This situation inhibits the survival of the few existing enterprises around.

5. Marketing Skill: This sort of skill involves thinking about how to reach the targeted audience for product and services. This entails understanding what people want, listen to the people's needs and interacting well with other people. Any TVET graduates who acquire this sort of skill crossed the bar of unemployment because, with marketing skill, she/he can market him/herself to other established industries. For every goods and services/business, it must be well marketed. Therefore, when the students acquire this sort of skills, it is easy for them to stand alone and be independent of the governments' white collar jobs. To achieve this, the curriculum planners must make sure that opportunities are made available for the vocational teachers to impart such skills in the students.

Theoretical Framework

Human Capital Theory

The human capital theory advocated education as a tool for improving human capital, stimulating labour productivity and boosting the levels of technology across the globe (Robert, 1991). Human capital theorist encourage spending on nation's workforce (people working with public and private sector organization) because expenditure in training and development is a productive investment like investment in physical assets. Besides human capital enhancement through quality education is a critical factor that propels economic growth and sustainable development in east Africa, Hongkong, Korea, Singapore, and Taiwan (ibid). Schumpeter (1934) views vocational training as responsible for creative destruction, that

is, education acts as an impetus for creating new ideas, improved techniques, new technologies and new products. In addition, Van-den-berg (2001) establishes correlation between the level of education and new product development in knowledge based economies that invested massively in' education technology and related growth elements.

METHODOLOGY

The design for this study was descriptive survey design. This design is considered appropriate as the variables of the study are to be retrospectively studied in the way they occur naturally without manipulations. The population of the study comprised the youths and adults of Obio/Akpor Local Government Area of Rivers State, Nigeria. These consists of three hundred (300) female entrepreneur youths and two hundred (200) male entrepreneur youths giving a total of five hundred (500) persons for population. The information was obtained from Establishing Department of Obio/Akpor Council, 2023. A sample size of 180 youths and adults representing 62% was drawn from a total population of 500 using stratified random sampling technique. The study used questionnaire as the instrument for data collection. The instrument was titled “Technical and Vocational Education Questionnaire” (TVETQ). The questionnaire was structured into two sections A and B. Section A was designed to collect demographic data from the participants while section B was used to collect data that was used to answer the research questions. This section was structured in line with the modified Likert type scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The instrument for this study was validated for face and content validity using the supervisor and two (2) experts in the measurement and evaluation of the Department of Psychology, Guidance and Counseling from Faculty of Education, University of Port Harcourt. This enabled the researcher to obtain a critical assessment of the instrument in terms of appropriateness and adequacy. The suggestions from these experts was used to improve the content of the instrument before administration. The degree of reliability of the instrument was established using test retest. The researcher administered twenty copies of the instrument to twenty respondents outside the study sample twice in a space of two weeks. The reliability index of 0.73 was established using Pearson Product Moment Correlation Coefficient. The study used questionnaire as the instrument for data collection. The instrument is titled “Technical and Vocational Education Questionnaire (TVEQ)”. The structured questionnaire was divided into two (2) sections. Section A was designed to elicit responses on personal data, while Section B contained 25 questionnaire items structured in line with the 5 research questions of this study. The instrument was coded along a modified 4 points Likert type scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) scale of responses. Research questions was analysed using tables, mean and rank order. A criterion mean of 2.50 was generated using the modified likert 4 points rating scale of Very High Extent (VHE)=4 points, High Extent (HE)= 3 points, Low Extent (LE)= 2 points and Very Low Extent (VLE)= 1 point. Thus $4+3+2+1=10 \div 5 = 2.50$. Any item whose mean is 2.50 and above was agreed while below 2.50 was disagreed in the final analysis.

RESULTS

Research Question One: *To what extent do technical and vocational education contribute to the acquisition of employable skills among the youths in Obio/Akpor LGA of Rivers State?*

Table 1: Mean, standard deviation and rank order statistics on the extent technical and vocational education contribute to the acquisition of employable skills among the youths in Obio/Akpor LGA of Rivers State

S/No	Items	n = 100		n = 80		Mean Set $\frac{\bar{X}_1 \bar{X}_2}{2}$	Rank order	Remarks
		Male Youths \bar{X}_1	SD ₁	Female Youths \bar{X}_2	SD ₂			
1.	Technical and vocational education has acquainted me with what it takes to be an entrepreneur.	3.01	1.73	2.68	1.63	2.84	4 th	Agreed
2.	Technical and vocational education has enabled me to understand what entrepreneurship means.	2.96	1.72	2.88	1.69	2.92	3 rd	Agreed
3.	Technical and vocational have equipped me with intellectual skills to manage business effectively.	3.24	1.80	2.97	1.72	3.10	1 st	Agreed
4.	Technical and vocational education have provided me with no knowledge on how to identify new business opportunities.	2.15	1.47	1.85	1.36	2.01	5 th	Disagreed
5.	Technical and vocational education have acquainted me with what it takes to be an entrepreneur.	3.17	1.78	2.85	1.69	3.01	2 nd	Agreed
Grand mean (\bar{x})		14.53	8.50	13.23	8.09		2nd	Agreed
		2.90	1.70	2.64	1.61			

Table 1 revealed the responses of the male and female youths on the question raised. The mean responses of item 1 – 5 by the male youths were 3.01, 3.24, 2.15 and 3.17. The mean items of 1, 2, 3 and 5 were agreed for being above the criterion mean of 2.50 while item 4 was disagreed for being below the criterion mean of 2.50. On the part of the female youths, 1 – 5 with a mean of 2.68, 2.88, 2.97 and 2.85 were agreed as they are above the criterion mean of 2.50 while item 4 with a mean score of 1.85 was disagreed in the final analysis.

Research Question Two: *To what extent does technical and vocational education promote the acquisition of entrepreneurial skills among the youths in Obio/Akpor LGA of Rivers State?*

Table 2: Mean, standard deviation and rank order statistics on the extent technical and vocational education promote the acquisition of entrepreneurial skills among the youths in Obio/Akpor LGA of Rivers State

S/No	Items	n = 100		n = 80		Mean set $\frac{\bar{X}_1}{\bar{X}_2}$	Rank Order	Remarks
		Male Youths \bar{X}_1	SD ₁	Female Youths \bar{X}_2	SD ₂			
6.	Technical and vocational education have increased my value for business investment	3.06	1.75	3.01	1.74	3.03	3 rd	Agreed
7.	Technical and vocational education have increased my desire to own a business.	2.92	1.71	2.83	1.68	3.04	1 st	Agreed
8.	Technical and vocational education have increased my value to be an entrepreneur.	3.16	1.78	2.93	1.71	3.03	2 nd	Agreed
9.	Technical and vocational have promoted my appreciation of the essence of having my own business.	3.12	1.77	3.11	1.76	3.11	4 th	Agreed
10.	Technical and vocational education have demoted my desire to own a business venture.	2.15	1.47	2.01	1.41	2.08	5 th	Disagreed
Grand mean (\bar{x})		14.41	8.48	13.89	8.30	8.30		Agreed
		2.88	1.69	2.77	2.77	1.66		

Table 2 revealed the responses of male and female youths for items 6, 7, 8, 9 and 10. The responses of male youths had the mean scores of 3.06, 2.92, 3.16, 3.12 and 2.15 respectively. Item 6, 7, 8 and 9 were all agreed for being above the criterion mean of 2.50 while item 10 was disagreed for falling below the criterion mean. Similarly, the responses of female youths to the items produced mean scores of 3.01, 2.83, 2.93, 3.11 and 2.01. Item 6, 7, 8 and 9 were also agreed for being above the criterion mean of 2.50 while item 10 was disagreed in the final analysis.

DISCUSSION OF FINDINGS

Extent Technical and Vocational Education contribute to the Acquisition of employable skills among the Youths in Obio/Akpor.

It was generally agreed that the extent technical and vocational education contribute to the acquisition of employable skills among the youths in Obio/Akpor are: Technical and vocational education have provided knowledge on how to source and analyze information on new line of business, technical and vocational education have acquainted me with what it takes to be an entrepreneur, technical and vocational education have enabled me to understand what entrepreneurship mean, technical and vocational education have not equipped me with intellectual skills to manage business effectively and technical and vocational education have provided me with knowledge on how to identify new business opportunities. This finding is in line with Bennett (2016) who opined that employability skills include not only the attributes that are desired from prospective employees but also the basic requirements an

individual needs to be considered for employment. These skills are required to perform a task efficiently and to contribute to the growth of an organization.

Extent Technical and Vocational Education Promote the Acquisition of Entrepreneurial Skills among the Youths in Obio/Akpor

It was found that the extent technical and vocational education promote the acquisition of entrepreneurial skills among the youths in Obio/Akpor are: Technical and vocational education have increased value of investment, technical and vocational education have increased desire to own a business, technical and vocational education have increased value to be entrepreneur, technical and vocational education have promote appreciation of the essence of having own business and technical and vocational education have encouraged desire to own a business venture. This is supported by Umunadi (2010) who stated that through skills development, people can better their chances of securing productive and profitable employments thereby sustainably increase their income levels and access to a quality life.

CONCLUSION

Based on the findings of the study it was concluded that the role of technical and vocational education in the creation of job opportunities cannot be overemphasized. This is because this type of education prepares people for entry into recognized occupation. Also, the extent to which technical and vocational education create job opportunities in Obio/Akpor are through the acquisition of employability skills, promotion of entrepreneurship skills and helping in the alleviation of poverty among the youths.

RECOMMENDATIONS

The following recommendations were made based on the findings of the study.

1. Government and other stakeholders in education should through in-service training such as seminars, conferences and workshop devise strategies for handling the identified challenges facing technical education for job creation.
2. Also, computer services and other aspects of Information Communication Technology (ICT) should be integrated into training manpower in the technical education options.

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