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IMPERATIVES OF VOCATIONAL EDUCATION AND SUSTAINABLE DEVELOPMENT IN NIGERIA

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ABSTRACT
*Sustainable development is only possible if there is a critical mass of skilled people as there is increased capital returns when the level of education goes higher and this will push the nation out of the middle income into high economy. Vocational Education (VE) play a pivotal role in the provision of skilled workforce needed for the country's economic transformation. The investigation embraced the adopted for this study is a descriptive survey designThe study was carried out among adolescent making used of 120 students. Three hypothesis formulated, tested and used.The data were analyzed using inferential statistics of PearsonProduct Movement correlation (PPMC) and Regression Analysis was used to test the null hypotheses, significance will be taken at 0.05 level.The study found out that there was a positive significant relationship between technical knowledge andsustainable development in Ibadan Oyo State (r = .446**, N= 120, p<.05) among Adolescent in also result shows that there was a positive significant relationship between and vocational skills on sustainable development in Ibadan Oyo State (r = .484**, N= 120, p<.05) among Adolescent in Ibadan Oyo State and significant joint and relative of technical knowledge and vocational skills on sustainable development in Ibadan Oyo State. The study concluded thatLifelong learning is a self-motivated and voluntary pursuit of knowledge for professional or Vocational Education, it takes place throughout life and in many situations. Therefore, it recommended that There should be adequate emphasis on practical aspect of vocational education to enable the recipients acquire skills and reduce the over dependence on government paid jobs, Education and training should be made responsive to the changing needs of the globalized economy and there should be a widened access to education and training as this will reduce social and economic inequality.*
KEYWORDS: *Imperatives, Vocational Education, Sustainable Development*

INTRODUCTION

With the rapid development of the third industrial revolution and knowledge economyin the 21st century, creativity has become an indispensable ability of high-quality humanresources (Jauk et al. 2015). One of the most influential international student assessmentprograms, the Program for International Student Assessment Program (PISA) organizedby the OECD, planned to add a new domain, which is a test of creative thinking in 2022,to call on the importance of the cultivation of students' innovative literacy (OECD 2019).

Unemployment and political instability in Nigeria is currently a national concern. Youths and graduates from various institutions looking for employment opportunity increase day by day. Nigeria's educational practices were tailored towards acquisition of the socalled ―white collar‖ job after graduation. These so called jobs are no longer there and have not also led us anywhere in the development of our nation. It is important to note that vocational education can be a means to an end. It can be a tool for securing employment and sustainable development in Nigeria. Vocational education is designed to offer training to improve individual's general proficiency especially in relation to their present or future occupation. This training will lead to self-reliance and sustainable development. The present preoccupation with university education in Nigeria reduces socio-economic opportunities of those who are more oriented towards work than academics. Not everyone needs a university education; if everyone becomes a university graduate, who will employ them? One of the goals of vocational education as stated in the National Policy on Education (2004) is to give training and impart the necessary skills to individuals who shall be self reliant. If this goal is adequately achieved, it would lead to a sustainable technological development.

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In pre-colonial Nigeria, learning of the youth was through traditional apprenticeship. Here the apprentice watched the masters and slowly developed abilities to execute practical aspects needed tasks. Later, with the coming of the missionaries, some formal learning was introduced and the Africans were taught basic literacy subjects like masonry, carpentry and agriculture so as to provide cheap labour and not make them self reliant. The European schools on the other hand, were to prepare graduates for white-collar jobs while the Asians education was meant to prepare learners for accounting and book keeping. After independence, the new government wanted to put in place a strong economic base but technical knowhow was not enough since the expatriates were leaving the country.For a country to reach the middle economy cadre, knowledge and social skills are the key engines of social development and economic growth. Education and training should be seen as a lifelong endeavor where one remains relevant and marketable as this will lead him/her to learn quickly and be innovative and in the end lead to lifelong employability. These can only be realized if the quality of training isemphasized and the trainers are willing to adapt the technological advances. All these have been entrenched in Nigeria's Vision 2020, which proposes Technology and Innovation as the main drivers of the economy. Vocational education (VE), has been used by several developed countries as an instrument of development. However, in Africa, VE has not been given the focus it deserves and its significance has not been fully embraced. Studies show that, in Africa funding towards VE is not satisfactorily done, VE training centres have been neglected or overtaken by institutions concentrating on purely academic education. In addition, people tend to view VE in a negative way,as education and training meant for those who have failed in the society. This perception has been aggravated by the lower academic requirements stipulated for admission into VE programmes Nigeria's Vision 2020 is a national development plan anchored on the newlyredefined development concept of 'Sustainable Development' by the three pillars: theeconomic, social and political on afoundation that aims at transforming Nigeria into anewly industrialized frontier, "middle-income country providing a highly quality life toall citizens by the year 2020" (Kerre, 2010). What is needed therefore, is a workforcewith the necessary technological competencies and the capacity to provide for theirwants and needs for a quality lifestyle and this can only be achieved through VEinstitutions which are well equipped (Kerre, 2010)Therefore, this study aimed to focus on the imperatives of vocational education and sustainable development in Nigeria

LITERATURE REVIEW

Vocational Education

Education in general is an exercise that engages everyone. An individual either goes through liberal, general or vocational education (Osuala, 2004). Vocational education is defined as any form of education whose primary purpose is to prepare persons for employment in recognized occupations (Okoro, 1993). Some authors always refer to the twin concepts ―Vocational-technical education‖ in reference to education of skills or skill acquisition.

The Nigerian National Policy on Education (2004) defines technical and vocational education as a comprehensive term referring to those aspects of the educational process involving in addition to general education, the study of technologies and related science and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic and social life.

Immaculate (2005) opined that vocational and technical education are leaving experience meant to be impacted to an individual systematically in order to get him/her adequately equipped for a good employment in a recognized occupation. Ojimba (2012) posited that vocational education encompasses fields of study such as agricultural education, fine and applied arts education, business education and vocational trades in soap making, hair dressing, computer training etc. Based on the above definitions, vocational education is defined in this work as an educational training, which has been designed systematically to enable an individual acquire the basic knowledge, skills, abilities, and understanding needed for ones efficient performance in his/her chosen occupational carrier for self-reliance.Education is recognized as the bedrock of any meaningful development while vocational education in particular is the cornerstone for any sustainable technological development programme.

Sustainable Development

Sustainable Development (SD) has become a ubiquitous development paradigm the catchphrase for international aid agencies, the jargon of development planners, the theme of conferences and academic papers, as well as the slogan of development and environmental activists (Ukaga, Maser, &Reichenbach, 2011). The concept seems to have attracted the broad-based attention that other development concept lack(ed), and appears poised to remain the pervasive development paradigm for a long time (Scopelliti et al., 2018; Shepherd et al., 2016). However, notwithstanding its pervasiveness and popularity, murmurs of disenchantment about the concept are rife as people continue to ask questions about its meaning or definition and what it entails as well as implies for development theory and practice, without clear answers forthcoming (Montaldo, 2013; Shahzalal& Hassan, 2019). SD therefore stands the risk of becoming a cliché like appropriate technology a fashionable and rhetoric phrase to which everyone pays homage but nobody seems to define with precision and exactitude (Mensah &Enu-Kwesi, 2018).

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In the attempt to move beyond the sustainability rhetoric and pursue a more meaningful agenda for sustainable development, a clear definition of this concept and explanation of its key dimensions are needed (Gray, 2010; Mensah &Enu-Kwesi, 2018). This need, according to Gray (2010), as cited in Giovannoni and Fabietti (2014), has been advocated by both academics and practitioners in order to promote sustainable development. While it cannot be disputed that literature on SD abounds, issues regarding the concept's definition, history, pillars, principles and the implications of these for human development, remain unclear to many people. Thus, the profusion of literature notwithstanding, further clarification of the unclear issues about SD is imperative since decision-makers need not only better data and information on the linkages among the principles and pillars of SD, but also enhanced understanding of such linkages and their implication for action in the interest of human development (Abubakar, 2017; Hylton, 2019). Succinctly put, a concise and coherent discourse on SD is needed to further illuminate the pathway and trajectory to sustainable development in order to encourage citizenship rather than spectatorship.

Acknowledging the pervasiveness of WCED's definition, as Abubakar (2017) argues that SD is a core concept within global development policy and agenda. It provides a mechanism through which society can interact with the environment while not risking damaging the resource for the future. Thus, it is a development paradigm as well as concept that calls for improving living standards without jeopardising the earth's ecosystems or causing environmental challenges such as deforestation and water and air pollution that can result in problems such as climate change and extinction of species (Browning &Rigolon, 2019).

Looked at as an approach, SD is an approach to development which uses resources in a way that allows them (the resources) to continue to exist for others (Mohieldin, 2017). Evers (2017) further relates the concept to the organizing principle for meeting human development goals while at the same time sustaining the ability of natural systems to provide the natural resources and ecosystem services upon which the economy and society depend. Considered from this angle, SD aims at achieving social progress, environmental equilibrium and economic growth (Gossling-Goidsmiths, 2018; Zhai& Chang, 2019). Exploring the demands of SD, Ukaga et al. (2011) emphasised the need to move away from harmful socio-economic activities and rather engage in activities with positive environmental, economic and social impacts.

It is argued that the relevance of SD deepens with the dawn of every day because the population keeps increasing but the natural resources available for the satisfaction of human needs and wants do not. Hák et al. (2016) maintain that, conscious of this phenomenon, global concerns have always been expressed for judicious use of the available resources so that it will always be possible to satisfy the needs of the present generation without undermining the ability of future generations to satisfy theirs. It implies that SD is an effort at guaranteeing a balance among economic growth, environmental integrity and social well-being. This reinforces the argument that, implicit in the concept of SD is intergenerational equity, which recognises both short and the long-term implications of sustainability and SD (Stoddart, 2011). According to Kolk (2016), this is achievable through the integration of economic, environmental, and social concerns in decision-making processes. However, it is common for people to treat sustainability and SD as analogues and synonyms but the two concepts are distinguishable. Gray (2010) reinforces the point by arguing that, while "sustainability" refers to a state, SD refers to the process for achieving this state.

Sustainable development has been defined by many in various ways. Adebola (2007) defines sustainable development as a kind of development that can be initiated and managed properly in such a way as to give attention to continuity and preservation as people explore an explicit available resources for the enlargement of their existence. Kundan in (Ugoh, 2008) describes sustainable development as a construct, which envision development as meeting the need of the present generation without compromising the needs of the future generation. Okeke in Osuafor (2010) posited that for development to be sustained, there must be human development. According to Arogundade (2011) the major essential tool for achieving sustainable development should include,
(1) Improving the quality of basic education
(2) Reorienting existing education programme to address sustainable development.
(3) Developing public awareness and understanding, and
(4) Providing training for all sectors of private and civil society.
Kundan further argues that continued sustainable development is only possible or assured when concrete steps are taken to make the youth acquire skills that will enable them to be self-reliant and thereforebecome the tools for achieving development and its sustainability in Vocational Education in Nigeria

Vocational education and sustainable development
Vocational education has been an integral part of national development strategies in many societies because of the impact on human resource development, productivity and economic growth. To achieve sustainable development, attention should be paid to strengthening

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the bridge between education and schooling and preparation for the world of work with attention paid to improving vocational education and training in Nigeria. Technological development of a nation depends on the available technical know-how, the rudiment of which is a function of the quantity and quality of available vocational and technical training. It is a clear view that current preoccupation with university education in Nigeria reduces socio-economic opportunities of those who are more oriented towards work than academics. Graduates of vocational and technical institutions are highly skilled entrepreneurs. They rely on their effort and abilities. Nigerians hire engineers who are being paid huge sum of money to build roads and bridges. These people are graduates of vocational colleges. Unemployment is everywhere in Nigeria because most of our youths lack employability skills that are often acquired from vocational schools.

The society needs competent auto mechanics and truck drivers, carpenters, plumbers, electricians, electronics and computer operators, database, web and network technicians (and other personnel in this category) to function well. These are some of the skill in short supply in Nigeria.

According to Enahoro (2008), vocational education training is utilitarianism and it is a concept of reorganizing the importance of labour. Vocational technical education is the type of education Nigeria needs presently to reshape her crumbling socio-economic status because it is the type of education directed towards the preparation for occupational type since its recipients are equipped to face the challenges of the world of work.
Vocational education entails the enrichment of the capabilities that influence the effective psychomotor or cognitive domains of individual in readiness for entry into the world of work in order to satisfy their intrinsic and extrinsic values, work, and aspirations such that local and national needs would be met. The Federal Republic of Nigeria (FRN, 2004) through its National Policy on Education requires primary school pupils to acquire manipulative skills through some planned practical work taught by the teachers or through resource persons from the town where the school is located as earlier stated. At the secondary school level, effective teaching through practical work is also emphasized.

Challenges Facing Vocational Education in Achieving Sustainable Development in Nigeria
There are numerous challenges facing vocational technical education and training which has affected negatively our national life and national development. Among the numerous challenges are:

Lack of Adequate Training Facilities and equipment
Most vocational education departments in Nigeria universities do not have laboratory or workshop space let alone usable facilities andwhere they exist, they are grossly inadequate Oduma, (2007) posited that what is seen and referred to as vocational education laboratories in various institutions today is an eye-sore.

Acute shortage of Vocational Technical Teachers
Acquisition of skills requires that strict attention and supervision must be given to every student. With the overwhelming population of students in Nigeria schools, individualized instruction becomes very difficult especially during practicals due to shortage of vocational education teachers. So many studies (e.gOsuafor 2008) have revealed shortage of vocational technical teachers in our schools.

Poor funding of Vocational Education
Universities in Nigeria are owned and funded by the Federal Government, state government and private individual. In Nigeria, the allocation to education as a share of the GDP is quite minimal. Okeke and Eze (2010), reported that sufficient fund has not been channeled to vocational education which is a major problem plaguing the system. Similarly, Ugiagbe in Okeke (2010) observed that poor funding causes acute shortage of the necessary facilities needed for effective implementation of the programme.

Poor remuneration of Vocational Teachers
Many universities across the country are inadequately staffed because of poor remuneration of vocational teachers. Uwaifo, (2005) opined that academics is not as attractive and commensurate to the effort, commitment and finances put in to acquire it; whereas a first degree graduate‖ can function well in the industry and politics etc and earn good money.

Poor Public Impression and Apathy to Vocational Education
Vocational education in Nigeria has suffered aserious lookdown‖ and obscurity in the past. Olufunke,(2003) observed that parents prefer their children to studycourses like pharmacy, medicine, law, accounting etc becausethey regard vocational education as a course for Never-dowells‖ who could not secure admission into other disciplines.

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Poor emphasis on the practical aspect of Vocational Education
Most tertiary institutions charged with the responsibility to teach vocationaleducation subjects in Nigeria today are poorly equipped with machines and relevant tools / equipment. Isyaku (2003) noted that vocational education in Nigeria has been bedeviled by inadequate supply of facilities and equipment necessary for acquiring skills and competencies for self-employment.

Aims and objective of the Study
The aims and objective of vocational and technical education as contained in the National Policy of Education revised in 2004 includes:
- To provide technical knowledge necessary for sustainable economic development.
- To provide the vocational skills necessary for sustainableeconomic development.
- To give training and impart the necessary skills to individual for sustainable development in Ibadan Oyo State.

Hypotheses
Ho1: There is no significant relationship between technical knowledge andsustainable developmentin Ibadan Oyo State
Ho2: There is no significant relationship between and vocational skillsandsustainable developmentin Ibadan Oyo State
Ho3: There is no significant joint and relative of technical knowledge and vocational skillson sustainable developmentin Ibadan Oyo State

METHODOLOGY
This chapter of the research work intends discussing the methodology which the researcher adopts in carrying out the research.
Design
The design adopted for this study is a descriptive survey design. This design was adopted because it enables the researchers explore the use, competence of Teachers in Technical Education and students in Technical education (TE)in Ibadan Oyo state and would not involve manipulation of variables.

Population of the Study
The population for this study consists of 120 adolescent of the three selected secondary school in Ibadan, Oyo State.

Sample and Sampling Technique
The entire population of 120 participant was used as the sample for the study because it is small in size. According to Israel (2003), the entire population should be used as sample if it is small (e.g.150 or less) and in order to achieve the desired precision. The simple random sampling technique was adopted to select the sample size.

Instrument of Data Collection
The instrument use for data collection was the questionnaire. Which is in two parts, the questionnaire was titled: technical knowledge and vocational skills on sustainable developmentQuestionnaire:-

Technical knowledgeScale (TKS)
The technical knowledgeScale (TKE) compiled by Beghetto (2006) was used to measure the creative of adolescent.

Vocational skillsScale (VSS)
The vocational skillsScale (VSS) was first compiled by Schutte et al. (1998), was used to measure the vocational skillsof adolescent.

Sustainable DevelopmentScale (SDS)
The sustainable developmentScale (SDS) developed by Mensah &Enu-Kwesi, 2018), measure the sustainable developmentof the participants. The questionnaire contains four major parts, (Section A) contains Demographic data of the respondents, (Section B & C) consist of ten items each on the respondents for students. Use a four-point rating scale (Likert Scale Ranking Scale) of Strongly Agree, Agree, Disagree and Strongly Disagree was used in weighing responses to the questionnaire items. Strongly Disagree (SD) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, and Strongly Disagree (SD) = 1 point.

Validity of the Instrument
The questionnaire was submitted to the expert in evaluation and validation of instrument for scrutiny in order to ensure face and content validity. It was also given to some experts in the Department of Technical Education to criticize for the purpose of improving the instrument. Their suggestions were reflected into the final copy of the questionnaire by the researcher before it was used for the study.

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Reliability of the Instrument

To ascertain the reliability, the instrument was tested using Cronbach alpha method to test the reliability of the instrument. A total of 20 copies of questionnaire were administered to a group of respondent in order to determine the internal consistency of the questionnaire. The responses were analyzed using Cronbach's Alpha with the aid of Statistical Package for Social Sciences (SPSS) version 23. The results yielded a reliability index of 0.867 which was considered very adequate.

Procedure of Data Collection

Copies of the questionnaire were administered by the researcher along with two research assistants. They were distributed in person to person basis to the respondents. The researcher and the research assistants waited for the respondents to answer the questionnaire. The direct delivery approach is used so as to minimize non-responses from the respondents and enable the researcher and his assistant to thoroughly explain the purpose, importance and confidentiality of all information to be given.

Method of Data Analysis

The research instrument used for this study were analyzed using a descriptive one sample mean test and Pearson Product Moment Correlation test while the hypothesis were mainly analyzed using Pearson Product Moment Correlation and Regression analysis at 0.05 level of significant.

RESULTS

Ho1: There is no significant relationship between technical knowledge andsustainable development in Ibadan Oyo State

Table 1: Result of PPMC showing thesignificant relationship between technical knowledge on sustainable development

Variable	Mean	Std. Dev.	N	R	P	Remark
Sustainable development	44.82	13.53	120	.446**	.043	Sig.
Technical knowledge	48.77	8.605				

*Sig. at .05 level

Table 1 above show that there was a positive significant relationship between technical knowledge andsustainable development in Ibadan Oyo State(r = .446**, N= 120, p<.05) among Adolescent in Ibadan Oyo State. The result rejected the null hypothesis and accepted the alternate hypothesis which states there is significant relationship between technical knowledge onsustainable development in Ibadan Oyo State.

Ho2: There is no significant relationship between and vocational skillsonsustainable development in Ibadan Oyo State

Table 2 Result of PPMC showing the significant relationship between and vocational skills on sustainable development

Variable	Mean	Std. Dev.	N	R	P	Remark
Sustainable development	26.78	8.385	120	.484**	.033	Sig.
Vocational skills	48.77	8.605				

*Sig. at .05 level

Table 2 above shows that there was a positive significant relationship between and vocational skillsonsustainable development in Ibadan Oyo State (r = .484**, N= 120, p<.05) among Adolescent in Ibadan Oyo State. The result rejected the null hypothesis and accepted the alternate hypothesis which states there is significant relationship between and vocational skillsandsustainable development in Ibadan Oyo State.

Ho3: There is nosignificant joint and relative of technical knowledge and vocational skills on sustainable development in Ibadan Oyo State

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Table 3: Summary of Regression Analysis of the combined prediction of technical knowledge and vocational skills on sustainable development

.R	R Square	Adjusted R Square	Std. Error of the Estimate
0.675	0.656	0.837	8.64180

SUMMARY REGRESSION ANOVA						
	Sum of Squares	**Df**	**Mean Square**	**F**	**P**	**Remark**
Regression	105.235	2	126.309	51.628 7.352	0.000 0.042	Sig. Sig.
Residual	23001.660	118	74.681			
Total	23106.895	120				

Table 3 showed there was significant joint contribution of technical knowledge and vocational skills on sustainable development in Ibadan Oyo State. That is sustainable developmentcorrelated positively with the independent variables (technical knowledge and vocational skills). The table also shows a coefficient of multiple correlations (R) of 0.675 and a multiple R square of 0.656. This means that 83.7% (Adj. R^2=0.837) of the variance in the sustainable developmentis accounted for by the independent variables, when taken together. The significance of joint contribution was tested at p<0.05 using the F- ratio at the degree of freedom (df=2/78). The table also showed that the analysis of variance for the regression yielded a F-ratio of 51.628. The above present is significant at 0.05 level, therefore, the null hypothesis was rejected while the alternate hypothesis was accepted.

Table 4: Relative contribution of the independent variables to the dependent variables (Test of significance of the regression coefficients)

Variable	**Unstandardized Coefficients**		**Standardized Coefficients**			
Model	**(B)**	**Std.**	**Beta**	**t**	**Sig.**	**Remar**
Constant	48.332	2.652	-	18.224	.000	-
Technical knowledge	.035	.046	.964	8.759	.004	Sig.
Vocational skills	.067	.287	.333	2.234	.008	Sig.

Table 4 reveals there a significant relative contribution of the independent variables to the dependent variable, expressed as beta weights. The relative coefficients of technical knowledge and vocational skills on sustainable development. Using the standardized regression coefficient to determine the relative contributions of the independent variables. Technical knowledge(β =0.964, t= 8.759, p < 0.05) indicates most potent contributor to the prediction, follow by Vocational skills(β = 0.333, t= 2.234, p < 0.05), has a relative contribution tosustainable development. It implies that there was significant relative contribution of technical knowledge and vocational skills on sustainable development in Ibadan Oyo State. The above present is significant at 0.05 level, therefore, the null hypothesis was rejected while the alternate hypothesis was accepted.

DISCUSSION OF FINDINGS

The results revealed that there is significant relationship between technical knowledge andsustainable development in Ibadan Oyo State. The result corroborate the finding of Enahoro (2008) who found that vocational education training is utilitarianism and it is a concept of reorganizing the importance of labour. Vocational technical education is the type of education Nigeria needs presently to reshape her crumbling socio-economic status because it is the type of education directed towards the preparation for occupational type since its recipients are equipped to face the challenges of the world of work. According to Zhai& Chang, (2019) who considered from this angle, Sustainability Development aims at achieving social progress, environmental equilibrium and economic growth

The results revealed that there is significant relationship between and vocational skillsandsustainable development in Ibadan Oyo State.The result support the finding of Ojimba (2012) posited that vocational education encompasses fields of study such as agricultural education, fine and applied arts education, business education and vocational trades in soap making, hair dressing, computer training etc. Based on the above definitions, vocational education is defined in this work as an educational training, which has been

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designed systematically to enable an individual acquire the basic knowledge, skills, abilities, and understanding needed for ones efficient performance in his/her chosen occupational carrier for self-reliance.Education is recognized as the bedrock of any meaningful development while vocational education in particular is the cornerstone for any sustainable technological development programme. According to Browning andRigolon, (2019) who stated that a development paradigm as well as concept that calls for improving living standards without jeopardising the earth's ecosystems or causing environmental challenges such as deforestation and water and air pollution that can result in problems such as climate change and extinction of species

There is significant joint and relative of technical knowledge and vocational skills on sustainable development in Ibadan Oyo State. Result was in line with Immaculate (2005) who opined that vocational and technical education are leaving experience meant to be impacted to an individual systematically in order to get him/her adequately equipped for a good employment in a recognized occupation. According to Osuafor(2008) stated that acquisition of skills requires that strict attention and supervision must be given to every student. With the overwhelming population of students in Nigeria schools, individualized instruction becomes very difficult especially during practicals due to shortage of vocational education teachers. So many studies have revealed shortage of vocational technical teachers in our schools.

CONCLUSION

If the middle level colleges continue to offer VE courses by churning out graduates who have hands on the job skills, then these colleges will have carved themselves a niche and hence remain afloat and a source of competitive advantage. Lifelong learning is a self-motivated and voluntary pursuit of knowledge for professional or personal reasons, it takes place throughout life and in many situations. Itenhances social, citizenship, personal development, competitiveness and employability hence should be emphasized at all levels of learning.The results of this study are of great significance for improving the sustainability of economy, on the other hand, depends on adoption of appropriate production, distribution and consumption while sustainability of the environment is driven by proper physical planning and land use as well as conservation of ecology or biodiversity. Although the literature is awash with a plethora of definitions and interpretations of SD, implicit in the pervasive viewpoints about the concept is intergenerational equity, which recognises both the short and long-term implications of sustainability in order to address the needs of both the current and future generations

Recommendations

- It is against this background that the followingrecommendations are proffered for effective vocational education inNigeria.
- Government should provide adequate fund to support polytechnic and technical colleges to ensure that facilities are provided and maintained.
- The government in partnership with the vocational educators should create awareness on the relevance of vocational education to individuals through workshops, seminars andconferences.
- Government should provide enough funds by increasing allocation. Proprietors of private institutions should also seek for alternative means of fund through sponsorship and partnership with industries, NGOs and Philanthropists.
- To ensure sustainable development through vocational education, teachers preparationprogrammes should be supported and serving teachers adequately remunerated by the government.
- To combat the poor public perception and misconceptions about vocational education, vocational educators and other stakeholders should embark on aggressive public educationand career guidance programmes right from the secondary school level. The education must be geared towards improving the image of vocational education for the public to appreciate.
- There should be adequate emphasis on practical aspect of vocational education to enable the recipients acquire skills and reduce the over dependence on government paid jobs.
- Education and training should be made responsive to the changing needs of theglobalized economy and there should be a widened access to education and trainingas this will reduce social and economic inequality.

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