

## **Managing functional upper basic vocational education for sustainable national development in nigeria**

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**Abstract:** *The purpose of this study was to examine the extent of managing functional upper basic vocational education for sustainable national development in Nigeria. Two research questions were formulated and two hypotheses tested. Descriptive survey design was employed. 50% of principals and 10% of teachers were sampled given 150 principals and 310 teachers. Data were collected through researchers structured 30-item questionnaire titled: Extent of Managing Vocational Education in the Upper Basic Education for Sustainable National Development (EMVEUBESND). A reliability co-efficient of 0.79 was obtained using Cronbach Alpha Method. The instrument was administered to 460 principals and vocational education teachers. Mean and standard deviation were used to collate scores that answered the research questions while z – test was used to test the null hypotheses at 0.05 level of significance. Findings of the study revealed that almost all the principals and vocational education teachers agreed to a high extent that the management of business related subjects in the upper basic education enhances sustainable national development. Also both respondents agreed to a high extent that supervision of food related subjects in the upper basic education leads to sustainable economic growth. Based on the findings, the researcher recommended that, principals should supervise the teaching of all vocational education subjects in both practical and theory.*

**Keywords:** *Management, Supervision, Vocational Education, Upper Basic Education.*

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### **I. Introduction**

#### **Background of the Study**

Education is the process of fine-tuning human being to be civil and disciplined in order to be well integrated into the culture and society where he belongs to. To buttress this, Ocho (2010) stated that, education is seen as something that improve ones character and learning. It makes one to be developed in school and also develop the entire society. It makes one to grow as well developed him for the benefit of the entire society. Furthermore, Ogbonnaya (2015) NIR asserted that, education is the process through which the physical, intellectual, social, emotional and moral ability of the individual is developed to enable him contribute positively to the development of his society. Through education, the benefactors would possess skills and abilities for successful living within a particular society. In support of the above, Okonkwo (2012) saw education as a social processes, capacity formation and the building of the society for generations to come.

When the colonial masters brought Western Education in 1842, the curricular were tailored towards the Western culture. It does not take care of indigenous culture and societal need. It lacks practical and scientific approach. After independence in 1960, it became clear that colonial system of education was no longer suitable for the people of Nigeria as it has failed to produce the type of manpower necessary for development of the society (Ocho, 2010). After the curriculum conference of 1969, the curriculum was revised in order to be functional so as to achieve the expected suitable youth empowerment for national development.

The new system of education 6-3-3-4 came into focus, which according to National Policy on Education (2004) observed education as a powerful tools for national growth and development. The first 6 and 3 are called the Basic Education. The basic education starts from primary 1 – 3 known as the lower basic, primary 4 – 6 is the middle basic while junior secondary 1 – 3 is known as the upper basic. This upper basic is the area of study where functional education is practiced if well managed. Basic education encompasses the first 9 years of school. From primary to junior secondary education. The 3 years of junior secondary education corresponds with the first 3 in the 6 – 3 – 3 – 4 system of education currently practiced in Nigeria. Junior secondary education is the education which a child receives immediately after primary education.

Some of the subjects taught in the upper basic (junior secondary school) are: English language, mathematics, religious and national values, introductory technology, Nigerian languages, vocational education

such as secretarial studies (typing and computer) shorthand, office practice, book keeping and entrepreneurship.

The above vocational subjects are business based while agriculture and home economics are vocational education subjects for food production and processing based. These basic education subjects according to Okeke (2007) is not only the teaching of reading and counting, but exposing the learner in various basic skills, which make the child a well integrated individual, who is adaptable to the society where he found himself. It also, helps in teaching the rudiments and understanding of the nature and social environment, teaching the acquisition of basic skills, necessary for individuals to live in the society. In support of the above, Ebenebe (2007) stated that the basic education is geared at preparing the child with knowledge, skills and attitude to make him become sustainable and self reliant. This type of education makes the learner to pass through theoretical and practical learning at the primary to junior secondary level. The Universal Basic Education (UBE) programme is a system of nine (9) years Basic Education Programme launched and the bill was signed to law on 26th May, 2004.

### **Vocational Education**

Lawal (2010) described vocational education as the type of education that prepares people who could apply relevant practical skills to make positive changes within their society and afford to be self-dependent for national development. The Federal Republic of Nigeria (2004) stipulated that, this type of education involves both general education and the acquisition of practical skills, attitude, understanding and knowledge relating to occupation in various sectors of economic and social life.

Components of vocational education are: agricultural education, home economics, business education and entrepreneurship education. In this study, vocational education subjects will be divided into two: one is business and entrepreneurship education while the other is agricultural science and home economics. The number one is business related vocational education and number two is food related vocational education.

Vocational education have the following components: business education, such as secretarial studies, computer, shorthand writing, etc. They are geared towards making the learner to be productive and self reliant. Business education prepares the learner to become both self-sustainable and equipping him with the skills to be gainfully employed. Business education is that aspect of vocational education that prepares the learner with necessary skill and theoretical knowledge needed for the performances in business world either for job occupation or self-employment.

For self-employment, business education trains the learner to be professionally trained so that he can teach the subject at various levels. The learner can acquire business enterprising knowledge to work as a promoter, manager, marketer, account clerk, secretary, word processor, sales representative broker etc.

According to Aliyu (2013) highlighted the purpose of business education and what is needed in this area as:

- i. Specialized instruction to prepare the students for career in business;
- ii. Fundamental instruction to help students assume their economic roles as consumers, workers and citizens; and
- iii. Giving the students background instruction to which will help them for professional careers in future either for self development or national development.

### **Entrepreneurship Education**

This is another type of vocational education which is in the area of business. According to Paul (2005), it is specialized training given to students of vocational education to acquire skills, ideas and managerial abilities for self – employment. Akintola in Osuala (2002) quoting Colorado educators in defining entrepreneurship education as “a programme that prepares the individuals to undertake the formation and or operations of small – scale business which include to franchise operations for the purpose of performing business functions relating to a product or services”.

According to Igwe (2011), entrepreneurship education is all about identifying business opportunities as well as pulling together creative and innovative ideas together with bearing risk in order to utilize opportunities in a new area. It also has to integrate man, machineries and other organizational resources for the purpose of satisfying the need of the customer and thereby creating wealth. Awah and Inakwu (2008) stated that entrepreneurship education is important because they prepare students for both self employment and white collar jobs. They stated further that, it equips graduates with technical and vocational skills and this is done by creating avenue for business.

Entrepreneurship education is geared towards equipping learners with the skill and ideas that enable one to take financial risks and be able to utilize both human and material resources. It also helps the learner to take managerial tasks that would help him to contribute in the economic growth and national development.

Alumode, & Nwite stated that entrepreneurial education help the learner to acquire skills and sound basic education which is the requirement for technical and vocational education Kasarda (1991) added that entrepreneurship education, especially at the basic education level prepare the student for career success and increases their capacity for future learning and contribution to society.

### **Entrepreneurship Education for Sustaining National Development**

This according to Nnabuo (2009) is a lifelong process that leads to inform and involve citizens to solve creative problems (solving skills, scientific and social literacy) and commitment to get involved as a responsible individual and be well integrated into the society. Nwosu (2009) observed that, entrepreneurship education if properly handled and built into the education system, can prevent over dependency and reliance on parent after graduating from junior secondary.

### **Agriculture**

This is another branch of vocational education which is related to food production. Agriculture is meant to supply food to growing population with sufficient food to eradicate extreme poverty and reducing unemployment level. Agriculture has the main stay of the Nigerian economy. Therefore, development of agricultural education as an aspect of vocational education in the upper basic (Junior Secondary School) is very necessary for sustainable national economy.

### **Home Economics**

This is another aspect of vocational education. It has to do with food, especially in the area of food cooking, processing and nutrition together with clothing and textile. Nutritional wellbeing of an individual determines the health condition of an individual as related to food intake for the utilization of nutrients. This was emphasized by the World Health Organization (WHO), health is not only the absence of disease but a state of complete mental and physical wellbeing in relation to productivity and performance of an individual. A well-nourished, healthy workforce is a pre-condition for sustainable development. At the same time, it is very important to teach food and nutrition under home economics in the upper basic, because the nutritional wellbeing of a population is a reflection of the performance of its social and economic sectors, and to a large extent, and indicator of the efficiency of national resource allocation.

There are three components of nutritional education, thus:

1. Increasing nutrition knowledge and awareness of the public and policy makers.
2. Promoting desirable healthy food choice and nutritional practices.
3. Increasing diversity and quality of food supplies.

Therefore, supervision of food and nutrition lessons at the junior secondary school level help for sustainable of national economy.

Finally clothing and textile as a programme under home economics as a subject taught in the upper basic, like sawing of clothes, type and dye making and designing of cloth, help and equip students with necessary skills and knowledge needed to either for job occupation or self-employment which at the same time makes for national economic development.

### **Management of Upper Basic Vocational Education**

The word management has various meaning, this is consequent upon usage Oxford Dictionary (6th ed) "defines management as the act of running a controlling or skill dealing with people or situations in a successful way". On the other, Buoro (2002) stated that management is the ability to get work done. This is done by the interaction of both human and material resources. In order words, management is the co-ordination of both human and material, resources by means of administrative processes to achieve the organizational goal. These processes are planning, decision making, organizing, supervising and evaluating etc. They are used in the management of junior secondary schools for enhancement of sustainable national development. In support of the above, Daft (2008) opined that administrative processes such as planning, organizing, coordinating and controlling of the organizational activities which help in managing business education. Management is the way things are being done in an organization by the leader.

### **Supervision of Instruction**

One of the responsibility of a principal is to supervise the administrative and academic activities in the school. They play this role as instructional leaders. Nnabua (2009) stated that supervision is all efforts of designate school officials directed towards providing leadership to teachers and other educational worker in the achievement of instruction. The essence of supervision is to improve instruction by working with teachers who are teaching the students. The basis for supervision is geared towards the improvement of teaching and learning for the benefit of teachers and learners. It helps in the identification of areas of strength and weakness of teachers and how to overcome them. Some teachers so much dreaded supervision not knowing that if democratically conducted gives recognition to teachers and create a cordinal working atmosphere based on good human relations. Vocational education teachers should see the principals supervisory role as that of creating conditions that can motivate teachers to enhance his instructional effectiveness. Supervision is geared towards making sure that teachers follow the guideline as indicated in curriculum.

Another definition of supervision as Blasé and Blasé (2004) view supervision as a contribution of supervising beliefs and educational philosophies with the purpose of building trust, empowering teachers and maintaining reflection.

### **National Development**

National development is linked with economic, social political development of the nation. In line with the above, Lawal and Oluwalon (2011) stated that national development is the all round development in socio-economic, political, as well as religious advancement of a country.

In order to achieve a sustainable economic development, the nation has to invest in education and that is the only means that will uplift the economy of the citizenry and the entire nation as well. To support the above, Babatunde and Adefabi (2005) asserted that one of the major importance of education is to acquire the knowledge which will help the individual in the application of such knowledge in increasing productivity, both the individual and the entire nation.

### **Problem of the Study**

The goals of basic education according to Chukwu (2010) hinges on providing the child with general and various basic knowledge and skills advancement:

- iv. To build in the learner values and moral upbringing for educational advancement.
- v. To imbibe in the child, the opportunity for the development of manipulative skills that will enable him to function in the society, and lead to national development.

The achievement of the above, lies in the management and supervision of vocational education. The globalization of job market calls for vocational education in the upper basic which will ensure that the graduates of upper basic education demonstrate work competences that will meet global quality.

The functional education as described by some educationist is that which emphasizes technological growth, self employment, self reliance, positive national building, job performance, competency, life skills and lifelong education which can only be achieved through vocational education.

It is very necessary to emphasize the management of vocational education to enable graduates to be self reliant. This is because it is no longer news that the nation's youth unemployment rate has sky rocketed. There is the speculation that the above problems would be solved if vocational education is properly managed at the upper basic level.

### **Purpose of the Study**

The main purpose of the study is to find out the extent of managing functional upper basic education for sustainable national development in Nigeria, specifically:

1. To identify the extent of managing business education in the upper basic for sustainable national development.
2. To investigate the extent of supervising the teaching of vocational education to enhance sustainable national economy.

### **Research Questions**

The following research questions were formulated to guide the study:

1. To what extent does managing of business related vocational education in the upper basic education enhances sustainable national development?
2. To what extent does the supervision of food related vocational education enhances sustainable national economy?

### **.Hypotheses**

Two hypotheses were tested at 0.05 level of significance:

H01 There is no significant difference between the mean rating of principals and teachers of business related vocational education for enhancing sustainable national development.

H02 There is no significant difference between the mean rating of principals and teachers of vocational education on the extent of supervising food related vocational education for enhancing sustainable national development.

## **II. Method**

The study was carried out in upper basic that is junior secondary section in public secondary schools in Enugu State. Descriptive survey research design was used because of the nature of the research. The population of the study consists of all the principals and teachers teaching in the vocational education department of junior secondary section. Stratified proportionate random sampling technique was adopted select 50% of principals

while 10% was used to select vocational education teachers, for fair representation. A researcher structured 30 – items questionnaire was used as the instrument, for data collection. Titled Extent of Managing Vocation Education in the Upper Basic Education Sections (EMVEUBES). The instrument was modified 4 – points scale ranging from Very High Extent (VHE), 4 – points to Very Low Extent (VLE), 1 – point. This instrument was administered to respondents with the help of four trained researcher assistants, after verifying its face validity and reliability together with its pilot – study. A reliability co-efficient of 0.79 was obtained using Cronbach Alpha Method.

Out of 471 copies of the questionnaires distributed 460 copies were retrieved 150 from principals and 310 vocational education teachers thereby giving 460 return rate and 98%. Mean (X) with standard deviation (SD) were used to collate scores that answered the research questions while z-score was used to test the null hypothesis. For decision making, 2.50 was used as a benchmark, that is any item with a score of 2.50 and above was regarded as high extent while those scores less than 2.50 were low extent. For the hypotheses, if the z-calculated is greater than or equal to z-critical, the null hypotheses is rejected while if less, the null hypothesis is not rejected.

### III. Results

#### Research Question

1. To what extent does management of business related vocational education in the upper basic education enhances sustainable national development?

**Table 1:** Mean rating on the extent of management business related vocational education subjects in the upper basic classes for enhancing sustainable national development.

S/N	Items	Principals No. 150			Voc. Edu. Teachers 310		
		X̄	SD	Decision	X̄	SD	Decision
	The extent of managing business related vocational education curriculum for the enhancement of sustainable national development.						
1.	All students practice typing in the typing poll which makes them to be self reliant.	3.08	1.02	HE	2.56	0.77	HE
2.	Ensuring that computer training and practical is done during computer period to enable them use computer effective for the development of the nation.	3.13	1.07	HE	2.64	1.14	HE
3.	Development of accounting skills knowledge which offers the individual the opportunity to be proficient in accounting after school.	2.69	1.32	HE	2.91	1.06	HE
4.	Teaching of office technology/practice which enhance record keeping in later life.	2.55	1.50	HE	2.52	1.42	HE
5.	Practicing information and communication technology in the school curriculum for national development.	2.63	0.98	HE	2.81	1.42	HE
6.	Development in students a good understanding of business activities which enhances economics sustainable.	2.85	0.93	HE	2.60	1.16	HE
7.	Implementation of secretarial studies so as to be proficient in note taking and record keeping.	2.91	0.90	HE	3.00	1.08	HE
8.	Teaching the students shorthand for competency in working as a secretary.	2.93	1.09	HE	2.39	1.19	LE
9.	Development of marketing habit by producing and selling of goods and services to earn a living in future.	2.03	1.22	LE	2.57	10.3	HE
10.	Introducing the students in skill acquisition programmes which will help the individuals and nation in future	2.88	1.13	HE	2.76	1.23	HE
11.	Teaching the students managerial abilities and capabilities for self employment for the enhancement of economic and national sustainability.	2.87	0.94	HE	2.35	0.93	LE
12.	Teaching the students to be creative and innovative skills for the enhancement.	2.94	1.01	HE	2.94	1.09	HE
13.	Building in the curriculum of JSS the idea of risk management and self guided skills which are necessary for national economic development.	2.57	1.24	HE	2.78	0.95	HE
14.	Development in the students problems solving skills for the future.	2.99	1.16	HE	2.61	1.11	HE
15.	Development in the curriculum and medium size business enterprise enhances nation economic sustenance.	3.30	0.93	HE	2.84	0.96	HE
	<b>Grand Mean</b>	<b>2.82</b>	<b>1.03</b>	<b>HE</b>	<b>2.69</b>	<b>1.01</b>	<b>HE</b>

Result on table (1) shows that almost all the items were agreed to a high extent by the two respondents except item 9 by the principals and items 8 and 11 by vocational education leaders. However, in view of grand mean for principals which is 2.82 and that of vocational teachers 2.69 are indications that the two respondents

agreed to a high extent that management of business related vocational education in the upper basic enhance sustainable national development.

**Research Question**

- To what extent does the supervision of food related vocational education in the upper basic classes enhances sustainable economic development?

**Table 2:** Mean rating on the extent supervision of food related vocational education in the upper basic classes enhances sustainable economic development?

S/N	Items	Principals No. 150			Voc. Edu. Teachers 310		
		X̄	SD	Decision	X̄	SD	Decision
	The extent of supervision of food related vocational education classes for the enhancement of sustainable economic growth.						
16.	When agriculture is taught and supervised well it helps in the conversion of law material for promotion of national economy.	2.61	1.13	HE	2.67	1.21	HE
17.	Supervision of mechanized farming in the school farm help in producing enough food for national economy.	2.05	0.90	LE	2.82	1.04	HE
18.	Teaching the students about irrigation makes the nation to have enough food.	2.69	1.16	HE	2.71	0.61	HE
19.	Supervising the training of students on fisheries and snail production enhances the national economy.	2.53	1.02	HE	2.27	1.24	LE
20.	Supervising the teaching of classes of food help the students be awareness of balance diet for better cognitive ability.	2.64	1.09	HE	2.94	0.96	HE
21.	Supervising the preparation of juice, helps in the nourishment of a healthy workforce which is a pre-condition for sustainable economy.	3.02	0.89	HE	3.15	1.05	HE
22.	Organizing workshop for food nutrition knowledge and creating awareness enhances the economic growth.	2.99	1.03	HE	1.12	1.22	LE
23.	Supervising the teaching of healthy food choice and nutritional practices plays roles in human resources development.	2.75	1.05	HE	2.91	1.01	HE
24.	Development of food and nutrition security which will help in avoiding malnutrition in an individual this leads to economic sustainable.	2.85	1.20	HE	2.50	0.92	HE
25.	Teaching how to do tie and dye in the upper basic for economic growth.	2.69	1.20	HE	3.01	1.02	HE
26.	Supervising and teaching students how to sew cloths helps for economic growth.	2.71	0.92	HE	2.68	1.21	HE
27.	Introducing bead making in the school, sustain the economy.	2.78	0.97	HE	3.16	0.93	HE
28.	Supervising and teaching of soup and cream making in the school	2.58	0.67	HE	3.26	0.78	HE
29.	Learning of wig Making during the economics help economic development.	2.96	0.53	HE	2.77	1.03	HE
30.	Supervising the teaching of preparation of different dishes in the school enhances economic growth.	2.97	0.93	HE	3.00	1.19	HE
	<b>Grand Mean</b>	<b>2.72</b>	<b>0.98</b>	<b>HE</b>	<b>2.80</b>	<b>1.03</b>	<b>HE</b>

Result on table (2) shows that almost all the items were agreed to high extent by the two respondents except items 17 for the principals and items 19 and 22 for the vocational teachers, that supervision of the food related vocational education in the upper basic enhances rich food production and processes for national economical growth. This was depicted in the grand mean scores of principals 2.72 and vocational education teachers of 2.80.

H01: There is no significant difference between the mean rating of principals and teachers of business education on the extent of managing business related vocational education on enhancing sustainable national development.

**Table 3:** z-scores on the mean rating of principals and vocational teachers on the management of business related vocational education subjects in the upper basic in enhancement of national economic growth.

Variable	Total	X	Std	Sdf	z-table	z-cal	decision
Principals	150	2.82	1.08	458	±1.96	1.23	H01 uphold NS
Teachers	310	2.69	1.01				

Key NS – Not significant

With 2-critical of 1.96 and 2 calculated of 1.23, table 3 shows that the null hypothesis is accepted.

H02 There is no significant difference between the mean rating of principals and teachers of vocational education on the supervision of food related vocational education for enhancement sustainable national development.

**Table 4:** z-scores on the mean rating of principals and vocational education teachers on the supervision of food related vocational education for enhancement sustainable national development.

Variable	Total	X	Std	Sdf	z-table	z-cal	decision
Principals	150	2.72	0.98	458	±1.96	-0.82	H01 hold NS
Teachers	310	2.80	1.03				

Key NS – Not significant

Table 4 shows that the null hypotheses is accepted since the 2 – critical of 1.96 is more than the 2 – calculated of only -0.82.

#### IV. Discussion

Result of table 1 shows that principals and vocational educational teachers agreed to a high extent that management of business related vocational education studies in the upper basic enhances national development in Nigeria. Also the result in hypotheses 1 and on table 3 shows that both principals and vocational education teachers did not differ significantly in their mean rating. This finding is in agreement with the views of Nwosu (2009) that entrepreneurship education which is one of business related vocational education is properly managed and built into the educational system like the upper basic classes can prevent over dependency and reliance on parents after graduating from junior secondary schools.

Result on table 2 shows that both principals and vocational education teachers responses as regards to supervision of food related vocational education subjects in both theory and practical they agreed to a high extent and their responses did not differs significantly. This has impact on the national economic growth which is an aspect of national development. This is in line with FAO (2003) opined that agriculture which are of the foods related vocational education subject, is meant to supply food to eradicate extreme poverty and reducing unemployment level, further stated that agriculture is the main stay of the Nigerian economy.

#### V. Conclusion

It is very necessary to emphasis the supervision and management of both business and food related subjects of vocational education. Both their theoretical and practice activities are the upper basic level. This is because of the benefit accrued in it, for the individual learner and for national economical growth and national development.

#### Recommendation

Based on the findings of this study, the research recommended that:

1. Emphasis should be given by the principal who is the curriculum implementers on vocational educational studies especially at the junior secondary level.
2. It is necessary that the educational administrators procure all the equipments required for the teaching of vocational education in the upper basic.
3. All the activities as regards the teaching and learning of both business and food related vocational education should be supervised because of their impact on both the economy and national development.
4. Since vocational education studies helps in making the individual learner to be self reliant and national development, the principal should focus on the supervising and managing the affairs of vocational education at the upper basic education.

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