

**POLYTECHNIC EDUCATION: A GATE WAY FOR YOUTHS' EMPOWERMENT,
ENTREPRENEURSHIP AND SUSTAINABLE ECONOMIC DEVELOPMENT IN NIGERIA**

*A lecture delivered by Prof Christian Oduma of Benson Idahosa University at the First Eminent
Scholars Lecture Series Organized by the Rector of Edo State Polytechnic, Usen, Prof. Abiodun
Falodun (MPSN, MIPAN) to Mark his First Bold Step in Assumption of Office as a Newly Appointed
Rector of the polytechnic on 3rd of May 2018.*

Protocol:

His Excellency, the Executive Governor of Edo state – Mr. Godwin Nogheghase Obaseki

The Executive Secretary, National Board for Technical Education. Dr. Mas' udu Adamu Kazaure (mni)

Hon. Commissioner for Education, Edo state Dr. Christopher Adesotu

The Chief Host/Rector, Edo State Polytechnic Usen, Prof Abiodun Falodun (MPSN , MIPAN)

All Professors here present.

All polytechnic Rectors here present

Chairman, Secondary Education Board, Edo State.

Chairman, Universal Basic Education Board, Edo State

All Heads of Government Ministries, Parastatals, and Departments

Professional Colleagues in Academia here present

All Academia from all Arms of Tertiary Institutions in Edo State

Chiefs and Community Leaders here present

Staff and Students of Edo State Polytechnic, Usen.

Ladies and Gentlemen- WELCOME!

You are all welcome to another special day in the history of Edo state polytechnic, Usen. Today is special, one of its kind, ear-marked by the distinguished scholar, a vibrant and tested international scholar, Prof Abiodun Falodun (MPSN, MIPAN), who has been recently appointed the Rector of Edo State Polytechnic by His excellency, the Executive Governor of Edo state, Mr. Godwin Obaseki. I guess, Prof Abiodun Falodun may have been appointed for a rescue mission, to restore academic spirit here in Edo state polytechnic Usen. I mean we're all gathered here following the clarion invitation of the able Rector of this great institution Prof. Abiodun Falodun. Sir, we are here seated in honour of your invitation. I want

to quickly remind us that the Eminent Scholar Lecture Series holding today is the first public bold step of our vibrant Rector in re-awakening the academic spirit of staff and students of Edo State Polytechnic, Usen, which may have been in disarray for some years back. Undoubtedly, the choice of his Excellency, in appointing Prof. Abiodun Falodun (MPSN, MIPAN) as the Rector of Edo State Polytechnic, Usen, especially at this moment, may have been guided by records of Prof Falodun's decency, uprightness and finger prints in academic administration. Sir, you've done it before successfully and now that the expectation is high from all angles, we urge you to purify and fortify your administrative gallery with strong strategies because every rescue mission is often tasking. To add to the flavour of today's occasion, I have been called upon by the Chief Host, the Rector of Edo State Polytechnic, Usen, Prof. Falodun Abiodun to give a talk on the topic: Polytechnic Education: A Gate way for Youths' Empowerment, Entrepreneurship and Sustainable Economic Development. When I was confronted with this assignment, I quickly reminded myself that this is an all-embracing agenda topic targeted at taking this great institution back to the drawing board. Once again, our topic is centred on: Polytechnic Education: A Gate way for Youths' Empowerment, Entrepreneurship and Sustainable Economic Development in Nigeria.

ABSTRACT

This paper focuses on Polytechnic Education: A Gateway for Youths' Empowerment, Entrepreneurship and Sustainable Economic Development in Nigeria. To address the issue at hand, the paper first touched on the brief history of polytechnic education in Nigeria. The paper affirmed that the History of Polytechnic Education in Nigeria could be traced back to the establishment of Yaba College of Technology in 1947. It discusses in detail polytechnic education in Nigeria and its objectives as well. The paper linked up the discussion to point out that polytechnic education in Nigeria provides students and adults with the technical skills, knowledge and training necessary to succeed in specific occupations. The paper explicitly but distinctively discusses polytechnic education and Youths' Empowerment, Entrepreneurship and Sustainable Economic Development in Nigeria. In each of the hob of the discourse, the roles of polytechnic education were enumerated to showcase and underscore how the polytechnic system could help to realize each of the targets. Furthermore, the challenges of polytechnic education were itemized and discussed. In conclusion, the paper stressed that polytechnic education is quite inevitable in the pursuit of technological development of any Country. Finally, the paper recommends among other measures that the government, (state and Federal), are to improve the funding of polytechnic education in order to arrest the deplorable conditions of facilities and infrastructure in the polytechnic system.

Keywords: Polytechnic Education, Youths' Empowerment, Entrepreneurship, Sustainable Economic Development

INTRODUCTION

The incumbent Rector of Yaba College of Technology, Engr. Omokungbe (2018) strongly affirmed that the history of Nigeria Polytechnics could be traced back to the establishment of Yaba College of Technology in 1947. Yaba College of Technology holds the enviable distinction of being the first institution of higher education in Nigeria. Yaba Higher College was established in 1934 to provide final stage training, leading to the production of assistants in medical and engineering fields and some other vocations. In 1945, however, the Yaba Higher College was converted to technical institute to produce technicians that the Country's economic development would require. Following the conversion of Yaba Higher College, in its place, Yaba Technical College was established in 1947. Thus, the Yaba Technical College on its creation in 1947 took off with academic activities in 1947/1948 academic session. The institute on creation, and on takeoff was charged with the responsibility of providing higher technical manpower for Nigeria economic and industrial growth. In September 1963, the Yaba Technical Institute was renamed Yaba College of Technology. The vision of Yaba College of Technology is to remain the leading higher technology education in Africa by providing first-rate academic, Professional and entrepreneurial education to our students, who are empowered to make a positive impact in the technological industrial and socio-economic development of the Country. Accordingly, Yaba College of Technology has the mission to produce knowledge and innovative graduates, worthy in skill and in character, through effective teaching, learning and research for the Technological Advancement of Nigeria. It is along the objectives of Yaba Technical Institute (now Yaba College of Technology), that Nigeria polytechnic Education is established. It is equally on the pursuit of the vision and mission of Yaba College of Technology that polytechnics in Nigeria are established. The polytechnics are expected further to continue to expand and pursue the objectives of Technical and Vocational Education and Training in Nigeria, (Omokungbe, 2018).

POLYTECHNIC EDUCATION IN NIGERIA

Polytechnic education in Nigeria is one out of the three arms of tertiary education in Nigeria. The polytechnic education is charged with the primary responsibility of producing the technical manpower needed for industrial growth in Nigeria. This is a responsibility the polytechnics discharges alongside with Universities of Technology in Nigeria. It offer courses (programmes) in various fields of Technology and Applied Sciences leading to the award of National Diploma (ND) Certificate for the first two years of study and a Higher National Diploma (HND) Certificate for the second phase of the four year programme in the polytechnic. In each phase (that is, The National Diploma or Higher National Diploma) the students

are expected to undergo a one year (internship) industrial training on completion of the programme registered for.

Specifically, polytechnic education in Nigeria is meant to provide technical learning that could assist the Nigerian society in meeting her industrial aspirations. One distinctive mark of polytechnic education is the strong emphasis it has on practical based learning, with work-attachment as part of the practical curriculum (Tayo, 2014). The entire curriculum design and instructional delivery pattern are targeted at enabling the students to have on-the-job work experience. The education provided by the polytechnic is directly focused on the students' future career. Thus, Nigeria polytechnics give emphasis to the attachment of requisite skills acquisition in every facet of course delivery. The target here is to develop students' self-belief and critical faculties which are essential for eventful involvement in societal growth and development (Addison, 2012). The author further noted that the development of polytechnic education is fundamental, if Nigeria must succeed in her quest for economic diversification. The essence of polytechnic education in Nigeria is therefore, to train students in technical areas where they can graduate and be self-employed, and also create employment opportunities for others. Polytechnic Education can be a means to an end out of the present economic hardship that is characterized by graduate unemployment. It is in fact, a tool for securing employment and emancipation of recipients from poverty, especially, through the provision of necessary knowledge and skills. The relevance of polytechnic education cannot be over emphasized, and can serve as a panacea to economic problems of unemployment and youths' restiveness (Eta, 2017).

David (2013) noted that for Nigeria to attain accelerated technological development, polytechnics across the Country must function effectively; and they must be effectively managed and appropriately structured to have the expected capacity to enable the Country to be among the twenty (20) best and largest economies in the world by 2020. Unfortunately, the tragedy is that polytechnics in Nigeria are gradually loosing its allure (Eta, 2017). Currently, it is very difficult to see jamb candidates who actually opt for polytechnic education. Most of those who find themselves in the polytechnic system are there due to their inability to gain admission into their dream Universities. In line with the above assertion, David (2013) had earlier opined that polytechnic system in Nigeria need effective hands of administration in order attract UME candidates, restore the past glories of Nigeria Polytechnics and re-direct its focus to the desired objectives. It is on the realization of the above challenge, I guess, that His Excellency, the Executive Governor of Edo State, Mr. Godwin Obaseki may have had the insight to appoint Prof. Abiodun Falodun to take over the mantle of leadership as the new digital Rector of Edo State Polytechnic, Usen. It is a general knowledge that education is the bedrock of growth and development of any nation. Its roles to the overall national development cannot be over stressed. In fact, education is a sinequanon for

the achievement of sustainable and significant magnitude of development in a Country (David, 2013). Specifically, Polytechnic education in Nigeria is therefore, designed and structured to impart knowledge and necessary skills in order to provide competent and well skilled labour force for industrial and technological development in Nigeria. It is therefore, made to be skills acquisition-oriented, scientific, practical and research-oriented as well.

OBJECTIVES OF POLYTECHNIC EDUCATION IN NIGERIA

The principal aim for the establishment of polytechnics in Nigeria is to turnout middle level manpower needed for industrial and technological development of the Country. The Polytechnic found in various parts of the country offer and provide full time courses in Technology, Applied Science, Management and other fields of Studies. Addison (2002) opined that Polytechnic Education in Nigeria is tasked to:

- (a) Provide full-time or part-time courses of instruction and training in:
 - i. Technology, applied sciences, commerce and management.
 - ii. Such other fields of applied learning relevant to the needs of the development of Nigeria in the area of industrial and Agricultural production and distribution, and for research in development and adaptation of technologies.
- (b) To arrange conferences, seminars and study group relevant to the fields of learning specified in (a) above.
- (c) Perform such other functions as the National Board for Technical Education (NBTE) may serve to direct further in promoting the objectives of the polytechnic education.
- (d) In line with the above, one can posit that polytechnic education in Nigeria aims at the promotion of Technical and Vocational Education and Training, technological transfer and work skills development to enhance the socio-economic development of our country Nigeria.

The above array of relevance underscore the fact that Polytechnic Education in Nigeria plays a vital role in human resource development by nurturing skilled manpower, enhancing industrial productivity aimed at improving the quality of lives of the people. Polytechnic education focuses on students learning in courses and programme such as: engineering, estate management, architecture, carpentry, wood-work, agriculture, town planning, technology, management, applied arts and craft, hotel management and catering technology. Iyabo and Atueyi (2017), in their discussion of the mandate of polytechnic in Nigeria stated that polytechnic trained graduates are expected by virtue of their training and exposure to be more practical in work skill acquisition than their counterpart university graduates, who are more theoretical. The prospects attached to the above array of relevance may leave one in a deep sense of thought to revisit

the caption of our discussion, thus: Polytechnic Education: A gateway for Youths' Empowerment, Entrepreneurship and Sustainable Economic Development in Nigeria.

POLYTECHNIC EDUCATION AS A TECHNICAL AND VOCATIONAL EDUCATION

Technical and Vocational Education and Training have been recognized the world over as a strategic tool for empowering people especially the youths, for sustainable livelihood and socio-economic development. Edokpolor and Owenvbiugie (2017b) stressed that a number of developing nations across the globe have taken the lead to invest sufficient amount of resources (both financially and other-wise) for the development of their education sector. Technical and Vocational Education and Training is an integral part of secondary and post-secondary education... it provides students and adult with the technical skills, knowledge and training necessary to succeed in specific occupations and careers. It also prepares students for the world of work by introducing them to workplace competencies that are essential no matter what career they choose. Technical and Vocational Education and training takes academic content and makes it accessible to students by providing it in a hands-on-content (Edokpolor & Owenvbiugie, (2007).

Technical and Vocational Education and Training prepares one for the world of work with which the individual can become self-reliant and make contributions to the development of his/her society; It empowers youths with requisite employability skills needed for gainful employment or for self-reliant. It empowers the recipients socially and economically to enable them participate in decision making affecting their lives. Technical and Vocational Education and Training is a reliable channel or a gate-way for functional entrepreneurial skills acquisition by the youths. It appears a solution to the social-economic problem of unemployment if it is properly planned, designed, structured and delivered. It is transformative in nature, in prices and in output. Thus, the production of well-skilled labour force underscores a hopeful transition from poverty to provision.

In line with the above, the Federal Republic of Nigeria (FRN, 2004) defined Technical and Vocational Education and Training as those aspect of the education process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge related to occupations in various sectors of economic and social life. Similarly, Abdullahi (2017), noted that Technical and Vocational Education and training plays fundamental role in achieving sustainable development such as in wealth creation. The ability to acquire

and utilize knowledge and skills effectively is the key to the growth and development that will propel socio-economic development in Nigeria.

Interestingly, Okeke (2016) earlier noted that the polytechnic is technical education both in content, in outlook and in instructional delivery. In this regard, technical and Vocational Education and Training is planned programme of courses and learning experience that begins with exploration of career options, supports basic academic and life skills; and enable achievement of high academic standards, leadership, preparation for industry-defined work and enhanced continuing education. Technical and Vocational Education and Training prepares learners for careers that are based in manual or practical activities, and totally related to a specific trade, occupation or vocation (Osalar 2015).

The discussion above underscores the fact that Technical and Vocational Education and Training is designed to develop occupational skills. It gives the recipients the skills to live in, learn and work as productive citizen in a global society. Morgan (2011) also noted that at the tertiary level, the polytechnics as well as universities of technology shoulder the responsibility of providing Technical and Vocational Education and Training in Nigeria. In the discharge of this responsibility, polytechnic education is specifically packaged to pursue the following targets:

- (i) The provision of trained manpower in applied sciences, technology and commerce particularly at the professional and sub-professional levels.
- (ii) The provision of technical knowledge and vocational skills for agriculture, industrial, commercial and economic development.
- (iii) The provision of experts who can apply scientific knowledge to the improvement, and the solution of environmental problems for the use and convenience of mankind.
- (iv) Giving an introduction to professional studies in engineering and other technologies.
- (v) Giving training and impart necessary skills leading to the production of craftman, technicians and other skilled personnel who will be enterprising and self-reliant
- (vi) Enabling young men and women to have an intelligent understanding of the increasing complexities of technologies (Morgan 2011).

Currently, emphasis is gradually shifting away from the general education that encourages mere acquisition of certificate to skill-based entrepreneurial education which centre on work skill acquisition for individual self-survival.

POLYTECHNIC EDUCATION AND YOUTHS' EMPOWERMENT

Youths' empowerment is a capacity building agenda targeted at equipping the youths with life skills in various occupations – trades and crafts that will enable them gain employment either in the public or private sector. It is an agenda to help the youths to successfully acquire work performance competences in various fields of occupational endeavor that can enable them set up their own business and make a living. Youth empowerment is a vital agenda for the government, especially, considering the fact that the youths are the leaders of the future. The youths need to be well nurtured, well equipped skillfully, well guided and well educated in readiness for the task ahead. Abah (2015) stressed that the primary role of the government would be to assist the youths to get quality education that will enable them become better citizens of tomorrow. The youths need to be well prepared to secure employment, create employment for self and function competitively in contributing to the growth and development of their society. Unfortunately, the youths today are faced with many challenges like: unemployment, underemployment, poverty and hopelessness. These experiences has actually forced some of the youths in our society, to become restive; and get involved in drug addiction, armed robbery, kidnapping, and rape etc. “A popular saying holds that an idle mind is a devils workshop; a jobless youth thinks no good but evil”. The government, therefore, should rise to the challenge of assisting the youths. This I guess is one of the informed reasons for the appointment of Prof. Falodun Abiodun as the new Rector of Edo State Polytechnic, Usen. The prospect is clear, a well packaged polytechnic education would help to equip the graduates with life skills to live on. Specifically, polytechnic education plays the following roles among others, on youths' empowerment agenda:

- (i) Provides the youths with competitive technical and vocational skills needed by the youth for individual prosperity and entrepreneurial development.
- (ii) Provide productive, competent and efficient youths labour force needed for development in various sectors of the economy
- (iii) Provide well talented middle level youth workforce needed for expansion in both the private and public sectors.
- (iv) Provides the youth with technical and vocational skills which are needed for enterprise job creation and for self-reliant.
- (v) Provides skilled youths who will be ready to commercialize their acquired skills and make a living.

POLYTECHNIC EDUCATION AND ENTREPRENEURIAL DEVELOPMENT

Entrepreneurial education is a new agenda in the Nigerian education system. It is a nomenclature resulting from the off-shot of government responses to the global challenge of graduate unemployment, poverty and wealth creation. Entrepreneurship education is that aspect of general education that equips the

recipient with knowledge adequate enough to be able to use personal initiative to spot or visualize business opportunities in his environment. Entrepreneurship education therefore, sensitizes one to become business conscious and business driven. On the other hand, entrepreneurship development is action prone. Thus, it is the action of being able to creatively and innovatively spot business opportunities and gather (assemble) resources to exploit the opportunity. Entrepreneurship development starts with creative and innovative ability of an individual. However, entrepreneurship development demands that the entrepreneur must possess a specific skill as well as the creative and innovative abilities to spot business opportunities and courageously stake his wealth to invest on the opportunity. Polytechnic education can as well help to successfully nurture polytechnic graduates who can undertake entrepreneurial life on graduation. It is clear from courses and programme offering that the polytechnic system is technically oriented. However, it houses entrepreneurial oriented courses especially in the areas of business management, accounting, banking and finance, marketing, advertising among others. The expectation in the new dispensation is that students irrespective of discipline should be prepared to have a blend of business knowledge especially within their discipline. A successful Entrepreneurial development agenda in the polytechnic cannot be achieved through tutorials only. Each tertiary institution including the polytechnic is required to set up a Functional Entrepreneurial Resource Centre that will be well equipped and well linked with expert technocrats to enable the students acquire varied entrepreneurial skills in the polytechnic. This may not be possible unless through a Functional Entrepreneurial Resource Centre and a professional linkage with occupational technocrats who can assist in preparing the students. The polytechnic system in pursuit of the entrepreneurial development agenda would assist to enable the polytechnic graduates to:

- (i) Be creative and innovative and to be business driven at all times;
- (ii) Be courageous at all times in sourcing resources for a business take off;
- (iii) Prepare the mind-set of the recipients to be ready to live on the skills acquired from the polytechnic;
- (iv) Acquire saleable and competitive work skills needed in various vocations or occupation for self-reliant;
- (v) Be courageous to stake their savings and invest same for profit maximization; and
- (vi) Develop the skills in the use of tools and implement in the production of good and services desired by the public.

POLYTECHNIC EDUCATION AND SUSTAINABLE ECONOMIC DEVELOPMENT

Sustainable economic development defines a nation's ability to meet the needs of the present generation without compromising the ability of the future generations to meet their own needs. Sustainable

development has three aspects: namely, economic, environment and social, and the major indicator is that the quality of life or standard of living for human beings must improve. Sustainable economic development is often assessed or measured among other criterion on human capital development in the society (Nobis, 2015). Similarly, Edokpolor and Omiunu (2017) while citing Hardi pointed out that sustainable economic development is not a fixed state of harmony, rather, it is an on-going process of evolution in which people take actions leading to the development that meets their current needs without compromising the ability of the future generation to meet their own needs... sustainable development in Nigeria economy can be seen as a pattern of development that permits the future generations to have access to basic life sustaining essentials, such as food, protection, healthcare, clothing and shelter as well as current generations having access to at least high standard of living. These arrays of conditions could be successfully addressed by Polytechnic Education. Polytechnic Education has the key to sustainable economic development through the Human capital development agenda. Thus, polytechnic education can assist in:

- (i) Providing experts especially in the field of Agriculture for food production and processing which can help to sustain the citizens;
- (ii) Providing experts especially in the area of environmental management and services maintenance that can sustain the Nigeria economy;
- (iii) Providing experts in the field of textile technology for garments and textile production;
- (iv) Providing experts in the field of building technology and architectural designs for shelter;
- (v) Providing expert entrepreneurs who can initiate, develop, expand and sustain varied economic activities locally, and also attract foreign investors that could help to make the economy more viable;
- (vi) Providing medical and healthcare experts who can take the required steps in handling health related cases for sustainable living in the society;
- (vii) Providing skilled expert at middle level capacity in all works of life and occupation that can improve the quality of life generally for the good of the citizens and the society at large; and
- (viii) Providing labour force enough to sustain public and private enterprises that can help in improving the general lives of the citizenry.

CHALLENGES OF POLYTECHNIC EDUCATION IN NIGERIA

Osulor (2015) emphasized that every well-meaning stakeholder in the education sector is aware that the neglect of technical and vocational education is socially and economically injurious, because it is robbing the nation of the contributions the polytechnic graduates would make on National development. Similarly, Ugwuja (2010) noted that Nigeria is today wearing the toga of a poor state because of our non-challant

attitude to Technical and Vocational Education and Training often given by polytechnic education. Thus, the polytechnic provides students with life skills to become productive entrepreneurs as it engenders creative and innovative ideas, enlarge the economic pie, and increase personal economic freedom and independence. The bedrock to technical emancipation for Nigeria is centered on polytechnic education. Ojerinde (2015) in support of this opinion further stressed that it is interesting to note that the developed countries of Europe and America, including the developing ones like China and India owe their technological dexterity to products of their polytechnics and technical education.

In total disregard to the above, it is disheartening today to observe that the polytechnic as citadel of learning and technical vocational education in Nigeria is beset with myriad of challenges. Polytechnics which were once cynosure of all eyes in developed economies of the world, has been relegated to the background in Nigeria. In fact, most polytechnics in the country are synonymous with structural decay occasioned by neglect and misplaced priority. Popular among the challenges facing polytechnic education in Nigeria includes; (but not restricted to) the challenge of:

- (i) Incessant strike actions by Academic Staff Union of Polytechnics (ASUP);
- (ii) Total neglect of polytechnic education by successive government;
- (iii) Underfunding;
- (iv) Poor welfare package to polytechnic staff;
- (v) Non-payment of workforce salaries in the polytechnic;
- (vi) Deplorable conditions of infrastructure;
- (vii) Poor societal perception about polytechnic education;
- (viii) Open discrimination of polytechnic graduates by employers of labour;
- (ix) Financial mis-management by polytechnic administration;
- (x) Brain drain-great exodus of polytechnic staff in search of greener pasture in other lucrative areas; and
- (xi) Poor quality academic staff.

CONCLUSION

If Nigeria must favourably compete with other technological advanced Nations the world over, the development and expansion of polytechnic education is the key. In fact, polytechnic education is the answer to technological advancement. For Nigeria to successfully advance technologically, we must get serious with the issue of technology and science based education because that is where it begins. Polytechnic education is important because it emphasizes practice-based learning and the acquisition of occupational life skills. It has the responsibility to groom and provide competent manpower to the

Nations industries and firms. This will help to reduce over dependence on foreign expertise for industrial development (Tayo, 2017). No meaningful development could be achieved by any nation without sound and qualitative technological education like the polytechnic..., the bedrock of technical emancipation for Nigeria is centred in Polytechnic Education because polytechnics offer highly technical, scientific as well as research-oriented education to students.

RECOMMENDATIONS

In view of the above discourse, the following recommendations are made to address some of the inadequacies surrounding Polytechnic Education in Nigeria.

- (i) The Government, (both Federal and State), are requested to ensure improved funding, to arrest deplorable conditions of facilities and infrastructure in the polytechnic system.
- (ii) A functional polytechnic Scholarship Board should be created by government to support technical education in Nigeria.
- (iii) A viable staff development policy should be put in place to encourage staff secure admission for further studies in recognized institutions locally and internationally.
- (iv) All agitations of the Academic Staff Union of Polytechnics (ASUP) should as a matter of urgency be addressed and resolved once and for all.
- (v) All arrears of salaries and other accrued financial benefits to polytechnic Staff (Academic and non-academic) should as a matter of priority be released and be paid.
- (vi) Public discrimination against polytechnic graduates by employers of labour should be addressed and harmonized by the Federal government
- (vii) All financial regulations to check mate reckless spending by Polytechnic administration should be fully implemented and administered as prescribed by government
- (viii) Government should all the time make fund available to polytechnic administration to ensure that all requirements for programme accreditation by NBTE are met. This appears to be the pivot of all the effort; therefore, it is critical and cannot be over looked.
- (ix) Polytechnics should consider the engagement of senior and experienced academic like professors in strategic disciplines (programme) to improve instruction in the system.
- (x) Every polytechnic must have a functional and viable Entrepreneurial Resource Centre well linked with occupational technocrats that can assist the students acquire the needed practical work skills for self-reliant on graduation.

REFERENCES

- Abbah, D. (2015). *Polytechnic education and national development*. Retrieved from thenationonlineng.net.
- Abduallahi, M. (2017). *Technical education and its role in national development*. Retrieved from thenationonlineng.net
- Addison, C. (2002). *Polytechnic education and nation building in Nigeria*. Retrieved from <http://sunnewsonline.com>
- David, B. (2013). *Education and national development: The Nigeria case*. Retrieved from www.businessdayonline.com.
- Edokpolor, J.E & Omiunu, S.E. (2017). Role of career development services in developing students lifelong learning self-efficacy: Vocational and adult education lecturers' perceptions. *Baltic Journal of Career Education and Management* 5 (1), 30-45
- Edokpolor, J.E & Owenvbugie, R.O. (2017). Technical and vocational education and training skills: An antidote for job creation and sustainable development of Nigeria Economy. *Problems of Education in the 21st Century*, 75 (1), 535-549.
- Eta, E. (2017). The role of Polytechnic education in Nigeria's quest for economic diversification under Buhari. A Key Note Matriculation Lecture at the First Matriculation and Inauguration Ceremony of Sure Foundation Polytechnic on 27th January, 2017.
- Federal Republic of Nigeria (2004). *National policy on education 4th (edi)*. Lagos Federal Government press
- Iyabo, L & Atueyi, U. (2017). *Revisiting the mandate of polytechnic education in Nigeria for growth*. Retrieved from www.ibomreporters.com.
- Madukairo, M. (2011). *The dwindling fortune of polytechnic education in Nigeria*. Retrieved from www.businessdayonline.com.
- Morgan, C. (2011). *Educational administration and management*. Enugu, Pacific Publishers.
- Nobis, D.C. (2015). *Curriculum design in Technical and vocational education and training in Nigeria*. Ibadan, Oluwa Press Inc.
- Ojerinde, A. (2015). *Polytechnic education; Key to development*. Retrieved from thenationonlineng.net.
- Okoke, C. C. (2016). *Administration and planning in education*. Enugu; Pacific Publishers.
- Omokungbe, F. (2018). *Brief profile of yaba college of technology*. Retrieved from www.yabatechunevoc.org.
- Osalor, P. (2015). *Vocational and technical education: Key to improving Nigeria development*. Retrieved from <http://www.vanguardngr.com>.
- Tayo, O. (2014). *The odds against polytechnic education*. Retrieved from www.pmnewsnigeria.com.
- Ugwuja, S.I. (2010). *Vocational technical education and development*. Retrieved from www.nigeriabestforum.com.

Umunadi, K. (2012). Achieving sustainable national economy through functional technical education curriculum in Nigeria, *Nigeria Vocational Association Journal (NVAJ)*; 17 (I) 112-119.