

THE ROLE OF VOCATIONAL BUSINESS EDUCATION (VBE) IN MEETING THE CHALLENGES OF NATION BUILDING IN NIGERIA

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Abstract

The study focuses on the role of Vocational Business Education (VBE) in meeting the challenges of nation building in Nigeria. Three research questions and three null hypothesis guided the study. The ex-post facto design was used for the study. The population of the study comprised 194 final year VBE students at College of Education, Afaha Nsit and University of Uyo, Uyo all in Akwa Ibom State. The stratified random sampling technique was used to study 140 students made up of 54 males and 86 females from the two institutions. The instrument used for data collection was a 30-item closed ended questionnaire. The instrument was validated by three experienced research experts in VBE from the University of Uyo, Uyo. The reliability of the instrument was obtained using the split-half method and Pearson Product Moment correlation(r) co-efficient. The reliability co-efficient of 0.82 was obtained. Data collected were analysed using arithmetic means to answer the research questions and t-test to test the null hypothesis at the significance level of .05 respectively. The results of the test revealed that there is no significant difference in the mean responses of male and female final year students in tertiary institutions in Akwa Ibom State on the roles of financial management studies, portfolio management studies and entrepreneurship studies (in VBE) in meeting the challenges of nation building in Nigeria. It was recommended among other things that Federal and State government should implement all the laws that check and punish corrupt public officers to serve as a deterrent to looting public funds; and that Federal and State government should provide soft loans to unemployed youth graduates to enable them create small or medium business enterprise to promote self-reliant economy.

Introduction

The word nation is often used interchangeably with nationality or country. It refers to a people sharing a common origin, culture, language and government. Hornby (2006) defined nation as a country considered as a group of people with the same language, culture and history, who live in a particular area under one government. For a nation to exist, there must be an interplay of environmental resources including land resources, water resources, forest resources and air resources. The nation (i.e. the people) explores and exploits these resources to make a living. The exploration and exploitation of the resources are the fundamental principles and the foundation of nation building since it is the same people that harness the resources for their livelihood. Thus, nation building depends on the quantity and quality of the nation's material resources on one hand and the quantity and quality of her human resources on the other hand. If the manpower of a nation is deficient of the right ideas, knowledge, skills, attitudes, values and abilities to exploit and utilize the resources, such a country cannot grow meaningfully. This is where education comes to play. With education, manpower is strengthened, knowledge and ideas are acquired, values are created, productive skills are learnt and utilized, methods of production are initiated while the material resources themselves can be replenished, sustained, re-created, pre-served, etc for continual use.

Nation building is therefore to make a country healthier, stronger and better than what it is through exploitation and utilization of the material resources by the people to create infrastructures, amenities, facilities and institution of various kinds in order to service the nation itself. Hence, to build a nation is to re-create the resources to service the people. The institution used here is an embracing term which encompasses the economy of the nation, political institutions, cultural institutions, economic institutions, social institutions, civil institutions, public institutions, private institutions, schools and tertiary institutions. Onuoha, Basse and Udofia (2018) described nation building as the building of tangible and intangible threads that hold a political entity together and give it a sense of purpose. It is about building the institutions and values that sustain the collective community in the modern times.

It is rather very unfortunate that the political and democratic institutions in Nigeria, instead of using the vast material resources to create tangible and intangible assets, use them to position an individual called a leader from a particular ethnic group as an opening for them to squander the available resources through bribery and corruption. This has been the most devastating blow to the efforts to build Nigeria as a nation. It has depleted the economy leading to the present poverty, unemployment, low life expectancy rate and other socio-economic and political crisis in Nigeria. Onumah (2011)

once remarked that our enemies are the political profiteers, the swindlers, the men in high and low places that seek bribes and 10 percent, those that seek to help the country divide permanently so that they can remain in office as ministers or VIPs, at least the tribalists, the nepotists, those that make the country look big for nothing before the international circles, those that have corrupted our society and put the Nigerian political calendar back to their words and deeds. It is hoped that if the resources managers re-focus their attention to building and developing the nation through education, and specifically functional education, the current woes would be a thing of the past.

Education is the principal factor to nation building in very country of the world. It is through education that knowledge, skills and competencies are acquired and used to tap the requisite resources and convert them to physical goods and services for the survival of individuals and the society. It unlocks the door of socio-economic, cultural, political and technological development of a nation. In Nigeria, education is accepted as an instrument par excellence for the development of the nation (FRN, 2004) which is incumbent on the development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to building the society (FRN, 2013). Every developed country of the world including China, Japan, India, United State of America among others have used education as the bedrock of their development. According to Asaju and Adagba (2014), such countries have been able to overcome several developmental challenges such as poverty, unemployment, inequality and ignorance which have bedeviled every developmental effort in Nigeria.

The form of education that fits to build, develop and sustain a nation is the functional and viable education. This is the type of education which equips the learners with the necessary practical ideas, abilities, knowledge, skills, attitudes competencies and values to enter into a productive venture to create goods and services to earn a living and also contribute to the development of the nation. Nwaka (2021) posited that functional education, among other benefits, produces high level man power in different fields of human endeavour as the recipients turn out to develop the vast materials and human resources for rapid economic and national development. It also develops the beneficiary's intelligence and makes him acquire all round development-socially, culturally, economically, politically and technologically, suitable to perform various duties expected to uplift and support the development of the individual, the immediate community and the nation at large. The scholar asserted that functional education does not only have a multiplier effects in reducing unemployment, improving family income, reducing poverty and infant mortality, and raising the standard of living; it also inculcates the right

type of values, morals, discipline, character and attitudes in the recipients which consequently, strengthen democracy and promote democratic ideas and the rule of law. It is noted that a stable and vibrant democracy free from dubious betrayal and corruption is a sine quo non for rapid nation building.

It is rather very unfortunate that education in Nigeria is not functional enough to meet the challenges of unemployment, poverty, diseases, squalor and ignorance. Kookey cited in Asaju and Adagba (2014) noted that the Nigerian education has not been functional because too much emphasis has been placed on theoretical and academic knowledge. There is therefore undue emphasis on the possession of certificates instead of on what one can do. The result of this dysfunctional education is that schools turn out graduates without saleable skills, knowledge, abilities, aptitudes and values to function competently in a productive task. Adamu (2018), while addressing the “Pursuit of Functional Education”, posited that it is disturbing that, despite the immense human and material resources Nigeria is endowed with, the country is still firmly handicapped and unable to wriggle her way out of entrenched developmental quagmire. Aside from the retinue of our moral woes, the biggest indictment comes from a falling educational system. Lack of functional education has therefore hewed and whittled down all efforts to build Nigeria and the defect has culminated into the present idleness of youth graduates, joblessness, poverty, corrupt practices, conflict, abuse of law, boko haram, insurgency and abuse of democracy.

The question now is, how can Nigeria get out of this mess still through the path-way of education? This paper examines Vocational Business Education (VBE) as the functional and viable education programme that can provide the necessary framework for nation building in Nigeria. Vocational Business Education, as a branch of Vocational and Technical Education, is a functional education that trains individuals with business ideas and business skills which encompass occupational skills, office management skills, computer skills, accounting/financial management skills, marketing skills, leadership skills, entrepreneurship skills, portfolio/investment management skills and other job skills. VBE trains the beneficiaries for gainful employment in occupations which have the synergy effect of generating more goods and services to sustain the family, the immediate community and the nation at large. Nwosu (2009) opined that VBE prepares an individual for self-reliance and employment of others, whereby graduates no longer wait for white collar jobs, but rather provide jobs for themselves and get others employed as well, thus improving themselves and the nation’s economy. According to Rufia, cited in Ugwuogo (2013), effective acquisition of VBE skills and competencies are critical success factors in recovering the economy of Nigeria through job creation and self-employment packages to the Nigerian teaming

unemployed youth, in order to gain employment and also contribute to the Gross Domestic Product (GDP) and per capita income that reduce poverty rate and unemployment which are some of the indices of economic recovery.

VBE career programme is viewed as an engine of nation building in Nigeria as it among other things, is expected to:

- i. Provide the recipients with knowledge and skills for practical job preparation in office and service occupations.
- ii. Provide the learner with the needed competencies to perform in the business world as a producer and/or consumer of goods and services that business offers.
- iii. Provide the students with business ideas, managerial competencies, aptitudes and leadership qualities needed in managing personal and public businesses, advance and profit in them.
- iv. Inculcate in the recipients good working habits, good inter-office relationships, tolerance, discipline, morals, positive attitudes and office responsibilities needed in the private and public engagements.

This study is delimited to using three VBE programmes - financial management, portfolio management and entrepreneurship respectively to determine the role of the programmes in meeting the challenges of nation building in Nigeria. Pandey (2005) described financial management as those managerial abilities and competencies which are concerned with the planning and controlling of the firm's financial resources. The firm could be small, medium or large, but since funds are not always in sufficient supply, the available ones need to be managed prudently and those for expansion need to be sourced effectively. Onuoha (1994) noted that the acquisition of financial management skills through education, and their application either in business, government or at individual levels is a weapon of nation building. Scholars have accepted that the greatest challenge to nation building in Nigeria is financial bribery and corruption. In Vocational Business Education, students are taught the tenets of financial planning and control techniques which entail the skills of sourcing for business funds, application of the funds to create productive ventures, controlling the funds in the most economical way, preparing the financial statement of the sources and application of the funds and reporting same to the fund users for decision purposes. In VBE, students are also taught financial discipline through income and expenditure budgets, financial records management, financial forecasting, imprest funding, transparent accountability and financial propriety.

In Nigeria, another outstanding challenge to nation building is lack of investment and re-investment of surplus or idle funds. Most politicians have the pleasure of wasting public funds by buying a fleet of cars and building story houses where they are not economically utilized. Investment of funds is

captured in the modern portfolio management theory of Harry M. Markowitz of 1952 (Ahaiamadu, 2015). The theory is all about the combination of two or more assets or securities to form a bundle or set of investment commonly called a portfolio instead of staking all one's funds in a single investment which is very risky. This is the essence of diversification in the investment industry. Portfolio management is now taught as a unit course in Business Education. It was formerly taught as unit lessons in Economics, Commerce, Financial Accounting, Management and Entrepreneurship courses. According to Sharpe, Alexander and Bailey (2001), portfolio investment is the allocation of capital funds on the portfolio in the most and efficient manner in order to obtain maximum returns given the level of risks and uncertainties inherent in the investment outlets. In Business Education, students are taught the skills of investing one's idle funds in short-term investment outlets to maintain liquidity in business, medium-term investment outlets for medium-term business sustenance and long-term investment outlets for long-term capital appreciation respectively.

According to Osuor (1984) and Van-Horne (1986), short-term investment includes purchase of stock for resale, purchase of raw material for manufacturing, purchase of treasury bills and time deposits in banks, etc. while medium-term investment includes purchase of plants, equipment and machineries for production purposes, establishment of new business venture or enterprise, purchase of commercial papers and certificates of deposits in banks, etc. Long-term investment includes purchase of shares, debentures and government bonds. Ovwielefuoma (1993) asserted that effective acquisition of portfolio planning and control skills help the investor to determine the best type of finance (i.e. fund) to be sourced, the most economical source and the most profitable investment alternatives to be chosen by the investor as a portfolio. Thus, effective acquisition of portfolio management skills and competencies can enable Vocational Business Education leaders to tailor public funds into better and profitable investment opportunities to change the ugly situation of this country instead of keeping idle cash in their pockets, in their cars, in their houses, in banks, etc to waste in politics and other non-nation building ventures.

Next is the entrepreneurship programme which is taught as an option under Business Education. It was and is still taught also as a unit course both in Business Education and General Education. Entrepreneurship Education provides students with the knowledge, skills and abilities to generate new business ideas, recognize new business opportunities, create and introduce new product or service into the market, add value to existing product or service, improve upon existing product or service, introduce new method of production or new method of rendering services, discover new market for the

existing product, discover new channel of distribution, re-package existing product and re-design the existing product or service respectively (Etuk, 2020). These are made possible through the entrepreneur's creative spirit, innovative spirit and risk bearing spirit which also constitute the learning experiences in entrepreneurship education. Several authors including Orjinta and Orjinta (2020) and Onwuchekwa & Ahamefula (2020) and Omozuawo and Ugheoke (2020) admitted that successful acquisition of entrepreneurship skills and competencies could result in wealth creation, job creation, poverty eradication, unemployment reduction, reduction in rural-urban migration, development of local technology, improvement in economic growth, better standard of living and nation building respectively. It therefore reflects that effective teaching and learning of entrepreneurship skills by the VBE students would have a positive implication in nation building in Nigeria.

Statement of the Problem

Nigerians are not satisfied with the state of the nation's economy. The outside communities rate Nigeria low in terms of development but high in corruption rate, crime rate, poverty rate, unemployment rate, etc. Generally, Nigeria's economy faces such challenges as high rate of unemployment among youth graduates, high rate of poverty, unending scourge of corruption and tribalism, leadership deficit, socio-economic inequalities, debt burden, ethnic conflict, abuse of human right, abuse of power, low rate of economic growth and development and political crisis among other ills. Scholars including Eze (2003), Asaju, Thomas and Silas (2013) and Abdu (2005) attributed the challenges to lack of functional education in Nigeria which make it extremely difficult to train and raise better crop of leaders to transform the economy from the bad state in which Nigeria finds herself. This has impeded the growth and development of the country. According to Abdu (2005), functional education trains individuals in practical job skills to become self-reliance. It is the form of education that stimulates the economy as the beneficiaries turn back to engage in productive ventures to reduce poverty and unemployment. It is suspected that Vocational Business Education, being a functional education, can endanger nation building in Nigeria if its skills and competencies are effectively and efficiently transmitted to the learners.

Purpose of the Study

The purpose of this study was to determine the role of Vocational Business Education in meeting the challenges of nation building in Nigeria. The specific objectives are:

1. To determine the role of financial management studies in meeting the challenges of nation building in Nigeria.
2. To determine the role of portfolio management studies in meeting the challenges of nation building in Nigeria.
3. To determine the role of entrepreneurship studies in meeting the challenges of nation building in Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. What is the role of financial management studies in meeting the challenges of nation building in Nigeria?
2. What is the role of portfolio management studies in meeting the challenges of nation building in Nigeria?
3. What is the role of entrepreneurship studies in meeting the challenges of nation building in Nigeria?

Research Hypothesis

The following null hypothesis were formulated and tested at .05 level of significance:

1. There is no significant difference in the mean responses of male and female final year students of tertiary institutions in Akwa Ibom State on the role of financial management studies in meeting the challenges of nation building in Nigeria.
2. There is no significant difference in the mean responses of male and female final year students of tertiary institutions in Akwa Ibom State on the role of portfolio management studies in meeting the challenges of nation building in Nigeria.
3. There is no significant difference in the mean responses of male and female final year students of tertiary institutions in Akwa Ibom State on the role of entrepreneurship studies in meeting the challenges of nation building in Nigeria.

Method

The study adopted the ex-post facto research design. According to Ndiyo (2010), ex-post facto design is a systematic empirical inquiry in which the scientist has no direct control or manipulation of the independent variable because the situation for study already existed. The researcher can indeed create or contrive a situation that will generate the requisite data for analysis. The population of this study comprised 194 final year VBE students at College of Education (C.O.E) Afaha Nsit and University of Uyo, Uyo (UNIUYO). There were 108 final year students from C.O.E made up of 68 females and 40

males and 86 final year students from UNIUYO made up of 50 females and 36 males respectively. The sample size for the study consisted of 140 students (86 females and 54 males) made up of 78 students (50 females and 28 males) from C.O.E, Afaha Nsit and 62 students (36 females and 26 males) from UNIUYO respectively. The stratified random sampling technique was used to carry out the selection from the strata concerned.

Data were collected using a 30-closed ended item questionnaire designed by the researcher. Each item has the five points Likert type scale of Strongly Agreed (SA)-5, Agreed (A)-4, Undecided (U)-3, Disagreed (D)-2, and Strongly Disagreed (SD)-1. The instrument was validated by three experienced research experts in VBE from the UNIUYO. The amended and corrected questionnaire was finally used for this study. A pilot group of 20 students who were not a part of the main study were used to try-test the instrument. The split-half method of measurement was used and the internal consistency of the two halves was determined using the Pearson Product Moment Correlation (r) method. The reliability coefficient of 0.82 was obtained. The instrument was administered by the research and a hundred percent response rate was obtained. Data collected were analysed using arithmetic means to answer the research questions while t-test was used to test the null hypothesis. The mean index of 3.00 and above was accepted, meaning that the state of VBE programme is functional enough to meet the challenges of nation building in Nigeria. The mean index below 3.00 was otherwise rejected while the mean of exactly 3.00 indicated the borderline.

Results

Research Question 1

What is the role of financial management studies in meeting the challenges of nation building in Nigerian?

Table 1: Mean Responses of VBE Students on the Role of Financial Management Studies in Meeting the Challenges of Nation Building in Nigeria

S/N	ITEM	X	SD	REMARK
1.	Eradication of corruption	4.20	1.04	Agreed
2.	Creation of God-fearing leaders	3.84	1.20	Agreed
3.	Engendering of financial discipline	3.90	0.75	Agreed
4.	Creation of employment	3.50	1.22	Agreed
5.	Forestalling of embezzlement of funds	3.75	0.95	Agreed
6.	Impartation of financial records keeping competencies	4.30	1.10	Agreed
7.	Provision of auditing services	3.30	1.45	Agreed

8.	Training of prudent human capital	3.62	0.86	Agreed
9.	Training of transparent accountants	3.25	0.76	Agreed
10.	Training of financial account teachers	3.88	1.15	Agreed
Cluster mean		3.75	1.06	Agreed

The result of data analysis in table 1 revealed that all the items had their mean above the cut-off point of 3.00. This conveys the unanimous agreement of the students that financial management studies in VBE have positive role in meeting the challenges of nation building in Nigeria.

Research Question 2

What is the role of portfolio management studies in meeting the challenges of nation building in Nigerian?

Table 2: Mean Responses of VBE Students on the Role of Portfolio Management Studies in Meeting the Challenges of Nation Building in Nigeria

S/N	ITEM	X	SD	REMARK
11	Exposes investment opportunities	3.73	0.83	Agreed
12	Engenders appraisal of portfolio investment	3.68	0.76	Agreed
13	Trains on better selection of investment alternatives	3.84	0.80	Agreed
14.	Encourages investment of excess cash	3.95	0.74	Agreed
15.	Exposes individuals to short-term investment outlets	3.80	1.05	Agreed
16.	Exposes individuals to medium-term investment outlets	3.74	0.88	Agreed
17.	Exposes individuals to long-term investment outlets	3.65	1.12	Agreed
18.	Exposes the importance of diversification of investment	3.22	1.15	Agreed
19.	Trains individual attitudes toward portfolio risk	3.85	0.89	Agreed
20.	Encourages individuals on risky investment	3.50	0.76	Agreed
Cluster mean		3.70	0.90	Agreed

The result of data analysis in table 2 revealed that all the items had their mean above the cut-off point of 3.00. This conveys the unanimous agreement of the students that portfolio management studies in VBE have positive role in meeting the challenges of nation building in Nigeria.

Research question 3

What is the role of entrepreneurship studies in meeting the challenges of nation building in Nigeria?

Table 3: Mean Responses of VBE Students on the Role of Entrepreneurship Studies in Meeting the Challenges of Nation Building in Nigeria.

S/N	ITEM	X	SD	REMARK
21	Establishment of business venture	3.95	1.06	Agreed
22	Creation of goods for the teeming population	3.47	0.99	Agreed
23	Engendering of self-relevant economy	3.58	0.85	Agreed
24	Reduction of poverty	3.99	0.87	Agreed
25	Creation of wealth	3.92	1.12	Agreed
26	Promotion of economic development	3.15	0.98	Agreed
27	Reduction of unemployment	3.72	0.78	Agreed
28	Raising of standard of living	3.20	0.82	Agreed
29	Training on risk management	3.18	0.99	Agreed
30	Training of entrepreneurship teachers	3.33	0.84	Agreed
Cluster mean		3.54	0.94	Agreed

The result of data analysis in table 3 revealed that all the items had their mean above the cut-off point of 3.00. This conveys the unanimous agreement of the students that entrepreneurship studies in VBE have positive role in meeting the challenges of nation building in Nigeria.

Null Hypothesis 1

There is no significant difference in the man responses of male and female final year students in tertiary institutions in Akwa Ibom State on the role of financial management studies in meeting the challenges of nation building in Nigeria.

Table 4: t-test Analysis of the Difference in the Mean Responses of Male and Female Students in Tertiary Institutions on the Role of Financial Management Studies in Meeting the Challenge of Nation Building in Nigeria.

Gender	N	X	Sd	df	t-cal	t-cri	Decision
Male	54	3.84	1.15	138	1.47	1.96	accepted
Female	86	3.65	0.85				

The findings in table 4 revealed that the calculated t-value of 1.47 is less than the critical t-value of 1.96 at the significance level of .05 and degree of freedom (df) of 138. Hence, the null hypothesis was upheld, meaning that there is no significant difference in the mean responses of male and female final year students in tertiary institutions in Akwa Ibom State on the role of financial management studies (in VBE) in meeting the challenges of nation building in Nigeria.

Null Hypothesis 2

There is no significant difference in the mean responses of male and female final year students in tertiary institutions in Akwa Ibom State on the role of portfolio management studies in meeting the challenges of nation building in Nigeria.

Table 5: t-test Analysis of the Difference in the Mean Responses of Male and Female Students in Tertiary Institutions on the Role of Portfolio Management Studies in Meeting the Challenges of Nation Building in Nigeria.

	N	X	Sd	df	t-cal	t-cri	Decision
Gender							
Male	54	3.80	0.92	138	1.08	1.96	Accepted
Female	86	3.30	0.74				

The findings in table 5 revealed that the calculated t-value of 1.08 is less than the critical t-value of 1.96 at the significance level of .05 and df. of 138. Hence, the null hypotheses was upheld, meaning that there is no significant difference in the mean responses of male and female final year students in tertiary institutions in Akwa Ibom State on the role of portfolio management studies (in VBE) in meeting the challenges of nation building in Nigeria.

Null Hypothesis 3

There is no significant difference in the mean responses of male and female final year students in tertiary institution in Akwa Ibom State on the role of entrepreneurship studies in meeting the challenges of nation building in Nigeria.

Table 6: t-test Analysis of the Difference in the Mean Responses of Male and Female Students in Tertiary Institutions on Role of Entrepreneurship Studies in Meeting the Challenges of Nation Building in Nigeria.

Gender	N	X	Sd	df	t-cal	t-cri	Decision
Male	54	3.84	0.98				

				138	1.25	1.96	Accepted
Female	86	3.62	0.82				

The findings in table 6 revealed that the calculated t-value of 1.25 is less than the critical t-value of 1.96 at the significance level of .05 and df. of 138. Hence, the null hypotheses was upheld, meaning that there is no significant difference in the mean responses of male and female final year students in tertiary institutions in Akwa Ibom State on the role of entrepreneurship management studies (in VBE) in meeting the challenges of nation building in Nigeria.

Discussion of the Findings

The findings in table 1 revealed that financial management studies in VBE have positive role in meeting the challenges of nation building in Nigeria. It was also revealed in Table 4 that there is no significant difference in the mean responses of male and female final year students in tertiary institutions in Akwa Ibom State on the role of financial management studies in meeting the challenges of nation building in Nigeria. Thus, the VBE final year students in tertiary institutions in Akwa Ibom State see and receive financial management studies as a weapon that can spur them up to join in building Nigeria as a nation. These findings lend credence to the work of Van-Home (1986) and Pandey (2005) which revealed that effective acquisition of financial management skills enable students to be financially disciplined in their responsibilities as account clerks, accountants, financial controllers, auditors and financial managers in the business world, private and public.

This study revealed in table 2 that portfolio management studies in VBE have positive role in meeting the challenges of nation building in Nigeria. The study also revealed in table 5 that there is no significant difference in the mean responses of male and female final year students in tertiary institutions in Akwa Ibom State on the role of portfolio management studies in meeting the challenges of nation building in Nigeria. These students see and receive this programme of study as a necessary weapon of entry into the financial investment industry where they can mobilize idle cash in the economy to invest in a portfolio for increased returns. These findings are supported by the work of Ovwielefuoma (1993), Onuoha (1994), Sharope, Alexander and Bailey (2001) and Ahaiamadu (2015) which revealed that portfolio investment opens chances to the investor to make money, create wealth, expand business and contribute to the growth and developing of the country.

It was also revealed in table 3 of this study that entrepreneurship studies in VBE have positive role in meeting the challenges of nation building

in Nigeria. The findings in table 6 revealed that there is no significant difference in the mean responses of male and female final year students in tertiary institutions in Akwa Ibom State on the role of entrepreneurship studies in meeting the challenges of nation building in Nigeria. These students therefore see and receive the programme as a necessary ingredient that can propel an individual into job creation, wealth creation, employment generation, establishment of one's own business and other productive and service ventures. These findings are in consonant with the findings of Omozuawo and Ugheoke (2020) and Onwuchekwa and Ahamefula (2020) who revealed that effective acquisition of entrepreneurship skills and competencies could result in wealth creation, job creation, poverty eradication, unemployment reduction, development of local technology, improvement in economic growth and development respectively.

Conclusion

Based on the findings of this work, it was concluded that Vocational Business Education (VBE) is a functional and viable education that can meet the challenges of nation building in Nigeria. This stems from the fact that VBE trains individuals on financial management skills, portfolio management skills and entrepreneurship skills among other things which are the bedrock for nation building in Nigeria. The financial management studies equip the learners with financial and accounting skills and competencies that can enable them to manage funds prudently in both private and public organizations. Portfolio management skills motivate individuals to invest idle funds in profitable investment outlets, while entrepreneurship skills enable individuals to create new goods and services, create employment opportunities, create wealth, establish small, medium or large scale business. Vocational Business Education therefore provides the necessary skills, knowledge, attitudes and abilities for one to enter into the world of work to serve oneself, the family, the immediate community and the nation in general.

Recommendations

Based on the findings and conclusion of this work, the following recommendations were made:

1. Federal and State government should implement all the laws that check and punish corrupt public officers to serve as a deterrent to looting public funds.
2. Federal and State government should provide scholarships to business education students and lecturers to pursue professional programmes in finance and accountancy especially Chattered Institution of Bankers of

- Nigeria (CIBN) and Institute of Chattered Accounted of Nigeria (ICAN) for professionalism.
3. Federal and State government should provide interest-free funds for unemployed youth graduates to invest, by establishing new business ventures powered by adequate machines, equipment, facilities and other technological resources.
 4. Federal and State government should establish school of investment at tertiary levels to train individuals on the ethics and fundamental principles of portfolio investment.
 5. Federal and State government should provide soft loans to unemployed youth graduates to create small or medium business enterprise to promote self-reliant economy.
 6. Federal and State government should establish and equip entrepreneurship laboratories, workshops, studios and libraries in each tertiary institution to facilitate effective impartation of job skills and competencies.
 7. Entrepreneurship teachers should be sent abroad for training on vocational business education by the Federal government.

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