International Journal of Academic Management Science Research (IJAMSR)
ISSN: 2643-900X
Vol. 10 Issue 3 March - 2026, Pages: 54-60

The Necessity of Effective Management In Entrepreneurship Environment For Economic Development Through TVET

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Abstract: *Technical and Vocational Education and Training (TVET) has emerged as a central policy instrument for promoting employability, entrepreneurship and inclusive economic growth. However, the capacity of TVET to translate skills formation into sustained enterprise creation and macro-economic development depends critically on the quality of management within the entrepreneurship environment (for example, how institutions, programmes, industry partnerships and enabling policies are designed, governed and resourced). This article argues that effective management is a necessary condition for TVET to fulfil its entrepreneurship and economic-development potential. Drawing on global policy syntheses and empirical studies, it identifies core managerial functions (strategic leadership, curriculum design and demand-responsiveness, industry engagement, finance and resource mobilisation, quality assurance, monitoring and evaluation, and graduate support for MSME development), explains how weaknesses in each area limit entrepreneurship outcomes, and outlines evidence-based recommendations for policy-makers, TVET leaders and industry partners. The paper concludes that strengthening management systems in TVET—including decentralised decision-making, performance-based funding, employer co-governance and continuous capacity development for managers and trainers — amplifies the capacity of TVET to catalyse small enterprise formation, employment generation and productivity growth. Implementation requires coordinated policy reforms and targeted investment but offers high returns in terms of youth employment, poverty reduction and economic dynamism.*

Keywords: Technical and Vocational Education and Training (TVET), Effective management, Entrepreneurship environment, Economic development

Introduction

Global development agencies and academic research increasingly recognise TVET as pivotal to achieving inclusive growth and to harnessing demographic dividends, especially in low- and middle-income countries. Well-managed TVET systems can produce graduates with market-relevant technical skills and entrepreneurial capacities, thereby reducing unemployment and stimulating micro, small and medium enterprise (MSME) activity. Yet aggregate evidence shows large variation in outcomes: countries and institutions that pair sound TVET management with strong industry linkages tend to record higher employment and enterprise formation rates than those with fragmented governance, obsolete curricula and weak private-sector engagement. Nigeria is presently confronted with a range of profound socio-economic challenges, including widespread youth unemployment, rising incidents of kidnapping and insecurity, persistent farmer–herder conflicts, de-industrialization, a largely inefficient and uncommitted workforce, and the continued neglect of technical and vocational education and training (TVET) (Olabiyi, 2023). It is important to note that many of these challenges could be substantially reduced through the effective implementation of well-structured TVET programmes. The high rate of unemployment among Nigerian graduates can be attributed to two major factors. First, there is a significant shortage of available employment opportunities for the growing number of graduates. Second, many graduates lack the requisite practical skills and competencies needed to operate efficiently within Nigerian industries and to compete in the global labour market, a deficiency that significantly undermines their employability.

TVET constitutes a vital segment of the education system, playing a significant role in effective management of entrepreneurship environment, the development of a globally competitive workforce and the promotion of sustainable national development. It is a form of education designed to produce skilled manpower in applied sciences, engineering technology, and commerce, equipped with the practical competencies required to operate, maintain, and sustain economic activities, thereby facilitating accelerated socio-economic growth. This observation underpins the central thesis of this paper: effective management of the entrepreneurship

environment in and around TVET institutions is necessary not merely desirable for delivering measurable economic development outcomes (Levin *et al*., 2023).

In the context of community and economic development, it creates entrepreneurs and encourages entrepreneurship among the people in general, and among students (Mustafa *et al.*, 2013). However, there are issues and challenges in the development of entrepreneurship among TVET graduates that need to be addressed. Despite the increase in entrepreneurship activities and programmes at the university, these activities and programmes are often being implemented beyond the curriculum. This causes difficulty for students to balance time between academic needs and entrepreneurial activities (Adam *et al.,* 2011). The absence of a guideline for applying entrepreneurial elements and values across the curriculum also makes it difficult to be implemented more effectively (Mahmud and Hamzah, 2011). Technical and Vocational Education (TVE) is majorly concerned with the development of employability skills. These employability skills constitute the foundational competencies upon which individuals undergoing Technical and Vocational Education and Training (TVET) are developed, enabling them to function effectively and manage entrepreneurial activities within the business environment for the advancement of economic development.

Conceptual Clarification of Terms

Technical Vocational Education and Training (TVET)

TVET is defined as education, training, and skill development in a variety of vocational domains, production, services, and livelihoods (UNESCO, 2015). According to UNESCO (2015), policy attention to technical and vocational education and training (TVET) is growing globally in awareness of the reality that skills are critical for poverty reduction, wealth creation, global security, and long-term economic development. Technical and vocational skill development is critical to economic development for two reasons, to begin, technical and vocational skills are required for business productivity and profitability, as well as national production and wealth generation. Creativity and national prosperity can be severely hampered without the requisite technological skills. The demand for talented personnel is fueled by technological innovation and economic progress (Olabiyi, 2023). Because of a convergence of factors technological progress, changes in work organization, increased economic openness and competitiveness, and capital deepening (increasing capital per worker), the demand for technical and vocational skills is expanding. The second reason that developing technical and vocational skills is critical is because it is necessary for individual prosperity. Individuals with skills can boost their production and revenue. This is especially crucial for those looking for work in the informal sector of the economy. (Yusuf and Soyemi, 2012).

Technical and vocational education and training play an essential role in improving the wellbeing of young adults and communities and increases productivity, empowers individuals to become self- reliant and stimulate entrepreneurship. Therefore, high-quality Technical and Vocational Education and Training (TVET) serve as a critical instrument for promoting sustainable economic empowerment among youths, as it facilitates the acquisition of relevant skills, knowledge, values, and contributes to overall economic growth. Achieving sustainable empowerment requires deliberate efforts to bridge the gap between formal education and practical work preparation, with particular emphasis on revitalizing and strengthening TVET programmes in Nigeria. Technical and Vocational Education and training (TVET) have been recognized the world over as tools for empowering people, especially the youth, for sustainable livelihood and social economic development. TVET is particularly relevant in solving the present economic problems in the country due to the advancement in technology, occupational mobility, high rate of unemployment and increasing. (Olabiyi and Chinedu, 2018; Chinedu *et al.*, 2015).

Technical Vocational Education and Training is a form of education that is planned to impart knowledge, skills (competencies), right attitude, autonomy of identity, perseverance, and character and the work ethic into learners in readiness for work and general employment (Olabiyi, 2023). This in turn leads to efficiency, social inclusion, and economic development (UNESCO-UNEVOC, 2019; Olabiyi, 2020) TVET has been found to provide central pedagogical strategies for transmitting inexperienced young people from school-life to realities of working-life. TVET is a form of the education that is didactical in nature i.e., teaching, learning and research that is oriented towards work in different trades, occupations, professionals (Olabiyi *et al.*, 2019). A well-organized Technical and Vocational Education and Training (TVET) system has the capacity to improve productivity, strengthen competitiveness, and stimulate entrepreneurial development. The primary objective of TVET is to equip individuals with the competencies required for self-employment and to function as a transformative pathway for active participation in the world of work, while fostering a sense of inclusion within their communities. Commonly described as workforce education, TVET, particularly in its traditional role, supports the continuous adaptation of human skills and knowledge to the evolving needs and demands of society.

Management in the TVET Entrepreneurship Environment

Management refers to the set of organisational capacities, processes and governance arrangements that enable TVET institutions and the wider entrepreneurship ecosystem to: (a) define clear strategic objectives for entrepreneurship development; (b) align curricula and pedagogy with labour-market demand; (c) coordinate with employers and finance providers; (d) mobilise and allocate resources efficiently; and (e) measure and adapt programmes based on outcomes. The “entrepreneurship environment” spans

classroom instruction (entrepreneurial learning), institutional incubation or business-start support, industry partnerships and public policies that affect enterprise creation (e.g., access to finance, registration costs, taxation, and market linkages).

Management in the TVET (Technical and Vocational Education and Training) entrepreneurship environment is best framed as the intentional set of practices that align people, resources, curricula and partnerships toward the twin goals of skill development and viable enterprise formation (UNESCO, 2025). At its core, management here is not just administrative oversight; it is a purposeful orchestration of learning objectives, instructional modalities, work-based experiences and institutional support systems so that learners acquire both occupational competence and the capacity to create or sustain small enterprises. This broader, mission-driven view of management in TVET echoes UNESCO's emphasis on TVET as a bridge between education and the world of work producing "abilities, knowledge, values and attitudes" needed for decent work and entrepreneurship (UNESCO, 2025).

Conceptually, management in this context draws on classical management functions planning, organizing, staffing, directing/leading and controlling but reshapes them around entrepreneurial outcomes (Okannebelem and Samuel, 2023). Planning means designing curricula and learning pathways that integrate technical skills with business model thinking; organizing means creating flexible delivery (blended learning, work placements, maker-spaces) and partnerships with industry; staffing means recruiting teacher-practitioners who can coach both craft and enterprise skills; leadership means fostering an entrepreneurial culture and risk-tolerant learning environment; and control (quality assurance) means measuring employability and venture viability, not just course completion (UNEVOC, 2007). This hybrid of educational administration and entrepreneurial management is emphasized in TVET guidance that calls for entrepreneurship and small-business management to be embedded in curricula (UNEVOC, 2007).

A distinctive element of management in TVET entrepreneurship is the deliberate integration of entrepreneurial pedagogy experiential, problem-based and work-connected learning into institutional operations (Fürstenau *et al.,* 2014). Managers must balance short-term labour market responsiveness with longer-term venture support: liaising with employers to keep skills current, setting up incubation or mentorship services, and embedding assessment methods that recognise creativity, opportunity recognition and business planning. UNESCO-UNEVOC and related TVET innovation frameworks highlight entrepreneurial learning as transferable and lifelong, requiring institutional management to move beyond narrow course delivery toward ecosystem building (industry links, microfinance access, local economic development) (UNESCO, 2020). Management in TVET entrepreneurship must recognise outcomes and accountability that differ from conventional schooling: success metrics include not only graduate employment rates but business start-up survival, innovation adoption, community economic impact and social inclusion. Therefore, managers require data systems and monitoring tools that capture venture performance, labour demand shifts and learner entrepreneurial competencies. International guidance (UNESCO, ILO) suggests that equipping TVET leaders with leadership and management skills strategic vision, stakeholder negotiation, monitoring & evaluation and change management is essential for TVET systems to act as engines of entrepreneurial development (UNESCO, 2018).

Entrepreneurship

Entrepreneurship development is all about helping people to start and grow dynamic business that provide high value added (Osemeke, 2012). Entrepreneurship programmes should be formulated to identify risks and determine the likelihood of success, identify the factors that affect the levels of entrepreneurship in a society. In most cases these factors include the perception of opportunities, degrees of respect accorded entrepreneurs, acceptance of wide disparities in income and family environment which is oriented towards business skills (Duhu and Mbaga, 2016). Entrepreneurship programmes require a selection process that attempts to identify those targets that have some of the key pre-requisites for entrepreneurial success. Beneficiaries may be individuals or groups. Entrepreneurship programmes should help aspiring entrepreneurs to recognize and design unique innovative business opportunities, based on an analysis of local conditions and their own special skills (Duhu and Mbaga, 2016). Entrepreneurship development programme may therefore include support for:

- Entrepreneurship orientation and awareness
- Development of the competencies (skills, experience and attitude) necessary to recognize a market opportunity and organize resources to meet it
- Improvement of business performance for growth and competitiveness

Entrepreneurship is also understood and seen from a narrow perspective as an effort to encourage students to open and do business solely and not as a learning process that can create a more practical, creative and innovative human being (Miaat, 2014). Technical Vocational Education and Training (TVET) and entrepreneurship development are very cardinal to economic development of any country. Training in general has potential benefits which accrue to the individual, to an organization and to the country as a whole. To individuals, training enhances their future earning potential, career, progression and employability. To the unemployed, training offer them capacities to find ways of earning a livelihood. This can be through self-employment or setting up of business. At organizational level, training results in company productivity, profitability and competitiveness. This in turn enhances its existence. With productivity and high profits, the company will contribute to the wealth of the country through taxes. TVET serves to prepare learners with the skills they need to succeed in the workforce. Entrepreneurship development helps adding value to the skills by

improved livelihood and thus sustainable development. Technical and Vocational Education and Training is the candle of hope lighting the darkness of political inefficiency, poverty and human degradation. It could be truly said that a country's development and progress (ability to combat global economic crisis) largely depends on the availability and quality of its human resources, people with the right skills and the right attitude (TVET skills) and entrepreneurial skills.

Entrepreneurship researches have established relationships between the business environment and entrepreneurial activities (Dobbin and Dowd, 1997; Borkowski and Kulzick, 2006; Carter and Wilton, 2006). The effective manifestation of the functions and roles of entrepreneurship in socio-economic development have often been attributed to the presence of certain factors in the external environment of the entrepreneur over which he has little or no control. Borkowski and Kulzick (2006) list the interplay between entrepreneurship and environment as follow:

a. new venture strategies are formed in response to environmental forces;

b. entrepreneurs are negative towards and will resist political interference; and

c. unstable environments are negatively related to growth opportunities.

Environment, in this sense, is encompassing of such factors as infrastructure, cultural, economic, social and political environments. These environmental forces have been found to be capable of either impeding or facilitating entrepreneurial activities in any society. Gnyawali and Fogel (1994) define the entrepreneurial environment as "the overall economic, sociocultural and political factors that influence people's willingness and ability to undertake entrepreneurial activities". As Romanelli (1989) notes, availability of resources brings about the emergence of entrepreneurs.

Economic Development

Economic development is the practice or process of improving the economic well-being, quality of life, and prosperity of a community or a country. It refers to the transformation of low-income national economies into modern industrial economies. It involves activities to create, attract, and retain wealth and jobs, and to foster a resilient, inclusive, and modern economy. It can be influenced by various factors, such as monetary policy, tax incentives, regulatory incentives, infrastructure, and education. It can be measured by indicators such as living standards, income, health, and education. It can occur at different levels of government and require partnerships between the public and private sectors (Ike *et al.,*2020) Economic development is the process by which emerging economies become advanced economies. In other words, the process by which countries with low living standards become nations with high living standards.

Economic development also refers to the process by which the overall health, well-being, and academic level the general population improves (Olabiyi, 2020). It is the process of improving economic welfare in an economy. Economic development can involve a stronger economy enabling a greater range of social services that improve a nation's welfare. For example, an undeveloped economy will be primarily based on agriculture and very limited social services such as health care and education. Economic development involves an increase in real incomes, higher life expectancy, lower poverty and a greater provision of basic amenities. Economic development looks at how the citizens of a country are affected, apart from their living standards, it also looks at the freedom they have to enjoy those living standards (Olabiyi, 2020). Economic development centers on expanding individual freedoms and eliminating barriers that constrain people's ability to realize their full potential. Enhanced freedom allows individuals to make meaningful choices about their lives and future. In the course of development, economies typically experience a structural transition, moving from agriculture to industrial activities and subsequently to service-oriented sectors.

Economic development is assessed using a wide range of indicators, including average life expectancy, which reflects longevity and quality of life; educational attainment and literacy levels; and the extent of gender disparities within society. It also considers environmental conditions, access to adequate and quality housing, and the availability of healthcare services, such as the ratio of medical practitioners to the population and access to affordable medicines. Income per capita and Gross Domestic Product measured at purchasing power parity (PPP) are important measures, as they account for local purchasing power and provide a more accurate reflection of actual living standards. Additional indicators include the degree of openness to international trade, levels of foreign direct investment, and the quality and availability of national infrastructure, including roads, railways, and airports. Access to safe drinking water and sanitation, as well as the proportion of the population experiencing food insecurity and malnutrition, are also critical considerations. In essence, economic development is fundamentally concerned with enhancing the overall standard of living and well-being of the population. Improved living standards refers to higher levels of education and literacy, workers' income, health, and lifespans.

Sustainable economic development is a national initiative built on local economic unique assets to address their individual challenges and provide quantifiable real-world benefits. It is a practical implementable toolkit that tailors' strategies to work for local people, businesses and institutions that is elements of an anti-poverty programme and may be common from place to place, but

solutions must be grounded in the political, social, and economic reality of a location if they are to create real change (Bernstein, 2020). It is also underlying economic conditions for a growth that is inclusive, environmentally sustainable, and conducive to employment creation is basic prerequisite for generating income and brings about a permanent reduction in poverty (Olabiyi, 2020).

Why Effective Management is Necessary Mechanisms and Evidence

- **Translating skills into viable enterprises requires demand-responsive governance**

TVET that is disconnected from employer needs produces graduates with limited commercial prospects. Effective management ensures curricula, practicum, and assessment are responsive to local markets through employer advisory boards, internships and co-developed modules — mechanisms that raise the probability graduates can start and sustain businesses responding to real demand. International guidance stresses the role of demand-driven TVET for employability and entrepreneurship (World Bank Group, 2023).

- **Resource allocation and investment: entrepreneurship support is capital-intensive**

Incubation spaces, tools, mentor networks and seed finance require deliberate budgetary planning and fundraising. Poor financial management or uncertain funding regimes lead to shortages of trainers, equipment and operational continuity directly constraining enterprise incubation and commercialization (Silas, 2022). Studies in national contexts (example, Nigeria) document how under-resourced TVET programmes undermine entrepreneurship outcomes.

- **Quality assurance and assessment maintain employer trust and market credibility**

Entrepreneurial training linked to verifiable certifications and recognized quality standards lowers transaction costs for graduates seeking clients or finance. Robust quality assurance (QA) and competency assessment managed transparently are therefore critical to the credibility of TVET-born entrepreneurs. Global bodies (ILO/UNESCO) have emphasised QA as a pillar of TVET reform (ILO–UNESCO, 2018; World Bank Group, 2023).

Monitoring and Evaluation (M&E) Close the Learning Loop

Without M and E systems that track graduate employment, business survival, and firm growth, managers cannot determine which programmes actually produce entrepreneurial success and which need redesign. Performance-oriented management (with data systems and feedback loops) is associated with continuous improvement in TVET outcomes (World Bank Group, 2023).

CORE MANAGERIAL COMPONENTS THAT DETERMINE ENTREPRENEURSHIP IMPACT

Below are seven interlinked managerial functions, with comments on why each matters and typical weaknesses to address:

- **Strategic leadership and vision** — leadership must prioritise entrepreneurship as an institutional goal, create an enterprise centre or incubation unit, and mainstream entrepreneurship across curricula.
  Weaknesses: piecemeal commitment, programme fragmentation.
- **Curriculum design and pedagogy** — integrate experiential, problem-based learning (business planning, financial literacy, customer discovery).
  Weaknesses: lecture-based teaching, outdated syllabi.
- **Industry and market linkages** — formal employer partnerships for internships, co-funded projects, and placement pipelines.
  Weaknesses: token advisory committees without real engagement.
- **Finance and resource mobilisation** — diversified funding (public, donor, private, alumni), cost-recovery models and seed funds for startups.
  Weaknesses: overreliance on unstable grants, poor budgeting.
- **Quality assurance and certification** — competency-based assessment aligned with national qualifications frameworks to enhance graduate credibility.
  Weaknesses: inconsistent assessment standards and low external recognition
- **Entrepreneurial support services** — business development services (mentoring, legal advice, market access) and access to start-up capital or credit facilitation.
  Weaknesses: absence of post-training follow-up and incubation support.
- **Monitoring, data and adaptive management** — graduate tracer studies, outcome metrics (business survival, jobs created), and routine programme reviews.
  Weaknesses: limited MIS and evidence to inform decisions.

POLICY AND MANAGERIAL RECOMMENDATIONS

System level

- **Adopt performance-oriented funding** that links a portion of institutional finance to measurable outcomes (graduate employment, startups supported). This incentivises managerial focus on entrepreneurship impact.
- **Strengthen national QA frameworks** and recognition systems to ensure TVET certifications are trusted by markets and finance providers.

Institutional level (TVET college / centre)

- Create dedicated entrepreneurship units (incubators, mentoring pools) with clear mandates, budgets and performance indicators.
- Formalise employer governance through employer advisory boards with binding inputs to curriculum and assessment.
- Invest in managerial capacity development (training for principals, deans and programme managers in strategic planning, M&E and partnership management).

Challenges

- Institutional inertia and short political funding cycles undermine long-term managerial reforms.
- Weak private-sector capacity in some localities limits productive partnerships.
- Data scarcity prevents rigorous M and E.

Mitigation

- Build multi-stakeholder coalitions (industry, donors, local government) and pilot reforms with rapid feedback to demonstrate impact.
- Use sectoral aggregation (cluster strategies) to connect TVET graduates with buyer consortia and digital platforms.
- Start with light-touch tracer studies and progressively build a simple management information system (MIS) for entrepreneurship outcomes.

Conclusion

TVET holds substantial promise for entrepreneurship promotion and economic development, but realising that promise depends on management strategic leadership, demand-responsive curriculum design, industry partnerships, funding mechanisms, quality assurance and robust M&E. Strengthening these managerial functions converts training inputs into viable businesses, jobs and productivity gains. Policymakers should therefore prioritise governance and management reforms alongside investments in equipment and pedagogy; institutional leaders must professionalise TVET management and actively cultivate market linkages; and donors and employers should co-invest in incubation and graduate support. When management is effective, TVET becomes a durable engine for inclusive growth.

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