

Strategies in Economic Diversification for Self-Reliance in Nigeria

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ABSTRACT: *This paper takes a critical review of the role of education and library as supporting agent in enhancing economic diversification for self-reliance in Nigeria. Key concepts relating to this study, namely: education, economic diversification, self-reliance and Nigeria were conceptually defined. The needs for Nigeria as a nation to promote education for economic diversification for her citizens to engage in an entrepreneurship education as a mean for sustaining self-reliance especially at the present economic recession were highlighted.*

The paper further advocated that the nation's educational system needs be seriously reviewed to take into consideration the present employment needs of the citizens of the nation. Emphasis of education should be on promoting entrepreneurship education from the primary across other levels to university education. Government should adopt a strong policy of Public Private Partnership (PPP) with effective backing from assistance from financial houses in order to give entrepreneurship education adequate attention it desired. Training and retraining workshops should be organized for participants with affordable cost to attend: Entrepreneurship education has become one key area of need and desirable area to look into so as to create self-employment, create atmosphere for jobs for self-reliance and sustainability of lives and businesses as well as one of the ways of solving unemployment problems in Nigeria.

Keywords: Education, Economic, Diversification, Self-reliance, Nigeria

DOI: 10.6025/ijis/2019/11/4/99-108

Received: 12 March 2019, Revised 4 June 2019, Accepted 15 June 2019

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1. Introduction

Education is considered as one key principle used as a tool to promote teaching, learning and research and also provide manpower for the engineering of social, economic, political and cultural development of societies, nations across civilization. The growth, development and advancement of nation depend on education. No nation can provide the needs of her citizens without the role of education. Education is one major tool that cut across all facets of nation's life and has reorientation and transformation capacity to transform the individuals and the nation's resources both in human and natural resources to productive levels to meet the country's wholesome needs. Education has transformed many nations to developed status and has the capacity to do to others who can use it to excel in all fields of nations endeavors. No wonder, it is in realization of the important role education plays that every nation is investing huge financial resources in it. In Nigeria education is generally consider as a tool for natural development and a tool par excellence. Education contributes generally to the economic, social and cultural development of Nigeria. There exist abundance economic resources in industry, agriculture, tourism, information; education sectors among others if adequately exploited can be of great economic gains to the nation.

Nigeria like other developing nations is facing a lot of challenges. One of these challenges is the unemployment with its devastating consequences on the nation's economy and security. There are so many Nigerians youths unemployed and so many are remaining unemployable. This is due to the system and type of education acquired by our youths presently which is mainly suited for white collar jobs which are scarcely in existence. The number of students graduating out of institutions of higher learning in Nigeria is quite alarming without a corresponding job opportunity to absorb graduates from higher institutions. Added to these problems is alarming increase of social unrest occasioned by frequent arm robbers activities, cult activities, prostitution, communal clashes among other vices permeating around most cities and states of Nigeria.

Although successful government have made several attempts to initiate one policy or the other with the bid to resolve these unemployed problems, not much efforts have been recorded due mostly to the uncontrollable population growth resulting to increase growth of institutions of higher learning and resulting further in increase in students enrolments in schools and consequently resulting to more increase rate of students graduating from schools, thereby worsening the unemployment challenges facing Nigeria.

From above observation, it has become obvious for Nigerian government at all levels to contemplate on reviewing the nations educational policies and emphasis on areas that will enlarge initiatives for self-employment, self-reliance among her citizens as will recognize the need for partnership in education as one way of diversifying areas of emphasis from education for collar-job creation towards education for self-employment opportunities and self-reliance for national development. Diversification of education to such areas as entrepreneurship, science and technology, agriculture, technical education among others will by extension create learning opportunities for skills acquisition, knowledge and competencies to students across various disciplines that offer opportunities for entrepreneurship education for self-employment and self-reliance in Nigeria. Economic diversification in this context therefore refers to deemphasizing our system of education from the theoretical view point, with the aim of producing productive and sustainable workforce that can be self-engaged in any business opportunities, remain creative, innovative and productive and sustainable for the future advancement. Self-reliance denotes depending on self for livelihood, it also means self-dependency for a living.

The main purpose of this study is to determine education as a strong tool for diversification of Nigeria economy for self-reliance. Specifically the study will determine the following:

1. Define the concepts of education, economic diversification, self-reliance.
2. Find out the type and impart of western education on Nigeria after independence in 1960.
3. The role of government on education after independence.
4. Establish how Nigerian economy can be diversifying for self-reliance.
5. The rationale for the economic diversification.
6. Establish the prospect for the diversification of the economy.

2. Definition of Concepts

2.1 Education

Education as a concept has been defined by many Scholars in various ways but all refers generally to its impactful impression on man and the society. Education according to Cooke (1993) cited in Oboh and Ufuoma (2014) is the process of transferring knowledge from a teacher to a learner, allowing both people explore and come to full understanding of all that is in their domain. Fafunwa (1989) in erudite scholar and author described education as the aggregate of all the processes by which a child or adult develops the abilities, attitudes and other forms of behaviour, which are of positive value to the society in which he lives.

Oboh and Ufuoma (2014) observed that education facilitates realization of self-potential and talent of an individual and can be generally seen from three dimension; development of knowledge, training of mental abilities and development of character. From above observation education is view as a powerful tool of influence on the learner to acquire knowledge through learning, develop mental abilities through training and develop good character through practice of lessons acquired through experience and learning. Olayiwola (2010) opined that one of the crucial functions of education is to adapt to the changing values of the vast changing societies in the world. The challenges in education, especially in this twenty one (21st) century where the

present system of education emphasizes on the production school graduates suitable mainly for white collar jobs not enough in existence to tackle employment problem, there is a great need to review National policies on education to relate and reflect the needs of citizens. The call to de-emphasize the present system of education and diversify attention to other areas that are more proactive such as entrepreneurship education, science and technology, Agriculture, Tourism among others have become so obvious and inevitable.

The researchers believe that one key area of consideration in the present circumstances where the nations educational needs can be refocus is entrepreneurship education. This emphasis for refocusing attention of our educational need to other areas of contemporary needs that have some economic benefits to the nation refers to the theme of this study education and economic diversification for self-reliance.

2.2 Self-Reliance

The concept, Self-reliance refers to one taking a decision and held responsible and accountable for such decision. In other word it refers to self decision and accountability for the results of the decision taken. In the context of this study, self-reliance denotes the act of exploiting a business opportunities in existence and taking the initiatives to embark on the business with the aim of making a profit, develop the business, mature it to the level of using it for self-sustenance or livelihood. The present unemployment environment where graduates of institutions of learning are found roaming about the street without job calls for self-engaged activities as a means of survival and sustainability for national development in Nigeria.

Iwele and Ogoegbunam (2015) observed that self-reliance implies being economically independent and self-satisfying, in other words it means the act of fending for oneself without necessary relying on someone else. Although no individual a nation can claim to be self-sufficient and self-sustaining but the level of development is highly limited. Fonchingong and Fonjong (2003) opined that self-reliance can be defined as self-help, self-sustainability, self-sufficiency and self-support. The concept of self-reliance lay much emphasis on individual role as principal or key agent of development and self determination to be initiative, creative, innovative and productive by utilizing any existing opportunity to make something new. This therefore means that wealth creation is a product of imaginative and creative ability of individuals who utilize the available material resources to maximize gain and social life satisfaction which cannot be achieved without economic stability (Iwele and Ogoegbunam 2015). It can therefore be postulated that self-reliance and reduction of unemployment in the society are closely related, that is, self-reliance is a major factor in unemployment reduction in a society and a key means of lessening the financial and social burdens on the nation's government.

2.3 Economic Diversification

Economic diversification refers to the process of refocusing attention on various areas of economic interest that could create socio-economic development. Webster's Universal Dictionary and Thesaurus (2010) defined diversification as a noun which denotes an engagement in a variety of commercial operations to reduce risk. Emphasis on this definition refers to the practice of an individual or organizations engaging in different activities or perform various functions with the social aim of achieving a goal with minimal risk. Economic refers to an adjective pertaining to economics or business undertaking that is capable of producing a profit. Economic diversification in this context could therefore be defined conceptually as business undertakings with some economic benefits engaged on at various levels with the aim of accomplishing an individual or organizational goal. Nigeria as a nation at present time is in a great need of redirecting her educational policies towards diversifying her economies across the various sectors of the economy by adopting functional education in such areas as agriculture, commerce, manufacturing industries, tourism, mining, transportation, education sectors, and health among others. There are a lot opportunities abound in above areas where entrepreneurship education, science education, agricultural education, mathematics education and Information and Communication Technology education can be applied. The list is in exhaustive.

Entrepreneurship has been found to be one key area opportunities education can be used as tool diversity to Nigerian economy.

2.4 Brief Overview of Nigerian Education System

Nigeria, as a British colonial creation introduced western education before the independence in 1960. This was carried out through Christian Missionaries who introduced Christianity into Nigeria. To facilitate their Missionary activities they employed the services of local people and trained them in the art of reading and writing in English language who later became catechists, interpreters and messengers to white Missionaries. With passage of time, they built Churches and Schools where citizens were taught to acquire Christian religion and western education tailored along the western culture and civilization and the knowledge

acquired was mainly for literacy purpose suitable only for white collar-jobs and faith in God.

However, with the attainment of Nigerian independence in 1960, some radical and rational steps were taken by government to realign the education system inherited, (Britain) from the colonial master Britain to meet the social, economic, cultural and political needs of her citizens. The philosophy behind this was that the educational philosophy of the western culture was different from the colonized Nigeria and could not meet and satisfy the needs of Nigerian. The system of education did not create a platform for skills acquisition, creativity and innovations. Also the educational systems laid more emphasis on ability of graduates of schools to be suited more comfortable in white collar jobs. The above factors laid a foundation for the emergence of large number of graduates without corresponding job opportunities to absorb them in public services, hence brought about sudden development of unemployment graduates in great number.

In a bid to solve above problem, successive governments have initiated and implemented policies upon policies since independence till now and with the bid to manage the Nigerian economy and social-economic development to no serious avail. Some of these policies to the development such as the establishment of technical schools in Nigerian for skills acquisition of the establishment of National Directorate of Employment (NDE) to handle the issues of providing job opportunities to youths through apprenticeship programmes, National Poverty Eradication programmes. Okpachu and Ojonugwa (2011) observed that, in order to tailor education to meet the needs of her citizens, Nigerian has implemented many macro-economic policies and strategies such as:

Development planning, Import Substitution Industrialization Strategies (ISIS), Indigenization policy, Export Led Development Strategy, Public Sector Led Development Strategy, Economic Stabilization Act of 1982, An IMF/World Bank Imposed Structural Adjustment Programme (SAP), National Poverty Eradication Programme (NAPEP), National Economic Empowerment and Development Strategy (NEEDS) and Yar'adua 7-point Agenda under which various agricultural policies and programmes such as agricultural financial policies, agricultural research and training programmes, water resources development pricing and Marketing policy were introduced, but all these proved ineffective in dealing with the fundamental problems confronting Nigerian economy.

It is further observed that many countries in Latin America and South East Asia that were at the same level of development with Nigeria in 1960s have since overtaken the country and achieved respectable levels of development (Obadam 1998, NPC 2004) as cited in Okpachu and Ojonugwa (2011).

From the pre-colonial era through independence in 1960 to mid-1970s agriculture was the mainstay of Nigerian economy. Nigerian then was basically an agrarian society employing large population, producing goods and services in large quantity for export and feeding the nation as well producing enough raw materials to feed industries in Nigeria. But with the sudden discovery of oil the nation's attention was diverted leading to relegating agriculture to the background, hence the major cause of the problem of Nigerian economy to this day. Orohu, O.T. (2011) observed that before 1980s, agriculture played a driving force in the Nigerian economy. With the discovery of oil in 1980s, its contribution to national economy rose sharply. Agriculture was de-emphasized and relegated to the background both as an occupation and as the farmer's major earner of revenue for the country; as a result the production of cash crops and staple food fell. In line with above observation, Egbule (2004) affirmed that with government de-emphasized attention from agriculture to oil has led to the present economic problems, caused as a result of oil glut, and further re-emphasized the need for intensive revival of the agricultural sector. Adah (2004) maintained that through agricultural education youth and farmers could benefit from advanced scientific and technological knowledge of the developed countries and some improved techniques also resulted from the works of local scientist in the universities and government research institutes. Apart from agriculture and oil, Nigeria is blessed with a lot of other resources such as manufacturing sector, tourism and hospitality, transport and communication potentials. The emergence of Information and Communication Technologies in the 21st century has added a great possibility and opportunities to areas where the Nigerian economy can be gainly explored and exploited for national development.

In exploring and exploiting all the opportunities and possibilities of both human and material resources abound in Nigeria education has been identified as one key element that can be used to bring a positive and sustainable change to its nation socio-economic development. Iwele and Ogowgbunam (2015) observed that, in socio-economic environment, people live in societies and engaged in activities that would advance their life style in relation to their environment they live in. This implies therefore

that, there is a strong relationship between the social life and the activities (economics) of the individuals in societies. This relationship is what is termed socio-economic. Gordon (1998: 180) cited in Iwele and Ogoegbunam (2015) defined socio-economic as a concept that explains “how limited productive resources and efforts of a society are located among the wide range of attendance users to which they might be put into use”. Mark (2009: 519) defined socio-economic as “the reciprocal relationship between economic science on one hand social philosophy, ethics, and human dignity on the other hand, toward social reconstruction and improvement of society and human life”. From above definitions, socio-economic can be viewed as a concept that deals with the understanding of the relationship that exist between social life of man, the economic activities and opportunities that determine the individual survival and contribution to the society.

Nigeria at present is a great need of socio-economic development and socio-economic stability. Socio-economics as a concept relating to how the country scarce limited resources are shared among alternative users in an economy needs to be sustained; it is this sustenance of this socio-economic that is termed socio-economic stability. Majumdar (2003: 592) maintained that socio-economic stability can only be attained in a society if majority of members are gainfully employed and are contributing their quota to the development of society, and this can be brought about by education.

2.5 Education as a tool for Diversification of Nigeria Economy

Although, Nigerian economy is mainly agrarian and also blessed with oil production but there are other production sectors of the economy that the nation’s attention can be directed explored and exploited to boost the economy. These among other things include mining and manufacturing sector, transport and communication sector, tourism and hospitality sector, commerce and industry sector, education sector, information and communication sector etc.

Education needs be tailored along the various sectors of the economy, hence the concept of diversification of the economy. In this vain Majumdar (2003) observed education should be redirected to “Cheek the economic deficiency and the equity criteria of the different alternative investment packages... likely to be available at different costs”. The alternative investment packages gave slants for entrepreneurship education.

2.6 Role of Education in Diversification of the economy in Nigeria

Education has been considered as a key for socio-economic development and stability of any nation that invest realistically on it. Education has the capacity through its production such as scholars, researchers, scientist, entrepreneurs, teachers, librarians, students to the explore and explain the various human and natural resources in the country for the nation’s economic, social, cultural and political advantages. The government at all levels has crucial roles to play in this process through strategic planning, good policing development and implementation that tailor education along the various subject disciplines, provision of financial support and providing peaceful and comfortable environment for teaching, learning and research in scholars, especially institution of higher learning among other factors. Some key areas education can be diversified as to serve as a steering engine for the engineering social, economic and cultural factors for national development include: Science, Technology, Education, Agricultural Education, Vocational and Technical Education, Business Education, Education Technology among others.

The concept of economic development according to Okpachu and Ojonugwa is conventionally embedded in the idea of progress which relates to quantitative changes in the society in question. The idea of progress (improvement or increase) is always mentioned in statistical terms of Gross National Production, per capital income and host of other indicators, e.g. reduction in poverty, improved standard of living among other positive impacts the economy has on the people. An opposite of above factors may result to economic recession or depression.

Todaro (1981) cited in Okpachu and Ojonugwa (2011) viewed economic development as “a multi-dimensional process which involves major changes in social structures, people attitudes and national institutions as well as acceleration of economic growth, reduction of inequality and eradication of poverty level. It is further remarked that economic growth can be distinguished from economic development. Development economists have empirically and analytically proved that a particular society can witness economic growth without economic development. Economic growth emphasizes on increase in size of the economy. For example it is argued that it is possible for a society to witness an increase in an aggregate wealth without necessarily corresponding benefits to all or majority of the members of the society.

The development of any society hinges education. The role of government in the direct process can be achieved through the following measures as indicated by Egbule (2004) to include:

- Reviewing the school curricula to reflect the needs of the citizens.
- Reviewing the National policies on education as to make education all-embracing to all the sectors of economy.
- Policies should take cognizance of the various types of education required and needed for the diversification of the economy.
- Government need to provide favourable learning and teaching environment that could promote teaching, learning and research.
- Provide favourable condition for training and retraining of teachers.
- Provide system learning which are designed to equip the teachers and students with skills, competencies, knowledge and practical agriculture and other types of education.

The researcher believes that the instrumentation of entrepreneurship education and making it possible for all students across all school subjects will expose them to spirit of entrepreneurship which could help them become successful entrepreneurs after graduation from schools.

2.7 Areas of Education Diversification as an Enhancer of Economic Diversification for Self-Reliance in Nigeria

The government has a key role to play in the process of diversifying the economy using education and library as tools for national development. As a major player in the management of the education sector, government has a lot of roles and responsibilities to play in the processes of policy formulation, creation of legal and ethical framework upon which policies and programmes are initiated, instituted, implemented and evaluated. Also government is responsible for the establishment of institutions of learning, especially the Universities, their funding, provision of resources and services, provision of employment and trainings and retraining and the management and supervision of all activities in the institutions. The academic institution, especially play a crucial role in the process of economic diversification using education and library as tools along such areas and their components as follows: Science and Technology Education- Science Education:

1. (a.) Science Education: Physics, Chemistry, Biology, Mathematics

(b.) Technology: Technology Education, Educational Technology

2. Vocational and Technical Education

A comprehensive team referring to those aspects 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 relating to occupations in various sectors of the economic and social life United Nation (Educational, Scientific and Cultural Organization UNESCO, 2001). UNESCO's document, "Revised Recommendation Concerning Technical and Vocational Education" Technical and Vocational Education defined the subject to be:

- a. An integral part of general education.
- b. A mean of preparing for occupational fields and for effective preparation in world of work;
- c. An aspect of lifelong learning and preparation for a responsible citizenship;
- d. An instrument for promoting environmentally sound sustainable development;
- e. A method of facilitating poverty.

Bahar (2015) observed that vocational education as type of education that prepare people for specific trade and canners at various levels from a trade, a craft, technician, or a professional position in Engineering, Medicine, Nursing, Architecture, Pharmacy, Law among others. Vocational education can be at the primary, secondary, post-secondary levels cutting across all

subject disciplines. Udu, Oguegbulu and Okoye (2016) observed that business education as part component of vocational education has component such as computer education, moral education and entrepreneurship education.

3. Okorie (2001) in Ekele and Mba (2014) identified and observed five major areas of VTE to include: Agric Education, Business Education, Home-economics Education, Industrial and Technical Education and Computer Education.

4. Business Education: Invariably, business education occupies an essential position in vocational education comprising computer education, moral education, entrepreneurship, home economics, tourism and hospitality education, agricultural education.

In fact, Science, Technology education and Vocational and Technical education cut across all school subjects more especially in the areas of skills acquisition and entrepreneurship experience, knowledge, competencies and skills.

Entrepreneurship education has become one of the key areas of emphasis for all areas of subject discipline because of its cross multi-disciplinary nature. Entrepreneurship skills acquisitions is applicable alongside with business opportunities, potential talents, land, labour and capital in every type of education that when adequately explored and exploited individuals, organizations into functional productive saleable, sustainable and self-reliance entity. The need to play serious emphasis on science and technology education as well as vocational and technical education has become obvious and inevitable. This widespread type of education across all subject disciplines will not only create all round skills among learners but as well be used as instrument for the diversification of the economy of Nigeria. This is because the education acquired by students' learners and the quality of teachings/ training from various departments in schools will enable students would be workers fit in jobs effectively. While those that can fit into public jobs can be gainfully self-employed for sustainable development, hence bringing about the diversification of nation's economy and sustainability.

3. The Development of any Society Hinges Education

The role of government in the diversification process can be achieved through the following measures as indicates by Egbule (2004) to include:

- Reviewing the school curricula to reflect the needs of the needs of the citizens.
- Reviewing the National policies on education as to make education all embracing to all the sectors of economy.
- Policies should take cognizance of the various types of education required and needed for the diversification of the economy.
- Government need to provide favorable teaching and teaching environment that would promote teaching, learning and research.
- Provide favorable condition for training and retraining of teachers.
- Provide system learning which are designed to equip the teachers and students with skills, competencies, abilities, techniques and attitudes, knowledge and practical training required for use in practical agriculture and other types of education.

The researcher believes that the introduction of entrepreneurship education and making it possible for all students across all school subjects will exposed them to spirit of entrepreneurship which could help them become successful entrepreneurs after graduation from schools.

3.1 Areas of Education Diversification for an Enhance Diversification of Nigerian Economy for Self-Reliance

The government has a great role to play in the process of economic diversification of the economy in any country. As the major player of education business of the country, it has a lot of responsibilities to carry out in relation of policy formulation, creation of legal framework upon policies and programmes could be corned out, establishments of institutions and funding of such institutions, providing the necessary research and logistics such as libraries, laboratories, equipment's, employments and training among others to ensure the functioning, management and supervision of all activities in the educational sectors. The

planning of academic programmes along the faculties and departments are some of the responsibilities of government. These measures and among factors lay the bases and foundation for the economic diversification of the economics for self-reliance.

The key areas where education can be used as a tool for diversification of itself in order to facilitate the economic diversification of the economy for self-reliance in the institutions of learning include the following areas with their components:

1. Science and Technology Education with the following components:-Physics, Chemistry, Biology and Mathematics. In area of education, the components require the area of technology include: Education Technology, Technology Education.

2. Social Science:- Economics, Political Science, Law, Sociology, Psychology, Education etc.

3. Arts:- Fine and Applied Arts:- These include Music, Sports, Theatre Arts, Drama, Metal Work, Wood work, Carpentry, Fashion Designing, graphic design, Delorature Arts, Photography, Architecture, Painting, Craft, Sculpture etc.

4. Technical and Vocational Education:- Agriculture, Home Economic, ICT, Entrepreneurship etc. Technical and Vocational education encompass all subjects including their sub division that provide trainings and education to provide skills with potentials to create job and reduce unemployment. Combining Technical education with entrepreneurship education provide the opportunities for people of all works of life to be gainfully engaged in one vocation or the other to earn a living.

It is in realization of above relevance of technical/vocational education and science and technology education that the Federal Government of Nigeria in her National Policy on Education stressed the need to place priority of science education with 60% to 40% ratio on admission to the arts and social sciences respectively.

4. The Roles of Education in the Diversification of the Economy in Nigeria

In the post-independence era, 1960 to 1970s, Agriculture is the mainstay of Nigeria economy. Agriculture provided over 60% of the nation's income generation and provided job opportunities to large population of Nigerians. With the discovery of Petroleum Oil and oil boom in 1970s, the emphasis on Agriculture shifted to oil, which is now seem to be the main source of income generation in Nigeria but cannot sustain the economy. The need to diversify the economy of Nigeria has become obviously imperative and the role education and library as a tool in the diversification of the economy have become very vital and inevitable.

Education and library as tools can adopted to diversify the economy through more emphasis on teaching of such courses on Science, Technology, Technical and Vocational education with their sub-divisions, namely: Science, Mathematics, Physics, Chemistry, Biology and Intergrated Science.

Technology: Popper (2007) cited by Okenjon, Ogar, Akoloh and Abidde (2016) defined technology as derived from two Greek words "techno" meaning art, skill, craft and "logia" meaning study. Bain (2008) observed that technology includes all tools, machines, utensils, weapons, instruments, housing, clothing, communicating and transporting devices and the skills by which these items are produced and used. Stanley (2006) referred to technology as all tools and procedures used or required for manufacturing and producing materials needed for daily life. Otamba (2013) defined basic technology as a subject taught in the junior secondary schools with the incorporation of many skilled subjects such as woodwork, metal work, electrical/electronics, technical drawing and local crafts to enable students of that school age be abreast with basic technological skills and competencies for using living in the society. It was further stated that the objectives of basic technology are to provide pre-vocational orientation for further training, provide basic technological literacy for everyday living and to stimulate creativity and innovation. In the same vain, Olaintain (1996) cited by Okenjon, Ogar, Akoloh and Abidde (2016) maintained that one of the basic need for teaching vocational subjects in junior secondary schools is to enable the individual acquire appropriate skills abilities and competence for him to live in, and con tribute to the development of his society. The National Policy on Education (2004) reiterated this as it is stated that one of the broad aims of secondary school education, among other is to equip the students to live effectively in our modern year of science and technology.

The Action Plan of African Education Minister's Summit at Adis Ababa 2006 as cited by Umoh and Udongwo (2014) described Science and Technology (S&T) as the most important tool available for addressing the challenges to development and poverty eradication; and participating in the global economy. It further maintained that to achieve the Millenium Development Goal

(MDGs), there is no alternative to knowledge, skills and human resources in science and technology. It is argued that the teaching and learning of science in Africa must be reformed at all levels, if the continuation is to have a culture of science, technology, research and education. Also, the place of library and information services is very crucial in the process of transformation of Africa through Science and Technology. It can therefore be postulated that science, technology education have bearing and are the bedrock of achieving goals and development.

Technical and Vocational Education comprised of different components of fields of human endeavours. Olanrewaju (2012) maintained that vocational education is a form of education and training that emphasizes on acquisition of skills for self-employment and self-reliance which include: technical education, business education, home economics, computer education, ICT education, Agricultural education, Entrepreneurship education among others. In fact, it is education for skills acquisition across all levels of human endeavours.

5. Need for Diversification of the Economy

It has been prove beyond the Science, Technology and Technical and Vocational education have the basic and fundamental strength and capacity the necessary skills, knowledge and competencies to re-direct Nigeria to a road map of diversification of the economy to be realistic and successful Nigeria must development a well spelled out resulted policy framework tailor along the possibility of accomplishing diversification. There are needs to be purposeful platform to ensure the actual implementation of policies and programmes in line with the diversification agenda. The creation of favourable political, economic, social and social atmosphere for the Nigerian economy to strive much be given sincere and upmost consideration.

Diversification of the economy will encourage the establishment equipment of institution of learning across all levels for manpower development especially in the areas of skills acquisition and self-employment. Science, technology and Technical and vocational education will help to actualize the Millenium Development Goal (MDG) such as vision 2030, 2050 and so on. Emphasis of Science and Vocational education will lead to diversification of the economy as product from these areas will be able be engaged in various levels of specialization such as Mechanical, Electrical, Electronics, Automobile, Building, Construction, Fashion design, soap making among others across various subject disciplines. Equitable distribution of resources – both materials and human resources among the various sectors of the economic will result to equity and fair share of resources of the country. With the diversification of the economy, the various states, local government will feel the impact of Government will fare programmes for the citizenry.

6. Conclusion

Nigeria as a nation has the necessary manpower to turn the fortune of the Country towards economic development. Education through some of its agencies like library has great roles to play towards the diversification of the economy. Education planners needs to tailor the Nations national policies towards the diversification of economic through emphasis on science and technology education in alliance with other subject disciplines such as entrepreneurship education, Agriculture, technical and vocational education to produce the needed manpower to enhance the processes of diversification of the economy. Education and training through workshops, seminars, in-service courses, learning on the jobs among other should be encouraged as to promote the development of knowledge; skills, expertise or competences for enhance job performance and increase productivity in Nigeria.

Recommendations

The Country (Nigeria) should review her national education policy to encourage the diversification of the economy. Education should tailor more on Science/Technology education. Also, emphasis should be given to entrepreneurship education, technical education, and vocational education. Government should provide enough funds towards the funding of schools at all level. Training and retraining should be encouraged to promote skills development and self-employment.

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