

## ***Achieving Sustainable Development Goals (SDGs) through Career Development in Technical and Vocational Education Programmes in Public Universities in Enugu State, Nigeria***

<sup>1</sup>**Eberechukwu Francisca Chigbu, Ph.D**  
[ef.chigbu@unizik.edu.ng](mailto:ef.chigbu@unizik.edu.ng)

<sup>1</sup>**Alphonsus Ekejiuba Oguzie, Ph.D**  
[ae.oguzie@unizik.edu.ng](mailto:ae.oguzie@unizik.edu.ng)

<sup>1</sup>**Augustine Nwosu Ikechukwu**  
[Is.nwosu@unizik.edu.ng](mailto:Is.nwosu@unizik.edu.ng)

<sup>1</sup>**Chinasa Loveth Ngwaka**  
[Ibeloveth48@gmail.com](mailto:Ibeloveth48@gmail.com)

<sup>1</sup>*Department of Guidance and Counselling  
Nnamdi Azikiwe University, Awka*



### **Abstract**

*The study was carried out to determine strategies for achieving sustainable development goals (SDGs) through career development in technical and vocational education programmes in public universities in Enugu state. Survey research design was adopted in the study. The population of the study was 97 lecturers, made up of 53 male and 44 female lecturers in the two public Universities in the state. The entire population was used because of its relatively manageable number. A 22-item validated questionnaire was used to collect data. A reliability coefficient of 0.87 was established using Cronbach Alpha. Mean and Standard deviation were used to analyse the data to answer the research questions, while t-test was used to test the null hypotheses at 0.05 level of significance. The results of the study showed among others, that funding of SDGs through financial institutions and promoting environmental education and awareness are strategies for achieving sustainable development goals (SDGs). Based on the findings, it was recommended, among others, that Government should provide soft loans to less privileged persons to promote small and medium skills enterprises (SMEs) and creation of new employment opportunities for young school leavers and rural dwellers.*

**Keywords:** sustainable, development, goals, career, development

### **Introduction**

Career development is a continuous process over an individual's lifetime, which inevitably moulds their career for achieving flexibility and satisfaction. Dawn (2020) states that career development is the process of self-knowledge, exploration, and decision-

making which shapes one's career. It requires successfully navigating one's occupational options to choose and train for jobs that suit one's personality, skills and interests.

Students' career aspirations and choices might be influenced by multiple factors, including personality, interest, self-concept, cultural identity, globalization, socialization, role models, parental influence, social support, and available resources such as course information, and adequate finance (Reddy & Rajaram, 2015). The provision of Career Advice, Guidance and Counselling (CAGC) Services is necessary to foster students' understanding of their career aspirations and what they can do after graduation. Little is known about how adequately career advice, guidance, and counselling (CAGC) services and programmes foster career development, aspirations and choices in Nigerian public universities. In 1961, a meeting was held that led to the formation of Ibadan Career Council (ICC). The major goal of this association was to promote occupational placement, to assist youth to derive happiness and earn a living from work activities. The increasing interest in this field led to the formation of the Counselling Association of Nigeria (CASSON) in 1976, which is an offshoot of the ICC (Alh, 2012). This study adopts the Organization for Economic Co-operation and Development's (2019) definition of career guidance and counselling, which sees it as the services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Career choice is a continuous process across the life span of secondary school students (Chigbu, Uzoekwe, Animba & Onu, 2020).

Career counselling seeks to have a positive influence on the choice of career and thus the future personal and professional life of youth and young adults. Comprehensive information on vocational training, the responsibilities, requirements and prospects associated with various professions as well as information on employers, ways of accessing and funding vocational training, and developments and trends in the training and labour market help young people to choose their future career path (Alika & Audu, 2011). The success of the individual's career progression is contingent upon the quantity and quality of human assets one brings to the labour market, which is dependent on career development. Thus, scholars have shown that human capital variables have a significant impact on career success and the number of promotions (Bertson, Sverke, & Marklund, 2006; Savickas, 2011). Ballout (2007) emphasizes that career success has emerged as an important concern for education stakeholders due to the demonstrated links between career and many individual and organizational variables. Ballout (2007) further explained that career success was assured to be a function of human, motivational, and organization specific variables that influence career success.

In view of the above assertions, it is assumed that career development is synonymous with human capital development, which is usually achieved through training and education. Education is one of the greatest instruments for change and national development of any nation. It is the greatest instrument that a country can adopt for rapid development of its political, scientific, technological, socio-cultural and human resources (Alh, 2012). Thus,

there are different forms of education, which include technological and vocational education. According to the National Policy on Education (FRN, 2013), technical education is defined as an aspect of education that ensures acquisition of practical skills as well as basic scientific knowledge. Technical education is a form of vocational education designed to prepare the learners to enter an occupation requiring technical information to understand the laws of science and technology as applied to modern design and production (Nwokike, 2018). In the context of this study, technical education is the skill acquisition through academic preparation and vocational preparation of students for expert job performance.

Vocational education on the other hand is one that emphasizes actual job performance in the world of work. Hence, the ultimate test of a good vocational education programme is not how much factual information students can remember but what technical skills they possess and how they actually perform in their place of employment (Onyia, 2010). Hence technical education and vocational education differs in attributes, characteristics and objectives. The former can be classified by its objectives, which place emphasis on theories, understanding, and principles of a subject matter designed to equip one with sophisticated skills, abilities and aptitudes, especially in the field of science, engineering, law or medicine; while vocational education imbibes the knowledge, skills and attitudes that fits an individual in occupational progression and success.

Technical and vocational education programmes are such that can prepare a graduate to be professionally equipped with applied skills, and scientific knowledge so as to be professionally employed or become self-employed. Thus, in the present world of work, people are engaging in profession that will make them self-employed. This is because millions of graduates are trained out on yearly basis without corresponding jobs to absorb them. Thus, absence of job in the labour market has posed serious threat in the achievement of sustainable development goals (SDGs).

The Sustainable Development Goals (SDGs) consist of seventeen global goals designed as a blueprint to achieve a better and more sustainable future for all. Each of the 17 goals is expected to be achieved by 2030, in every country around the world. The vision of the Sustainable Development Goals (SDGs), among others include: world free of poverty, hunger, disease and want, where life can thrive, world free of fear and violence, universal literacy, equitable and universal access to quality education at all levels, health care and social protection, where physical, mental and social well-being are assured, universal respect for human rights and human dignity, the rule of law, justice, equality and non-discrimination; respect for race, ethnicity and cultural diversity; and equal opportunity permitting the full realization of human potential and contributing to shared prosperity (United Nations, 2021). The most interesting aspect of sustainable development is the fact that it puts into consideration the present conditions of people as well as not compromising those that come later. Therefore, the concept of sustainable national development remains the modern parameter of measuring development (Chigbu, Oguzie & Obi, 2020).

Agenda for sustainable development goals (SDGs) can only be achieved through acquisition of relevant knowledge and skills by the citizen to enable them participate as effective citizens using and exploiting environmental resources in a sustainable manner for themselves and generations to come. Alh (2012) maintained that sustainable national development is essentially a people-oriented economy paradigm. He argues that it is neither the presence of skyscrapers nor the mere physical rise of gross domestic products (GDP) and per capital income; but that it relates to the maintenance of improved real wages to stable, non-inflationary price cost structure. Hence, it relates to the functional and fulfilled health of citizenry. He further states that it relates to the growth in mental horizons of the population, curtailment, if not eradication, of unemployment and under employment. Alh (2012) asserts the need for guidance and counselling programme to be given the desired attention and implementation both in school and non-school settings, if sustainable national development should be assured. However, as West Africa's population has the largest population of youth in the world (World Bank, 2019), there is need to fortify them with basic skills necessary to providing them with self-employment. As a growing economy, Nigeria requires skilled Technical, Vocational Education, and Training (TVET) graduates who can fill the ever-growing demands of the labour market. Nigerian TVET policy, as presented in the National Policy on Education of the Federal Republic of Nigeria (FRN, 2013), focuses on fostering learners' development of saleable skills, awareness, and attitudes for work. TVET has been identified as a major provider of skills development in many countries and has helped to address the challenges of youth employment by enhancing learner's employability (Alagara & Arthur-Mensah, 2013). Studies have also linked Nigerian TVET graduate unemployment to poor career preparation of graduates (Okolie et al., 2019; Okunuga & Ajeyalemi, 2018). This reflects poorly on the Nigerian public universities' implementation of extra-curricular activities and career development programmes such as work placements, career fairs, CV preparation workshops, career networking, career mentoring, coaching on interview techniques, and support with job applicants, which can foster students' career development, aspirations and choices (Ojimba, 2012; Okolie, Nwosu, & Mlanga, 2019). Also, little is known about how adequately career advice, guidance, and counselling (CAGC) services and programmes foster TVET students' career development, aspirations and choices in public universities in Enugu State, Nigeria. However, if CAGC (career development) is not promoted and implemented in technical and vocational education training, the effect will place a hindrance to national development, which will have adverse effect in achieving sustainable development goals. In as much as Olaitan and Ali (2000) posited that many technical institutions in Nigeria lack adequate training facilities, it is also observed that where the equipment exist, they are either obsolete or non-functional as a result of lack of maintenance and poor funding.

Funding of technology and vocational education is another problem facing the programme in the universities. It is capital intensive and requires huge amount of money to adequately implement it effectively and efficiently. Thus, once there is inhibition in the programme, achievement of sustainable development goals will be a failure. Therefore, there should

be adequate funds for efficient and effective technical education programmes for skills acquisition.

Secondly, management of available resources is another factor that should be considered for skills acquisition programmes. Management involves getting work accomplished through the co-ordination of efforts of other people. Igwe, Onwumere and Egbo (2014) define management as the effective organization and utilization of the human and material resources in a particular system for the achievement of identified objective. If vocational and technical education is well managed, it will enhance the achievement of sustainable development goals (SDGs), through career development. This will lead to creating a future that is self-reliant, economically sustainable, socially inclusive and environmentally resilient. This simply implies that in the near future, adults would be engaged in meaningful occupation and the society will enjoy abundance of peace and prosperity by the year 2030. Against this backdrop, the researchers sought to determine the ways of achieving sustainable development goals (SDGs) through career development in technical and vocational education programmes in public universities in Enugu state, Nigeria.

### **Purpose of the study**

The main purpose of this study was to determine the strategies for achieving sustainable development goals through career development in technical and vocational education programmes in public universities in Enugu state, Nigeria. Specifically, the study sought to determine:

1. The funding strategies for achieving sustainable development goals through career development in technical and vocational education programmes.
2. The management strategies for achieving sustainable development goals through career development in technical and vocational education programmes.

### **Research questions**

The following research questions guided the study:

1. What are the funding strategies for achieving sustainable development goals through career development in technical and vocational education programmes?
2. What are the management strategies for achieving sustainable development goals through career development in technical and vocational education programmes?

### **Hypotheses**

The following null hypotheses were tested at 0.05 level of significance.

**Ho1:** There is no significant difference in the mean ratings of male and female lecturers on the funding strategies for achieving sustainable development goals through career development in technical and vocational education programmes.

**Ho2:** There is no significant difference in the mean ratings of male and female lecturers on the management strategies for achieving sustainable development goals through career development in technical and vocational education programmes.

**Methodology**

The study adopted survey research design. A survey design, according to Uzoagulu (2013), is that in which generalizations are made over the entire population from a sample drawn from the population. A structured questionnaire was developed by the researchers and used for collecting data from respondents.

The study was carried out in two public universities in Enugu State made up of University of Nigeria, Nsukka (UNN) and Enugu State University of Science and Technology (ESUT), Enugu. The population of the study was 97 respondents from both universities in the Faculty of Education, made up of 53 male lecturers and 44 female lecturers in the universities used for the study. The entire population was used because of its manageable size.

A 22-item questionnaire was developed by the researchers and used for data collection. The questionnaire was grouped according to the research questions that guided the study. The items were structured in a four point rating scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The instrument was face validated by three experts, two from Department of Guidance and Counselling and one from the Department of Measurement and Evaluation, all from University of Nigeria, Nsukka. Pre-study data was collected and analysed using Cronbach Alpha and a reliability coefficient of 0.83 was obtained. The entire copies of the questionnaire were retrieved and analysed. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. The research questions were answered using mean and standard deviation; upper and lower limits of the mean were used as basis for decision, thus; Strongly Agreed (SA): 3.50-4.00, Agreed (A): 2.50-3.49, Disagreed (D): 1.50-2.49, Strongly Disagreed (SD): 1.00-1.49.

**Presentation of results**

The data collected in this study were analysed, and findings presented in tables 1 to 4 in line with the research questions and the hypotheses that guided the study.

**Research question 1:** What are the funding strategies for achieving sustainable development goals through career development in technical and vocational education programmes?

**Table 1:** Mean and standard deviation on funding strategies for achieving Sustainable Development Goals

S/N	Items Description	Male N=53		Female N=44		Overall		Dec.
		$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>	$\bar{x}_G$	SD <sub>G</sub>	
<b>Funding strategies include:</b>								
1.	Funding of SDGs through financial institutions.	3.49	.50	3.66	.48	3.57	.50	Agree

2.	Funding from the creation of greater business value by financial institutions.	3.21	.63	3.34	.64	3.26	.63	Agree
3.	Financial contribution for SDGs from World Health Organization.	3.15	.66	3.30	.70	3.22	.68	Agree
4.	Financial support for SDGs from the Nigeria Centre for Diseases Control (NCDC).	3.25	.70	3.34	.56	3.28	.64	Agree
5.	Grants from private bodies.	3.40	.49	3.45	.50	3.42	.50	Agree
6.	Creating favourable policy for incentives.	3.58	.63	3.64	.57	3.61	.60	Agree
7.	Accessing the financial innovations, new technologies, and digitalization to provide equitable access to finance SDGs.	3.47	.58	3.48	.59	3.47	.58	Agree
8.	Government giving subsidies to SDGs based organizations.	3.39	.63	3.39	.58	3.39	.60	Agree
9.	Giving loans/credit facilities for NGOs working on SDGs.	3.64	.62	3.61	.58	3.63	.60	Agree
10.	Financial support from private investments for SDGs programmes.	3.36	.62	3.34	.57	3.35	.60	Agree
11.	Grants from World Bank for SDGs.	3.45	.77	3.45	.82	3.45	.79	Agree
12.	Grant from government parastatals for SDGs.	3.47	.58	3.52	.59	3.49	.58	Agree
13.	Financial support from NGOs for SDGs.	3.64	.48	3.73	.45	3.68	.47	Agree
	<b>Grand mean</b>	<b>3.43</b>	<b>.61</b>	<b>3.48</b>	<b>.59</b>	<b>3.45</b>	<b>.60</b>	<b>Agree</b>

The data presented on table 1 reveals that all the mean scores obtained from items 1 to 13 are above the cut off mean of 2.50, hence they are regarded as funding strategies for achieving Sustainable Developments Goals through career development in technical and vocational education programmes. The standard deviation is slim showing that there is homogeneity in their responses.

**Ho1:** There is no significant difference in the mean ratings of male and female lecturers on funding strategies for achieving sustainable development goals through career development in technical and vocational education programmes.

**Table 2:** Summary of t-test analysis on mean ratings of funding strategies for achieving Sustainable Developments Goals

Variables	N	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	53						
		0.728	95	0.469	0.69511	0.95532	NS
Female	44						

Table 2 shows that the t-value at 0.05 level of significance and 95 degree of freedom for the 13 items is 0.728 with a significant value of 0.469. Since the significant value of 0.469 is more than the 0.05 level of significance, the null hypothesis is retained. This means that there is no significant difference with regard to the 13 items on the mean responses of male and female lecturers on funding strategies for achieving Sustainable Development Goals through career development in Technical and Vocational Education (TVE) programmes in public universities. Hence, the null hypothesis is not rejected.

**Research question 2:** What are the management strategies for achieving sustainable development goals through career development in technical and vocational education programmes?

**Table 3:** Mean and standard deviation on the management strategies for achieving Sustainable Development Goals through TVE programmes in public universities

S/N	Items Description	Male N=53		Female N=44		Overall		Dec.
		$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>	$\bar{x}_G$	SD <sub>G</sub>	
	<b>Management strategies include:</b>							
1.	Promoting environmental education and awareness.	3.72	.45	3.66	.48	3.69	.46	Agree
2.	Improve quality of life through implementation and pluralization of economic and social goals.	3.62	.49	3.57	.50	3.60	.49	Agree
3.	Inspect needed infrastructure and modern technology.	3.60	.49	3.50	.51	3.56	.50	Agree
4.	Translation of knowledge into action.	3.55	.50	3.43	.50	3.49	.50	Agree
5.	Focusing on feasible near future goals through concentration on regional short term goals.	3.51	.50	3.55	.50	3.53	.50	Agree
6.	Need for the preservation of the ecological foundation of life.	3.36	.48	3.34	.48	3.35	.48	Agree

7.	There should be good policymaking process for better and fulfilling future.	3.49	.64	3.39	.62	3.44	.63	Agree
8.	Resource utilization as per carrying capacity.	3.68	.47	3.64	.49	3.66	.48	Agree
9.	Through proper monitoring and supervision to achieve SDGs.	3.79	.41	3.75	.44	3.77	.42	Agree
<b>Grand mean</b>		<b>3.59</b>	<b>.49</b>	<b>3.54</b>	<b>.50</b>	<b>3.59</b>	<b>0.50</b>	<b>Agree</b>

The result of the data presented in table 3 shows that the mean scores obtained from items 1 to 9 are above the cut off mean of 2.50, hence, the item statements there are regarded as management strategies for achieving sustainable development goals. The standard deviation result shows that there is no disparity in the responses of the respondents.

**Ho2:** There is no significant difference in the mean ratings of male and female lecturers on the management strategies for achieving sustainable development goals through career development in technical and vocational education programmes.

**Table 4:** Summary of t-test analysis on mean ratings of management strategies for achieving sustainable development goals through TVE programmes in public universities

Variables	N	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	53	1.293	95	0.199	2.90780	2.24887	NS
Female	44						

The result of the analysis in table 4 shows that the t-value at 0.05 level of significance and 95 degree of freedom for the nine (9) items is 1.293 with a significant value of 0.199. Since the significant value of 0.199 is more than the 0.05 level of significance, the null hypothesis is retained. This depicts that there is no significant difference in the mean responses of male and female lecturers on management strategies for achieving sustainable development goals through Technical and Vocational Education (TVE) programmes in public universities. Hence, the null hypothesis is not rejected.

### Discussion of the findings

The findings of the study showed that the respondents agreed that funding strategies are necessary measures for achieving Sustainable Development Goals through career development in technical and vocational education programmes. The findings were in agreement with the study of Thomas (2020) who states that the financial mechanisms to bridge the SDGs budget is issuing of sovereign green bonds and assistance from financial institution. James and Amelia's (2021) findings were in conformity with the present study whose findings indicated that sustainable development can be achieved through harnessing financial instrument.

The study also found out that management strategies are inevitable measures for achieving Sustainable Development Goals through Career Development in technical and vocational education programmes. The findings are in agreement with those of Nagesh, Mathew, Selim and Swayam (2016) who posit that infrastructure management techniques are strong means to improve productivity and transformation in achieving SDGs. This also agrees with the study of Akintoye and Adejuma (2014) who stressed that to achieve SDGs, there is need to strengthen the regional trade and cooperation through good governance and improvement to infrastructure and modern technology.

### **Conclusion**

The sustainable development goals are the current global mantra for transformation and attainment of sustainability in all specified areas. This study has raised a number of issues critical and germane to its realization using career development in technical and vocational education programme as a medium. The study addressed two issues bordering on funding and management strategies in two public universities pursuant to the SDGs. In conclusion therefore, the onus lies on the government in partnership with other government and international agencies to fill the gap in terms of funding, policy and effective management framework that will enhance the success of sustainable development goals through career development in technical and vocational education programmes in Nigeria.

### **Recommendations**

Based on the findings of the study, the following recommendations are made:

1. Government should provide soft loans to less privileged persons to promote small and medium skill enterprises (SMEs).
2. There should be creation of new employment opportunities for skilled young school leavers and rural dwellers.
3. Government should articulate a National Environmental Health Policy and National Health Action Plan through reviewing and harmonizing existing health laws.
4. There should be incorporation of job training, in skills relevant to their immediate work environment and rural development.
5. Government should strengthen the regulation and supervisory framework of the financial sector so that funds will be easily accessed.
6. Government should provide basic social and essential resources for education, health, clean water etc.
7. Government should ensure good policy process for better and fulfilling future.

### **References**

- Akintoye, V. A. & Adejuma, O. O. (2014). Prospect for Achieving Sustainable Development through the Millennium Development Goals in Nigeria. *European Journal of Sustainable Development*, 3(1), 33-46. DOI:10.14207/ejsd.2014.v3n/p33.

- Alagaraja, M., & Arthur-Mensah, N. (2013). Exploring technical vocational education and training systems in emerging markets: A case study on Ghana. *European Journal of Training and Education*, 37(9), 835–850. <https://doi.org/10.1108/EJTD-04-2013-0037>
- Alh, B. B. (2012). The role of Guidance and Counselling in sustaining the effort in achievement of Millennium Development Goals (MDGs). *Journal of Resourcefulness and Distinction*, 2(1), 108-112.
- Alika, H. O., & Audu, I. (2011). Counselling for sustainable career development. The influence of peers and parents on adolescents career choice in Edo State, Nigeria. *Journal of the Counselling Association of Nigeria*, 30(2), 21-30.
- Ballout, H. I. (2007). Career success: The effects of human capital, person-environment fit and organizational support. *Journal of Managerial Psychology*, 22, 741–765. <https://doi.org/10.1108/02683940710837705>
- Bertson, E., Sverke, M., & Marklund, S. (2006). Predicting perceived employability: Human capital or labour market opportunity? *Economic and Industrial Democracy*, 27, 223-244. <https://doi.org/10.1177/0143831X06063098>
- Chigbu, E. F., Oguzie, A. E., & Obi, J. S. (2020). Counselling: an advocacy for balancing gender disparity for sustainable national development. *Sapinta Global Journal of Arts, Humanity and Development Studies*, 3(2), 88-99.
- Chigbu, E. F., Uzoekwe, H. F., Animba, I. E. & Onu, E. A. (2020). The influence of gender on personality and career choice of secondary school students in Enugu state. *International Journal of Integrated Research in Education*, 2(2), 11-17.
- Dawn, R. M. (2020). What is career development? Retrieved from <https://www.thebalancecareers.com/what-is-career-developmet-525496>
- Federal Republic of Nigeria (FRN), (2013). *National Policy-on Education*. Lagos: NERDC Press.
- Igwe, A., Onwumere, J. U. & Egbo, O. P. (2014). Effective Human Resource Management as Tool for Organization Success. *European Journal of Business and Management*, 6(39), 210-218.
- James, X. Z. & Amelia, U. S. (2021). Investing in the Sustainable Development Goals: mobilization, Channeling, and Impact. *Journal of International Business Policy*, 4, 166-183. Retrieved from <https://link.springer.com>
- Nagesh, K., Mathew, H., Selim, R. & Swayam, P. (2016). Strategies for achieving Sustainable Development Goals (SDGs) in South Asia: Lesson from Policy Simulation. Retrieved from <https://www.unescap.org>
- Nwokike, F. O. (2018). Information and Communication Skills possessed by Business Studies Teachers in Enugu Education Zone. *The Nigerian Journal of Business Education*, 1(2), 40-50.
- Ojimba, D. P. (2012). Vocational and technical education in Nigeria: Issues, problems and prospects dimensions. *Journal of Education and Social Research*, 2(9), 75–83.

- Okolie, U. C., Nwosu, H. E., & Mlanga, S. (2019). Graduate employability: How the higher education institutions can meet the demand of the labour market. *Journal of Higher Education*, 1059(4), 620–636. <https://doi.org/10.1108/HESWBL-09-2018-0089>
- Okunuga, R. O., & Ajeyalemi, D. (2018). Relationship between knowledge and skills in the Nigerian undergraduate chemistry curriculum and graduate employability in chemical-based industries. *Industry and Higher Education*, 32(3), 183–191. <https://doi.org/10.1177/0950422218766913>
- Olaitan, S. O. & Ali, A. (2000). *The making of Curriculum (Theory Process, Product and Evaluation)*. Onitsha: Cape Publishers Int'l Ltd.
- Onyia, A. U. (2010). *Comparative Education: The Technology and Vocational Perspective*. Enugu: Cheston Agency Ltd.
- Reddy, G. C., & Rajaram, N. J. (2015). Career aspirations and background of students opting for fashion education courses in India. *Procedia-Social and Behavioural Science*, 176, 952-960.
- Savickas, M. L. (2011). Impact of career success on economy. *Journal of Career counselling*, 2(3), 54-60.
- Thomas, L. S. (2020). Financing the Sustainable Development Goals. *Journal of Sustainability*, 12(7), 27-35. Retrieved from <https://doi.org/10.3390/su/2072775>
- United Nations (2021). Transforming our world: the 2030 Agenda for Sustainable Development. Retrieved from <https://sustainabledevelopment.un.org>.
- Uzoagulu, A. E. (2013). *Practical Guide to Writing Research Project Reports in Tertiary Institutions*. Enugu-Nigeria: Cheston Agency Ltd.
- World Bank. (2019). The World Bank in Nigeria. <http://www.worldbank.org/en/country/nigeria/overview>