
TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) AS A PANACEA FOR POVERTY REDUCTION IN ENUGU STATE

Nwokike, Jachike J

Govt. Technical College
Enugu, Nigeria

Dr F.O. Nwokike

Dept. of Business Educ.
Enugu State University of
Science and Technology
Enugu, Nigeria

Prof. A.N. Alio

Dept of Tech.& Voc. Educ
Enugu State University of
Science and Technology
Enugu, Nigeria

ABSTRACT: *This paper examined Technical and vocational education (TVET) as a panacea for poverty reduction in Enugu State. Three research questions and three null hypotheses guided the study. The study adopted survey research design. The population for the study comprised 364 respondents made up of 330 registered entrepreneurs and 34 TVET teachers teaching in TVET institutions in Enugu State. A sample size of 150 respondents made up of 116 registered entrepreneurs and 34 TVET teachers was utilized for the study. Researchers' developed and validated questionnaire was used as an instrument for data collection. Data analysis was done using mean, standard deviation and t.test statistics. The findings of the study revealed that TVET has a well-structured and packaged programme that can equip the recipients' with the employability skills for world of work and poverty reduction. However, there are lots of challenges hindering TVET for achieving its potentials in poverty reduction. Arising from the findings of the study, the researchers concluded that TVET is a panacea for poverty reduction in Enugu State. The recommendations among others were that TVET institutions should provide training materials for TVET students in all the programmes for poverty reduction in Enugu State and also, there should be adequate funding of TVET by the government for provision and maintenance of equipment.*

KEY WORDS: TVET, Poverty reduction, panacea and Enugu State.

INTRODUCTION

Poverty is the state of being extremely poor to the extent that the person cannot afford the three basic necessities of life such as food, clothing and shelter .Nwokike (2011) opined that poverty is the state of human beings having little or no material means of survival, little or no food, shelter, clothes, health care and other physical means of living and improving their lives. In the view of Tersoo (2015), poverty is deprivation of material requirements for minimally acceptable fulfilment of human needs, including food. According to International Federation of Social workers (2012), there are three levels of poverty. They are extreme poverty, moderate poverty and relative poverty. Extreme poverty occurs when families cannot get their basic need for survival. They may be frequently hungry, lack safe drinking water, cannot afford education for their children, may lack shelter and have inadequate clothing. Moderate poverty occurs when families just meet their basic needs while relative poverty refers to circumstances in developed countries when household income is below a given proportion of national income (Tersoo, 2015).In any of the levels one may fall, there is need to determine means of reducing it.

How to reduce poverty to the barest minimum is one of the challenges facing Nigeria as a nation. Nigerian government has initiated a lot of social and economic empowerment programmes including National poverty reduction programme (NAPEP), still many Nigerians are not living above poverty line. The researchers observed that poverty is the cause of Nigeria's problems such as kidnapping, oil bunkering, bank robbery, land clash, bokoharam, herdsmen and pick pockets. Mohammed (2012) equally states that poverty is the cause of many of our problems which has led many Nigerians to attach no value and regard to life itself. Although Nigeria is blessed with both human and natural resources, seven of every ten Nigeria lives on less than \$1 a day (IMF, 2015). One of the key strategies of Nation economic empowerment and development strategy (NEEDS) is poverty reduction.

Poverty reduction or poverty alleviation is a set of measures both economic and humanitarian taken to lift people out of poverty. Also, poverty reduction means all formal activities geared towards lowering the rate and prevalence of poverty in the country. To buttress the definition above, Nwokike (2011) refers to poverty alleviation as efforts made or taken to reduce poverty from the world which can be in the area of food, clothing, shelter and education. According to National Bureau of statistics (2011) and central Bank of Nigeria (2011), the poverty rate in Nigeria in 2009, 2010, and 2011 stood at 55%, 69% and 72% respectively of the population. As stated by United Nations Global Multi-Dimensional poverty index report based on the data collected between 2004 and 2014 stood as follow:

S/N	STATE	POVERTY RATE%	S/N	STATE	POVERTY RATE%
1	LAGOS	8.5	19	PLATEAU	51.6
2	OSUN	10.9	20	NASARAWA	52.2
3	ANAMBRA	11.2	21	EBONYI	56.0
4	EKITI	12.9	22	KADUNA	56.5
5	EDO	19.2	23	ADAMAWA	59.0
6	IMO	19.8	24	BENUE	59.2
7	ABIA	21.0	25	NIGER	61.2
8	RIVERS	21.1	26	BORNO	70.1
9	KWARA	23.7	27	KANO	76.4
10	AKWAIBOM	23.8	28	GOMBE	76.9
11	DELTA	25.1	29	TARABA	77.7
12	OGUN	26.1	30	KATSINA	82.2
13	KOGI	26.4	31	SOKOTO	85.9
14	ONDO	27.9	32	KEBI	86.0
15	ENUGU	28.8	33	BAUCHI	86.6
16	BAYELSA	29.0	34	JIGAWA	88.4
17	OYO	29.4	35	YOBE	90.2
18	CROSSRIVER	33.1	36	ZAMFARA	91.9

From the Multi-dimensional poverty index in 2014, the poverty rate in Enugu is 28.8% compared to Lagos State which is 8.5%. It is interesting to note that World Bank (2015) stated that the poverty level in Nigeria has reduced to 33%. Therefore Nigeria still needs a functional education for drastic reduction of poverty mostly in Enugu State. Enugu State is one of the states in the six geopolitical zones of Nigeria with 17 Local Government areas. Evidence from the poverty index report in 2014 showed that 33% of the total population of Nigerians could be considered poor.

A functional education such technology and vocational education equips the youths with skills and competencies for self-reliance. In the view of the researchers, this type of education will fortify the graduates, non graduates, artisans, craftsmen and technicians in the Universities and technical colleges with the necessary skills for poverty reduction. The researchers advocated that Technical and vocational education and Training (TVET) is one of such functional education that can equip the recipients' with skills for self-reliance. Therefore, Technical and Vocational education and training could be considered as a panacea or gateway to poverty reduction in Enugu State.

Technical and vocational education and training (TVET) refers to a range of learning experience which aims at providing skill training to workers. TVET also enable the workers to adapt to the changing needs of industries in particular and other economic sectors in general. TVET in the context of this paper can be described as a functional education that provides the recipient with the relevant training and skills for gainful employment and poverty reduction. Technical and vocational education and Training (TVET) targets a wide range of unemployed youths as well as those that attended or attending technical schools or Universities that offer TVET programmes and equip them with practical skills and experiences required in different trades related to their areas of study or interest.

Federal republic of Nigeria (2014) stated the following as the goals of Technical and vocational education and training (TVET).

- provides trained manpower in the applied sciences, technology and business particularly at craft, advance craft and technical levels.
- provides the technical knowledge and vocational skills necessary for agriculture, commerce and economic development.
- gives training and impacts the necessary skills to individual who shall be self-reliant economically.

According to Federal Republic of Nigeria (2014) in its National Policy on Education, Technical education is that aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge to be applied in practical situations. Okoro in Ejiofor and Ohanu(2013) opined that vocational education is any form of education whose primary purpose is to prepare persons for employment in recognized occupation. TVET plays significant role in providing people with specific skills and knowledge to be self employed as entrepreneur, teach in TVET institutions as a TVET teacher or work in industries as an effective office worker. An entrepreneur is a person who owns a business while TVET teacher is a person with requisite skills in Technology and Vocational Education teaching in TVET institution

Any nation that wants to develop technologically need not play with TVET because it equips people with practical skills needed in different fields of work. This makes TVET a better educational programme for reducing poverty in Enugu State through the various programmes and activities of TVET. Olusanya and Miller (2014) noted that Government need to place more emphasis on TVET in the country. According to Olusanya and Miller, TVET will enable more youths to acquire practical skills required for gainful employment. This means that the government has a vital role to play in order to enable the objective of TVET to be achieved. Aworanti (2015) summarized the strategic implementation roles of TVET in achieving its objectives as follows, give legislative backing to national TVET policies, improve coherence of governance and management of TVET, introduce policies and incentives that will support increased private sector participation in TVET delivery, partner informal TVET trainers to incorporate literacy numeracy skills into their training programmes, invest in training materials and equipment, invest in TVET instructor training and enhance status of instructors, institute measures to reduce gender, economic and geographical inequalities in TVET etc.

Despite the role TVET play in preparing the earning capacity of individuals and poverty reduction, it is besieged with many challenges such as poor maintenance of equipment, obsolete machines, poor funding, poor remuneration of TVET teachers etc. This is in consonance with the assertion made by Ladipo (2015) that the capacity of TVET to realize its potentials in Nigeria has been quietly limited by a number of factors such as attitude to vocational training, challenges of developing TVET instructors, Poor funding of TVET centres, how to keep pace with the technological advancement and challenges to change the mindset of parents, the community and industries towards TVET.

In the view of Yakubu in Ejiofor and Ohanu (2013), TVET activities target the following set of individual: school leavers who wish to acquire demonstrable practical skills to secure employment or generate employment, persons without time for full –time study but desire to enhance their skills, adults seeking opportunity to re-skill themselves, persons seeking for career path that do not need University degree for other higher educational qualification, University and other graduates seeking skills needed for employment.

TVET programmes are obtainable in different trade areas such as plumbing and pipe fitting, fabrication and welding, foundry, mechanical fitting, Auto electrical, house wiring, electronic/electrical installation, Air condition and refrigeration, Agricultural implement and equipment mechanic work, marine engineering craft, computer maintenance work, data processing, radio and television work, Appliance repair, carpentry and joinery, furniture making, up-hostelry, catering craft practice, cosmetology, garment making (ladies/man), textile trades, dying and bleaching, Auto mobile engineering craft practice, instrument mechanic work, printing craft, graphic ceramics, stenography, store keeping, book-keeping, office practice, shoe making and leather manufacturing (National Business and Technical Examinational Board, 2015).

One can earn a living through any of the trade areas. People who are trained in these areas either get employed or are self-employed. Those who are self-employed also employ people to work for them and train them on how to carry out activities involved in their trade areas. Despite the role of TVET in providing values to the society, its programmes and activities are not being

valued in Nigeria compared to other developed countries of the world. Below is the analysis of TVET in other countries of the world.

Proportion of post primary students that are in TVET

S/n	Countries	institution
1	United Kingdom	66%
2	France	65%
3	Germany	72%
4	Singapore	92%
5	South Konea	Over 50%
6	Bahram	Over 55%
7	Middle East	50%
8	Nigeria	Less than 1%

(UNESCO2000 in Afolabi 2015)

From the analysis above, Nigeria has the least proportion of post primary students that are in TVET institutions. The reason could be due to lack of interest by the government, private sectors and other stakeholders (Afolabi, 2015). Apart from lack of interest by the government, private sectors and other stakeholders, there are numerous challenges facing technical and vocational education and training which has affected negatively our national life, development and poverty reduction. Aworanti (2015) identified the challenges of TVET as Lack of adequate training facilities and equipment, acute shortage of technical/vocational teachers, poor funding of technical and vocational education and training. Poor public impression and apathy to technical and vocational education and training. Poor emphasis on the practical aspect of technical and vocational education, curricular development and implementation, Gender stereotyping, discrimination against graduates of technical schools.

Nnajioffor (2010) stated that Nigeria TVET programme is expected to rise to the challenges of equipping both the youths and adults with necessary skills for self-reliance. If the youths are equipped with necessary skills for self-employment, it will increase their earning potentials and it will go a long way in poverty reduction in Enugu State. It is against this back drop that the researcher felt the need to address TVET as a panacea for poverty eradication in Enugu State.

Statement of the Problem

The researchers observed that there is high rate of poverty in Enugu State as evidenced from the multi-dimensional poverty index (2014). The reason could be the high rate of unemployed graduates in Enugu without sealable skills for self-employment. If these graduates are trained in different programmes offered by TVET either formally or informally, they can become self-employed and also employ others and train them. Nedum-Ogbede and Enwerem (2018) noted that philosophy of technical and vocational education in Nigeria emphasizes that for a programme to qualify as 'education' in Nigeria, it should not just offer 'certificates' but must be work oriented. If most of the graduates engage in skilled works and forget waiting for white collar jobs which are not forthcoming, at least poverty will be drastically reduced in Enugu State and if not, poverty will hit Enugu State below the belt and the poverty index will continue to be on the increase.

Purpose of the Study

The main purpose of the study is to determine technical and vocational education and training (TVET) as a panacea for poverty reduction in Enugu State. Specifically, the study sought to determine:

1. TVET programmes that can help in poverty reduction in Enugu State
2. Government activities that can enhance TVET for poverty reduction in Enugu State.

Research Questions

The following research questions guided the study:

1. What are the TVET programmes that can help in poverty reduction in Enugu State?
2. What are the government activities that could enhance TVET programme for poverty reduction in Enugu State?

Hypotheses

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

1. There is no significant difference in the mean responses of TVET teachers and entrepreneurs on TVET programmes that can help in poverty reduction in Enugu State.
2. There is no significant difference in the mean responses of TVET teachers and entrepreneurs on the government activities that could enhance TVET programmes for poverty reduction in Enugu State.

METHOD

The researchers adopted a survey research design. Survey research design is suitable for the study because the opinion of TVET teachers and registered entrepreneurs were sought on how TVET could help in poverty reduction in Enugu State. The population comprised 427 respondents made up of 330 registered entrepreneurs in Enugu State and 97 TVET lecturers in TVET institutions in Enugu State. There are three TVET institutions in Enugu state which include University of Nigeria Nsukka (UNN), Enugu State University of Science and Technology (ESUT) and Enugu State College of Education Technical (ESCET). A sample size of 150 respondents using random sampling technique was used for the study. The sample size was made up of 116 registered entrepreneurs and 34 TVET lecturers. The instrument used for data collection was a self-structured questionnaire developed by the researchers. The instrument consists of two sections. Section A and B. Section A was designed to elicit information on the background of the respondents using such variables as status, that is, entrepreneurs and TVET teachers while section B is made up of three parts. Part A has 35 questionnaire items and part B 11. The instrument has 46 questionnaire items in all. Each item in research questions 1-3 has a four point rating scale of strongly agree (4), agree (3), disagree (2) and strongly disagree (1). The instrument was validated by three experts from the Faculty of Education, Enugu State University of Science and Technology. Two experts from the Department of Technology and Vocational Education and one expert from the Department of Science and Computer (Measurement and Evaluation option). The instrument was validated by the experts in terms of appropriateness of the purpose of the study, research questions and research hypotheses. Mean and standard deviation were used in answering the research questions while t-test analysis was used to test the hypotheses at 0.05 level of significance. For decision to be reached regarding the mean, any item above the cut off point of 2.50 is regarded

as agree and any mean below the cut off point of 2.50 is regarded as disagree. On the other hand, if the t-calculated is less than the table t. of 1.96, the hypothesis is not rejected but if the t-calculated is greater than critical table t. of 1.96, the null hypothesis is rejected.

RESULTS

Research question 1: What are the TVET programmes that can help in poverty reduction in Enugu State. The answer to this research question is presented in Table 1.

Table 1: Mean responses and standard deviation of the respondents on TVET programmes that can help in poverty reduction in Enugu State.

S/N	Questionnaire Items	\bar{X}	SD	RMK
1	Plumbing and pipe fitting craft practice	3.74	0.44	Agree
2	Electrical installation craft practice	3.94	0.24	Agree
3	Agricultural implement and mechanics work	3.08	0.28	Agree
4	Maintenance of Agricultural equipment	2.91	0.28	Agree
5	Auto mobile engineering craft practice	3.31	0.46	Agree
6	Auto electrical work practice	2.91	0.28	Agree
7	Auto Air-conditioning mechanics work	3.68	0.47	Agree
8	Refrigeration mechanics work	4.00	00	Agree
9	Mechanical engineering craft practice	3.54	0.50	Agree
10	Welding fabrication engineering craft practice	3.66	0.48	Agree
11	Funding craft practice	3.74	0.44	Agree
12	Instrument mechanics work	3.23	0.79	Agree
13	Marine engineering craft work	3.14	0.35	Agree
14	Computer maintenance work	3.17	0.74	Agree
15	Data processing work	3.31	0.47	Agree
16	Radio-Television electrical work	3.88	0.48	Agree
17	Appliances maintenance practice	3.60	0.49	Agree
18	Carpentry –joinery practice	3.65	0.48	Agree
19	Furniture making practice	3.63	0.49	Agree
20	Up hostelry making practice	3.51	0.50	Agree
21	Catering craft practice	3.69	0.47	Agree
22	Cosmetology practice	3.90	0.30	Agree
23	Garment making (ladies/man)	3.90	0.30	Agree
24	Textile making	2.65	0.79	Agree
25	Dyeing-bleaching	3.70	0.46	Agree
26	Printing craft practice	3.00	0.45	Agree
27	Graphic making	2.90	1.04	Agree
28	Ceramics making	3.60	0.49	Agree
29	Stereography	3.70	3.46	Agree
30	Typewriting	4.00	00	Agree
31	Store keeping	3.90	0.29	Agree
32	Book keeping	2.26	0.44	Agree
33	Office practice	3.08	1.17	Agree
34	Shoe making	3.27	0.62	Agree
35	Leather making	3.55	0.49	Agree
Grand mean /grand standard deviation		3.47	0.49	Agree

Table 1 shows that the respondents agree that all the 35 items are TVET programmes that can help in poverty reduction in Enugu State if TVET institutions can equip the recipients' with the necessary skills on the identified trade for self-employment. The mean ranges from 2.65 to 4.00. The grand mean of 3.47 attest to it. The grand standard deviation of 0.49 shows that the respondents are very close in their responses.

Hypothesis 1: There is no significant difference in the mean ratings of entrepreneurs and TVET teachers on TVET programmes that can lead to poverty reduction in Enugu State.

Table 2: Summary of t-test analysis of entrepreneurs and TVET teachers on TVET programmes that can lead to poverty reduction in Enugu State.

Variable	N	\bar{X}	SD	DF	t.cal	t.crit	Remark
Entrepreneurs	116	3.37	0.51	148	0.49	1.96	Do not
TVET Teacher	34	3.32	5.52				Reject H_{01}

Table 2 shows that the calculated t-value of 0.49 is less than the table t. of 1.96. Therefore, the null hypothesis is not rejected. This means that there is no significant difference between the mean responses of entrepreneurs and TVET lecturers on TVET programmes that could lead to poverty reduction in Enugu State.

Research Question 2:

What are the Government activities that they could enhance TVET programmes for poverty reduction in Enugu State?

Table 3: Mean responses and standard deviation of the respondents on government activities that could enhance TVET programmes for poverty reduction in Enugu State.

S/N	Questionnaire Items	\bar{X}	SD	RMK
1	Adequate funding of TVET	3.60	0.67	Agree
2	Provision of training materials	3.10	0.70	Agree
3	Retraining of TVET teacher	3.30	0.64	Agree
4	Provision of modern equipment for training	3.40	0.49	Agree
5	Provision of adequate manpower	4.00	0.00	Agree
6	Provision of infrastructure such as workshop	4.00	0.00	Agree
7	Government organizing workshop for TVET teacher	3.60	0.49	Agree
8	Government organizing industry training for TVET institution	3.50	0.50	Agree
9	Government organizing excursion for TVET student	4.00	0.00	Agree
10	Maintenance of equipment	3.80	0.48	Agree
11	Provision of hazard allowance for TVET teachers	4.00	0.00	Agree
Grand mean/standard deviation		3.66	0.36	Agree

Table 2 reveals that all the 11 items are the government activities that can enhance TVET programmes for poverty reduction in Enugu State. The mean ranges from 3.10 to 4.60. This is

evidenced by the grand mean of 3.66. The standard deviation ranges from 0.00 to 0.70. The grand standard deviation shows the homogeneity of the respondents..

Hypothesis Two: There is no significant difference in the mean responses of entrepreneurs and TVET lecturers on the Government activities that can enhance TVET programmes for poverty reduction in Enugu State.

Table 4: Summary of t-test analysis of entrepreneurs and TVET lecturers on the activities of Government that could enhance TVET programmes

Variable	N	\bar{X}	SD	DF	t.cal	t.crit	Remark
Entrepreneurs	116	3.47	0.47	148	0.10	1.96	Do not Reject H ₀
TVET Teachers	34	3.46	0.48				

Table 6 shows that the calculated t. Value of 0.10 is less than the table t. of 1.96. Therefore, the null hypothesis is not rejected. This means that there is no significant difference among n the mean ratings of entrepreneurs and TVET teachers on the programme of Government activities that could enhance TVET programmes for poverty reduction in Enugu State.

DISCUSSION OF RESULTS

Research question 1 in Table 1 showed that TVET programme is panacea for poverty reduction in Enugu because TVET programmes are assigned in such a way as to equip the recipients with the employability skills for world of work. The findings of this study tallied with the assertion made by Olusanya and miller (2014) that TVET programmes were structured to adequately accommodate and equip the recipients with employability skills required in the world of work so as to ensure an increase in their productivity and earning capability either as employee or self-employed. Enhanced productivity and earning capability of an individual may likely put an end to extreme poverty.

The hypothesis one tested as shown in Table 2 revealed that there was no significant difference between the mean responses of entrepreneurs and TVET teachers on TVET programmes that could lead to poverty reduction in Enugu State. The findings collaborates with the findings of Nwokike (2011) that significant difference did not exist between the mean ratings of male and female entrepreneurs on the practical entrepreneurial competencies needed by business education graduates for poverty alleviations in Enugu State.

Table 3 research question two showed that government programmes such as maintenance of equipment, provision of adequate manpower and provision of infrastructure such as workshop and first aid materials could enhance TVET programmes for poverty reduction. This means that the government has a role to play in enhancing TVET for poverty reduction in Enugu State. This finding is in agreement with the recommendation made by Uka and Usoro (2015) that Government should encourage TVET students by providing the required tools, equipment, materials and infrastructure for their training. The result of the findings1 of hypothesis 2 Table

4 showed that significant difference did not exist in the mean responses between the TVET teachers and entrepreneur in the activities of the Government that could enhance TVET programmes for poverty reduction in Enugu State. This means that both the TVET teachers and entrepreneurs were homogeneous in their responses.

CONCLUSION

The researchers concluded that TVET if properly harnessed can achieve its potentials as a panacea for poverty reduction in Enugu State.

Educational implication of the study

Since TVET could be a panacea for poverty reduction through acquisition of employable skills in TVET programmes, it implies that the attention of the government in this type of education has to be drawn.

Recommendations

Based on the findings of the study and the conclusion drawn, the researchers recommended among others that:

1. TVET institutions should provide the training materials for TVET students in all the programmes that could lead to poverty reduction in Enugu State.
2. Proper and adequate funding of Technical and vocational Education and training is highly recommended for provision and maintenance of equipment

References

- Afolabi, O. (2015). Overview of Technical and Vocational Education and Training(TVET) in Nigeria. *National Business and Technical Examination Board(NABTEB) Magazine* 77-79
- Aworanti, O.A. (2015). Partnership in Technical, Vocational education and training (TVET) for National Development. *A lead paper presented at the 23rd Annual International conference of the Nigeria Vocational Association held at Yaba College of Technology, Lagos from 5th -8th August, 2015.*
- Ejioffor, T.E. & Ohanu, I.B. (2012). Achieving poverty reduction through Vocational Enterprise Initiatives (VEI) programmes in Enugu State. *Nigerian Vocational Association Journal* 17(2) 148-157.
- Federal Republic of Nigeria (2014) *National policy on education..* Yabi-Lagos: NERDC Press.
- International Federation of Social workers (2012). Poverty eradication and the role for Social workers. *Retrieved from Ifsio.org>Resources>polices. on 3rd September, 2017.*
- International Monetary Fund(2005). *Nigeria poverty reduction strategy paper: Nationaleconomic empowerment and development strategy.* Retrieved from <https://www.imf.org>
- Ladipo, M.K. (2015). Partnership in TVET for National Development. *A welcome address presented at the 21st Annual International Conference of the Nigeria Vocational Association on 6th August, 2015.*

- National Business and Technical Education Board (2015). Promoting TVET for National Development. *NAB TEB Magazine. A publication of National Business Technical Examination Board/NABTED*).
- Nedum-Ogbede, P. O & Enwerem, I.-M.V.(2018). *Vocational Education and Training for Poverty Eradication and Sustainable Development in Nigeria. Nigerian Journal of Business Education*.5(1) 230-235)
- Nwokike F.O. (2011). Entrepreneurial Competencies needed by Business Education graduates for poverty alleviation in Enugu State. *International Technology Research Journal (INTER J)* 2(1)14-21.
- Nnajioffor, F.N. (2010). Entrepreneurship development in technical and vocational education. A panacea for Economic progress of Nigeria. *International Technology Research Journal* 1(1) 64-68.
- Olusanya, S.O. & Miller, I.O. (2014). Technical Vocational Education and Training (TVET). A panacea to resolving youth unemployment for sustainable human security and National development. *Nigerian Vocational Association Journal* 19(1)45-53
- Mohammed, A.(2012). Levels of poverty in Nigeria. Retrieved from 247ureports.com/levels-of-poverty-in-Nigeria/ on 5th September, 2017.
- Tersoo, K.S. (2013). An assessment of National eradication programme of wealth creation in Benue State. Retrieved from www.iiste.org on 30th Oct, 2015.
- Uka, J.A.U & Hogan, S.U (2015). Technical and Vocational Education and training (TVET): An instrument for wealth creation. *Nigerian Vocational Association Journal* 19(1) 115-125.