Direct RESEARCH JOURNALS

Direct Research Journal of Education and Vocational Studies
Vol. 2 (5), pp. 89-93, September 2020
ISSN 2734-2174
DOI: https://doi.org/10.26765/DRJEVS60221895
Article Number: DRJEVS60221895
Copyright © 2020
Author(s) retain the copyright of this article
https://directresearchpublisher.org/drjevs/

Full Length Research Paper

Effect of Technical and Vocational Education Training on Poverty Status of Respondents in Abeokuta South Local Government Area of Ogun State

***Oluwalana,T., Akinbosoye, T. B. S., and Okeleke, S. O.**

Federal College of Forestry Jericho Ibadan.
*Corresponding Author E-mail: oluwalanatoyin@gmail.com

Received 10 August 2020; Accepted 19 September, 2020

ABSTRACT: The study examined the effects of technical and vocational education training on the poverty status of the respondents in Abeokuta South Local Government area of Ogun State. A descriptive survey design was adopted for the study. A total sample of One hundred and fifty (150) respondents was used in the study. The instrument for data collection was a structured questionnaire. Descriptive statistics were used to analyze the data collected for the study. The study reveals that: 12.7% of the beneficiaries were less than or equal to 20 years majority of 50.0% were between 21-30 years with a mean age at 31.1 years. The majority (54.0%) of the beneficiaries of the skill were male. More than half (66.7%) of the beneficiaries were Christians, Most (53.7%) had tertiary education. The majority (53.4%) were single. The majority (47.3%) of the beneficiaries of the skill spent between 6-8 months in the skill acquisition training. The findings showed that over half (63.3%) of the beneficiaries were highly involved in the skills. Little above a quarter (38.0%) of the beneficiaries were better off post-training, while (48.7.0%) of the beneficiaries had a moderately improved poverty status. Educational level of the beneficiaries (χ^2 = 21.117; p = 0.020) showed significant relationship with their poverty status, Also duration (χ^2 = 16.362, p = 0.012) and marital status (χ^2 = 14.043, p= 0.007), were significant related with the poverty status of beneficiaries. There was a positive and significant (r=-0.311, p=0.030) relationship between skills beneficiaries utilization and their poverty status. The study recommended that efforts towards awareness should be geared towards self-reliance and done by all stakeholders involved in advocacy of vocational skill acquisition, such as the governments, non-governmental organizations. Beneficiaries in these enterprises should be supported with more incentives in terms of the purchase of the basic equipment and tools and financial packages.

Keywords: Technical, vocational, vegetable, training, poverty status

INTRODUCTION

Education is the key to national development. This is because it unlocks the economic potentials of the people; empowers and equips individuals in society to participate in, and benefit from their national economy. It facilitates economic development and provides the basis for transformation. Education is the essential tool for sustainability. The present global economic crises suggest that the entire world is struggling for qualitative education (Aluwong, 2010).

Recent research, according to Emeka (2006), has proven that Entrepreneurship Education (EE) and development is the only potent tool for youth

empowerment, industrial growth and national unity among graduates/youth of tertiary institutions in Nigeria. As an indispensable tool, it inculcates the spirit of self-respect, self-reliance and entrepreneurship among youth of tertiary education thus reduces poverty, encourages harmonious co-existence and creates gainful employment. It boosts the economy of a particular country because it is a means of providing manipulative skills. EE develops the human faculty of creativity, manageability, organization, planning, innovation and resources management so that graduates/youths can confront the productivity challenges of Nigeria. According to Opera-kings (2008), Entrepreneurial Education is a systematic approach of inculcating business experience which are designed to fit the youth for gainful employment and industrial development and integration tendencies. Youth empowerment is a worldwide phenomenon demand because many countries of the world experience diverse form of problems especially disintegrative activities due to lack of youth empowerment. The general contention is that there is acute poverty in Nigeria. Research showed that 70% of Nigerian youth live below poverty line when compared with their counterparts in some advanced European and Asian countries of the world.

According to Agi and Yellowe (2013) education is important to the development of human resources, impartation of appropriate skills, knowledge and attitude. It is the basis for transformation, industrialization and a high way to global knowledge economy. Relating to security, Agi and Yellowe (2013) explained further that education is regarded as a means of achieving culture of peace, gender equality and positive African values. It is therefore the understanding of many that education leads to national transformation and development, through reduction in poverty and to ensured peace and security.

The National Economic Empowerment and Development Strategy (NEEDS, 2004) document lends credence to the place of education by clearly explaining its role in self-reliance and development, Agi and Yellowe (2013) asserted that the goals of wealth creation or generation, poverty reduction and value re-orientation can only be attained and sustained through an efficient education system which impacts the relevant skills, knowledge, capacities, attitudes and values. In view of the benefits of education enumerated above, Nigeria has provided education for decades with abundant available manpower. However, what keeps agitating the nation endlessly borders on the slow and inefficient economy, near primitive democracy and violent social co-existence in society (NEEDS, 2004). Evidenced with many primary and secondary schools and tertiary institutions graduates not gainfully employed either by self or government. Supporting this Ochonma (2011) reported that about 2.8 million fresh graduates enter the labour market yearly and only 10% of these are gainfully employed.

The objective of this study is to evaluate the effect of TVET on poverty status of respondents in Abeokuta South Local Government Area of Ogun State.

METHODOLOGY

The study area

The study was carried out in Abeokuta-south local government area of Ogun state. The local government area was carved out from the old Abeokuta local government in September, 1991. The local government area covers an area of 1256km² and shares boundary with Odeda local government. On its Northern frontier, Obafemi-Owode local government on the eastern part while Abeokuta north local government lies on the southern part respectively. The population as at 1991 was 374,843 people. The temperature ranges from 27ºC to 32ºC with a relative humidity of 83.1%. The vegetation comprises of a low land forested area with an annual rainfall of 1455mm which is bimodal in nature with the peak in June and September. It lies within the south and west humid zone of Nigeria. The religions of the indigenes are Islam, Christianity and traditional religion. The major occupations of the indigene are pottery, tie and dye e.t.c.

Sampling procedure and sample size

A two-stage sampling procedure was used in selecting respondents. In the first stage, purposive sampling method was used to select beneficiaries. In the second stage, snow ball method was used to reach the beneficiaries because they were not localized. Hence a total of 150 beneficiaries were considered.

Data analysis

Descriptive and inferential statistics were used to analyze the data. The descriptive statistics were used were frequencies, percentages and mean to describe the data. The inferential statistics used were chi-square and PPMC.

RESULTS AND DISCUSSION

Personal characteristics of beneficiaries

Age

The study reveals that: 12.7% of the beneficiaries were less than or equal to 20 years majority 50.0% were

Table1: Distribution of respondents' selected personal characteristics.

Variables	Total Respondents	
	F (%)	$\bar{x}$
Age (years)		
≤ 20	19 (12.7)	31.1
21-30	75 (50.0)	
31-40	24 (16.0)	
41-50	26 (17.3)	
≥ 50	6 (4.0)	
Sex		
Male	81 (54.0)	
Female	69 (46.0)	
Religion		
Islam	50 (33.3)	
Christianity	100 (66.7)	
Educational level		
Primary school	9 (6.0)	
Secondary school	62 (41.3)	
NCE	25 (17.0)	
OND	22 (16.7)	
HND	12 (8.0)	
BSc	20 (13.3)	
Marital status		
Single	80 (53.4)	
Married	66 (44.0)	
Separated	2 (1.3)	
Widowed	2 (1.3)	
Duration		
3-5	31 (20.7)	
6-8	71 (47.3)	
9-11	2 (1.3)	
12-14	46 (30.7)	
Total	150 (100.0)	

Source: Field survey, 2019.

between 21-30 years with mean age at 31.1 years. These show that majority of the beneficiaries were active and adventurous and would probably put to practice the various skills acquired.

Sex

The sex of the beneficiaries is a vital variable in evaluating the extent to which the skills acquired affected their poverty status. The study reveals that majority (54.0%) the skills beneficiaries were male while (46.0%) were female.

Religion

More than half (66.7%) of the beneficiaries were Christians, 33.3% were of the Islamic religion. These reveal that these religious groups supported the utilization of these skills in the study area.

Educational level

Education is a basic human right that helps to impart knowledge (Anugwom, 2009). Table 1 showed that most (53.7%) had tertiary education, 41.3% had secondary school education and 6.0% had primary school education. These indicate that majority of the beneficiaries were literate. This may therefore improve their quality of service and sustain their self reliance in the various skills acquired.

Marital status

Marital status is a legal status that can be attained by an individual. Majority (53.4%) was single, 44.0% were married, and 1.3% were separated and widowed respectively. This could imply that most of them still depend on their parents for survival.

Duration used

Table 1 reveals that majority (47.3%) of the skills beneficiaries spent between t6-8 months in the skill acquisition training.

Categorization of respondents based on their level of involvement in their various enterprises

The findings showed that over half (63.3%) of the beneficiaries were highly involved in the skills These may be due to more emphasis placed on practical knowledge than theoretical knowledge for the various training activities in these enterprise categories, this is likely to improve beneficiaries capabilities, thus increasing their utilization level (Table 2).

Categorization of respondents based on their level of change in poverty status in their various enterprises

Table 3 shows the distribution according to the level of change in poverty status of poultry skills beneficiaries The results of the findings shows that a little above a quarter (38.0%) of the beneficiaries were better off post training, while (48.7.0%) of the beneficiaries had a moderately improved poverty status.

Hypotheses testing

Hypothesis 1: Relationship between the personal characteristics of skills beneficiaries and their poverty status

The result of the analyses based on chi-square test of

Table 2: Categorization of respondents based on their level of involvement in their various enterprises.

Involvement Score	Respondents		
		$\bar{x}$	SD
Low	55(36.7)	39.8	9.89
High	95(63.3)		
Total	150(100)		
Low range	(34-59)		
High range	(60-150)		

Source: Field survey, 2019. Figures in parentheses is percentages

Table 3: Distribution of respondents according to their level of change in poverty status.

Change in poverty status score			
	F (%)	$\bar{x}$	SD
Worse off (-81400.0 to -0.01)	20(13.3)		
Moderately improved (0.01 to 22782.00)	73(48.7)	22783.3	43577.72
Better off (22783.0 to198800.00)	57(38.0)		
Total	150(100.0)		

Source: Field survey, 2019.

Table 4: Chi-square and correlation analyses of relationship between selected personal characteristics of respondents and their poverty status

Variables	χ^2 Value	DF	r-value	p-value	Remark	Decision
Religion	2.425	4		0.658	NS	Accept H_o
Educational level	21.117	10		0.020	S	Reject H_o
Marital status	14,043	4		0.007	S	Reject H_o
Duration	16.362	6		0.012	S	Reject H_o
Age			-0.104	0.478	NS	Accept H_0

DF -Degree of freedom, χ^2 – Chi-square value, p – probability, r- correlation, NS – not significant, S – significant.

Table 5: Correlation of the extent of skills utilization of the beneficiaries and their poverty status.

	N	r- value	p- value	Remark	Decision
Skill utilization and poverty status	150	0.311	0.030	S	Reject H_0

relationship however shows that only three out of the five selected personal characteristics had significant relationship with the beneficiaries' poverty status. Table 4 shows that educational level of the beneficiaries (χ^2 = 21.117; p = 0.020) showed significant relationship with their poverty status, Also duration (χ^2 = 16.362, p = 0.012) and marital status (χ^2 = 14.043, p= 0.007), were significant related with the poverty status of beneficiaries. However, religion had no significant relationship with their poverty status. This implies that the type of religion practiced does not affect the poverty status of the beneficiaries. Furthermore, the table shows the result of further analysis using PPMC, here age has negative and insignificant (r = - 0.104; p = 0.478) relationship with the beneficiaries poverty status.

Hypothesis 2: Relationship between the extent of skills utilization and the poverty status of the respondents.

Table 5 shows a positive and significant (r=-0.311, p=0.030) relationship between skills beneficiaries

utilization and their poverty status. This implies that the utilization of the skills acquired do affect the poverty status of the beneficiaries.

Conclusion

Respondents were fully involved which enhanced the utilization of the acquired skills to a greater extent, thus making them benefit to a greater extent. The beneficiaries' poverty status were moderately improved

Recommendations

The following recommendations were drawn from the study

(i) Efforts towards awareness should be geared towards self reliance and done by all stakeholders involved in advocacy of vocational skill acquisition, such as the governments, nongovernmental organizations.
(ii) Beneficiaries in these enterprises should be supported with more incentives in terms of the purchase of the basic equipments and tools and financial packages.
(iii) Government, NGOs and private skills acquisition institutions being used should be better and adequately equipped with the needed and required facilitators, man-power, the respective skills appliances.

REFERENCES

Agi UK, Yellowe NA (2013). Management Strategies for Regenerating Secondary Education for National Development and Self-Reliance. Journal of Teacher Perspective (JOTEP) 7(2). Association of Nigerian Teachers (ASSONT) Calabar.

Aluwong SW (2010). Entrepreneurship and functional business education as a means of achieving the national objectives of vision 2020 in Nigeria. Organized by National Association for Research Development held at Nasarawa State University, Keffi. (13th- 17th Sept, 2010).

Emeka IO (2006). Achieving millennium development goals (MDGs) through entrepreneurship education in Nigeria higher education. *European Journal of Social Sciences* Vol.8, No.11, p.18-26.

Ochonma V (2011). Innovation in Education. http://www.tidenewsonline.com retrieved,

Opera-kings, M. (2008). *Entrepreneurial studies and national development*. Benin City: Apple Publications Pp.110-118.