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Original Article

Impact Assessment of Training Programmes with Technical and Vocational Components in Ibadan, Nigeria

[1]Christopher O. Omoregie PhD, [2]Olajide F. Oyeteju, [3]Funmilola E. Akinyooye Ph.D
[1]University of Eswatini.
[2]University of Ibadan.
[3]Department of Adult Education, University of Ibadan.

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Abstract: *Training programmes with technical and vocational components have existed since the inception of man and have been utilised to solve the problems of skills gaps in individuals. The study examined training programmes with technical and vocational components in Ibadan, Oyo State, Nigeria. A descriptive survey research design was adopted, and two hundred trainees from four non-formal training centres were purposely selected for the study. A self-developed questionnaire was used for data collection and analysed using descriptive statistics of percentage, mean and standard deviation. A structured interview was used to complement the questionnaire. A reliability coefficient of 0.84 was obtained, making the questionnaire reliable for the study. Findings revealed at least nineteen varieties of training programmes with technical and vocational components in Non-formal training centres in Ibadan. The programme participants benefit from self-employment, business expansion, better future prospects, income generation, and increased skills and competencies. In addition, the participants have a greater need for public sector training programmes than the private sector training programmes. Alternatively, participants can select from various training programmes that combine technical and vocational elements offered by the public and private sectors. The study recommended that training programmes with technical and vocational components should be designed to meet the diverse needs of the participants, need assessment should be conducted to ensure the continued relevance of the programmes; there should be public-private sector partnership in their respective areas of need, the private sector should implement marketing strategies like reduced cost of training to increase the demand for their services.*

Keywords: *Training Programmes, Vocational Components, Industrial Revolution.*

I. INTRODUCTION

Training programmes with technical and vocational components have existed for a long time. It existed in the form of an apprenticeship system where trainees were attached to master craftsmen to be trained for a specific period of time. According to Olaitari (2015), before the Industrial Revolution between 1750 and 1930, the home and the apprenticeship system were the principal sources of vocational education. Apprentice trained in skills like weaving, smiting, carving, farming, etc. This system has been in place even before Western education came to Nigeria. Training in skills was the traditional method that Nigerians used to educate their younger generation. However, the introduction of Western education shifted the attention from the traditional method of training to reading, writing and arithmetic (Literacy Education), thereby neglecting training programmes with technical and vocational components. This neglect complicated the unemployment issues of Nigeria as unemployment rates and poverty levels continued to rise. Omoregie (2016) opined that the problem of employability of Nigerian graduates stemmed from a misconception of technical and vocational education in Nigeria. The pathetic situation of the nation now demands that training programmes with technical and vocational components be revisited to curb the menace. This brought about the development of different programmes by both the government and private providers.

Ajibola, Salau and Aladejare (2014) opined that the unemployment situation in Nigeria was indeed the catalyst for the establishment of a number of employment programmes such as the National Directorate of Employment (NDE), Family Economic and Advancement Programme (FEAP), Poverty Alleviation Programme (PAP), National Poverty Eradication Programme (NAPEP), National Economic Empowerment and Development Scheme (NEEDS) and many other similar programmes funded by various stakeholders like state governments, Non-Governmental Organizations (NGOs), and international organizations like the World Bank and the United Nations. With advancements in technology, skill acquisition programmes have evolved in response to trends and demands of modern times. Training is the major means individuals acquire the needed skills for employment. Technology and recent innovations in the twenty-first century require that individuals acquire skills for employment. Also, the rising unemployment rate requires that individuals possess twenty-first-century savvy skills to compete favourably in the job market (Akinyooye & Osainika, 2019; Akinyooye, 2016). Training programmes with technical and vocational components are skills acquisition programmes designed for self-employment and paid employment. It prepares the

individual for working life by equipping them with the skills to provide for themselves and their families. These training programmes empower the individual to become self-reliant.

Nwosu and Micah (2017) asserted that Education, especially the type that leads to vocational skills acquisition and industrial and technological development, has been, from the beginning of time, the ideal, if not the only tool for national development, economic enlightenment, self-reliance and citizenship empowerment. Training programmes with technical and vocational components have been designed to solve the issues of unemployment, poverty and other economic crises caused by inadequate knowledge and skills. Participants engage in these programmes to solve their problems and meet their needs. To what extent does this programme have the desired impact on the beneficiaries? This study is carried out to examine training programmes with technical and vocational components in Ibadan, Nigeria.

A) Statement of problem

Training the populace is one of the key responsibilities of the government and other stakeholders in the community. A community is said to be wealthy if it has an abundance of skilled human resources that it can use to boost its growth. Any country lacking such skilled human resources is said to be poor. Training programmes with technical and vocational components have existed for a long time and are being utilised to solve the nation's unemployment challenges. Training programmes without technical and vocational components are defective in solving unemployment problems. However, despite the availability of training programmes with technical and vocational components in Oyo state, the state continues to face significant challenges in equipping its youths and adults with relevant skills to drive economic growth and development. Unemployment persists despite different reforms and programmes with technical and vocational components implemented by the government and other stakeholders. Therefore, there is a pressing need to reform and strengthen technical and vocational training programmes in Oyo state. This background, therefore, raises the salient question of the effect of these programmes on the participants. This study intends to determine if these programmes have been having the desired impact on the participants.

Though many previous studies have been carried out on training and employability like Akinyooye, Akanmu and Akintola (2021) Assessment of Entrepreneurship Training Programmes on Unemployed Young Adults of Ibadan Metropolis in Oyo State, Nigeria, Omoregie and Ojo, (2016), Employability of Adult Education Postgraduate Students in University of Ibadan: Opportunities and Threats, Ojo and Chukwudeh, (2016) Training Needs Assessment of Nigerian Civil Service Workers, Akinyooye and Fajimi, (2022), Applying Principles of Andragogy to Training Programmes in Organisations. Akinyooye (2021), Perception of influence of digital technology on occupational health safety training among academic staff in Nigerian Universities. This study was embarked on to assess training programmes with technical and vocational components in Ibadan.

II. OBJECTIVES OF THE STUDY

i. Identify training programmes with technical and vocational components in Oyo state,
ii. examine the impact of training programmes with technical and vocational components,
iii. Differentiate the demand for training programmes with technical and vocational components between public provider and private provider
iv. determine the relationship between private and public sector training programmes

A) Research questions

The following research questions were formulated for the study;

RQ_1 What are the training programmes with Technical and vocational components in Ibadan?

RQ_2 To what extent do these programmes have an impact on the participants?

RQ_3 Does the demand for training programmes with Technical and vocational components differ between public and private providers?

RQ_4 What is the relationship between private and public sector training programmes?

III. METHODOLOGY

A survey design was adopted for this study. The population for this study consists of participants (trainees) of selected training centres in Ibadan. Trainees involved in different programmes at government, non-governmental, and religious bodies, as well as TVET centres, were selected for this study. Only a few selected registered centres like the Community Skills Acquisition Centre, Ibadan North Local Government, Alpha Mission's Hands of Hope Vocational Training Centre, Egbeda Local Government, Shafaudeen Vocational Training and Development Centre, Wakajaye, Iwo Road, Ibadan and Talent Builders vocational institute, Mokola, Ibadan were considered for this study. A purposive sampling technique was used to select the centres used for the study. Four registered centres offering a variety of Training programmes and who meet the purpose of the study were selected. These centres were selected because they offered several training programmes with technical and vocational components. One public centre and three private centres were selected. The private centres are comprised of two religious-based organisations, one for Christians and the other for Muslims, and the third centre is commercial and owned by private individuals.

Simple random sampling was used to select 200 trainees from the selected four centres in Oyo State. Eighty participants were randomly selected from the public centre, while one hundred and twenty participants were selected from the three private centres.

A Questionnaire On Technical Vocational Training Programmes In Ibadan (QTVTP) was designed by the researcher and consisted of Parts 1 and 2. The Questionnaire contained both open-ended and close-ended questions. Part one provided answers on the demographic characteristics of the respondents. A four-point Likert rating scale was used for the second part. A structured interview was also used to complement the questionnaire. The questionnaire was administered and collected immediately. Percentages were used to summarise the respondents' demographic data, while frequency, percentage, mean and standard deviation were used to analyse the research questions. The decision rule for the research questions was based on a mean value 2.50.

IV. RESULT AND DISCUSSION OF FINDINGS

A) Demographic Characteristics of Respondent

Table 1: Demographic distribution of Respondent by Sex

Sex	Frequency	Percentage%
Male	76	39.2
Female	118	60.8
Total	194	100.0

Table 1 above shows that 39.2% of men and 60.8% of women participated in the study. This shows that female respondents are more than male respondents in this study. This implies that females enroll more on training programmes with technical and vocational components in the centres considered for this study than their male counterparts.

Table 2: Demographic distribution of Respondent by Age

Age	Frequency	Percentage%
11-20	73	37.6
21-30	93	47.9
31-40	25	12.9
41-50	3	1.5
Total	194	100.0

Table 2 above reveals that the majority, 47.9% of the respondents, were within the age range of 21-30, 37.6% were within the age range of 11-20, while 12.9% and 1.5% were within the age range of 31-40 and 41-50 respectively.

Table 3: Demographic distribution of Respondent by Educational Qualification

Educational Qualification	Frequency	Percentage%
Pry	8	4.1
Sec	119	61.3
Uni	20	10.3
NCE	21	10.8
OND	17	8.8
HND	9	4.6
Total	194	100.0

Table 3 indicates that the majority, 61.3%, of the respondents were holders of the secondary school certificate (SSCE), while 10.3% are holders of university degree, NCE 10.8%, OND 8.8%, HND 4.6% and primary education 4.1%.

Table 4: Demographic Distribution of Respondent by Centre

Center	Frequency	Percentage%
CM	78	40.2
Alpha	40	20.6
Shafaudeen	46	23.7
TBVI	30	15.5
Total	194	100.0

Here, 40.2% of the participants are from the Community Skills Acquisition Centre, 23.7% are from Shafaudeen in Islam Vocational and Development Centre, 20.6% are from Alpha mission Hands of Hope Vocational Training Centre, and 15.5% are from Talent Builders Vocational institute.

Table 5: Demographic distribution of Respondents' Duration of Training

Duration	Frequency	Percentage%
2years	44	22.7
4 months	25	12.9
5 months	40	20.6
6 months	32	16.5
8 months	53	27.3
Total	194	100.0

The table above shows that 27.3% of the respondents are enrolled for eight months, 22.7% for two years, 20.6% for five months, 16.5% for six months and 12.9% for four months.

Table 6: Demographic Distribution of Respondent by Vocation

Vocation	Frequency	Percentage%
Catering and Hotel Magt	35	18.0
Leather Work	22	11.3
Cosmetology	4	2.1
Office Technology Mgt	2	1.0
Media Editing	3	1.5
Computer Operations	20	10.3
Computer Engineering	1	0.5
Electrical Installation	5	2.6
Fashion Designing	68	35.1
Soap Making	7	3.6
Hair Dressing	19	9.8
Photography	8	4.1
Total	194	100

From Table 6, the majority, 35.1% of the respondents, were receiving training in Fashion design. Furthermore, 18% are receiving training in Catering and Hotel Management, 11.3% in Leatherwork, 2.1% in Cosmetology, 1.0% in Office technology management, 1.5% in Media editing, 10.3% in Computer operations while 0.5% are receiving training on Computer engineering, 2.6% Electrical installation, 3.6% Soap making, 9.8% Hairdressing and 4.1% Photography.

Research Question 1: What are the training programmes with technical and vocational components in Oyo state?

Table 7: Distribution of Available Training Programmes with Technical and Vocational Components

Programmes	Frequency	Percentage%
Catering and Hotel Magt	155	79.9
Leather Work	93	47.9
Cosmetology	47	24.2
Renewable Energy	8	4.1
Office Technology Mgt	12	6.2
Media Editing	34	17.5
Computer studies	147	75.8
Computer Engineering	41	21.1
Electrical Installation	57	29.4
Fashion Designing	159	82
Soap Making	37	19.1
Tie and Dye	5	2.6
Hair Dressing	120	61.9
Handset Engineer	32	16.5
Block Making	2	1.0
Photography	50	25.8
Others		
Original Arts	4	2.06
Dance	5	2.58
Music	5	2.58

Table 7 shows that majority of the participants that is 82% affirmed that fashion designing is available in their centre, 79.9% confirmed catering and hotel management, 75.8% for computer studies, 61.9% for hairdressing, 47.9% for Leatherwork,

29.4% for electrical installation, 25.8% for photography, 24.2% for cosmetology, 21.1% for computer engineering, 19.1% for soap making, 17.5% for media editing, 16.5% for handset engineering, 6.2% for office technology, 4.1% for renewable energy, 2.6% for tie and dye and 1.0% attested to the availability of block making. Others specified to be available include Original Arts at 2.06%, Dance at 2.58% and Music at 2.58%.

Research Question 2: To what extent do these programmes impact the participants?

Table 8: Impacts of Training programme on participants

S/N	Items	SA F(%)	A F(%)	D F(%)	SD F(%)	Mean	St.Dv
1	The training has helped me become self-employed	87 (44.8)	91 (46.9)	13 (6.7)	3 (1.5)	3.30	0.80
2	TVET has helped me to have a better plan for my future	94 (48.5)	96 (49.5)	4 (2.1)	–	3.44	0.61
3	The training has helped me have a better plan to finance my vocation	78 (40.2)	105 (54.1)	9 (4.6)	2 (1.0)	3.30	0.71
4	The skills acquired have helped me learn how to expand my business	89 (45.9)	91 (46.9)	10 (5.2)	4 (2.1)	3.34	0.76
5	Those already trained have secured a job	65 (33.5)	110 (56.7)	16 (8.2)	3 (1.5)	3.15	0.81
6	I can now generate little income with the skills acquired	87 (44.8)	93 (47.9)	10 (5.2)	4 (2.1)	3.32	0.76
7	I can now exhibit my skills	85 (43.8)	104 (53.6)	4 (2.1)	1 (0.5)	3.39	0.61
8	I assist the tutor in the training of others	78 (40.2)	93 (47.9)	20 (10.3)	3 (1.5)	3.18	0.90
9	TVET has helped me realise my dream for the acquisition of skills in a specific trade	79 (40.7)	100 (51.5)	15 (7.7)	–	3.25	0.80
10	The skills I acquired will contribute to the growth of the nation	69 (35.6)	114 (58.8)	8 (4.1)	3 (1.5)	3.26	0.69
11	I can reasonably use any technology relating to my trade	71 (36.6)	107 (55.2)	9 (4.6)	7 (3.6)	3.24	0.73

As shown in Table 8, all the items have a high degree of agreement and have their mean sets above the criterion mean value of 2.50. They are, therefore, agreed upon by the respondents. The second item on the table has the highest mean value of 3.44, indicating that the training has helped participants devise a better plan for their future. The training helped trainees become self-employed, as indicated by the mean score of 3.30. Participants now have a better plan to finance their vocation, they know how to expand their business, those already trained have also secured a job, they can generate little income with the skills acquired and can showcase their skills. This is collaborated by the mean values of 3.30, 3.34, 3.15, 3.32 and 3.39, respectively. From their responses, the respondents also agree that they assist the tutor in the training of others, that their dream of acquiring skills in a specific trade has been achieved, that the skills acquired will contribute to the growth of the nation and that they can use any technology relating to their trade. This assertion is supported by the corresponding mean scores of 3.18, 3.25, 3.26, and 3.24, respectively. This implies that most of the respondents confirmed that the programme impacts them.

Research Question 3: Is there a difference in the demand for training programmes with technical and vocational components between public and private providers?

Table 9: Comparison of demand for training Programmes with Technical and Vocational components

	Centre	2018	2019	2020
1	CM [Public]	450	600	215
2	ALPHA [Private]	58	62	43
3	SHAFAUDEEN [Private]	__	__	__
4	TBVI [Private]	40	47	4

The statistics above show that the demand for training programmes with Technical and Vocational components is higher in the public sector than in the private sector. This is indicated by their demand in 2018 at 450, in 2019 at 600 and in 2020 at 215. On the other hand, the private sector has a demand of 58 for Alpha and 40 for TBVI in 2018, 62 and 47 in 2019, and 43 and 4, respectively, in 2020. Demand fell in both sectors in 2020. This implies that people enroll more in public than private training centres.

Research Question 4: Relationship between private and public sector training programmes

Table 10: Relationship between training programmes with technical and vocational components in Public and Private sector

		Public	**Private**
1	Availability of TVET	Several TVET	Several TVET
2	Impact	YES	YES
3	Demand	YES	YES

As shown in the data above, a relationship exists between public-sector vocational training and private-sector vocational training. Both trainings have varieties of available training programmes with technical and vocational components for trainees to pick from. They both have **an** impact on the participants and are demanded by trainees.

B) Discussion of findings

The findings of the study show that training programmes with technical and vocational components that are available in the centres are catering and hotel management, leather work, cosmetology, renewable energy, office technology management, media editing, computer studies, computer engineering, electrical installation, fashion designing, soap making, tie and dye, hairdressing, handset engineering, block making, photography, original arts, dance and music. These findings are supported by Sai (2004), who opined that non-formal vocational education and training is given in the following vocational trade areas: art signwriting, auto mechanic, blacksmithing, building construction, carpentry, carving, catering, decorating, dying, electronic repair, farming, hairdressing, metalwork and photography. To him, others are plumbing, printing, shoemaking, tailoring, typing, watch repair, weaving, welding and woodwork.

The study also revealed that training programmes with technical and vocational components impact the participants. This result agrees with the assertion of Alam (2007), as cited in Elebute and Shagaya (2016), who noted that investment in vocational education and training can produce benefits both for the individual and society. He opined that the return on investment for society will be a skilled workforce that can enhance global competitiveness and economic growth, while the return for the individual will be a better career path, increased earnings and a better quality of life. This was also agreed with the submission made by Akinyooye and Aransi (2020), which stated that all developmental programmes should be designed to reduce and, if possible, eradicate poverty in the community.

This study also supports the findings of Ikegwu Etal (2014), who stated that skills acquisition contributes greatly to the elimination of joblessness in Nigeria, reduces poverty, influences society positively, helps the youth to be self-reliant and independent, helps develop a positive attitude toward work and labour, helps to reduce crime rate in the society, helps the society not to depend on white-collar jobs, leads to technological advancement in Nigeria, help to gain more knowledge, involves growth process and changes that is never-ending builds individual self-esteem, helps develop entrepreneurial ability. This is further supported by Iroegbu (2017), who opined that acquiring an additional skill set will bring about societal empowerment by providing jobs and developing entrepreneurial ability, which will ensure financial independence and a better standard of living.

Furthermore, from the study, it can be deduced that trainees demand more training programmes for public establishments than those of private providers. This may be attributed to people's perception that public enterprises are free. This is supported by Kilpatrick and Allen (2000), who opined that government funding for young people to remain in education impacts demand for VET. This may also be attributed to both providers' roles, as the public sector is the major education provider in Nigeria, complemented by the private sector. This view is supported by Ziderman (2016), who commented that training may be provided through private training markets either by firms or in proprietary training institutions, or it may also be provided within the public sector at public training institutions and the public training systems constitute the leading supplier of structured, pre-employment training, frequently dominating the market as a provider.

V. CONCLUSION AND RECOMMENDATION

This study has examined training programmes with technical and vocational components in Oyo State, Nigeria. Diverse training programmes with technical and vocational components that are being offered by the public and private providers in Oyo State were identified to include catering and hotel management, leather work, cosmetology, renewable energy, office technology management, media editing, computer studies, computer engineering, electrical installation, fashion designing, soap making, tie and dye, hairdressing, handset engineering, block making, photography, original arts, dance and music. It was discovered that training programmes with technical and vocational components have. However, during the period under study, the public provider has a higher demand for their programmes than the private provider. This study has, therefore, shed more light on the state of training programmes with technical and vocational components in selected centres in Oyo State.

Based on the findings of the study, the recommendation is that training programmes with technical and vocational components should be designed in such a way that they will meet the diverse needs of the participants. Need assessment should be conducted to ensure the continued relevance of the programmes. This will have the desired positive impact on the participants. There should be public-private sector partnerships in their respective areas of need. The private sector should implement marketing strategies like reducing the cost of training to increase the demand for their services.

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