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Beyond the Border that Bothers Us: Illicit Drugs, Borderlands Insecurity and Responses in Nigeria

Author:

^{1, 2 & 3} Prof. (Mrs) A. N. Alio, ²Mbah, Chidozie .O. and ³ Ideh, Nonso .F.

^{1, 2 & 3} Department of Technology and Vocational Education, Enugu State
University of Science and Technology, (Esut) Enugu, Nigeria

Abstract

The study intends to determine the measures for re-engineering technical and vocational education and training (TVET) programme in achieving sustainable economic development of the youths for transnational crime reduction in the South-East States of Nigeria. It was guided by three research questions and three null hypotheses. A descriptive survey research design was used. The population was 218 TVET educators in the 12 tertiary institutions offering TVET programme in South-East States of Nigeria. There was no sampling due to the manageable size of the population. The instrument for data collection was 44 items structured questionnaire based on the three research questions that guided the study. The instrument was validated, and the reliability of the instrument was determined using Cronbach Alpha which yielded 0.85. Mean, standard deviation and ANOVA were used to analyze the data. Specifically, the study identified the current status of TVET programme, government and institutional measures for re-engineering TVET programme in achieving sustainable economic development for

transnational crime reduction. Based on the study, the youth unemployment and their involvement in the transnational crime have contributed to low economic development and difficulty in achieving sustainable human security in the south-east states of Nigeria. This crime involves illegal businesses, cybercrime, arm and weapon trafficking, organ harvesting, trafficking of drugs and human trafficking. These could be linked to unavailability of a functional TVET programme, whose objectives could have been to equip the youth with a sustainable skills for self-employment and self-reliant. The findings of the study revealed among others include; that TVET is perceived as a career path for the less academically endowed, low esteemed in social relations as a result of devalued esteem, TVET lack the training facilities for effective teaching and learning, TVET staff lack the technical capacity among the other in developing competency based curriculum and TVET staff lack knowledge among the others in developing the training packages. Based on the findings, the following recommendations were made among others which include; that the government should provide resources to equip the TVET institutions with teaching facilities on the need to improve the training of students for sustainable economic development of the youth, Government should provide implementation framework on TVET programmes to enable the institutions and TVET educators to implement the programme in achieving the desired result and that the institution administrators should provide the TVET educators with the needed environment that would promote effective teaching of TVET programme.

Keywords: Transnational Crime, TVET Programme, Economic Development and Human Security

Introduction

The challenges of youth unemployment and its implication on economic, social and political and security of the nation have directly impacted the overall development. This has contributed to get-rich syndrome, human trafficking, human parts merchandizing, kidnapping, snatching of properties, agitations, corrupt practices, stealing, among others. Some of these illegal activities are carried out through the collaboration of external bodies and therefore known as transnational crime. Transnational crime according to Falana and Omotayo (2020) involves offences that cross the international borders which affect the interest of more than one state. Thus, transnational crime involves illegal business or job activity which jeopardizes the socio-economic, values and environmental sustainability of a given society. In the South-East States of Nigeria, these crimes have contributed to high level of criminality, giving opportunity to non-state actors to control the human security architecture. However, the Transnational crime within the study area includes but not limited to arm and weapon trafficking, illegal mining, human trafficking, organ trafficking, drug trafficking, cybercrime among others.

Consequently, this transnational crime undermines the local, state and national economy; thereby destroying the environment and jeopardizing the health and wellbeing of the public. However, this crime will continue to grow until the government and educational system takes responsibility, rising up to their feet, thereby addressing the foundational causes of this crime, based on the values and structure of competency-based education programme like Technical and Vocational Education and Training (TVET). Thus, this study focused on the re-engineering of the TVET in addressing the human capacity needs and thereby engaging the youth meaningfully to legal productive activities. This crime can be said to be theoretically linked with international migration by the international community of practitioners and scholars. Thus, transnational crime like human trafficking, organ trafficking and arm and weapon trafficking ranks amongst the most prevailing transnational crime issues in South East States of Nigeria and therefore demand for measures to drastically reduce it to minimum, using education of the youth on various vocational skill areas.

In line with the above, it is imperative to note that achieving sustainable economic development is dependent on the level of human capital development and availability of a functional education programmes. Hence, human capital development and a functional education programmes is to help in equipping people with knowledge, skills and attitude in facing the

challenges of human security in the society. Human security according to UNDP (1994) is a form of security approach which is concerned with how people live and breathe in a society, how freely they exercise their choices, how much access they must market and other social opportunities; and whether they live in conflict or in peace. However, UNDP stated that the elements of human security include; economic security assured basic income, food security (physical and economic access to food, health security (relative freedom from disease and infection, environmental security (access to water, clean air), personal security (security from physical violence and threats, community security (cultural identity) and political security (protection of basic human rights and freedoms. Hence, these elements of human security have a great impact to the survival of human beings. For instance trafficking in persons (TIP) otherwise known as human trafficking, is said to pose as a human security challenge and there are about 20.9 million victims of TIP (Polaris, 2015).

Thus, many factors have resulted to this transnational human trafficking, organ trafficking and arms and weapon trafficking which include; poverty, unemployment and lack of qualitative educational programme that would educate the human cognitive, affective and psychomotor. Naik (2018) asserted that poverty is the main driving force behind human trafficking and other criminal activities. People living in abject poverty are usually very eager to leave their immediate environment to secure a better standard of living and this gives the human traffickers and others the opportunity to lure them into criminality. In some cases, parents consider this practice (of human trafficking, drug trafficking, organ harvesting and prostitution) as an avenue to send their children away for a while in order to make money (Massarath, 2019). However, one can say that the reason that made someone leave in abject poverty is as a result of not being employed. Thus, several people who are jobless are unable to provide for their family and meet other financial needs. In view of this, these people become a prey to human traffickers as they needed a sustainable job to survive.

Thus, another fundamental problem that contributes to transnational crime is the type and quality of education that the youth in 21st century is receiving. Most school an average man can afford lack facilities for effective teaching, the students are taught in abstract and the school environment is not conducive enough for teaching and learning thereby jeopardizing the process. However, Mbah and Elobuiké (2016) stated that the education system needs to be restructured in order to provide the recipient (youth) the needed competency to become self-employed and

relevant in the labour market. Hence, the type of education that can achieve this result and equally reduce transnational crime to minimum in the south East is Technical and Vocational Education and Training (TVET).

TVET can be said to be a skill oriented programme whose objectives is to achieve the needs of society based on the opportunity that it provides to the recipients to acquire skills, making them to think independently. Technical and Vocational Education and Training TVET according to Ojimba (2012) in Okolocha and Baba (2016) is a form of education whose primary aim is to prepare an individual for employment in recognized occupation in an encompassed field of study (agricultural education, fine and applied art education, business education and vocational trades in soap making, hairdressing, computer training among others). However, Sofoluwe (2013), viewed TVET as a programme that will help a recipients in the acquisition of certain relevant skills, attitudes and aptitudes under a tutor, for a gainful employment and proper integration into the society. However, it is said to be a programme that train and develop the individual in the fields of vocation and technology to become experts, so that the nation can enjoy the good fruit of technology through her contribution to the overall technological development of the world.

Thus, UNESCO (2013) sees TVET as a deliberate intervention which brings about learning that would make people more productive or simply adequately productive in designated areas of economic activities (e.g. economic sectors, occupations, specific work task). TVET programme according to UNESCO-UNEVOC (2010), is classified into three categories; Informal, Non-formal and Formal TVET programme. Informal TVET programme is kind of programme that is based on learning and training which is carried out in form of apprenticeship system where the master craftsman decides out of experience what apprentice learn (Alio & Ideh, 2022). This kind of programme normally takes place at roadside mechanics workshop, electrical workshop and furniture workshop among others. Following this kind of programme, one might decide to get certificate to have more opportunities through subscribing to an organized non-formal TVET programme (Alio and Ideh, 2022). Non-formal TVET programme is the kind of programme which normally takes place in the skill acquisition centers in form of short courses, workshops or seminars in all the trades (Alio & Ideh, 2022). According to them, any trainee that passed through this programme can decide to acquire additional higher training in higher institutions which is known as formal TVET programmes.

Formal TVET programme can be referred as an organized vocational education, with her programmes being carried out in an approved public or private educational or training institution, with a structured curriculum, with her objectives and time of learning fixed, which constitutes a continuous ladder, where one level leads to the next and finally leads to certification (Alio & Ideh, 2022). However, Okoye and Okwelle (2013) opined that TVET has been recognized as the wide diversified education system instrumental in making the remarkable contribution to economic growth of a nation by production of suitable manpower relevant to the needs of industry, society and changing technological work environment. Thus, TVET programmes are offered in post primary and tertiary institutions to enable students to develop saleable skills for service and production occupations. Re-engineering TVET programmes in these institutions would contribute tremendously in addressing the human security and reduction in transnational crime; since education remains the viable tool for human capital development. However, many literatures indicate that the status of TVET programmes in Nigeria and especially in these institutions in South-East is ineffective and of very low quality (Akhuemonkhan & Raimi, 2013; Maigida, 2014).

Consequently, TVET programmes in Nigeria are facing challenges which Tiamiyu and Babalola (2013) classified into four groups namely; student factors, institution management factors, government factors, and quality factors. Tiamiyu and Babalola (2013) noted that most of the students admitted into TVET programmes are not mentally prepared and intellectually fit to successfully pursue the programme of studies. Among the students factors in TVET programme according to Ayomike, Okwelle and Okeke (2013) are; lack of interest to learn, poor entry qualification for TVET programmes, poor public perception, poor reading culture, lack of relevant instructional material such as textbooks, practical materials (consumable), peer group influence, and lack of self-confidence.

Thus, it can be deduced that these students' factors can be a result of inappropriate institutional management. Inappropriate institutional management according to Tiamiyu and Babalola (2013), include over population of the students, the management ineffectiveness to discipline the erring students and staff due to ethnicity and cronyism. Other institution-related factors as identified by Ayomike, Okwelle and Okeke (2013) include poor teaching methods employed by teachers, lack of teacher practical competency, lack of pedagogical skill by the

teacher, poor students-teacher relationship, poor evaluation of students' academic performance, poor facilities and lack of basic amenities among others.

Thus, the institution problem can be attributed to the adamant attitudes of the government towards TVET programme. The government factors are emanated from the government contributions towards TVET challenges. According to Mbah, Obi, Ehimen and Onyebuanyi (2018) the following government related factors hinder the attainment of quality TVET programme in these institutions; poor supervision of vocational technical education programmes, poor provision of instructional materials to the relevant institutions, obsolete or no facilities in the relevant institutions, poor funding of the programme, inadequate curriculum content for TVET programme, poor welfare packages for vocational technical education educators, lack of training and retraining of the technical education teachers and instructors, lack of incentives/motivation to the teachers, and politicization of employment of staff especially the head of technological institution.

In this study, the quality of education provided to TVET students would determine their capacity building and thought of sustainable self-employment. Thus, for effective TVET practices and reduction of transnational crime among the youth especially (including women) in South-East States of Nigeria to be realistic, the current status of the TVET is to be re-engineered. Re-engineering is the process of repositioning, restructuring and/or improving the system or the operation of a system (Mbah and Elobuiké, 2016). The measures for re-engineering the TVET programme for economic development of the youth include institution and government related measures.

Institution related measures are the strategies adopted by the institution in ensuring an effective running and efficient practices of TVET programme. Some of the institution related measures in re-engineering the TVET programme for economic development of the youth include; revising the TVET programme curriculum to reflect multiple intelligent from the industrial sector, placement of students in real and relevant working environment for quality practical skill development, involving industrial experts in the curriculum development and establishment of short term refresher courses for TVET instructors. However, the institution related strategies may not yield the desired result if the government related measures are not considered.

Government related measures are the strategies adopted by government in ensuring an effective running and efficient practices of TVET programme. Government is an institution or a system made up of a group of people that takes care or manages a country. Some of the government related measures in re-engineering the TVET programme for economic development of the youth include: public enlightenment/sensitization of the effectiveness of TVET programme in training skill workers for sustainable livelihood, establishment of TVET board at the state level, training and re-training of TVET instructor and involving industrial specialist in the programme supervision.

However, this study would provide empirical justification of the measures which the institution and government would use to re-engineer the TVET programme for economic development of the youth for transnational crime reduction. The TVET educators in tertiary institution were used to determine these measures. TVET educators are lecturers trained in TVET programmes to impart skills and knowledge of TVET programme to recipients for them to become economical independents. The TVET educators work with different tertiary institutions (colleges of education and university) in South-East. The TVET educators' experiences on the measure to re-engineer TVET would be considered following their years of TVET teaching experiences in South-East. South-East is one of the geo-political zones in Nigeria dominated by the Igbo people. The zone has huge economic activities which require TVET programme to train youths in different skill areas to become economically independents. Hence, the sustainability of the TVET programme remains paramount in empowering the youths economically, thereby reducing their involvement in transnational crime. It is against this background that the need arose to determine the measures for re-engineering the TVET programmes in achieving sustainable economic development of the youth for transnational crime reduction in the southeast of Nigeria.

Statement of the Problem

Youth unemployment and involvement in crime have contributed to low economic development and difficulty in achieving sustainable human security. The youth involvement in illegal businesses, cybercrime and trafficking of drugs and human has continued to increase especially across the borders. In the case of human trafficking, it is said to be a lucrative criminal activity, touted as the third most profitable business for organized crime, after drugs and the arms trade. However, it is regarded as one of the fastest growing criminal trade in Nigeria.

Human trafficking is divided into three categories: sex trafficking, labour trafficking and the removal of organs (Wooditch and Steverson, 2019). Organ trafficking is referred as an illegal organ trade, which portrays the phenomenon of trafficking in person for the purpose of organ removal. Thus, in the recent time, there have been great demands for human organs such as kidneys, livers and hearts in different places all over the world, as a result of unavailability of finding a legitimate organ donor who are willing to donate for people who need to replace their organs for health reasons. These criminal activities have continued to cross the borders of the state.

However, the researchers are worried about the increasing rate of this transnational crime and its effect on the South East States in particular and Nigeria at large. The condition can be transformed if the students are provided with a functional TVET programme. This could be achieved through the restructuring of TVET programme for the training of the youth for economic sustainability and self-employment. Youth self-employment and quality education would therefore reduce transnational crime among others in the South-East States of Nigeria. The problem of the study is posed as a question what are the measures for re-engineering the TVET programme in achieving sustainable economic development of the youth for transnational crime reduction in South-East States of Nigeria.

Purpose of the Study

The main purpose of the study was to determine the measures for re-engineering the TVET programmes in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria. Specifically, the study sought to determine the;

1. current status of TVET programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria.
2. Institution measures for re-engineering the TVET programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria.
3. Government measures for re-engineering the TVET programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria.

Research Questions

The following research questions guided the study;

1. What is the current status of (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria?
2. What are the institution measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria?
3. What are the government measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria?

Hypotheses

The following null hypotheses were formulated and tested at .05 level of significance.

- HO₁: There is no significant difference between mean ratings of highly experience, experienced and less experience TVET Educators on the current status of (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria.
- HO₂: A significant difference does not exist between the mean ratings of highly experience, experienced and less experience TVET Educators on the institution measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria.
- HO₃: There is no significant difference between the mean ratings of highly experience, experienced and less experience TVET Educators on the government measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria.

Research Method

Research Design

This study adopted a descriptive survey research design. According to Nworgu (2015) descriptive survey research design is one in which a group of people or items are studied by collecting and analyzing data from only a few of them to represent the entire group. This design was adopted due to the responses from TVET Educators used for the study, which could be generalized to the rest of other programmes in tertiary institutions in South-East.

Area of the Study

The study was conducted in the South-East States of Nigeria. South-East is one of the six geopolitical Zones of Nigeria. The five states that made up of South-Eastern States in Nigeria include; Anambra, Eboyi, Enugu, Imo and Abia State.

Population

The population comprised 218 TVET lecturers of in the 12 tertiary institutions offering TVET programme in South-East States Nigeria. The population was determined from field survey conducted by the researchers. The number was manageable and as such, there was no sampling.

Validation of the Instrument

The instrument was validated by three experts, two from Technology Education Department and one from Measurement and Evaluation unit of Mathematics and Computer Education Department, all from from faculty of Education in Enugu State University of Science and Technology, Enugu. Their corrections and suggestions of the experts after the validation were used to produce the final instrument used for the study.

Reliability of the Instrument

To determine the reliability of the instrument, the instrument was trial tested using 20 TVET educators in Delta State who were not part of the population under study. The reliability coefficient yielded .85 using Crombach Alpha method. This .85 coefficient is in-line with Uzoagulu (2011) that reliability index of 0.60 to 1 shows that the instrument is highly reliable.

Instrument for Data Collection

The data collection was carried out using 44 item structured questionnaire developed by the researcher based on the related literature. The instrument was structured in four point

response options of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with numerical values of 4, 3, 2 and 1. The researcher administered the 218 copies of the questionnaire with the help of seven guided assistants. The researcher guided the research assistants on how to successfully administer the questionnaire to the respondents, helping them to properly fill the questionnaire and collect them back. The researcher and the research assistant went to the selected schools for briefing and discussion, after which the questionnaire was administered. out of 218 copies that was distributed 193 copies were returned giving 88.53% return rate.

Data Analysis

Data collected for the study were analyzed using relevant statistics. Weighted mean and standard deviation were used to answer the research questions. Decisions on the research questions were made using the lower and upper limits of the mean based on a four point rating scale. The standard deviation was used to determine the homogeneity or otherwise the opinions of the respondents. The Analysis of Variance (ANOVA) was used to test the null hypotheses. The analysis was carried out using Statistical Packages Social Science (SPSS).The significant value (at 2-tail) was compared with .05 level of significant at the appropriate degree of freedom. The null hypothesis was not rejected when the significant value was less than the .05 level of significance and at appropriate degree of freedom; otherwise the null hypothesis was rejected.

Results

The results of the study are presented according to the research questions and hypotheses that guided the study.

Research Question 1

What is the current status of (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria?

Table 1:

Respondents' mean ratings and standard deviation on the current status of (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria

S/N	current status of (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction includes:	Overall		Decision
		X _G	SD _G	
1	Perceived as a career path for the less academically endowed	3.54	0.75	Strongly Agree
2	Low esteemed in social relations of TVET as a result of devalued esteem	3.05	0.73	Agree
3	Unsatisfactory policy framework	2.97	0.75	Agree
4	Lack of technical and practical skills among TVET instructors	2.99	0.77	Agree
5	TVET instructors not abreast with the new technology	2.97	0.76	Agree
6	Mismanagement of TVET fund by a general education administrator	3.03	0.77	Agree
7	Lack of training facilities	3.06	0.76	Agree
8	Lack of technical capacity among the TVET staff in developing competency based curriculum	3.02	0.74	Agree
9	Lack of knowledge among the TVET staff in developing the training packages	3.01	0.79	Agree
10	Lack of skills among the TVET staff in conducting quality assurance and accreditation	2.92	0.79	Agree
11	TVET students not mentally prepared and intellectually fit to successfully pursue the programme	2.99	0.81	Agree
12	Poor teaching method employed by the teacher	3.01	0.76	Agree
13	Poor supervision of TVET programme	3.08	0.75	Agree
14	Inadequate curriculum content for TVET programme	3.02	0.76	Agree
15	Poor welfare packages for TVET educators	3.07	0.73	Agree
16	Lack of training/re-training of TVET instructor	3.03	0.71	Agree
17	Mismatch of skill between demand and supply of technical manpower	3.08	0.71	Agree
	Cluster Mean/SD	3.05	0.76	Agree

Note: X = Mean; SD =Standard Deviation

The analysis of data presented in Table 1 shows that the overall mean ratings for item one is 3.75 indicating strongly agree. The remaining 16 items mean rating range from 2.92 to and 3.08 showing agree. This means that the items are the current status of (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in

the South-East of Nigeria. The overall cluster mean of 3.05 further showed agree. The cluster low standard deviation of .76 indicates that the respondents have relatively similar opinion itemized measures.

Hypothesis 1

There is no significant difference in the mean ratings of highly experience, experienced and less experience TVET Educators on the current status of (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria.

Table 2:

Summary of One-way ANOVA on the mean ratings of highly experience, experienced and less experience TVET Educators on the current status of(TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria.

highly experience, experienced and less experience TVET Educators	Sum of Squares	df	Mean Squares	F	Sig	Decision
Between Groups	129.235	2	64.618	1.864	.178	NS
Within Groups	797.111	190	34.657			
Total	926.346	192				

S= Significant; NS= Not Significant

The result of analysis of variance (ANOVA) in Table 2 shows that the f values is 1.864 at .05 level of significant and degree of freedom between group is 2 and within group is 190 with significant value of .178. Since the significant values of .178 obtained is more than the .05 level of significant the null hypothesis for the items is not significant. This means that there is no significant difference regarding the mean ratings of the mean ratings of highly experience, experienced and less experience TVET Educators on the current status of (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria.

Research Question 2

What are the institution measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria?

Table3:

Mean ratings and standard deviation on the institution measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria

S/N	Institution measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction includes:	Overall \bar{X}_G	SD _G	Decision
18	Revising the TVET programme curriculum to reflect multiple intelligent from the industrial sector	3.27	0.74	Agree
19	Provision of appropriate tools, equipment, materials and machine for constituent practices	3.07	0.47	Agree
20	Modernization of instructional and infrastructural resources	3.07	0.47	Agree
21	Better synergy between TVET institution and industry	3.22	0.42	Agree
22	Placement of students in real and relevant working environment for quality practical skill development	3.22	0.42	Agree
23	Engaging the students in mentorship programme to complement their studies while in school	3.39	0.49	Agree
24	Admitting students based on merit	3.24	0.58	Agree
25	Invitation of an industry experts to address students during orientation	3.41	0.67	Agree
26	Involving industrial experts in the curriculum development/review	3.29	0.73	Agree
27	Taking of students to relevant industrial cities	3.07	0.47	Agree
28	Hiring industrial specialist in coaching the TVET instructors on the new trends	3.07	0.47	Agree
29	Establishment of regular interactive sessions by TVET instructors and industrial specialist	3.21	0.43	Agree
30	Establishment of short term refresher courses for TVET instructors	3.21	0.43	Agree
31	Motivating experienced TVET instructors to mentor the fresh ones for effective practices	3.43	0.65	Agree
	Cluster Mean/SD	3.23	0.53	Agree

Note: X = Mean; SD =Standard Deviation;

The analysis of data presented in Table 3 above shows that overall mean rating ranging from 3.07 to 3.43 showing agree. This means that the respondents agree to the items as the institution measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction. The overall cluster mean of 3.23 further indicates that the items are the institution measures for re-engineering the (TVET)

programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria. The low standard deviation of 0.53 indicates that the respondents have similar opinion to the items.

Hypothesis 2

There is no significant difference in the mean ratings of highly experience, experienced and less experience TVET Educators on the institution measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria.

Table 4:

Summary of One-way ANOVA on the mean ratings of highly experience, experienced and less experience TVET Educators on the institution measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria

highly experience, experienced and less experience TVET Educators	Sum of Squares	df	Mean Squares	F	Sig	Decision
Between Groups	195.440	2	97.720	1.633	.217	NS
Within Groups	1376.444	190	59.845			
Total	1571.885	192				

NS= Not Significant

The result of analysis of variance (ANOVA) in Table 4 shows that the f values is 1.633 at .05 level of significant and degree of freedom between group is 2 and within group is 190 with significant value of .217. Since the significant values of .217 obtained is more than the .05 level of significant the null hypothesis for the items is not significant. This means that there is no significant difference regarding mean ratings of highly experience, experienced and less experience TVET Educators on the institution measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria.

Research Question 3

What are the government measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria?

Table 5:

Mean ratings and standard deviation on the government measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria

S/N	Government measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction includes;	Overall		Decision
		X _G	SD _G	
32	Public enlightenment/sensitization of the effectiveness of TVET programme in training skill workers for sustainable livelihood	3.37	0.79	Agree
33	Making good institutional policy framework for proper implementation of TVET programme	2.97	0.81	Agree
34	Establishment of TVET national board at the state level	3.00	0.79	Agree
35	Placement of TVET professionals as managers/policy makers with adequate expertise in controlling TVET affairs	2.97	0.77	Agree
36	Training and re-training of TVET instructor	3.00	0.76	Agree
37	Adequate provision of internal and external supervision	3.20	0.75	Agree
38	Adequate provision of scholarship/grant for TVET instructor	3.02	0.76	Agree
39	Genuine political will and education policy makers	3.08	0.73	Agree
40	Motivation of TVET instructors in training youth on practical skills	3.03	0.71	Agree
41	Involving industrial specialist in the programme implementation	3.08	0.72	Agree
42	Making it mandatory for TVET instructors to acquire professional experience in the industry in addition to academic training	3.02	0.78	Agree
43	Sending the TVET instructors periodically to upgrade and modernize their practical knowledge on workplace technologies	3.05	0.77	Agree
44	Mandating TVET instructors in upgrading their digital competencies	3.02	0.75	Agree
	Cluster Mean/SD	3.06	0.76	Agree

Note: X = Mean; SD =Standard Deviation

The data presented in Table 5 indicates that the overall item mean ratings range from 2.97 to 3.37 depicting agree. These shows that the respondents agree to the items as the government measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction. The overall cluster mean rating of

3.06 indicates agree. The low standard deviation of .76 shows that the respondent's opinions is homogenous to the items as government measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria.

Hypothesis 3

There is no significant difference in the mean ratings of highly experience, experienced and less experience TVET Educators on the government measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria.

Table 6:

Summary of One-way ANOVA on the mean ratings of highly experience, experienced and less experience TVET Educators on the government measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria.

highly experience, experienced and less experience TVET Educators	Sum of Squares	df	Mean Squares	F	Sig	Decision
Between Groups	129.235	2	63.648	1.096	.278	NS
Within Groups	797.213	190	33.667			
Total	926.448	192				

NS= Not Significant

The result of analysis of variance (ANOVA) in Table 6 shows that the f values is 1.096at 0.05 level of significant and degree of freedom between group 2 and within group 190 with significant value of .278. Since the significant values of .278 obtained is more than the 0.05 level of significant the null hypothesis for the items is not significant. This means that there is no significant difference regarding the items on the mean ratings of highly experience, experienced and less experience TVET Educators on the government measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria.

Discussion of Findings

The findings of this study were discussed according to the research questions answered and hypotheses that guided the study under the following headings.

Current Status of TVET Programme in Achieving Sustainable Economic Development of the Youth for Transnational Crime Reduction in the South-East of Nigeria

The result of data analysis reviewed the current status of (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria. The result showed that the current status of TVET according to the opinion of TVET educators were that; TVET is perceived as a career path for the less academically endowed, Low esteemed in social relations as a result of devalued esteem, there is mismanagement of TVET fund by a general education administrator, there is lack of training facilities, there is lack of technical capacity among the TVET staff in developing competency based curriculum, there is lack of knowledge among the TVET staff in developing the training packages, poor teaching method employed by TVET teacher, poor supervision of TVET programme, inadequate curriculum content for TVET programme and Poor welfare packages for TVET educators among others.

The findings were in agreement with Umunadi, (2014) who asserted that TVET programme implementation have not met the required global standard in Nigeria following the challenges to it implementation. The result showed that the status of TVET in achieving sustainable economic development of the youth for transnational crime reduction needs to be improved. The inadequacy in the TVET current status need to be addressed in order to achieve the needed improvement in training the youth for sustainable economic development and reduction in crime especially transnational crime. The result of null hypothesis showed that there was no significant difference in the mean ratings of highly experience, experienced and less experience TVET Educators on the current status of (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria. This indicated that experience of the TVET Educators had no significant influence on the current status of (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria.

Institution Measures for Re-Engineering the TVET Programme in Achieving Sustainable Economic Development of the Youth for Transnational Crime Reduction in the South-East of Nigeria

The result of data analysis indicated the institution measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria. The identified institution measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction includes; revising the TVET programme curriculum to reflect multiple intelligent from the industrial sector, provision of appropriate tools, equipment, materials and machine for constituent practices, modernization of instructional and infrastructural resources, better synergy between TVET institution and industry, placement of students in real and relevant working environment for quality practical skill development, engaging the students in mentorship programme to complement their studies while in school, admitting students based on merit, invitation of an industry experts to address students during orientation, involving industrial experts in the curriculum development/review, taking of students to relevant industrial cities, hiring industrial specialist in coaching the TVET instructors on the new trends and Motivating experienced TVET instructors to mentor the fresh ones for effective practices.

Thus, the identified institution measures are required to improve and sustain full implementation of TVET programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East. The findings were in line with Mbah, Obi, Ehimen and Onyebuenyi, (2018) who asserted that institutions need to develop strategies for implementing the TVET programme, and thereby partnering with the industry for cooperative instructional delivery to the students. The institution measures according to Alio and Ideh (2022) need to be considered as the training of the youth for quality is dependent on the institution instructional development strategies. Therefore, the identified measures would help the institution in achieving sustainable economic development of the youth for transnational crime reduction. The findings of the study revealed that there was no significant difference in the mean ratings of highly experience, experienced and less experience TVET Educators on the identified institution measures for re-engineering the (TVET) programme in achieving

sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria.

Government Measures for Re-Engineering the (TVET) Programme in Achieving Sustainable Economic Development of the Youth for Transnational Crime Reduction in the South-East of Nigeria

The result of data analysis depicted the government measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria. The study identified the following as the government measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction to include; public enlightenment/sensitization of the effectiveness of TVET programme in training skill workers for sustainable livelihood, making good institutional policy framework for proper implementation of TVET programme, establishment of TVET national board at the state level, placement of TVET professionals as managers/policy makers with adequate expertise in controlling TVET affairs, training and re-training of TVET instructor, adequate provision of internal and external supervision, adequate provision of scholarship/grant for TVET instructor, genuine political will and education policy makers, motivation of TVET instructors in training youth on practical skills and involving industrial specialist in the programme implementation among others.

The findings of the study indicated that these measures could be implemented by the government in achieving in achieving sustainable economic development of the youth through TVET programme for transnational crime reduction. The findings were in consonance with the findings made by Ayomike, Okwelle and Okeke (2013) that government is to make policies and form strong will, implementing them effectively in other to achieve the desired result in the youth development through the TVET programme. This implies that the items are the government measures for re-engineering the TVET programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria. Furthermore, the result of the study showed that there was no significant difference in the mean ratings of highly experience, experienced and less experience TVET Educators on the government measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of

Nigeria. Further, the findings have no influence on the identified government measures for improving the status of TVET programmes. Therefore, the identified government measures should be considered in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria.

Recommendations

Based on the findings and conclusion, the following recommendations were made;

1. Government should review the TVET programmes in the her institutions following the unacceptable current status as identified in the study.
2. Government should provide resources to equip the TVET institutions with facilities for effective teaching on the need to improve the training of students for sustainable economic development of the youth for transnational crime reduction.
3. Government should provide implementation framework on TVET programmes to enable the institutions and TVET educators to implement the programme in achieving the desired result in sustainable economic development of the youth for transnational crime reduction.
4. Institution administrators should provide the TVET educators with the needed environment that would promote effective teaching of TVET programme.

Conclusion

The study was designed to determine the measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria. The issue of transnational crime is gradually becoming a normal business in South-East as many young people have decided to make money not minding its legitimacy. These young people could be redirected to acquire and develop their skills in creative ventures for more legitimate sources of income. The study therefore identified the institution and government measures for re-engineering the (TVET) programme in achieving sustainable economic development of the youth for transnational crime reduction in the South-East of Nigeria. It therefore concludes that the identified measures should be implemented to achieve the desired result in reducing transnational crimes among the youth in South-East States of Nigeria.

BIOGRAPHY

Abigail Ngozi Alio hails from Obinagu in Udi Local Government Area of Enugu State. She holds a Doctorate of Philosophy Degree (Ph.D) in Vocational Teacher Education, Masters of Science M.Sc in Electrical/ Electronics Technology and Bachelors of Science B.Sc in Industrial Education from the University of Nigeria, Nsukka. She also holds N.C.E (Technical) from the institute of Management and Technology (IMT), Enugu. Prof. (Mrs) Alio is a senior lecturer in the department of Technology and Vocational Education, Enugu State University of Science and Technology (ESUT) Enugu. She has a considerable teaching and research experience. She has a number of published scholarly article in reputable journal as well as contributions in many books to her credit. She resides in Enugu with her family.

Chidozie Onyekachukwu Mbah, hails from Lomu Umunze, Orumba South Local Government Area of Anambra State. He holds the Nigerian Certificate in Education (NCE, Automobile Tech) from Federal College of Education (Technical), Umunze. He also holds Bachelors of Science B.Sc, Masters of Science M.Sc and currently running a Doctorate of Philosophy Degree Programme (Ph.D) in Mechanical Technology Education in Enugu State University of Science and Technology (ESUT) Enugu. He worked ESUT and currently lecturing in the department of Automobile Technology Education, Federal College of Education (Technical), Umunze. Mr Mbah has taught Basic Technology, Technology/ Engineering Drafting and Designing at Post Primary and Tertiary level for many years. He has a number of published scholarly article in reputable journal as well as contributions in many books to his credit. He resides in Anambra with his family.

Nonso Franklin Ideh hails from Enugwu-Ukwu, Njikoka Local Government Area of Anambra State. He holds the Higher National Diploma (HND, Electrical/Electronics Engineering) from the institute of Management and Technology (IMT), Enugu and a post graduate diploma in Education from National Open University of Nigeria. He also holds Masters of Science Degree M.Sc and currently running a Doctorate of Philosophy Degree Programme (Ph.D) in Electrical/ Electronics Technology Education in Enugu State University of Science and Technology (ESUT) Enugu. Mr Ideh has taught Electrical installation and Maintenance Works and Basic Electricity at Post Primary school level for

many years. He has a number of published scholarly article in reputable journal.. He resides in Anambra State with his family.

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