

VOCATIONAL AND TECHNICAL EDUCATION AS EFFECTIVE TOOL TO CURB INSECURITY CHALLENGES IN NIGERIA

Fidelis .U. Unah; Richard .L. Udie And Denis Udama

Abstract

This study examined the use of vocational and technical Education as a veritable tool to create employment among the youths as well as check security challenges confronting Nigeria Nation. The study area was Cross River State Northern senatorial district, Nigeria. Two research questions and two hypotheses were formulated to guide the study. Descriptive survey design was adopted for the study. The population for the study comprises of 600 technical school teachers and artisans. Simple random sampling technique was used to select 150 subjects (25% of the parent population). The data was analyzed using mean and standard deviation statistics to answer the research questions while t-test statistics was used to test hypotheses. Based on the findings from the study it was concluded that due to insecurity challenges confronting Nigeria, VTE can be use as a strong tool to address insecurity in Nigeria. It was recommend among others that government and other stake holders should shift attention to the development of VTE by way of collaborating with industries to enable many youths acquire skills in vocational and technical education related area. It was also recommended that relevant agencies should formalize the informal apprenticeship training for effective training.

Introduction

Peace and tranquility is a *sin qua non* condition for the development of any nation, and for Nigeria to enjoy the dividends of democracy, there is need for peace to thrive in the land. Unfortunately, this has eluded us for close to two decades to the present time. We as a nation has witnessed unprecedented crisis resulting to lose of lives and property. One can trace the causes to religious extremism, political and economic deprivation. The crimes are manifesting in many dimensions: Boko Haram Unleashing mayhern in the North east, killing innocent ones in their thousands and rendering many homeless; Fulani Herds Men clashes with crop farmers, in the middle belt, arm robbery; kidnapping and ritual killings in south east; youths restiveness in Niger delta and recently armed bandits in North west killing farmers in their farm lands (Unah and Chukwuemeka, 2019)

Boko Haram and Islamic state of West Africa some of the insurgencies posing security threat in Nigeria has two faces, religion and economic. The high rate of unemployment has driven the youths to becomes ready tools in the hands of evil men. They use them to perpetuate their evil acts.

In the view of Anyakaoha as cited in Obi & Obi (2012) they lamented that Nigeria today is facing economic problems which have given rise to high rate of unemployment, poverty, insecurity and hunger. Unemployment rate as defined by Olawale (2017), is the percentage of Nigerians labour force that is qualified to work but did not work for at least 39 hours in a week. He added that such population bracket is between age 15 to 64 years but exclude students and those who retire.

The foregoing ugly scenario needs to be reversed if we must survive as a nation. One of the strategies to fight the menace is to intensify effort towards developing VTE blended with entrepreneurship. The skills acquired from VTE will enable the youths employable, either as self employees or salary earners in government organization or in organized private sector (Machika and Kagbang 2017). In the view of Uche and Adesope 2009, they advocated that each subject to be taught should bring out hidden potentials in content in the area of employment, job and wealth creation. It is evidently clear that there is a strong link between Technical Education and job employment, especially self employment. Against the backdrop of myriad of crisis that has bedeviled the nation occasioned by high rate of unemployment among the youths; the paper presenters are exploring the way forward towards arresting the ugly situation.

Statement of the Problem

Close to two decades, the nation Nigeria has been bedeviled by many crises in almost all parts of the country. Some of the crises are ethnic division in nature, some are political, economic and some with religious connotations. The crises that are still looming in the land has taken a toll on our economy. A lot of lives and property are lost. The paper presenters are looking at vocational and technical education as a strong tool that can help to ameliorate the ugly situation.

Vocational and technical education if properly packaged and delivered to our youths, can address security challenges and drastically reduce the crises. Youths who acquire the right type of VTE can desist from crimes and become useful to the society.

Literature Review Conceptual Frame Work Definition and Meaning of Vocational Education

Vocational education is primarily concerned with the development of knowledge, skills and attitudes in an individual to enable him or her to become productive for individual and societal survival. Olaitan (1996) defines vocational and technical education as the form of education which emphasises the development of occupational skills needed for preparation of work. In other way vocational education provides skills knowledge and attitudes necessary for effective employment in specific occupation as well as for self employment. The Federal Republic of Nigeria refers to technical and vocational education as a comprehensive term given to those aspect of educational process involving the study of technologies and related sciences, the acquisition of practical skills, attitude, understanding and knowledge relating to occupation in various sectors of economy and social life in addition to general education (FRN 2013) Technical and vocational education is intended to provide trained man power in the area of applied science technology, business, advance, craft as well as providing training and related skills for self reliance and employment (FRN, 2013) it involved inculcation of practical skills in students and other trainees in addition to theory. This is the hallmark of VTE. It is a departure from theoretical and rhetoric form of training in schools.

Objectives of Vocational and Technical Education

The purpose and objectives of VTE as stipulated in national policy on education (2013) are as follows.

1. To provide trained man power in the applied sciences, technology and commerce particularly at sub-professional grades.
2. To provide the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.
3. To produce people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenient of man.
4. To give and introduction to professional studies in engineering and other technologies
5. To give training and impact the necessary knowledge, skills leading to the production of craft men, technicians and other skilled personae who will be enterprising and self reliant.
6. To enable our young men and women to have an intelligent understanding of the increasing complexity of technology.

The Need for VTE for Job Creation and Self Reliance

Vocational – Technical education has the potential for job creation, self reliance and check insecurity challenges in Nigeria. This is stemmed from the fact that when the youth acquire skills in any vocation can become useful and employable, thereby staying away from crime. The challenges of unemployment, job creation and skills development and training in order for jobs to become a reality for more people can never be over emphasized. Nwazor (2012), observed that Nigerian as a nation is faced with many challenges in which unemployment is paramount, many graduated youths roam about the streets without jobs and has become threat to national security.

The above mentioned objectives can be achieved if VTE is well designed and delivered. Based on the recommendation of UNNESCO, VTE should be designed using PPP approach (Private, public partnership), this enables the enterprises collaborate with schools and exposes the students as much as possible to real work environment. Another point to note is that, naturally VTE lend itself with practical work experience and the trainees are familiar with the rules of preserving the work environment as well as occupational health and safety. In the opinion of Nwazor (2012), he opined that a higher percentage of VTE graduates establish SMES than the graduates in general education.

Vocational and technical education blended with entrepreneurship education can go a long way to inculcate the spirit of enterprise and resourcefulness in our youths (Akpomi, 2009) This can greatly address the issues of poverty and stem down the tide of various types of crimes that have taken their toll on Nigeria as a nation.

As submitted by Ewetan and Urnie in Agbakosi. (2019), unemployment and poverty among Nigerians, especially the youths is a major cause of insecurity and violent crimes in Nigeria. However this problem might be solved or reduced if the vibrant youths that constitute more than 60% of the population are equipped with VTE blended with entrepreneurial skills to be self – employed. Study conducted by Gidado (2014) revealed that vocational and technical education is a weapon for sustainable development in Nigeria in the sense that it has the prospect of reducing insecurity as well.

In another study that was conducted by Nwalado and Nwalado (2015), on functional vocational and technical education for sustainable peace and security in Nigeria, the paper concluded that VTE have the prospect of reducing insecurity in Nigeria.

Causes of Insecurity in Nigeria and its Effect

The abysmal failure of successive administrations in Nigeria to address challenges of poverty, unemployment and inequitable distribution of wealth which has widen poverty gap in addition to ethnic divide and religious intolerance has led us to the ugly situation we find ourselves (Omonji, Egbule and Emuebe, 2020).

The situation has ultimately resulted to anger, frustration, agitation and violent crimes against the Nigerian state by individuals and groups. Such related crimes include militancy, kidnapping, bombing, armed robbery, destruction of government properties, oil pipe line vandalisation among others. The activities have a chain effect and cause a reduction in revenue earning of the federal and state government: hunger and poverty has taken the center stage in the land. Mordi (2013) lend credence to the ugly situation when he noted that the nation's growth and stability have been truncated by the on – going destruction of lives and property in different parts of the country. Food production has been grossly affected and on the decline as farming and agricultural activities have been tampered.

Purpose of the Study

The main purpose of the study is to determine if VTE can be used as a tool to create jobs for youths and curb insecurity in Nigeria. Specifically, the researchers sought to determine if...

I. VTE have the potential for job creation

II. VTE have the potential to address national security challenges in Nigeria.

Research Questions

The following researched questions were posed to guide the study:

1. To what extent does VTE have the potential to create jobs in Nigeria?
2. To what extent does VTE have the potential to address insecurity challenges in Nigeria?

Statement of Hypotheses

The following null hypothesis were formulated to give the research a direction:

HO1. There is no significant difference in the opinion of male and female artisans and technical school teachers on the influence of VTE on job creation.

HO2. There is no significant difference in the opinion of male and female artisans and technical school teachers on the influence of VTE in mitigating insecurity.

Methodology

The following methodology was adopted for the study;

1. Design for the Study:

The design of the study is descriptive survey design. The variables under study cannot be control or manipulated. They are treated as they exist in their environment.

2. Area of the Study:

The study area was in northern district of Cross River State, it comprises of five local government namely, Obanliku, Obudu , Bekwara,Ogoja and Yala.

3. Population of the Study:

The population characteristic comprises of male and female artisans, trade men and teachers in technical schools numbering up to 600.

4. Sample and Sample Technique:

About 150 artisans, trade men and technical school teachers were sampled out for the study. Simple random sampling technique was employed in sampling.

5. Instrument Validation

The instrument was validated by two senior lectures in F.C.E Obudu, Cross River State, Nigeria.

Data Analysis Technique

The data collected was analyzed using independent t-test statistics to test hypotheses while criteria mean rating was used to analyze data to answer research questions.

6. Reliability Testing of the Instrument

A trial testing was carried out among 20 subjects in an area outside the research area. To ascertain the reliability of the instrument, split – half method of testing was adopted. Spearman ranking statistical tool was employed to analysed data. The result yielded 0.652 index, and it was considered good enough to justify the usage of the instrument.

Instrument used for Data Collection

A 12 item researcher made questionnaire was constructed to illicit responses from the respondents. It was structured based o four point rating scale as follows;

Very high extent (VHE)= 4 point weight
High extent (HE) = 3 point weight
Low extent (LE) = 2 point weight
Very low extent (VLE) = 1 point weight

Any item that yield 2.50 mean and above is an acceptance region (high extent). Any one that yield mean rating of less than 2.5 is a rejection (low extent).

Data Analysis and Results

This section is concerned with the analysis of data and results

Table I: Gender of the Respondents

Vocational and Technical Education as Effective Tool to Curb Insecurity Challenges in Nigeria

Sex	Frequency	Percentages
Male	73	48.7
Female	77	51.3
Total	150	100

Table I show the gender distribution of the population of both technical school teachers and Artisans in the area under research.

Research Question I:

To what Extent VTE have the potential to create jobs in Nigeria?

Table 2: Mean rating and standard deviation on the extent VTE have the potential to create jobs.

S/N	Items Statement	N	X	SD	Remark
1.	Extent VTE, if Acquired enable Youths to engage in syllable job And earn a living.	150	3.70	.77	High Extent
2.	Extent VTE if acquired can Stimulate innovative thinking for job creation.	150	3.40	.71	High Extent
3.	Extent VTE if acquired can Can increase employability Youths.	150	3.50	.63	High Extent
4.	Extent at which VTE Graduate are more amiable To obtain jobs than non VTE graduates	150	3.20	.89	High Extent
5.	Extent at which VTE can Stimulate interest towards Self employment.	150	3.50	.72	High
6.	Extent at which VTE relate With job creation	150	3.40	.91	High
Grand Mean		150	3.38	.45	High Extent

Coment! All the items in table two above yielded criteria means above 2.50 including the ground mean. It is an indication that VTE has very high potential of creating jobs in Nigeria.

Research Question 2:

To what extent VTE have the potential to address insecurity challenges in Nigeria?

Table 3: Mean Rating and standard Deviation on the Extent VTE have the potential to address in insecurity challenges.

S/N	Item statement	N	X	SD	Remark
7.	Extent VTE, if acquired can enable youths think responsibly and Stay away from crimes	150	3.48	.76	High Extent
8.	Extent at which VTE can enable Graduates became self reliance and Shun crime	150	3.28	.85	High Extent
9.	Extent VTE, if acquired can create Peaceful and harmonious living Among youths.	150	3.40	.72	High Extent
10.	Extent at which VTE, if acquired	150	3.28	.84	High Extent

	Can enable graduates resist crime					
11.	Extent of VTE contribution to the Development of economy	150	3.54	.72		High Extent
12.	Extent at which VTE can change the Perception of youths away from crime	150	3.32	.82		High Extent
	Grand Mean	150	3.50	.72		High Extent

Coment: All the items in table three yielded criteria Mean above 2.50 including the grand mean. It is an indication that VTE have the high potential to address insecurity situation in Nigeria.

HO1

There is no significant difference in the opinion of male and female technical school teachers and artisans on the influence of VTE on job creation.

Table 4. T-test analysis on the mean responses of male and female technical school teachers and artisans on the influence of VTE on Job creation

Group	N	X	SD	T	DF	Sig. (2trail)	DECISION
Male	73	3.73	0.85				
Female	77	3.61	0.69	0.91	148	0.36	N.S

From table 4 above the P. Value of 0.36 is greater than 0.05 indicating that there is no significant difference in the mean response of technical school teachers and artisans on the influence of VTE on Job creation. The null hypothesis is upheld.

H02

There is no significant difference in the opinion of male and female technical school teachers and artisans on the influence of VTE in mitigating insecurity.

Table 5: T-test analysis on the mean responses of male and female technical school teachers and artisans on the influence of VTE on mitigating insecurity

Group	N	X	SD	T	DF	sig. (2tail)	DECISION
Male	73	3.33	0.48				
Female	77	3.42	0.43	1.226	148	0.22	NS

From table 5 above the P. value of 0.22 is greater than 0.05 indicating that there is no significant difference in the opinion of male and female Technical School Teachers and Artisans on the influence of VTE in mitigation of insecurity. Agam, the null hypothesis is upheld.

Discussion

Result in table I above revealed that in the opinion of technical teachers and artisans VTE has a very high potential towards job creation. The result also revealed in the testing of hypothesis I that there is no significant difference in the opinion of male and female respondent on the influence of VTE on Job creation. This revelation attest to the fact that VTE can be use as a strong tool to create jobs and reduce unemployment in Nigeria. The revelation is in agreement with Nwazor (2012) when he submitted that VTE is a strong weapon to create jobs and check insecurity situation in Nigeria.

Result in table 2 also revealed that in the opinion of the respondents, VTE has the potential to mitigate insecurity in Nigeria. Youths who acquire VTE can stay away from crime. The result in the testing of hypothesis in table 4 and 5 also revealed no significance between VTE and insecurity reduction. This revelation is in agreement with the assertion of Nwalado and Nwalado (2005) When they observed that VTE has the potential to reduce insecurity in Nigeria.

Conclusion

Nigeria as we know is going through serious security challenges. Vocational and technical Education has been identified as a strong tool that can be used to fight the menace. The youths without skills are idle and become ready tools in the hands of evil doers to be used to execute their evil deeds. It behooves Nigeria government and other stakeholders to painstakingly develop VTE to enable it play its role of developing skill in youths.

Recommendations

Based on the findings, the following recommendations are put forward:

1. Hence VTE has been recognized as a weapon that can be used to reduce insecurity, resources should be deployed to upgrade Vocational technical Schools enable it play its proper role of developing skills in youths
2. Graduates of Technical Schools in Nigeria should be attached to industries so that they can be as much as possible exposed to real work environment. This will be easy for them to get jobs
3. Grants and soft loan should be made available to graduates of VTE to enable them establish their own businesses, thereby stay away from crime.

References

- Abgakosi, A. (2019), Functional Vocational and technical education: A panacea to security challenges in Nigeria. *Eksu journal of education*. Retrieved on the 25:02:2022 from <https://www.researchgate.net/publication/342748003>.
- Akponi, M.E (2009), Achieving millennium development goals (MDGs), through teaching entrepreneurship education in Nigeria higher Education. *Journal of social science*, 8 (1), 152 – 159.
- Federal Republic of Nigeria (2013), National Policy on Education (6th Edition). Abuja: NERDC.
- FRN (2013) National Policy on Education (6th Ed). Abuja: National education research development council.
- Maduka, O.G, Emeronye, U.K & Kabgang, A.A (2017). Vocational and entrepreneurial education for national development: contemporary issues in vocational and entrepreneurship education. (Anyakoha, E, Obasi, V.A Nwani: A; Nwenuo P.A eds).
- Maduka. O.G, and Emenenye U.K (2017), Vocational and Entrepreneurial Education for National Development. Contemporary issues in vocational and entrepreneurship education (Anyakoha E, Obasi, VA, Akuma, Nwamuo P.A edited).
- Mordi, C . (2013), Educational Reformation for National Security. Key note address presented at the annual conference of the institute of education, Delta state University, Abraka, held from 11th – 15th June, 2013.
- Nwalado. S.H. And Nwalado, E.(2015), Functional Vocational and Technical Education for Sustainable Peace and Security in Nigeria. *Journal of resource fullness and distinction*. 10 (1) 1-2. Retrieved on the 25: 02: 2022 from <https://www.researchgate.net/publication/342748003>.
- Nwazor, J.C. (2012), Capacity Building, Entrepreneurship and Sustainable Development *Journal of Emerging Trends in Education Research and Policy Studies*. 3(1), 51-54.

Obi, W.J.D and Obi, C.O.C (2012), Integration of Entrepreneurship Skills Training into Technology Education Program: A Strategy for Achieving National Security.

Olaitan, S.O. (1996), Vocational Technical Education in Nigeria (Issues and Analysis) Onitsha: Noble graphic press.

Olawale, J. (2017), Unemployment in Nigeria: Causes, Effects and Solutions, Retrieved from <https://www.Naija/1102758>.

Omoroje, O.O. Egbule, P.O and Emuebie, J.E (2020). Achieving National Security in Nigeria through Education Journal of Social, 4(21) 1-2 Retrieval on the Studies 25:02:2022 from [http:// dx doi/org/1004314/ ujah. V21.v.8](http://dx.doi.org/1004314/ujah.V21.v.8)

Onyekachi and chizoruo, (2017), Entrepreneurship and Vocational Education for Self Reliance and Economic Growth Contemporary Issues in Vocational and Entrepreneurship Education (Anyokoha N, Obasi, V.A Akuma. N. Nwamuo P.A Obin, OA.

Uche, C.M. & Adesope, O.M . (2009). Capacity Building for Entrepreneurship Education: State of the art in University of Port Harcourt, Nigeria, African Journal of Educational Research and Development, 3 (2), 86 – 98.

Uche C.M. Adesope, D.M.(2009), Capacity Building for Entrepreneurship Education: State of the art in University of Port Harcourt, Nigeria African journal of Education Research and Development, 3 (2) 86 – 98.

UNESCO (2007), Starting my own Small Business: A Training Module on Entrepreneurship for Students of Technical and Vocational Education and Training at Secondary Level. Paris United Nations Educational Scientific and Cultural Organization (UNESCO).

Unah F. and Chukwuemeka U. (2019), Entrepreneurship and Entrepreneurship education as an antidote to address security Challenges in Nigeria: Being a paper presented at 2nd international confrence organized by School of General Education, Vocational Programmes, F.C.E Obudu, on the 13th March, 2019.

