

## ROLE OF TECHNICAL AND VOCATIONAL EDUCATION IN TERTIARY INSTITUTIONS IN MITIGATING SECURITY ISSUES IN NIGERIA

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### ABSTRACT

The study determined the role of technical and vocational education in tertiary institutions for mitigating security issues in Nigeria. One research question guided the study and one hypotheses was tested at 0.05 level of significance. The study adopted the descriptive research design. The population of the study consisted of all 156 Technical and Vocational Education lecturers in tertiary institutions in Anambra State. The instrument for data collection was a questionnaire developed by the researcher. The instrument was validated by three experts in the department of technology and vocational education. The reliability of the instrument was determined through a pilot testing on 20 TVE lecturers in Delta State. The application of the Cronbach Alpha reliability method on the data collected yielded coefficient values 0.81 for clusters A respectively with an overall reliability co-efficient of 0.80. Data was analyzed using mean and standard deviation. T-test was use for the hypothesis. Findings revealed that TVE can mitigate security issues in Nigeria because it helps students with technical skills, educates students with attitude needed for successful vocational and technical career formation, leads to the training of quality technical and vocational education teachers among others. Findings further revealed that reviewing the TVE curriculum for the promotion of creative and practical skills, improving training capacity of instructors and TVE teachers through in-service training programmes among others are strategies for providing viable technical and vocational education in tertiary institutions for mitigating security issues in Nigeria. Based on these findings, the researcher recommends among others that government and administrators of technical and vocational education programme should engage in active awareness campaigns on the need to promote vocational and technical skills development in the country.

**Keywords:** Role, Technical and Vocational Education, Tertiary Institutions, Security

### Introduction

Education plays a vital role in building and creating a well organized country especially in the face of insecurity. Those roles are very crucial to the development if the mersis. Security in the country is something that is very sensitive due to the life and properties of the citizen. Insecurity has really caused so much damage and harm than good in Nigeria. The rate of insecurity is increasing by day and needs immediate intervention to avoid more damage. The country is currently plagued with a lot of issues which threatens national

stability. There is no doubt that the major challenge of Nigeria's national security is the containment of diverse manifestations of violence spearheaded by various unknown groups. This situation has heated the policy and seems to have impacted on the productivity and ability of the country to function at a very productive level. Akindiyo (2014) opined that the socio-political and economic landscape in Nigeria has been blighted by the endemic twin evil of crime and violence. The abysmal failure of successive administration in Nigeria to address challenges of poverty, unemployment and inequitable distribution of wealth among ethnic nationalities, ultimately resulted to anger, agitation and violent crimes against the Nigerian state by some individuals and groups. Such crimes include militancy, kidnapping, bombing, armed robbery, destruction of government properties, among others. The rise in the rate of insecurity in the country has been blamed on the inability of political leaders to actively engage youths in meaningful jobs that will facilitate national development.

According to the Nigeria Bureau of Statistics (2021), Nigeria's jobless rate climbed from 18.8% in the third quarter of 2017 to 23.1 percent in the fourth quarter of 2018 while further rising to 33.3% in the first quarter of 2021. According to Ogbunaya and Udoudo (2015), unemployment among youth, poverty, social instability, and insecurity are among the most serious issues confronting Nigeria. Adebayo (2013) acknowledged that youth unemployment and the resulting rise in crime are among the key societal issues affecting national development. Youth unemployment, in particular, has led to the rise in violent conflict in Nigeria. Agbakosi and Akande (2019) averred that Nigeria is a country where over 60 percent of her populace is youthful and it is worrisome that most of these youths are idle without any form of job. According to Okafor (2011), Nigeria does not seem to give technical and vocational education the attention they deserve and this appears to be one of the reasons for rising unemployment, poverty and insecurity in the society. This situation seems to have increased as this calls for increased awareness and government engagement of youths in developing both vocational and technical skills.

Technical and Vocational Education (TVE) is an important aspect of education that is concerned with equipping its recipients with vocational and technical skills for paid or self employment. According to UNESCO (2012), TVE is a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.

The Federal Republic of Nigeria (FRN) (2013) defined TVE as that aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge. Chijioke and Tambari (2017) opined that TVE is a form of education that includes preparation and training individuals that will be exposed, prepared for

employment in any industry for specialized education for which there is societal needs and can be most appropriately acquired in schools. According to Onochie (2018), TVE is an area of education that contributes to the development of skills as well as fundamental science knowledge. It is a planned program of courses and learning experiences that begins with the discovery of career choices, promotes basic academic and social skills, and enables the achievement of high quality education, leadership, preparation for industry-defined work and advancement. According to FRN (2013), the purpose of TVET are to enable individuals acquire vocational and technical skills, expose the individuals to career awareness by exposing usable options in the world of work (FRN 2013). This will enable the youth acquire an intelligent understanding of the increasing complexity of technology, and to stimulate creativity.

Jacinta Ifeoma Obidile and Helen Efeyadu Uzoekwe (2018) observed that TVE can be used in engaging youths and taking them “off the streets”. Technical and vocational education is a vehicle upon which the skills of workforce are built. Without effective implementation of TVE, we cannot hope for a future self-reliant. These unwholesome effect could be minimized when the youths are meaningfully engaged. In addition to that, graduate with the required skills and flexibility for sustainable human capital development in the global age will acquire a better future. Technical and vocational education as an instrument for change and development and a provider of service oriented skills, which can serve as an important role in economic revival for sustainable human capital development. This will go along way in keeping the youth very busy for an idol man is the devil’s workshop.

According to Agbakosi and Akande (2019), in order to ensure security of lives and properties it is imperative that TVE programmes at all levels of education is made functional. Agbakosi and Akande further noted that the ability of TVE to empower youths is defeated due to lack of provision of funds, poor approach towards training and capacity building and lack of infrastructures. In the same vein, Okafor (2011) noted that neglect of technical education in the area of adequate personnel, financial support and facilities to encourage technical and vocational education are robbing the nation of the contribution their graduates would make in the economy inclusive of experienced and inexperienced lecturers.

Claudio-Rafael Vasquez-Martinez, Felipe-Anastacio Gonzalez-Gonzalez, Jorge-Ignacio Chavoya-Gama, Maria Morfi-Otero, Graciela Giron, Humberto Munoz-Macias and Luz-Maria Zuniga-Medina (2013) opines that educational competencies are more than knowledge and skills since they incorporated the feature of confronting complex problems through psycho social resources, values, attitudes and skills in a specific job in its context. Competency-based education can rest in its language, in practical skills, technologies and information and attitudes to interact with people achieving a collaborative work. Experience lecturer is based on the importance of the professional skills in higher

institutions.while the less experienced are the lecturers that have less or no knowledge of the above. The researcher therefore sought to empirically ascertain if technical and vocational education could be used as a tool for mitigating security issues in Nigeria.

### **Statement of the Problem**

Nigeria is a country faced with different forms of security issues. Every part of the country is faced with security issues related to insurgency, banditry, terrorist, kidnapping and armed robbery among others. The situation is not different in Anambra State where young men and women engage in all sorts of nefarious activities that result in the loss and destruction of people means of livelihood. Same is the case in some communities where young men and women sit at home all day doing nothing and get active at night terrorizing unsuspecting victims. The researcher is worried that if this situation is left unchecked, it will affect the growth and development of Anambra State in particular and Nigeria in general. Hence the need for this research.

### **Research Question**

What are the roles of technical and vocational education in tertiary institutions for mitigating security issues in Nigeria?

### **Hypothesis**

There is no significant difference in the mean ratings of experienced and less experienced technical and vocational education lecturers on the role of technical and vocational education in tertiary institutions for mitigating security issues in Nigeria.

### **Method**

Descriptive research design was adopted for the study. The study was carried out in Anambra State. The population of the study comprised 156 lecturers of Technical and Vocational Education from the tertiary institutions in Anambra State. The instrument for data collection in this study was a structured questionnaire developed by the researcher titled "Questionnaire on the Role of Technical and Vocational Education in Mitigating Security Issues in Nigeria (QRTVEMSIN)". The instrument contains 20 items spread in two sections. The instrument was validated by three experts in Department of Technology and Vocational Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was determined through a pilot testing on 20 TVE lecturers in Delta State. The application of the Cronbach Alpha reliability method on the data collected yielded co-efficient values 0.81 for clusters A respectively with a general reliability co-efficient of 0.80 which indicated that the instrument was deemed reliable for the study. Copies of the instrument were administered by the researchers. Out of the 156 copies of the instruments administered, 139 were retrieved in good condition. This amounted to 89% questionnaire return rate and the retrieved questionnaires were used to analyze the data. Data was

analyzed using mean and standard deviation. The mean value was used to provide answer to the research question while standard deviation was used to determine the harmony in opinions of the respondents. The mean value was used to answer the research questions while standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. T-test was used to test the hypothesis at 0.05 level of significance. Any item with mean ratings of 2.50 and above was regarded as agree while any item with mean ratings below 2.50 was regarded as disagree.

### Research Question 1

What is the role of technical and vocational education in tertiary institutions for mitigating security issues in Nigeria?

**Table 1: Respondents Mean Ratings on the Role of Technical and Vocational Education in Mitigating Security Issues In Nigeria (N=139)**

S/No.	Items	$\bar{X}$	SD	Remarks
1.	Equips students with technical skills	3.22	0.87	Agree
2.	Develops financial literacy skills of students	3.10	0.86	Agree
3.	Equip students with human relations skills	3.04	0.76	Agree
4.	Equips students with 21 <sup>st</sup> century work skills	2.99	0.80	Agree
5.	Equips students with skills for facilitating rural development	3.11	0.78	Agree
6.	Develops in students business competences in students	2.86	0.81	Agree
7.	Develops in the students' knowledge of the global financial markets	3.06	0.87	Agree
8.	Leads to the training of quality technical and vocational education teachers and instructors	3.16	0.74	Agree
9.	It promotes the acquisition of information and communication technological competencies	3.09	0.98	Agree
10.	Provides educational experiences and abilities that would enable students to make intelligent occupational decision	2.75	0.70	Agree
11.	Educates students with attitude needed for successful vocational and technical	3.22	0.99	Agree

career formation

**Cluster Mean**

**3.05**

**Agree**

Data in Table 1 reveal that the respondents agree that items 1-11 with mean ratings ranging from 2.75 to 3.22 are roles of technical and vocational education in mitigating security issues in Nigeria. The standard deviation scores ranging between 0.70 to 0.98 shows that the respondents' opinions are closely related. Furthermore, the cluster mean of 3.05 indicate that TVE can help to mitigate security issues in Nigeria because it equips students with technical skills, educates students with attitude needed for successful vocational and technical career formation, leads to the training of quality technical and vocational education teachers and instructors, equips students with skills for facilitating rural development and develops financial literacy skills of students among others.

### Hypothesis 1

There is no significant difference in the mean ratings of experienced and less experienced technical and vocational education lecturers on the role of technical and vocational education in tertiary institutions for mitigating security issues in Nigeria.

**Table 2: Summary of t-test Analysis of Mean Ratings of Experienced and Less Experienced Lecturers on the Role of Technical And Vocational Education in Tertiary Institutions for Mitigating Security Issues in Nigeria**

Variable	N	$\bar{X}$	SD	df	$\alpha$	t-cal.	t-crit.	Decision
Experienced Lecturers	86	3.11	0.87					
	137	0.05	0.61	1.960		Not Significant		
Less Experienced Lecturers	53	3.02	0.80					

Data in Table 2 show that the calculated t-value of 0.61 at 137 degree of freedom at 0.05 level of significance is less than the critical value of 1.960. This shows that there is no significant difference in the mean ratings of experienced and less experienced technical and vocational education lecturers in tertiary institutions on the role of technical and vocational education in tertiary institutions for mitigating security issues in Nigeria, hence the hypothesis was accepted.

### Discussion

Findings revealed that technical and vocational education in tertiary institutions could play a major role in mitigating security issues in Nigeria. Findings further revealed that TVE can help to mitigate security issues in Nigeria because it equips students with technical skills, educates students with attitude needed for successful vocational and technical career

formation, leads to the training of quality technical and vocational education teachers and instructors, equips students with skills for facilitating rural development and develops financial literacy skills of students among others. This finding is in agreement with Agbakosi and Akande (2019) who found that technical and vocational education is a tool for ensuring security in Nigeria.

Ogbananya and Udoudo(2015), opined that technical and vocational education programme is widely acknowledged as instrument of industrial and economic development because of its ability to bring about innovation, competencies and skills needed to boost the economic development of any nation. Ogbananya and Udoudo further noted that TVE is a tool for enhancing nation building. This is because TVE promotes the acquisition of technical and vocational skills which in turn reduces poverty and creates wealth. TVE has been used as a tool for national development in developed countries like Germany and the USA and its utilization in promoting nation building in Nigeria should be given due consideration. Usen, Udofia and Offiong (2012) alluded that if Nigeria is to attain national development, then technical and vocational education would need to be given adequate attention because attaining economic and social development is dependent on the success of TVE. Furthermore, findings of the study revealed no significant difference in the mean ratings of experienced and less experienced TVE lecturers on the role of TVE in mitigating security issues in Nigeria. This indicates that provision of a functional TVE programme will ensure that graduates are actively engaged in the task of nation building and development.

### **Recommendations**

Based on the findings of the study, the researchers proffers the following recommendations:

1. Government and administrators of technical and vocational education programme should engage in active awareness campaigns on the need to promote vocational and technical skills development in the country. Government should draft a nation skills development framework that will promote the recruitment of graduates of TVE programmes in tertiary institutions in relevant industries.
2. Government should ensure that funds for the purchase of equipment and facilities as well as training are adequately provided.
3. Government in conjunction with administrators of TVE programmes should regularly organize in service training to improve the skills and capacity of TVE instructors to meet with the demands of the nation. This can be done by regularly organizing programmes like seminars, workshops and conferences that facilitates exchange of ideas among stakeholders with different expertise and experience.
4. The Federal and state government should adopt a regulatory framework for the institutionalization of public private partnership (PPP) initiatives for technical and vocational education programmes in tertiary institutions in Nigeria.

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