

Resolving National Security Challenges through Technical and Vocational Education Training Programme

¹Abel Bamidele IBIDAPO (Ph.D) & ²Edward Olusola OSUNTUYI E (Ph.D)

^{1,2}Department of Industrial Technology Education, Bamidele Olumilua University of Education, Science and Technology, Ikere Ekiti, Ekiti State, Nigeria

¹Email: ibidapo.abel@bouesti.edu.ng , ¹Phone No: +238034816958

²Email: Osuntuyi.edward@bouesti.edu.ng , ²Phone No: +239064088155

Abstract

The security situation in Nigeria has assumed an alarming proportion as is being manifested in the rampant destruction of lives and property almost on a daily basis in various parts of the country. Thereby threatening the corporate existence of the Nigerian nation. There is a strong belief that these security challenges are related to joblessness, idleness, corruption and bad governance. Technical and Vocational Education programmes are designed to develop both the youths and the adults in and out of the school system. It is aimed at developing quantitative technological human resources such as skilled craftsmen, technicians and technologists in different occupational fields. This paper, therefore, examines the issues of national security challenges and problems of technical and vocational education and makes recommendations to improve the programme for satisfying careers for national security.

Keywords: National Security, Technical and Vocational Training

Introduction

Nigeria is a nation created from the assembly of autonomous ethnic groups by the British colonial administration through the process of trade, monopoly, militant conquest and divide-and-rule policy (Buku, 2007). The advent of Nigeria Federal could be traced to the 1914 amalgamation of the then-British colony and protectorates of Southern and Northern Nigeria.

One of the reasons according to Osuofia (2006) is that Nigeria adopted common economic and security interests which enabled the country to become a Federation. However, the combination of the different ethnic groups to form the Nigerian state was not properly structured. It is said that the Nigeria Federation is not a true Federation because its operation could not guarantee the common economic and security interest of all ethnic groups especially, the minority ethnic groups who have been lorded by three major ethnic groups. This lack of true Federalism has brought about recent agitation for the restructuring of the Federal to allow for proper integration and true Federation (Olugbuyi & Tyokase, 2013).

There is a feeling that the few majority's ethnic groups have not managed the natural resources to the benefit of all other ethnic groups even where these resources are from the area of minority ethnic group. This brought about marginalization, frustration, mistrust and underdevelopment of communities where these resources are exploited. Ogiabephan (2013) observed that conflict cases in Nigeria took a different dimension when the agitation for better living conditions and environmental sustainability in Niger Delta was at its peak. In practice, this brought about cases of abduction, kidnapping and demand for ransom in some parts of the eastern region. Most recently, religious fanatics commonly known as Boko Haram in the northern part of the Country have threatened the stability of the Country.

With the recent development, it is imperative that both the Youths and adults in School and out of School system be properly educated to have their mind set on entrepreneurship and technical education so well at to be placed to prepare Nigerians for poverty alleviation and self-reliance. Olugbuyi & Tyokase (2013) stressed that effective and quantitative education is utilized in societies that struggle to overcome poverty and enhance peace and security. As the Country is faced with the challenges of insecurity, the questions we need to ask ourselves are: Is technical and Vocational Education relevant in overcoming the problems of national insecurity? What are the factors limiting the technical and Vocational Education and Training Programme (TVET)? How can national Security be guaranteed through TVET? What are the way forward?

What is National Security?

The concept of national security can be viewed from different perspectives across nations and circumstances. To secure is to be protected from certain possible risks. For instance, a hungry man may view security in terms of the ability to provide food just as a blind person could view the ability to see as security. In the same vein, an unemployed person might view secured employment as security, a rich man might view high fence as well as armed bodyguards as his security likewise, a religious person could consider his or her closeness to God as security just as other person could consider local deities or graven images as source of their own security. Security could also be viewed as an assurance of future well-being and freedom from any form of threat provided by the state. Therefore, security that is provided by the state is known as national security. In the view of Oladele (2013), National Security is the ability of states to ward off all forms of threats to the survival and sustenance of a nation and its people as well as the ability of a state to protect its people as well as the ability of a state to protect its legitimate interest with all measures including war.

The present security challenges confronting Nigeria has generated concerns among the citizenry and the government itself. It is not an exaggeration to say that the insecurity challenges being faced by the country are perpetrated by the Youths who have no saleable skills to keep them on the job. In a bid to make ends meet, many of these Youths have taken to sundry crime, armed robbery cultism, prostitution, stealing, while sizable percentage are also indoctrinated to embrace extremism and terrorism, ritual killing, militancy and religious sectarianism. In the context of this paper therefore, we shall be looking at how national security challenges can be resolved through Technical and Vocational Education and Training (TVET).

Technical and Vocational Education and Training a Paraxial for National Security:

Basic education plays a fundamental role in promoting social and economic development and in improving individual welfare; largely because of the cognitive skills that imparts - literacy, numeracy and problem - solving skills (Lockheed & Glewwe, 1991). Technical and Vocational Education are programmes designed for job professionalism. They are aimed at developing qualitative technological human resources such as artisans, skilled craftsmen, technicians and technologists in different occupational areas.

Technical education is used by all countries of the World in imparting specialized training to their Youths to enable them solve the problem of bread and butter. A technical educated man can never fall victim of unemployment and poverty. Vocational education is perceived as one of the crucial elements in enhancing economic productivity, it has become a tool for addressing the economic, political and social crises that are threatening the political and economic stability of some nations (Leadership Newspaper, 2013).

Okoro (2000) defined training as the development of an individual's knowledge, skills and attitudes for vocational purposes. Training in technical development and education has become a matter of priority to provide the professional academic and research leadership to support policy formulation, planning, development and implementation (Ikeogu & Neribe, 2012).

Technical, Vocational and Training have been recognized by all as the bedrock to sustainable technology development programmes in entrepreneurship, occupational professionalism, self-reliance, poverty alleviation and wealth creation. When the Youths and adults acquire entrepreneurship skills and employability skills they will be gainfully engaged in paid employment or self-employment thereby diverting their attention from lawless activities.

Vocational and Technical Education according to Ojimba (2012) have been an integral part of national development strategies in many societies because of the impact on human resource development, productivity and economic growth. They could provide the students, Youths/adults the skills to become productive entrepreneurs and engender creative and innovation ideas that would enlarge the nation's economy, increase personal freedom and enhance national stability.

Challenges Facing Technical and Vocational Education

No Country in the world provides employments for all her citizens. Countries at least, make an educational policy that equips their citizens with the necessary skills for self-reliance and self-

actualization. They cap it with an enabling environment for these skills to be tapped and realised to the full perhaps, it is in realization of this need that the National Policy of Education. (2004) provided that one of the national aims and objectives should be the acquisition of appropriate skills, abilities and competence both mental and physical as equipment for the individual to live in and contribute to the development of the society. How the nation transforms this aim with a concrete reality is a different story.

One of the factors militating against full utilization of the employment opportunity in Nigeria is lack of relevant skills, Eze (2004) argued that no nation experiences development above the skill level of its human resources. In apparent support of that contention, Onwuchekwa (2011) stated that the National Educational Policy is wrong by perpetuating the white collar job mentality, exalting the theoretical and research orientation above the practical lessons, it further degrades technical skills and manual work and reduces our industrialization programme which is predicated upon technical skills.

Bulus (1994) observed that Nigerians are being educated as people who live in two separate Worlds, namely "Word of Education" and "Word of Work" Bulus argued that schools are planned as though they existed only to "educate" students and not to prepare them for work. Agba (2000) criticized that the Nigeria educational system that leaves huge gap in the skill need of the students. The implication of this policy is that student's graduate half-baked and unprepared to face the challenges of the word of work.

The poverty level in Nigeria is very high. Nigerian's higher institutions lack tools to give students the skill that employer need. The teething problem in Vocational and Technical Education include poor funding, lack of facilities such as Laboratory, Workshops, lack of modern tools and equipment. Equipment and tools are obsolete and there are low supplies of consumable materials, therefore making teaching and learning difficult in Vocational and Technical Education. Hence, the country is producing insufficient and ill-prepared technical and vocational education graduate necessary for driving the technological and socio-economic development in Nigeria. Some of the challenges of Technical and Vocational Education includes inadequate staffing, Training and retention as well as discrimination against Technical Education Graduate.

How to resolve National Security challenges through Technical and Vocational Education training programme

There is a strong believe that the security challenges are related to joblessness, idleness, and governance. The training of youths in the acquisition of vocational skills which will make them employer of labour shall go a long way in solving the following national in security in the Country.

- Political conflicts and crises: — Nigerians Struggle by all means for political position and power to obtain their share of the national cake. This leads to electoral frauds, corruption, Killings in which youths are used as political thugs.

- Alarming rate of Crime: - Struggle for livelihood and its sustenance and the usage for quick wealth entice Nigerians especially youths into various crimes such as armed robbery bank robbery, kidnapping and so on. This is because they have no saleable skills.

- Socio-economic struggles and Agitation: - Citizens of the Country most of the time agitate and struggle for physiological needs such as food, clothing, shelter, fuel admission, employment and so on.

- Drug addiction and Cultism: Challenges in the Country leads majority of the Youths to drug abuse and drug addiction and cultism in various secret societies in the nation. • Ethnic militancy: Ethnic militia of youths agitating for resources for the survival and prosperity of their ethnic generations in some part of the Country.

Conclusion

National Security is very important to the life and property of all Nigerian. The restructuring of Nigerian Federation is imperative to remove suspicion and mistrust among the different ethnic nationalities and religious groups. True Federalism should include resource control by state and fiscal federalism. Job opportunities and entrepreneurship can be enhanced through technical and vocational education programmes. These programmes can be improved upon to train the Youths and the adults in and out of school system for satisfying careers for national Security.

Recommendations

In view of the problems discussed in the foregoing, the following are recommended to reposition TVET.

- (i) Technical and Vocational Education and Training should be adequately funded so that both the staff and students will be motivated to make their contributions to the development of the country. Improved funding will guarantee provision of Modern Workshops and Laboratories, adequately equipped with modern tools and machinery.
- (ii) Technical and Vocational teachers at all levels should be trained and retrained to ensure consistent improvement in the quality of their products. The institutions should be adequately staffed both qualitatively and quantitatively and their remuneration should be commensurate to efforts and commitment in teaching and research.
- (iii) Teachers and trainees in TVET should be exposed to modern skills requirements through in-service training sponsorship to local and international conferences and workshops.
- (iv) Training centers should be provided in all the local government areas to train the youths outside the school system.

References

- Agbai, J.O. (2000). Repositioning Nigerian Vocational Technical Education for greater functionality. The German model paper presented at the 2nd National Annual Conference of the National Association for the Advancement of knowledge (NAFAK) held at Nwafor Orizu College of Education, Nsugbe, 26 — 30 June, 2000.
- Buku, E. (2007). Reading in Conflict Management and the Nigeria Environment, Ugbeli Eregha publication. Federal Republic of Nigeria (2004). *National policy on Education*, Lagos: NERDC.
- Leadership Editors, Leadership Newspaper, November 8, 2012 Economic Relevance of Technical Education, Certification in National Development.
- Lock head, M & Genwe, D (1991). Improving School Effectiveness and Efficiency in Developing Countries. The Case of Jamaica World Bank Policy Research Buletin November — December, 1991 2(5) Washington D.C. 20433. The World Bank.
- Oghiagbephan, A.D. (2013). Integrated Approach to peace Education, Necessity for National stability: A paper presented at the 11th Annual National Conference of National Association for Research Development at Akwa Ibom State College of Education, Afahainsit, Akwa Ibom. 9th — 13th September, 2013.
- Ojimba, D.P. (2012). Vocational and Technical Education in Nigeria issues problems and Prospects Dimensions (IPP). *Journal of Education and Social Research*, 2(9).
- Oladele, K. (2013). Corruption and National Security in Nigeria. The role of the media Retrieved from *hHP/Sahara reporters. Com/article/corruption — ant — national Security — Nigeria — role — media kayode — Oladele*.
- Onwuchekwa, J. (2011). Restructuring High Education. Business Day . 28 June Poyoson, A.I. (2013) Nigeria's Security in an Age of Terrorism. *The Guardian August*, 1(71).
- Olugbuyi, K.O. & Tyokase, G.T. (2013). Education can help improve national security for stability in Nigeria. A paper presented at the 11th Annual National Conference of National Association for Research Development at Akwa Ibom State College of Education, Afaha-Nsit — AkwaIbom. 9th — 13th September, 2013.
- Osuofia, M. C. (2006). Politics and Governance in Nigeria in P N. Ndukiru and O.O. Nwaubani (Eds) Readings in General Studies Education (1) (Humanities and Social Sciences) Akoka: St. Augustines College of Education.