

Stakeholders' Perspectives of Vocational and Technical Education for Sustainable Human Security in Nigeria.

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Abstract

This paper centered on application of Vocational and Technical Education for sustainable human security in Nigeria. Survey method was used in the work. A total sample of 150 public Servants consist of Health workers, Educationists, Engineers, Social workers, transport and Enforcement agency staff in Mushin Local Government area constituted the sample of the study. A structured questionnaire tagged Sustainable Human Security Rating Scale (SHSRS) was used as a research instrument for detail collection. Two experts validated the instrument while Cronbach alpha was used to obtain the reliability coefficient of 0.857. Two research questions were posed to guide the study. One hundred and fifty (150) copies of the questionnaire were administered, retrieved and used for the study. Mean and standard deviation were used to analyze research questions in the study. Findings show that human security challenges are due to rising poverty, unemployment, economic and environmental imbalance, climate change, population increase, as well as lack of proper education and orientation on peaceful coexistence. It was however found that Vocational and Technical education is the most effective instrument with the capacity to re-orient the psychology of the people for human security in Nigeria. Based on the findings, it was suggested that there is need for awareness on the importance and causes of human insecurity, invest in vocational and technical education in order to empower youths for self-reliance, organize continuous skills training for the unemployed youth through vocational and technical education and provide conducive teaching and learning environments.

Key Words: Vocational and Technical education, security, human security, unemployment

1.0 Introduction

The term security is an expression that has a wide meaning, and it is significant to view the various meanings associated with it as deserving. Security can be described as enforcement of laws, rules and regulation as well as maintaining order to avoid risk. Adebakin (2012) defines it as an activity that ensures individuals, the community and country including their properties are fully protected against any danger and all other feature of danger or future threats. Security is referred to as a condition of not being threatened psychologically, emotionally, or financially

to fulfil an obligation, requirement or duty, a situation where there is mutual interaction within the society.

Human security is the foundations of Wellbeing which is determined by access to environmental quality, health and wellness, information and communications and access to knowledge. Human security was defined in various manner according to the report published by Commission on Human Security (CHS) in 2003 “Human Security Now.” This includes: protecting the essential heart of the matter of all human lives in manner that strengthen human right and human fulfillment, using strategies that develop people’s abilities and desires. Human security means building diplomatic, social, environmental, financial, defense and cultural structure that jointly enable people create blocks of continuity, sustenance and dignity. Sakiko and Messineo (2012) reveal that, the most important objective of national and international security policy is identify as the human lives security. Human security is seen as safety and protection from threat (hunger, Diseases) and disruption in the plan of daily life. Akpan (2018) explains that the rise in interrelationship of the societies on a global capacity clearly reveal the need for human security particularly in African continent where disagreement is massive.

In Nigeria insecurity is a cankerworm that create threat to human right on stable income for survival of wellbeing. The right approach to solve this situation of security to the survival of wellbeing of individual and the nation is by providing human security. Education is a recognized type of instrument for human security which requires consciously and intentional plan to inline with the security demands of a nation.

According to Okon and Akpan (2011), education is a search light that could be employed by any nation to illuminate the society for direction. Education is the act of transmitting or acquiring skills, knowledge, and personal development, a purposeful activity directed at achieving certain aims. These skills and knowledge may be used for personal achievement which can indirectly proffers solution to a nations problem. Vocational and Technical Education is a medium of training youths in order to prepare them with required skills that will give them ability to satisfy diverse societal needs which include human security.

Lawal (2010) classified vocational and technical education as education that train people to apply acquired practical skill suitable to bring about changes that are beneficial to the society and afford a self-supporting life. Vocational and Technical Education simplify the acquisition of relevant skills and fundamental scientific knowledge. Oguntuyi (2013) make known that Vocational and technical education plays a notable contribution in community growth, national advancement and security support. Vocational and technical education is the process of acquiring skills and techniques to empower a person earn a living in a chosen occupation or profession. It plays a critical role in ensuring sustainable human security in Nigerian.

Vocational and Technical Education for that reason offers individuals the strength to live, acquire and work as dynamic citizens in a universal society (Nwogu & Nwanoruo, 2011).

One of the notable causes for the increasing unemployment, impoverishment and illegality in the society today is because less attention is given to human security and this is a serious challenge to human security. Human security challenges are referred to as an activity that militate against protection of individuals and community belongings against danger, tragedy and all other forms of uncertainty. It represents difficulties face in the process of ensuring security of human lives. Human security challenge emanated as a result of lack of protection and empowerment and these affect individual human choices, it thwarts the use of human potential and spills into all aspects of people's lives, destroying entire communities and cuts life short.

When a nation devote attention on human security it enhances development because individual will derive fulfilment and as a result safe guiding the important areas of human lives. However, so many factors are responsible for human security challenge such as, lack of proper education about rightful privileges for people's well-being, sustenance and dignity, protection, empowerment, and the strategies to guide against threats. UNESCO (2000) refer to education as the entire process of enhancing human capacity and behavior. National insecurity is strengthened when there is lack of effective education, shoddy educational program or a corrupted educational system (Osakwe, 2013). Education is an instruction to communicate skills in performing a task.

Secondly, unbalanced economy and environmental also contribute greatly to human security challenge which is as a result of limited or insufficient natural resources meant to create freedom for people's well-being, sustenance and dignity. It allows the economy to favor some part or region than other while some are expose to unconducive environmental condition that can led to poverty. Abraham (2020), stated that hardship is a way of financial insecurity, is one of the major dreadful and continuous dangers to human security. Poverty makes an individual feel insecure in terms of liberty from the fright of being incapable to meet one's major fundamental needs and those of one's family. This implies that economic and environmental imbalance can be linked with financial insecurity. Nwagbosa, (2012) opined that negligence to tackle the problems of hardship, unemployment and imbalance allocation of assets may lead to actual danger to the collective survival of the nation.

Another human security challenge is unemployment, it is a serious challenge that has led to wastage of talent of the unemployed mainly triggered by inappropriate placement of the young people, and absence of skills acquisition. This implies that individuals cannot meet their basic and essential needs like food, shelter, and clothing and other economic opportunities causing poverty and lead to economic insecurity. Adagba, Ugwu, and Eme, (2012) posited that the intense rate of unemployment amidst Nigerians, especially the young people unfavorably lured

them to forcefulness, and unlawful act Ayonmike (2010) explains that equipping the young people with work competence is vitally important in order to minimize the harmful socio-political and financial repercussion of unemployment.

As stated in the to National Policy on Education the overall philosophy of the nation includes to dwell in oneness and agreement as one inseparable, self-governing and reliable nation established on the philosophy of autonomy, fairness and integrity when there is no conflicts and environment is friendly, people tend to carry out their normal duty that will bring development to the economy. For a nation that requires a stronger framework for a more secure future of human happiness, peace and dignity human security is an essential and required tool. Human security can be said to be a category of security that is targeted on the security of an individual and management of threat and challenge that affect people everywhere.

The roles of Vocational and Technical education should be to prevent, introduce protection strategies and empowerment against the root causes of insecurity and initiating rightful freedom for people's protection, sustenance and integrity. Ensure the developing relevant solutions to liberty from fright, liberty from lack and the liberty from indignity and is achieved through the action of protection and empowerment strategies through vocational and technical education. Giving proper orientation on the need and how to ensure peaceful coexistence of people within the society, help in solving dangers that serve as personal and threat to the security of the nation such as poverty, crime, pollution, and other national insecurity. The need therefore arises to examine stakeholders' perspectives of Vocational and technical education for sustainable human security in Nigeria.

2.0 Review of Related Literature

Human security is a current and an expanded strategy in security studies which attempt to explain the universal susceptibilities and inquire into how hardship, surroundings and communal relationship gives rise to dispute and progressively causes danger to human existentialism (Abraham, 2020). Human security was defined by CHS in 2003 as safety and protection from threat (hunger, Diseases) and disruption in the pattern of daily life, it is individuals centered that is concerned on the safe guarding of people's lives and their properties. The concept of human security has gained international emphasis and recognition to spread out as a broad development concept in accordance and an attempt to find a usual comprehension of human security and search for team work for recognizing the idea in the UN actions. The Friends of Human Security was established in the UN in 2006, comprised of 34 Member States and co-chaired by Japan and Mexico whose motive is to establish a casual assembly for the UN Member States, as well as other multinational corporations to debate the idea of human security from a new perspective.

The encouragement of human security has transformed into the foremost concern of the new establishment pattern because production of weapons and ammunitions do not lead to calmness, security and civic balance (Abraham, 2020). Human security a type of security that build human welfare to promote peace and stability within and between states, it is an approach to national security that gives priority to people's civic and financial relationship. The concern of every government should be the security and welfare of the people to ensure individuals is secured from threats that impede the freedom and dignity of citizens.

The idea of human security about freedom of individual and collective rights adds an important dimension to development thinking. In accordance to this, Sakiko and Messineo (2012) explain human security as an idea that recognizes the security of people's lives as the principal purpose of federal and global security policy. The idea of human security arose against the backdrop of the hazard and dangers that human beings confront in present days and at its basic was the will to establish an ideal shift in the way that we reason about security (Roznai, 2014). Right and proper orientation on community well-being and public view towards vocational and technical education is a good strategy for sustainable human security.

Sustainable security refers to the ability to harness enforcement of all available laws, rules and regulation as well as maintaining order to avoid risk. Ability to uphold prevention of conflict, promoting human rights, prioritize people's safety and security in the communities or Nation is an indication of sustainable human security. In the light of this, Sustainable Human security implies ability to harness prevention strategies and introducing protection and empowerment against the root causes of insecurity. Vocational and technical education structure plays a significant role in promoting human security, encourages individual growth for performance enhancement and effectiveness because it gives individuals the aptitude, master and career as an effective citizen.

Nwalado and Nwalado (2014), elucidate vocational and technical education as a programme fashion to train and equip fresher with vocational fitness, knowledge and competencies needed for them to be self-dependent and meaningfully promote economic growth of Nigeria through agricultural production, commerce, conventional crafts and semi industries which contribute to peaceful co-existence of people in the society, this is almost impossible because of security threat around the country. Otaigbe (2015) explains that the nations of the world that are technologically and commercially successful have the story of their accomplishment firmly established directly to funding of vocational and technical education. This implies that, when the society is equipped with proper education, it changes their orientation towards contributing to effective security which will assist in encountering the desires of a present generation without prejudicing the demand of future years. Combatting insecurity is highly important and beneficially as well as to ensures the human surrounding safe, healthful, secure and highly

favourable. Akpan, Essien. Okon (2015) viewed Vocational education as veritable tool for harnessing Nigerian's abundant natural, human, and material resources.

Security challenges in Nigeria can be reduced through functional vocational and technical education. According to Akwara, Enwchala, Adenkule, and Udaw (2013), lack of employment causes hardship which subsequently lead to insecurity. Vocational and Technical Education remain significant in the growth of manpower and capacity building. Increasing and building the potentials, upgrading the technical and conceptual abilities of human to procure the necessary competencies to manage the difficult conditions and better perform the job reduces unemployment and alleviation of poverty. Ugwuja, (2010) explain that vocational and technical education has been expressed as an angle of education planned to develop scholars for production, agriculture, trading, and household management.

Vocational and Technical education encourages the attainment of applied expertise and can be channel to sustain human security greatly because it is assumed that, the roles of functional vocational and technical education is to ensure human security provides an impetus for all communities in the country, it aims at protection and empowerment against the root causes of insecurity, and developing authentic opportunities for people's safety, sustenance and integrity, help develops values which create for good citizenship, such as virtues, forbearance, endurance and sincerity in individuals, in all its entirety these go a long way to reduce or eradicate any threat that may affect the essential basics of human lives that augment human liberty and human achievements.

3.0 Statement of Problem

Insecurity in Nigeria has created a threat to human right on stable income for survival of well-being and it is practically difficult for individual to have a healthy life, rather unhealthy lifestyle which cut human lives short. Human security challenge does not give room for individuals to have a healthy means of sustaining themselves whereas there are underlining benefits in Vocational and Technical education which can be used as potent instruments to re-orient the psychology of people on human security. These observations therefore prompted the need for this study which sought to examine stakeholders' perspectives on Vocational and Technical education for sustainable human security.

4.0 Purpose of the study

The main purpose of this study was to examine the role of Vocational and Technical education in sustaining human security in Nigeria. Specifically, the study sought to:

1. Examine the causes of human security challenge.
2. Identify the roles of vocational and technical education in ensuring sustainable human security.

5.0 Research Questions

1. What are the causes of human security challenge in Nigeria?
2. What are roles of vocational and technical education in ensuring sustainable human security?

6.0 Methodology

The Survey research design was adopted for this study. This type of research design involves collection of data in a systematic manner and is applicable to stakeholder’s perspective of Vocational and Technical Education for sustainable human security in Nigeria. The area of study is Mushin local Government area in Lagos state. The sample of the study comprised of one hundred and fifty (150) Public Servants, (65 health occupationists, 25 educators, 21 Engineers, 6 Transporters, 9 Enforcement agency staff, and 24 Social workers) in Lagos State. A structured questionnaire was used to generate data from the respondents. This type of questionnaire limits respondents to the alternatives supplied. The instrument involved two sections namely, A and B. Section A elicits demographic data of respondent which include age and gender while section B covers other variables of the study which are causes of human security challenge and strategies for ensuring sustainable human security as scales for each variable. The instrument adopted a 4-point rating scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1).

The instrument was authenticated by two professional as well pilot tested in order to obtain the validity of the instrument whose coefficient value was obtained by using Cronbach Alpha analysis and this gave 0.857 from the pilot-tested instrument on twenty (20) public servants in Kosofe Local Council Area which are not part of the sample for this study. The main study was carried out in Mushin Local Council Area in Lagos State. The researchers randomly selected and administered the instrument to the participants during the official working hours (8am-6pm). All the questionnaires were analyzed using simple percentage to evaluate the demographic details in section A, while mean and standard deviation was employed to analyze the entire variables in section B so as to answer the formulated research questions. The mean of 2.5 and above were regarded as much as require while the mean below 2.5 was taken not required.

7.0 Results

The results of this study are presented in tables 1-3

Table 1: Respondents’ Profile

		Frequency	Percent	Cumulative Percent
Gender	Male	44	29.3	29.3
	Female	106	70.7	100.0
	Total	150	100.0	
Occupation	Health	65	43.3	60.0

	Education	25	16.7	76.0
	Social Worker	24	16.0	90.0
	Engineer	21	14.0	94.0
	Transport	6	4.0	100.0
	Enforcement Agency	9	6.0	100.0
	Total	150	100.0	
Year of Service	1-5 Years	5	3.3	3.3
	6-10 Years	24	16	19.3
	11-15 Years	34	22.7	42.0
	16-20 Years	6	4.0	46.0
	21-25 Years	18	12.0	58.0
	26 years and Above	63	42.0	100.0
	Total	150	100.0	
Highest Qualification	OND Certificate	5	3.3	3.3
	HND Certificate	3	2.0	5.3
	NCE Certificate	7	4.7	10.0
	B.sc/ B.Ed. Certificate	135	90.0	100.0
Total	150	100.0		

Source: Field Survey, 2022

Key to Analysis of the Items

Strongly agree (SA)	3.5- 4.00	Disagree (D)	1.50- 2.49
Agree (A)	2.50 -3.49	Strongly disagree (D)	0.50 - 1.49

Research Question 1: What are the causes of human security challenge in Nigeria?

Table 2: Causes of human security challenge

S/N	Item	Mean	Std. Dev.
1	Environmental imbalance contribute greatly to human security challenge	3.47	.757
2	Economic imbalance contribute greatly to human security challenge	3.49	.564
3	Security challenge are due to unemployment or unemployable skills	3.54	.587
4	Unhealthy means of self-sustenance (contribute) is one of the causes of security challenge.	3.16	.635
5	Climate change is a major cause of human security and a threat to means of livelihood.	2.73	.768
6	Poverty is a form of economic insecurity.	3.54	.500
7	Ecological changes due to population increase are potential	2.54	.880

	causes of insecurity.		
8	Agricultural pollution and misuse of pesticides and herbicides by farmer is a potential causes of human insecurity.	2.48	.817
9	Lack of proper education and orientation on peaceful coexistence is a main cause of human security challenge.	3.49	.501

Source: Field Survey, 2022

Based on the cutoff point of 2.50 Strongly agree (SA) 4, Agree (A) 4, Disagree (D) 2, Strongly disagree (D) 4+3+2+1 / 4 =2.5 Any mean score equal to 2.50 or greater than 2.50 was regarded as agreed upon and below 2.50 was disagreed.

The result of the data analysis on table 2 showed that majority of the items are with mean rating above 2.50 which reveal that majority uphold the fact items 1-7 and 9 are the causes of human security challenge and threat to human livelihood. Items 3 and 6 indicated strongly Agree which revealed that poverty is a form of economic insecurity and are due to unemployment or unemployable skills.

Research Question 2: What are the roles of Vocational and Technical Education in ensuring sustainable human security?

Table 3: Roles of Vocational and Technical Education in ensuring sustainable human security

S/N	Item	Mean	Std. Dev.
1	Vocational and Technical Education ensure awareness on the causes of human insecurity	3.27	.601
2	Vocational and Technical Education ensure awareness on the strategies to maintain human insecurity.	3.17	.474
3	Vocational and Technical Education will help solve insecurity issues.	2.96	.802
4	Human security may improve through investment in Vocational and Technical Education.	3.18	.913
5	Security challenge of unemployment may reduce when individuals invest in skills training through Vocational and Technical Education	3.29	.698
6	Equipping youths involved in cultism and militancy with the right education will change their orientation towards contributing to effective human security.	3.16	.715
7	Insecurity may linger if government doesn't invest in Vocational and Technical Education.	3.12	.432
8	Vocational and Technical Education has a long way to reduce	3.10	.784

	poverty among unemployed youth in the society.		
9	Vocational and Technical Education has the capacity to solve the problem created by unbalance economic and environmental.	2.76	.652

Source: Field Survey, 2022

Table 3 above shows the roles of Vocational and Technical education in ensuring sustainable human security. The result of data analysis on Table 3 reveals that all items are with mean rating above 2.50 cutoff point showed the roles of vocational and technical education in ensuring sustainable human security.

7.1 Discussion of Findings

Results drawn from this study showed that the majority of the stakeholder’s agreed that Environmental imbalance contribute greatly to human security challenge, and that security challenges are due to unemployment or unemployable skills. Adagba, Ugwu, and Eme, (2012) supported this position with their reports that high rate of joblessness among Nigerians, particularly the young people adversely attracted them to wickedness, and crime, this was also confirmed by Agbakosi and Akande (2019) which reported that there is high rate of insecurity in the nation and it was also discovered that poverty and unemployment are the major influence that contributes to insecurity in Nigeria,

The result also show that Vocational and Technical Education has the capacity to solve the problem created by unbalance economic and environmental, they agreed that security challenge of unemployment may reduce when individuals invest in skills training through Vocational and Technical Education. Ayonmike (2010) drew a similar conclusion that empowering the young ones with employable skills is vitally important in order to reduce the negative socio-political and economic effects of unemployment. This result goes along with Gidado (2014) whose finding established that vocational and technical education is a weapon for sustainable development in Nigeria in the sense that it has the prospect of leading to socio-economic development, entrepreneurship development, production of competent manpower, rural transformation, provision of relative security.

8.0 Conclusion

This research work has revealed that the causes of human security challenge are due to unconducive environmental condition that led to rising poverty and unemployment, limited natural resources meant to create possibility for people's protection, livelihood and dignity. Improper orientation of youths and absence of skills acquisition processes has led to wastage of talents of the unemployed. The ability to fix and ensure sustainable human security in Nigeria is the capacity of a functional Vocational and Technical education.

9.0 Recommendations

In order to achieve sustainable human security in Nigeria, this paper therefore recommends the following:

- i. Government should create awareness on the importance and causes of human insecurity, with proper orientation on benefits of peaceful coexistence.
- ii. Government and other stakeholders should invest heavily in Vocational and Technical education in order to empower youths for self-reliance through self-employment.
- iii. Government and individuals should organize continuous skill trainings for unemployed youths through Vocational and Technical education and provide conducive teaching and learning environments.

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