

**EXPLORING THE POTENTIALS OF TECHNICAL AND VOCATIONAL EDUCATION
TRAINING (TVET) TOWARDS ENTRENCHING SUSTAINABLE DEVELOPMENT
AND NATIONAL SECURITY IN THE FACE OF INSURGENCY AND ECONOMIC
HARDSHIP IN NIGERIA**

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ABSTRACT

The concept of sustainable development has become a global medium for expressing the need to depart from hitherto dominant models of development that apparently fail to balance the needs of the people and the planet in the pursuit of peace and prosperity. In other words, the well-being of any nation depends largely on its sustainable economic development. On the other hand, national security is the security and defense of a sovereign state including its citizens, economy and institutions which is regarded as a duty of the government. National security was originally conceived as the protection against military attack which was widely understood to also include non-military dimensions such as the security from terrorism, minimization of crime, economic security, energy security, environmental security, food security and cyber security. Similarly, national security risks include and in addition to the actions of other nation states, action by violent non-state actors, by narcotic cartels, organized crime by multinational corporations and also the effects of natural disasters. Meanwhile, governments rely on a range of measures including political, economic and military interventions as well as diplomacy to safe guard the security of a nation state. On the other hand, technical education is a planned programme of course, learning and life skills that enables the achievement of high academic standards, learning experience that begins with exploration of career option, supports basic academic and life skills and enables the achievement of high academic standards, leadership preparation for industry and continuing education. This paper thus dwelt on exploring the potentials

of Technical and Vocational Education Training (TVET) in entrenching sustainable development and national security in the face of insurgency and economic hardship currently be deviling different parts of the country Nigeria. Using the survey research design with one hundred (100) respondents, the study revealed that owing to the dynamism in the nature of Technical and Vocational Education Training (TVET), they are continuously subjected to the forces that drive positive sustainable development in not only educational institutions and industries but also in the society at large.

Keywords: Exploring Potentials, TVET, Sustainable Development, National Security, Insurgency.

Introduction

Technical and vocational education is typically a post high school curriculum that is offered in different kinds of institutions resulting in the award of different degrees. The scope of education offered here involves practical application of the sciences and technology to carry out highly skilled jobs. It is the form of education that helps to prepare students for a career where they can apply scientific, technical and technological principles to create solutions to problems. Technical and vocational education focuses on providing industrial training and imparting knowledge for specific purposes that help to build or improve one's career. Technical education as acquired from the Polytechnics and TVET institutions have become part of an integral development strategies in many societies because of its impact on human resources development, productivity and economic growth. Ozoemena (2013) in Aiyelabegan and Damisa (2023) assert that technical and vocational education facilitates the acquisition of applied skills and basic scientific knowledge. It is a planned programme of course, learning and life skills that enables the achievement of high academic standards, learning experience that begins with exploration of career options, supports basic academic and life skills and enables the achievement of high standard leadership preparation for industry and continuing education. In (Abdullah, 1994) technical and vocational education involves the acquisition of the knowledge of science and technological innovations for the improvement of man and his environment. Technical and vocational education system plays a very critical role in the country where they are adequately utilized and funded (Nwogu, 2019). On the other hand, sustainable development is an organizing principle that aims to meet human development goals while also enabling natural systems to provide necessary natural resources and ecosystem service to humans, (Clark and Harley, 2020). Sustainable development aims at finding the balance between economic development, environmental protection and social well-being. Brundtland (1984) defined sustainable development as development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs. Sustainable development was first institutionalized with the Rio Process initiated at the 1992 Earth Summit in Rio De Janeiro. In 2015, the United Nations General Assembly (UNGA) adopted the Sustainable Development Goals (2015 to 2030) and explained how the goals are integrated and in divisible to achieve sustainable development at the global level. Sustainable development can also be viewed as "the means of improving quality of human life while living with the carrying capacity of supporting the ecosystem" (Ajani, 1995 p.41). Sustainable development can also be defined as an approach to the economic development of a country without compromising with the quality of the environment for future generations. In a broader sense, sustainable development is a broad

term used to describe policies, projects and investments that provide benefits today without sacrificing environmental, social and personal health in the future. These policies are often described as green because they focus on limiting the impact of development on the environment.

However, the benefits of sustainable development are also felt across a wide cross section of human health and well-being, including reductions in pollution and environment related diseases, improved health, outcomes and decreased stress. On the other hand, national security is described as the capability of a nation to mobilize military forces to guarantee its borders and to deter or successfully defend it against physical threats including military aggression and attacks by non-state actors such as armed banditry and terrorism, etc. It is the ability of a state to cater for the protection and defense of its citizenry within its territorial boundaries. National security also refers to the ability of the government to utilize the military force to protect its citizen's safety, economic welfare and social institutions from the threat of attacks by foreign or domestic invaders, (Thought co.com, 2021). National security has a number of component elements which, when individually satisfied, provide a nation with security of its values, interests and freedom to choose policy. These are listed differently by various authorities. Besides the military aspects of security, the aspects of politics, society, environment, energy, natural resources and economics are commonly listed as the elements of national security are closely related to the concept of the elements of national power. The symbiotic relationship between sustainable development and national security cannot be overemphasized as there cannot be development in the face of aggression, attacks, restiveness or military incursions in the society. However, for any country to become socio-economically viable according to (Fasae and Elemure, 2008) the members of that given society must be fully grounded and equipped with some form of technical skills, technological innovations, knowledge and attitude that would help them to function and contribute effectively to the growth and development of the society. According to (Olukemi, Boluwaji and Samuel, 2019) functional education provide the foundation for achieving the goal of production of man power, possess pre requisite knowledge, skill and attitude for harnessing other resources and bringing them into corporative relationship, yielding the goods and services provided by the society for the satisfaction of their wants and needs. Based on the fore going therefore, Jubril (2010) posits that technical and vocational education could contribute meaningfully to sustainable development in the society. Jubril asserts that technical and vocational education could stimulate industrial development by producing competent workers that are capable of developing and utilizing technologies for economic growth leading to sustainable development of any society. This paper therefore empirically and critically examined the potentials of Technical and Vocational Education Training (TVET) in entrenching sustainable development and national security in the face of global economic recession.

Review of Related and Empirical Literatures

An Overview of Technical and Vocational Education Training

Vocational education according to (Wikipedia, 2023) is education that prepares people for a skilled craft as an artisan, trade as a trade's person or work as a technician. Vocational education can so be seen as that type of education given to an individual to be gain fully employed with pre requisite skill (Lawal, 2013). Vocational education can take place at the post-secondary or higher education level and can interact with the apprenticeship system. At

the post-secondary level, vocational education are often provided by highly specialized trade schools, colleges, colleges of higher education institutes, Polytechnics and TVET institutions. Vocational education is known by a variety of names depending on the country concerned including career and technical education or acronyms such as TVET (Technical and Vocational Education Training, (Edglossary. org, 2013). According to the UNESCO and the International Labour Organization (ILO) TVET refers to “aspects of the educational process involving and in addition to general education, the study of technologies, related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life” (UNESCO and ILO, 2001). In the knowledge and technology driven society of the 21st century dominated by Information and Communication Technology (ICT) and where the labour market demands are constantly changing, providing relevant TVET program to both boys and girls is deemed central to the efforts to foster sustainable development and attain MDG-1 eradicating extreme poverty and hunger in Africa. (African Union Second Decade of Education for Africa, 2006-2015, Draft Plan of Action, June 2006). Technical education has been identified as one of the most effective human resource development that need to be embraced for rapid industrialization and sustainable economic and technological development of any nation, (Odo, Okafor, Odo Ejike Ugwu and Ugwoke, 2017). Technical education is a planned programme of courses and learning that begins with exploration of career options, support basic academic and life skills and enables achievements of high academic standards of leadership preparation of industry defined work and advance continuing education. Technical and vocational education prepares learners for careers that are based on manual or practical activities, traditionally non-academic and totally related to a specific occupation of vocation. In other words, “it is an education designed to develop occupational skills.” Technical and Vocational Education Institution (TVET) equips and prepares individuals with the technical and technological skills to live and work as productive citizens in a global society in the 21st century.

UNESCO, 2004 identified the two major objectives of technical and vocational education as the urgent need to train the work force for self-employment sustainability and necessary to raise the productivity of the informal sector. The objective of TVET is based on the fact that the acquisition and development of technical skills enhances productivity and sustainability competitiveness in the global economy. So technical and vocational education training are seen as the type of educational training systematically designed to enable an individual to acquire knowledge for the practical life and occupational career that ensures acquisition of the technological know-how for socio-economic growth and sustainable national development. Similarly, (UNESCO, 2012) also highlighted that Technical and Vocational Education Training (TVET) is an integral part of Education for All Initiative through its orientation towards the World Bank Project. Furthermore, the acquisition of technical and technological skills plays an essential role in promoting a country's economic growth and contribution to poverty reduction, ensuring the social and economic inclusion or marginalized communities. Based on this assertion therefore, the main essence of technical and vocational education would be to promote skill acquisition, technical know-how, technology transfer and technological innovations for all round sustainable development. It is worthy of note that Technical and Vocational Education Training (TVET) can be a means to an end and instruments for preparing a new generation of young school leavers and graduates who

would be able to face the challenges of entrenching sustainable economic development and national security even in the face of global economic recession.

Concept of Sustainable Development and National Security

The concept of sustainable development according to Brundtland Report (1987) is defined as “development that meets the needs of the present without compromising the ability of the future generations to meet their own needs”. Adrainin (Onued, 2013:13-14) observes that sustainable development is a process of change that harmonizes resources, exploration, investment directions, institutional changes and technology orientation so as to “enhance both current and future potential to meet human needs and aspirations”. Thus the central rationale for sustainable development as (Jani, 2023) argues is to increase people’s standard of living particularly the less privileged and vulnerable members of the society. Interestingly Jani also observes that “the goals of sustainable development can only be achieved by making major changes in the management of the planet earth”. The major objective of development is to meet human needs and aspiration through the provision of facilities and services that enhance the quality of life of the people.

However, it has become common knowledge that most development projects, policies and plans in developing countries and emerging economies like Nigeria do not take into cognizance of the future needs or sustenance of future generations. Sustainable development according to the (United Nations General Assembly Resolution, 1984) connotes development which meets the need of the present without compromising the ability of future generations to meet the needs. In other words, sustainable development has to do with enduring, consistent and lasting development that is capable of sustaining the present and future needs of the people. The concept of sustainable development has become a global medium for expressing the need to depart from hitherto dominant models of development that apparently fail to balance the needs of the people and the planet in the pursuit of peace and prosperity, (Vials,2019). According to (Nwogu, 2019), the well-being of any nation depends largely on its sustainable development. In Usoro, Akpan & Otu, (2010), sustainable development is seen as a reduction in the levels of poverty, illiteracy, unemployment and income inequality. Therefore, the main objective of sustainable development according to (Ozoemena, 2013) is “to raise the standard of living and general wellbeing of the people in an economy where almost everybody can be self-independent and self-relevant”. According to (Oguejiofor & Ezeabasili, 2014) sustainable development has been defined by many scholars in various ways. Adebola (2007) defined sustainable development as a kind of development that can be initiated and managed properly in such a way as to give attention to continuity and reservation as people explore all explicit and available resources for the expansion of their existence. Kundanin (Oguejiofor & Eze abasili, 2014) describes sustainable development as meeting the needs of the present generation without compromising the need of the future generation. Okekein (Osuafor, 2010) posits that for development to be sustainable there must be human development. Accordingly (Arogundade, 2011) asserts that the major essential tools for achieving sustainable development should include but not limited to:

- Improving the quality of basic education
- Re orientating existing education programmes to address and accommodate sustainable development
- Creating public awareness and

- Providing training for all sectors of private and public organizations

However, Kundan further argues that continued sustainable development can only be achieved when concrete steps are taken to make the youths acquire the necessary skills that will enable them to be self-reliant and thus become useful instruments for entrenching development and its sustainability .Furthermore, sustainable development according to Wikipedia entails organizing the principles for meeting human development goals while simultaneously sustaining the ability of natural system to provide the natural resources and ecosystem services on which the economy of the society depends. The desired result is a state of society where living conditions and resources are used to continue to meet human needs without undermining the integrity and stability of the natural system. Sustainable development is also defined as development that meets the needs of the present generation without compromising the stability of the future generations to meet their own needs. Sustainable development goals such as the current UN-level Sustainable Development Goals (SDGs) address the global challenges including poverty, gender in equality, climate change, environmental degradation, peace and justice, sustainable development provides a mechanism through which society can interact with the environment while not risking damaging there sources for the future (Mensah, 2019). Thus, it is a development paradigm as well as a concept that calls for improving living standards without jeopardizing the earths eco systems or causing environmental challenges such as deforestation, water and air pollution that can result in problems such as climate change, environmental degradation and extinction of species, (Benaim & Raft is, 2008; Browning & Rigolory, 2019). Evers (2017) further relates the concept of sustainable development to the organizing principles for meeting human development goals while at the same time sustaining the ability of natural systems to provide the natural resources and economy services upon which the economy and society depend upon. Consequently, sustainable development aims at achieving several progress, environmental equilibrium and economic growth, (Grossling-Gold smith, 2018; Zhan & Chang, 2019). In a related dimension, national security as a concept remains ambiguous, having evolved from simpler definitions which emphasized freedom from military threat and from political coercion. Among some of the definitions of national security are the following which shows the extent to which the concept has evolved to encompass non-military concerns: National security is the ability to preserve the nation’s physical integrity and territory; to maintain the economic relations with the rest of the world on reasonable terms; to preserve its nature, institution and governance from disruption from outside and to control its borders (Brown, 1981).

National security is best described as a capacity to control those domestic and foreign conditions that the public opinion of a given community believes necessary to enjoy its own self-determination or autonomy, prosperity and wellbeing, (Charles Maier, 1990). National security is an appropriate and aggressive blend of political resilience and maturity, human resources, economic structure, competitiveness, industrial base and availability of natural resources and finally the military might (National Defense College of India, 1996). National security is the measurable state of the capability of a nation to overcome the multi-dimensional threats to the apparent well-being of its people and its survival as a nation-state at any given time, by balancing all instruments of state policy through governance and is extendable to global security by the external variables, (Prabhakaran Paleri, 2018). National

security or national defense is the security and defense of a sovereign state including its citizens, economy and institutions which is regarded as a duty of government. Originally conceived as protection against military attack, national security is widely understood to include also non-military dimensions such as the security from terrorism, minimization of crime, economic security, food security and environmental security. Similarly, national security risks include, in addition to the actions of other nation states actions by violent non-state actors by narcotic cartels, organized crime by multinational corporations and also the effects of natural disasters. Government relies on a range of measures including political and military power as well as diplomacy to safe guard the security of a nation state. They may also act to build the conditions of security regionally and internationally by reducing transitional causes of insecurity such as climate change, economic inequality, political exclusion and nuclear proliferation.

Challenges of Insurgency and Economic Hardship in Nigeria

According to (Olukemi, Boluwaji and Samuel, 2019), the state of insecurity in Nigeria today has brought so many challenges with various negative effects. This had led to political, social and economic disruption which in turn has resulted in slow economic growth and development (Sani, 2013). There is no doubt that a lot of measures would have to be put in place to address security issues in the country. In Folaranmi and Adegbenro (2007), graduate unemployment in the country today has become a serious problem and has constituted a serious threat to the nation's economy with its attendance social problems of armed robbery, youths restiveness, prostitution, female trafficking, insurgency and advance fee fraud which has reached an alarming rate and every efforts by the federal government of Nigeria had put in place to solve the problems seem to have failed. Eme and Anthony (2011) posited that the matter of safety and security are topical issues in today's Nigeria and life has always been precarious in the country as it is subject to all manners of danger. They further argue that there is fear of kidnapping, political and economic related assassination and extrajudicial killings off which have rapidly become familiar features of our landscape. The impact of this massive sense of insecurity on both psychic and overall functions of Nigerians cannot be overestimated. Based on this, (Adetokunbo, 2011) admitted that there is the challenge to rethink and improve on policy and institutional means of dealing with security. Olanipekun and Alabi (2007) further revealed that Nigerian has in recent times witnessed an unprecedented level of insecurity which has ranked the country lo win the Global Peace Index signifying a worsened state of the country. The most serious security threats in Nigeria at the moment according to them are in the category of the violent religions extreme is m of the Boko Haram sect, the Niger-Delta Militants, the discontent separationist and secessionist call by the Indigenous People of Biafra (IPOB) Eastern Security Network (ESN), Movement for the Actualization of the Sovereign State of Biafra (MASSOB,) high rate of kidnapping, armed robbery, the menace of the Fulani herdsmen and several other violent crimes and criminal acts. The activities of these sects have led to the untimely death of innocent Nigerians including foreign diplomats. The Boko Haram terrorists employ such tactics as suicide bombing, organized and coordinated sporadic attacks on security men and rural communities while the militants and other insurgents engage in kidnapping for ransom. Amen (2018) asserted that clashes between herdsmen and farmers in Adamawa, Benue, Taraba, Ondo and Kaduna States have resulted in 168 deaths in January, 2018 alone. Similarly in 2017, clashes between nomadic herdsmen and local farmers resulted in at least 549 deaths and internal

displacement of thousands of rural communities in Benue, Taraba, Zamfara, Kaduna, Plateau, Cross River, Adamawa, Katsina, Delta and Ekiti States. With this being the case, no meaningful or sustainable development can be achieved. Therefore the question on the lips of every Nigerian today especially with the just concluded general election and swearing in of a new administration in May, 2023 is whether there can ever be security of lives and properties in Nigeria. But this can only be answered when attempts are made to lay emphasis on the kind of educational programmes that can entrench and promote sustainable development, national security and gainful employment for the teeming young graduates. Since the year 2010, or there about, terrorists attacks in the form of bombings of religions buildings and other targeted attacks has been occurring decimal according to (MUSDAPHER, 2012):

More than ever before in the history of Nigeria, the scourge of terrorism poses great challenges in the Nigerian state. Our slide into anarchy has assumed dangerous dimensions, perhaps beyond the capacity of our security agencies to deal with the menace effectively.

Insurgency is one objective of organized terrorism, just as terrorism is one of several strategies of insurgency. The operational tactics are essentially those of guerilla warfare. The objective is to intimidate, frustrate and raise the feeling of uncertainty, fear, and imminent danger in security and hopelessness so as to cripple or limit all aspects of human activity and normal livelihoods. AlQaeda, Boko Haram, ISWAP, MEND, Jama'atu Ahlisunnah Liddanati WalJihad and lately IPOB, ESN, MASSOB and Unknown Gun Men (UGM) are currently some of the local and international examples of terrorist are networks operating in Nigeria. Until recently, Nigerian terrorists activities were thought to be motivated and fuel led by ethno centric considerations, but there appears to be a pronounced religious dimension in the character of insurgency in Nigeria (All well, 2014). The activities of all these terrorists groups have led to the untimely deaths of many Nigerians including foreign diplomats. The Boko Haram terrorists employ such tactics as suicide bombing, organized and coordinated attacks on security personnel and rural communities while the militants and others engage in banditry and kidnapping for ransom. The level of insecurity and insurgency in Nigeria has continued to give the country a battered image in the international community. As a result of this, many international agencies and countries according to Adesina cited in Gbadamosi and Omidiji (2017) have intensified their wavering to their citizens of the risk involved in traveling and doing business in certain parts of the country. There is no doubt that today, Nigeria even as the giant of Africa is facing unprecedented level of multidimensional challenges in not just the area of insecurity but also in the socio-economic structure. The confluence of various factors including the global revenues, the Covid-19 pandemic has exacerbated an already overstretched situation. The economic challenges faced by Nigerians are multi-dimensional. The nation's heavy dependence on oil exports has made it susceptible to fluctuations in global oil prices. When oil prices plummeted as they did during the Covid-19 pandemic, Nigerians revenue stream took a massive down turn. This coupled with other long standing issues like insurgency, insecurity, corruption and mismanagement of resources, poor leadership, and bad governance has led to a dire economic hardship across the country. Unemployment and under-unemployment rate keeps soaring with inflation making it increasingly difficult for ordinary and low income earners in Nigeria to be able to afford their basic daily necessities. Families are today struggling to put foods on their tables, access to health care, education and livelihood is becoming more of a luxury than a necessity. The economic hardship today in

Nigeria has left vulnerable Nigerians such as widows or orphans and the elderly in dire straits and deprivations. Economic hardship is defined as the inability or struggle to meet up with reasonable basic living expenses such as food, shelter and daily needs. From socio-political challenges to infrastructural limitations and national security the economic struggles faced by Nigerians now have ripple effect on the efficiency and stability of the supply chain, exacerbating the difficulties faced by businesses, corporate bodies and individual consumers. According to the National Bureau of Statistics (NBS) millions of Nigerians are today struggling to afford three square meals and other necessities as the country's headline inflation jumped to 26.72% last month in September 2023 from 25.80% in August 2023 (Ugwu, 2023). The NBS also blamed the soaring food inflation on the price of food and fat, bread and cereals, potatoes, yam and other tubers, fish, fruit, meat, vegetables and milk, cheese and eggs. More worrisome is the fact that the nation's currency, Naira has continued its depreciation trend against the dollar in the foreign exchange market. Nigerians have further been impoverished following the socio-economic hardship occasioned by the fuel subsidy removal by the federal government. Also according to the National Bureau of Statistics (NBS), Nigeria's unemployment rate dropped from 33.3% to 4.1% with about 3,567 job loss in the manufacturing industries in the first half of year 2023 alone. Also an NBS report in November 2022 revealed that 133 million Nigerians are now poor as the removal of petrol subsidies in the second half of 2023 is believed to have worsened the economic situation across the country.

Objectives of the Study

The major objective of the study is therefore to explore the potentials of Technical and Vocational Education Training (TVET) towards entrenching sustainable development and national security in the face of multidimensional challenges of insurgency and economic hardship in Nigeria. The following are the other objectives of the study which specifically seeks to:

1. To identify the potentials of technical and vocational education training in entrenching sustainable development and national security in Nigeria.
2. To determine the measures that can be taken in the quest towards improving sustainable development and national security through technical and vocational education training.
3. To highlight the challenges of technical and vocational education training in entrenching sustainable development and national security in Nigeria.

Research Questions

The following research questions formed the guidelines for the study:

1. Are there any potentials inherent in technical and vocational education training for entrenching sustainable development and national security?
2. Are there any measures needed to be put in place towards improving sustainable development and national security?
3. Are there any challenges confronting technical and vocational education training in their attempts towards entrenching sustainable development and national security in Nigeria?

Methodology

This study adopted descriptive survey research approach to find out how sustainable development and national security could be entrenched through Technical and Vocational Education Training (TVET). The population of the study comprised of stake holders in the education sector such as teaching and nonteaching staff in the Polytechnics and Technical and Vocational Education Institutions (TVETs) located in Kwara State Nigeria. Simple random sampling technique was used in selecting both public and private Polytechnics and TVET Institutions for the study and one hundred respondents were randomly selected for the study. A 20-item self administered on-the-spot questionnaire was prepared and distributed to the respondents that were used for the study. The instrument of study was validated by experienced experts in the field of study. A four-point like operating scale was used with value assigned to the four response categories as follows: Strongly Agree (4 points), Agree (3 points), Disagree (2 points) and Strongly Disagree (1 point). The data obtained from the respondents were analyzed using mean ratings, standard deviation and chi square. Consequently, any factor with a mean score of 3.00 and above was considered an important factor while any response below 3.00 was regarded as not important for the study.

Data Presentation and Analysis

Research Question One

Are there any potentials inherent in technical and vocational education for entrenching sustainable development and national security in Nigeria?

Table I

Potentials of technical and vocational education in entrenching sustainable development and national security in Nigeria

S/N	Item Statement	X	SD	Decision
1.	Technical and vocational education can bring reduction in unemployment and under employment	3.24	0.72	Accepted
2.	Reduction of insecurity and criminalities in the society	3.19	0.88	Accepted
3.	Increase in employment generation, wealth creation and poverty reduction	3.36	0.77	Accepted
4.	Provision of relevant technical and vocational skills	3.13	0.86	Accepted
5.	Provision of entrepreneurial skills for sustainable growth and development	3.18	0.82	Accepted
6.	Provision of functional technical training for young school leavers and graduates	3.47	0.71	Accepted

The analysis of the result presented in the Table I above shows that technical and vocational education as acquired from Nigerian Polytechnics and TVET institutions has the potentials in all ramifications towards entrenching sustainable development and national security. This can be deduced from the response of the respondents which had a mean of not less than 3.00 in all the items given above without any exception. In conclusion therefore, sustainable

development and national security can be successfully entrenched with the level of functional education and training provided in Polytechnics and TVET institutions in Nigeria.

Research Question Two

Are there measures to put in place towards improving sustainable development and national security through Technical and Vocational Education Training (TVET)?

Table II

Measures needed for improving sustainable development and national security through Technical and Vocational Education Training (TVET).

S/N	Item Statement	X	SD	Decision
1	Adequate funding of Polytechnics and TVET institutions across the country	3.18	0.82	Accepted
2	Adequate provision of educational and training facilities for teaching and learning	3.13	0.86	Accepted
3	Adequate and availability of qualified teaching and non-teaching staff	3.24	0.72	Accepted
4	Regular training, retraining and upgrading of teaching staff	3.47	0.71	Accepted
5	Improved comfortable and conducive working environment	3.42	0.64	Accepted
6	Effective implementation of policies that will encourage more enrolment into the Nigerian Polytechnics and TVET institutions	3.24	0.72	Accepted
7	Improved implementation of technical skills and technological innovations for sustainable development	3.20	0.79	Accepted

The result of the data presented in Table II above shows that the entire items raised stand as important measures needed to be taken towards improving sustainable development and national security through technical and vocational education training as offered in Nigerian Polytechnics and TVET institutions. This can be inferred from the response of the respondents which has a mean of not less than 3.00 in all the items provided above.

Research Question Three

Are there any challenges confronting technical and vocational education in entrenching sustainable development and national security in Nigeria?

Table III

Challenges of technical and vocational education in entrenching sustainable development and national security in Nigeria

S/N	Item Statement	X	SD	Decision
1	Funding is a major challenge towards entrenching technical and vocational education	3.42	0.41	Accepted
2	Availability of facilities and teaching aids is a challenge in Nigerian Polytechnics and TVET Institutions	3.50	0.61	Accepted
3	Inadequate and poorly maintained facilities and teaching aids	3.24	0.72	Accepted
4	Irregular and epileptic power supply affects use of facilities	3.14	0.81	Accepted
5	Security threats to lives and properties within the working environment	3.18	0.82	Accepted
6	Poor implementation of government policies and programmes	3.36	0.77	Accepted
7	Lack of conducive working environment for teaching and learning	3.45	0.41	Accepted

The result of the data presented in Table III above shows that the entire items of questions raised are part of the challenges confronting technical and vocational education training institutions in their efforts towards entrenching sustainable development and national security. This can be deduced from all the response of the respondents which has a mean of not less than 3.00 in all the questions presented above.

Discussion of Findings

The study explored the potentials inherent in Technical and Vocational Education Training (TVET) towards entrenching sustainable development and national security in Nigeria. The findings from the study revealed that there are myriads of potentials inherent in Technical and Vocational Education Training Institutions (TVET). This view was corroborated by previous researchers like (Jubril, 2010 in Olukemi et al 2019) who posited that vocational education could help to reduce the rate of unemployment in Nigeria by the development of saleable skills in students who could become meaningfully and gainfully employable after schooling. According to him, vocational education could stimulate industrial development by producing competent skilled workers that will be capable of developing and utilizing technical innovations for economic growth leading to sustainable nationwide development. Also, (Kolawole and Elemure, 2007) pointed out that youths employment, development and acquisition of technical and technological skills that can enable them to establish small business ventures comes through technical and vocational education which has the potentials of equipping youths with appropriate entrepreneurial skills, adequate knowledge capabilities and competency that will in turn enable those involved to become self-employed and self-reliant leading to sustainable economic growth and poverty reduction. These skills as identified above are the essential business and technical skills needed to enable the youths to

function effectively in a society like ours with multi-dimensional challenges of economic hardship and insurgency, Furthermore, the result of the study also shows that there are identified measures to be undertaken towards entrenching sustainable development and national security through technical and vocational education training. This is also in line with the views of (Akintunde, 2008) who opined that for a vibrant and buoyant economy to be achieved in any developing country like Nigeria, there is need for a functional vocational and technical education that promotes self-sustainability through self-employment which in turn serves as part of the measures towards improving the economy of any given country. Akintunde further asserted that to achieve any meaningful development, the citizens of any given country must possess the pre requisite knowledge, skills and attitude for harnessing other resources and bringing them into a cooperative relationship for producing goods and services needed by the members of the society. The study also revealed that the growing problem of unemployment and underemployment in the country has contributed to a large extent to the worsening challenges of economic hardship among the populace. This is in line with (Olaitan, 1996) who posits that unemployment leads to frustration and disillusionment which may result to crime and security threats associated with poverty. The problems of unemployment leads to economic hardship which has worsened in recent times as millions of school leavers and graduates of tertiary institutions are not gainfully employed. However, in stressing the relevance of technical and vocational education in entrenching sustainable development and national security, (Okorie, 2001) asserts that technical and vocational education as offered in Nigerian Polytechnics and TVET institutions is that aspect of education process in evolving the acquisition of practical skills, attitude, understanding and knowledge relating to occupation in various sectors of economic and social life. In addition, technical and vocational education if given the required attention can transform the nation into one of the leading technology-driven nations of the world with robust and vibrant economic development.

Summary and Conclusion

The study explored the potentials inherent in technical and vocational education training as offered in Nigerian Polytechnics and TVET Institutions towards entrenching sustainable development and national security especially with the current state of insurgency and economic hardship in the country, Nigeria. There is no gain saying the fact that technical and vocational educations hold the key to sustainable national development but it is unfortunate that the programme has not attained its maximum performance of its full potentials in Nigeria. The neglect and insincerity of purpose by the government, private and corporate organizations and other variables have continued to be a setback for the sector in its development, enhancement and contribution to sustainable socio-economic growth. A developing and emerging economy like Nigeria cannot advance technologically without functional and well-grounded, well-equipped and adequately funded and functional technical and vocational training institutions. In the words of (Edigin, 2000), it is the missing link in Nigeria development policy. Nigeria as a developing country suffers from low productivity because of poor training and effective technical institutions leading to low productivity. Higher productivity gives a country the advantage of economies of scale and lowers the costs of productions and prices of commodities, goods and services. It is technical education that can provide the relevant technological skills required to keep up with the pace of global technological advancement and transformation. But according to (Odo, et al, 2017)

all these cannot be achieved except through a complete revitalization of technical and vocational education in Nigeria with the emergence of strong and vibrant activities that are developmental and technologically oriented.

Recommendations

In order to achieve these objectives that necessitated the conduct of this study which centered on exploring the potentials of Technical and Vocational Education Training (TVET) towards entrenching sustainable development and national security in the face of multidimensional challenges of insurgency and economic hardship in Nigeria, the following recommendations are hereby made by the researchers in line with the findings of the study:

1. Government at all levels should ensure adequate funding of all Polytechnics and TVET institutions in line with world best practices so as to ensure the acquisition of technical and technological skills that are relevant for sustainable growth and national development.
2. There should be more emphasis on the practical aspect of technical and vocational education training as this will go a long way in producing skilled man-power for the country's labour force and thus enhance industrialization.
3. Review of curriculum of technical and vocational education courses so as to be in line with what obtains in developed countries and also to meet up with world best practices.
4. Partnership with relevant stakeholders like Non-Government Organizations (NGOs) industrialists, philanthropists and Community Based Organizations (CBOs) should be sought for and established as is obtainable in developed countries of the world.
5. There is need for regular re-orientation of the general public on the need to accept technical and vocational education programmes not as an alternative to university education but as a means to employment creation and poverty reduction in the society.
6. The issue of insurgency and insecurity in the country calls for urgent attention to find lasting solution.

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