

THE PERCEIVED EFFECTS OF INSECURITY ON VOCATIONAL EDUCATION IN SECONDARY SCHOOLS. A CASE STUDY OF JOS NORTH LGA (TUDUN WADA AND ANGWAN ROGO)

By

DAYA, UFULUL LAMECH

Department of Business Education, FCE, Pankshin, Plateau State

+234 7039642740, e-mail: mannufulul@gmail.com

NANSEL, PATIENCE NENDIRMWA

Business Education Department, FCE, Pankshin

08036412402, e-mail: nendirimwapatience43@gmail.com

DYIKUK LENGJI DANLADI

Business Education Department, FCE Pankshin, Plateau State

08065419662, e-mail: dyikuklengji@gmail.com

Abstract

Insecurity constitutes a major threat to the economic and socio-political growth and development of nations globally. Insecurity has affected Nigeria in many ways particularly Plateau State and Jos North specifically. This research is aimed at investigating the effects of insecurity on vocational education in secondary schools in Jos North LGA. Three (3) questions were structured by the researcher and were analyzed using the Statistical Package for Social Sciences (SPSS) to get their frequency, percentage and cumulative frequency. Two hypotheses were formulated the researcher to enable the researcher determine true effects of insecurity on vocational learning in secondary schools. Chi Square (χ^2) is used in analyzing the hypothesis and it was observed that insecurity has effects on vocational education in the education system; since the calculated value of P (Pearson chi square) is less than the level of significance ($P < 0.05$). The convenient sampling technique was adopted by the researcher to obtain data. The researcher adopts this method because it is efficient, effective and reliable. Data was collected and analyzed using Likert type of question method: strongly agreed (SA) 4 points, Agreed (A) 3 points, Disagreed (D) 2 points and Strongly Disagreed (SD) 1 point. The following recommendations were made: government should provide adequate and stable security; the use of illicit and hard drugs should be discouraged among youth; and lastly government should encourage good mutual relationship between Christians and Muslims.

Introduction

Insecurity, simply conceptualized as a condition of uncertainty or fear characterized by violence, fear and or danger has been a major concern globally, and in Nigeria, particularly in Jos North LGA which is the focus of this research. As posited by Oluwa (2014) and Bassey (2016), insecurity exists in different forms; and Nigeria as a nation has faced different forms of insecurity. Insecurity affects Nigeria as a nation and often cause a major setback in the general educational development of the country but more so in the area of vocational education in secondary schools or high schools. Insecurity may include: militancy, which in the context of Nigeria is a form of insecurity mostly associated with people from the Niger Delta region of Nigeria; farmers/herdsmen clash, mostly experienced in central Nigeria and in most agrarian communities where farmers and herders clash over scarce resources such as land and water. In Plateau State, the spar between the farmers and herdsmen mostly took place in Bassa LGA,

Riyom LGA, and Barkin Ladi LGAs. Some other types of insecurity in Nigeria as a whole are: Cult war, and highway robbery. The major form of Insecurity experienced in Jos North has been reoccurring ethno-religious crises witnessed in 1994, 2001, 2008, 2010/11, 2018, 2021; and kidnappings which have adversely affected vocational education in secondary schools.

Different security scholars have conceptualized insecurity in their distinct perspectives. As propounded by Achumba, Ighomereho & Akpor-Robaro, (2013) insecurity is the exact opposite or antithesis of security and has attracted such common descriptors as want of safety, danger, hazard, uncertainty, want of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection and being unsafe, and others. Oluyomi, and Grace (2016) perceived insecurity as being concerned with feelings of vagueness, dangers or terrorization to life while Hassan (2014), viewed insecurity as a pessimistic feeling involving fear, disquiet, uncertainty and injustice, among others. Insecurity is a constant threat to learning particularly students learning vocational. Insecurity or conflicts in communities where schools are situated has often disrupted the free flow of learning in schools. In security is the state of being subject to danger or injury, anxiety, fear, worry, uncertainty (Paul, 2015). Best (2006) defined insecurity as a degenerated stage of conflict, threats to human security, intense violence characterized by fighting, death, injury, etc., occurs. Olamosu (2000), viewed insecurity as a state or condition in the life of a social unit, system, organization or society in which the existence of a; problem assumes critical dimension to the extent that the survival or existence of the social system or structure is threatened. Deducing from the perspectives of the scholars above, insecurity has only negative effects as it affects citizens or settlers of a place: physically in terms of injuries or lost of life; lost of properties; displacement of individuals, and the irreparable damages to learning activities. Insecurity also affects individuals psychologically in terms of trauma of losing someone so dear, uncertainty of the future and the inability to think or reason straight.

Scholars have also debated the meaning and importance of vocational education various levels of learning: basic childhood education, junior secondary schools education, senior secondary school education and tertiary educations. These debates ultimately triggered moves by stakeholders for the inclusion of some vocational subjects and courses in the curriculum of both pre-primary, post primary, secondary and even tertiary institutions all with a view to achieve the needed employable entrepreneurial skills in the development of the youths and the society at large. Subjects such as Basic Technology (formerly Introductory Technology), Wood Work, Creative Arts and Computer Studies are included in the curriculum of junior secondary schools in other to further broaden the horizon of students about becoming self employed and not dependents. The focus here is on Basic Technology as a vocational subject. The concept of Basic Technology is a broad term referring to the educational process which involves the study of technologies and the acquisition of practical skills and knowledge relevant to occupations in various sectors of economy and social life. The extensive educational goals of vocational and technical education distinguish it from “vocational training: which is directed to developing the particular skills and related knowledge required by a specific occupation or group of occupations. Anya and Neukar (2004).

Vocational Education is a medium upon which the skills of workforce are built. Without successful realization of vocational education, we cannot hope for future self-reliant graduates with the required skills and flexibility or sustainable human capital development in this global age. Vocational education is an instrument for change and development and provides service oriented skills, which play an essential role in economic revival for sustainable human capital development. It is on the acknowledgment of these needs that the National policy on education places on vocational and technical skills at the secondary and tertiary institution. Awotunde, (2004).

Insecurity in Jos North LGA

Kamal – deen Olawale Suleiman’s (2016), work on the Jos Crisis titled, *Religious Violence in Contemporary Nigeria; Implications and Options for Peace Stability Order*, delved into on examination of the causes of ethno religious conflicts in Jos North and what the implication of the ethno religious conflicts are. Kamal - deen documented the causes of the ethno – religious conflicts in Jos North LGA to include: Illiteracy, intolerance among the religious groups, competition over scared resources; contestation and the question of inclusivity. He mentioned some effects of the violent conflicts to include: lost of lives and property, degeneration of social cohesion and slow pace of development. He suggested dialogue and peace building efforts are feasible ways to avert future reoccurrence of the violent conflicts.

Kamldeens’s publications clearly documented the main causes and attendant impacts of the ethno religious conflicts in Jos North LGA which would be quite helpful to this research. His discourse on the impacts of the violent conflicts was not groundbreaking as he did not reveal the effects of the violent conflicts other than the obvious lost of lives and properties. Kamaldeen failed or ignore the impact of the violent conflicts on vocational learning of secondary schools. This research addresses this gap.

Aluforo Ekpele’s (2011) publication would be immensely helpful to this research. The work titled, *Challenges and Solutions to Ethno Religious Conflicts in Nigeria: A Case Study of Jos Crisis* analytically discussed the phenomena of ethno religious conflicts in Nigeria as a major national problem. Aluforo provided instances of ethno – religious conflicts in different states of the federation. Aluforo blamed the re occurrence of the violent conflicts on the “nascent” democracy which is practiced in the country. The nascent democracy, Aluforo claimed has resulted in weak institutions and the citizenry feel left out of the system hence they are vulnerable of being manipulated. The reoccurrence of the violence has caused adverse damages to the nation at large. Aluforo work focused more on the ethno religious conflict in Jos North; he asserted that the violence has caused Jos her reputation of being a tourism hub. The structures of development and foreign direct investment in the local government and state at large have been greatly affected by the violence.

Aluforo’swork plausibly analyzed the causes of the violent ethno religious conflicts in Nigeria to the weak democracy practiced in the country. Aluforo conceptualization of “nascent democracy” was however not lucid enough as he discussed it generally as having weak institutions. His position on the effects of the conflicts in Jos North is however valid although he merely focused on the popular narrative of lost of lives and properties; and damages to the tourism industry. Aluforo did not mention the damages caused by the violent conflicts Vocational Education.

Problem

Insecurity has posed a major setback in most developed and developing countries. Insecurity has negatively impacted all sectors of human endeavor globally and locally. In Nigeria and particularly Plateau State, insecurity has had a negative impact on the economy; the relationship between Christian and Muslim and on the education system. The alarming rate of insecurity and how it has adversely affected the education system particularly vocational education which is the primary motivation of this research. The researcher attempts to highlight. The Effect of Insecurity on Vocational education In Secondary Schools; with Jos North LGA specifically the Tudun Wada and Angwan Rogo Angwan Rogo as the case study.

Research Questions

The following questions were structured out by the researcher in other to seek for response from the respondent

1. To what extent does use of hard and illicit drugs trigger insecurity?
2. How does the mutual distrust between Christians and Muslims affect vocational education?
3. In what ways does insecurity affect the learning of vocational skills?

Research Hypothesis

This research is targeted at investigating "The Effects of Insecurity on Vocational Learning in Secondary Schools in Jos North LGA". The researcher formulated the following hypothesis (H_0 and H_1) in order to aid in the testing of the research work.

H_1 : Insecurity has no effects on vocational learning in secondary schools

H_2 : Insecurity has effects on vocational learning in secondary schools

Research Methodology

The study adopts a research survey design. The population size of the sample in Jos North LGA is estimated to be 1,000,000. Two areas where the research was conducted are Tudun Wada and Angwan Rogo. 100 persons were issued questionnaire in both Tudun Wada and Angwan Rogo each. Ninety nine 99 questionnaire was retrieved from Tudun Wada while ninety seven 97 was retrieved from Angwan Rogo. The researcher used a convenient sampling technique in obtaining information from the respondent because it is efficient, effective and reliable. A primary method of obtaining data was used by the researcher; that is, the use of questionnaire. Three (3) questions and two (2) hypotheses were put up by the researcher to enable the researcher obtain a relevant result. The researcher divides the questionnaire into two sections (Section A and Section B). Section A; contains the respondent information (bio data) while section B contains the questions that will aid the researcher in obtaining a relevant result. Questions were answered by the respondent using a Likert type method: Strongly agreed 4 point, Agreed 3 points, disagreed 2 points, disagreed 1 point. In order to make a relevant interpretation on the two major questions which are the hypothesis, the questions were analyzed using chi square (χ^2). The level of significance used is 5% (0.05). If the Pearson calculated value $P > 0.05$ accept the null hypothesis H_0 and if the calculated Pearson value is $P < 0.05$ accept the alternative hypothesis H_1 . The Statistical Package for Social Sciences (SPSS) was the software used in analyzing both the hypothesis and the formulated questions. The three questions were analyzed using descriptive statistics in obtaining the percentage, frequency and cumulative percentage.

Decision Rule

The researcher formulated two rules to be strictly considered at the cause of the research. The level of significance is 5% (0.05).

1. If the calculated Pearson value $p > 0.05$, accept alternate H_1 and reject null hypothesis H_2
2. If the calculated Pearson value ($P < 0.05$), reject alternate hypothesis H_1 accept null hypothesis H_2

Results

The respondent answered the question provided to them by the researcher in an overwhelming manner and to the best of their knowledge and understanding. Below are the analysis of questions answered by the respondents.

Table1: Does the use of hard and illicit drugs trigger insecurity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	114	58.2	58.2	58.2
	Agree	67	34.2	34.2	92.3
	Disagree	15	7.7	7.7	100.0
	Total	196	100.0	100.0	

Table1 above plainly shows the analysis of responses by the respondent. The analysis above evidently indicates that 58% of the respondents strongly agree, 34.2 % agree while 7.7% disagree that the use of hard drug promotes insecurity. From the overwhelming responses above, the researcher concluded that the use of illicit or hard drugs promotes insecurity and have effects on vocational learning.

Table 2: Does the mutual distrust between Christians and Muslims hinder vocational Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	116	59.2	59.2	59.2
	Agree	65	33.2	33.2	92.3
	Disagree	14	7.1	7.1	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	196	100.0	100.0	

Table 2 undoubtedly shows that the inherent distrust between Christians and Muslims hinders vocational learning. The cumulative percentage of respondents that strongly agree and agree is 92.3% while that cumulative percentage for respondent that disagree and strong disagree is 7.7%.

Table 3: Does insecurity affect the learning of vocational skills?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	132	67.3	67.3	67.3
	Agree	52	26.5	26.5	93.9
	Disagree	12	6.1	6.1	100.0
	Total	196	100.0	100.0	

Results in Table 3 shows that 67.3% strongly-agreed that insecurity affects the learning of vocational skills, 26.3% agreed that insecurity negatively impacts vocational education and learning of vocational skills while 6.1% disagree that insecurity does not affects vocational education and the learning of vocational skills.

Table 4: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	94.426 ^a	9	.000
Likelihood Ratio	48.212	9	.000
Linear-by-Linear Association	46.656	1	.000
N of Valid Cases	196		

1. 10 cells (62.5%) have expected count less than 5. The minimum expected count is .14.

The Information in the Chi-Square table above, without a doubt shows that the calculated P value obtained is 0.000. The level of significance used for this study is 5% (0.05) in order to know whether to reject the null hypothesis or to accept alternative hypothesis, comparisons are made between the obtained value of P (0.000) and the level of significance (0.05) and decide in accordance with the decision rule. Since the P value (0.000) is less than the level of significance ($P < 0.05$), we therefore reject the null hypothesis and accept the alternative hypothesis. Therefore we now conclude that “Insecurity have effects on vocational learning in secondary schools”

Discussion on Result

It is precise to say that from the result of the analysis above, the respondents are in support that mutual distrust among Christians and Muslims leads to conflict and insecurity; usage of hard drug and increase the rate of insecurity thereby affecting our education system and specifically vocational education as it is the main focus of the research, and insecurity affects vocational education and learning of vocational skills. From the chi square table, it is noticed that the calculated Pearson value is 0.000 and it is less than the level of significance which is 0.05 or 5%. We therefore say that we accept alternative hypothesis and reject null hypothesis since ($P < 0.05$).

Conclusion

It is palpable from this research that insecurity has done more harm than good in our education system as a nation and as a state. From the responses obtained from the respondents, one can plausibly assert that the inherent mutual distrust between the Christians and Muslims has negatively affected vocational vocational education; this is because a Christian fellow cannot go to a Muslim dominated area to learn vocational skills or get materials for learning and also a Muslim fellow can also not go to a Christian dominated area to learn or get materials for learning. The use of illicit and hard drugs has further promoted insecurity in Plateau State and Jos North specifically. It was observed during the August, 2021 uprisings in Jos that youths perpetrated violence when they were under the influence of hard substances. This research shows the different forms of insecurity that affect vocational education (Educational system) in secondary schools in Jos North. During the periods of violent conflicts, students couldn't go to school hence they couldn't study vocational subjects such as: Basic Technology, Computer Science, Wood Work, Home Economics and Agricultural Science among others. The ultimate consequences is that the students miss out on the chance to learn such skills and become self reliant in the future.

Recommendation

Base on the result of the investigation and its implications, the paper suggests the following recommendations:

1. Government should provide adequate and stable security
2. Government should encourage local vigilante
3. The use of illicit and hard drugs should be discourage among youth
4. Government should create more jobs opportunities and skill acquisition programs for youth
5. Government should encourage good mutual relationship between Christians and Muslims.

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