

PROMOTING DEMOCRACY IN AN ERA OF INSECURITY THROUGH VOCATIONAL EDUCATION IN ENUGU STATE NIGERIA

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Abstract: The work was on promoting democracy in an era of insecurity through Vocational Education in Enugu State, Nigeria. Descriptive survey research design was used by the study. Two research questions and two null hypotheses guided the study. The population for the study comprised of 60 vocational educators (lecturers) from two government-owned universities in Enugu State. There was no sampling because of its manageable size. The instrument for data collection was a structured questionnaire entitled: Promoting Democracy Questionnaire (PDQ) developed by the researchers. The instrument (PDQ) was validated by three experts, which yielded value of .68 using Cronbach Alpha estimate. Data were analyzed using mean for the research questions and t-test for the hypotheses. Findings from the study identified that team-work skills and problem-solving skills respectively promotes democracy in an era of insecurity through vocational education in Enugu State. Again, there was no significant difference between the mean responses of vocational Educators in Federal University and their state counterparts on team work skills and problem-solving skills respectively for promoting democracy in an era of insecurity through vocational Education in Enugu State. Based on the finding, it was recommended among others that governments at all level, should improve on the funding of Vocational Education. Again, curriculum planners should incorporate needed skills in the running of vocational Education.

Keywords: Democracy, Vocational Education, and Insecurity

INTRODUCTION

The concept of democracy is traceable to ancient Greece. The word “Demo” in Greek means people, while “Kratia” means government. Therefore, Democracy is the government of the people. Ugwunwoti and Ohagwa (2019) citing Abraham Lincoln former American President, defined democracy as government of the people, by the people and for the people. Democracy could be direct or indirect.

In direct democracy, according to Adedeji, Onodu and Usman (2013), all the citizen gather at a particular venue for the purpose of governing and administering that state. The authors further stated that, in indirect democracy, it is the government of the consent of the electorates. These classes of democracy ensure true democracy.

True democracy according to Nwangwu (2010), is deeply rooted in literates and engaged citizens with human values. The author further stated that citizens are able to develop their full capabilities in freedom which respects and encourages individually and diversity, hence, promoting democracy in an era of insecurity. Insecurity is the opposite of security.

The rate of insecurity in Nigeria today has become a national issue. Insecurity situation has led to political, social and economic disruptions which in turn lead to slow economic growth and development (Izuehie, and Ani, 2019). Insecurity is one of the greatest challenges facing Nigeria in general and Enugu state in particular. The security situation has been compounded by increasing rate of kidnapping, robbery, violent cult activities, ritual killings and widespread social agitations manifested in bloody proportions. According to Anuike (2018), Nigeria is a failed state as far as security is concerned. Anuike (2018) also cited the instances of militant activities, Boko Haran, Fulani Herdsmen and political related violence.

In Enugu state, many people have lost their lives in Uzo-Uwani, Enugu South and Udi-Local Government Area respectively. Many security men and women, particularly policemen have equally lost their lives too. Odo (2019), noted that, governments at all levels in the country (Enugu inclusive) have been spending large part of their annual budgets on providing security in their respective areas of domain, but the situation is not good.

Today, the government of Enugu state have established several security agents in addition to police, Army and civil Defence Corps. They include forest guards, Neighbourhood Associations and even Ebubeagu. No wonder, Amadi

(2017) stated that, the lapse in security in Nigeria informed the creation of new security organizations. In spite of these efforts, insecurity is still the serious challenge to democracy in Enugu State.

It has been observed that, insecurity situation in Enugu state has made citizens not to enjoy dividends of democracy like self-reliance, stable prices, employment opportunities, affordable health-care, functional education system among others. Ugwunwoti and Ohagwu (2019) opined that, for citizens to enjoy dividends of democracy, right education should be given to them. Hence, vocational Education.

Vocational Education, according to Salami (2013), is that type of education that provides the skills, knowledge and attitude necessary for effective employment in specific occupation. Vocational Education is designed to advance individuals' general proficiency especially in relation to their present or future occupation.

Moreover, Dame (2021), noted that vocational Education has to do with education for self-reliance, self-dependence, self-sufficiency and above all education that equips individuals with relevant and vital into any environment despite the situation of the economy. But according to Oluka and Nwokike (2019), vocational Education, is that education that lay emphasis on actual job performance in the world of work. This job performance can be achieved if the vocational education students are well taught by vocational educators.

Vocational Educators are lecturers who are experts in impacting vocational competencies to its recipients for effective job performance (Anieke, 2020). They are employed in Enugu state by both state and Federal Universities. State universities are the type owned, financed and controlled by the state government. On the other hand, federal universities are owned, financed and controlled by the federal government. In an era of insecurity, they are expected to impact right skills to citizens.

Skill as a concept is a specific form of learning and the ability to be trained on a particular function or task till one become an expert and master on the skill. Okoli (2013) in Onyiloye, Asonibare and Oluwalola (2021), defined skills as the economic tools with which entrepreneurs confront and solve societal problems. Skills are the practical activities which makes one employable, self-reliant and relevant to the society. In order to promote democracy in an era of insecurity through vocational education team-work skills and problem-solving skill should be processed.

Team-work skills are the abilities of one to be task result, possess proficiency for accurate detail and high achievement drive. According to Udoeye (2013) if team-work members do not possess the requisite performance competence, such a team is bound to suffer the danger of social loafing. Apart from team-work skills, problem-solving skills also one of the skills for Promoting Democracy in an era of insecurity.

Problem-solving skills can be seen as one's abilities to be able to discover original and or new ideas that could lead to feasible alternative course of action. Fermilab (2013) opined that, problem solving anticipates problems; see how a problem and its solution will affect other units, gather information before making decision (s). For democracy to be promoted in an era of insecurity, these skill should be possessed through vocational education. It is against this background, that this work on promoting democracy in an era of insecurity through vocational education in Enugu state was carried out.

Statement of the Problem

It is the duty of any democratic to improve the lives of her citizens. In an era of insecurity, there are absent of democratic dividends of employment, social amenities, functional education system, affordable health-care among others. This condition will lead to hardship and poverty. To ensure democratic dividends, Vocational Education will equip the recipients with relevant skills for employment and self-relevance. But on the contrary, these recipients seem to have little or none. The extent to which democratic dividends are been felt in Enugu state is an era of insecurity calls for adequate for promoting vocational education. The researchers are worried on the danger and wonder if vocational education is offered to promote democracy. The problem of this study poised as question: what are the measures for promoting democracy in an era of insecurity in Enugu state?.

Purpose of the Study

The main purpose of this study was on Promoting Democracy in an era of insecurity through vocational education in Enugu state. Specifically, the study sought to:

1. ascertain team-work skills for promoting democracy in an era of insecurity through vocational education in Enugu state; and
2. ascertain the problem-solving skills for promoting democracy in an era of insecurity through vocational education in Enugu state.

Research Questions

1. What are the team-work skills for promoting democracy in an era of insecurity through vocational education in Enugu state?
2. What are the problem-solving skills for promoting democracy in an era of insecurity through vocational education in Enugu state?

Statement of Hypotheses

The following null hypotheses were tested at .05 level of significance using t-test at appropriate degree of freedom.

H₀₁: There is no significant difference between the mean response of vocational educators in federal university and their counter parts in state university regarding the team-work skills for promoting democracy in an era of insecurity through vocational education in Enugu state.

H₀₂: There is no significance difference between the mean response of the vocational educators in federal universities and their counterparts in the state university on problem-solving skills for promoting democracy in an era of insecurity through vocational education in Enugu state.

Method

A descriptive survey research design was employed in the study. According to Nworgu (2015), descriptive survey is one in which a group of people is studies by collecting and analyzing from few people; considered to be representative of the entire group. The study was carried out in the two government owned universities in Enugu state (University of Nigeria Nsukka and Enugu State University of Science and Technology).

The population for the study consisted of 60 vocational education lectueres (Educators) 16 from Enugu state University of Science and Technology (ESUT) and 44 from university of Nigeria, Nsukka (UNN). The instrument for data was a structured questionnaire: entitled: Promoting Democracy (PDQ), developed by the researchers. To test the reliability of the instrument, 20 vocational educators in government owned universities in Anambra state were used. Cronbach, Alpha estimation was used to determine the internal consistency of the instrument which yielded coefficient index of 0.67; indicating that the instrument was reliable.

The researchers with the help of three research assistants used direct delivery technique to the respondents. Mean with standard deviation was used in answering the research question 5; while t-test was used in testing the hypotheses at .05 level of significance at the appropriate degree of freedom.

Decision rule for answering the research questions was based on the real limits of the mean thus: strongly (SA) -3.50-400, Agree (A) 2.50-3.49, Disagree (D)-1.50-2.49 and Strongly Disagree (SD) 1.00-1.49.

For the null hypotheses, it was rejected when the t-calculated value was equal or more than the critical or table vale, but when the t-calculated value was less then the critical value, the null hypotheses was not rejected.

Results/Discussion of Finding

Analysis was done beginning with answers to research questions and followed by test of null hypotheses. Results of the analysis are presented in table 1 to 4. Again, findings made, were discussed accordingly.

Research Question one:

What are the team-work skills for promoting democracy in an era of insecurity through vocational educational in Enugu state, Nigeria?.

Table 1: Mean responses and standard deviation of vocational educators/lecturers in Federal and State universities on team skills for promoting democracy in an era of insecurity in Enugu state.

s/n	Items on team-work skills. Abilities to:	Federal lecturers <u>n = 44</u> X ₁ SD ₁		State lecturers n= 16 —X ₂ SD ₂		Overall n = 60 —XSD		Decision
1	Be task result-oriented	3.62	0.62	3.09	0.92	3.32	0.84	Agree
2	Possess proficiency for accurate deal	2.81	1.27	2.97	1.02	2.92	1/09	Agree
3	Exhibit high achievement drive	3.13	1.03	2.82	1.00	2.95	1.01	Agree
4	Possess personal confidence	3.44	0.89	2.64	0.90	2.97	0.97	Agree
5	Shun social loafing	3.25	1.18	3.05	0.99	3.13	1.07	Agree
6	Work well as a team	3.13	1.03	2.98	1.26	3.10	1.13	Agree
7	Cope with stress	3.50	0.81	3.09	0.97	3.26	0.92	Agree
8	Exhibit courtesy to people	2.95	0.95	3.75	0.45	3.27	0.87	agree
	Cluster mean/SD	3.23	0.97	3.05	0.94	3.12	0.99	Agree

The result of data analyzed in table 1 above shows both vocational educators in Federal and State universities in Enugu state agreed that the itemized are the team-work skills for promoting democracy in an era of insecurity through vocational Education in Enugu state. The grand mean of 3.12 further confirmed the opinion of respondents. The low standard deviation shows that the respondents had a consensus opinion on their responses.

Hypothesis 1

There is no significant difference between mean response of vocational Educators/lecturers in Federal university and their counterparts in the State university on the team-work skills for promoting democracy in an era of insecurity through vocational Education in Enugu state

Table 2: summary table of t-test of difference between the mean response of vocational education in federal university and their counterparts in state on team-work skills for promoting democracy in an era of insecurity in Enugu state.

Ownership	—		N	df				
	X ₁	SD ₁			Level of Sign	t-cal	t-tab	Decision
Federal	3.23	0.97	44					Not significant
				58	.05	.526	1.96	
State	3.05	0.94	16					

Table 2 shows that the calculated t-value at .05 level of significance and 58 degree of freedom is 0.526; the same conditions is 1.96. Since the calculated t-value is less than the table t-value, the null hypothesis is therefore, not rejected. This means that, there is no significant difference exists between the mean responses of vocational Educators/Lecturers in federal university and their counterparts in the State on the team-work skills for promoting democracy in an era of insecurity through vocational Education in Enugu state.

Research question

What are the problem-solving skills for promoting democracy in an era of insecurity through vocational Education in Enugu state.

Table 3: Mean responses and standard deviation of vocational Educators (lecturers) in Federal and State universities on problem-solving skills for promoting democracy in an era of insecurity in Enugu state.

s/n	Items on problem-solving skills. Abilities to:	Federal lecturers n = 44		State lecturers n= 16		Overall n = 60		Decision
		X ₁	SD ₁	—		—		
				X ₂	SD ₂	X ₁	SD	
9	Be innovative	3.62	0.62	3.09	0.92	3.32	0.84	Strongly Agree
10	be critical in thinking	3.31	0.93	3.17	0.98	3.29	0.93	Agree
11	Distinguish between cause	3.47	0.80	3.33	0.81	3.45	0.79	Agree
12	Analyze situations	3.41	0.98	3.43	0.95	3.42	0.95	Agree
13	Be objective at all times	3.62	0.50	3.45	0.91	3.53	0.76	Strongly agree
14	Discover alternative approaches	3.56	0.73	3.36	0.90	3.45	0.79	Agree
15	Apply mathematical concept of problems	3.69	0.60	3.73	0.77	3.71	0.69	Strongly agree
16	Possession of negotiating ability	3.32	0.74	3.41	0.79	3.36	0.78	Agree
17	Demonstrate high level	3.13	1.03	3.05	0.99	3.09	1.02	Agree

courage in task situation

Cluster mean/SD	3.09	0.96	3.42	0.83	3.25	0.82	Agree
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The result of data analyzed in table 3 above shows that, items 9, 13 and 15 respectively have their mean response above 3.50 showing that the respondents strongly agree on those items. The remaining six items agreed with mean responses ranging from 3.29 to 3.45, showing that vocational educators in both federal and state universities agree on the itemized as problem-solving skills for promoting democracy in an era of insecurity through vocational education in Enugu state. The cluster mean of 3.25 shows agree; while the low standard of 0.80 shows that the respondents response are homogenous.

Hypothesis 2

There is no significant difference between the mean responses of vocational educators (lecturers) in federal university and their counterparts in the state on problem-solving skills for promoting democracy in an era of insecurity through vocational education in Enugu state.

Table 4: summary of t-test of difference between the mean responses of vocational educators in federal university and their counterparts in the state on problem-solving skills for promoting democracy in an era of insecurity through vocational Education in Enugu state

Ownership	X1	SDI	N	df	Level of Sign	t-cal	t-tab	Decision
Federal	3.09	0.96	44	58	.05	1.069	1.96	
State	23.42	0.83	16					

Table 4 shows that the calculated t-value at .05 level of significance and 58 degree freedom is 1.069, while the critical t-value, under the same conditions is 1.96. since the calculated t-value is less than the table t-value, the null hypotheses is therefore not rejected.

This means that no significant difference exists between the mean responses of vocational Educators in Federal University and their counterparts in state regarding problem-solving skills for promoting democracy in an era of insecurity through vocational Education in Enugu State.

Discussion of Findings

The result of the study with respect to research question one, showed that the itemized are team work skills for Promoting Democracy in an era of insecurity through Vocational Education in Enugu State. Some of the identified team-work skills include abilities to be task result-oriented, possess proficiency for accurate deal, exhibit high achievement drive, posses personal confidence, among others. This findings is in agreement with Udoeye (2013), that if team-work members do not possess the requisite performance competence, such a team is bound to suffer the dangers of social loafing.

The null hypothesis tested at .05 level of significant showed that, there Vocational Educators in Universities in Enugu State did not differ significantly in their mean responses on team-work skills for promoting democracy in an era of insecurity through Vocational Education in Enugu State. The implication of the findings of no significant difference shows that the type of institution of the respondents had no influence on their responses.

The findings of the study in respect to research question two, showed that, the listed items are the problem-solving skills for promoting democracy in an era of insecurity through Vocational Education in Enugu State. Among the listed

items are the abilities to: be innovative, be critical in thinking, distinguish between cause and effect, analyze situations, apply mathematical concept of problems among others.

The findings of the study were in agreement with Fermilab (2013) that, problem-solving anticipates problem; see how a problem and its solution will effect other units, gather information before making decision(s).

The null hypothesis two tested on the problem-solving skills showed that Vocational Educators (Lecturers) in Universities in Enugu State did not differ significantly in their mean responses on problem-solving skills for promoting democracy in an era of insecurity through Vocational Education in Enugu State. The implication of the findings of no significant difference shows the type of University of the respondents had no influence on their responses. This therefore, indicated that the problem-solving skills promote democracy in an era of insecurity through Vocational Education in Enugu State.

Conclusion

This study has established the skills for promoting democracy in an era of insecurity through Vocational Education. These skills are team-work and problem-solving skills. Team- work skills include but not limited to the abilities to be task result-oriented, possess personal confidence, shun social loafing among others. Moreover, problem-solving skills are the abilities to be: innovative, critical in thinking, analyzed situations etc: having these skills will enable citizens to enjoy democratic dividends in an era of insecurity. This study, therefore has proffered answers to the problems of the study.

Recommendations

The following recommendations are put forward by the researchers.

1. Governments at all level, should improve on the funding of Vocational Education in the universities.
2. Curriculum and Education planners should incorporate needed skills in the running of Vocational Education.
3. More Vocational Educators with bias in vocational competencies should be employed.
4. There should be regular seminars for Vocational Educators on skills acquisition.

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