

USING TECHNICAL EDUCATION PRACTICAL COURSES FOR NATIONAL PEACE AND DEVELOPMENT

oyebolu s. o

samueloyebolu@gmail.com

Tai solarin University of Education

Abstract

Technical education is an aspect of education which curtailed itself with diverse constructions, use of machines among others. This aspect includes wood work and craft, mechanical engineering, electrical and electronics among others which are professions most patronized in the present millennium. Many of Nigerian youths are jobless, those who graduated from Nigeria institutions end up regretting the wasted effort in school since there is little or nothing the government can engage them into, they delve into robbery and other and social vices when fully frustrated, thereby becoming nuisance/deviance to the society. The Niger delta youths, the boko haram sect among others are physical millennium samples. Experience have shown over time that engaging these jobless youths by the government into able business vocation will bring peace to the aforementioned in the country's development. The study identified that equipping youths with various skills identified in Technical Education Practical Courses would without doubt restore peace to the vulnerable groups. The study recommended among others that government should establish technical workshops within communities to train the jobless and the less privileged.

Keywords: Technical education, practical courses, national peace, development,

Introduction

The rate at which youth restlessness has eaten into the fabric of the nation is alarming. This restlessness could be linked to unemployment and perhaps insurgency and militancy. Over the years, several governments in power seem to neglect the potency of Technical Education as a self-reliant course to address this menace, and until this menace is fully addressed, peace and tranquility may not reign in the country.

Uwaifo (2009) posited that Technical Education is the training of technically oriented personnel who are to be the initiators, facilitators and implementers of technological development of a nation. He opined that this training of its citizenry on the need to be technologically literate, would lead to self-reliance and sustainability. He stressed that Technical Education more than any other profession has direct impact on national welfare. However, Technical Education contributions are widespread and visible ranging from metalwork technology, automobile technology, electrical and electronic technology, building and woodwork technology. Consequently, Technical Education can serve as change agents not only for technical systems but also for many other-societal changes. The practical nature of technical education makes it unique in content and approach thereby requiring special case and attention. The inputs of Technical Education are so visible to the extent that even an illiterate could see when failures occur.

It is on this premise that this paper approach using practical courses in Technical Education to restore peace and thus foster development in the nation through equipping jobless youths and vulnerable groups with skills aimed at making them shun social vices, embrace peace and thus contribute meaningfully to the development of the nation.

It must be noted that a technically trained man is a sufficient man, while a sufficient man is a peaceful man whereas, a dependent man is a person in need, a person in need may not be sufficient as he manages what the giver have to offer, hence he is less independent, less sufficient and non self reliant

A technically trained person is one who acquires the practical experiences either in automobile technology, metalwork technology, electrical/electronics technology, building technology and woodwork technology. These training according to Amuludun (2010) enables him to handle repairs of all sorts across his area of specialization.

Lemo and Olakotan (2016) averred that Technical Education in itself has a component of five different areas of specializations namely: Automobile Technology, Building Technology, Electrical/Electronic Technology, Metalwork Technology and Woodwork Technology. Each student is expected to specialize in one of these areas after having an all-round knowledge of all the components of the programme. Therefore, if Technical Education array itself with an expanse of skills to meet challenges of manpower development in the nation, it then become imperative to explore it in a bid to utilize the practical courses embedded in it to restore peace to the nation and foster national development.

National Peace and Development

No nation can thrive in the midst of chaos, joblessness and youth restlessness. Show me a developed nation, and then I will show you a nation who has introduced her teeming youths to skill acquisition programme aimed at making them self-reliant and in its effect contribute to the growth of the nation.

Adebisi (2008) posited that in a place where peace reigns, convenient will be the order of the day and freedom unlimited will be enjoyed by the citizenry. Naboth (2012) defined peace as the absence of conflict or violence at a particular time and place. It evokes the climate of freedom from fear, intimidation and harassment, oppression and brutalisation by external forces or agents.

Omololu (2010) noted that peace is a state of everlasting care, and where unlimited enjoyment/convenience reign there is bound to be progress/development.

The word development is defined severally, while some see development as anything progressive either toward positive or toward, negative side, Adekoya (2012) sees development as an offshoot of peace. To him, development can only be visible in a place where peace reigns.

Olakotan (2014) avowed that no nation can be stronger than the individuals in it put together. He further noted that a developed/developing nation is any nation whose individual members keep developing and remain consistent with relevant skills needed for development of the workforce

Technical Education for National Peace and Development

Parma and Norma (2000) cited in Yisa (2003) submitted that Technical Education is a way of preparing a workforce for industry, then as a means to improve the formation of human capital and increase productivity and employment and move recently as a tool to enhance human development by creating capabilities and putting them to use for further human development and sustainable growth. Ajayi (2000) cited in Olakotan (2014) asserts that to sum up the roles of technical education, one is able to see that it aims at producing the manpower who will apply the acquired knowledge towards improvement and solution of their environmental problems, thus making the environment more useful and convenient for man

Adebambo (2007) posited that apart from Technical Education providing skilled manpower and reducing youth unemployment, it has contributed greatly to economic development by reducing poverty through access to diverse income, supporting foreign investment and generally transmitting the attitudes of people to Technical and Vocational education. In the same vein, Olakotan (2014) noted that it breaks the shackles of slavery, thus

providing its recipient with the needed knowledge and skills which could either make them employer of labour or provide employment for them in the world of work. He further noted that the role of Technical Education to national development are indispensable, hence if properly harnessed, the nation would have the following benefits:

- Self-employment
- Technological improvement
- Higher standard of living
- Political stability
- Increment in human capital to mention a few.

Hence, the development of a nation neither lies in the magnitude of her riches nor her wealth but rather the magnitude of her citizenry whose orientation are geared towards skill acquisition and functional technical and vocational education (Olakotan, 2014).

Technical Education Practical Courses for National Peace and Development.

Due to the wider nature of Technical Education, an expanse of practical courses aimed at stilling the storm of youth restlessness and unemployment in the nation are readily available if embraced. Such practical courses are:

- GSM maintenance and repair
- Carpentry and joinery
- Machine woodworking
- Upholstery
- Metal machining
- Metal Fitting
- Automobile servicing and Maintenance
- Welding and Fabrication

- Aluminium fabrication and glazing
- Brick/Block laying
- Electrical Installation and Maintenance
- Electrical Rewinding among others

Practical courses are aimed at equipping youths with employable skills capable of making them useful members of the society. It requires qualified instructors, appropriate tools , equipment, adequate supply of training materials and practice by the trainees. It cannot be achieved without availability, adequacy and utilization of appropriate facilities. This is because facilities constitute a very important resource in the attainment of skill acquisition objectives.

Skill acquisition is preeminently the cultivation of overt employable skills tends towards self-reliance in different kinds of occupation. Ogbuanya and Ohanu (2010) stated that when one possesses adequate skill in carrying out a task, he/she does the work accurately within the minimum possible time and the work will always attract the attention of people.

Skill acquisition cannot in anyway be hidden in its recipient; it has to be displayed through manual dexterity and physical habits in manipulating objects for various use and purposes.

To acquire and develop skills, Mgbeahurike (2000) cited in Nwokike (2014) highlighted the following as processes of skill acquisition:

- Observation : trainees will watch the skill operation performed by the instructor in real life to enable them form concept
- Imitation: trainees following the example of what the instructor has done through demonstration and learning by doing.
- Manipulation
- Performing: carry out the activities taught and would be guided on what to do

- Perfecting: This is highest form of skill acquisition process. After much practices, the trainees becomes conversant with the demands and task of the operation.

It is not a gainsaying that if the restless youths are trained in the aforementioned practical courses, they would against all odd shun social vices and embrace peace for national development through acquisition of employable skills which only practical courses can offer.

Conclusion

This paper has indeed highlighted the enormous potentials embedded in Technical Education practical courses. It is in the opinion of the author that if well utilized, it would effectively work for the rehabilitation of the jobless youth, unsecured graduates and thus produce youths who would be self-reliant and in turn contribute to the development of the nation.

Recommendations

- Government should establish technical workshops within communities to train the jobless and the less privileged.
- Philanthropic, voluntary organizations and individuals should join hands with government in. rehabilitating the warring factions through technical practical courses for national peace and stability.

References

- Adebambo, K.A. (2007). Vocational and technical education and training. In A.O. Ayoola and B.P. Ehinmipare. (eds). Technical and vocational education: assessment and examination (policy issues) (pp.85-87). Ibadan: Gabesther educational publishers.
- Adebisi B.O. (2008) Building Construction: Lagos: Macmillan Publishers Inc.
- Adekoya M.O. (2012): General Arts: Lagos: Olamide Publishers Ltd.
- Amuludun M.T (2010): Essence of Vocational Education: Lagos: Josadcen Int. Printers.
- Lemo, O.O. & Olakotan, O.O. (2016). Strategies for enhancing the functionality of metalwork workshops in technical and vocational education institutions in Nigeria. Nigeria Journal of Education, Health and Technology Research (NJEHETR) .8 (1): 111-119.
- Naboth, H.A. (2012). Peace Education and National Development: A Critical Appraisal . Journal of Economics and Sustainable Development 3(11), 132-135

- Nwokike, C.J. (2014). Skills required by graduates of technical colleges for self employment in electrical installation and maintenance works in Enugu state. Unpublished M.Ed Thesis. University of Nigeria, Nsukka.
- Ogbuanya, T.C. & Ohanu, I.B. (2010). Entry level Skills Required by Technical College Electrical Graduates in Electrical Installation Trade. Nigerian Vocational Association Journal. 15(1): 342-352
- Olakotan, O.O. (2014). A trace into indigineous vocational education as a tool for national development. Retrieved from uniben.academia.
- Omololu L.E (2010): Vocational & Technical Education: Ibadan: M&M Agencies
- Yisa, M.A. (2003). The role of vocational and technical education in national development. In J.O. Olusanya, A. Ajani and A.O. Oyenuga (Eds), Fundamentals of vocational and technical education (pp 42-48). Ijebu-Ode: Over-to-God publishers.