*Impact Of Functional Tertiary Education System On Curbing Insecurity For
Sustainable Development In Kogi State, Nigeria*

Section A-Research paper

IMPACT OF FUNCTIONAL TERTIARY EDUCATION SYSTEM ON CURBING INSECURITY FOR SUSTAINABLE DEVELOPMENT IN KOGI STATE, NIGERIA

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Abstract

In order to promote sustainable development in Kogi State, Nigeria, the study looked at how a functional tertiary education system affects crime rates. The design of a descriptive survey was used. The sample size for this study is 360 participants, representing the population of all students and lecturers in tertiary institutions in Kogi State. Data was gathered via a questionnaire. The results demonstrate that reducing insecurity can contribute to sustainable development and that instability affects livelihood. The report suggested, among other things, that the government strengthen its commitment to the delivery of entrepreneurship education throughout all postsecondary institutions.

Keywords: Education, Functional Tertiary Education, Insecurity, Entrepreneurship education, Sustainable Development

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Introduction

Education is the simplest way of bringing about overall change that could ensure accelerated national development and economic growth for any country (Enefu, el tol 2021). Education is likewise essential for economic, social and political improvement of Nigeria. "From kindergarten to the university, education ought to be rethought and reformed to be a medium of knowledge, notion style and values has to construct a sustainable world" (United Nations Earth Summit, 1992). Enefu, el tol (2021), emphasizing this, discovered that the Rio de Janeiro 1992 United Nations Conference on Environment and Development saw education as a key component in promoting sustainable development and enhancing human capacity to deal with environmental and development-related issues. However, it's far pertinent to note that these education goals can be absolutely accomplished if it is provided in tertiary institutions in Nigeria.

For Nigeria to develop and become competitive on a global scale, tertiary education is crucial. The growth of human capital and the building of a knowledge economy both rely heavily on tertiary education (World Bank, 1999). Peretomode (2007), who agreed with this viewpoint, asserted that higher education serves as a vehicle, a power source, a foundation, and the primary force behind a country's robust socio-economic, political, cultural, health, and industrial growth. The role of higher institutions in generating income and human capital is becoming increasingly clear. Tertiary education, as defined by the National Policy on Education (2013), is the education provided after secondary education in universities, colleges of education, monotechnics, and polytechnics owned by the Federal or State Governments, business bodies, or individuals.

According to Okoroma (2009), the goals of tertiary education include: (a) making a contribution to national development through an excessive level of relevant manpower training; (b) broadening and inculcating right values for the survival of the person and society; (c) developing the intellectual capability of individuals to understand and appreciate their local and external environments; (d) promoting national and international understanding and interaction; and (e) encouraging and promoting scholarship A functioning system of tertiary education in Nigeria may be necessary to achieve these objectives.

The emphasis on the needs and wellbeing of the learners is what is known as functional education. Such instruction is given in a lively classroom setting that encourages passionate behaviour on the part of the student. Learner-centeredness is a requirement for the functional education curriculum. According to Asaju and Adagba (2014), functional education equips students with the essential knowledge, values, skills, and competences needed to perform tasks effectively. Additionally, it enables students to apply what they have learned in theory. A person who receives functional education immediately understands what they are studying and can put that knowledge into practice. Additionally, the capacity of education is a factor in how much the information, skills, feelings, attitudes, and behaviour of learners were altered by the education they got. Students who receive functional education must be able to put their newfound knowledge to use and apply it in order to resolve issues that have inhibited their personal development.

Functional tertiary education is a crucial tool for addressing or combating hunger, poverty, and unemployment as well as raising the standard of living for all people. In order to improve the Nigerian people's contribution to the growth of the country, these institutions were founded. How effective has Nigeria's tertiary education been? The introduction of practical technology-based education that may support the economy has been a key goal of educational programmes over the years, but accomplishing this goal has proven difficult (Fabunmi, 2005). In a discussion of the specific difficulties facing the growth of postsecondary education in this period of global competition, Omolewa (2001) stated that, generally, the difficulties facing tertiary education in Nigeria and among other African nations are related to:

"Its effective deployment to free the poor, empower the weak, and give hope to the hopeless, encouraging all of these to acquire self-confidence and delight in themselves and the capabilities..., produce a regenerated and profoundly revived people who might find ways to stay in accord with one another" Such education must constantly be focused on achieving excellence and must rise above the level of quality, disregarding differences in equity, human rights, and justice (p. 81).

In light of the aforementioned, Okebukola (2002) expressed worry that "development in tertiary education quality has been uncertain" (p. 90) and Ndabawa (2003) identified quality and standard as among the concerns facing university education. According to Ndabawa (2003), when it comes to the relevance of curricula to community expectations, the lack of curriculum renewal seems

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to fall short of what postsecondary institutions are able to provide. Today's higher education programmes don't always have a sole focus on the needs of the community. The emphasis of lecturers about the employability of college graduates is also related, with a focus on the synergy or lack of it between school and the workforce as a hard factor emerging. Similarly, Ndabawa added that initiatives for staffing and personnel improvement, reform of academic functions such as teaching, studies, and books, funding and infrastructure improvement, generation of community partnerships, adaptation to the ICT generation, enlarging access through open and distance study, collaboration or partnership with local and international development partners, as well as the democratization of tertiary education According to Akor, Enefu, Okolo, and Okaforcha (2016), these challenging circumstances are genuine, compelling, and demanding in institutional global competitiveness. The need for ongoing collaboration and partnership in resource allocation and utilization provides a link to narrowing the gap. It is obvious that technology is currently driving the world. As a policy in Nigeria was designed to provide the country's educational system more capability, but unfortunately this did not happen. Therefore, the tertiary education system in Nigeria wants to redesign its curriculum to reflect the realities of the modern world. This will enable the system to function to its full potential within the constraints of a globalized environment. It goes without saying that the 6-3-3-4 education programme in Nigeria was designed to increase capability inside the educational system, but unfortunately this did not happen. This, according to Akintuoku (2006), is what led to the unbalanced emphasis on entrepreneurial education. 34 trade subjects were also taught at the secondary education level by the federal government. Alabi (2014) asserts that the 6-3-3-4 programme was ineffective due to a lack of relevance and inadequate epistemology. The most effective strategy for improving education in Nigeria is the cutting-edge entrepreneurial drive in universities. Nwekeaku (2013) emphasized that by using entrepreneurship education to give students the skills they need, social vices like exam cheating, cultism, and ethical decadence might be reduced for safety and sustainable development. Entrepreneurship is defined as the willingness and ability of a person to look for investment, be capable of establishing and running a profitable business based on discernible prospects (Obaro, 2015). The author went on to say that it's also

thought of as giving students the abilities, knowledge, and character to help them develop or carry out cutting-edge social or business initiatives. Therefore, entrepreneurship education is the process of equipping people with the capability to be aware of business opportunities as well as the understanding, self-esteem, knowledge, and ability to act on them. It is important to say categorically in agreement with Nwekeaku's assertion that our societies have experienced a great deal of insecurity as a result of deficiencies in the efficiency of our tertiary education system.

Insecurity is defined by Beland (2005) as "the state of fear or anxiety stemming from a solid or alleged lack of protection." According to Best (2006), insecurity is a stage of conflict that has devolved into dangers to human security, extreme violence marked by fighting, fatalities, injuries, and other tragedies. The problem of insecurity is a worldwide issue that is no longer unique to Nigeria. Armed robberies, kidnappings, the boko haram insurgency, rape, suicide bombings, and ethnic and religious conflicts may be among these dangers. It alludes to a lack or insufficient degree of safety against harm. Over the past few years, Nigeria has experienced severe and frenzied insecurity concerns. Which take on various forms, including racial, political, socioeconomic, and others, with differing degrees of casualties, primarily harming the nation's innocent population. In addition to taking hundreds of thousands of unintentional lives, this ongoing hostility has left its mark on Nigerians' psyche by instilling worry, anger, discomfort, and poverty, according to Dembo and Mustapha (2012).

Similarly, the author claimed that we constantly worry about a coming catastrophe and are completely distrustful of everything. By highlighting the negative effects of insecurity, Okehe (2011) asserted that the state's capacity to govern, the corporate sector, and the education sector are all threatened. After considering these points, the question remains: How can we create a society free from worry in order to promote sustainable development?

The current yardstick for gauging development is still the concept of sustainable development. According to Bruntland Commission, sustainable development is "the improvement that meets the desires of the present without compromising the capacity of the future generations to satisfy their very own desires," as stated in Akor, Enefu, Okolo, and Okaforcha (2016). The Nigeria Study/Action Team NEST also defined sustainable development as "an approach that mixes the development desires

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and aspirations of the present without compromising the capacity of the future while also maintaining ecological integrity" in Osuji (2004). Osuji interprets this as implying a method of growth that is grounded in logic and sensitive to ecological and environmental concerns. It depends on the initiative, inventiveness, and self-control of the people who oversee developmental programs. The initiative of sustainable development came to light in 1987 with the publishing of our shared future, which firmly established sustainable development as a crucial component of global development (Sneddon, 2006). It is important to note this right away. The United Nations has made numerous attempts in recent years to improve the globe so that everyone, both the wealthy and the destitute, can live there. To this end, the UN put in place a number of rules that are all focused toward attaining the predetermined goals. In the documentary of Hwang and Jiwon, (2000), it was noted that because of the devastating demanding situations encountered by many people around the world, ranging from poverty, gender segregation, dichotomy in settings, and their likes, to rampant epileptic lifestyles of the people. As the anomalies have gotten worse, there are more inequities within and across countries, and poverty is rising, especially in developing nations.

The acceptance of the 2030 Agenda for Sustainable Development by heads of state and government, including Nigeria, was agreed upon in September 2015 as a way to lead the world toward sustainable development. The Sustainable Development Goals, or SDGs, are a collection of 17 goals for sustainable development that must all be accomplished by the year 2030 and include measures for the social, economic, environmental, and educational facets of sustainable development. Examining goals 4: Ensure accessible and fair quality education and encourage chances for everyone to continue learning, 8: encourage consistent, equitable, and sustainable economic growth, full and productive employment, and decent work for all; 9: Promote equitable and sustainable industrialization, create resilient infrastructure, and encourage innovation The agenda item number 11, "make towns and human settlements inclusive, safe, resilient, and sustainable," explains why our tertiary education system needs to be reevaluated in order to reduce insecurity in Nigerian society. In light of this, the goal of this study is to determine whether entrepreneurship education programs offered in tertiary institutions in Kogi State can lessen the effects of insecurity there.

Statement of the Problem
Significant numbers of young people in Nigeria have lost hope and lost their way throughout the years. As a result, we are seeing an increase in financial and economic crimes, as well as high rates of youth deviance, which takes the shape of thuggery and violence. Both public and private schools have a culture of violence, cultism, fraud, and other unethical behavior. Many young people today aren't prepared to support themselves financially and contribute to the maintenance of family unity. Many of these seem to pose severe challenges for Nigerian society in the twenty-first century since they are not empowered to participate actively in community and social life. It is in view of this that this paper sought to look at the topic; impact of functional tertiary education system on curbing insecurity for sustainable development in Kogi State, Nigeria.

Purpose of the Study
The major goal of this study is to determine how a functional tertiary education system in Kogi State, Nigeria, affects the reduction of insecurity for long-term development. In particular, it sought to:
1. Ascertain how the teaching of entrepreneurship education in tertiary institutions in Kogi State can aid in reducing insecurity in the state.
2. Find out the impact of insecurity on livelihood in Kogi State.

Research Questions
To direct this investigation, the following research issues were posed:
1. How much does the teaching of entrepreneurship education in higher institutions in Kogi State aid in reducing insecurity?
2. To what extent do insecurity impacts on livelihood in Kogi State?

Methodology
The study investigated the impact of functional tertiary education system on curbing insecurity for sustainable development in Kogi State, Nigeria. The descriptive survey research design was used. The population of the study comprised of all the students and lecturers across the nine tertiary institutions in Kogi State. The sample size for this study is 360 participants, the sample drawn using purposive sampling technique to select 270 students and ninety lecturers (30 students each and 10 lecturers each) across the nine tertiary institutions in Kogi State. Two specific objectives and two research questions directed the study. The

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researcher constructed questionnaire titled impact of functional tertiary education system on curbing insecurity for sustainable development Questionnaire (IFTESCISDQ.) The instrument has 11 items on a four point scale of very great extent (VGE), great extent (GE) little extent (LE) and to very little extent (VLE). This instrument was validated by three experts, one in the field of, measurement and evaluation and two in educational management. The data was evaluated using the mean and standard deviation, with a weighted mean of 2.5 derived as

4+3+2+1=10/4=2.5. The standard deviation was utilized to determine significance for any mean score that is equal to or higher than 2.5.

Results

Research Question One:

To what extent does the teaching of Entrepreneurship education in tertiary institutions in Kogi State help in curbing insecurity?

The information needed to respond to the aforementioned research question is shown on Table 1 below.

Table 1 shows the average scores and range of responses from students and instructors regarding the contribution of entrepreneurship education to the reduction of insecurity at Kogi State's tertiary institutions.

S/N	Items	Students N = 270			Lecturers N = 90			Remarks		
		$\overline{X_1}$	SD	Dec	$\overline{X_2}$	SD	Dec	$\overline{X_3}$	SD	Dec
1	It equips students with skills, thereby making them to stay away from social vices.	3.49	.65	GE	3.27	.95	GE	3.38	0.80	GE
2	It reduces moral decadence in the society.	3.20	.69	GE	3.21	.70	GE	3.20	0.70	GE
3	Entrepreneurship education helps students to develop innovative business plans.	3.25	.83	GE	3.32	.70	GE	3.29	0.77	GE
4	It provides individual with the ability to recognize business opportunities.	3.23	.75	GE	3.21	.77	GE	3.22	0.76	GE
5	It helps the students develop self-esteem to operate independently.	3.30	.76	GE	3.33	.74	GE	3.31	0.75	GE
	Cluster Means	**3.21**	**.77**	**GE**	**3.21**	**.79**	**GE**	**3.21**	**.78**	**GE**

Data on Table 1 shows the mean scores and standard deviation of both the students and lecturers on the extent the teaching of Entrepreneurship education in tertiary institutions in Kogi State help in curbing insecurity. From the table, students' responses on items 1, 2, 3, 4 and 5 are 3.49, 3.20, 3.25, 3.23 and 3.30, respectively with standard deviation of .65, .69, .83, .75 and .76, indicated great extent. Lecturers' responses on items 1, 2, 3, 4 and 5 are 3.27, 3.21, 3.32, 3.21 and 3.33 respectively, with standard deviation of .95, .70, .70, .77, .74 and .75, lecturers show great extent. The great extent mean scores of items 1 to 5 show that both the students and lecturers agreed that the teaching of Entrepreneurship education in

tertiary institutions in Kogi State helps in curbing insecurity. This, however, could be as a result of the skills and competencies acquired through a functional education system, which has imbue in them the capacity to live a productive life, contributing meaningfully to the sustainable development of the society.

Research Question Two:

To what extent do insecurity impacts on livelihood in Kogi State?

The information needed to respond to the aforementioned research question is shown in Table 2 below.

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Table 2 shows the average scores and range of responses from students and lecturers regarding how much insecurity affects people's ability to make a living in Kogi State.

S/N	Items	Students N = 270			Lecturers N = 90			Remark		
		$\overline{X_1}$	SD	Dec	$\overline{X_2}$	SD	Dec	$\overline{X_3}$	SD	Dec
6	Inadequacies in the functionality of our tertiary education system have generated a lot of insecurity in our societies.	3.32	.77	GE	3.14	.97	GE	3.23	.87	GE
7	Innocent citizens in the country are always victims of insecurity.	3.20	.78	GE	3.18	.81	GE	3.19	.78	GE
8	In the minds of Nigerians, it has imprinted suffering, hostility, and poverty.	3.11	.86	GE	2.91	1.03	GE	3.01	.94	GE
9	It undermines the education sector.	3.07	.84	GE	3.21	.85	GE	3.14	.85	GE
10	Insecurity threatens internal cohesion.	2.11	.69	LE	2.06	.75	LE	2.08	.72	LE
11	Insecurity negatively impacts corporate existence.	2.13	.85	LE	2.31	.80	LE	2.22	.83	LE
	Cluster Means	**3.13**	**.81**	**GE**	**3.14**	**.86**	**GE**	**3.13**	**.83**	**GE**

Data on Table 2 show the mean scores and standard deviations of students and lecturers on the extent insecurity impact on livelihood in Kogi State. The data reveal that the mean scores of students for items 6, 7, 8 and 9, are 3.32, 3.20, 3.11 and 3.07 with standard deviations of .77, .78, .86 and .86 insecurity impact to a great extent. While items 10 and 11 have mean scores of 2.11 and 2.13 with standard deviation of .69 and .86 respectively meaning insecurity impact to a little extent. For students, items 6, 7, 8 and 9 have mean scores of as follows; 3.14, 3.18 and 2.91, with standard deviation of .97, .81, 1.03 and .85, respectively indicating to a great extent. While items 10 and 11 have mean scores of 2.06 and 2.31 with standard deviation of .75 and .80 indicating little extent. Considering the students cluster mean of 3.13 with standard deviation of .81 and lecturers cluster mean of 3.14 with standard deviation of .84, the results reveal that both subjects agree that insecurity has impact on livelihood in Kogi State to a great extent. The fact that, both students and lecturers rated the impact of items 10 and 11 to a little extent, could stem from the fact that the teaching of entrepreneurship education in the tertiary institutions has equip them with the skills to live a productive life, thereby avoiding crimes.

Discussion
According to the results of table one's findings, instructors and students in Kogi State's postsecondary institutions who teach entrepreneurial education concur that it helps to reduce insecurity. This result is consistent with Nwekeaku's (2013) assertion that societal vices like exam cheating, cultism, and ethical decadence can be decreased for security and sustainable development through entrepreneurial education,

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which will provide pupils the skills they need. In a similar vein, Obaro (2015) said that entrepreneurship education gives people the ability to see business possibilities as well as the understanding, self-worth, knowledge, and competence to act. This finding appears to correlate insecurity with lack of functional education, the type that is entrepreneurial oriented and a function of "nurture" (surroundings), however, it is important to state that a few people have the tendency to be violent no matter of their educational attainment and status. This might be a function of "nature" that is inherent in the individual. Hence, beyond entrepreneurship education, there may be the want for value re-orientation of the Nigerian people.

Result of the finding on table one revealed that insecurity has impact on livelihood in Kogi State to a great extent. The finding of this study is in line with, Dembo and Mustapha (2012) who observed that the most troublesome fact is that this persistent hostility apart from claiming hundreds of thousands of harmless lives, it has imprinted anxiety, aggression, pain and poverty inside the minds of Nigerians. Similarly, Okehe, (2011) avowed that insecurity undermines the education sector, corporate existence and internal cohesion of the state and its abilities. It is a longtime truth that, insecurity has very great impact on livelihood and the provision of entrepreneurship education that is characterized with the inculcation of capabilities and abilities has been acknowledged as the sure way to reducing its impact. The query that comes to mind is, how well has the authorities created an environment where in each citizen has equal opportunity to survive? It is only when this all critical query is supplied answer, am afraid the end to insecurity isn't close to sight.

Conclusion

The study's findings support the notion that the level of insecurity in Kogi State might be significantly decreased by teaching and learning about entrepreneurship at higher education institutions. The implication of this is that if those capacities are acquired from school, the beneficiaries will engage themselves in meaningful activities that will provide livelihood, thereby keeping away from practices that create anxiety and agony.

Recommendations

The following suggestions were made in light of the observations, conclusion, and implication stated above;

1. The government should improve her capabilities and dedication to the provision of entrepreneurship education across all the tertiary institutions in the state.
2. The students should also make frantic efforts to apply these skills acquired while in school, thereby keeping them from been involved in criminality.

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