

Strategy for Reduction of Unemployment Situation in Nigeria.

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ABSTRACT: *The get rich syndrome and urban and rural drift coupled with the unemployment in Nigeria have contributed to the extinction of our traditional occupation and manpower shortage. The aim of the research work is to understudy the missing link in the in-curriculum content of vocational and technical education at the lower level. This study is postulating that the integration of entrepreneurship education in the in-curriculum content of technical and vocational education at lower level will help create small and medium scale enterprise. The study adopted a descriptive approach. The study recommended that entrepreneurship education should be integrated at lower level to address the unemployment situation.*

Keywords: *Strategy, Situation. Reduction and Unemployment.*

I. INTRODUCTION

In recent times Nigeria is witnessing the extinction of craftsmen and manpower shortage in vocations and technical skills to support cottage and allied industry in Nigeria.

Sequel to the aforementioned problem the national Directorate of Employment, Nigeria University Commission and national business and technical examination board has jump start programmes to arrest the abnormal situation. and one of the panaceas adopted by these three units of government agencies is entrepreneurship. Both past and present research have centred on challenges and issues involved in integrating entrepreneurship in the university and at higher level of Education without extending it to the lower level and informal sector where there is high rate of unemployment. Therefore, this research will concentrate on extending entrepreneurship education to the lower level of education and informal sector.

II. LITERATURE REVIEW

2.1 Entrepreneurial Concept

The word entrepreneur was developed from the French Language, which meant or denotes an organiser of musical or other entertainment. Oxford English Dictionary (1897) also defined an entrepreneur in similar way as title directors or a manager of public musical institution. In early 16th Century, it was used to mean those who were engaged in military expeditions. In the 17th Century, it was also extended to field of Construction and fabrication. But in 18th Century, the word entrepreneur was used from economic perspective. The development of the word entrepreneur has passed through Centuries of transformation before it came to its present meaning.

According to Fapohinda (2006) entrepreneur is an Economic leader who possess the ability to identify successful introduction of new idea, techniques and new source of supply and to assemble the necessary equipment, human resources and organise them to its set objective, while Damachi (2001) refer an entrepreneur as an organiser of factors that add value to resource in production process.

In addition, Schatz (1990) refer to entrepreneur to consist of (artisan, housewives and labourers) who efficiently allocate their resources in producing goods and services to create an equilibrium and dynamic economy. Nevertheless, Oluntunla (2001) referred to entrepreneurship as being self employed or owning a scale enterprise or organisation in agriculture, manufacturing and service industry. In clear term entrepreneurship can be defined as the ability to convert an idea to an enterprise, which includes creativity, innovation and risk taking. In addition, the ability to plan and manage projects in order to achieve objectives.

2.2 The Weakness of Nigeria Technical and Vocational Education Policy.

The National Board for Technical Education (NBTE) is the government agency empowered with the responsibility of coordinating Technical and Vocational Education and Training in the Country under Act No. 9 of 1977. And some of the mandate of the agency is to advise the federal government on and to co-ordinate all aspects of Technical and Vocational Education falling outside the Universities and to make recommendation on national policy for training technicians, craftsmen and other middle level and skilled manpower. In addition, to determine the manpower needs of the country for the purpose of planning training facilities in particular, the establishment of Technical Institutions, College of Technology (polytechnics) and Technical Colleges.

But surprisingly, Nigerian Economy is presently experiencing skill gap mismatch, lack of marketable functional skills among graduates and wide gaps between labour and the needs of the Economy, according to Minister of Labour and Productivity (Ogbu 2010).

2.3 The causes and consequences of skilled manpower shortage.

The Nigerian Educational policy at higher level according to (Aladekomo, 2004) is focused on the development of both higher and middle manpower for big companies, and vacant position in the public offices and no provision was made for self employment for the private sector.

In addition, the Nigeria Industrial Policy that came into force immediately after independence supported the establishment of big companies with complete neglect of development of Small Scale Sectors (Aladekomo, 2004).

Nevertheless, Fakae(2005) asserted that the focus of Technical and Vocational education is on skill acquisition and sound scientific knowledge, which empowers an individual use of hand and machine and self-reliant. Despite these well formulated policies, the Nigerian government is very worried on the increasing unemployment rate, poverty and generally bad economic condition.

Importantly, different scholars are of the views that vocational and technical educations have a missing link as was asserted by Ojukwu (1999) in Onifade (2002)

To further buttress this point Kazaure(2011)asserted that in spite of the existence of 100 universities and over 120 polytechnics and other similar institution as well as technical/vocational college, our educational institutions have been disconnected from our industrial and socio-economic needs.

According to ILO (ILO Publication 2009) when global Economic recession set in about 8million people will lose their job and most effected will be youth, women and children. This prediction have registered its toll already on existing bad situation of Nigeria Labour market.

This adverse situation have contributed negatively to the security report of the country, in terms of increase rate of religious riot, armed robbery, kidnapping, and disturbance of armed militants etc as was stated by (UNOWA 2005).

2.4 Effort Made by Government in Bridging the Skill Manpower Shortage in Nigeria.

Skill acquisition has been discovered by Nigerian government as the bane for lack of marketable functional skills among graduates and the cause of wide gaps between labour and the needs of the economy. In line with this development the past and present government have made vocational and technical skill acquisition the focal point of Nigerian government policy. It believed it is the bedrock of industrialization in Nigeria.

Hence, a new national policy on vocational and technical education was promulgated in 1977, introducing vocational and technical courses in the Nigerian Curriculum.

In 1985, the report of the Chukwuma Committee led to emergence of National Directorate of Employment (NDE) which was inaugurated in 1986. The NDE was charged with the urgent responsibility of creating employment with emphasis on self-reliant through four programmes.

1. National Youth Employment and Vocational Skills Development Programme.
2. Small Scale Industries and Graduate Employment Programme.
3. Agricultural Sector Employment Programme
4. Special Public Works Programme.

In 90's for example the Structural Adjustment Programme and Economic deregulation and currently the National Economic Empowering and Development Strategy were geared toward restructuring the Economy and promoting private and self reliance.

Nevertheless, Recently, the Nigerian University Commission have encourage the Universities in Nigeria to establish Entrepreneurship Development Centre (EDC) which most Universities have adopted. In addition, the national directorate of employment have establish the national employment training scheme to tackle unemployment in Nigeria. its aim is provide functional skill acquire through training in Telecommunication, banking and oil and gas.

2.5 Justification for the integration of Entrepreneurship in the in-curriculum content of Technical and Vocational education at lower level.

Armatya Sen., the 1998 Nobel Laureate in Economics science concept of "capability to function" for instance goes beyond current human capacity to capacity that can be developed was cited in Todaro and Smith (2003) but was captured by Ubong (2007). This implies what an individual can do and achieve at present to a great extent depends on what the same individual is capable of achieving given a favourable circumstances. And this favourable circumstances includes education and training and in the specific case of self reliance, education tailored to meet this purpose.

In addition the findings of Ewing Maron Kauffman Centre for Entrepreneurship Leadership and Bobson College in the U.S have thrown more weight on the synergy of Technical and vocational education and Entrepreneurship. There shows a correlation between the prevalence of new firms and projected Gross Domestic Product (GDP) and the correlation between the Total Entrepreneurship Activity (TEA) and projected GDP. The findings of the annual survey have been confirmed by the development in East Asia. Eight countries in East Asia described as high performing Asian Economies (HDAEs) have been severally studies since their miraculous economic growth feats from the 1960s. The countries-the 4 tigers; Hong Kong, Singapore, Taiwan, and South Korea along with Japan, Malaysia, Indonesia and Thailand have demonstrated similar characteristics in their economic growth characteristics.

III. OBJECTIVES OF THE STUDY

Technical and vocational education is design to provide the individual with technical skills and scientific knowledge that enable the use of hand and machine and self reliant. But conversely, technical and vocational education could not meet the needs of individual for the promotion of Economic self reliance and self sufficiency. The study will among other things fulfil the following objectives.

1. Identify the cause of high level of unemployment among secondary school leavers.
2. Identify the cause of extinction of Technical and Vocational skills.
3. Identify the missing link in the in- curriculum of Technical and Vocational Education.

IV. METHODOLOGY OF THE STUDY

The study adopted a descriptive approach in analyzing the unemployment situation in Nigeria and made use of secondary data to buttress issues raised in the study for the period of 2003-2007. The study conducted a correlation of coefficient test to ascertain the level of relationship between unemployed secondary school leaver and out turn of vocational/technical students.

The rationales for adopting this method are as follows:

1. There is paucity of current data
2. There is a correlation between the present situation and past situation.

V. RESULTS

According to National bureau of statistic (2009) the average rate of unemployment in urban area in Nigeria from 2003 to 2007 is 42.7 percent while the average rate of unemployment in rural area Nigeria is 37.1 percent.

VI. DISCUSSION OF FINDINGS

Table I. Indicates an analysis of manpower training in the country which shows an extinction and shortage of manpower like goldsmith, watcher repairs, sculptors, blacksmith, bag repairs, cloth weaving, truck driver, web/network technicians(for telecom circuits) electricians(to maintain the NEPA plants), Painting and decoration, Plumbing and pipe fitting .and Agric equipment and implement etc. This development account for shortage of manpower in those various skills.

Table I: Manpower Training in Nigeria from 2003 to 2007

Types of manpower	2003	2004	2005	2006	2007
Goldsmith	-	-	-	-	-
Watcher repairs	-	-	-	-	-
Sculptors	-	-	-	-	-
Blacksmith	-	-	-	-	-
Bag repairs	-	-	-	-	-
Cloth weaving	-	-	-	-	-
Truck driver	-	-	-	-	-
Web/network technicians(Telecoms circuits)	-	-	-	-	-
Electricians(to maintain the NEPA plant)	-	-	-	-	-
Fabrication and welding	62	70	62	75	68
Agric equipment and implement mech. Work.	11	17	11	32	14
Plumbing and fitting	130	169	211	143	137
Painting and decoration	81	134	175	87	76

Source: National Bureau of Statistics.

Table II: Indicates the unemployed secondary school leavers and outturn of vocational/technical students for technical and vocational colleges. In 2004 the discomfiture rate indicated a rate of -0.00532 a little or no effect on economic development. While in 2005 the discomfiture rate indicated a rate of 0.195 showing a negative impact in economic development. Then in 2006 the discomfiture rate indicated 0.27 showing a negative impact on economic development. Final in 2007, the discomfitures rate indicated 0.14 showing a negative impact on the economy.

Table II: Unemployed Secondary School Leavers and Outturn of Vocational/Technical Students from Nigerian Technical Colleges from 2003 to 2007.

	2003	2004	2005	2006	2007
OUTTURN OF VOCATIONAL/TECHNICAL STUDENTS	338493	348211	235926	134600	246461
OUTTURN OF STUDENTS INDEX(BASE YEAR 2003)	-	-0.028	0.30	0.60	0.27
	2003	2004	2005	2006	2007
UNEMPLOYED SEC. SCHOOL LEAVERS.	4853357	3914835	1691130	2627860	2248460
UNEMPLOYED SEC.SCHOOL LEAVERS INDEX(BASE YEAR 2003)	-	0.19	0.65	0.45	0.53
DISCOMFIXTURE RATE	-	-0.00532	0.195	0.27	0.143

Source: Central Bank of Nigeria and Authors Modification

Table III: Indicate the product moment correlation of coefficient. A correlation of coefficient was calculated using the equation:

$$r = \frac{n\sum XY - \sum X \sum Y}{\sqrt{n\sum X^2 - (\sum X)^2} \times \sqrt{n\sum Y^2 - (\sum Y)^2}} \quad \text{Equation 1}$$

The result from equation 1 above indicated r as 0.14. This showed a strong relationship between the unemployed secondary school leavers and outturn of vocational/technical students.

Table III: Product Moment of Coefficient of Correlation

YEAR	X	Y	X	Y	XY
2003	338493	4853357	114577511049	23555074169449	1642827371001
2004	348211	3914825	121250900521	15325854780625	1363185128075
2005	235926	1691130	55661077476	2859920676900	398981536380
2006	134600	2027860	18117160000	4112216179600	27294995600
2007	246461	2248486	60743024521	5055689292196	55416410804
5	1303691	14735658	354044229567	50908755098770	3986453139102
N	$\sum X$	$\sum Y$	$\sum X$	$\sum Y$	$\sum XY$

Source: Central Bank of Nigeria Annual Report and Authors generated figure.

VII. CONCLUSION

In line with the research carried out, it was established that some technical vocational skill are going into extinction. Secondly, entrepreneurship skills are not integrated as part of the curriculum content since there is no entrepreneurship department. Therefore, this has resulted in large number of unemployed secondary school leavers. Finally, the study explains that most of the skills being tutored are no longer relevant to the need of the economy. It is proper to mention that the current education system is deficit in providing the necessary impetus for development.

VII. RECOMMENDATION

1. The curriculum of vocational and technical education should be reviewed periodically to identify the technical and vocational skill need of the economy.
2. Entrepreneurial skills should be fused into the training programme of Technical and Vocational Education.
3. To undertake a periodic reviews of terms and conditions of service of personnel in Technical colleges in the country.
4. The curriculum of vocational and technical education should be adjusted from time to time to meet up with changing circumstances.

5. Government should set up an incentive scheme to attract more individuals to train as technical/vocational teachers.
6. Technical vocational programmes to encourage and support a national apprenticeship scheme to enable trainers to become employable.
7. Government should set a task force (including the ministry of Education and other ministerial departments; Economy, Employment, science and research) to determine how entrepreneurship can be integrated into primary, secondary and higher education.
8. Government should help develop an accreditation system to validate non-formal learning and practical activities that favour entrepreneurship development.
9. Technical and vocational education should encourage the development and exchange of teachers and learning materials at all levels.
10. Government department on employment in conjunction with the department of education should organize regular workshop to upgrade the knowledge and skills of staff of technical and vocational institutions.

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