



Zaria Journal of Studies in Education (ZJSE)



Vol. 3 No. 3, 2016

ISSN 0794-6015

**Journal of the Department of Educational
Foundations and Curriculum
Ahmadu Bello University, Zaria**

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UNIVERSITY STAFF PERCEPTION OF THE CAUSES AND SOCIAL IMPLICATIONS OF EDUCATED YOUTH UNEMPLOYMENT IN NIGERIA

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Abstract

This study examined University staff perception of the causes and social implications of educated youth unemployment in Nigeria. The population for the study comprised all 99 Faculty of Education Lecturers in the University of Ilorin. Questionnaire titled University Staff Perception of the Causes and Social transformation of Educated Youth Unemployment Questionnaire (USPCASEYUQ) was used to elicit information from the respondents. The findings of the study revealed that outdated school curricular and lack of employable skills, too much emphasis on University certificates, neglect of skill acquisition training and lack of equal educational opportunities were the major causes of educated youth unemployment in Nigeria. Findings also revealed that increase in insecurity, reduction in incentives for school completion and civil disorder were identified as the major implications of educated youth unemployment in Nigeria. The study therefore recommended that government should provide employment opportunities for teaming educated unemployed youths and the ability of the government to review the educational policies and curriculum in such a way that will afford the youths the opportunity to meet up with the dire needs of employers and make them to be self-reliant.

Keywords: Education, Unemployment, Educated Unemployed Youths

Introduction

Role of education in all human endeavours cannot be overemphasized. Education is seen as instrument for change and manpower development in the society. It provides ample opportunities for persons to assume certain social positions which could make them stand distinct among others. It also affords youths the opportunity for gainful employment and serves as milestone towards independence and self-reliance.

In the olden days, graduated youths were provided with automatic employment and every opportunities or benefits attached to it. This is because society sees graduated youths as wealthy of knowledge and capable of succeeding in life. The school enrolment rate as at that period was so high to the extent that many parents and those who were interested in acquiring education for better living had to intensify efforts to have considerable certain level of education. Conversely, reverse is the case in the present day society to the extent that those who have graduated from school cannot even secure job.

Globally, unemployment is seen as general problem affecting the life of many youths in the country most especially in the developing countries like Nigeria. Many graduated youths after completion of the school programmes hoping to live a life which could afford him/her at least a minimum standard of living which can be realized through gainful employment. However, it is evident that there are not enough jobs in the country. In spite of several efforts being made by Federal, State and non-governmental organisation for considerable period of time to make sure that every Nigerian youth have opportunity for employment, yet nothing fruitful has been achieved so far in this regard. In the country today, the population of those who are searching for work has been on alarming rate every year in a disheartening manner. Even though, those who are highly educated and well qualified for certain position in the society are still battling with the problem of unemployment.

Several factors have been identified by various scholars as the causes of youth unemployment. Youth unemployment can also have adverse social impacts. Fougère et al. (2009 in Ukessay.com, 2014) undertook a research in France and concluded that increases in youth unemployment induce increases in crime, specifically, burglaries, thefts and drug offences. Bell and Blanchflower (2010) highlight that unemployment is often part of the cycle where involvement in crime reduces subsequent employment prospects which in turn increase the probability of participating in crime. It is also noted that unemployed youth often involved in crime. Moreover, ILO (2011 in Wikipedia, 2014) also notes that discontented youth have also engaged in protests in other countries, notably Greece, Italy and the United Kingdom, with at times violent outcomes. John and Stephen (2011) averred that the reasons for educated youth unemployment are fairly similar to other causes of unemployment. They listed some of the causes as follow: (a) lack of qualifications (b) geographical unemployment (c) Black economy (d) real wage unemployment (e) frictional unemployment (f) lack of employability skills and many more. Some scholars attributed the menace of

insecurity to inability of the government to provide enough job opportunities to absorb the teeming youth in the country. Some argued that some educational institutions could not be left out in the contribution to educated youth unemployment because the students were not given or trained with existing skills that can withstand test of time and meeting the requirement of the existing industries. John & Stephen (2011) were of the opinion that the big gap between that skills of labour and the demands of industries greatly contributes to the problem of unemployment. Economic Report in Africa (2005 as cited in John & Stephen, 2011) pointed out that, the most notable among other factors is low completion rates and low investment.

However, increase in the youth unemployment has tremendous effects on the life individual and society at large. Commission for Social Development (2007) reported that the long term youth unemployment can generate frustration and low self-esteem, can lead to increase vulnerability among some young people to drugs, diseases and crime. It is on this notes that researcher consider it necessary to investigate the causes and social implications of educated youth unemployment in Nigeria.

Statement of the Problem

Crime and violence have been intense in many parts of the country and paramount among young people constituted large number of majority. This invariably associated to the growing number of unemployed youths. Many graduated youths who are willing and able to work but could not secure any have been the instrument used by many politicians to achieve their political will and perpetrate evils in the society all in the name of providing them with employment opportunity to make them fulfill their aspirations but turn otherwise when they assume office. Thus, this destroys their hope by making what they were hoping impossible.

Studies have shown that unemployment is the root cause of youth violent activities in the country. It is popular saying among different people in the society that unemployed youths may likely become lost generation if the menace still persist. The reasons may not sometimes associated with the present situation of no available jobs, but because of the thinking that young people who remain unemployed for a long period of time may like move away from the societal values and standards that are considered necessary for the perpetuation of the society. The reasons warrant this study was to investigate the causes and social implications of educated youth unemployment in Nigeria seeking the perception of University staff.

Purpose of the Study

The main purpose of this study was to investigate the causes, social implications and control of educated youth unemployment in Nigeria. Specifically, the study examined:

- a. The perception of University of Ilorin Faculty of Education Lecturers on the causes of educated youth unemployment in Nigeria
- b. The perception of University of Ilorin Faculty of Education Lecturers on the social implications of educated youth unemployment in Nigeria.

Research Questions

- a. What is the perception of University of Ilorin Faculty of Education Lecturers on the causes of educated youth unemployment in Nigeria?
- b. What is the perception of University of Ilorin Faculty of Education Lecturers on the social implications of educated youth unemployment in Nigeria?

Research Hypotheses

H0₁: There is no significant difference in the perception of males and females Faculty of Education Lecturers on the causes of educated youth unemployment in Nigeria

H0₂: There is no significant difference in the perception of males and females Faculty of Education Lecturers on the social implications of educated youth unemployment in Nigeria

H0₃: There is no significant difference in the perception of males and females Faculty of Education Lecturers on the control measures of educated youth unemployment in Nigeria

Methodology

The study examined the causes, social implications and control of educated youth unemployment in Nigeria. The population for the study comprised of all academic staff of University of Ilorin while the target population comprised of Faculty of Education Lecturers located in the University. A purposive sampling technique was used to select all 99 academic staff of the Faculty of Education as sample respondents. Researcher designed questionnaire titled Causes and Social Implications of Educated Youth Unemployment Questionnaire was used for data collection. The questionnaire has three sections (3). Section elicited information on demographic data such as gender and department. The section B items elicited

information on the causes of educated youth unemployment and section C gathered information on social implications of educated youth unemployment. Each of the items has response options ranged from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Validity of the instrument was ensured through face and content validity approaches. This was done by consulting experts in behavioural researches. They assessed the adequacy of the items in the questionnaire to elicit required data. However, test re-test method was used to test reliability of the items. The question was administered twice on the populations that are not part of population used as sample. The two results obtained were analysed using Pearson Moment Correlation Coefficient (PPMC). The reliability index of 0.63 was obtained. This signifies that the instrument was reliable. Mean and standard deviation were used to answer all research questions raised while t-test statistics was used to test the hypotheses postulated.

Data Analysis and Results

Research Question 1: What is the perception of University of Ilorin Faculty of Education Lecturers on the causes of educated youth unemployment in Nigeria?

Research Question 2: What is the perception of University of Ilorin Faculty of Education Lecturers on the social implications of educated youth unemployment in Nigeria?

Answering Research Questions

Research Question 1: What is the perception of University of Ilorin Faculty of Education Lecturers on the causes of educated youth unemployment in Nigeria?

Table 1: A table showing the perception of University of Ilorin Faculty of Education Lecturers on the causes of educated youth unemployment in Nigeria

Questionnaire Items	N	Mean	Std. Deviation	Ranks
Overemphasis on University Certificates and neglect of skill acquisition training	99	7.71	.20	2 nd
Rapid expansion of Educational System	99	4.66	.25	5 th
Outdated school curricula and lack of employable skills	99	8.45	.54	1 st

Decline in the manufacturing sector	99	3.89	.01	6 th
Lack of equal educational opportunities	99	6.84	.98	3 rd
Lack of availability of productive job	99	5.01	.31	4 th
Valid N (listwise)	99			

Data in table 1 indicates that item 3 (Outdated school curricula and lack of employable skills) with mean value of 84.5 and standard deviation value of 0.20 was identified as the major cause of educated youth unemployment, Item 2 which is overemphasis on University Certificates and neglect of skill acquisition training was also identified as second factors responsible for the causes of educated youth unemployment. The third one was item 5 which is Lack of equal educational opportunities. However, the least factor was item 4 which is Decline in the manufacturing sector.

Research Question 2: What is the perception of University of Ilorin Faculty of Education Lecturers on the social implications of educated youth unemployment in Nigeria?

Table 2: A table showing the perception of University of Ilorin Faculty of Education Lecturers on the social implications of educated youth unemployment in Nigeria

Questionnaire Items	N	Mean	Std. Deviation	
Civil disorder	99	6.17	.45	3 rd
It reduces incentives for school completion	99	6.45	.30	2 nd
Increase in the insecurity	99	7.51	.68	1 st
Frustration and Anger	99	3.43	.29	6 th
Instrument of social stratification	99	5.76	.86	4 th
Loss of income	99	2.21	.20	7 th
Loss of human resources to the community	99	4.30	.42	5 th
Valid N (listwise)	99			

Data in table signifies that majority of sampled respondents were of the opinion that educated youth unemployment leads to increase in the insecurity in society, follow by item 2 (It reduces incentives for school completion) and item 3 (Civil disorder). However, the least among implications was item 7 which is Loss of income.

Hypotheses Testing

Discussions

Table 1: The t-Test Showing Causes of educated youth unemployment in Nigeria based on Lecturers' Gender

Variables	No	Mean	Std.	df	Cal. t-Value	Table t-Value	Decision
Male Lecturers	68	3.5441	.81833	97	1.957	1.985	Accepted
Female Lecturers	31	3.1613	1.06761				

$P < 0.05$

Table 1 showed that the calculated t-value is 1.957 while the table t-value is 1.985 with degree of freedom of 97 and at level of significance 0.05. Since the calculated t-value is less than the table t-value, hypothesis 1 is accepted. This implies that there is no significant difference in the perception of male and female lecturers on causes of educated youth unemployment in Nigeria.

Table 2: The ANOVA Test Showing Causes of educated youth unemployment in Nigeria based on Lecturers' Area of Specialization

Source	Sum of Squares	Df	Mean Square	Cal. F-Value	Table F-Value	Decision
Between Groups	13.399	7	1.914	2.533	2.10	Rejected
Within Groups	68.782	91	.756			
Total	82.182	98				

$P < 0.05$

Table 2 showed that the calculate F-Value is 2.533 and the table F-value is 2.10 with degree of freedom 7 and 98 and at level of significance 0.05. Since the calculated F-value is greater than the table F-value, hence hypothesis 2 is rejected. This implies that there is a significant difference in the perception of lecturers on the causes of educated youth unemployment in Nigeria based on area of specializations. To ascertain where the significant difference lies, Scheffe post hoc was carried out and reported as showing below.

Table 3: Showing Post Hoc Tests on the causes of educated youth unemployment in Nigeria based on area of specializations.

Causes of educated youth unemployment in Nigeria			
Scheffe			
Lecturers' area of specializations	N	Subset for alpha = 0.05	
		1	2
Health Promotion	5	2.0000	
Human Kinetics	8		3.0000
Educational Technology	10		3.4000
Arts Education	10		3.5000
Educational management	21		3.5238
Social Sciences Education	16		3.5625
Science Education	16		3.5625
Counselor Education	13		3.6923
Sig.		.076	.855
Means for groups in homogeneous subsets are displayed.			
a. Uses Harmonic Mean Sample Size = 10.329.			
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.			

Table 3 showed that Health Promotion is only area of specialization in sub-section 1 that has different perception on the causes of educated youth unemployment in Nigeria. Other area of specializations (Human Kinetics, Educational Technology, Arts Education, Educational management, Social Sciences Education, Science Education and Counselor Education) in sub-section 2 perceived the causes the same way.

Table 4: The ANOVA Test Showing Social Implications of educated youth unemployment in Nigeria based on Lecturers' Area of Specialization

Source	Sum of Squares	Df	Mean Square	Cal. F-Value	Table F-Value	Decision
Between Groups	3.657	7	.522	1.169	2.10	Accepted
Within Groups	40.666	91	.447			
Total	44.323	98				

$P < 0.05$

Table 4 showed that the calculate F-Value is 1.169 and the table F-value is 2.10 with degree of freedom 7 and 98 and at level of significance 0.05. Since the calculated F-value is less than the table F-value, hence hypothesis 2 is accepted. This implies that there is no significant difference in the perception of lecturers on the social implications of educated youth unemployment in Nigeria based on area of specializations.

Table 5: The t-Test Showing Social implications of educated youth unemployment in Nigeria based on Lecturers' Gender

Variables	No	Mean	Std.	df	Cal. t-Value	Table t-Value	Decision
Male Lecturers	68	3.6618	.63740	97	1.773	1.985	Accepted
Female Lecturers	31	3.4516	.85005				

$P < 0.05$

Table 5 showed that the calculated t-value is 1.773 while the table t-value is 1.985 with degree of freedom of 97 and at level of significance 0.05. Since the calculated t-value is less than the table t-value, hypothesis 1 is accepted. This implies that there is no significant difference in the perception of male and female lecturers on social implications of educated youth unemployment in Nigeria.

Summary of Major Findings

1. It was observed that outdated school curricular and lack of employable skills, overemphasis on University certificates and neglect of skill acquisition training and lack of equal educational opportunities were identified by majority of sampled respondents as the causes of educated youth unemployment in Nigeria
2. Also, increase in insecurity, reduction in incentives for school completion and civil disorder were identified as the major implications of educated youth unemployment in Nigeria
3. that there is no significant difference in the perception of male and female lecturers on causes of educated youth unemployment in Nigeria.
4. there is a significant difference in the perception of lecturers on the causes of educated youth unemployment in Nigeria based on area of specializations
5. there is no significant difference in the perception of lecturers on the social implications of educated youth unemployment in Nigeria based on area of specializations
6. there is no significant difference in the perception of male and female lecturers on social implications of educated youth unemployment in Nigeria.

Discussion

The finding of the study show that outdated school curricular and lack of employable skills, overemphasis on University certificates and neglect of skill acquisition training and lack of equal educational opportunities were major causes of educated youth unemployment in Nigeria. These have been the major problems confronting many developing countries as their education only provide the students the opportunity to just acquire certificate without practical training which could afford them the opportunity to be self-reliance and cope with the test of time. The finding corroborate the assertion of John and Stephen (2011) that the educated youth are unemployable because of lack of necessary educational and relevant training for good, productive jobs.

The result of the finding also indicate that the menace of educated youth unemployment possibly result into increase in insecurity, reduction in incentives for school completion and civil disorder. It is noted in the study that the major implications of educated youth unemployment is increase in the insecurity. This is true because year in year out the country produce great number of graduated youth without corresponding increase in the job creation. This invariably made

some youths because of inability to secure job for sustenance engaged in any illicit behaviours such as theft, cultism etc. just to cater for his/her needs. It is evident that the problems of African countries most especially Nigeria is the increase in the insecurity. This serves as obstacle to economic and educational development of the country as it scares away foreign investors from creating more jobs. This finding is in line with the aversion of Henry (1983) who averts that youth who face a situation of unemployment for prolonged periods are likely to be angry and frustrated at their inability to find productive employment. This frustration may undermine their respect for traditional social values in a society that can not provide employment to those who desire and need jobs. Such cynicism may contribute to various forms of antisocial behaviour such as vandalism, crime, drug use, and alcoholism. Indeed there is a danger that a sub-culture of cynical and destructive youth could become a major by-product of massive youth unemployment.

That there is no significant difference in the perception of male and female lecturers on causes of educated youth unemployment in Nigeria.

There is a significant difference in the perception of lecturers on the causes of educated youth unemployment in Nigeria based on area of specializations.

There is no significant difference in the perception of lecturers on the social implications of educated youth unemployment in Nigeria based on area of specializations.

There is no significant difference in the perception of male and female lecturers on social implications of educated youth unemployment in Nigeria.

Conclusion and Recommendations

Youth unemployment has been seen as major problems affecting many developing countries. The intense of this has devastating effects on the educational and economic development of the country as this could generate to the increase in the problem of insecurity. This can easily be curbed by providing employment opportunities for teaming educated unemployed youths and the ability of the government to review the educational policies and curriculum in such a way that will afford the youths the opportunity to meet up with the dire needs of employers and make them to be self-reliance. Government in all ramifications should encourage self-employment ventures for the youths through