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AND PROFESSIONAL DEVELOPMENT,
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EDITORIAL

The Journal of Research and Development in Education (JRDE) is the official Journal of the Institute of Education and Professional Development, University of Uyo, Uyo, Nigeria which aims at disseminating information on multidisciplinary issues in education. This volume contains empirical, philosophical and historical research reports systematically carried out and rigorously validated in the areas of innovation in various aspects and levels of educational institutions, teacher education, instructional methods and delivery technologies and innovations as well as issues in quality assurance and policy.

Readers and other stakeholders in education stand to gain insight from the comprehensive contributions of the authors of the articles in the Journal. The Editorial Board will continue to encourage researchers at all levels of education to write and share ideas as the publication of the Journal will be continued on twice a year. This current issue is No. 1 of 2nd Volume of the Journal series published by the Institute.

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LECTURERS PERCEPTION OF CAUSES OF UNEMPLOYMENT AMONG EDUCATED YOUTHS IN NIGERIA: THE SOCIAL IMPLICATIONS

Balogun, A. O., Jimoh, M. I., Okafor, I. P.

Oniye, R. K., Iyekolo, O. A. Igudia, H. I., Muhammad, G. M. F.

Abstract

This study examined University staff perception of causes and social implications of educated youth unemployment in Nigeria. Descriptive research design of the survey type was used in this study. Four research questions were raised and two hypotheses were tested. The population for the study comprised all lecturers in University of Ilorin while target population was lecturers in the Faculty of Education, university of Ilorin. All 99 available Faculty of Education Lecturers in the University of Ilorin were used as respondents in the study. A questionnaire titled, "University Staff Perception of the Causes and Social implications of Educated Youth Unemployment Questionnaire (USPCASEYUQ)" was used to elicit information from the respondents. Validity of the instrument was ensured through face validity approach. Test re-test method of reliability was used to ascertain the reliability of the instrument and the coefficient value of 0.63r was obtained. The data collected were analyzed using percentage, mean, standard deviation and t-test statistics. 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 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 self-reliant.

Keywords: Education, Unemployment, Educated unemployed youths

Introduction

The role of education in all human endeavours cannot be overemphasized. Education is seen as the 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 the milestone towards independence and self- reliance.

In the olden days, graduate youths were provided with automatic employment and every opportunities or benefit attached to it. This was because society saw graduate youths as wealth of knowledge, capable of succeeding in life.

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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 a better living had to intensify efforts to have a considerable level of education. Conversely, the reverse is the case in the present-day society to the extent that those who have graduated from school cannot even secure jobs (Gouna, 2013).

Globally, unemployment is seen as the general problem affecting the life of many youths most especially in developing countries like Nigeria. Many graduate youths after completion of the school programmes hope to live a life which could afford them at least a minimum standard of living which can be realized through gainful employment. However, it is evident that there are limited job opportunities in the country. In spite of several efforts made by Federal, State and non-governmental organisations over a considerable period of time to make sure that every Nigerian youth has the opportunity for employment, nothing fruitful has been achieved so far in this regard. In Nigeria, the population of those who are searching for work has been at an alarming rate every year in a disheartening manner. Even those who are highly educated and well qualified for certain positions in the society are still battling with the problem of unemployment.

Several factors have been identified by various scholars as the cause of youth unemployment. Youth unemployment can also have adverse social impacts. Fougère (2009) undertook a research in France and concluded that increase in youth unemployment induce increase in crime, specifically, burglaries, thefts, and drug offenses. Bell and Blanchflower (2010) highlighted 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 a crime. International Labour Organization, ILO (2011) also noted that discontented youths have 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 much more. Some scholars attributed the menace of insecurity to the 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 the test of time and meet the requirement of the existing industries. John and Stephen (2011) were of the opinion that the big gap between the skills of labour and the demands of industries greatly contributes to the problem of unemployment. Economic Report in Africa (2005) as cited in John and Stephen (2011) pointed out that the most notable among other factors is low completion rates and low investment.

However, increase in youth unemployment has tremendous effects on the life of individuals 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 increased vulnerability among some young people to drugs, diseases, and crime. It is on this note that the researchers consider it necessary to investigate the causes and social implications of educated youth unemployment in Nigeria.

Statement of the Problem

Crime and violence have intensified in many parts of the country and young people constitute a large number of culprits. This invariably is associated with the growing number of unemployed youths. Many graduate youths who are willing and able to work but cannot secure any employment have been the instrument used by many politicians to achieve their political will and perpetrate evil in the society. These politicians promise the youths employment opportunities to make them fulfil their aspirations but turn otherwise when they assume office. Thus, this destroys their hope of gainful employment.

Studies of such (Henry, 1983; Gouna, 2013; Osimen, Chuke and Micah, 2016) have shown that unemployment is the root cause of youth violent activities in the country. It is a popular saying among different people in the society that unemployed youths may likely become lost generation if the menace still persists. Prolonged youth unemployment can reinforce deviation from the societal values and standards that are considered necessary for the perpetuation of the society. These reasons warrant this study 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:

1. The perception of University of Ilorin Faculty of Education lecturers on the causes of educated youth unemployment in Nigeria.
2. The perception of University of Ilorin Faculty of Education lecturers on the social implications of educated youth unemployment in Nigeria.
3. Whether there is any difference in the perception of male and female Faculty of Education lecturers on the causes of educated youth unemployment in Nigeria.
4. Whether there is any difference in the perception of male and female Faculty of Education lecturers on the social implications of educated youth unemployment in Nigeria.

Research Questions

1. What is the perception of University of Ilorin Faculty of Education lecturers on the causes of educated youth unemployment in Nigeria?
2. 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 Faculty of Education lecturers on the causes of educated youth unemployment in Nigeria based on gender.
- H₀₂: There is no significant difference in the perception of Faculty of Education Lecturers on the social implications of educated youth unemployment in Nigeria based on gender.

Method

The study examined the perception of University of Ilorin Faculty of Education lecturers on the causes and social implications of educated youth unemployment in Nigeria. The design used in

this study was descriptive survey research design. This is because it sought information on the perception of the respondents on the causes and social implications of educated youth unemployment. The population for the study comprised all Academic Staff of the University of Ilorin while the target population comprised 99 Faculty of Education lecturers in the University. Researchers-designed questionnaire titled “Causes and Social Implications of Educated Youth Unemployment Questionnaire” was used for data collection. The questionnaire had three Sections: A, B, and C respectively. Section A elicited information on demographic data such as gender and Department. The section B gathered information on social implications of educated youth unemployment. Each of the items had response options ranging from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The validity of the instrument was ensured through the face validity approach. This was done by consulting experts in Educational Research Measurement and Evaluation and Sociology of Education in the Department of Social Sciences Education, Faculty of Education, University of Ilorin. The experts assessed the adequacy of the items in the questionnaire to elicit required data. However, test re-test method was used to determine the reliability of the instrument. The questionnaire was administered twice on the lecturers in the population who were not used as sample. The two results obtained were analysed using Pearson Product Moment Correlation, to determine the reliability index. A reliability index of 0.63 was obtained. This signified that the instrument was reliable. Mean with standard deviation was used to answer all research questions raised while t-test statistic was used to test the null hypotheses postulated.

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?

Table 1: Perception of University of Ilorin Faculty of Education lecturers on the causes of educated youth unemployment in Nigeria

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
Out dated 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
Unavailability of productive jobs.	99	5.01	.31	4 th
Valid N (list wise)	99			

Data in Table 1 indicate that item 3 (out dated school curricula and lack of employable skills) with the mean value of 8.45 and standard deviation value of .54 was identified as the major cause of educated youth unemployment. Item 1 which is the overemphasis on University certificates and neglect of skill acquisition training was also identified as second factor responsible for the cause 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: Perception of University of Ilorin Faculty of Education lecturers on the social implications of educated youth unemployment in Nigeria.

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 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 2 signify that majority of sampled respondents were of the opinion that educated youth unemployment leads to increase in insecurity in society, followed by item 2 (it reduces incentives for school completion) and item 1 (civil disorder). However, the least among implications was item 6 which is loss of income.

Hypotheses Testing

H_{01} : There is no significant difference in the perception of Faculty of Education lecturers on the causes of educated youth unemployment in Nigeria based on gender.

Table 3: t-test analysis showing the perception of male and female lecturers on the causes of educated youth unemployment in Nigeria

Variables	N	Mean	Std.	df	t-Cal. Value	t-Table Value	Decision
Male lecturers	68	3.5	.82	97	1.96	1.99	Accepted
Female lecturers	31	3.16	1.1				

$P < 0.05$

Table 3 shows that the calculated t-value is 1.96 while the Table t-value is 1.99 with the degree of freedom of 97 and at the level of significance .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.

Ho₂: There is no significant difference in the perception of Faculty of Education Lecturers on the social implications of educated youth unemployment in Nigeria based on gender.

Table 4: t-test analysis showing the perception of male and female lecturers on social implications of educated youth unemployment in Nigeria

Variables	N	Mean	Std.	df	t-Cal. Value	t-Table Value	Decision
Male Lecturers	68	3.66	.64	97	1.77	1.99	Accepted
Female Lecturers	31	3.45	.85				

P < 0.05

Table 4 shows that the calculated t-value is 1.77 while the Table t-value is 1.99 with the degree of freedom of 97 and at the level of significance .05. Since the calculated t-value is less than the Table t-value, hypothesis 2 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.

Discussion of Findings

The finding of the study shows 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 as indicated in Table 1 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 acquire certificates without practical training which could afford them the opportunity to be self-reliance and cope with the test of time. The finding corroborates the assertion of John and Stephen (2011) that the educated youth are unemployable because of lack of necessary education and relevant training for good productive jobs.

The result of the finding from Table 2 also indicates that the menace of educated youth unemployment possibly results 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 insecurity. This is true because year in year out the country produces a great number of graduate youths without corresponding increase in job creation. This invariably makes some youths to engage in much illicit behaviour such as vandalization, theft, corruption, cultism, and so on, just to cater for their needs. It is evident that the problems of African countries most especially Nigeria is the increase in insecurity. This serves as an 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 Danjibo (2008) who averted that

youth who face a situation of unemployment for prolonged periods are likely to be angered and frustrated at their inability to find productive employment. This frustration may undermine their respect for traditional social values in a society that cannot provide employment to those who desire and need jobs. Such attitude can contribute to various forms of antisocial behaviours such as vandalism, crime, drug use, and alcoholism. Indeed, there is a danger that a sub-culture of distrustful attitude and destructive youth could become a major by-product of massive youth unemployment.

Another finding of the study revealed that there is no significant difference in the perception of male and female lecturers on the causes of educated youth unemployment in Nigeria. This implies that both male and female lecturers had similar perception of the causes of educated youth unemployment. This may likely be as a result of similar experiences they might have been exposed to in the realm of social reality over the factors causing youth unemployment in Nigeria.

Finally, it was found that there is no significant difference in the perception of male and female lecturers on social implications of educated youth unemployment in Nigeria. The implication of the outcome indicates that both male and female lecturers had the similar perception of social implications of the menace of educated youth unemployment.

Conclusion

Youth unemployment has been seen as a major problem affecting many developing countries. The intensity of this has devastating effects on the educational and economic development of the country as this could lead to increase in the problem of insecurity.

Recommendations

Based on the findings of this study the following were recommended:

1. Government and school authority should enhance the acquisition of vocational skills by the students, as this will address the problem of low quality skilled individuals in the society and avail youths the opportunities to develop employable skills.
2. Government should provide employment opportunities for training educated unemployed youths.
3. Government should also 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 become self-reliant.
4. The government in all ramifications should encourage self-employment ventures for the youths through sensitization training on agriculture and sponsorship of agricultural and small-scale industries.

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