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

BY

BALOGUN, A.O. (Ph.D.), JIMOH, M.I., OKAFOR, I.P. (Ph.D.), ONIYE, R. K., IYEKOLO, O.A. (Ph.D.)
All of Department of Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria.
balogunabdulrasaqolatunji@gmail.com
08066326137
&
MUHAMMAD, G.M.F. (Ph.D.)
Institute of Security Studies, State Security Services, Abuja, Nigeria.

Abstract

This study examined University staff perception of causes and social implications of educated youth unemployment in Nigeria. The objectives of the study were to: (i) The perception of University of Ilorin Faculty of Education Lecturers on the causes of educated youth unemployment in Nigeria (ii) The perception of University of Ilorin Faculty of Education Lecturers on the social implications of educated youth unemployment in Nigeria. (iii) Whether there is any difference in the perception of males and females Faculty of Education Lecturers on the causes of educated youth unemployment in Nigeria. and (iv) Whether there is any difference in the perception of males and females Faculty of Education Lecturers on the 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 populations 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. The 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 was ensured through face validity approach. Test re-test method of reliability was used to test 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 The findings of the study revealed that outdated school curricular and lack of employable skills, too much emphasis on University certificates, neglect of skill acquisition training and lack of equal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 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 be 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, graduated youths were provided with automatic employment and every opportunities or benefit 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 the education for a better living had to intensify efforts to have a considerable certain 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 job (Gouna, 2013).

Globally, unemployment is seen as the 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 no enough jobs in the country. In spite of several efforts being made by Federal, State and non-governmental organisation for a considerable period of time to make sure that every Nigerian youth have the 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 a 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, 2009 undertook a research in France and concluded that increases in youth unemployment induce increases in crime, specifically, burglaries, thefts, and drug offenses. 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 a crime. ILO (2011) 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) averted 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 & 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 considers 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 a large number of the majority. This invariably associated with 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 of such as Henry (1983), Gouna (2013) and 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. Prolong youth unemployment can reinforce deviation

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:

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 males and females Faculty of Education Lecturers on the causes of educated youth unemployment in Nigeria.
4. Whether there is any difference in the perception of males and females 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?
3. Is there any difference in the perception of males and females Faculty of Education Lecturers on the causes of educated youth unemployment in Nigeria?
4. Is there any difference in the perception of males and females Faculty of Education Lecturers on the social implications of educated youth unemployment in Nigeria?

Research Hypotheses

$H0_1$: 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.

$H0_2$: There is no significant difference in the perception of Faculty of Education Lecturers on the causes of educated youth unemployment in Nigeria based on area of specializations.

$H0_{3:}$ 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.

$H0_4$: 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 area of specializations.

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. 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 located in the University. Researcher designed questionnaire titled Causes and Social Implications of Educated Youth Unemployment Questionnaire was used for data collection. The questionnaire has three sections. Section A elicited information on demographic data such as gender and department. The section B items (such as lack of availability of productive job, overemphasis on university certificates and neglect of skill acquisition training, rapid expansion of educational system, outdated school curricula, lack of employable skills, decline in the manufacturing sector, and lack of equal educational opportunities) elicited information on the causes of educated youth unemployment and section C (with the items such as civil disorder, it reduces incentives for school completion, increase in the insecurity, frustration and anger, instrument of social stratification, loss of income and loss of human resources to the community) 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).

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 Sociologists of Education in the department of Social Sciences Education, Faculty of Education, University of Ilorin. They assessed the adequacy of the items in the questionnaire to elicit required data. However, test re-test method was used to test the reliability of the items. The questionnaire was administered twice to the populations that are not part of the population used as the sample. The two results obtained were analysed using Pearson Product Moment Correlation. It was used because of various response options the questionnaire had. The reliability index of 0.63 was obtained. This signifies that the instrument was reliable. Mean with standard deviation was used to answer all research questions raised while t-test statistics was used to test the null 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?

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	2nd
Rapid expansion of Educational System	99	4.66	.25	5th
Outdated school curricula and lack of employable skills	99	8.45	.54	1st
Decline in the manufacturing sector	99	3.89	.01	6th
Lack of equal educational opportunities	99	6.84	.98	3rd
Lack of availability of productive job	99	5.01	.31	4th
Valid N (list wise)	99			

Data in table 1 indicates that item 3 (Outdated school curricula and lack of employable skills) with the 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 the 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	3rd
It reduces incentives for school completion	99	6.45	.30	2nd
Increase in the insecurity	99	7.51	.68	1st
Frustration and Anger	99	3.43	.29	6th
Instrument of social stratification	99	5.76	.86	4th
Loss of income	99	2.21	.20	7th
Loss of human resources to the community	99	4.30	.42	5th
Valid N (listwise)	99			

Data in table 2 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

. **$H0_1$:** 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: The t-Test Showing the Perception of Male and Female Lecturers on Causes of Educated Youth Unemployment in Nigeria

Variables	No	Mean	Std.	df	Cal. t-Value	Table t-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 showed 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 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.

$H0_2$: 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: The t-Test Showing the Perception of Male and Female Lecturers on Social Implications of Educated Youth Unemployment in Nigeria

Variables	No	Mean	Std.	df	Cal. t-Value	Table t-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 showed 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 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.

Findings of the Study

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 social implications of educated youth unemployment in Nigeria

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

4. There was 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 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 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 corroborates 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 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 the insecurity. This is true because year in year out the country produces a 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 vandalization, theft, corruption, 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 an obstacle to the 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 averts that youth who face a situation of unemployment for prolonged periods are likely to be angried 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 of disruptive 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 the similar perception of the causes of educated youth unemployment. This may like 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.

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 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 lead to the increase in the problem of insecurity. The following are the conclusion of this study:

Unemployment has seen as a global issue affecting the fabrics of Nigeria society. Increase in the youth unemployment has been causing unpleasant situation or deplorable condition to Nigerian youth making them to be engaged in series of violence, militancy, kidnappings and all sort of delinquent behaviours. In a bit to find out the reason for the heighten in the menace warranted

this study. Among factors identified causing educated youth unemployment according to this study were: outdated school curricular and lack of employable skills, overemphasis on university certificates and neglect of skill acquisition training and lack of equal educational opportunities.

Just as it is known that youth unemployment is very paramount in developing countries of the world, Nigeria in particular. Its' presence with its attendant economic, psychological, political and social problems heighten social vices. Hence, in line with this study causing increase in insecurity, reduction in incentives for school completion, violent crimes, kidnapping and civil disorder.

Recommendations

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

a. 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 them the opportunities to develop employable skills.
b. Government should provide employment opportunities for teaming educated unemployed youths.
c. 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 be self-reliant.
d. The government in all ramifications should encourage self-employment ventures for the youths through sensitization training on agriculture and sponsor of agricultural and small-scale industries.

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