

Relevance of Technical Education on Job Creation Among Graduates in Makurdi Local Government Area, Benue State, Nigeria

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Abstract— The purpose of the study was to find out relevance of technical education on job creation among graduates and awareness of the employment opportunities that are of course enshrined in technical education in Makurdi Local Government of Benue State. The study adopted a survey research design in which 264 respondents were randomly sampled from a population of 2904 graduates in the study area. The questionnaire was used to collect data from the respondents and analyses were made to get the statistical means of the items. The t-test was used to elicit more information on the significant difference between the means responses of graduates with technical education and non-technical education graduates on the importance of technical education for job creation and challenges faced by technical education graduates and non-technical education graduates on job creation. The results showed that technical education graduates had more job opportunities than non-technical education graduates in Makurdi Local Government area. Also, the results revealed that non technical education graduates were not aware of the employment opportunities that were of course enshrined in technical education.

Index Terms— Relevance, Technical education, Job creation, Makurdi Local Government, Benue State.

I. INTRODUCTION

Technical education is known to prepare graduates with skills for employment opportunities in the recognised occupations and even self employment. According to Uwaifo (2009), technical education is the training of technically oriented personnel who are to be the initiators, facilitators and implementers of technologically development of a nation. The training of citizens on the need to be technologically literate can eventually lead to self reliance and sustainability among citizens.

Technical education emphasizes skills, knowledge and attitudinal acquisition for productivity and self-reliance (self-employment) as well as job creation. Self-employment is a situation in which an individual works for him/her sustenance instead of working for an employer that pays salary or wages (Anaale, *et al.*, (2014).

Technical education contributes so much ranging from electrical and electronics technology, metal work technology,

mechanical/automobile technology, building technology and woodwork technology. Technical education played a vital role in national development, especially in areas of generation of employment/creation of job opportunities, industrial development and poverty alleviation (Abdulrahman, 2013).

Technical education empowers and prepares an individual to achieve his full potential by acquiring skills to contribute to a better quality life as well as for the growth of society. The acquisition of these Skills in Nigerian educational system is gotten through technical and vocational education. This is done through teaching, training, retraining, practical experience and on-the-job training (Uzoka and Bayode, 2010 in Umunadi, 2014).

According to Grareth (2011) in Maduka (2015), graduates are intelligent and creative people with the ability to think critically and who can compete for job in the domestic and global labour-market places. The creation of job can be possible if a graduate has technical or vocational skills needed to create or secure job either in the industries or become self-reliant individual.

Asogwa and Diogu (2007) in Reko and Arimonu (2016) maintained that there is an urgent need for the Nigeria's attention to be redirected towards self reliant and sustainable means of livelihood which technical education is known to provide.

A high level of unemployment is one of the critical socio-economic problems facing Makurdi Local Government. The labour force grows with an increasing proportion of graduates but employment growth is insufficient to absorb labour market entrants. As a result, graduates (mostly non-technical education graduates) are specifically affected by unemployment. Moreover, non-technical education graduates are been employ in jobs of low quality, underemployed, working long hours for low wages, engage in dangerous work or receive only short term and/or informal employment engagements. This poses a serious problem that needs to be investigated to ascertain the relevance of technical education on job creation among graduates in Makurdi Local Government Area, Benue State, Nigeria.

Research Questions

The following research questions were formulated to guide the study:

1. What are the challenges faced by non-technical and technical graduates with regards to job creation?
2. What is the level of awareness on the importance of technical education for job creation?

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Research Hypothesis

1. There is no significance difference between the mean response on challenges faced by non-technical graduates and technical graduates.
2. There is no significance difference between the mean responses of technical graduates and non-technical graduates on the awareness of the importance of technical education for job creation.

II. METHODOLOGY

Area of the Study

The research was conducted in Makurdi Local Government Area of Benue State, Nigeria. Makurdi is the state capital of Benue State. The town is located in the central Nigeria along the north and south banks of river Benue. The state capital is made up of eleven (11) council wards which include Agam, Modern market, North bank I, North bank II, Mbalagh, Fiidi, Central, Ankpa, Bar, Clerks/mission and Wailomayo.

Population of the study

The population of the study was made up of two thousand nine hundred and four (2,904) graduates which was the total number of university graduates in Makurdi Local Government Area. The population was extracted from the report of 2012 graduates' registration in Local Government councils in Benue State.

Sample and sampling

The sample technique employed for this research was the random sampling. The target population was two thousand nine hundred and four (2,904) graduates from which two hundred and sixty four (264) graduates were selected for the actual sample size. The actual sample size used for the study was obtained by dividing the total population by sample size needed from which each council ward yielded twenty four (24) respondents.

Instrument for Data Collection

The instrument used in the conduct of this study was the questionnaire. A four-point rating scale was developed to discriminate graduates opinions. This ranged from Strongly agree (SA) = 4, Agree (A) =3, Disagree (D) = 2 and Strongly disagree (SD) = 1.

Validation of Instrument

The research instrument was validated by three experts in the Department of Vocational and Technical Education, Benue state University, Makurdi. The validation was in terms of its relevance to the study, clarity and unambiguous language used in the formulation of items. The experts therefore, pointed out items that were irrelevant to the purpose of the study and also made corrections on the items.

III. METHOD OF DATA COLLECTION

The researchers visited all the council wards in Makurdi Local Government Area and distributed the questionnaires to University graduates. After the distribution of the questionnaires, the instructions contained therein were explained to the respondents for clarity. Twenty four questionnaires were distributed in each of the eleven (11) council wards of the Local Government. The researchers waited long enough for every respondent to complete and return the questionnaire. And by this strategy, the numbers of questionnaires distributed were retrieved.

IV. METHOD OF DATA ANALYSIS

Based on the four point likert scales of 4,3,2,1, the total weighted frequency was used to determine the mean score for each item and a mean score of 2.50 was adopted as the cut off point for the items. Also, the student t-test was used to test the null hypothesis considering a critical value of 0.05 level of significance.

V. RESULTS

The results of Table 1 show that graduates of non-technical education faced a lot of challenges when they are out of school while graduates of technical education have manpower enough to stand on their own even in the face of non employment by Government. The mean rating score indicated that seven out of the ten respondents obtained are above the acceptance mean score as seen in 1, 2, 3,6,7,8, and 9.

Table 1: Challenges faced by graduates of technical education and non-technical education on job creation.

S/No	Questionnaire item	N	SA	A	D	SD	Mean	Decision
1	I have acquire skills in technical education	264	372	288	100	31	2.99	Accepted
2	I am aware of job creation in technical education	264	364	291	102	31	2.98	Accepted
3	I am aware of challenges faced on job creation	264	300	250	178	85	3.07	Accepted
4	Graduates of technical education have the manpower in job creation	264	172	147	182	87	2.22	Rejected
5	Job creation is an orientation in	264	180	150	166	92	2.22	Rejected

	technical education							
6	Technical- know-how is a tool in job creation	264	372	294	98	30	3.00	Accepted
7	Skills acquisition enhances job creation	264	240	270	94	73	2.56	Accepted
8	Non-technical graduates search for job out of school	264	244	270	96	71	2.57	Accepted
9	Technical graduates search for job out of school	264	180	156	378	160	3.31	Accepted
10	On the job training enhance skills acquisition	264	120	140	120	100	2.19	Rejected
	Cluster mean = 2.48							

The results on Table 2 show that non-technical university graduates were faced with challenges of job creation than technical university graduates. The calculated t-value of 5.558 was greater than the critical value of 4.303. Therefore the null hypothesis that there is no significance difference between job creation on challenges faced among technical education graduates and non-technical graduates is rejected. It was clear that non-technical graduates in Makurdi Local Government have a lot of challenges on job creation.

Table 2: The t-test value on challenges faced on job creation between graduates of technical education and non-technical education graduates in Makurdi Local Government in 2012.

Mean responses of technical graduates	Mean responses of non-technical graduates	Calculated T-value	Critical value	Remark
90.5	44.5	5.558	4.303	H ₀ Rejected

The results of table 3 show that non technical education graduates were not aware of the employment opportunities that are of course enshrined in vocational and technical education. The mean rating on item 1, 2, 3, 4, 7, and 9 were below the acceptance score of 2.50. And many of the graduates contacted admitted that most of the job opportunities mentioned, they thought that they were not taught in school but on the job training.

Table 3: The extent of awareness for job opportunities for technical education graduates in Makurdi Local Government of Benue State in 2012.

S/No	Questionnaire item	N	SA	A	D	SD	Mean	Decision
1	I am aware of wood work/carpentry occupation	264	172	159	104	122	2.11	Rejected
2	I am aware of welding and fabrication occupation	264	200	159	144	95	2.27	Rejected
3	I am aware of refrigeration and air conditioning occupations	264	224	156	180	72	2.39	Rejected
4	I am aware of fitting and machining occupation	264	200	150	156	90	2.26	Rejected
5	I am aware of farm equipment mechanics occupation	264	288	207	112	72	2.57	Accepted
6	I am aware of motor vehicle mechanics occupation	264	304	213	144	66	2.74	Accepted
7	I am aware of building	264	204	150	152	93	2.26	Rejected

	technology occupation							
8	I am aware of electronics servicing technology occupation	264	304	240	94	66	2.26	Rejected
9	I am aware of drafting technology occupation	264	196	150	150	95	2.27	Rejected
10	I am aware of auto-body repair and refinishing occupation	264	356	276	106	35	2.94	Accepted
	Cluster mean = 2.89							

VI. DISCUSSION

The results of Table 1 show that graduates of non-technical education faced a lot of challenges when they were out of school while graduates of technical education had manpower enough to stand on their own even in the face of non employment opportunities. The findings of this study was in line with that of Audu *et al.*, (2013) which reported that the non technical education youth graduates lack the relevant skills required by employers' as well as for self-employment in Nigeria.

Similarly, the results on Table 2 shows that non-technical university graduates were faced with challenges of job creation than technical education university graduates. This result was similar to a study conducted by Olajide, (2015) which reported that vocational and technical education was the only way in eradicating or at least alleviating to very large extent unemployment especially among the graduates in Nigeria.

The results of table 3 revealed that non technical education graduates were not aware of the employment opportunities that were of course enshrined in technical education. This result was similar to the work of Kehinde and Adewuyi (2015)

which reported that the public lack awareness of the true value of vocational and technical education on job creation and self employment in Nigeria.

Conclusion

Graduates of non-technical education faced a lot of challenges when they were out of school while graduates of technical education had manpower enough to stand on their own even in the face of non employment opportunities in Makurdi Local Government of Benue State, Nigeria. Also, non technical education graduates were not aware of the employment opportunities that were enshrined in vocational and technical education in Makurdi Local Area Government of Benue State.

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