

The Role of Ict and Vocational Education in the Provision of Jobs Opportunities in Lagos State Nigeria

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ABSTRACT

The study examined the role of ict and vocational education in provision of job opportunities in Nigeria. A total of fifty (50) respondents were selected from 10 schools used for the study. Data were collected through the use of questionnaire. The result of questionnaire revealed that ict and vocational education has a great role to play in the provision of employment opportunities. Based on the conclusion, the bedrock of technological take off in the state lies in paying adequate attention to vocational and ict is a realistic answer to the unemployment problem in Lagos State, as a tool for economic and technological growth and advancement which automatically leads to self-reliance and sufficiency through the creation of jobs. Finally, concluded that the success of ict and vocational education ends largely on the attention given to it through finance, provision of adequate equipment and facilities, tools and trained teachers in terms of proper planning, execution and evaluation so that its purpose could be achieved, as the role its play in the nation's growth cannot be over-emphasized.

Keywords: Vocational, Ict, Jobs opportunities

I. INTRODUCTION

Unemployment has increased extensively in our country. It increases today, because people are greatly looking for white collar job. The rate of growth of student's population is in geometrical progression while the growth of job has been in arithmetical progression. There's now a call by government an education for self-reliant and this has brought into an issue of ict and vocational education. The promotion of ict and vocational education could be seen as the focus of New

National Policy on Education and establishment of national directorate of employment which train youth on ict and vocational education.

However, the mass unemployment in the country today is as a result of some factors such as:-

1. Rural and Urban Income Differentials
2. Defective Educational System
3. Rapid Population Growth.
4. Immobility of Labour.
5. Over Indene on Crude Oil.
6. Inadequate Infrastructural Facilities.

• **Rural and Urban Income Differences:**

The wide gaps between rural and urban incomes accounts for mass rural migration in excess of jobs opportunities in the urban areas. Some farmers even abandon their farm in search of non-existing high income messenger and factory-guard jobs, in the cities. Urban unemployment also arise because of inflated attitudes of young school leavers (from both secondary and tertiary institution) for white-collar job opportunities in the urban areas which means the failure of modern urban industries to generate a significant number of employment opportunities is one of the most obvious failure of the development effort in developing countries. Inspire of high and rising levels of urban employment, masses of people continue to migrate from rural into the crowed and congested cities like Lagos, Ibadan, and Kano e.t.c.

- **Defective Education System:** The Nigeria educational system is white-collar oriented and there is proliferation of tertiary institution and universities, polytechnics and college of education that are turning out thousand of graduates whose skills are in most cases not relevant to the manpower policy or manpower planning programme that seriously addresses

the problem of employment in Nigeria. Moreover, insufficient attention has been paid to vocational training programme and agricultural education.

- **Rapid Population Growth:**The Nigerian population is one of the fastest growing populations in the world. The phenomenal growth rate of the Nigerian population is due to high fertility rate, a declining mentality rate and increasing migration of foreign people from the neighboring countries for employment purposes. The population growth rates are for in excess of the labour absorptive capacity of the economy.
- **Mobility of Labour:** Occupational and geographical mobility of labour compounds the problem of unemployment. Mobility of labour arises from the factors such as tribalism and state consciousness, the unattractiveness of rural areas due to low wage structure, lack of economic and social infrastructure e.t.c. The result is that there is scarcity of labour in some areas and serious unemployment in other areas.
- **Over Dndence on Crude Oil:**In Nigeria today, government dnds largely on crude oil as their major revenue, at least 80% of national income. Government neglected other areas that also generate revenue such as agricultural set up so on.
- **Inadequate Infrastructural Facilities:** This reason affects mostly specialist on vocational studies some of these work require electricity and good road to carry them out successfully e.g printing press, shoe cobblers etc. in Nigeria, the level of infrastructural is very low besides, there are some areas that lack infrastructural facilities and if this is cater for, it reduce unemployment in the country.
- change on interest granted by bank for manufactured goods expect, exemption of tax on companies that are engaged in the petro-chemical and liquefied natural gas sub-sectors, tax allowance for expenses on research and development, tax holiday for small companies within the first five years, 200 percent profit tax on small companies in the area of manufacturing, enhanced capital allowance for running an agricultural production can further enhanced capital utilization and production in the real sectors of the economy.
- **Promote full Utilization of production capacity:** Government through the C.B.N (Central Bank of Nigeria) should adopt expansionary monetary policy to promote full utilization of excess capacity in the real sector, for instance, revenue requirement should be

reduced to increase excess of the banks could extend to their customers. This should be supported by the reduction of discount rate to make borrowing more attractive and profitable and the removal of the credit ceiling to further enhanced the lending capacities of the banks. Furthermore, government should promote the appreciation of Naira exchange rate so as to low and imparted raw material and spare parts are within the reach of local entrepreneurs, more investment will take place and more employment opportunities will be created.

- **Emphasis on Labour-Intensive Techniques:** Government as a matter of deliberate policy must encourage industries that adopt labour intensive techniques of production so as to generate sufficient employment opportunities, for example, cottage industries with labour – absorptive capacities should be given priority in the disbursement of National Economic Reconstruction Fund (NERFUN) Leans. In addition research and development (R&D) efforts of imported technology to the country's factor endowments so as to absorb more labour.
- **Re-structuring:-** The Federal Government should re-structure the country's educational system, liberal education should e imported up to the middle standard and there should be vocalization of education at the secondary level, college and universities education should be restricted only to those who attain a higher level of academic achievement. Do far as the requirement of engineering, medical, administrative commercial and other higher levels of ict education are concerned; they should be based on a proper manpower planning of the economy in keeping with the present and future demand for skilled personnel.

II. LITERATURE REVIEW

Vocational and home education plays an important role in creating job opportunities in Nigeria. In the truest sense of the word, ict and vocational education teaches how to "earn a living" and how to successfully develop and operate personal and family financial planning. The terms vocational education and ict are often used interchangeably to refer to the same type of education; the two terms are not synonymous.

Okoro OM (1993) defined vocational training as any form of training whose main objective is to prepare individuals for employment in a recognized profession. While ict is a post-

secondary professional education whose primary goal is to train technicians, ict is a special degree of professional education that differs from other professional programs because it involves more mathematical and scientific knowledge. The training program.

The revised version of the National Education Policy (NPE) (1998) considers Ict and vocational education as an education designed to prepare individuals for the acquisition of practical skills, basic and scientific knowledge and the required attitude as craftsmen and craftsmen at the sub-professional level. This definition focused on practical as well as scientific knowledge.

According to Akindiya, A.O. and Kudehinbu, O.O. (2001) defined Ict and Vocational Education as a comprehensive term that refers to the educational process that includes the study of general education of technologies and related occupations in various fields of economic life and the social. Adigun (1979) defined ict and vocational education as education that provides learners with practical skills, fundamental scientific, economic, agricultural and managerial knowledge for the development of the individual and society.

Martins, A.A understands ict and vocational training as a phase of school and extracurricular education with a focus on preparation and participation in socially valuable professions. In common sense, ict and vocational training is part of the overall experience of the individual. which enables the student to successfully pursue gainful employment. Ict and vocational education assumes that a career choice has been made and appropriate training is required to enable entry into or advancement in the chosen profession. Introduction to mental carpentry and ict is included in first and second grades of all secondary school curricula in Nigeria.

In 1977, the Nigerian federal government enacted a national education policy that favored vocational training and ict. The policy was revised in 1981, which was due to come into force in 1982 but was not implemented due to financial constraints. The objectives revised are as follows:-

1. Ict and vocational education should be included in the primary and secondary schools curriculum.
2. The existing ict schools should be expanded to accommodate more students.
3. To produce people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man.

4. The course in secondary school should lead to cities and certificate examination in machines.
5. To enable young men and women to have an intelligent understanding of the increasing complexity of technology.
6. To provide the ict knowledge and vocational skills necessary for agricultural industrial and commercial and economic development.
7. The students should be encouraged to take course in ict drawing and craft subjects.

Nwabuisi (1999) highlighted the objectives of ict education at the NCE level are as follow:-

- To produce qualified ict teachers and practitioners of technology capable of training introductory technology in the junior secondary schools.
- To produce ict NCE teachers who will be able to inculcate scientific and technological attitude of values into society.
- To produce qualified ict teachers motivated to start the so much desired revolution of the technological development right from the Nigeria schools.
- To prepare teachers so as to qualify them for a 4 semester post-NCE degree programme in ict education.

The newly revised edition of 1998 National Policy on Education (NPE) gave significant recognition of ict and vocational education in public schools which become known as 6-3-3-4 educational systems.

BRANCH OF ICT AND VOCATIONAL EDUCATION

There are different occupation areas in ict and vocational education. Ict Education: This is the type of ict and vocational education that requires mathematics and science knowledge in the training programme. This id further divided into four parts.

- Sheet metal technology
- Electricity and electronics technology
- Auto-mobile engineering
- Wood work technology and
- Building technology.

Home Economic Education: This type of vocational study concentrate largely on home management, food and nutrition and clothing and textile.

Fine and Applied Art Education: This vocational study specialized in printing technology or creative designed.

Agricultural Education: They are specialized agronomy, soil science forestry.

Business Education: This is the type of vocational study that combines the knowledge of accountant and stenography which is sub-divided into four.

- Office or secretary duties.
- Accounting studies
- Distribute studies
- General business study

BUSINESS PERSONALITY ATTRIBUTE OF ICT AND VOCATIONAL EDUCATION

Craftsmen: They have mental dexterity and are punctual. They are honest and willing to help in effecting repairs.

Technicians: They possess the ability to trace faults and manual skills. They are expected to be honest, show good leadership trait and loyal to their supervisors officers.

Engineer/Experts: They have a very high level of creativity and initiative. They have good human relations; display a high sense of responsibility, discretion and appearance.

CAREER EDUCATION MATRIX

S/N	ELEMENTS	OUTCOMES
1	Career awareness	Career identity
2	Self awareness	Self identity
3	Appreciation	Self social fulfillment
4	Decision making skills	Career decision
5	Economic Awareness	Economic Understanding
6	Skill awareness and beginning	Employment skills
7	Employability skills	Career placement
8	Educational Awareness	

It has however been observed that most vocational and ict teachers seen to be handling only three of these elements and outcome very well. There are 3 economic understanding, employment skills and career awareness.

Morrison advocated that the expected outcomes are the heart of ict and vocational education and should receive more attention. Ict and vocational education teachers must be committed to upbringing students in this additional education element. The suggestion is that students should be given balanced career education so that in any circumstances of economic difficulty they will be able to face reality and adopt survival.

Categories of Existing Manpower in Ict and vocational education

Artisans: An artisans in the ict field is a person that required the skill on the job informally. These people are said to gone through the apprenticeship scheme or programme. It is also sometimes referred to as “roadside training”. These artisans includes cooks and stewards in Ict, fine art models, Agricultural farm hands etc.

Craftsmen: Are persons with a lot of skills in vocational or ict profession, but with very little scientific knowledge of the technology involved in

is occupation such as plumbers, carpenters, motor machines etc.

The equivalent of craft men in ict and vocational education are field assistants, laboratory assistants in agric, home economic and fine art.

Methodology

The study employed a descriptive research design in assessing the respondents and a total population of fifty respondents were sampled from the sampled schools used for the study. A test-retest method was used to determine the reliability of the research instrument and the the data was analysed using simple percentage.

III. PRESENTATION DATA ANALYSIS

Hypothesis One

Ict and vocational education is the realistic answer to the unemployment situation in the state. Question 1-5 in the question is used and the collected will be used the test this hypothesis which is stated in positive form. Since questions 1-5 are in positive form, there will be only one table. The option will be abbreviated as follows strongly Agreed (SA) Agreed (A) Strongly Disagreed (SD) Disagreed (D) Percentage (%).

The result is as follow:-

S/N	STATEMENT	SA	A	%	SD	D	%
1	The problem of unemployment can be reached by ict and vocational education.	29	20	98	-	1	2

2	There should be specialized vocational schools.	10	37	94	2	1	6
3	Government should supplies sufficient tools for the study of vocational subjects.	10	7	34	21	12	66
4	Students prefer vocational subjects to other subject.	22	20	84	5	3	16
5	The practical aspect of the vocational subject makes the lesson very interesting.	30	15	90	-	5	10
Total		101	99	80	28	22	

From the above table, the response obtained from the hypothesis shows that 80% agreed with the statement and 20% disagreed.

Hypothesis Two

That Ict and vocational education is a total for economic development. Questionnaire 6-10 on the questionnaire will be used to test the hypothesis, both the question and hypothesis are in positive form.

Table Two

S/N	STATEMENT	SA	A	%	SD	D	%
6	The vocational education serves as tools for economic development	30	20	100	-	-	-
7	Vocational education has developed the nation economically.	24	20	88	-	6	12
8	Vocational education is needed by all Nigerians.	20	20	80	5	5	20
9	Government should make adequate facilities to encourage vocational education in our country.	39	10	98	-	1	2
10	Vocational education has achieved the purpose it was introduced for into our country.	15	5	40	15	15	60
Total		128	75	81.2	20	26	18.8

From the above data, it can be deducted that 81.2% were in support and 18.8% disagreed.

Hypothesis Three

That ICT and vocational education leads to creation of jobs opportunities. In testing this hypothesis. Question 11-15 will be used. This hypothesis is positively stated.

Table Three

S/N	STATEMENT	SA	A	%	S	D	%
11	Vocational subject are practical subject which could leads to professionalism.	26	22	96	-	2	4
12	Students who offer vocational subjects are equally successful in like other professionals.	26	20	92	-	4	8
13	Students make use of machine and other tools during practical skills.	20	20	80	5	5	20
14	The study of vocational subjects or course make an individual self-employment rather than relying on the government jobs.	30	17	94	1	2	6
15	The study of vocational subjects	28	20	96	-	2	4

	makes it easy to set up a business.						
	Total	130	99	91.6	6	15	8.4

From the above data collected and analyzed above, it was discovered that 91.6% are in support and 8.4% were disagreed.

Hypothesis Four

That ict and vocational education makes people to acquire skills for technological growth advancement. Question 16-20 will be used to test this hypothesis.

Table Four

S/N	STATEMENT	AS	A	%	SD	D	%
16	Vocational education leads to acquisition of skills and scientific knowledge.	28	20	96	-	2	4
17	Introduction of vocational education should be introduced to our primary schools.	16	20	72	4	10	28
18	The gender factor is affecting the learning of vocational subjects in our school system.	20	11	62	10	9	38
19	Vocational subject are easier to pass than other subject.	16	16	64	8	10	36
20	Vocational education should be erased from our school curriculum.	-	1	2	39	10	98
	Total	80	68	59.2	61	41	40.8

From the above data, it can be conducted that 59.2% agreed with the statement while 40.8% disagreed.

IV. DISCUSSION OF FINDINGS

It should be understood with hypothesis one (1) was developed to know if ict and vocational education is the realistic answer to unemployment situation.

Hypothesis two (2) was developed to know if ict and vocational education is a tool for economic development.

Hypothesis three (3) was developed to know the extent to which ict and vocational education in creation of jobs opportunities in Lagos State.

While hypothesis four (4) was developed to know how the acquisition of skills would make for technological advancement and growth.

From the above analysis of data collected in hypothesis one (1) it was discovered that 80% of these respondents are in support of the statement and 20% are against.

The interpretation and discussion that can be reached in the above analysis as reflected in that ict and vocational education is that realistic answer to unemployment situation in the state. The hypothesis was accepted.

According to the data analyzed in the table two(2) it was discovered that 81.2% agreed while 18.8% were not in support with the statement.

From the table three (3) above, it can be concluded that 91.6% agreed with the statement while 8.4% disagreed.

From the analyzed data, it can be reached that ict and vocational education leads to creation of jobs opportunities. The hypothesis was accepted.

From the data collected and analyzed in table four (4) above, it was discovered that 59.2% are in support while 40.8% disagreed.

From the above analyzed data it can be reached that ict and vocational education enables people in acquisition of skills for technological advancement. The hypothesis was positively stated and there is acceptance of this hypothesis.

V. CONCLUSION

Generally, the conclusion that as deduced from this research is that ict and vocational education is a realistic answer to unemployment problem in Lagos State as a tool for economic and technological growth and advancement and leads to self reliance and self sufficiency through the creation of jobs.

It success ends on the attention given to it through finance, provision of adequate equipment and tool and trained teachers in terms of proper planning, execution and evaluations so that its purpose can be achieved as the role it will play in a nation growth cannot be over-emphasized.

VI. RECOMMENDATION

Based on the views of the respondents and dedication from the analysis. The following recommendations are:-

1. The status of ict and vocational education should be raised by re-orientation of the attitude of general public toward seeing dignity in the course leading to acquisition of ict and vocational mass media.
2. Adequate security should be given to keep the equipment from vandalism, and looking so that effective learning can go on. First aid and facilities should be provided as industrial accidents cannot be totally ruled out in the process of operation.
3. Government should organize workshop, seminar and conference to orientate people about vocational education.
4. The environment of our secondary schools should be made conducive and attractive for learning, standard workshop with machines should be build to enable the students learn effectively.
5. In order to maintain quality in ict and vocational education, it must be backed by functional content that can help to create awareness and also to correlate well with investment in educational programmes.
6. The Federal and State Government should ensure that more qualified vocational teachers are trained and employed to meet the number of students offering vocational inclined jobs to enable them set-up their business.

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