

ATTITUDE OF FEDERAL COLLEGE OF EDUCATION (TECHNICAL) UMUNZE AND FEDERAL POLYTECHNIC OKO STUDENTS TOWARDS SELF EMPLOYMENT AFTER GRADUATION.

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Abstract

This study investigated attitude of students of Federal college of education (Technical) Umunze and Federal polytechnic Oko towards self employment after graduation. Only final year students were used for the study. Out of 1330 students from Federal polytechnic Oko, 800 were selected. Also 200 students were selected out of 470 final year students of Federal college of education (Technical) Umunze using stratified random method. Mean was used to analyze the data collected. Findings from the 2 research questions put forward revealed that; most students have negative attitude towards self employment and that the skills which they were exposed to during the program was not enough to equip them to be self employed after graduation. Recommendations were given.

Introduction

Prior to the arrival of the colonialists in Nigeria our people were engaged in traditional education. This type of education was used to prepare the young ones under apprenticeship system for vocation of the family and this provided a means of living for the members of the family and even beyond. During the colonial rule our people absconded from traditional education which was functional and embraced western education. The major role of the school then was preparing people who were literate in reading, writing and speaking English. Education for manpower development were neglected. Around 1960s up till 1970's, the brilliant beneficiaries of western education were hired in the work force. Others who were not hired found themselves employed in other organizations and establishments where they performed mainly clerical jobs (Fafunwa 1977).

With the recent changes in the social, political and economic structure of the country, the need for education for manpower development came up and this gave rise to introduction of vocational and Technical Education (VTE). Kire and Kwairange (2006) defined vocational education as a term embracing all the experiences an individual need to prepare for some useful occupations. Also Uwameiye 1998 described VTE as the type of education that prepare youths for employment in industries commerce and other enterprises by exposing them to experiences that provide manipulative, cognitive and attitudinal skills that make them qualify for it. Vocational and Technical Education is a great value for both the nation and individual. For example, VTE is used to produce manpower that will facilitate the development of the country where it is offered. Okwuanaso (2003) posits that VTE prepares the learner for gainful employment, meet the needs of the individual learner and make him master of certain basic and saleable skill as well as the ability to formulate and evaluate personal values, attitudes and work habits. For short VTE equips the learner with self reliant skills.

No wonder UNESCO (1997) recommends that developing countries of which Nigeria is one should place high priority for VTE for national development and educational reform plans. The Federal Ministry of Education has since caught this vision and is running with it up till date. For instance more universities of science and Technologies, polytechnics and colleges of education Technical where emphasis is on VTE were established, all to ensure that the products of these institution become self reliant on graduation.

The question which this study sought to answer are: how far has this aim been achieved? Are the graduates of VTE still shying away from venturing into their own business? Simply put what is the attitude of beneficiaries of VTE towards setting up their own businesses in order to be self reliant.

Statement of the Problem

Over the years VTE was included in the school curriculum with the aim of giving training and imparting skills leading to the production of craftsman, technicians and the other skilled personnel who will be enterprising and self reliant. This lead to increase in number of colleges of education and polytechnics and universities of technology.

During the Obasanjo administration the YES (Youth Empowerment Scheme) program which consists of capacity Acquisition programme was also mounted. All the aforementioned effort to cub unemployment still seems like pouring water on stone. It is amazing to note that unemployment rate among school leavers is still on the high side.

The problem of this study therefore is what is the attitude of graduates of Federal college of education (Technical) Umunze and Federal polytechnic Oko towards self employment.

Purpose of the Study

The purpose of this study is to investigate the attitude of graduates of colleges of education and polytechnics towards self employment. Specifically it sought to:

1. Find out the students attitude towards self employment on graduation from federal college of education (Technical) Umunze and Federal polytechnic Oko.
2. Find out the extent to which the quality of the program the students have been exposed to have affected their attitude

towards self-employment after graduation.

Research Questions

1. What is the students' attitude towards self employment on graduation from Federal college of education (Technical) Umunze and Federal polytechnic Oko?
2. To what extent does the quality of the program which students have been exposed to affected their attitude toward self employment after graduation?

Method

The research design used for the study is a case study

The population consists of all the final year students of F.C.E.G Umunze and Federal polytechnic Oko.

Their population is 470 for FCE(T) Umunze and 1330 for Federal polytechnic Oko

Stratified random sampling technique was used. Below is the sample presentation of various departments in the two schools used.

TABLE 1: Sample Presentation of Department in Federal College of Education (Technical) Umunze.

S/N	Department	Population	Sample
1	Accounting	173	70
2	Secretarial studies	63	20
3	Auto Mech/Metal Work	8	3
4	Electrical Electronics	16	6
5	Building Construction	10	4
6	Wood Work Technology	4	3
7	Agric Science	45	25
8	Home Economics	27	17
9	Fine and Applied Art	28	15
10	Science Education	96	41
	TOTAL	470	200

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TABLE II : Sample Presentation of Various Departments in Federal Polytechnic Oko.

S/N	Department	Population	Sample
1	Accounting	230	130
2	Marketing	210	130
3	Secretarial Studies	180	115
4	Business Administration and Management	160	100
5	Electrical Electronic Engineering	150	85
6	Computer Engineering	120	75
7	Agric Processing and Farm Mechanism	190	120
8	Fine and Applied Art	50	30
9	Architecture	40	25
	TOTAL	1330	800

Structured research questionnaire designed in various sections was used for the study.

Section A was used to collect demographic data of student, section B which is made up of 6 question was used to answer research question I. section C is made up of eight (5) questions and was used to answer research question two (2)

The questionnaire was developed on a five point scale of:

SA – Strongly Agreed – 5; A- Agreed – 4; UD – Undecided – 3; D – Disagreed – 2 and SD – Strongly Disagreed-1.

Mean was used to analyze all the research question.

To make a decision, an interval scale of 0.5 was added to average of 3 to get 3.5. Thus any response with mean below 3.5 is rejected while mean of 3.5 and above is accepted.

Result and Discussion

Research Question I : What is the students’ attitude towards self employment after graduation from Federal college of Education (Technical Umunze and Federal polytechnic Oko)?

Table III : Students response on their attitude towards self employment after graduation.

S / N	Items	SA	A	UD	D	SD	Total	X	SD	Remark
1	I will like to be self employed after graduation	250 1250	256 1024	56 168	298 596	140	1000	3.00	1.44	Disagree
2	I will like to be self employed if the government will give me some financial aid	270 1350	369 1476	42 126	174 348	145	1000	3.5	141	Agreed
3	Civil servants earn more than self employed workers	205 1025	213 852	287 861	181 362	114	1000	4.2	1.27	Agreed
4	People in my field who are self employed are poor	171 855	167 668	68 207	247 494	329	1000	2.7	1.54	Disagree
5	I will consider self employment when I am not gainfully employed	322 1660	401 1604	91 273	70 140	106 106	1000	3.8	1.26	Agreed
6	I will like to be identified with those who are self employed because it is lucrative	737 2685	259 1036	139 556	129 258	100	1000	3.7	1.35	Agreed

The table above shows that items 1 and 4 score mean of 3 and 2.7 indicating negative attitude towards self employment while items 2, 3, 5 and 6 with mean scores of 3.5, 4.2, 3.8 and 3.6 respectively revealed negative attitude towards self employment after graduation. The grand mean is 3.48 indicating that students have negative attitude towards self employment after graduation.

Research Question 2

To what extent do the quality of the program which students have been exposed to affect their attitude towards self employment after graduation?

Table IV: Student Response on Quality of the Programme on their Attitude towards Self Employment.

S/N	Items	SA	A	UD	D	SD	Total	X	SD	Remarks
1	Practice in the school differ greatly from the actual practice in the field	297 1485	422 1688	139 417	87 174	60	1000	3.8	1.13	Agreed
2	The training I had in school equipped me with enough skills to be self employed	106 530	85 340	218 654	225 450	366	1000	2.3	1.33	Disagreed
3	We were not exposed to enough practical lesson that will equip me for self employment	370 1850	290 1160	189 567	129 258	73	1000	3.9	1.65	Agreed
4	We did not have enough equipments to enable us have hands on experience during practical lessons	404 2029	328 1312	118 354	80 160	70	1000	3.9	1.21	Agreed
5	We were not exposed to enough entrepreneurship skills which will enable us become self employed after graduation	452 2260	305 1220	100 300	81 162	62	1000	4.1	1.20	Agreed

From the table above items 1, 3, 4, 5 scored mean of 3.8, 3.9, 3.9 and 4.1 while item 2 scored a mean of 2.3. The grand mean is 3.6.

Discussion

Result from research question one revealed that a greater number of students indicated a negative attitude towards self employment after graduation. Majority of the respondent were of the opinion that civil servants earn more money than those who are self employed and that those who are self employed end up living in penury. This assertion may be due to lack of proper orientation while they were in school. Although the economy of the country is in a deplorable condition, it is important to note that there are still some entrepreneurs who have succeeded in business and are living better than some civil servants.

Further more, one cannot rule out peer and parental influence on those graduates who post that self employment makes one to be poor. There is a tendency that those whose parents or guardians are civil servant may prefer civil service job to being self employed. On the other hand some respondents were of the opinion that they would like to be self employed if they are financially aided. Other reason for wanting to be self employed is just to belong to the class of those who are regarded as employers of labour. It is interesting to note that some respondents indicated that they would consider self employment as a last resort. An analysis of these responses indicates that such respondents will go into business out of frustration. This ought not be. It is important that one is motivated (intrinsically or extrinsically) in whatever job he/she is set to perform in line with this, Uchendu (2001) observed that motivation is a contributory factor to good job performance.

Result from research question 2 reveals that the quality of the programme which the students are exposed to is low. A greater number of students said that they did not have enough

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equipment for learning. This is in agreement with Ezeabikwa (2009) observation that one of the major problems facing VTE is lack of equipments for course delivery. The study also revealed that students are not exposed to enough practical lessons. The reason might be traceable to lack of knowledge on how to utilize them by lecturers who teach such courses. (Fafunwa) (1991); (1993) Uchendu (2006). There is also probability that such lecturers want to cover their syllabus within the limited time given. This ought not to be so. They should make effort to expose the learners to both theory and practical courses as stipulated in the minimum standard.

Majority of the respondents indicated that what they learned in school differ greatly from the actual practices in the field. If this is so, the researcher wonders what the students do during period of students industrial work Experience (SIWES). One of the requirements for one to obtain NCE or HND certificate is that he/she undergoes industrial training for a stipulated period of time. By so doing, students are expected to have a hands - on experience in his field of study. The problem therefore is that most students are not recruited to work in relevant companies. The result is that they shy away from starting their businesses after graduation.

Conclusion

The aim of introducing VTE in the school curriculum is to equip its beneficiaries with saleable skill that would enable them fit into the world of work and be self reliant.

In order to actualize this, the program should be adequately planned and executed. Students should be exposed to necessary experience that would motivate them venture into setting up their own business.

Recommendations

The following recommendations are made

1. Government should from time to time release fund for procurement of adequate equipments for course teaching and learning.
2. Lecturers who teach VTE courses should adopt adequate instructional methods like field trip and demonstration during course delivery. They should also organize seminars, public lecture and invite successful entrepreneurs to give motivational lectures that would reflect self employment.
3. Management of colleges of education and polytechnics should post students to relevant companies for SIWES program. Also lecturers should make effort to supervise them effectively during their period of industrial attachment.
4. Curriculum designers should plan VTE curriculum to have a balance on theory and practical courses offered to students.

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