

ECONOMICS EDUCATION AND JOB CREATION

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Abstract

Economics as a discipline has a wide spectrum for job creation because the subject which is social-sciences based, has to do with wealth. This paper looks at the opportunities open to students in the field of study especially in College of Education, Ekiadolor. The students from Economics department have the highest population which shows that it is a very desirous field of study. The concept of job creation, the benefits gained from economics education and its influence on specialised fields as well as how it affects job creation were looked into, both in the public and private sectors of the economy. Other areas looked at are how the choice of an occupation may determine success and may influence efforts of work performance, as well as how a wise choice of occupation may find a large share of life's pleasures, which is job that will satisfy one's emotional needs.

Introduction

Economics has been defined by many authors and the early definitions of economics were in terms of wealth. Adam Smith wrote his major book on the subject titled "An Inquiry into the Nature and Causes of wealth of Nations", while J. S. Mill defined economics as "The Practical Science of Production and Distribution of Wealth". Alfred Marshall saw economics

as "The Study of Mankind in the Ordinary Business of Life". In all, the most acceptable definition of economics was given by Professor Lionel Robbins who spotlights the central economic problem of scarcity and choice. The definition also points to the fact that the resources at our disposal have more than one use. For example, land can be used for cash crops

or food crops. It can be used as a building space or as a playground.

Economics does not deal with the techniques of production but it deals mainly with how to make choices so as to obtain the greatest benefit from resources available while economics education has to do with that aspect of economics that is concerned mainly with teaching and teachers education. Education is a well integrated life long process of acquiring and utilising desirable, functional and useful knowledge, profitable skills and ethical value systems.

Education also facilitates functional co-existence and enhances ones usefulness to self and the society. The economic growth of a society or country depends greatly on economics education and economic standard of the society.

The development of any nation is therefore, a function and a by product of its educational state. Inyang – Abia (2001) added that education develops and builds up the human mind, skills and values through the judicious combination of many variables involving the nature of the student, the content matter of instruction, the instructional process, and the state of mind of both the teacher and the learner. According to him, no national development can be faster than the progress in her educational sector.

Job creation has to do with the impact that is created by economics education. Job is what people do for a living to earn wages, and this increases the welfare and standard of living of the individual. To have a job is a moral booster and influences happiness.

The benefits gained from economics education cannot be overemphasised because the government and its agencies at all levels will have a greater need for economics education of proper management of government departments and ministries Administrators of government department have consistently depended on economists. As globalisation drives the economy of the 21st century, the general public is eager to participate in ownership as demonstrated in the activities in the capital market.

National leaders like the legislators, researchers and media representatives, pressure groups, foreign governments, international financial institutions, foreign investors, banks, teachers, tax authorities and many others cannot succeed in their various endeavours without economics education.

Economics education therefore, remains the compass pointer and prime motor for any economy to successfully create employment, job or skills.

Specialised Fields in Economics and its Influence on Job Creation

In a regulated society like Nigeria, formal education is in favour of those who want to take active part in the organisation and activity of the country's employment opportunities and administration. As a professional subject, economics seeks to raise responsible manpower equipped with the skills to identify, measure, reward and communicate with government, business and non-business organisations and interested members of the public.

A successful completion of a senior secondary school curriculum is a sufficient preparation for many jobs beginning in economics. Beyond this level but remaining still in the educational standard of our nation, the level of education leads to different levels of certificate obtained from undergoing such training. As a certified or trained economist, one can have employment either in the private or public sectors. In the private sector, firms, schools, industries and factories can make use of economics education graduates while in the public sector, economics can be very lucrative. Economics graduates can be employed as teachers in secondary schools and lecturers in higher institutions, as bankers, and policy makers in government establishments. In economics education, employment is relatively stable. One may increase the probability of having job even when millions of other persons are out of work. The rate of unemployment among economists is very low.

The choice of an occupation may determine success. Many things affect success and they include effort, luck and knowing the right people. They also include the ability of the worker to perform satisfactorily the tasks assigned to him. People differ in both the nature and the level of their abilities, and occupations differ in the abilities required for their acceptance performance.

By the wise choice of an occupation, one may find a large share of life's pleasures and satisfaction in one's work, that is, one's job must furnish an outlet suitable to one's particular, personal and emotional needs. The greatest part of

one's emotional life is lived in one's job, not elsewhere, as commonly supposed.

The choice of economics as an occupation influences almost every other aspect of life. It determines the persons with whom the workers will associate during much of the day. It thus affects the choice of friends and possibly, the choice of a life partner. It determines where the family will live, where the children will go to school, and how often they will move. The job helps to determine both the economic and the social status of the entire family. The job may directly affect the worker's physical health. It also strengthens the feeling of satisfaction of acceptance and thus, may help to determine mental health. In subtle ways, the job changes the values, the ideals, the standards and the daily conduct of the worker.

Summary

One cannot choose what one does not know and many occupations are unknown to most of us. But the choice of economics for job creation or as an occupation is very unique in the sense that accurate information is available about what they require and what they offer.

Knowledge and acceptance of one's own aptitude, abilities, needs, limitations, interest, values, feelings, fears and likes, are essential. Also, a clear thinking about the relative significance of all the facts makes it obvious that knowledge of occupations (e.g. economics) can be effectively applied only when one knows something about the subject while the information (i.e. in economics) can also be

applied in other fields like education, social studies, geography, government, politics and the general society at large.

Conclusion

Jobs may be classified according to the activities involved such as selling, teaching, and typing. Jobs may also be classified according to the school subjects that help to prepare students for work such as economics, music and the sciences. The benefit gained from economics cannot be overemphasised because supply and demand for workers is high in colleges, offices and public services. These are the best places where economists can be found. The best positions in these places are usually occupied by economists.

By their training, economists can handle information objectively without bias. In periods of depressions, the field of economics provides enough employment opportunities for graduates to satisfy their demand for job creation.

In conclusion, this paper was written to achieve certain goals as follows:

- To help school counsellors, principals, school heads and the general public avoid making embarrassing mistakes, by providing adequate information and exposure on a particular job.
- To present job information to scholars to increase their feeling of security in a strange new world outside their home by making them familiar with it.
- To the average student, the unknown is always fearful. With the information provided above, students become better acquainted with their communities and when they find the people friendly, their fears tend to disappear.
- To encourage wholesome attitudes towards all useful work as both very rich and very poor students may come from families in which nobody works.
- To provide needed role models. Some students from minority groups enter school already convinced that nobody wants them, that they will never find a desirable job. The desire to achieve is therefore stunted. For example, some girls still think only in terms of traditionally female occupations. Enabling these students to see, meet and talk with young men and women just like themselves, who now hold jobs which the students perceive as desirable, may give them new hope and new motivation.
- To help students who face a choice between different high schools and high schools' programmes. Some large cities have bewildering variety of specialised schools that some students must choose from at the end of their schooling, other communities have only one high school but a variety of curricula. If the student faces a choice of this kind, if the choice will be based on part upon his occupational objective, he may need job information. If he needs it, his

school has an obligation to help him to get it.

- To show students who really need money how they can get it without stealing. In the poorer sections of some cities, this is a real problem and the teachers make it their business to help their students to get and to exchange information about part-time jobs. Courses in occupations measurably increase the subsequent job satisfaction and earning power of the student who wants to work, and reduce unemployment among graduate and NCE holders.

Recommendations

It is therefore recommended that economics teachers should:

- Critically examine their comments on job creation to reflect the values of social class that is avoid saying things that will make it difficult for your students to feel satisfied with honest work in occupations which you consider menial.
- Check their facts. Introduce occupational information into your teaching only to the extent that you consider appropriate. When you do introduce it, be sure it is as accurate as you can make it.
- Give a reasonable portion of time to local occupations and to the entry jobs in which young beginners start. Help them to learn about jobs you know they can get as well as about the glamorous

ones that have caught their attention.

- Arrange group conferences with college students of all levels. The inclusion of all levels of students is important for several reasons. It increases the probability that your students will be exposed to all occupations in which they can get jobs. It reassures some students that there really are jobs for people like them, which can be especially important for students who face discouraging prospects of discrimination.
- Learn to listen. When a student wants to talk about his occupational interest, let him and listen attentively. Let your attention indicate that this is important that you think the discussion is worth your time and his, and that you are glad that he feels like telling you about it.
- Use their professional skills to help students get information. Help them to find the best information available and to learn where and how to look for facts about jobs.

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