

Placement of National Youth Service Corps (NYSC) Members into Skills Acquisition in Industrial Technology Education Programmes for Self-Employment in Nigeria

Njoku, Sylvanus Umunakwe, PhD

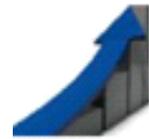
Department of Industrial Technology Education,
College of Education,
Michael Okpara University of Agriculture,
Umudike, Abia State.

Abstract

Placement of National Youth Service Corps (NYSC) members to acquisition of skills in Industrial Technology Education programmes for self-employment becomes very important this time of unemployment saga in Nigeria. In this case, this paper made effort to give the definitions and explanations of the major concepts of the issue at hand. These included: Placement, acquisition, skills, self-employment, Industrial Technology Education (ITE) and National Youth Service Corps (NYSC). The present working posting areas of NYSC members in Nigeria were also discussed, including the skill areas of Industrial Technology Education programmes. The placement of NYSC members for one year to skill acquisition job areas has become a matter of necessity in Nigeria. This is because the skills are the instrument for self-employment of the youths. Some other related sub-topics were explained which included the implications and prospects of NYSC members for acquisition of skills in Industrial Technology Education (ITE) programmes. The conclusion, including the necessity to acquire ITE skills within the one year service was emphasized and made. The recommendations, such as, the provision of fund raising center by the government to help the NYSC members after the one year of service for establishment of self-employed jobs were made.

Keywords: Placement, Youth, Skill acquisition, Self-employment, Technology and Saga.

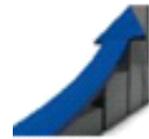
Introduction



The National Youth Service Corps (NYSC) was established by the Federal Republic of Nigeria in 1973. It is one of the policies that have embraced a lot of advantages to many youths in so many aspects of life and national development: Socially, financially, culturally and religiously. The youths are the leaders of tomorrow. That is why Nigerians are supposed to give them the highest opportunities of getting skills to succeed in life process. Placement can be defined as the act of finding a place for someone to live or work. The major objective of any type of education or training is to get money or the right skill to solve any problem after graduation. In order to get a job to get the money or skill for solving individual problems, any person is free to engage in acquisition of new skills from a new course area whether graduate or not. That is why the banks can employ any graduate from any discipline or course area of specialization (Arts, Science or Technology) and re-train the new employer according to their banking system or code. The same thing can be applicable to the members of NYSC in Nigeria. Any grade of human being requires training when necessary for higher development. Nothing is wrong for any graduate to get additional training when it is required for employment purpose. In this discussion, the National Youth Service Corps members are expected to be placed to a suitable skill acquisition institutions or centres. The purpose is to change the old objective to a new purpose of acquisition of saleable skills for gainful employment. So that, after one year of youth service, if they could not get civil service jobs, they can then become self-employed workers.

The NYSC purpose or objectives can be amended by the management to accommodate this new objective of acquisition of saleable skills by the NYSC members within that one year. Ekele and Essien (2018) explained that the effective utilization of Technical and Vocational Education will create and foster peace as the youths who are internally displaced will be engaged in several vocational work in Agriculture, Carpentry, Metal, Automobile, Electrical, Electronics, Building and Wood Work. The necessity is because most of the youths lack occupational skills that would enable them to be self-employed and effectively function in today's world of work. According to Adetakun and Igrubia (2018), Technical and Vocational Education and Training (TVET) involves the acquisition of skills and competencies that can help individuals function productivity in industrial and commercial occupations which, also, prepares one for gainful employment in a chosen occupation, self-employment or enrolment in advanced technical education programmes.

Skill acquisition is required by any person that performs any type of duty in the society. Skill acquisition means, getting all the activities necessary for the performance of any job progressively. This can be acquired through apprenticeship, on-the-job training or entrepreneurship training. Additional training is very important to all individuals for employment and self-reliance jobs, and for NYSC member as a way of serving their father land. According to Oranu (2004), training is a process that involves the acquisition of knowledge, skills, concepts, rules, or changing of attitudes and behaviours to enhance the performance of individuals after graduation. All the universities that are involved in Vocational and Technical Education programmes can have different courses to be learnt in their departments for the acquisition of various skills by the individuals for saleable employment.



Self-employment can be described as when an individual is earning money by giving himself a job. This means, working by an individual without being employed by the government, company, industry or any other institution. Such a person can be called a self-made man or woman in the society. According to one of the goals of vocational and technical education of the Federal Republic of Nigeria Policies (2013), individuals in the programme shall have to set up their own business and become self-employed and be able to employ other people after graduation.

Industrial Technology Education (ITE) is a Department in Faculty of Education of Universities in Nigeria or other parts of the world. Akpan, Nduaesa, Jackson and Aniebiet (2018) stated further that, Technical and Vocational Education and Training is understood to be:

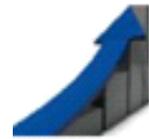
1. An integral part of general education;
2. A means of preparing for occupational fields for effective participation in the world of work;
3. An aspect of continuity or lifelong learning and a preparation for responsible citizenship;
4. An instrument for promoting environmentally sound sustainable development; and
5. A method of facilitating poverty alleviation.

In addition, the whole concept lies on providing the technical and vocational skills necessary for agricultural, commercial and economic development of the nation. The National Youth Service Corps (NYSC) as created by the country to inform and direct the mind and aspirations of the youths (graduates) from higher institutions of learning towards the unity of Nigeria as one nation. NYSC was created in a bid to reconstruct, reconcile and rebuild the country after the Nigerian civil war. It was established by degree No. 24 of 22nd May, 1973. The aim was for promotion of the national unity and to help fight against poverty, mass illiteracy, acute shortage of high skilled manpower and inadequate socioeconomic infrastructural facilities. Some of the goals and objectives included to establish Nigeria as:

1. A unite, strong and self-reliant nation and
2. A great and dynamic economy.

It was, also, made to understand that the universities and other institutions of higher learning are normally expected to be the training ground for future leaders i.e. the youths. In addition, the institutions are to be given the youths the necessary guidance and orientation for the need of building the nation, Nigeria. According to Nnodim and Onuoha (2018), the Nigerian youths are considered as the most viable instruments in the ultimate search for solutions to the too many problems challenging the growth and development of the globe in general and Nigeria in particular.

It is certain, Nigeria is challenged by all forms of problems which require saleable skills for solving them. The problems are ranging from insecurity of lives and property, political instability, bad leadership, religious and ethnic crisis, marginalization, unemployment, poor standard of education, health hazards

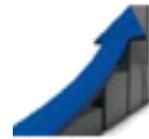


and climatic changes. In this case, this paper has much interest in the unemployment of Nigerian youths with particular reference to members of the NYSC. One year service can be used to train each member in one of the Industrial Technology Education (ITE) course areas: Automobile, Metalworks, Woodworks, Building, Electrical and Electronics Technology for acquisition of employable skills. That is why, it becomes necessary to place the National Youth Service Corps members during their service year to acquire saleable this could enable them to solve some of the national problems as well as getting the opportunity for self-employment at various types of jobs.

The Present Working Posting Areas of NYSC Members in Nigeria

The Federal Republic of Nigeria made it that all members of National Youth Service Corps (NYSC) will do their job in the institutions of the area of their specialization. Unfortunately, majority of the NYSC members do not get their posting jobs or assignment in their area of specialization. That is why Adalokun and Igrabia (2018) stated that some of them do not do anything at their job assignment areas of the institution posted because of lack of job to be done there. Others are, even, given job assignment in the areas that are not related to their discipline of specialization. Example of mismatch is where lots of NYSC members are posted to teach in the secondary schools in Nigeria without teaching certificate qualifications. Adalokun et al, also, added that the NYSC members are only interested in the monetary stipends or allowance paid to them than the type of job done with their subject area of specialization within the one year period. The ugly practice cannot achieve the objectives of NYSC in Nigeria in terms of working areas of specialization. It could be recalled that the Federal Republic of Nigeria (2014) emphasized on a united strong and self-reliant nation and the acquisition of appropriate knowledge and skills necessary for one to secure paid employment or become self-employed. The NYSC members are posted to their working places after orientation of three weeks without serious consideration of their area of specialization in their studies (Suraju, 2014).

The NYSC management and NYSC members are only focused on the posting and monthly monetary allowance. It can be seen that the one year spent on the programme seem to be not utilized effectively. For instance, that is why, a member who specialized in Engineering in his studies will be seen posted to teach in the Secondary Schools instead of in the Engineering related industry or company. Again, a member that did Theater Arts will be posted in the ministry to do clerical job. All these types of posting will not help to achieve the aim of NYSC in Nigeria. As of now, it has become a matter of importance to consider a better alternative that will be used to achieve the national development of the youths seeking in Nigeria. If the one year NYSC programme will be utilized for acquisition of skills in Industrial Technology Education programmes of the members, it will help the nation to drastically reduce unemployment problem in Nigeria. According to Obed and Ofem (2019), Vocational and Technical Education Skill acquisition has become the globally competitive instrument and technological innovation process for national development needs and self-employment. The NYSC management is expected to consider these self-employment skills as a necessary point of consideration for improvement of members.



The Skill Areas of Industrial Technology Education (ITE) Programmes

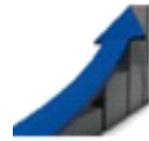
Industrial Technology Education (ITE) is a part of Vocational and Technical Education. Industrial Technology Education has its own unit areas. These unit areas included:

1. Automobile Technology,
2. Metalworks Technology,
3. Building Technology,
4. Woodworks Technology,
5. Electrical and Electronics Technology.

Each unit area has its accredited courses: Some of them included in:

1. Automobile Technology: Introduction to Industrial Technology Education, Technical Drawing, Introductory to Automobile Technology, Automobile Engines, Engines Lubrication and Cooling Systems, Automobile Workshop Practice, Auto-shop safety and Highway Codes, Automotive systems, Power Engines and Thermodynamics, Fuel Systems, Automobile Electrical Systems and Workshop Practice. Other are in:
2. Metalworks Technology: Machine Design and Assembly, Welding and Foundry Processes, Advanced Machining Technology, Metal workshop Practice, Machining and Metal Fabrication.
3. Building Technology: Building Maintenance and Repairs, Building Construction and Site Practices, Building Quantities and Services, Building and Architectural Drawing, Principles of Building Design and Concrete Technology/System Building.
4. Woodworks Technology: Wood Machining, Wood Design and Construction, Maintenance of Workworks Equipment, Structural Fittings, Fixtures and Wood Finishes, Upholstery and Ornamental Woodworks.
5. Electrical and Electronics: Digital Electronics, Electronics Communication, Electrical Power and Machines, Electrical Installations, Circuit Theory, Measuring Instrument and Testing.

Each course of these unit from ITE programmes areas has its special skills which every members of NYSC will acquire. Each NYSC member is required to choose any unit area he will like to learn during the training. Acquisition of the saleable skills will help them very much to get institutional employment and self-employment jobs including private business for the national need for development of Nigeria. According to Akpan, Nduaesa, Jackson and Aniebiet (2018), Technical Vocational Education and Training (TVET) is that part of the educational system that provides courses and training programmes related to



employment and self-reliant jobs with a view to enable the transition from educational institutions to work in the labour market with the competent skilled graduates, that is, the youths.

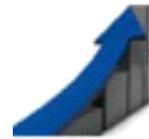
The Importance of Placing NYSC Members to Skill Acquisition Job Areas in Nigeria

There are a lot of training institutions established for acquisition of skills in Nigeria. Some of these are: College of Education (Technical), Polytechnics, Universities, National Directorate of Employment (NDE), Industrial Training Fund (ITF), Petroleum Technology Development Fund (PTDF) and National Agency for Science and Engineering Infrastructure (NASEI). In their method of training the individuals, that is, each one has its own types of skills and limits in the programme of their events. This paper is concerned with the acquisition of skills in Industrial Technology Education (ITE) programmes from universities for gainful employment of individuals, mainly the youths. The unit areas and the courses of ITE programmes have been earlier stated. The skill acquisitions from Industrial Technology Education (ITE) programmes has to be highlighted for the use of the NYSC members as follows: For instance, in Automobile Technology, the skills can be used to produce vehicle parts, repairs and overhauling of the automobile. The skills in Metalworks Technology can be used for welding, fabrication and productions of products like metal doors, windows and fence-gates. Building Technology skills can be used for building drawing plan, construction of buildings, like houses and river bridges. In the same line of action, Woodworks Technology skills can be used for constructions and production of wooden tables, chairs, windows and doors as well as roofing houses. The knowledge of skills in Electricity Technology will help in electrical installation, wiring and repairing. The same thing applies with the knowledge of skills in Electronics Technology which can be used for the repairing and installation of electronic products, such as, televisions, radio, watches and phones. In the same development, the individuals can use the skills from ITE for proper maintenance of all the technological products.

According to Nsudoh, Ekere and Willie (2019), maintenance entails much more than just fixing broken equipment: A well designed facility management system generally encompasses four categories of maintenance, which are: Emergency, routine, preventive and predictive maintenance. Majority of people only noted emergency maintenance jobs. Despite the subject, course, or area of specialization in Arts, Science, or Technology studied, all of the NYSC members are to be subjected or placed to acquisition of skills to any skill acquisition institution for the one year youth service for easy employment.

The Implications of Placement of NYSC Members to Acquisition of Skills in Industrial Technology Education, (ITE) Programmes for Self-Employment in Nigeria

The placement will create job opportunities for members when they finish the National Youth Service Corps (NYSC). The NYSC Members will find it easy to get jobs both in the Institutions, Companies,



Industries and Private Businesses. The most important thing is to be self-employed after NYSC. This is because they will be qualified to build their own private workshops where they will be doing the job of repairing and maintenance jobs for their customers. Obinaju (2018) outlined the type of results of acquiring salable skills in Industrial Technology Education (ITE) as follows:

1. Preparing citizens for occupational fields and effective participation in the world of work;
2. Self-employment for graduates;
3. Empowering and encouraging sustainability in intire development of the Nation;
4. Job creation and income generation;
5. Skills and competency development which would ginger keen competition in quality delivery;
6. Motivation for sustaining hard work; and
7. Abundance in self-satisfaction.

The essence of life is better to be self-reliance. Any self-reliant nation would need among others, a builder, who would construct houses, complementary roles of a carpenter, an iron bender, a welder, a designer and a painter for its citizenry. It can be noted that self-employment is very easy with the acquisition of skills in Industrial Technology Education (ITE) Programmes for every individual Including NYSC members in Nigeria. This can stop roaming the streets and crime waves committed by the unemployed youth in Nigeria.

The Prospect of NYSC Members for Acquisition of Skills in Industrial Technology Education (ITE).

The prospects of members after the one year National Youth Service Corps (NYSC) include the following: The self-reliant skills acquired for self-employment will alleviate the problems of unemployment in Nigeria. The NYSC members will be opening their own private businesses and if possible, employ some of other unemployed youths. After the training, the NYSC members have the opportunities to do or engage in a lot of jobs which included:

1. Building contracts such as: Building Residents, Offices, Shops, Schools, Churches and River Bridges as contractors;
2. Establishing Automobile workshops: Where repairing and maintenance of vehicles will be done;
3. Establishing a Metalworks Workshops: Where repairing, fabrication and welding jobs will be done;
4. Electrical Workshops: Where repairing, wiring and installation will be done;

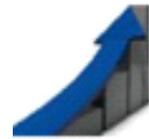


5. Electronic Workshops: Where television, radio, phone, laptop and others will be repaired or installed;
6. Building drawing offices: Where building plans will be drawn for customers;
7. Some of the NYSC members will, as well, be engaged in establishing woodworks workshops for construction and production of tables, chairs, windows, doors, roofing houses and other wooden products. According to Akpe, S.S. (2018), in Nigeria, there is need for a total reform of educational system in such a way that the graduates from the universities will solve the rising problems of unemployment, misery and poverty.
8. Teaching jobs are, also, awaiting for members, after the one year National Youth Service Corps of acquisition of saleable skills in Industrial Technology Education. They can then teach at Technical Colleges and other technological institutions in Nigeria.
9. They can, as well, do their post graduate studies in Industrial Technology Education (ITE) programmes in Nigeria and any other part of the world in general.

Conclusions

The conclusions of this paper, placement of National Youth Service Corps (NYSC) members to acquisition of skills in Industrial Technology Education (ITE) programmes for self-employment in Nigeria has been done as follows: Emphasis is laid on acquisition of skills in Industrial Technology Education programmes (ITE) by the NYSC members after one year of training. Introductions of the key concepts of the paper were made, for instance, self-employment occurs when an individual give himself a job and pay himself as well. It was observed that there was no proper placement of NYSC members in their working places. Most of them are not posted at the appropriate place of area of their studies or specialization. Industrial Technology Education (ITE) skills in the unit areas were outlined as follows: Automobile, Metalworks, Building, Woodworks, Electrical and Electronics.

The importance of placing the NYSC members to skill acquisition programmes for the one year service was discussed which included Industrial Technology Education. The implications such as self-employment, acquisition of skills and competency development for NYSC members were noted. Building constructions, workshops for self-employment jobs for NYSC members were also discussed as some of the prospects of acquiring skills in Industrial Technology Education. The discussions in this paper have revealed to the public: The government, institutions, NYSC management, communities, teachers, students, that in a country where unemployment exists, acquisition of saleable skills can immensely solve the problem to a greater extent. So, this paper has explained why it became necessary for members of NYSC to be posted or engaged to skill acquisition institutions like Industrial Technology



Education programmes for the one year scheme which will help them much for self-employment as private business men and women in Nigeria.

Recommendations

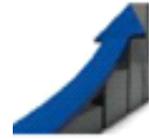
Based on the discussions and conclusions on placement of National Youth Service Corps (NYSC) members to acquisition of skills in Industrial Technology Education (ITE) Programmes for self-employment in Nigeria, the following recommendations were made:

1. More centres or institutions for acquisition of skills should be established by the federal and state government to accommodate all NYSC members for self-employment jobs within that one year;
2. The federal and state Government should provide a fund raising centre for the NYSC members after the one year service to help them establish their own self-employed businesses or jobs;
3. The period of one year should be extended by the federal and state government from one year to a year and half to ensure enough time of learning or training for the whole skills;
4. The parents should also prepare to help the NYSC members in terms of funding them for any self-employed business they will start or engage after the one year scheme;
5. The management of NYSC should organize orientation before the programme each year for NYSC members to familiarize them with the importance of skill acquisition for self-employment jobs and even for public employment, too;
6. The NYSC management should search for more skill acquisition centres or institutions where they will post some of the NYSC members for that one year service jobs;
7. The NYSC programme or objectives should be changed or amended by the government of Nigeria to reflect to a one year skill acquisition from the skill acquisition institutions or centres for saleable jobs or self-employment;

References

Adelakun, O.A & Igrubia, V. (2018). Technical vocational education and training (TVET) in Nigeria: charting a way forward. *Journal of Association of Vocational and Technical Educators of Nigeria*, 23(2), 11-20.

Akpan, A. D; Nduaesa, I.N; Jackson, E.O. & Eniebiet, I. (2018). Repositioning entrepreneurship education in technical vocational education and training (TVET) for post-oil boom economy. *Journal of Association of Vocational and Technical Educators of Nigeria (JAVTEN)*, 23 (2), 273-282.



Akpe, S.S. (2018). Functionality of technical/vocational education in Nigeria: Implications for skills development and employment. *Journal of Education, 10* (2), 13-22.

Ekele, G.E. & Essien, E.N. (2018). Emerging issues in functional and effective utilization of technical and vocational education for promoting peace in North Eastern Nigeria. *Journal of Education, 10* (2), 122-129.

Federal Republic of Nigeria (2013). *National policy on education? (6th ed)*. Yaba, Lagos: NERDC Press.

Federal republic of Nigeria (2014). *National policy on education*. Lagos: NERDC Press.

Mshelia, A.G. & Abbas, L. (2012). Technical and vocational education: A means to self-employment and the realization of Nigeria vision 20-20. *Journal of Research in Education and Society, 3* (1), 64-69.

Nnodim, P.U. & Onuoha, K.K. (2018). Inculcating problem solving attitudes in the Nigerian youths through functional secondary education. *Journal of Education, 10*(2), 107-114.

Nsudoh, M.E; Ekere, I.I. & Willie, M.N. (2019). Principal initiative skills and facilities maintenance in public secondary schools in Akwa Ibom State. *Journal of Education, 10* (2), 52-59.

Obed, A.A. & Ofem, I.B. (2019). Repositioning technical and vocational education and training (TVET) for sustainable development in Nigeria. *Journal of Education, 11* (2), 228-235.

Obinaju, Q.I. (2018). Beyond literacy and numeracy: Implications for functional education. *Journal of Education, 10* (2), 1-5.

Oranu, R.N. (2004). *Vocational and technical education in Nigeria*. Enugu: Cheston Agency Ltd.

Suraju, S.B. (2014). The state and programme of the national youth service corp (NYSC) in Nigeria. *Lapai International Journal of Management and Social Science, 7* (1), 71-85.