

Journal Of Education



Vol. 5, No. 1

September, 2012

**Published by the Faculty of Education,
University of Uyo, P. M. B. 1017, Uyo.**

OVERSCHOOLING, PERENNIALS UNEMPLOYMENT AND ENTREPRENEURSHIP AS OPTION

Dr. Nsikak-Abasi Udofia & Dr. (Mrs.) Eme U. Joseph

*Department of Educational Foundations, G & C
University of Uyo, Uyo*

Abstract

Overschooling is a situation an individual is burdened or oppressed or challenged by the weight of schooling. This occurs when going to school instead of producing satisfaction produces dissatisfaction and breeds discontentment. Many people have no employment after leaving school, while others workers are operating under conditions of services which are not commensurate with their educational qualifications. Unemployment is actually the measure of the proportion of labour forces that were potentially employable but are not employed. Reports have it that unemployment rate in Nigeria as at March 2009 was 19.7% from 14.7% in March 2008, In addition, it was observed that overschooling is one of the major cause of unemployment and the only way to tackle the menace is for graduates and school leavers to posses entrepreneurship skills. Entrepreneurship is the acquisition of skills in business start up, business development and business expansion in individuals such that they have more opportunities to exercise creative freedom, higher self esteem and greater sense of control over life. Therefore, the introduction of Entrepreneurship education at all levels of education is recommended as this will help our graduates and school leavers.

Introduction

Overschooling is a situation an individual is burdened or oppressed or challenged by the weight of schooling. This means, going to school instead of producing satisfaction breeds discontentment (Dolton & Vignoles, 2000 and Verchaest & Omev 2006). This is because after a certain level of schooling one finds himself employed in a job which is less than the requirement of the education level or qualification.

The other but rather radical approach to overschooling is the belief that mankind are made differently. Hence, no two men are equal. This school of thought believes that it was inappropriate to mould people of wide diversity into one (Chaevalier and Lindley, 2009). Hence, school should be of many kinds catering for the different disposition of individuals. Equally radical, is the issue of parents forcing their wards to perform in career the parents are interested which is not of interest to the ward.

The question asked is are these kids happy or overschooled (Berg 1970)?

Inadvertently, the work of (Van Meer, 2006 and Freeman, 1976) addressed the issue of over-schooling and wages and concluded that over-schooling is a social problem but could be rewarding. Even when they found out that rate of retain of over-schooled years were less than the rate of adequately schooled years, they still concluded that over-schooled years produced a corresponding better option.

The theoretical framework of over-schooling is found in the work of Rousseau (Wikipedia,2011)who saw schooling as influencing on the fundamental human right of the child to think. Javis in 1892 published a report that there was some form of relationship between education and insanity. It was reported that out of 1741 cases of insanity studied 205 were as a result of over-study. (Van der Velden & Smoorenburg, 2000; Gill & Solberg, 1992).

If over-schooling is so dangerous and most studies conducted on overschooling were on people who were classified employed, then, those who are not employed at all in the first place are doomed. This is because the employed has hope of redeeming the overschool year. But the unemployed has none (Alpa – Ramirez, 1993; Ashenfeter, Harmin & Oosterbeek 1999). It is true that in the underdeveloped and developing nation employees have either required schooling or is underschooled or overschooled. Several models of redeeming overschooled period have been worked out but none is considered for the unemployed.

Unemployment

This is the proportion of labour forces that are potentially employable but are not employed or properly employed. In table 1 is the rate of National Unemployment from 2000-2009 .

Table 1
National Unemployment Rates (2000 - 2009)

Year	Rates
2000	13.1
2001	13.6
2002	12.6
2003	14.8
2004	13.4
2005	11.9
2006	12.3
2007	12.7
2008	14.9
2009	19.7

National Bureau of Statistics of the Federal Republic of Nigeria

Reports has it that unemployment rate in Nigeria in March 2009 was 19.7% from 14.7% in March 2008 (Oosterbeek & Webbink, 1996).

Unemployment could be cyclical, functional, seasonal, frictional, political natural rate, demand deficient and structural unemployment. Cyclical

occurs when companies fold up due to non availability of work , frictional when one desired occupation is not available, seasonal when changes in season determines when job is available. It is functional when the unemployment is a general problem. It is political when the governments of the day impose bans, embargo, sanctions or restriction on employment. Otherwise the government may lay off workers for one reason or the other. Demand deficient unemployment when any level of unemployment is unlikely due to insufficient demand in the economy. Natural rate of unemployment is the summation of frictional and structural unemployment. Structural unemployment is a mismatch between the skills and other attributes of the

labour force and those demanded by employers (Wikipedia, 2011)

Probably it is the functional unemployment that is most closely associated with overschooling that is when one changes job because of dissatisfaction. This brings about mobility of labour as people will always desire to move to greener pastures. Overschooling and underemployment in the Nigerian is synonymous. Barely do you find workers who are satisfied with their vocation. Most people who are employee desire to change job because of overschooling. Table 2 provides information on distribution of employed persons who desires to change job by reasons, gender and sector

Table 2
Distribution of Employed Persons Interested in Changing Jobs by Reasons, Gender and sector, March 2009

Reasons	Urban			Rural			National		
	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes
Low income in present job	72.8	78.2	74.9	68.7	70.1	69.2	69.6	72.0	70.5
Job did not match skill	16.2	15.0	15.7	17.2	17.2	17.2	17.0	16.7	16.8
Job environment not conducive	4.4	0.8	3.0	2.5	4.3	3.1	2.9	3.5	3.1
Excessive hours of work	1.9	1.8	1.9	3.6	3.5	3.6	3.2	3.1	3.2
Precious job(s)	1.4	1.6	1.5	1.9	2.2	2.0	1.8	2.0	1.9
Inadequate Tools	0.7	0.5	0.6	3.7	1.0	2.7	3.1	0.9	2.3
Equipment or training for assigned task	0.4	0.8	0.5	0.4	0.2	0.3	0.4	0.3	0.4
Travel to work difficulties	0.2	0.5	0.3	0.5	0.2	0.4	0.4	0.3	0.4
Inconvenient work schedules	1.8	0.3	1.2	1.4	1.2	1.3	1.4	1.0	1.3
Recurring work stoppage	0.4	0.5	0.4	0.2	0.1	0.1	0.2	0.2	0.2
Prolonged non wage payment	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ALL	100	100	100	100	100	100	100	100	100

Source: National Bureau of Statistics of the Federal Republic of Nigeria

Table 2 provides information that 70.5% of those agitating for job change complain of low income. Interestingly 16.8% complained that their jobs do not match their skills. However, 2.3% claimed that the tools were grossly inadequate, 0.2% ascribed to recurrent work stoppage, and significant numbers on prolong non-payment of wages.

In the analysis of the distribution of employed persons changing job by reason low income in the present job stands foremost. Incidentally all the reasons are result of overschooling, hence, overschooling is the major reason for people desiring to change job. The people just cannot find satisfaction in their current employment because to them they are under paid. This is a systematic problem. It is compounded by the fact that many people acquire additional qualifications in service which inadvertently makes them over

qualified for their present employment. Additionally, promotion is not as regular as it should be, thereby creating frustration among workers resulting in massive mobility of labour and brain drain.

The problem is compounded by the presents of Open University system, the Satellite Campuses, the Sandwich Programmes and the Continuing Education Programmes. People while still is full employment can acquire any qualification of their choice. By this, they become over qualified for their present employment. They become overschooled. Data from the office of statistics of the Federation in 2009 shown in Table 3 presents the level of unemployment periods of graduates and school levers.

Table 3
Distribution of Employed Persons by length of Unemployment, Gender and sector, March 2009

Length of unemployment	Urban			Rural			National		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
Less than 1 month	2.3	4.4	3.3	2.2	0.0	1.3	2.2	1.8	2.0
Between 1 and 2 months	2.3	5.9	4.0	5.8	2.7	4.5	4.6	4.0	4.3
Between 2 and 3 months	3.6	2.5	3.1	6.3	4.0	5.3	5.3	3.4	4.5
Between 3 and 4 months	3.2	3.0	3.1	6.8	1.0	4.3	5.5	1.8	3.9
More than 4 months	16.2	14.8	15.5	25.6	29.2	27.1	22.3	23.4	22.8
Never had a paid job	72.5	69.5	71.1	53.4	63.1	57.5	60.1	65.7	62.5
All	100	100	100	100	100	100	100	100	100

National Bureau of Statistics of the Federal Republic of Nigeria

Data from the office of statistics of the Federation in 2009 shown in Table 3 presents the level of unemployment periods of graduates and school leavers. The unemployed period is augmented by overschooling. Many people find available work vacancies too low for their qualification others find the salary attached to some works too small. Others after a prolonged wait for employment take to any available occupations to prevent

starvation. Their major argument is to use the present job to find another. In some cases unemployed youths use a lower qualification to secure the job just to make ends meet before looking for a better job. In Table 4 are information on unemployed persons by educational level, age, group and gender.

Table 4
Distribution of Unemployed Persons by Educational Level, Age Group and Gender, March 2009

Educational Level	ILO			Nigeria		
	Urban	Rural	Composite	Urban	Rural	Composite
Never Attended	0.0	0.8	0.5	0.8	3.2	2.5
Primary	5.7	13.9	11.0	20.4	37.3	32.7
JSS	1.8	4.1	3.3	5.0	8.1	7.2
Vocational/Commercial	0.0	0.0	0.0	0.1	0.0	0.0
SSS	43.7	62.1	55.6	37.2	39.2	38.7
NCE/OND/Nursing	16.1	6.9	10.2	15.1	5.7	8.3
B.A/B.Sc/B.Ed/HND	32.0	11.6	18.8	19.1	5.1	8.9
M.Sc/M.A/M.Adm	0.5	0.5	0.5	1.5	0.1	0.5
Doctorate	0.0	0.0	0.0	0.0	0.0	0.0
Others	0.2	0.1	0.2	0.9	1.2	1.1
Age Group						
15-24	39.0	50.8	46.7	28.9	32.8	32.0
25-44	54.8	43.6	47.4	53.0	46.0	47.5
45-59	4.8	4.3	4.5	14.5	16.5	16.1
60-64	1.4	1.3	1.3	3.6	4.6	4.4
Gender						
Male	50.4	57.4	55.0	48.4	52.9	51.9
Female	49.6	42.6	45.0	51.6	47.1	48.1
All	100	100	100	100	100	100

National Bureau of Statistics of the Federal Republic of Nigeria

A close look at the Table 4 reveals that unemployment is least among those with doctorate closely followed by those from the Vocational/Commercial background. It is certain that the Doctorate

Programme is the landing point of employment. How, then does a vocational/commercial course contribute to curbing unemployment? They had acquire several skills

Entrepreneurship

Entrepreneurship is now one of the general courses in Nigerian Universities. It has also been introduced into the Universal Basic Education especially in the Basic Science and the Basic Technology curricula. This will usher in a big transformation of the formal education curriculum which will have been able to produce job creators not job seekers. This will assist in curbing the menace of unemployment. Incidentally, this was the suggestion of experts in the 1980 when Nigeria still in the process of nation building contacted expert's on how to get out of the economic problems she found herself.

Entrepreneurship education is the inculcation of skills in business start up, business development and business expansion in individuals such that they have more opportunities to exercise creative freedom, higher self esteem and greater sense of control over life" (Nneji & Udofia, 2010: 1). Wealth and a high majority of jobs are created by small business started by entrepreneurially minded individuals, many of whom go on to create big business. Entrepreneurship is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation. It is about increasing students' ability to anticipate and respond to societal changes. Entrepreneurship education is education and training which allows students to develop and use their creativity, and to take initiatives and take responsibility and risks.

The definition was an attempt not to make it enterprise education but to

involve the entire attempt by the individual to exercise his freedom of creativity and turn it to wealth

Wikipedia (2011) defines entrepreneurship education as "It seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings.

According to the Consortium for Entrepreneurship education Entrepreneurship includes:

- Awareness of career and entrepreneurial options, steps in business startup
- Improved financial literacy
- workplace literacy

This involves Entrepreneurship process which in made up of business plan literacy, opportunity cost literacy, financial literacy and wealth creation.

The Entrepreneurship process aids the individual in creatively:

- Assessing opportunities
- Evaluating the feasibility of ideas
- Identifying legitimate sources of capital
- Evaluating ownership structures
- Translating problems into opportunities
- Applying principles of Acquiring skills in business startup
- Business management/operation skills financial management ethical business practices accounting principles

Recommendations

Based on the discussions above the following recommendations are made:

1. Entrepreneurship education which recently has been introduced as general study course in the University should be introduced in all Tertiary institutions.
2. Entrepreneurship education has been introduced as topic under some themes in Basic Sciences in the Basic Education Curriculum; Entrepreneurship should be introduced rather as a subject in the Basic Education Curriculum. Its worth recommending that entrepreneurship should a course of its own starting from the pre-primary and Junior primary school this is because Nigeria has a large population density and there is no way we can conveniently assure all school leavers and graduates that they will be employed in the public sector or in the existing private sector which looks saturated with labour.
3. Vocational/Commercial education should be encouraged and when they are offered they should be provided with up-to-date resources for learning.
4. The present level of unemployment is high and employing more people may overstaff some establishments which will end up in retrenchment in the very near future. It is therefore recommended that the present unemployed graduate should be trained and retrained in entrepreneurship skills for self reliance.
5. Those who are presently employed but feel the impact of overschooling are advised to developed skills in entrepreneurship which will quickly fill in the gap created by overschooling.
6. To prevent overschooling, National Youth Service Curb members should be trained in skill acquisition while in service
7. Those still in school should be exposed to entrepreneurship skills to corp. the effect of overschooling

Conclusion

Overschooling is real. People come out from school only to realize that they are not properly utilized. People should therefore be equipped with skills of entrepreneurship to be able to translate their educational experiences to life long employment.

References

- Ajewole, G. A. N. (2004). *Curriculum enrichment of science, technology and mathematics education as a basis for developing skills*. Udofia N. A. edits development entrepreneurial skills through science, technology and mathematics (STM) education. 50th Annual conference of STAN. Abuja HEBN publisher.
- Alba-Ramirez, A. (1993). Mismatch in the Spanish labour market: overeducation? *Journal of Human Resources*, 11(259 – 278).

- Ashenfeter, O. Harmon, C., & Oosterbeek, H. (1999). A review of estimates of the schooling/earnings relationship, with tests for publication bias. *Labour Economics*, 6:453-470.
- Berg, I. (1970). Education and Jobs: the Great Training Robbery. Praeger.
- Black, D., Berger, M. and Scott, F. (2000). Bounding Parameter Estimates with Nonclassical Measurement Error. *Journal of the American Statistical Association*, 95 (451):739-747.
- Chevalier, A., & Lindley, J. (2009). Overeducation and the skills of UK graduates. *Journal of the Royal Statistical Society: Series A*, 172:307-337.
- Dolton, P., & Vignoles, A. (2000). The incidence and effects of overeducation in the U. K. graduates labor market. *Economics of Education Review*, 19:179-198.
- Freeman, R. (1976). The overeducated American. Academic Press.
- Gill, A. M., & Solberg, E. J. (1992). Surplus schooling and earning: a critique. *Journal of Human Resources*, 27:683-689.
- National Bureau of Statistics (2010). *Labour force statistics*. Statistical news (www.nigerianstat.gov.ng)
- Nneji L. & Udofia, N.A (2010). Entrepreneurship and the Science students. *Occasional Paper 2* STAN Abuja.
- Oosterbeek, H., & Webbink, D. (1996). Over schooling, overschooling en inkomen. *Economics-Statistic Berichten*, 81:240-241.
- Van der Meer, P. (2006). The validity of two education requirement measures. *Economics of Education Review* 3, 25:211-219.
- Van der velden, R. & Van Smoorenburg, M. (2000). The measurement of over education and undereducation: self – reports Vs Job-analyst method. Les Cahiers de Lamas.
- Verchaest, D., & Omey, E. (2006). The impact of overeducation and its measurement. *Social Indicators Research*, 77(3):419-448.
- Wikipedia (2011). The online encyclopedia. Wikipedia