

## TECHNOLOGY SKILLS MISSING LINK ON DEVELOPMENT IN NIGERIA

Simon Osezuah<sup>1</sup>, C.O. Nwadiani<sup>2</sup>

<sup>1</sup>Department of Educational Studies and Management,

<sup>2</sup>Department of Vocational and Technical Education, University of Benin,  
NIGERIA.

<sup>1</sup>osezuahosezuah@yahoo.com

### ABSTRACT

*This study was carried out to investigate the technology skills missing link with influence on national development in Nigeria. Two research questions were drawn to guide the investigation. Data were gathered from 4870 sample subjects through the instrument of questionnaire. The analysis of the data was carried out with the use of simple percentage on two tables and the findings revealed evidence of technological skills missing link with negative influence on national development in Nigeria. It was also found that technology skills-acquisition determination indices had negative influence on the recipients' quality outcome in Nigeria. The finding led to the conclusion that there was technology skills missing link with negative influence on national development in Nigeria. The conclusion was followed by recommendations proffered by the researcher.*

**Keywords: Technology skills, development,**

### INTRODUCTION

All elements of education are pooled together and administered to pursue and sustain national economic and social development in relation to available resources. This is why technology skilled education being the pillar which holds economic pursuit in every society, requires effective management to enable the recipients partake in the processing and realization of national objectives and goals. The inputs into technology education and their respective processing are difficult hence, the management of this educational field is nothing short of high cost in terms of manpower and other resources.

Every output from technological field is it secondary or tertiary level is to serve one same goal. This goal is foremost in the minds of the suppliers and consumers of the products of the system. Hence the issue of quality of the skills acquired from the field of technology that is, the sciences especially the engineering turns up in common discourses in all places. This is with respect to the fact that every acquired skill is sequel to a pre-determined pursuance of goals of societal development. Hence particular references are made in such discussions to chemical, mechanical, civil, electrical, computer, electronics and other technological areas which every facet of the society depends on for its existence and sustenance of pursuit of its roles towards national development.

Nigerian leaders, particularly the leaders in educational settings, have been expected to take education to Nigrians' desired height. The society's hope has been that the system should be able to play the motivating and skillful roles in productivity process for the supply of goods and services. Thus there are complaints that the system seems a failure in the role to provide

adequately trained manpower for pursuit of national development. Such Nigerians usually base their complaints on the fact that the failure is probably as a result of poor training and low technological manpower output from the field.

In the environment of pre-determination in education, some factors often appear missing. One of such factors is poor focus on provisions of learning materials which are scarcely available in educational setting. It is assumed that all issues of education are pre-determined before processing, for example, the issues of teaching and learning, examination, marking, administration and the application of the resultant outcomes. This is why the complaint that in this day and age, Nigeria a major country in Africa appears not yet ready to move up on the ladder of development.

Articulate Nigerians and non-Nigerians have raised certain views as to whether Nigeria is developing or not. Those who argue that Nigeria is not developing point out that the missing link responsible for non-development trend in Nigeria is traced to the low level technological skills offered in institutions of learning for functional requirements in work environments in Nigeria. They complain that national leaders and the educational managers do not seem to bother to work hard on the type and purpose of educational needs. Continuing, they claim that the leaders and managers of the education system tailor educational provisions towards the goal of status symbol instead of progressive training of skilled individuals in the exercises towards national development.

Another school of thought appears to challenge those who accuse Nigerian leaders. The group puts up their argument by claiming that the leaders make useful effort to provide knowledgeable and skilled individuals. That they also ensure that the educated individuals are deployed to practical duties through the provision of pre-determined functional opportunities. Their view also include the claim that the economic activities of western countries have been in existence for centuries while African countries are just being freed from the bondage of economic and political colonialism.

Yet another group raises accusations against the leaders of Nigeria and the economic managers. The group claims that Nigerians are bothered about the inadequate supply of goods and services requirements as a result of inefficient management of the available scarce resources in the society. This is to the extent that they complain that the leaders and the economists do not go far enough in their method of economic pursuit through technological skills determination. Hence they are unable to provide productive and service ventures through scientific research methods and the necessary functional applications towards expansion that could engage a majority of the teaming school graduates in Nigeria.

The fore-going, seeming to give the indication that something is wrong with the development effort in Nigeria based on the observations and arguments for and against missing link in technological skills training and the applications in Nigeria, this study was embark upon by the researchers to find out the empirical conclusion over the complains, arguments and observations. To ensure reliability of the findings and the conclusion, some questions were constructed to act as a guide during the investigation process as follows:

1. Is there any evidence of technology skills missing link with negative influence on national development in Nigeria?

2. Do technology skills acquisition indices pre-determinations have positive impact on the recipient graduates' quality job output in Nigeria?

The Nigerian society is assumed to be suffering from self-neglect because of the seeming inability of the leaders to find the framework for education to play its successful role in national development. Educational skills, which are known over the world to be the source of effective contribution to national development, do not seem to be widely embraced in Nigeria societies. Thus, Huston (1998) raised the view that illiteracy amongst woman is tantamount to lack of basic skills which makes them unable to contribute productively to the affairs of their societies, particularly in the areas of child health and child welfare. UNESCO (1995) also averred that illiteracy is an impediment that creates incompetence in the application of modern scientific and technological equipment.

William (1987) and Haigodon (1982) point out that the lack of access to equal educational opportunities between males and females in Africa is based on cultural and societal beliefs and not ability to use educational skills in contribution to national development.

Snyder, Dillow, and Hoffman (2008), discovered that highly skilled persons are more in number in the labour force than the un-skilled individuals. Thus they found further that those with higher education are more than those with lower levels of education. In their findings, it was also revealed that younger people were more in the unemployment rate than those of the other group. This is what probably leads to the contention that the un-employment of the good number of youths has adverse effect on the economy and national development as it is presently common in Nigerian.

Hitherto, it is the view of experts in management circles in African countries that in the 21<sup>st</sup> century world, technology education should go a long way to determine the level of prosperity, welfare and security of the people. Thus Merlinger and Powers (2002) affirm that there is need to have a system that links technological standard together with other teaching and learning requirements. Hence, they claim that every program of education certainly requires the setting of efficient and effective goals and objectives designed technologically for studying at primary and secondary school levels as foundation to attain skills later at higher levels. In this regard, Healthfield (2006) postulates that the vision that is to be pursued in education needs to be identified as attainable. The author exemplified this with a vision statement of the university which provides for quality education for provision of technology programs for creative and innovation learners through whom excellence can be attained at all times and in all societies.

## **INVESTIGATION METHODOLOGY**

### **Sampling and Sampling Technique**

The sample used was a total number of 4870. The technique adopted in arriving at the selection of the figure was by categorizing the Nigeria into four parts as follows: the Northeast, the Northwest, the Southeast and the Southwest.

Then five states were selected from each of the four parts through random sampling technique. From each of the state's equal number of 200 samples was selected through random sampling technique.

### **Instrument and Data Analysis of the Study**

Survey method was adopted in gathering relevant data that were drawn from the sample subjects, who included students of higher institutions, teachers and heads of higher institutions, officials of ministries of education, labor and productivity, and Federal Office Statistics. The administration of the instrument was carried out by the researcher and research assistants. The mortality rate was low and the data which were collected were subjected to necessary treatment of sorting and treatment after which the statistical tool of simple percentage was adopted for the analysis.

**Question 1:** Is there any evidence of technology skills missing link with negative influence on national development in Nigeria?

**Table 1. Technological missing link with influence on development**

<i>Technology skills missing link</i>	<i>Influence on National Development</i>		
	<i>Low Rating</i>	<i>High Rating</i>	<i>Total</i>
Skills and job matching	3108 63.81%	1762 36.18%	4870 100%
Skilled individuals job performance level	2522 51.78%	2348 48.21%	4870 100%

**Question II:** Do technology skills acquisition indices prede termination have positive impact on the recipient graduates' quality job output?

**Table 2. Skills acquisition determination impact on graduate job output quality**

<i>Technology skills acquisition determination</i>	<i>Very low level</i>	<i>Low level</i>	<i>High level</i>	<i>Very high level</i>	<i>Total</i>
Government and education leaders roles on technology skills development policy	790 16.22%	1397 28.68%	960 19.71%	1723 35.37%	4870 100%
Design of goals and objectives, and the implementation strategies	2052 42.13%	1869 38.37%	934 19.17%	15 0.0308%	4870 100%
Necessary resources provisions	1147 3.55%	716 14.70%	679 34.47%	1328 27.26%	4870 100%
System Evaluation feedback and processes change	928 19.05%	1143 23.47%	1723 35.37%	1076 22.09%	4870 100%
Gender bias in admissions into technology institutions of learning	982 20.16%	963 19.77%	1952 40.08%	973 19.97%	4870 100%

## FINDINGS AND DISCUSSION

On table 1 and 2 above are presentation of the analysis of the data with which solutions were sort to the problem of this study. It was discovered on table one that there was evidence of missing link in technology skills with negative influence on national development in Nigeria.

This finding was sequel to the statistical analysis which indicated the responses of 63.81% who agreed that there was missing link between technology skill and jobs matching. Also, 48.21%

asserted that the technologically skilled individual's job performance was at a low level in Nigeria.

Table 2 also revealed that indices of acquisition of technology skills determination studied had negative impact on the recipients' graduates' quality job output in Nigeria. Thus the findings on table 1 and II of the study were supported by Heathfield (2006) who claimed that if education is to pursue its goals and achieve them then the vision of the system must be identified briefly. Along this line, Huston (1998) also supported the finding by asserting that inadequacies in acquired skills lead to inability to contribute to productivity in any society. Merlinger and Power (2002) particularly affirmed the finding on table 2, as they assert that there is need to have an approach that links technological skills, standards and other teaching and learning requirements together with the other programs of education for effective realization of the goals and objectives. UNESCO (1995) amplified the need for appropriation of a satisfactory framework for predetermination of skills provisions and their applications, as it claims that inefficiency of application of modern scientific and technological equipment results from impediment that should be seen as illiteracy.

## CONCLUSION AND RECOMMENDATION

Having carefully examined the problem raised in this study and the result of the findings in solution to it, the conclusion was arrived at that there was evidence of missing link in technology skills with negative influence on national development in Nigeria. This conclusion was amplified by the finding that technology skills acquisition indices predetermination had negative impact on the recipient-graduates job output quality in Nigeria. Thus recommendation was proffered that all areas of missing link in technology skills determination, acquisition and application should be identified and eliminated in order to have effective and efficient productivity in the pursuance of economic development in Nigeria.

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