

IMPACT OF EDUCATION ON SELF-RELIANCE AND WEALTH CREATION AS PERCEIVED BY CORP MEMBERS IN SOKOTO STATE, NIGERIA

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Abstract

This study; Impact of Education on Self-Reliance and Wealth Creation as perceived by serving Corp members in Sokoto State, Nigeria focused on investigating the extent to which graduates of tertiary institutions in Nigeria are self-reliant and their ability to create wealth. It was survey research with two objectives and corresponding questions guided the study. The population used comprised graduates from different tertiary institutions in Nigeria, who are serving Corp members in Sokoto State as at August, 2024. A total of 74 Corp members voluntarily participated in this exercise, and by convenient sampling, all 74 of them constituted the sample used. A 33 item instrument titled; Self-reliance and Wealth Creation Ability Scale (SRWCAS) was adapted by the researchers. It has 0.76 validity index and $\alpha = 0.75$ coefficient of reliability using Cronbach alpha. Statistics used for data analyses include mean, standard deviation, and chi-square. Among the results obtained are; tertiary education in Nigeria equips graduates with skills and knowledge to a very high extent but promotes more self-reliance than it equips learners with wealth creation skills. Also, all category of graduates who responded to the instrument had high self-reliance ability however, graduates of specialized Universities scored a bit higher than their counterparts from other tertiary institutions in wealth creation ability. It was therefore concluded that lecturers in tertiary institutions across Nigeria should intensify efforts in helping learners understand how to translate the knowledge they acquire to real life wealth creation competences that translate to economic independence/self-reliance.

Keywords: Education, Self-Reliance, Wealth Creation, and Corp-Members

Introduction

The aim of education in Nigeria and globally revolves around preparing learners at all levels of Education to be self-reliant. This goal however seems unrealistic particularly in Nigeria as students graduate yet lack employability skills and the ability to be economically independent. More so, proper Education equips learners with employability skills or capacity to successfully start a new business and grow it. Thus, Education enhances, improves and reinforces self-sufficiency in life. Past decades in Nigeria according to Oladipo et al (2010) were characterized by graduates with high-level competences that transformed the Nigerian economy. Similarly, World Bank (2009) holds that Education is crucial to the development of knowledge economy globally. Unfortunately, the present reality is at variance with what use to be.

Presently, institutions graduate thousands of students yearly who end up unemployed and without any self-reliance competence (Agi & Arikawei, 2011). Literatures revealed that the education system in Nigeria is a failure if graduates lack practical skills and competences required in solving real life problems, through which they become self-reliant.

Self-reliance is the ability one has to be self-sufficient and economically independent. It is therefore necessary according to Akinola (2001) to ensure that while in school, students are empowered with the requisite skills and competences that make them self-reliant and independent hence, curtailing hardship, dependence, and unemployment among graduates. Kareem et al (2015) reported the outcome of a study in Abeokuta Ogun State that graduates of Technical and Vocational Education turn out being self employed by establishing their own businesses as a result of the practicality of the education they gained. This could be capital intensive as Kareem et al (2001) graduates with start-up ventures arising from the entrepreneurial training/education gained while in the University showed high proportion of the respondents (43%) opined to startup businesses with above One million naira, followed by (37%) with funds ranging between five hundred thousand naira to One Million and the least (20%) with funds less than five hundred thousand naira. This result implies that majority of the respondents proposed to start up business with funds that would not be less than One million naira. Furthermore, the findings shows that majority of the respondents (95%) preferred to source funds from family, friends and personal savings and (5%) from bank. This result indicates that family, friends and personal savings would constitute the bulk of sources of startup funds.

The results also show information on problems encountered and suggestions for improvement on entrepreneurial education at undergraduate level, it revealed that 64% of the respondents' complaint was lack of modern equipment, (34%) encountered problem of crowdedness, and the least with (2%) encountered none. The implication is that lack of modern equipment is the most observed problem during entrepreneurship education at Crescent University. Therefore (80%) of the respondents suggested purchasing or provision of modern equipment for the entrepreneurial class despite being given the basic practical knowledge,

(15%) suggested creation of more periods for practical class and (5%) did not give any suggestion which might mean being satisfied with the training they receive. Meaning that entrepreneurship is a viable tool for self-reliance and strong attendant implication for sustainable development. This is in conformity with the findings of various scholars on entrepreneurship education as enhancer of self-employment among graduates (Okiti 2009; Uche & Adesope 2009).

Education is meant to equip with adequate useful knowledge that enable meaningfully contribution to personal and societal development (Sagagi, 2010). Graduates of tertiary institutions in Nigeria however seem unable to translate theory to real-life practices that will change the narrative of dependence and unemployment, making an endless vicious cycle. This is possibly the outcome of the existing gap between the education curriculum and the employability requirements of the labor market (Diajomal & Orimolade, 1991). These deficiencies in critical skills among graduates keeps them completely dependent, leading to all kinds of vices. Despite efforts by Nigerian Institute of Management (NIM) in training fresh graduates to gain Knowledge, Attitude and Skills (KAS) that work places require from employees to function effectively and efficiently, complains about unemployment seem inevitable. As a result, this study aimed to determine education impacts on self-reliance and wealth creation ability as perceived by serving Corp members in Sokoto State Nigeria.

Objectives of the Study

The study focused on achieving these objectives;

- i. Find out the extent to which education equips graduates for self-reliance and wealth creation
- ii. evaluate the difference in self-reliance between graduates of University and other tertiary institutions?
- iii. Evaluate the difference in wealth creation ability between graduates of University and other tertiary institutions?

Research Questions

These questions guided the realisation of set objectives:

- i. what level does tertiary education in Nigeria equip graduates for self-reliance and wealth creation?
- ii. How different are graduates of University and those from other Tertiary Institutions in self-reliance ability?
- iii. what is the difference in wealth creation ability between graduates of University and other Tertiary Institutions?

Methodology

This study is a descriptive survey research. The population of this study comprised of 74

serving Corp members in Sokoto State, Nigeria August, 2024 who voluntarily participated in the exercise. These are graduates from different Tertiary Institutions in Nigeria. By convenient sampling, all 74 of these Corp members answered the questionnaire hence, same formed sample for the study.

A questionnaire adapted by the researchers was used for data collection. It was a 33 item questionnaire titled; Self-reliance and Wealth Creation Ability Scale (SRWCAS). First section had 7 items on respondents’ demographics, the second section contained 21 items which measured self-reliance, while the third section had 5 items measuring wealth creation ability. The instrument is a four-point scale ranging from Always=4, Sometimes=3, Rarely=2, and Not at All=1. This questionnaire was experts’ validation which yielded validity index of 0.76. It was equally pilot-tested and a reliability index of $\alpha= 0.75$ was realized. This confirmed that it’s usage in this study.

The administration of the instrument coincided with security challenge in the country (#End bad government Protest) hence, the instrument was transformed to google forms, distributed electronically, completed and also retrieved via same means. Distribution of the questionnaire was done by research assistants who were serving Corp members. The essence of the research was explained to them and they distributed to their fellow Corp members through their CDS WhatsApp platforms. This study is therefore based on the forms filled and submitted, totaling 74. Statistics used for analyses are Mean and standard deviation.

Results

Research Question 1: what level does tertiary education in Nigeria equip graduates for self-reliance and wealth creation?

Table 1: Descriptive Analysis of the extent to which Education Equips Graduates Self-reliance and Wealth Creation Ability.

Variables	N	Sum %	Mean X	Std σ	Decision
Self- Reliance	74	83%	3.33	0.31	VHE
Wealth Creation		73%	2.93	0.43	HE
Aggregate Score			3.13	0.37	VHE

Scale: 1.50 – 2.49HE; 2.50 – 5.00VHE

Table 1 above revealed that participants scored an aggregate $X= 3.13$ and $\sigma = 0.31$ above the bench mark of 2.50, indicating that tertiary education in Nigeria equips graduates to very high extent with self-reliance skills. The result also revealed that the education promotes self-reliance skills slightly more than wealth creation skills with a mean of 3.33 for self-reliance and 2.93 for wealth creation.

Research Question 2: How different are graduates of University and those from other Tertiary Institutions in self-reliance ability?

Table2: Descriptive Analysis of the Difference in Self-reliance between graduates of Specialized University and Other Tertiary Institutions.

Variables	N	%	SUG \bar{X}	S	OUG				
					Dec.	%	\bar{X}	S	Dec.
Self-Reliance	74	83	3.33	0.24	VH	83	3.33	0.33	VH

Scale: 1.50 – 2.49H; 2.50 – 3.50VH

Table 2 showed that both graduates from Specialized University, and Other Tertiary Institutions scored very high in self-reliance. Respondents from both groups had equal mean score of 3.33 in self-reliance skills as indicated in the table.

Table3: Descriptive analysis of the Difference in Wealth Creation ability between graduates of Specialized University and Other Tertiary Institutions.

Variables	N	%	SUG			OUG			
			\bar{X}	S	Dec.	%	\bar{X}	S	Dec.
Wealth Creation	74	74	2.95	0,53	VH	73	2.93	0.41	VH

Scale: 1.50 – 2.49H; 2.50 – 3.50VH

Table 3 showed that both graduates from Specialized University, and other University scored very high in Wealth creation ability. The graduates of specialized universities scored a bit higher than their counterparts from other tertiary institutions in wealth creation ability with X= 2.95 and 2.93 respectively.

Discussion of Findings

This study revealed that tertiary education in Nigeria equips graduates with skills and knowledge to a very high extent but promotes more self-reliance than it equips learners with wealth creation skills. This could be so because of the disconnect between theory and real life practice that require skills that make one employable. This supports Olaleye (2009) who noted that efforts at eradicating fails because graduates lack self-reliance skills. Similarly, Nwaoga and Omeke, (2012) and Baba (2013) found that 80% of graduates in Nigeria own certificates but lack employability skills hence, remain unemployed.

The study also revealed that all category of graduates who responded to the instrument had high self-reliance ability however, graduates of specialized Universities scored a bit higher than their counterparts from other tertiary institutions in wealth creation ability. This is likely due the practicality embedded in specialized University education for learners. The result

supports Gerald (2013) who is of the opinion that skills and competences prepare students to be self-reliant and economically independent.

Another finding indicated that tertiary education makes significant impact on self-reliance and wealth creation ability of graduates in Nigeria. This could be the outcome of the compulsory entrepreneurship education embedded in tertiary education programme. This supports the views of various scholars that entrepreneurship education enhances graduates' self-employment through job creation (Ogumu, 1999, Okiti 2009; Uche & Adesope 2009). Similarly, Kareem, Ademoyewa, Jolaosho, Ojenike, and Sodi, (2015) opined that skills are tools that encourage self-reliance among graduates

It showed no meaningful difference in self-reliance and wealth creation ability of graduates from specialized Universities and graduates from other tertiary institutions in Nigeria. This could be attributed to respondents' personal strengths and enthusiasm towards self-reliance and wealth creation as a means of survival. Ojukwu (2001) is of the opinion that that Technical and Vocational Education students must know to start and sustain entrepreneurial ventures considering their exposure to work environment. According to Kareem, Ademoyewa, Jolaosho, Ojenike, and Sodi, (2015), Technical and Vocational Education provides the enabling environment and equips learners with necessary skills and competencies for entrepreneurship.

Conclusion

This study simply described the state of self-reliance of graduates of tertiary education in Nigeria as well as their wealth creation ability. It therefore concludes that based on its findings that graduates of tertiary education are knowledgeable about self-reliance, they have some wealth creation skills but need to acquire more skills to make them employable or able to render needed services with which they could earn their living.

Recommendations

The researchers recommend that;

1. Learners be equipped with knowledge about self-reliance, corresponding emphasis should be laid on empowering them with wealth creation skills as a task they must achieve before graduation. This keeps them economically balanced as graduates, thereby presenting tertiary education in Nigeria as viable tool in reducing poverty and unemployment
2. All tertiary institutions should ensure more practical education programmes in order to bring about better self-reliance ability among graduates so they can have economic autonomy thereby empowering self, and contributing to the development of the society

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