

Sex, Employment Status, Acquired Higher Education and Labour Force Contribution of University Graduates

Abam Arikpo

Department of Curriculum and Teaching, Faculty of Education,
 University of Calabar

Abstract — The aim of this study was to ascertain the influence of sex, employment status, and higher education on university graduates’ labour forces contribution. 79 male 58 female university graduates draw through convenience and snowballing techniques from all university graduates in south-south Nigeria participated in the study. Three hypotheses were formulated to guide the study. Five likert questionnaire were used to collect data. The data collected were analyzed using t-test and chi-square statistics. The result obtained indicated sex, employment status and higher education to differently influence the labour market contributions of male and female university graduates. Specifically, men’s contributions were higher than women’s relative to sex, higher education attained, and employment, government, private sector employment job situations. That of the women was only higher than that of the men under self-employed conditions.

Index Terms — sex, employment status, acquired higher education, labour force

1 INTRODUCTION

Generally in Nigeria, as in most under developed countries of the world, the roles of women have remained designatory as reproductive, productive and emancipatory (Fadeyi, 1995). These roles tie the curriculum content and context of their education around” awareness towards safe motherhood; acquisition of knowledge on needs and expectations during pregnancy and lactation, childcare practices and child-welfare, family health and nutritional practices; and development of the right attitude towards sustaining a healthy environment, good water supply, sanitation and personal and family hygiene” (Fadeyi, 2002:36). All these translate into participation in traditional and modern economic activities which involves food production, processing, storage marketing. A cursory look at women’s involvement in these activities shows their percentage contribution to be, food production 70%, food storage 50%, food processing 100%, animal husbandry 50%, marketing 50%, water supply 90% and fuel supply 80% (Indabawa, 1994 in Fadeyi, 2001:36). On the contrary, going by the statistics of Indabawa, 0%, animal husbandry 50%, marketing 50%, water supply 10% and fuel supply 20% respectively.

By the 1975 United State’s annual averages therefore, while men constituted 22.1% of the proportion of its civilian non-institutional population not in civilian labour force, women constituted 53.7% of this population, 19.8% were men and 49.2% women who did not want a job at the time, while 4.5% were women and 2.3% men who wanted a job at the time. One of the reasons for these disparities were of course, school attendance for which men could only show 44.8% commitment and women 19.8% and home responsibility in which women showed 32.1% involvement and men 1.8%. However, ill-health and disabilities accounted for 18.2% and 10.5%; discouragement 21.9% and 20.3%, and other reasons 13.3 and 18.2% of such disparities between men and women respectively (Marie & Bendarzik, 1976).

Consequently, in Nigeria, the official definition of labour force as 18,305,836 in 1963 census experiences showed the proportion of men to women as 13.886, 766 and 4.410,070 (Arowolo, 1983). This means that 76% of the labour force was men while 24% was women. These disparities were better shown occupationally as in table 1.

TABLE 1
 OCCUPATIONAL DISTRIBUTION ON NIGERIA LABOUR FORCE DISPARITY BY SEX (1963) MEANS OCCUPATION TOTAL %MALE %FEMALE %.

S/N	Occupation	Total	%	Male	%	female	%
-----	------------	-------	---	------	---	--------	---

1	Professional Technicality	44,0613	2.0	375,066	3.0	65,547	2.0
2	Administration and management	39,402	00	36,737	0.0	2,665	1.0
3	Clerical workers	228,081	1.0	206,153	2.0	21,865	1.0
4	Sales worker	2,806,071	16.0	1,113,892	8.0	1,692,179	39.0
5	Farmers, fishermen, hunter, logger	10,201,345	57.0	465	68.0	978,880	23.0
6	Miners, Quarrymen etc.	13,856	0.0	13,594	0.0	262	0.0
7	Transport and communication	299,255	2.0	273,431	2.0	5,824	0.0
8	Craft men production, process workers and labourers	1,190,073	12.0	1,676,302	12.0	513,721	12.0
9	Serve, sport recreation	870,867	5.0	641,654	5.0	229,213	5.0
10	Unspecified	891,413	5.0	55,298	5.0	836,115	19.0
Total	Employed persons	17,960,913	100.0	13,614,592	100.0	434,6321	101.0

Source: Federal Office of Statistic, population census of Nigeria, 1963 General Report Vol. 5,1968, p.109. O. O. Arowolo (1983) population change and labour supply.

The regional distribution of this labour force by rural and urban residence as shown in table 2, reported only the old Western Region to have shown women making significant contribution to the labour force. Their contribution totaled 41% compared to that of table 2.

TABLE 2
 REGIONAL DISTRIBUTION OF NIGERIA LABOUR FORCE DISPARITY BY SEX AND LOCALITY.

Region	Total	Urban	Rural	Total	Urban	Rural
North	87.4	87.8	87.8	12.6	12.2	12.7
East	71.6	83.3	69.5	28.8	16.7	30.5
West	54.0	58.659.6	58.6	41.0	40.4	41.4
Mid. West	75.3	78.778.7	78.7	24.7	21.3	25.3
Lagos	76.1	76.1	23.9	23.9		
Total	75.9	72.4	76.7	24.1	27.6	23.3

Source: Federal Office of statistic, population census of Nigeria 19663 General Report vol. 5, 1988, p.109.

Women in other regions included Lagos where women contributing below 30.0% while that of the men was least relative to that of the men in other regions. A study by

TABLE 3

Okedara (1984) attributed this situation of the fact that respondent's sex was not significantly related ($X^2=1.544$) to the level of satisfaction derived from a prevailing employment. The degree of association which existed appear to be very weak (C value=0.031), hence, almost an equal percentage of men (27.6%) and (27.5%) were very satisfied their incumbent jobs. Equally there was no significant difference in the percentage of men and women who were dissatisfied with their jobs. About 14.0% of men and about 12.0% of women were dissatisfied with their employment while about 8.0% of men and 7.0% of women very dissatisfied with employment. The study identified the situation to have gone up to 1971.

However, the size of disparity in labour force distribution in Nigeria was 20,571.000 men and 6,833.00 women in 1980. This implies an annual net addition of about half a million persons to the labour force since 1963. As shown in table 3, the total labour force was expected to rise from 27.4 million in 1980 to 34.7 million in 1989, implying an annual growth rate of 2.7% (Arowolo, 1983).

PROJECTED SEX DISPARITY IN LABOUR FORCE DISTRIBUTION IN NIGERIA (IN THOUSAND) 1980-1989)

Year	Men	Percentage	Women	percentage
1980	20,571	47.7	6,833	15.7
1981	21,108	47.6	7,025	15.6
1982	21,623	47.4	7,223	15.6
1983	22,143	47.3	7,414	15.6
1984	22,744	47.1	7,659	15.5

1985	23,342	46.9	7,877	15.5
1986	23,941	46.7	8,116	15.5
1987	24,536	46.5	8,350	15.4
1988	25,127	46.3	8,584	15.4
1989	25,846	46.1	8,864	15.4

Source: A. A. Adewayi (1980). Estimates of labour supply for the 1980's in Nigeria. In Chojnacks, P. O. Olusanya and A. Ojo (Eds.) population and economic development in Nigeria in the nineteen eighties, New York: United Nations, 103-177

Assuming a constant activities rate of 78.0%, the government estimated the total labour force strength to be 32.74 million in its third National Development Plan. This was in the light of the country's state of economic development at the time. But the government no longer deliberately gets involved in local developments, tenured after the colonial British cultural and structural heritage, public policies and programmes. There was collapse in international oil prices. The government's role in the economy became less prominent. Government no longer invested heavily in agriculture, mining, manufacturing, financial institutions, and economic and social infrastructures. Rather there was the introduction of a Structural Adjustment Programme (SAP) in June 1981. With the foregoing, there opportunities for local initiative; increased prominence of the private sector in the economy; increase deregulation of private sector activities by government; heightening of economic consideration on economic locations; private sector led industrialization, with government only providing the broad guidelines; mixed operations managed by private sector participation and federal and state government involvement in economic activities; a quota system instrument to ensure all areas and ethnic natives which make up the federation are not left out in the scheme of things; and the best hand from them are chosen to man positions of responsibility, management and operation in the country's public institutions, state-sponsored projects, etc; "harness the resources of the nation and promote material prosperity, and an efficient dynamic and self-radiate economy", management and control of the national economy in a manner that through social justice, equality, status and opportunity made for maximum welfare, freedom, and happiness; promotion of a planned and balanced

H0₁: University graduates' sex does not significantly influence their contribution Nigeria's labour force.

economic and diversification and disposal of industries and industrial projects and infrastructural facilities; this it did through privatization and commercialization programmes, and Youth Employment and Vocational Skills Development, Small-scale Industries and Graduate Employment and Special Public Works, Directorate of Food, Roads and Rural Infrastructure (DFRRI activities), Better Life for Rural Development, Community Exchange Market (COMEX), Agricultural Development Projects (ADPs) River Basin Development Authorities (RBDAS), Community, Banking, or Micro-financing, Nation Agricultural Land Development Authority, Federal Institution of Industrial Research (FIIRO), Nigerian Association of Chambers of Commerce and Industry, Mines and Agriculture (NACCIMA), NDE and government programmes; equitable judicious harness and distribution of community material resources to the common good of all citizens; and non-concentration of wealth or means of production, exchange and separation of the economic system in the hands of a few individuals or groups (Ogun & Alokun, 1993, Ukwu, 1993; Arowolo, 1983).

Consequently, the projection in table 3 assumed the rural growth in the labour forces of women between 1980 and 1989 to be higher than that of men: 2.9% for women and 2.6% for men. The reason being that, first men's contribution to the labour force has been high and no significant increases may be expected; secondly, there is mobilization in society and more women have been drawn into the labour force through animal husbandry, forestry and fishing activities and these economic activities are closest to their traditional roles at homes and local communities. Government introduced large-scale agricultural projects, which deriving the 1970's and 1980 tuned their attention towards the promotion of domestic food production, expand output, and involve the bulk of the women who whether farmers (Ukwu, 1993, Arowolo, 1983).

With the unemployment trend which hit Nigerian labour force from about the mid-1980s, therefore, the paper wishes to find out the proportions in which the women University graduates are drawn into the Nigerian labour force and various employment status vis-à-vis the men. Three hypotheses were formulation and tested in the study.

H0₂: male female University graduates' contribution towards Nigeria's labour force does not significantly differ according to their employment status.

H03: male female University graduates' contributing to the labour force through all categories of employment is not same for men as it for women.

2 Methodology

The research design adopted for this study was ex-post facto design. The investigators neither manipulated sex nor assigned member of the sample randomly to groups. Two groups, which read, differ on the independent variable, sex, compared on the dependent variable, labour force contribution.

The target population was university graduates in South-South Nigeria. Using the methods of convenience sampling and snowballing 137 university graduates were selected for the study. This sample was made up of men and women. It comprised of 79 (59.7)% and 58 (42.3)% university graduates. The ratio was 39.95% for each of these graduates sampling reflected.

The research employed five Likert type questionnaires. These were the Person Employment Characteristics Self Rating Questionnaire (PECSRQ); the Graduate Employment Search Behaviour job Creation inventory (GECJC); the Personality Job Creation Behavior Inventory (PJCBI). These instruments were

modifications of those developed by Federal Republic of Nigeria (1980), Hitchen (1996), Akinboye (2001), Alexander (1996) and Jones and Jones (1990) respectively. They were trial on 38 graduates not to be involved in the study and Cronbach Coefficient Alpha used to analyse the data collected. Accordingly, the reliability coefficients obtained on the instruments were, 0.82,0.91, 0.92 and 0.93. However, attention on these instruments was focused on employment status of members of the sample.

Twelve-research assistant were involved in the process of the study. They were given adequate information about the objectives of the study the requirements and the proper completion of the questionnaire. The researcher made sure that all the research assistants administered the questionnaires on those listed to be members of the sample. The members completed the questionnaire, no the spot before, the administration of its questionnaires, the research ensured that he had established rapport with their presidents and directors. This he did through visits and tendering of a letter of introduction. The approach gave him opportunities and access to the setting of the study to list members of the sample.

The data collected through the questionnaire were analyzed using t-test and Chi-square (χ^2) statistics. Table 1 and 2 show the outcome of the analysis.

3 Results

TABLE 4

T-TEST COMPARISON OF THE LABOUR FORCE CONTRIBUTION OF UNIVERSITY GRADUATES BY SEX.

Sex	N	X	SD	S2	Z	Df	Standard error	t-cal	t-crit	P>0.05
Men	79	19.75	0.43	1.9	-					
					44.19	6	3.78	1.39	2.44	Na
women	58	14.5	6.54	39.1	4.0					

The result in table 4 show that the labour force contribution of men and women who are university graduates differ. Hypothesis 1 is, therefore, rejected (t-cal=1.39 ad t-crit=2.45). women, as contributors to the Nigerian labour force have the

least mean score ($x=1.45$;SD=6.56;S²=39. 13; Z=4.0). But men as contributors to the Nigerian labour force, have higher mean score ($x=19.75$;SD=0.43S²=-1.9;Z=-44.19).

TABLE 5

CHI-SQURE (χ^2) COMPARISON OF UNIVERSITY GRADUATES LABOUR FORCE CONTRIBUTION BY SEX AND EMPLOYMENT STATUS.

Sex	N	%	Fe	Df	X ²	P	N	%	Fe	Df	X ²	P
Employment status	Male						female					
Unemployment	19	57.6	45.6	15.517	15.517	0.5	14	42.4	24.6	3	4.567	Ns
Self-employment	20	83.3	45.6	14.371	14.371	0.5	4	16.7	24.6	3	17.250	105

Private sector Employed	20	50.0	45.6	14.371	14.371	0.5	20	50.0	24.6	3	0.860	Ns
Government employed	20	50.0	45.6	14.371	14.371	0.5	20	50.0	24.6	3	0.860	Ns

. Significant at $P < 0.05$. $\chi^2_{crit} = 7.815$

From table 5 a total of 42.4% of women made to significantly contribution to the Nigerian labour force under their unemployable situations ($\chi^2 = 14.371$ and 14.371 , respectively);

and not the women ($\chi^2 = 0.860$ and 0.860 , respectively). This, of course, is given at the same proportion of N and its percentages on either sex, but difference Fe.

TABLE 6

CHI-SQUARE (χ^2) COMPARISON OF THE INFLUENCE OF UNIVERSITY EDUCATION ON LABOUR FORCE CONTRIBUTION OF MEN AND WOMEN IN ALL CATEGORIES OF EMPLOYMENT.

Variables	Unemployment	Self employment	Private Sector employment	Government Sector employment	Df	χ^2	χ^2
Men	19 (45.6)	20 (45.6)	20	3	59.29		7.815
women	14 (24.6)	4 (24.6)	20 (24.6)				

As indicated in table 6 (χ^2) calculated for the mean is 59.29. It is greater than critical value (7.815) at 0.05 level of significance. So, the hypothesis is rejected. Equally, the (χ^2) calculated for the women, is greater than the critical value (7.815). It is 23.53.

3.1 Discussion of the Result

The labour force contribution of 57.6% came from 19 employed male university graduates; 42.4% from 14 employed female university graduates; 83.3% from 20 self employed male university graduates; 16.6% from 4 self employed female university graduates; 50% from 20 private sector employed male university graduates; 50% from 20 private sector employed female university graduates; 50% from 20 government employment male university graduates, and 50% from government employment female university graduates.

Table 4 that showed the labour force contribution of men and women differed, and that the women least significant contribution. This implies sex has significant influence on the labour force contribution in favour of men than women in Nigeria. This finding corroborates that of Green Street (1971) study of the employment of women in Ghana. According to this finding, women tend to channeled into secondary static jobs where turn over cost are minimal, and the decline of their contribution more relatively rapid even without rising

hence though lesser than that calculated for men, the null hypothesis is in either sex rejected, even at different Fe values (45.6) for men and (24.6).

unemployment; therefore, recession tends to reduce their contributions more that it does of men's. table 5 showed evidently clear, the influence of all employment status and sex on labour force contributions of male and female university graduates to be significant only among men and female of women; this of course, if except at the instance of self employing situations where women made significantly higher contributions than men. This means that all employment status except self-employment dominate much of labour force contributions by men than women. This findings supports that of a previous study Arikpo, Oden, Edem and Kolowole (2009), which recorded much higher ratio for women than men in the composite accountability of masculine common business practice, extant personality trait, introvert personality that, field experience curriculum outcome, affective curriculum outcome, and cognitive curriculum outcome for self employment generating media service. However, Kazeem (1997) associated such significant contribution only with services, widowhood care, marital or domestic demands and expectations enhancement.

Table 6 indicated university education attained by both male and female to have, through all employment status, made significant contribution to the Nigeria labour force. This, however, was with the women making less contribution or turn over differences which reflect differential labour force commitment, which was partly the consequence of relative employment expectations under which women typically had lower opportunity wages, less labour force commitment and higher contribution or turnover rate, while standing (1979) reported sex dualism to foster the role of pushing up the relative unemployment of women, thereby their probability of labour force contribution or participation.

These findings imply that labour force contribution of university graduates often times depends differences in sex, employment status and university education received, and this might not be unconnected with some sociological and attitudinal factors. The findings of the study, therefore have huger pedagogical and psychologist implications. These are:

- i. The university of curriculum should try to expose its would be graduates to labour force profitable or participation learning experiences, deliberately planned to enable them acquire individualized contacts with prevalent employment opportunities, taught respective of sex, talent and potentials; this would enable it would be graduates interact adequately and meaningfully with learning materials that would enable them, irrespective of sex, show higher contribution towards the labour force;
- ii. Teachers, or lecturers and other administers of implication of the said curriculum must encourage cordial teacher-teacher, teacher-learner and learner-learner interaction within potential or probable labour force participation or contribution situations irrespective of sex and employment

4 CONCLUSION

In conclusion, it is important that the extent to which these findings are generalized has not been ascertained, further studies need to be done to find out the extent to which sex, employment status and attainment university education differences can influence male and female graduate participation or contribution to a labour force. However, the fact that university graduates generally have disparity education differences can influence male and female graduate participation or contribution to labour force relative to sex and

status differences; it would be reasonable to assume the greater the magnitude of this interaction to mean better future potential graduates participation in the labour force;

- iii. university curriculum should help its potential male and female graduates develop expert knowledge, attribute and skills for equitable labour force contribution or participation;
- iv. University teacher or lecturers should be equipped to make the outcome of the university curriculum equitable labour force participation for all categories potential graduates, and avoid the danger of imparting consciously or unconsciously the motion that attainment in given curriculum must be peculiar to only women or men;
- v. Curriculum outcome of the university should make their recipients flexible enough to easily adopt to all employment status of change in them, irrespective of sex, it should equipped them not only for changes which already exist in employment status, but also for those to come;
- vi. The content of the university curriculum must offer education which will not only account for increase in labour force participation knowledge, but improve women's self confidence, self concept, and self image and improve their decision-making skills vis-à-vis the men's; it must make them aware of their social, fundamental and legal rights, evolve them acquire a voice in the affirms of the labour force, work towards equal participation with men in labour force process and employment station changes, and empower them towards self-actualization and equal contributions with men towards the national labour force. These implications require that the continuing professional education, integration of education theory with work place practices, seminar, workshops and publication in learned academic journals on the matter.

employment status, irrespective of sameness in their university education is clearly shown in the study. Hence, university teachers or lecturers and the outcomes, content and learning experiences of their curriculum will need to develop equality in their students by constantly engaging them irrespective of sex on problem-solving, reasoning, ideation, etc. common of job order than those peculiar to women; discourage the use of content algorithms and rote learning, and encourage process.

REFERENCE

- [1] Arowolo, O.O (1983). Population change and labour supply. In I.O Orubuloye and O. U. Oyeneye (Ed). Population and development in Nigeria. Ibadan: Nigeria Institute of Social ad economic research.
- [2] Arikpo, A., Oden. S. N. Edem E. & Kolawole, C. O. O. (2009) Factors Influencing self employment media service provides among tertiary institutions Graduates in South-South Nigeria. *Annals of Modern Education* 1 (1) 10-20.
- [3] Akinboye, J. C. (2001). Akinboye's executive battery plus other organizational behaviour management: Test for personal selection. Ibadan: CYFO behaviour services.
- [4] Alexander. L. (1996). Career Planning for women. Plymouth: New of Books.
- [5] Fadeyi, T. (2001) Utilizing distance education potentials for women's education. *Ibadan Journal of Distance Education* 1(1) 33-43.
- [6] Federal Republic of Nigeria (1980). Entrepreneurship development programmes for youth corps members: Lagos National Directorate of Employment.
- [7] Green street, M. (1971). Employment of women in Ghana. *International Labour Review*. 103 (2) 117 130.
- [8] Hitchin, P. (1996). Getting your first job. Plymouth: New to books.
- [9] Jones, G. & Jones, R. (1991). Naturally gifted: A Christian perspective on personality. Gift and abilities. London: Scripture Union.
- [10] Kezeen, K. (1997). The Dilemma of Women in Part time higher education in Nigeria, *CARESON Journal of Research and Development* 1(1).
- [11] Marie, S. M. & Bodnarzik, R. W. (1975). Employment and Unemployment during 1975. *Month labour Review* 99(2) 18.
- [12] Ogun, O. & Alokun, O. O. (1993). Issues in the economic of federal direct investment.
- [13] In Nigeria. In the Nigeria Economic Society (Ed). The National question and economic development in Nigeria. Ibadan: NES.
- [14] Okedara. J. T. (1984). Employment Status of University of Ibadan graduate 1950. Ibadan University Press.
- [15] Standing, G. (1979). Labour force participation and development. general interactional labour office.
- [15] Ukwu, U. I. (1993). The spatial distribution of economic activities in Nigeria. The Nigerian Economic Society (Ed.). The National questionnaire and economic. Development in Nigeria. Ibadan: NES.

IJSER