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**EVALUATION OF IMPACT OF SUSTAINABLE DEVELOPMENT  
PROGRAMME ON REDUCTION OF UNEMPLOYMENT AMONG COLLEGE  
GRADUATES**

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**Abstract**

*The paper evaluated the impact of sustainable development programme on reduction of unemployment among college graduates. The study adopted descriptive survey research design and multi-stage sampling techniques to select one hundred (100) college graduate students and one hundred (100) college lecturers in the South West Nigeria. Questionnaire on College graduates and lecturers on the impact of sustainable development programme on reduction of unemployment among college graduates was developed and used by the researchers to collect data from the respondents. In analyzing the data collected, frequency counts, simple percentage, Pearson's product moment correlation formula and t-test were used at 0.05 level of significance and the finding on the study revealed that there was significant impact of sustainable development programme in eradicating social ills caused by unemployment. The results further indicated that male and female college graduates and lecturers perceived the impact of sustainable development programme. In eradicating social ills caused by unemployment among college graduates. Based on the findings it was recommended among others that Nigeria college education focus more on the practical aspect of sustainable development programme with adequate materials and equipment where the college undergraduates would be taught how to use and manipulate equipment effectively so as to be able to put what they were taught in schools into practice after graduation. Government should give access to credit facilities and other support mechanism to college graduates to fully develop and utilize their skills.*

**Keywords:** Evaluation, Sustainable development programme, Social ills, Unemployment, College graduates.

**Introduction**

Development implies improvements in all facets of human life. It refers to a stable situation of enhanced conditions of individual and group performance and well-being. It has to do with all aspects of people's life such as economic, administrative and others. Sustainability could be defined as an ability or capacity of something to be maintained or to sustain itself. It is taking what we need to live on without jeopardizing the potential for people in the future to meet their needs (Owoyemi, 2015). Sustainability is a modern world concept which refers to long term human and material sustenance. It is central to all developmental efforts and without it, investments in the development efforts are of no effect. Therefore, the concern of sustainability development programme is to instill and draw out of graduates the capacity to generate income and improve the quality of people's lives without jeopardizing the future of generation yet unborn the right to live, flourish and prosper.

Sustainable development is defined as development that meets the needs of the present generation without even compromising the ability of future generations to meet their needs. Sustainable development is an unending quest to improve the quality of people's lives and surrounding and to prosper without destroying the life-supporting systems on which current and future generations of human depend (Owoyemi; Jesuloki, 2020) Oyebamiji and Adekola (2008) maintained that the aim of sustainable development is the creation of sustainable development in the quality of life for all people. The concern of sustainability development in this regard, is for the structures to be in place that would enable both the present and future generations to survive and succeed bearing in mind the available scarce resources to make life meaningful and worth living. Development is expected to be purposeful and sustainable in order to be beneficial to the society for a long time. In the words of Ambali (2012) "without sustainability, development itself is ultimately counterfeit and counterproductive". The concern of sustainable development is improving life and living standard and its emphasis on meeting human needs makes it a very useful tool in community development. The sustainable development of any nation is usually measured by the extent of socio-cultural, socio-economic and political improvement that is brought to bear through the enterprises of management. There is a

common consensus among experts that unemployment is one of the causes of social ills in Nigeria today. Many who have struggled to get through college education in order to secure better livelihood for themselves tend to end up with so many years at home without jobs and where such jobs are available they might not be good enough or meet up with the teeming population of the unemployed as such many seek for other means to enrich themselves which most often are fraudulent and dubious. Graduate unemployment is a phenomenon that arises when graduates who are members of a country's labour force are unable to obtain their goals of participation in gainful occupation due to a situation in which supply of labour significantly exceeds demand for it (Okafor, 2005). In the context of declining growth and global economic meltdown, the unemployment situation in Africa especially in Nigeria has become critical. In particular what is generally referred to as graduates' unemployment has increasingly come to be recognized as one of the more serious socio-economic problems confronting many developing countries in Africa especially Nigeria (Curtain, 2006).

Oduma (2012) defined unemployment as a state of joblessness and idleness of one with labour requirements, potential, skill and competences. Oyetunde (2014) also defined unemployment as the problem that occurs when a person who is actively searching for job is unable to find work. Therefore, unemployment is often used as a measure of the strength of the economy. As buttressed by Wellington in Ajaegbu (2012) unemployment is defined as the total number of able men and women of working age seeking for paid work but are unable to get one.

Unemployment according to Azeez and Agbaogun (2014) is associated with widespread poverty and unequal distribution of income. The International Labour Organization (1982) defined unemployment as number of economically active population who are without, work but available for and seeking work, including people who have lost their jobs and those who have voluntarily left work. In another words, unemployment is the stock of all those individuals who are not engaged in any productive activity and who are either unable to find job at the prevailing real wage rate or who are in the process of switching to a new job.

In Nigeria, efforts have been made by Federal Government to eradicate social ills in the society by initiating sustainable development programme into the college of education curriculum. The importance of sustainable development and training was increasingly manifesting as the policy and implementation of sustainable development programme improves economic growth of the country (Arogy Aswary and Rodsutti, 2007). One of the ways by which the social ills caused by unemployment in Nigeria can be addressed, is to introduce functional education to undergraduate students while still in school through a viable sustainable development programme so that they will be self employed after graduation (Oyebamji and Adetola, 2008). Sustainable development programme is that type of programme which can enable an individual to be bold enough to take risk, especially business or financial risks. Jesutoki (2020) explained sustainable development programme as that which enables a person to take financial risk and at the same time utilize the material and human resources available to achieve the aim of establishing a business. Owoyemi (2015) described sustainable development programme as the acquisition of knowledge, skills and attitudes to enable the students comprehend life challenges in whatever form and take decisive steps to realize raw trends and opportunities for meeting those challenges in all aspects of human life.

The main aim of sustainable development programme is to reconcile economic growth, environmental balance and social progress, ensuring that all people have the same opportunities and can lead a better life without compromising the planet from this, it is quite obvious that sustainable development programme aimed at proving the desirable sustainable development competences necessary for self-employment which is particularly important for reeducation of social ills that might have been caused by unemployment.

### **Hypotheses**

The study sought to test the following hypotheses

1. There is no significant relationship between sustainable development programme and eradicating social ills caused by unemployment among college graduates in South West Nigeria.
2. There is no significant relationship between sustainable development programme and eradicating social ills caused by idleness among college graduates in South West Nigeria.

3. There is no significant difference in the perceptions of both male and female college graduates and lecturers on the effects of sustainable development programme in eradicating social ills caused by unemployment in South West Nigeria.

### **Methodology**

The research design employed for this study was the descriptive survey research design. Descriptive design had been acclaimed as the best, whenever studies intended to describe the existing current situations. The descriptive survey research also aimed at estimating as precisely as possible, the attributes of a population. The survey method was considered appropriate for this study as it allowed the researcher to collect information on the variables in the study and tested the significance of the differences that existed and drew inferences. The population for the study comprised all college graduates and college lecturers in all the colleges in the South West Nigeria. The study adopted a multi stage sampling technique since the South West Nigeria comprised of six States (Lagos, Ogun, Ekiti, Oyo, Ondo and Osun), the researchers used simple random sampling technique and selected four states out of the six states (Ogun, Lagos, Osun and Oyo). In the second stage of selection, the researchers used simple random sampling technique to select One Federal College in each of the sampled States. In the third stage of selection, simple random sampling technique was used to select Twenty-Five College lecturers from each of the four colleges which totaled up as one Hundred College lecturers. Simple random sampling technique was also used in the fourth stage of selection and selected Twenty-five College graduates from the four sampled States which totaled up as one hundred. Therefore, the total numbers of respondents used in this study were two hundred. The acronym (CGLPISDPQ) stood for 'College Graduates and Lecturers' Perception on the Impact of Sustainable Development Programme Questionnaire' was used in this study. It was a comprehensive self-designed questionnaire in which the items relating to the variables of the study were focused. It adapted Likert's scale with a point ranging from 1-4 where; 4=strongly Agreed, 3= agreed, 2= disagreed 1= strongly disagreed. The items in the questionnaire were divided into two sections A and B. Section A addressed the bio-data of the respondents such as gender, age, school and religious affiliations. Section B

contained questions on the impact of sustainable development programme on reduction of unemployment. The researchers with the help of four trained research assistants personally distributed and collected the completed questionnaires from the respondents. Permission was obtained from each of the school heads that were visited in the sampled colleges. To facilitate the process of administration, the Deans and Head of Departments' assistance was sought to aid the administration of questionnaire to the lecturers' and college graduates. Participants were adequately informed of the adherence to confidentiality and the need to be precise and truthful in filling the questionnaire. The instrument was retrieved immediately after completion. To ensure the face and content validity of the questionnaire, the researchers presented the initial drafts of the instrument to expert for corrections and suggestions. The researchers used the test-retest technique to establish the reliability of the research instrument. The two scores were correlated and the correlation coefficient value of 0.78 was obtained. The two hundred questionnaires distributed to the respondents were collated and analyzed using (SPSS). Frequency counts and simple percentages were used to analyse bio-data of the respondents, Pearsdon's Product Moment Correlation Coefficient and t-test statistical tools were used to analysis information in section B of the questionnaire. PPMC was used to determine whether there is significant relationship between the variables of the study and T-test was used to find out the level of significant difference in the perception of both male and female college graduates and lecturers on the variable under consideration.

## Result

**Table 1: Bio-data information (N=200)**

Bio-data	Lecturers		Graduate Students	
	Frequency	%	Frequency	%
Male	60	60	65	65
Female	40	40	35	35

## Age

Age	Lecturers		Graduate Students	
Below 40 yrs	25	25	95	95
41-50yrs	50	50	05	05

61years	25	25	0	0
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**School**

School	Lecturers		Graduate Students	
Federal college of Education, Akoka	25	25	24	24
Federal college of Education, Oyo	25	25	24	24
Federal college of Education, Osiele	25	25	25	25
Federal college of education	25	25	27	27

**Religion**

Religious	Lecturers		Graduate Students	
Christianity	70	70	60	60
Islam	30	30	40	40

The table 1 above revealed the respondents' bio-data information. The result showed that male lecturers were 60 (60%) while male graduate students were 65 (65%), female lecturers were 40 (40%) while the female graduate students were 35 (35%). The age of the respondents revealed that 25 (25%) of the lecturers, 95 (95%) of the college graduates were 40 years, 50 (50%) lecturer, 05 (05%) college graduates were between 41-50 years 25 (25%) of the lecturers were 51 years and above. Data on the respondents' institutions showed that 25 (25%) of the lecturers were selected from each of the four colleges Federal College of Education, Akoka, Federal College of Education, Osiele, Federal College of Education, Oyo and Federal College of Education, Ila. Furthermore, the results indicated that 70 (70%) lecturers, 60 (60%) college graduates were Christians, while 30 (30%) lecturers and 40 (40%) college graduates were Muslims.

**Hypothesis One**

There is no significant relationship between sustainable development programme and eradicating social ills caused by unemployment among college graduates in South West Nigeria.



**Table 2: PPMC summary table showed significant relationship between sustainable development programme and the practice of social ills caused by unemployment among college graduates as perceived by college graduates and college lecturers.**

Variables	N	Mean	SD	r	Df	P
Sustainable development programme	200	52.32	11.235	328	198	5
Social ills caused by unemployment	200	52.28	12.431			

The table above showed that sustainable development programme significantly correlate with eradication of social ills caused by unemployment among college graduates  $r = Df = 328$ ,  $f < 0.05$  which means there was significant relationship between sustainable development programme and eradication of social ills among college graduates which meant there was significant influence of sustainable development programmes on eradication of the practice of social ills caused by the unemployment among college graduates.

#### **Hypothesis Two**

There is no significant relationship between sustainable development programme and eradicating social ills caused by idleness among college graduates in South West Nigeria.

**Table 3: PPMC summary table showing significant relationship between sustainable development programme and the practice of social ills caused by idleness among college graduates as perceived by college graduates and college lecturers.**

Variables	N	Mean	SD	r	Df	P
Sustainable development programme	200	52.32	11.23	535	198	5
Social ills caused by unemployment	200	62.25	12.045			

The table above showed that sustainable development programme significantly correlate with eradication of social ills practice caused by idleness among college graduates.

**Hypothesis Three**

There is no significant difference in the perception of both male and female college graduates and lecturers on the effects of sustainable development programme in eradicating social ills caused by unemployment in South West Nigeria.

Table 4: Results of T-test comparing the perception of male and female college graduates and college lecturers on the impact of sustainable development programme in eradicating social ills caused by unemployment and idleness among college graduates.

Gender	N	Mean	SD	Df	Cal t-value	Critical t-value	Remark
Male	80	10.04	9.21	198	2.04	0.15	NS
Female	120	11.02	4.75				

In the table above, the result revealed that t-observed or calculated was greater than t-critical at 198 degree freedom (t-cal = 2.04, df = 198, P >0.05). Hence, the null hypothesis was accepted. Therefore, there was no significant difference in the perception of both male and female college graduates and college lecturers on the impacts of sustainable development programme and social ills caused by unemployment and idleness among college graduates.

**Discussion**

The hypothesis one revealed significant relationship between influence of sustainable development programme and eradication of the practice of social ills caused by unemployment among college graduates which meant sustainable development programmes played significant role in eradicating practice of social ills caused by unemployment among college graduates. This result agreed with Owoyemi (2015) who found out that sustainable development programme helped in equipping college graduates with self-employment opportunity. The study also was in line with Okafor (2005) who opined that sustainable development programme enabled college graduate to acquire skills of

seeking out investment opportunities, establish and run enterprises successfully thereby preventing graduates from involving in social ills.

The finding of Ambali (2012) also agreed with the present study because in the finding of Ambali it was revealed that sustainable development programme was an instrument that reduced the practice of different social ills among college graduates because it afforded them opportunity to establish small scale business such as business centres, wholesale or retail outlets etc.

The result obtained in the testing of hypothesis two revealed that there was significant relationship between sustainable development programmes and eradicating of social ills caused by idleness among college graduates. The result corroborated the findings of Oyebaniji and Adekola (2008) which revealed that there was significant relationship between sustainable development programmes and idleness among college graduates. Most of the sustainable development programmes learnt, eventually brought positive changes to college graduates.

The result obtained from the verification of hypothesis three revealed that there was no significant difference in the perception of both male and female college graduates and college lecturers on the influence of sustainable development programmes in eradicating social ills caused by both unemployment and idleness among college graduates. This meant that both male and female college graduates and college lecturers recognized sustainable development programme as a means of eradicating social ills caused by unemployment and idleness among college graduates. The finding was in line with Azeez and Agbaogun (2014) who found that gender did not have effect on the perception of the impact of sustainable development programme in solving social, ills caused by the problem of unemployment and idleness.

### **Conclusion**

The high incidence of social ills caused by unemployment and idleness in Nigeria cannot be disputed. Skill acquisition as one of the important tools for self-reliance through sustainable development programmes is made compulsory in all colleges of education which will enable students become effective citizens empowered with adequate practical skills and attitudes. The implication for this, is that social ills is very

rampant as a result of the personal problems we have all found ourselves in. People become selfish, lazy and greedy which make them to compete and fight at the slightest provocation in order to survive.

### **Recommendations**

On the basis of the findings of the study, the following recommendations are made:

1. Nigeria College of education should focus more on the practical aspect of sustainable development programmes with adequate materials and equipment where the college undergraduates will be taught how to use and manipulate equipment effectively so as to be able to put what they were taught in schools into practice after graduation.
2. Government should give access to credit facilities and other support mechanisms to college graduates to fully develop and utilize their skills.
3. There should be a closer cooperation and greater collaboration between education and employment, particularly, self-employment in order to help graduates acquire the necessary skills from the onset through effective teaching of sustainable development programmes in colleges of education.
4. Government should partner with multi nationals to ensure the development of functional and well equipped sustainable development programmes and courses in all colleges of education.
5. Government should provide necessary environment through the provision of adequate infrastructure such as electricity, workshop, equipment, laboratories etc for all students for sustainable development programmes.

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