

Review of: "Technological Unemployment, Skill Mismatch and the Future of Higher Education in Post-Pandemic Nigeria"

Soumyajit Koley¹

¹ Indian Institute of Technology, Kanpur

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The paper describes how certain technological advancements have resulted in the displacement of workers in Nigeria, particularly in industries such as manufacturing, agriculture, and services, and how the problem of SM (i.e., skill mismatch) in the context of TU (i.e., technological unemployment) has been severely asseverated, whereby the global education systems would hence need to adapt to the change brought about by automation. Overall, the paper is well-explained. However, I have a few suggestions which would help enable publication of the paper and promote its prospective readership:

(1) The heterogeneous skills theory suggests that the nexus between education and skill mismatch is very weak, because people with the same educational attainment level may not have the same skill endowments and abilities. As per the study, various surveys have depicted that there is a mismatch between the job skills acquired by graduates and the actual skill set required to execute tasks in the Nigerian labour market. According to the Federal Ministry of Labour and Employment, Nigeria's jobless growth between 2011 and 2015 highlighted industrial adjustment challenges and a mismatch between educational institutions' supply of labour skills and industry skill requirements for employment, which is expected to boost growth. In order to highlight the broader congruence of these aspects within an econometric research domain, a few corroborative studies (e.g., <https://doi.org/10.1108/HESWBL-02-2021-0019>, <https://doi.org/10.3390/econometrics11020016>, etc.) should also be mentioned in the sections 2 and 3 so as to affirm the rationale behind incorporating such data for the paper.

(2) The study asserts that longer periods of unemployment may increase the likelihood of an employee being mismatched due to skill deterioration related to inactivity and personal qualities, and mismatched workers may have more lengthy spells of unemployment over their working lives. The paper explains how many universities in Nigeria have taken up new courses in this regard, after the COVID-19 pandemic, which require them to redefine their responsibilities, aims, goals, and functions. Given shifting labour market demands, the Nigerian government is thus expected to enable the alignment of future labour market entrants' training to the labour market's increasing skill requirements. From a sustainability perspective, how effective or useful these aspects can be in fostering novel social value creation policies (e.g., <https://doi.org/10.1108/JEC-02-2022-0020>, <https://doi.org/10.1080/02601370.2022.2075480>, etc.), should also be briefly elaborated in the concluding portions of sections 4 and 5, towards highlighting the scope field-scale applicability of the research methodology across geographic spectrums as well.

