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QUALITY ASSURANCE MECHANISM IN NIGERIAN EDUCATION



THE NIGERIAN ACADEMY OF EDUCATION

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QUALITY ASSURANCE MECHANISM IN NIGERIAN EDUCATION

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Dr. R.A. Amegaku

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Preface

There is no doubt whatsoever that quality assurance is an indispensable process for achieving our national goals of education as well as the production of qualitative human capital for sustainable national development. In this regard, we recognise also the fact that issues of standards and values which are the root of our national educational efforts and sustainable national development are important co-ordinates of quality assurance mechanism in Nigerian Education.

Against this backdrop, the Nigerian Academy of Education at its 26th Annual Congress held at the Faculty of Education, University of Lagos from 21st to 25th November, 2011 decided to examine the theme: Quality Assurance Mechanism in Nigerian Education. This theme provoked keen intellectual discourse among scholars from different parts of the country. In well over a hundred papers, participants examined the different ramifications of the theme. Although all the papers were relevant to the central theme of the congress, only few could successfully pass through our peer review process. Only such papers that scaled through the peer review process were published in this compendium.

Majority of the papers examined quality assurance mechanisms at the basic education level, secondary education level and the tertiary level. There were other papers which considered quality assurance as it relates to teacher education, special needs education as well as research and development. More important are the strategies and actions that have been proposed by the different contributors on how to make the quality assurance mechanisms at the various levels of the Nigerian Education system more efficient.

In all these, it is important that educational institutions at all levels be encouraged to develop and maintain strong internal quality assurance mechanisms while the external quality assurance be refocused towards assisting tertiary institutions in Nigeria to meet global standards.

It is our earnest hope and desire that our policy makers in the education sector will buy into the rich proposals contained in this volume on how to fully operationalise the paradigm shift which quality assurance represents.

Professor B. G. Nworgu
Editor-in-Chief

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FOSTERING LIFE SKILLS OF NIGERIAN UNIVERSITY UNDERGRADUATES USING CREATIVITY AND ENTREPRENEURSHIP TRAININGS

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Abstract

This study focused on fostering life skills of Nigerian University undergraduates, using Creativity and Entrepreneurship trainings towards remediation of graduate unemployment. A pretest-posttest control group quasi experimental design using a 3x3 factorial matrix was adopted. The experimental (Creativity and Entrepreneurship training groups) and the Control formed the rows while levels of study (200,300,400) formed the columns. A total of 180 university undergraduates were randomly selected on the basis of natural cluster, availability and convenience, from 3 randomly selected Federal Universities. Sixty (60) students were randomly selected from each University with 20 from each of 200, 300 and 400 levels. They were randomly assigned to the 2 experimental and control groups. Olawale's (2006) Life Skills Assessment Scale (LSAS) was administered on the participants both at the pre and post-test situations. The result revealed that the experimental group performed significantly better than the control on Life skills assessment ratings. It was therefore recommended that creativity and entrepreneurship trainings should be properly integrated into Nigerian undergraduates' curriculum and made compulsory so as to proactively reduce the menace of graduate unemployment in Nigeria.

Introduction

Crime rate in Nigeria has consistently being on astronomical increase having a strong link with astonishing, glaring and ridiculous youth and graduate unemployment which has resulted in greater insecurity in the country (Fasanya, 2009). Ogunmola (2009) reported that as at year 2008, 64 million Nigerian youths were jobless. The 64 million represents 80% of the country's 80 million youth population which demographically is 60% of Nigeria's total population of 140 million people. Kayode (2009) advanced this information by submitting that the figure on youth unemployment given by the World Bank captured only those between 18 and 25 years. Akpan (2008) concluded that Nigeria, no doubt has been classified by World Bank as a nation with exposure to poverty.

The above scenarios necessitated the mad rush and aggressive struggle to migrate to the advanced countries of the world through visa lottery by any means. In fact, many lives of the young ones have been lost to desperate gamble to get into Europe through the Sahara desert. It is all in the process of seeking economic-refuge in other lands because their country offers them no hope whatsoever. The rate of emigration and brain-drain remains alarming while the number of Nigerians languishing in foreign prisons today is embarrassing (Fasanya, 2009). No wonder, the ousted Libyan leader, Muamman Ghadafi capitalized on the graduate unemployment in Nigeria, and recruited several Nigerian graduates into Libyan Army (Adisa, 2011).

Insecurity has assumed frightening dimension in all parts of the country. The law enforcement agencies are in most cases outwitted and outgunned by armed robbers because they are better equipped (Fasanya, 2009). Animasahun (2002) reported that 75% of professional armed robbers in Abuja are University graduates who belong to the neglected unemployed sector. In his attempt to dig deep into the causes of high rate of crime in Nigeria, Animasahun (2011) discovered that the high rate of terrorism; gangsterism; vandalism; and membership of the rampart militant groups such as Oodua Peoples Congress

(OPC), Bakkassi Boys, Egbesu Youths, Niger Delta Millitant Youths, Movement for the Emancipation of Niger Delta (MEND), MASSOB, Arewa Youths, and the latest religious fanatics in the North called Boko-Harams etc. all over the country has been traced to ignorance; poor education; acute unemployment; poverty; unskilled labour; protest against oppression, inequality, inequitable distribution of resources and frustration; excessive youthful exuberance; poor leadership; cumulative neglect and insensitivity to the yearnings of the suffering masses languishing in abject poverty; and systemic failure in curbing religious extremists.

The graduates of any educational system are a reflection of the curriculum they were exposed to during the course of learning. This exposure will determine the available work force of the society that owns such an educational system. Undergraduates of any educational system are not only future leaders but also the fulcrum on which the capacity and capabilities of any nation revolve (UNESCO, 1998). Leaders need to harness these capacity and capabilities of citizens in order to attend to the socio-economic, cultural, technological, psychological, educational and other needs of the society. Undergraduates are groomed to assume positions of leadership and they are looked upon as future leaders who must cater for the needs of their societies. This fact suggests that undergraduates are a special group of students that need to be properly educated for the advancement of society. The expectation from undergraduates that make them a special group deserving attention stems from the fact that education determines the quality of life of any nation (Dike, 2002).

However, the kind of education this generation has been exposed to in Nigeria is perhaps, the root cause of graduate unemployment. We therefore need to ask ourselves the true meaning of education and whether this generation has been properly educated or not.

The sociologists' definition of education can be summarized as the process of cultural transmission and renewal. Archibald Callaway in Osoyoya (2003) explains culture as the acquired pattern of life handed on from one generation to another. He further explains education as a conscious process which the society establishes to assist its members to understand the cultural heritage of the past and to participate productively in the future. It is leading out of the inborn powers and potentialities of the individuals as well as the acquisition of skills, aptitudes, and competencies necessary for self realization and for coping with life challenges.

To buttress the above as the true meaning of education, the Federal Republic of Nigeria (1981) in the National Policy on Education has as its major national objectives as stated in the 2nd national development plan, the following: The building of:

- i. A free and democratic society
- ii. A just and egalitarian society
- iii. A United, strong and self reliant nation
- iv. A great and dynamic economy
- v. A land of bright and full opportunities for all citizens.

Hence, to realize the above objectives through education, the document stated that the quality of instructions at the educational levels should be geared towards the inculcation of the following values:

- a. Respect for the worth and dignity of the individual
- b. Faith in man's ability to make rational decisions
- c. Moral and spiritual values in interpersonal and human relations.
- d. Shared responsibility for the common good of the society
- e. Respect for the dignity of labour and
- f. Promotion of the emotional, physical and psychological health of children (Federal Republic of Nigeria, 1981).

As laudable as these objectives are, honestly, everything has been a failure, because we live in a country where nothing works! Possibly, as a result of selfish interest, wrong priorities, lack of vision and lackadaisical attitudes of the leaders in the country. Therefore, all educational programmes and plans were made to be toothless dogs that can only bark but not bite. There is no more emphasis on inborn powers and innate potentials as well as the acquisition of necessary skills, aptitudes and competencies necessary for self-realization as spelt out in the national objectives.

This is exactly what gave rise to graduate unemployment and acute insecurity problems currently plaguing the entire nation. One would wonder whether having a university degree is worth it at all (if the aim is to get a job) since expectation to get a white collar job at the end fails. Possibly, the nation has missed it! The nation has missed the real purpose of education.

On the other hand, recent trends in Nigeria suggest a vote of no confidence on the quality of Nigerian graduates. For instance, Obialo (2010) reported that a World Bank Study (Bollag, 2002) exposed that employers complain about the quality of Nigerian university graduates. Idaka and Joshua (2009) also report that other stakeholders like parents, lecturers and the society share this worry. In fact, some employers now re-train graduates before they are considered fit to work in their establishments because they fail to meet the needs of the labour market (NUC, 2004).

Ugwuonah and Omeje (1998), in a study on higher education and the demands of the manufacturing sector in Nigeria, discovered that the problem of post recruitment training was evident. They posited that this was to enable the freshly recruited graduates cope with the imperatives and dynamics of changing technological and organizational complexities, which the school curricular and training might not have sufficiently grasped. Consequently, to meet the competitive market forces, any potential employee who does not measure up to the expected standard would not be employed or would need to be re-trained after being employed.

The above development would seem to suggest that the first objective of the Nigerian policy of education about university education which is "the development of high level manpower within the content of the needs of the nation" (NUC, 2004: p 31) is not being met. Such a situation does not imply that the graduates truly constitute what may be described as high level manpower when they finish from the universities.

A good education devises strategies to foster the total well being of the citizens and make them become productive, independent, happy, useful and relevant in the society. This is the whole essence of education, which can be summed up to mean fostering life skills of the citizens, which is however lacking in the society.

Life skills, according to Johnstone (1999) describe life raft in which each skill is a separate plank to help someone keep afloat no matter where he is on the sea of life. This analogy is quite vivid because nobody expects to make a voyage on the sea without expecting waves and turbulence. The same thing applies to human life from birth till old age. It is these life skills that are to keep one afloat on the sea of life (Olawale, 2006). Life skills embrace the following skills: educational, occupational, home based, social, pastime, personal development, portable, collaborative, life-long learning, communication, complex thinking and manipulative skills as well as responsible citizenship (Johnstone, 1999).

Olawale (2006) further postulates that life skills improve self-confidence through self-awareness. They assist in coping with rough patches in life by providing sign-posts for an alternative lifestyle, and also transform changes in our lives to useful challenges. Life skills involve personal action plans that may answer these four questions:

1. Who am I among 6 billion human species?
2. Where am I in this vast world?

3. Where do I want to go for achievement and satisfaction?
4. What is my goal and ambition in life?

Pierce (2001), in his own description, made a list of seven life skills to make a meaning out of life. These are: life-long learning, complex thinking, effective communication, collaboration, responsible citizenship, employability, and character development or ethics. Gillespie (2003) described life skills as aptitudes that manifest positive behavior and allow individuals to adapt to the demands and difficulties of everyday life. According to him, life skills allow a person to learn to know, learn to do, learn to be and learn to live with others. He therefore, defined life skills as psychosocial and interpersonal skills that allow the individual to think and act in a constructive and responsible manner in relation to himself and in his relation with others.

Engelbert (2003) in his own submission found that life skills afford individuals the opportunity to develop, to face life and also to contribute to societal development and in the transformation of their environments. Quattara (2003) added that life skills emphasizes individual, social and environmental factors that contribute to problem solving and favour social transformation. Diallo (2003) concluded that life skills are stimulants to resolve the problems young people and children face in their struggle to achieve desired success.

The study on life skills stem from various theories among which the Existential theory of Ronald Laing (1965) is an important one. The existential model holds that internal conflicts result when people feel too separate from the world in which they exist, possibly as a result of cumulative disappointments and lack of fulfillment. This often result in confusion, acute stress and madness, which according to Laing, is an attempt by people to solve an existential crises, such as despair, death, hopelessness, alienation, depersonalization, and meaninglessness. Life skills, therefore become an important issue of life for survival in chaotic situation.

It is therefore suffice to say that life skills are essential ingredients of success in life which nature has deposited in varying degrees, which must therefore be vigorously stimulated or consciously fostered especially in the life of the undergraduates in order to reduce the menace of graduate-unemployment in Nigeria. To achieve this, this study utilizes creativity and entrepreneurship trainings to foster life skills among Nigerian undergraduates.

With the current universal trend towards the enrichment of the quality of life of humanity through sustainable technological and economic growth, policymakers globally are now looking to creativity, innovation and human talent as the vehicles of future productivity and social dynamism (Lebler & McWilliam, 2008). Creative abilities for instance, help the individual in ideative originality, ideative flexibility, ideative frequency, ideative fluency and creativity motivation, which ultimately lead to innovations in confronting challenges in life and the work place.

The above is evident in the employers seeking multi competent graduates who have high-level expertise for discovery and exploiting the discoveries of others in order to compete favorably in the global competitive economy (Yorke, 2002). All university graduates who are potential creators will hence be performing jobs that are less focused on routine problem-solving but more on new social relations and synthesizing of complete life experiences which Lebler and Mcwilliam, (2008) describe as the 'big picture' scenarios.

★ We live in a constantly changing world and only a genuinely creative adaptation represents any possibility of keeping abreast with the ever-changing world and especially the ever-changing Nigerian society (Nwazuoke, 1996). Creativity thus is a necessary ingredient of progress and relevance for the Nigerian undergraduate. This is because every society whether modern or ancient is confronted constantly with the challenges of change, which comes with problems that are not solvable by just a simple repertoire of knowledge and skills (Animasahun, 2002). As such, skill or knowledge alone is not sufficient to cater for the needs

of our ever-changing world. In order to be relevant to both the Nigerian environment and the global society, Nigerian undergraduates who are looked upon as future leaders would have to become not only skillful and knowledgeable, but also very creative. This is because according to the European University Association (EUA, 2007: 6): “The complex questions of the future will not be solved “by the book”, but by creative, forward-looking individuals and groups who are not afraid to question established ideas and are able to cope with the insecurity and uncertainty that this entails”.

* The interest in creativity is also borne out of the realization that other nations have enjoyed the fruits of creativity as reflected in the numerous breakthroughs in the fields of science, technology, education, psychology and other fields of human activity because such nations have made concerted efforts at fostering and promoting creativity among their people. Man was created to be creative and it becomes the right of every person to be creative. People only have to identify and realize their creative potentials and develop them (Etuk, 2007; Sawyer, 2006). In that wise nothing should deny man his creative potentials.

On the other hand, entrepreneurial training can also bring out the best in the individual towards possessing adequate life skills. Entrepreneur refers to the process of creating an object of value through the commitment of time and other scarce resources (Animasahun, 2011). An entrepreneur, therefore, is a person with the initiative and drive to bring resources together to produce goods and services that would meet the needs of consumers. Stevenson (1993) defined entrepreneur as the pursuit of opportunity beyond the resources one currently controls. Stevenson and Gumpert (1985) further stressed that it encompasses the ability to identify opportunity to forge ahead. Drucker (1985) postulated that entrepreneurship represents the creation of something new, or different, and or the change transmutation of value.

Entrepreneurs with high initiative are able to stay ahead of their competitors, and are role model for their employees. They also have initiative which is goal – directed and action-oriented (Frese, Kring, Soose & Zempel, 1996; Frese, Fay, Hilburger, Leng & Tag, 1997).

Entrepreneurship training is able to address some of the deficiencies in the existing educational system. Firstly, the development of entrepreneurial skills in the education system increases the supply of future entrepreneurs in the country (Oyebiyi, 2011), result in a lower unemployment rate (Memullan & Long, 1987), increased establishment of new companies, and fewer failures of existing businesses (Hatten & Ruhland, 1995; Ronstadt, 1985; and Hansemark, 1998). With the enormous importance and benefits of creativity and entrepreneur, this study focuses on fostering life skills of Nigerian undergraduates using creativity and entrepreneurship trainings. To this end, one hypothesis was generated at 0.05 level of significance to investigate whether life skills could be fostered using creativity and entrepreneurship training.

Hypothesis

There is no significant main effect of treatment (Creativity and Entrepreneurship training) on Life skills of Nigerian University undergraduates.

Method

The study utilizes the pre-test-post-test control group quasi design using a 3X3 factorial matrix. The experimental (creativity and entrepreneurship training) and the control groups formed the 3 rows while levels of study (200, 300 and 400) formed the column.

One hundred and eighty (180) undergraduates randomly selected from 3 Federal Universities, namely: University of Ibadan, University of Port-Harcourt and Ahmadu Bello University, Zaria were randomly selected on the basis of natural cluster, availability and convenience sampling procedures. Sixty (60) students were selected from each university with 20 from each of 200, 300 and 400 levels.

The only instrument used in the study is the Life Skills Assessment Scale (LSAS) (Olawale, 2006). It is a 40-items well developed and validated instrument with 8 subscales, whereby each subscale measures a category of life skills. The subscale and their psychometric properties are:

- i Occupational skills (r = 0.69)
- ii Educational skills (r = 0.75)
- iii Home based skills (r = 0.64)
- iv Social skills (r = 0.67)
- v Pastime skills (r = 0.69)
- vi Personal development skills (r = 0.63)
- vii Portable skills (r = 0.70)
- viii Collaborative skills (r = 0.62).

Procedure

The researcher visited the 3 randomly selected universities with handbills on invitation to participate in a training programme in Creativity, Entrepreneurship and Strategies for handling difficult courses, scheduled to hold at each University Students' Union building on Saturdays. The programme attracted a large number of students from various Faculties and Departments. Certain conditions for participation in the programme such as availability for the next 6 Saturdays were stated. With this, many bowed out but yet there were still more than enough students. They therefore balloted, and 60 students were picked from each university with 20 from each of 200, 300 and 400 levels. Copies of the Life Skills Assessment Scale (LSAS) were administered on them to collect the pre-test scores. With the help of research assistants, the trainings went on simultaneously in the 3 universities. While the participants at the university of Ibadan were subjected to training in Creativity, those in ABU, Zaria were exposed to Entrepreneurship training while those in Uniport served as the control group who were taught on strategies for handling difficult courses (which is definitely not part of the training required for fostering life skills). At the end of the six weeks, copies of the life skills assesment scale (LSAS) were re-administered on the 2 experimental as well as the control groups in order to collect the post-treatment scores. The analysis of covariance (ANCOVA) was used to analyze the collected data.

Result

The results obtained from the analysis of the collected data are displayed in tables 1-3.

Table 1: Summary of Analysis of Covariance (ANCOVA) of pre-post test effects of Life skills scores of participants in the treatment and control groups.

Source of Variations	Sum of squares	df	Mean square	F	Sig	Remark
Corrected Model	98283.416	9	10920.380	56.378	.000	S
Intercept	16007.216	1	16007.216	82.640	.000	S
PRETEST SCORE	51176.772	1	51176.772	264.208	.000	S
MAIN EFFECTS	46748.949	2	23374.474	120.674	.000	S
LEVEL	283.709	2	141.855	.732	.482	NS
TRT*LEVEL	1214.325	4	303.581	1.567	.185	NS
Error	32928.828	170	193.699			
Total	2712184.000	180				
Corrected Total	131212.244	179				

R squared = .749 (Adjusted R squared = .736)

The result presented in table 1 above shows that there was a significant main effect of treatment on Life skills posttest score of the experimental and control groups ($F_{(2, 180)} =$

120.674, $p < .05$). Therefore, the hypothesis which states that there is no significant main effect of treatment on Life skills of Nigerian university undergraduates is rejected. This implies that the two treatment techniques (Creativity and Entrepreneurship trainings) were effective in fostering Life skills of Nigerian university undergraduates.

In order to provide information on the variation in post-test mean scores of participants in treatments (Creativity and Entrepreneurship) and Control group, the pair-wise comparison was computed.

Table 2: Summary of Pairwise Comparison Analysis showing the effect of treatments on Life skills test scores of experimental and control group

(i)groups	(j)groups	Mean difference (i-j)	Std. error	Sig.*
Treatment 1 group	Treatment 2 group	1.537	2.549	.547
	Control group	34.940*	2.541	.000
Treatment 2 group	Treatment 1 group	-1.537	2.549	.547
	Control group	33.404*	2.546	.000
Control group	Treatment 1 group	-34.940*	2.541	.000
	Treatment 2 group	-33.404*	2.546	.000

Table 3: Estimates of Dependent Variable Post score

Groups	Mean	Std. Error	Lower Bound	Upper Bound
Creativity	131.903*	1.799	128.353	135.454
Entrepreneurship	130.367*	1.801	126.812	133.922
Control	96.963*	1.797	93.415	100.511

Table 2 and 3 show that the participants exposed to treatment1 (Creativity) obtained the highest adjusted mean score ($x = 131.903$), closely followed by participants exposed to treatment 2 (Entrepreneurship) with an adjusted mean score ($x = 130.367$) while their counterpart in the control group had an adjusted mean score ($x = 96.963$). These values were obtained by adding the respective adjusted deviations with the grand mean. Furthermore, the analysis of covariance model reveals $R^2 = 0.749$ and Adjusted $R^2 = 0.736$ (Table 1). This implies that the two treatment interventions accounted for 73.6% variance of the participants' Life skills scores, while the remaining 26.4% could be due to other variables.

Discussion

The results obtained from the analysis of data collected from the undergraduates clearly show that life skills of Nigerian undergraduates could be fostered by trainings in creativity and entrepreneurship.

The above findings corroborate the earlier submission of Woodman and Schoenfeldt (2007) who contended that creativity could foster life skills of individuals. The findings also support Animasahun (2002); Akinboye (2003); Dickutt, (2003) and Anya (2007), who submitted that creativity training provides solutions to everyday problems and ability to cope with unforeseen challenges. Runco (2003, 2007) and Kozbelt, Beghetto and Runco (2010) who explained creativity as an instrument that alters the way people think and enhances their potentials towards handling life problems, are other sources of information that strengthen the result of the current study. The findings on the relevance of creativity in fostering life skills here further added credence to Mostert and Frijling's (2001) findings that 300 employees of

Unilever that underwent creativity training responded positively to it and functioned better in handling life challenges. Finally, on the relevance of creativity in fostering life skills of undergraduates, Nwazuoke, (1994); Animasahun, (2002); Akinboye, (2003); Piirto, (2004); Ortese, (2005); Sawyer, (2006); Noraini, (2006); Etuk, (2007); McWilliams and Dawson, (2008), in various studies emphasized the importance of creativity in enhancing performance and strengthening individuals to forge ahead in life in spite of obstacles.

On the other hand, the current result which proves that entrepreneurship training can be used to foster life skills among Nigerian undergraduates is greatly supported by previous literature. Stevenson, (1983), Stevenson and Gumpert, (1985), Stewart, 1991 as well as Dollinger, (2000) who submitted that training in entrepreneurship succeeded in product development, technological innovation, investments in new knowledge, change in mind-set and attitude, creation of new ventures, and the unusual which are all subsets of life skills. Hansemark, (1998) emphasized the potent power of entrepreneurship training in the development of personal attributes of the individuals. Amit, Glosten and Mullers, s(1993) found that entrepreneurship training led to creation of small business and self employment which are all components of life skills. Deci and Ryan (2002) advanced the notion that the two goals of entrepreneurship training programmes are to prepare people for career success and to increase their capacity for future learning which enhances individuals' personal fulfillment and contribution to the society. These are the real goals of life skills, which now makes the present study relevant to the existing literature in the field. Still on the relevance of entrepreneurship training in fostering life skills of Nigerian undergraduates, the result of the current study further strengthens the submissions of Brockhaus, (1980); Begley and Boyd, (1987); Boyd and Vozikis, (1994); who found entrepreneurship training as an intervention tool which impacts adult attitudes towards positive life skills as well as youth awareness and attitudes related to social and economic viability of entrepreneurship as a career option to forge ahead in life. Finally, the result obtained also buttress the proposal on empowering the youths as submitted by NPC (2004).

Conclusion

The study focused on fostering life skills of Nigerian university undergraduates using creativity and entrepreneurship trainings towards remediation of graduate unemployment. It was found that the experimental groups performed significantly better than the control on life skills assessment, which is a clear indication that both creativity and entrepreneurship trainings can enhance life skills of Nigerian undergraduates. Consequently, if the Nigerian undergraduates are exposed to these kinds of training while in school, the rate of graduate unemployment in Nigeria will be drastically reduced.

Recommendations

Based on the findings of this study that creativity and entrepreneurship training can be used to foster life skills of Nigerian undergraduates towards remediation of graduate unemployment, it is hereby recommended that creativity and entrepreneurship programmes should be inculcated into the curriculum of tertiary education programmes in Nigeria as a compulsory course under General Studies Programmes (GSP), so as to expose all undergraduates to these kind of training.

It should be noted that when China was experiencing the kind of problems Nigeria is experiencing today in relation to graduate unemployment, there was a Legislation in 1946 that every education programme in China must be vocationally driven, which actually accommodated rigorous trainings in creativity and entrepreneurship. Today, China, as densely populated as she is, is no longer complaining about unemployment. Why not Nigeria? Let us start from somewhere especially at the tertiary institutions level and within a short time, the problem of graduate unemployment will be over.

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