

LAMENTATION OF NIGERIA UNIVERSITY GRADUATES: EDUCATIONAL EVALUATION ON RESCUE MISSION

Protocols

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My Lords Spiritual and temporal

Distinguished Colleagues and friends from sister institutions

Very Distinguished Guests

The Great TASUEDITES

Gentlemen and ladies of the Press

Preamble

I give glory to the Almighty God for leading me this far in life, despite remarkable hurdles I have faced. Standing before you is the only child of his mother, who passed on when he was a toddler. I enjoyed the shepherdess of my father, stepmother, close relations and friends. Perhaps the toughest decision on my life was taken by my father who incidentally was then a tutor in Ansarudeen Teachers' Training College, Ota. He gave me the opportunity of taking entrance examination to Baptist Boys High School Abeokuta and Mayflower Secondary School Ikenne. If I failed, I have to repeat primary 6. Those were the days you dared not question your father's authority. I did not like the directive, because to me, going to a secondary school without the label 'Grammar' was not fanciful.

After my secondary education, I had two admission offers to University of Lagos to study Geography and University of Ilorin, to study Educational Planning and Administration. This was a year before the establishment of Joint Admission and Matriculation Board (JAMB). Of the two offers, my choice was University of Lagos, because, first, I never planned to study education. As at then, my farthest journey towards the north was University of Ibadan, Agbowo and choosing Ilorin to me, was like going oversea. Secondly, I preferred a single honours degree in Geography to a combined honours degree in Education. Lastly, I preferred an already established University of Lagos where I was used to and had many friends to Ilorin a newly established institution where I had no information about.

My father came in again. University of Ilorin was his choice because the course I was offered (Educational Planning and Administration) was new at undergraduate level and will be an advantage for me in future compared to Geography which had been on for decades in Nigeria Universities. Secondly, according to him it is a long term pride to be a pioneer of a University. As usual, he had his way. After the first degree, I went to University of Lagos for one calendar year post Graduate Diploma in Manpower Development Planning in the department of Economics. I later attended the University of Ibadan for Master and Doctorate in Educational Administration and Educational Evaluation respectively. For each of these universities I had advantages which have been guiding me in life. At Ilorin I had the

most rigorous academic experience. Students were few and there was full compliments of academic staff. (Good foundation). At Lagos, I saw and learnt what is meant by interaction of Gown and Town. The staff and the students were socio-economically mobile. (Time is money). At Ibadan was aura of confidence. The display of that notion that no one does it better. These attributes have been stimulant to me in life and infact contributed to my choice of topic for this inaugural lecture.

Today, I am grateful to God and appreciate my father's decisions. I attended Baptist Boy's High School Abeokuta (Nulli Secundus) the School on the Hill where we were taught to be God fearing, frugal, love and help ourselves as brothers, aspire to rise in life and above all be humble. Right from my undergraduate days at Ilorin to this present period of my life, I had benefitted from the involvement of my fellow Old Boys at crucial moments of my life. Some of you will still recall the famous and unparalleled Ijagun Eminent Personality Forum which was organized by the School of Education, of the then Tai Solarin College of Education Ijagun 1998-2000. It was serial presentation by eminent professionals in Nigeria on pertinent issues which attracted dignitaries and the press. At the planning stage, the committee felt it was an illusion to think we could bring the first three personalities on the list to Ijagun. I drafted the first sentence for the Secretary of the committee which was "I am directed by the Dean School of Education, Tai Solarin College of Education Ijagun, Mr. Abiodun Ojo an Old boy of Baptist Boys High School Abeokuta to humbly invite....". The first invitee was late Prof. Adeoye Lambo (Retired Deputy Director General World Health Organization) who was to present a paper titled "Coping with Stress in a Socio-Economically Depressed State". The second was His Excellency late Justice Bola Ajibola of the World Court in Hague and the third late Bar. Kehinde Sofola former Attorney General of the Federation. All of them Old Boys of BBHS. They honoured the invitation and made it clear in their opening remarks that they came because the invitation was from a fellow Old Boy. It was their participation that attracted many others including Major General Muhammadu Buhari (rtd) then the chairman of Petroleum Trust Fund (PTF) to accept to present a paper titled "Maximising the gains of Sacrifice:- The PTF Perspective " through the secretary Chief Tayo Akpata on this campus.

Permit me to recall that after my National Youth Service Corp (NYSC) programme, my plan was to work with either the West African Education Council or the National Bank or The Polytechnic Ibadan as administrative officer. It was peer group influence that brought me to Ijebu-Ode. My childhood friend turned brother, Chief Kola Sorinola prevailed on me to seek employment at Ogun State College of Education (OSCE) Ijebu-Ode. He secured my appointment through the then Deputy Provost Late Dr. Eniola Sogbesan who happened to be his former lecturer at the University of Lagos. The rule at the College then was that maximum of two lecturers were allowed at a time for post graduate studies. It was illegal for any lecturer to further his studies if he was not one of those permitted by the College authority. When Dr. Z.O. Odumosu became the Provost, he liberalized post graduate studies and propelled members of staff to further their studies. By 1st October 1997 I was promoted to the rank of Chief Lecturer which was the highest in a College of Education. When the announcement was made by the Provost, Dr. Z.O. Odumosu at the congregation in 1998, there was a loud ovation which he stopped immediately saying “why are you celebrating a young man (without a PhD) being promoted to a Chief Lecturer. A time is coming when this College will become a University, your salary will be personal but you will be inconsequential”. It was highly provocative, many of the staff present disapproved of Dr. Odumosu’s approach. However, a few people who heard of the issue not only supported him, they added further pressure on me. Prominent among them were Chief Kola Sorinola, Dr. Bola Abiodun, DR. Kola Onamusi, Pharm M.O. Abass, Professor Tunji Odedeyi, Aduramo Adeogun, Prof. Oworu and my junior brother Demola Ojo. I took up the challenge in 1999/2000 and I achieved the PhD in January, 2004 at the University of Ibadan while the college was upgrade to a University of Education in 2005, 1st in Nigeria, second in Africa and 8th in the World (Formular 1-2-8). Without the ‘provocative PhD’, I cannot be a Professor in my field and I cannot stand before you today to present what can be termed “Provocative Inaugural Lecture”.

As earlier stated TASUED is an institution with a formula1-2-8. It is a convention here that presenters also tag their lectures with a formula. By the Grace of God this is the first presentation by the first Professor from the Foundation Unit of the Department of

Counselling Psychology and Educational Foundation, also presented by the first serving Staff of TASUED to be appointed as Head of another Tertiary Institution, i.e. Provost Tai Solarin College of Education, Omu-Ijebu and also by the first serving Staff of TASUED to be appointed the Chairman Governing Council of another Tertiary Institution: Adeseun Ogundoyin Polytechnic Eruwa owned by Oyo State Government. Thus this lecture shall adopt formula 1-1-1, presented by the Chairman of the Committee that transited Tai Solarin College of Education to Tai Solarin University of Education.

Introduction

Mr. Vice Chancellor Sir, An ethical programme that is universal, micro, macro, formal and informal is education. All countries of the world pay attention to it in terms of planning, supervision and improvement. The recipients and their guardians also place special attention to it. It is generally believed that through it, values can be preserved and improved upon. It is a veritable means of socio economic mobility because it has been demonstrated over years that improvement in one's level of education and particularly in the direction of societal needs usually attract more patronage and higher remuneration. This concept is not strange in Nigeria context.

Economists view education as an instrument of personal development of individuals, expanding their intellectual horizons, interests, potential and empowering them to have better life, and generally, the growth of a country. This aspect of the special role of education is considered by the human capital theorist who place emphasis on the role of education in transformation of human beings into human capital, an instrument of production and economic growth and thereby economic well-being of the people and societies. Lawal and Wahab (2011) asserted that education is seen as contributing to economic growth in two ways:

- *It directly affects economic growth by making individual worker more productive; and*
- *It indirectly affects economic growth by leading to the creation of knowledge, ideas and technological innovation – either through the process of acquiring education itself or because education is a key input into the development of a research sector that produces new knowledge and ideas.*

Human capital is a broad and multifaceted concept encompassing many different types of investment in people. Education, health and nutrition are certainly important aspect of such investment, and any acute deficiencies in these respects may severely limit the population's ability to engage in productive activities. Human resource development relates to the education, training and utilization of human potentials for social and economic progress. Haltak, (1990) identified five energy boost of human resources development: Education;

health and Nutrition; Political and Economic freedom; Environment; and Employment. These energisers are interlinked and interdependent, but education is the basis of all. Schultz (1961) as quoted in Adamu (2003) identified five ways of developing human resources, out of which education of different form accounted for the highest.

Apart from government intervention in setting up a desired educational system, parents/guardians also aspire to support their children as much as possible. They see such contribution as investment in the recipient with the expectations of enjoying the gains in the nearest future. The gains are not limited to employment but also freedom of thought and desire to live well through legitimate means. This is in conformity with the United Nations Universal Declaration of Human Rights (1948). Article 23 of the UDHR says;

- i. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.*
- ii. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.*

Of all the levels of education in Nigeria, the tertiary level which comprises of the University, Polytechnic and College of Education is most attractive and highly competitive in patronage. Apart from being the highest level, the remuneration that the certificate can give is higher than that of other levels. Out of three tertiary institutions, the most patronized has been the university.

Table 1: First Choice Preferences of Candidates in UTME 2016-2018**% of Application by Preferences**

Preferences	2016	2017	2018
Degree	97.78	97.97	73.84
NCE	1.11	1.01	12.17
ND	1.10	1.01	12.95

Source: Centre Admission Processing System (CAPS)

The University has been the training ground for various professions such as medicine, law, engineering, teaching etc. In 1970 there were only six Universities in Nigeria, all federal. That was after two decades of University education in Nigeria. By year 2022 there were 50 federal universities, 59 states and 111 private making a total of 220 universities in Nigeria. The flow of establishment is reflected in Table 2.

Table 2: List Period of Establishment and Ownership of Universities in Nigeria

Year	Periods	Federal	State	Private	Total
1980	1948-1980	14	2	0	16
1990	1981-1990	8	6	0	14
2000	1991-2000	3	9	3	15
2010	2001-2010	2	18	37	57
2020	2011-2020	18	16	39	73
2022	2021-2022	5	8	32	45
Total		50	59	111	220

Source: National Universities Commission (NUC) 2023

The enrollment figure for both undergraduate and post graduate programmes in 2020 was 2,162,018 (National Universities Commission, 2020). On the surface, the figure is huge but compared to population estimate of over 200 million people of the country it is not that alarming. However, Nigeria is facing a problem of high rate of unemployment and underemployment of its graduate output which according to Longe (2017) in Adeyemi and Ogunsola (2020) is because of poor state of the economy and low technological

development that can fast track employment openings. There has not been full deployment of socio-economic statistics being collected on a regular basis in planning and decision-making process that are related to the economy, otherwise, there would be visible and measurable signs of efforts being made to curtail the problem.

Those who had University education between 1960 and 1980 will agree with me that the lamentation then was that of gaining admission as against during and after course of studies. The accommodation in the halls of residence was conducive with cleaners servicing the rooms daily. There was free laundry service for 6 clothes per week and good catering service at very cheap rate for three square meals per day. The school fees was low and most students enjoyed either Bursary, from Federal and State Governments or loans which were hardly repaid. There were various scholarships. Close to the final examination, Civil service commission from States and federal government, private sectors and religious bodies visited the Universities to interview interested graduating students for employment. Immediately after graduation, employment opportunities were available. The conditions of service were motivating. For example, as a fresh appointed lecturer in OSCE (1980) my colleagues and I started on Level 09 step 2. We were lodged for 29 days at the Gateway Guest House close to the Stadium. By the time we were checked out, each of us was allocated a well furnished 3 bedroom flat. Our classmates who were employed in the civil service or private sector got Car loan after six months and payable in four years.

The graduates of the contemporary time have challenges even before admission into the University. They pay for the Unified Tertiary Matriculation Examination (UTME). It is the prerogative of Joint Admission and Matriculation Board (JAMB) to fix the Centre of the examination not necessarily the closest centre to candidate's residence. The candidate is further subjected to Post-UTME examination by the chosen University after payment of another fee. Should there be need to change institution of choice it will be done at a cost. Same in case of change of course. There is acceptance fee after admission, clearance fee, medical registration fee to mention just a few before the tuition fee. A few of these were in place at the commencement of JAMB but the charges were minimal. Most Universities in

Nigeria today operate off campus accommodation system unlike what used to exist. What used to be a room for two students in the university hall of residence is now used by additional four 'squatters'. There is no more university operated cafeteria. Lecture hall originally meant for 200 students is now used by about 600 students with majority standing outside receiving lectures through the windows without public address system. The undergraduates of the contemporary period are under the tutelage of unmotivated lecturers. Regardless of the number of years a lecturer spent before qualifying (PhD) and years spent after, it is unbelievable that hitherto no Professor earned up to half a million naira a month. This frustration has led to continuous strikes. The question then is, can a lamenting teaching staff provide the best of learning strategies to lamenting undergraduates? Ojo (1997) posited that a teacher who is commensurately paid as at when due, treated with dignity and given the opportunity of advancement would have had most of his personal needs satisfied and be more motivated on the job. When lamenting lecturers anchor learning activities of lamenting students, the outcome for the two parties may be a state of despair.

By the time the student graduates, he is financially, emotionally, and socially dehydrated. His hope of regaining his economic steadiness is further dashed after completing the mandatory National Youth Service Corps programme without being able to get employed. Worse still is his inability to engage in self employment not only because of lack of fund to start, but also because the University Education did not equip him with any skill and the erroneous psyche that vocational undertaken is meant for academic dropouts and not for University graduates. Owolabi (2019) submits that more than three-quarters of employers prefer to hire employees with experience and graduates' work history is considered an important aspect of graduate resume, thus making job search difficult for graduates without experience. Lamentation.

Young Adults: Age 18 to 30

The bulk of undergraduates, graduates and the unemployed graduates fall into the age bracket of what the psychologists refer to as Young Adults with age range of 18 to 30 years. It is a very important stage of development because the individual is capable of discerning abstract concepts, aware of personal limitations and consequences of actions. He/she is eager to evolve an identity, develop meanings of living and anxious to make a significant mark in life (Owoyele, 2021). The young adult is either pursuing a course of study, learning a trade or graduating and entering the world of work. He/she is full of ideas and energies to explore the world and make meaning out of life.

People at this stage are fond of developing their critical thinking skills, form relationships based on shared values and belief systems, modify their risk taking behaviours and make decisions based on future consequences (Behrman, Kliegman, Schor, St. Geme, Stanton & Nelson, 2020). They usually identify career goals and strive to pursue them, secure their autonomy, build and test their decision making skills, develop new skills, hobbies and adult interests (Advocates for Youth, 2022). In short, as mature adolescents move towards adulthood, these developmental themes emerge. If well managed they constitute formidable asset to the society. Conversely if they feel neglected and left to be in full control of their affairs particularly with an agitative mind towards the society, the consequences may be dangerous.

Physical Development

For many young adults, most of their physical development occurred during these years. However, individuals who reached puberty later in their adolescence may continue to see physical changes. During this stage, males may see their facial hair get thicker while females continue to manifest mature traits, and many young adults may still have acne.

Cognitive and Self Development

At this stage, young adults become more adept at complex thinking and can better integrate their emotions when making decisions. This is also a life phase where many individuals will experience a high sense of optimism as they embark on their journey to adulthood as they are often free from some of the parental, familial and school restraints they felt in adolescence.

Identity

Many young adults will find themselves facing some instability in this “in-between” period of their lives. They often feel that they are not yet adults (many may still be in school instead of working full-time, others may be living at home while beginning their career path), however, they also feel the pressure that comes with having more responsibilities and accountability than when they were adolescents. They may feel anxieties surrounding their place socially with their peers and occupationally as they make big decisions about the future. It is a time to question what they want from work, school and love (Palanikumar & Indirapriya, 2023).

Relationships

This is a time when there is often a shift in the types of relationships individuals have with their peers, parents and society. Romantic relationships are based more on shared belief systems and become more important as young adults emancipate further from their parents. Often risky behaviours such as drug and alcohol abuse/use that they have exhibited as teenagers will continue in early adulthood if their peer group remains constant.

Media and Young Adults

Media can be a wonderful and often necessary addition to the lives of young adults. In this digital age, a lot of young adults are addicted to media (television and movies, print media, social media, music, video games and the likes) exploring it positively or negatively. Availability of career prospects, entrepreneurial opportunities and facilities can stimulate

positive media addiction because of the attached financial and other socio-economic gains. However, lack of such opportunities like in our own clime can endear negative addictions to the media and lure the young adults into the dark side of life-life of drug, prostitution and other internet fraud activities.

Theoretically, in Erikson's Stage of Psychosocial Development, young adulthood corresponds to the following stages of human development.

Identity vs. Role Confusion

During adolescence, the transition from childhood to adulthood is most important. Young adults are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. During this period, they explore possibilities and begin to form their own identity based upon the outcome of their explorations. This sense of who they are can be hindered, which results in a sense of confusion ("I don't know what I want to be when I grow up") about themselves and their role in the world.

Intimacy vs. Isolation

Occurring in young adulthood, individuals begin to share themselves more intimately with others. They explore relationships leading toward longer terms commitments with someone other than a family member. Successful completion can lead to comfortable relationship. Avoiding intimacy, fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression.

Generativity vs. Stagnation

During middle adulthood, people establish their careers, settle down within a relationship, Begin their own families and develop a sense of being a part of the bigger picture. They give back to society through raising of children, being productive at work, and becoming involved in community activities and organizations. By failing to achieve these objectives, they become stagnant and feel unproductive.

The essence of these psychological expose on young adults between age 18 to 30 is because vast majority of Nigeria graduates fall within this age bracket. The expressed psychological traits, if well managed and properly provided for, constitute formidable asset to the society. Conversely, if they feel neglected and left to be in full control of their affairs particularly with some degree of distrust agitative mind towards the society, the consequences may be socially risky.

Universally, youths are regarded as the active tool for socio, political and economic development of every country. That is one of the main reasons why nations endeavour to provide qualitative education for them in order to improve their expertise and quality of service delivery. However, where the quality of education given is faulty and or where there is mismatch in the type of education and the societal needs, the youth(s) will personally become unfulfilled and a menace to the society. As a result, Ojo (2004) and Bello, Danjuma and Adamu, (2007) posited that the quality of education and its relevance to the needs of the society must be taken care of, if the recipients will be of value to themselves and the society.

Unemployment/Underemployment

Unemployment is generally seen as macro-economic problem as well as socio-economic problem. It has been categorised as one of the serious impediments to social progress. Apart from representing an enormous waste of a country's manpower resources, it generates welfare loss in terms of lower output thereby leading to lower income and well-being (Ejikeme, 2014). The higher the rate of unemployment in an economy, the higher the level of poverty and associated welfare challenges (Fajana 2000). It is a widely accepted view in economics that the growth rate of the Gross Domestic Product (GDP) of an economy increases employment and reduces unemployment.

Despite the fact that Nigerian government at various times has made efforts to educate youths and prepare them for the labour market through curricular reviews of various educational programmes, empowerment programmes and various links with some

entrepreneurial organizations through internship and collaborations, graduate unemployment is still exacerbated. Alumona and Erinsakin (2012) identified a few reasons negating employment of the graduates to include school curricula, economy, quality of staff and poor quality of graduates. Aderogba (2011) buttressed that to be employable/self-reliant an individual must have acquired qualitative saleable skill, right habit and attitude which will enhance exploration. Are these feasible in our graduates of today?

There is a need to specifically look at the interrelationship among labour force, unemployment and underemployment. Labour force according to National Bureau of Statistics (NBS) (2020) comprises a critical proportion of the population who are actively engaged in economic activities within the age range of 15 to 64 years. The group excludes students, home maker, unpaid caregivers and those who are incapacitated to work or not willing to work. In other words, the employed and unemployed but are willing to work within the specified economically active age bracket per time constitute the labour force. The same document defines unemployment as the proportion of labour force available for work but without any for at least 20hours in the week preceding the survey period. It means that considering an individual as unemployed is not absolute but rather relative. Underemployment on the other hand is the proportion of labour force that are economically engaged working at least 20hours but less than 40hours per week using the week preceding the survey period or full time but underutilizing their skills, time and educational qualifications. It is imperative to note that the definition of unemployment, underemployment and employment is not a function of size of wages or job satisfaction, rather, they are treated strictly as a function of a person's involvement or otherwise in economic activity even if that activity is performed to make ends meet.

Table 3: Nigeria Labour Force Statistics 2017 to 2020

	Labour force	40 Hrs + Employed	Less than 20 Hrs Unemployed	Less than 20 Hrs Unemployed	Unemployment Rate	Underemployment Rate
Q4 2017	All groups	86,537,538	51,165,530	17,671,142	20.4	20.5
	NCE/OND/Nursing	7,078,516	4,173,906	1,726,107	24.4	16.6
	First degree/HND	5,775,843	3,503,593	1,621,902	28.1	11.3
	Master Degree	440,504	316,718	72,471	16.5	11.6
	Doctorate Degree	70,739	53,948	7,817	11.1	12.7
Q1 2018	All groups	88,206,724	51,154,482	19,251,378	21.8	10.2
	NCE/OND/Nursing	7,636,883	4,129,596	2,428,271	31.8	20.2
	First degree/HND	5,669,928	3,145,954	1,674,792	29.5	15.0
	Master Degree	450,943	321,049	78,583	17.4	11.4
	Doctorate Degree	71,229	53,763	8,481	11.9	14.0
2019	All groups	NA	NA	NA	NA	NA
	Post secondary	NA	NA	NA	NA	NA
Q2 2020	All groups	80,291,894	35,585,274	21,764,617	27.1	28.6
	NCE/OND/Nursing	6,530,801	2,948,437	2,009,014	30.8%	24.1%
	First degree/HND	6,956,600	2,753,734	2,844,811	40.9%	19.5%
	Master Degree	521,108	284,149	119,513	22.9%	22.5%
	Doctorate Degree	76,526	39,391	17,831	23%	25.2%

Source: National Bureau of Statistics 2017-2020 Reports of Unemployment and Underemployment Quarter 4 2017 to Quarter 2 2020

By any standard, the picture that emerges from these statistical information seem to have portrayed Nigeria as a country that is incapable of providing wage employment opportunities to a substantial number of her trained university graduates. Afolabi, Yusuf and Idowu (2014) stated that of all the problems facing Nigeria in recent time, none is as virulent, persistent and agonizing as the problem of high unemployment among Nigerian graduates. The negative effects on the nations economy and affected individuals are highly unquantifiable. Aside from being a huge waste of human capital and loss of investment in higher education, those caught in the web of this social menace are often susceptible to

frustration and non-conforming behaviours. The increasing rate of unemployment of university graduates is not only a disincentive to schooling, it could also be a recipe for social unrest if not checked. Consequently, all strategies put in place to address the challenges of graduate unemployment in this country will be a welcome approach towards solving one of the formidable macro-economic challenges militating against rapid transformation of the nation's economy.

Table 3 reveals that in 2017 there was a sharp increase to 20.4% in the unemployment rate irrespective of educational status compared to 2016 which was 14.2%. The steady increase in unemployment rate continued with 21.8% in 2018. At the second quarter of 2020, unemployment Rate for all groups irrespective of educational status hit the all-time high of 27.1% while underemployment rate for the same year was 28.6%. The figures of underemployment for 2017 and 2018 were 20.5% and 20.2% respectively. Specific details of unemployment rate by sub-category of degree/HND graduates was 28.1% in 2017, 29.5% in 2018 and 40.9% in 2020. University graduates with master's degree unemployment rate were 16.5% in 2017, 17.4% in 2018 and 22.9% in 2020 while doctorate degree holders recorded unemployment rates of 12.7% in 2017, 14.0% in 2018 and 25.2% in 2020. These figures depict an ailing economy that requires intensive care. There is no gain saying that the future is precarious if the situation is not addressed timely.

Simon (2017), mentioned that major weaknesses of graduates employment include deficiencies in areas of;

- (i). management
- (ii). problem-solving
- (iii). communication
- (iv). leadership
- (v). creativity
- (vi). critical thinking
- (vii). Initiative
- (viii). self-confidence and
- (ix). other interaction skills

These aspects lead to difficulties for graduates in finding jobs that match their qualifications. Nazron (2019) also cited some causes of graduate unemployment as including;

- (i). the relationship between the capital-intensive economy
- (ii). the rapid growth of the graduate labour force
- (iii). lack of relationship between educational institutions and industry
- (iv). lack of training to prepare for work
- (v). rapid, population growth and rapid decline in mortality
- (vi). educational development
- (vii). economic recession
- (viii). quality of education
- (ix). Level of competencies of graduates
- (x). skills and personalities of graduates

Rahman (2011), mentioned that one of the causes contributing to the unemployment problem of graduates is the quality of graduates. Many employers have commented negatively on the quality of graduates that they do not have what it takes to render qualitative service.

Despite the precarious consequences of unemployment, the International Labour Organisation (ILO) (2011a) carried out studies which among other things found out that a certain percentage of unemployment can be “healthy”. They believe that the increasing rate of unemployment is normal or acceptable for balance in the economy of a country. However ILO acknowledges that achieving employment is wanted by everyone, because socially and individually, none want to remain and feel worthless. It stated that “The current high levels of unemployment may represent an economic equilibrium according to “natural rate” theories but it is certainly not an equilibrium that is acceptable on social grounds.” The potential mental consequences of unemployment are very immense and could lead to long lasting social ills, self-destruction and capable of causing damages to the individual and the society at large.

Youth unemployment is unemployment of young people who do not have job, as defined by the United Nations. The age range from 15-24 years old constitutes youth. An unemployed person is defined as someone who is unemployed or have no job but is willing, able to, and actively seeking work (UN, 2019). Youth unemployment is a serious issue globally and has an impact in most countries (World Bank, 2018). Both social and economic situation highly depend upon the capacity of the youths to engage in productive activities (ILO, 2013). According to Oppong & Sachs (2015) graduate unemployment is defined as the number or proportion of degree holders (graduate and post graduate) in a given economy who are capable and willing to work but unable to find jobs. This definition established graduate unemployment as a specific type of unemployment among people with academic degree from higher institution working zero hour and earning zero income. Eneji, Maifa & Weiping (2013) Akinyemi, Ofem & Ikunomore (2012) had extended views of graduate unemployment to encompass graduate of Universities and Polytechnics who are fit and ready to work, but could not find a job or are discriminated against by experience. This category of people are fresh and young tertiary institution graduates, retrenched graduates seeking re-engagement and those who are unemployed or on disguised employment.

Basically the unemployment situation in Nigeria could take either the form of the older generations who lost their jobs as a result of retrenchment or redundancy or the younger generation of Nigerians who has never experienced paid employment. My focus is on the myriad of University graduates roaming our streets daily in search of the Golden Fleece as well as the need for the government and the citizenry to address the issue promptly for the benefit of all and sundry. If not done urgently, it could lead to surge in social vices in the country and by extension an increase in government overhead at combating crimes and criminality tendencies in all its ramifications. An unemployed University graduate is likely to be a more systematic and highly devastating armed robber than the less educated or uneducated counterpart.

Causes of Unemployment

The National Policy on Education (NPE) (2013) specified the goals for Tertiary Education in general and each of its sublevels. According to the NPE, University Education shall make optimum contribution to national development by;

- a. Intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation;
- b. Making professional course contents reflect our national requirements;
- c. Making all students part of a general programme of all-round improvement in University education, to offer general study courses such as history of ideas, philosophy of knowledge, nationalism and Information Technology (IT) and
- d. Making entrepreneurial skills acquisition a requirement for all Nigeria Universities.

The above is from of the NPE (2013). Ten years after, can we genuinely attest that these goals are in tandem with realities on ground? There is mismatch between what is taught in the University and the national expectation (see a, b and d). This implies that the graduates are rightly positioned for Lamentation abinito.

The government, though directed that the ratio of admission to universities should be 60:40 for science and other courses respectively, it has been unachievable because of many reasons. There are more non science students in the universities. More of the applicants have flair for Arts and Commercial subjects. The universities in Nigeria whether government or private are currently experiencing serious funding challenges. This account for a strong reason for many universities not taking cognisance of the 60:40 science/non science specification. In fact record has shown that some specialised universities such as in Agriculture and Technology offer non science courses like Business Administration, Accounting, Law in order to boost their enrolment and financial standing. The implication of this action is that such a university will have to overstretch its limited allocated resources to service more infrastructural and human

resource needs of the non related university course thereby affecting the quality of its output.

Nigeria appears to be lagging behind in technological development. Developed nations of the world with lower rate of unemployment are the same countries blazing the trail in high-tech technology. Typical examples are Japan, China, South Korea, USA, Israel Germany, Netherlands and Russia. The world is in the era of the fourth industrial revolution marked with emerging technologies such as robotics, artificial intelligence, nanotechnology, quantum computing biotechnology and fifth generation wireless technologies. There is no evidence or any visible sign that Nigeria is doing well with technologies of the third industrial revolution talk less of the fourth industrial revolution. Regrettably, Nigeria predominantly is still operating the native or better still the local technologies in the running of its economy in the 21st century.

Nigeria's education system need to answer a question – Education for what? Ojo (2018) identified a few countries like Israel, Finland, South Korea, USA and Canada that allowed its educational system to be tailored towards the needs of their countries. For example, Israel, a country considered to be a semi desert therefore with the challenge of water, the effect of this on agriculture is obvious. It is the only country in the middle East without oil. Nigeria is better than Israel in the area of natural resources yet far behind in terms of national development. It is important to indicate that Israel was aware of her needs and structured its education towards that direction – Technology and Agriculture. According to Shevel (2015) Israel ranked third in the world (after Finland and India). In term of Qualified Index World Competitive year book (2012) 24% of Israelis are in engineering related employment.

With a well planned scientific educational system, Israel, a country without water, oil and vegetation, now have drip irrigation system and sold the same technology to more than 100 countries of the world. Israel also allocated 4.5% of its GDP to Research and Development (R & D) which is the highest in the world ahead of Sweden, Finland and Japan which invest less than 2% as against Nigeria 1%. This has made the country a high-tech

centre. The agricultural sector is characterized by improved seedlings and animal husbandry. For example, Israeli cow provide 50 litres of milk per day (highest in the world) as against 10 litres per day of Nigeria counterpart. The implications of an educational system planned towards the needs and economic development of the country has not only produced wealth for the country, it has also opened up a robust avenue for employment of its citizenry.

Over time, there has been decline in the existence/operation of the manufacturing sector in Nigeria. The Manufacturers Association of Nigeria (MAN) as at the year 2012 disclosed that more than 913 factories had shut down or collapsed. The MAN reports covered four manufacturing zones in the country. According to the survey, the southwest, especially Lagos has, as many as 233 manufacturing firms shut down. Other industrial areas affected include Ogun, Ekiti, Ondo, Kwara, Kogi and Osun States which lost 244 companies. In the South East axis 197 Firms shut down. Kano and Kaduna States had 195 affected while the south-south had 44 firms affected during the survey in 2012.

Nigeria has continued to experience rapid population growth rate despite increasing shutdown of employment opportunities. The increasing population as well as increase in the number of existing universities without corresponding increase in number of qualified lecturers and facilities has produced increased number of low quality job seekers. Conversely job opportunities are dwindling thus escalating the challenges of unemployment.

High level of economic and financial corruption prevalent in the country does not help matters. Among the comity of Nations, Nigeria was in year 2021 ranked the 24th most corrupt nation out of 188 in the world. It will be very difficult for such a country to adequately finance employment opportunities having had it's resources squandered by the few kleptomaniac privileged to be in leadership of Nigeria polity. It is more worrisome if one put into consideration that some of those who manage our education sector have been convicted for looting part of the poor allocated fund to education. For enlightenment,

whereas UNESCO (EFA Global Monitoring Report 2006) recommends 15% to 20% of national budget of developing countries for education, Nigeria's allocation in the past five years are: 2018 – 7.04%, 2019 - 7.05%, 2020 – 6.7%, 2021 – 5.6% and 2022 – 7.2%. The allocation has been less than 50% of the minimum recommended by UNESCO. Another variable according to Sogbetan (2018) is the failure of educational policy to relate with the country's needed human capital from time to time, thereby resulting in mismatch which eventually lead to unemployment.

It will be unfair not to indicate that the government tried to put in place some schemes to minimize the rate of unemployment. Such include but not limited to;

- National Entrepreneurship Empowerment Programme (NEEP)
- Operation Feed the Nation (OFN)
- Youth Empowerment of Nigeria (YEN)
- National Directorate of Employment (NDE)
- Government Enterprise and Empowerment Programme (GEEP)
- Osun State Youth Employment Scheme (O'YES)
- Small and Medium Enterprises Development Agencies (SMEDA)
- Tertiary Institutions Entrepreneurship Scheme (TIES)
- National Agency for Poverty Eradication Programme (NAPEP)
- National Social Investment Programme – N-Power, N-Knowledge, "Market Moni", "Trades Moni", "Growth Enhancement and Empowerment Programme"

Examples of policy statements of a few of the schemes justify the fact that they aimed at addressing the issue of unemployment in the nation by the government. For example, the goals of the National Directorate of Employment (NDE) according to Adebisi and Oni (2012) and Onimisi and Omolegbe (2019) were:

1. To design and implement programmes to combat mass unemployment.
2. To articulate policies aimed at developing work programmes with labour intensive potentials
3. To obtain and maintain a data bank on vacancies and employment opportunities in the country with other government agencies and
4. To implement any other policy as may be laid down, from time to time by the Directorate.

The provisions of the policy behind N-powers programmes according to Odey and sambe (2019) were:

1. To boost human capital of the Nigerian labour force
2. To fill the employment gaps in the teaching profession in primary schools and to assist in taking basic education to children in remote areas
3. To provide manpower to health care centres in communities that appear to be under staffed
4. To provide manpower in the area of agricultural business.

Badejo, Agunyai and Adeyemi (2015) documented the goals of OYES initiatives as follows:

1. It aims at empowering youths by equipping them with positive work ethics and culture, thus making them employable or employers of labour, with respect for the environment
2. It is designed to develop youths with characters, innovation and competence (CIC); infusing them with honour and integrity in life
3. To arm the volunteers with the functional skills to prosecute a productive life once they exit the scheme.

However, it is obvious that the success of these programmes has not been encouraging for many reasons. It has not been planned such that one dovetailed to the other or each is operated for a span of time for an enduring result to emerge.

Effects of Growing Rate of Unemployment

Viewed seriously Madoui (2015) opined that beyond the deprivation of salary, graduate unemployment entails removal from the indispensable socializing effect of work. It undermines the self-esteem of the affected persons and raptures them from social ties and relationship. In Nigeria and other developing Nations, the unemployed graduates are characterized by shame, boredomness and hardship. With the concurrent marginalization from the world of work, the unemployed graduates have been put in a state of weakness

and made to become persons with no income value in the society. These destroy morals and break social relationship (Asmara & Mulate, 2014) thereby paving way for disaggregation of social bond and instability in the level of social order in a country. Respect is strongly attached to economic power. Once the economic power of an individual is compromised, respect from the public is lost followed by a concomitant loss of self-respect and ultimately loss of identity. Lamentation. Thus, the accelerated level of non-conforming behavior among the unemployed graduates has culminated into unpleasant social vices which become evident in the society. Not too long ago (2022) a graduate of one of the leading Universities in Nigeria, Ladoko Akintola University of Technology Ogbomoso went back to the institution to drop his certificate and demanded for a refund of all fees he paid during his studentship. This is a as a result of not being able to get employed with the knowledge gained from the university five years after graduation. (Lamentation). This is a serious indictment of the undynamic university curriculum by a recipient. Akinboye (2007) referencing Bon (2002) stated that “Education system... are a disgrace to civilisation. Much has changed in the last century: transport, telecommunications, computing, values etc. The one thing that has not changed hardly at all is education. Education has reached a stable equilibrium state from which it cannot be judged”.

The Lamentation is not restricted to the graduates alone, it extends to the immediate family, the society and the nation at large. Contrary to Benjamin Franklin claim as referenced by Ogundipe (2021) that “investment in knowledge pays the best interest” many parents who thought sponsoring their children to school is an investment with expectations of returns in term of care, or the younger siblings of the graduates expecting support are left in total disappointment and consequently consider the senerio as investment in frustration. The parents sometime start the second race of housing and fending for the unemployed. Consequent upon the lack of means, people in such situation tarry to marry at the appropriate time just as neighbours and friends continue to torment them with request for wedding arrangement. Today, there are many marriageable but unmarried youths, graduates inclusive.

Unemployed graduates and other categories of youth without something doing do not only exhibit youth restiveness, they also constitute a soft target for recruitment into cultism, social and political thuggery and militancy. The popular saying “an idle hand is the devils workshop’ holds way for unemployed youth in various dimensions. Niger Delta Militants, Indigenous People of Biafra, Odua Peoples’ Congress to mention a few draw many of their membership from the pool of the unemployment youths. The strength and intellectual capability which could have been deployed for productive and economic purposes is what they deploy to negative direction most times for immediate monetary gains from their sponsors.

Many of the unemployed graduates out of frustration seek solace in advance fee fraud otherwise known as 419. The latest twist to it is yahoo, that is internet fraud. An attempt to curtail the menace amongst other capital crimes brought about the formation of a security outfit by the federal government known as Special Anti Robbery Squad (SARS). However, over zealousness and excesses of the officers of SARS led to a nationwide protest on 20th October 2020, tagged ENDSARS organized and executed by the youths.

Educational Evaluation

The scope of evaluation is very encompassing, very essential and continuous if the system/programme is to run effectively and efficiently. Through evaluation one can detect errors in cost, methodology and quality of outcome all of which can also be addressed through the findings of the evaluation process. In a programme evaluation process, an important variable of consideration is the objective(s) the programme aimed to address abinitio.

Evaluation is the bedrock of all decisions taken in education be it on instruction, curriculum planning and review, funding, deployment of resources, recruitment, promotion and management of personnel, provision and supply of facilities. Not mincing words, evaluation permeates all activities and programmes relating to school and schooling. Much as it appears a well familiar phenomenon and procedure, there seems

to be a misconception surrounding the exact meaning given the four other concepts that share boundaries with it yet retaining their separate identities. The concepts are **test, testing measurement and assessment**. These other concepts are used interchangeably with evaluation by some individuals who did not train in evaluation, as such their meanings demand clarification. Following the order in arrangement, test connotes a tool by which measures, readings or assessment information is generated.

Test with regards to classroom instruction is a tool that consists of a number of items or questions meant to elicit a sample of behaviours or responses from the test takers that are indicative of specific domains of learning. A good example is achievement test. **Testing** on the other hand is both a technology and procedure. Testing is a technology for the fact that it prescribes what to measure and at what level, how to go about the measurement, the benchmark of criteria for decision making and what interpretation to make of the outcome of the process.

Measurement connotes the activity by which numeric values are assigned to indicate the presence or absence or the degree of presence or absence of a trait or property in a person, object or event. Measurement stipulates the criteria guiding the assignment of such numeric values.

Assessment is on a high scale as it is conducted on the availability of measurement data or information. Assessment thereby subsumes measurement. Assessment becomes essential when the intention of the teacher or researcher is to present a picture of whether or not there is a change in trait, property or variable of interest and in addition the direction of change over a definite period of time.

Evaluation is the most elaborate of them all. It subsumes test, testing, measurement and assessment. Evaluation requires information through the application of test, testing, measurement and assessment. The available information so gathered will be collated, analysed and interpreted for the purpose of passing value judgement on the

worth of the information or the source from which the information comes. Ultimately, decision is dispassionately taken. Evaluation remarks such as excellent performance, poor attempt, impressive response, are few examples often noticed among classroom teachers. The perspective of evaluation is well captured in the definition given by Alkin (1970) which states that “evaluation is the process of deciding on the appropriateness of the decisions concerned, selecting information appropriate to those kinds of decisions, collecting and analyzing that information, and reporting that information in a form potentially usable by decision makers in making choices among alternatives”. Stufflebeam (1971) argued that evaluation is process of delineating, obtaining and providing useful information for the purpose of making judgement on decision alternatives. In summary, test, testing, measurement and assessment are components of evaluation, thus, none of the components can replace evaluation or stand as alternative or equivalent of evaluation. Emeke (2013) trying to capture the complex nature of evaluation advanced a definition which states that evaluation is the understanding of the reasoning, emotion and motivation underlying the decisions of those who appraise the results of ongoing or concluded activities which are designed to accomplish some valued goal or objectives as well as give rise to sustainable impact(s).

Programme evaluation entails among other things the juxtaposing of the objectives set for the programme with actual performance level of achievement putting into consideration the human and material investment in the programme.

From all indications, the Federal government is fully aware of the increasing rate of unemployment and appears determined to address same through formal policy formulation. This is evident in the objectives stated in the National Policy of Education (NPE) in respect of Basic Education to the University level. Much emphasis is given to entrepreneurial and vocational training of Post-Basic Education and Career Development (PBECD) as stated in the NPE 2013. The objectives are to:

- a. Provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status religion or ethnic background;
- b. Offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;
- c. Provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;
- d. Provide entrepreneurial, technical and vocational job-specific skills for self-reliance and for agricultural, industrial, commercial and economic development;
- e. Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
- f. Inspire students with a desire for self-improvement and achievement of excellence;
- g. Foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and
- h. Raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appropriate the dignity of labour.

One is constrained to wonder whether the entrepreneurial programmes initiated by the government has profound positive influence. If it does, it is definitely at an insignificant level because most of the unemployed graduates still seek employment rather than practice the vocation they learnt in the university.

Some other Studies listed and discussed are;

1. The Impact of Justice Development and Peace Commission Agricultural Services Intervention on Socio-economic Status of Farmers in Ogun East Senatorial District of Nigeria.

This study sought to evaluate the impact of Justice Development and Peace Commission (JDPC) Agricultural Service intervention on socio-economic status of farmers in Ogun East Senatorial District of Nigeria. Multistage sampling technique was used in sample selection. Four local government areas were randomly selected from six in Ijebu division of Ogun State. Two cluster groups of farmer-beneficiary of the scheme

were randomly selected in each local government area of the study. 15 farmers were randomly selected in each cluster. Fifteen (15) farmers in eight (8) groups gave a total of 120 participants. The study also employed snowball sampling technique to select a sample of sixty (60) farmer non-beneficiaries of the JDPC scheme. The two groups of beneficiaries and non-beneficiaries put together gave a sample of 180 participants.

A self-developed and validated instrument (titled Farmers Socio-Economic Status Assessment Scale) was used for data collection. Findings revealed that the economic capacity of the beneficiaries of the scheme was not adequate when compared to standard economic status indicators. The beneficiaries were found to be adequate in marital status. Most of them were married with their homes intact and the number of children marginally kept within sizeable limits. There was remarkable difference in socio-economic status between beneficiaries and non beneficiaries of the intervention. The former were of higher socio-economic status as reflected in possession of basic home gadgets like radio-music system, TV set, potable water source to mention a few. Significant difference also existed between productivity of the farmer beneficiaries of the scheme and non beneficiaries of the scheme probably because increased input must have yielded increased output. (Ajayi, Ojo and Aruleba 2019)

2. Manpower Requirement Approach To Educational Planning in Nigeria: Challenges and Prospects.

The patronage of education industry by individuals, private and public sectors entails calculated involvement. The patronage is with expectation of something in return. Virtually all the stakeholders expect something in return. The recipients look forward to employment, the government expects improved manpower and social commitment while the society desire positive dispositions from the products of education. The capacity of the education sector to meet expectation is difficult to ascertain. This paper examined the growth and enrolment of Tertiary education in Nigeria. The issue of graduate unemployment was analysed and possible causes such as mismatch between the curriculum and demands of socio-economic sector, quality of the

graduates and funding were discussed. Recommendations on how to add value to education to make for self-reliance were made. Curriculum of tertiary education should be redesigned to include vocational and entrepreneurial studies. Better funding to promote qualitative education that will attract employment and provision of conducive investment atmosphere that will promote industrialisation and employment manpower needs approach was advocated for admission into tertiary institution in order to emphasise training of needed personnel and minimize unemployment. (Ojo 2008).

The trend of high rate of youth unemployment and underemployment in Nigeria most especially among the graduates appears to have defied solution, several social reforms and economic initiatives of the government notwithstanding. The government has not given up on finding solution to this situation. However, it is the belief of scholars that perception of stakeholders towards a given programme will have effect on the implementation of the programme. Thus, this study was carried out to investigate stakeholders' perception of skill adequate for vocational training component of a University of Education in Southwestern Nigeria. One research question with three hypotheses were generated for the study. The study which adopted a descriptive survey design had sample comprising 504 students of 300 level, 58 lecturers and 61 senior members of non teaching staff. Questionnaire on Stakeholders Perception of Students' Acquisition of Vocational Skills (QSPSAVS) ($r = .84$) was used in data collection. Data collected were analysed using mean, standard deviation, t-test and ANOVA. The result indicated that stakeholders' perception of the adequacy of vocational skills acquired by the student trainees was high. Meanwhile, differences in perception of adequacy of skills acquired by the student trainees based on type of stakeholder were not significant. Further, there is no significant interaction influence of category of stakeholders and gender on perception of adequacy of the skills acquired by the student trainees.

In conclusion, all the stakeholders were of similar view that the vocational training component of teachers education programme in the university was worthwhile.

Thus the university management should put in more resources in order to sustain the intervention and positive perception of the stakeholders'. (Ojo and Ajayi 2018).

3. Gender Related Performance of Secondary School Students in Verbal Ability Test

Aptitudes are forward looking description of what a person has the ability to do in future based on his present capabilities. They describe what a person can learn to do. This may be with or without training. Aptitude tests break mental ability down into different characteristics which are more or less independent of each other. The characteristics include verbal ability non-verbal ability, numerical ability and spatial ability. This study investigated whether there was significant difference between verbal ability of boys and girls in urban as well as boys and girls in sub-urban secondary schools. A 100 – item researcher designed instrument was administered to a random sample of 300 (150 male, 150 female) students from five secondary schools each in Ijebu-Ode and Odogbolu Local Government Areas respectively. The instrument has a reliability index of $r = .86$. Consequent on the use of split-half method and Cronbach's coefficient alpha. The study found that there was statistical difference in the performances of the boys in urban schools over their girls counterpart while there was no significant difference in the performance of boys in sub-urban schools and girls in sub-urban schools. Students are mostly exposed to achievement tests. The idea of aptitude test is relatively novel to the respondents. In view of its advantages particularly the verbal ability which is of high level importance in interpersonal relationship, it was recommended that students should be periodically exposed to it. (Ojo 2006).

4. Integrating Entrepreneurship Education into Higher Education Curriculum for Self-Reliance and National Development in Nigeria

Education enterprise in any country attract the interest of stakeholders like government, parents, the students, the society and non-governmental bodies to mention just a few. These stakeholders have great expectations from the recipients of educational system. While the government expect the recipients to be agents of socio-

economic transformation, parents and students look forward to returns from investments on education by way of employment or accruable economic benefits while the society expects qualitative social dispositions from the beneficiaries of education. It has been very obvious that none of the stakeholders have been fully fulfilled as regards achievement of their objectives. It is based on this background that this paper attempted to examine the limitations of the current educational system in Nigeria and propose a reform not only in the structure but also in the psyche of the citizenry towards making education and the recipients self-reliant. Developed countries of the world, Israel for example used education to develop technology through introduction of Vocational and Technical Education (VTE) right from the secondary school. The University education in Nigeria which presently has a span of four years and above should be enlogated by two years during which students are exposed to vocations and are expected to go for practical experience in their vocation of choice. The paper recommended that vocational and entrepreneurial education be made compulsory and assessed like other courses. The students should be properly guided against solely searching for white collar jobs. They should aspire to be job creators rather than job seekers. The National Orientation Agency is expected to sensitise stakeholders to embrace vocational education towards self and National development. (Ojo 2018).

5. A Survey of Socio Media Usage Among Senior Secondary Students in a Developing African Country South of Sahara

The general Public and Teachers have consistently Frowned at indiscriminate use of information and communication media by school-going adolescents. Literature evidence in favour of previous work done on the impact of social media on students' academic performance exists but only a few have actually addressed internet access and usage among students. Thus, the study sought to investigate social media usage among students in senior secondary schools. Descriptive survey design was adopted. Simple random sampling technique was used to select a sample of four hundred and fifty (n = 450) students for the study. Social Media Usage Inventory (SMUI) consisting of Social

Media Acquired Behaviour Scale ($r = 0.71$) and Social Media Reason Scale ($r = 0.76$) was used in data collection. Data collected was analysed using frequency counts, percentages, mean and standard deviation. The results showed that the sites mostly visited by students were 2go (77.9%), facebook (76.9%) and whatsapp (50.4%). Information search (58.9%), unwholesome search for exam questions (56.7%) among other reasons the students use social media sites. Acquired behaviour from the Social Media by the Students are both healthy (62.3%) and unhealthy (89.4%). In conclusion, social media usage by the senior secondary students is inadequate considering their motives and the sites they visit. It was recommended that government should create an awareness of the evil effect of unhealthy social media usage among students using gingles on electric media, among others. (Ojo, Ajayi and Atoyebi 2019).

Rescue Mission/Recommendation

It is encouraging that the issue of self-employability of graduates is attracting the attention of many organs of government. The office of the Senior Special Assistant to the President on Sustainable Development Goals inaugurated a skill Acquisition and Entrepreneurship Development Centre for Corps members in Ogun State permanent orientation camp Sagamu in the year 2022. It was first of its kind and its objectives are to promote social equity, employment generation and sustainable development of the youths. The workshop was furnished with equipment in metal fabrication, automobile woodwork, leather work for automobile, block moulding, ICT facilities, 100 sewing machines, wheel balancing, alignment machines etc. Government should ensure that this laudable step is replicated in other NYSC orientation camps. The Corp members should be encouraged to patronize their related Artisans at their areas of primary assignment for further practical exposure.

Many scholars have made proposals towards addressing the lamentation of our contemporary University graduates. They include but are not limited to Lemo (2007) Ojo

and Ajayi (2018), Adeyemo and Ogunsola (2020), Alade and Ojo (2020), Olayinka (2022), and Edun (2022). A summary of issues raised by them for consideration include addressing the:

- Negative perception of the society towards vocational education
- Mismatch between what is taught and the need of the labour market
- Mismatch between the growing population of University graduates and the growth of both governmental and private employment capabilities.
- Poor linkage between the private sector and the educational system
- Inability of the government to fully implement vocational and entrepreneurial education

On its part, the Federal Government through the National Policy on Education (FRN, 2013) formalised its desire to incorporate entrepreneurship education from the primary school to the University level. At the tertiary level, a minimum of two courses are expected to be taken by all students. This programme is expected to be coordinated by a Directorate of Entrepreneurial and Innovation in each institution. However, Ojo (2018), Hunu and Boboi (2021) and Edun (2022) emphasized the need to take cognizance of the intent of the stakeholders particularly the students and the parents. In a situation where there is high degree of negative intention towards entrepreneurial education, there is likelihood of negative result at the end of the programme.

The predicament of the young University graduates is becoming very precarious not only to them as individuals but also to their families and the nation at large. There had been efforts put in place by the government to address this phenomenon. But it is not over until it is over. I intend to put forward my thoughts which are open to criticism and adaptation;

1. There should be a National Bureau of Graduate Self Sustainability. The Bureau should have representatives of the National Universities Commission, National Board for Technical Education, National Commission for Colleges of Education, National Educational Research Development Council Academic Staff Unions and Students Union. The Bureau will be charged with mounting an elaborate enlightenment for entrepreneurial education. It will also propose the type of education that can impact the growth and development of an enterprise through technical and vocational training as well as co-ordinate the development of the curriculum and other modus operandi.

2. There ought to be a well packaged enlightenment programme for the citizenry if this proposal is to succeed. We cannot continue to address a challenging issue using the same strategy under the same condition and expect a significant change in result. I propose that the undergraduate programme be extended from four sessions to five. After all there are graduates of five or more years who have remained unemployed and have been lamenting since leaving the university. There is likely to be an initial resistance particularly in the area of elongation of duration of undergraduate programme and the very decisive introduction of vocational and entrepreneurial training which many people before now consider to be undignifying. If the duration of undergraduate courses is extended from four to five years, the additional one year should cater for better implementation of entrepreneurial and vocational courses. The curriculum should be designed in such a way that the courses run throughout the five years, along with the basic degree programme. The undergraduate is first counselled as to the advantages of different vocations. They are introduced to as many vocations as possible such as plumbing, electronics, fashion design, catering, carpentry and joinery etc. They are expected to pick any two vocations (e.g. plumbing and fashion design) in the second session. This is reduced to one (e.g. fashion design) at the third session.

The student will continue with training in fashion designing in the fourth and fifth sessions. During the last three sessions (i.e. 3rd, 4th and 5th) the student is expected to be attached to practitioners of the vocations for a period of three months each year. The academic calendar of universities is usually crowded. Part of the long vocation can be used. He would also undergo courses in basic accounting and as well as development of small scale businesses. At the end, the student will graduate with two certificates. A degree e.g. B.Sc. Political Science and a Diploma in fashion designing. The advantage of this is that if he is unable to get employed with the B.Sc. Political Science, he can be self-employed in fashion designing. The staffing for these Diploma courses should be majorly practicing Artisans to be co-ordinated and supervised by the instructors.

3. Considering the psychological trait of the age bracket (18-30yrs) of those involved, the handlers of the entrepreneurship programme must be prepared to be tolerant and present a convincing approach. Seeing is believing. Such approach should include but not limited to motivational talk which will be laden with concrete example that can be attested to by the students. For example in our locality Bisrod Furniture, TAIKEL Plumbling Works, F.A. Farms, ACE Event Planner and Luvly Rentals and Event Management. These companies started as small vocations and had grown to large investments employing several professional. It should also be put on record that they have further diversified to ensure economic stability should there be recession in a particular line of business. For example Bisrod Furniture now has about the largest individual Tree Plantation in Nigeria, Event/Conference Centre, Estates and also a foray into commerce. ACE Events Planner Chief Executive retired voluntarily as a top ranking Nurse in public service. She started with rentals service of canopies, chairs and tables, later added catering and now in and out decoration. Same can be said of Otunba Ogunkelu the CEO of Luvly Events outfit who voluntarily left the Civil Service to start a low scale rental service. Today, he operates beyond the

state and also added hotel, event centre, cooling system to mention a few. They have gone this far because of their educational backing. Education is complementary to Vocational and entrepreneurial practice. Other entrepreneurs mentioned have also diversified. Dynamism should be emphasized. These individuals can be invited to give motivational talk to the undergraduates. Such will convince the students that the programme is real and advantageous.

4. Olayinka (2022) advocated the urgent need for the development of vocational and technical education in our educational system. He listed five benefits of such to the recipients and the society as follow:
 - “It equips one with entrepreneurial skills, if harnessed properly, can be geared towards massive production that will in turn help in the growth of the nations economy.
 - It is a major source of income and financial independence for individuals. One who is technically skilled is bound to become self-reliant.
 - Vocational studies are also useful in the science and engineering fields. It involves the application of scientific knowledge to solve basic problems and ease man’s living constraints.
 - Vocational education provides individuals with employment and a decent means of living. The implication of this will be reduction in crime rate. Joblessness is one of the factors that encourage criminal activities. Vocational education address this issue to a large extent.
 - No society can simply do without vocational education. Its contributions include areas such as building, woodwork, metalwork, automobile, electrical/electronic technologic. It is impossible to do away with the carpenters, electricians, bricklayers, welders, auto mechanics etc”.
5. The Tertiary Education Trust Fund put in place by the Federal Government of Nigeria at the instance of the Academic Staff Union of Universities which

intervenes annually in funding and development of both physical and human resources in tertiary institution in the country should fund the establishment of qualitative vocational centres in the Tertiary Institutions. The government should direct that 50% of annual intervention fund be used to build and equip vocational workshops in the institutions. This will promote qualitative practical vocational training of the students.

6. In order to remedy this agonising challenge of employment, Poletaes and Robinson (2008) suggested that universities should engage in concrete partnership with employers of labour to develop a demand driven curriculum that will produce graduates with knowledge and or skills suitable for employment. They also proffered a competency based educational scheme to blend theory and practice thereby inculcating entrepreneurial and vocational acquisition skills in university graduates. What is in vogue presently in our Universities is half hazard operation. The space, equipment, duration and staffing are not adequate for the number of students and their expected practical exposure. Some students even cut corners by submitting purchased items instead of self produced projects for evaluation.
7. There are some courses which can be repositioned to promote optimum utility. For example a graduate of Yoruba Language should be able to know enough of Ifa deity and be able to function as an Ifa priest. The chemistry graduate should be able to function as a patent medicine personnel. Theology should be part of Religious Studies curriculum so that the graduate could establish and manage a church. The Creative Arts graduate should be knowledgeable in Textile/Decorative/Ceramic. Nutrition graduate should be skilled in catering and event planning. The affected students in such departments should have option of either choosing a diploma course in a vocation or relevant one in his department as stated above.

8. Sustainable development literally refers to maintaining development overtime. Campbell (2008) defined sustainable development as that development which accomplishes economic growth for the country, a better income distribution (especially by improving the standard of living of the poor) and a balance between the use and preservation of the environment. Similarly Nwaigwe (2016) referred to sustainable development as a systematic utilization of goods and services by the community without compromising the needs of future generations.

Education has been recognized as a significant tool for sustainable development worldwide. For this to come to fruition, it is expected that it operate at interdisciplinary manner in order to have multiple perspectives. Specifically it involves an understanding of how each subject relates to environmental, economic and social issue. Through cross-curricular diversification, recipients would be well equipped and groomed to face the uncertainty of tomorrow irrespective of the carriers they are specifically trained for. This underscores the importance of curriculum which constitute the channel through which the learner is prepared for the present and a sustainable future.

9. A very important variable that plays important role in any educational system is the teacher. Just as a nation depends on its educational system for development, the quality of the educational system is also dependent on the quality of its teachers. The table below indicates five top ranked countries in teacher education by Makinsey (2010).

Table 4: World's Top 5 Teacher Education Systems

Rank	Country
1	Finland
2	South Korea
3	Singapore
4	Hong Kong
5	Ontario Canada

Source: Mc Kinsey Ranking 2010

The common factors among the five countries as indicated by McKinsey and restated by Okebukola (2016) are:

- Get the right people to become teachers
- Develop teachers to become effective instructors and
- Ensure that every child succeeds.

Teachers in the aforementioned countries are subjected to rigorous training not only in content and pedagogy but also in capacity to engage in research. The remuneration is good and comparable to other professions particularly in South Korea. To make a success of the entrepreneurship training at the University level, teachers must be capable and willing. This is not achievable without motivation. Also important is their capability to make use of activity based method which according to Ojo (2006) promote effective learning.

10. The federal and state government should reconsider with some modification the concept of farm settlement. The farm settlement in the Western Nigeria was with facilities like accommodation, water, farm equipment like tractors and agricultural officers, who offered expert services to the settlers who were mainly into crop farming. To make such a programme enticing to the present youths particularly graduates, the atmosphere must include not only descent accommodation the settlement must be planned to be multipurpose in term of vocations to include poultry, fishery, borehole, feedmills, shoe making, furniture, saloon etc. with social facilities for sport, socials and solar energy security posts

clinic government experts/consultants. It will develop to community made up of self reliant individuals. Instead of referring to it as farm settlement, it could be given more attractive label such as HIGHLANDERS COURT YARD.

11. The Bank of Industry should be directed by the government to put in place take off loan scheme at a very low interest rate as well as moratorium for the fresh graduate settlers.

The Industrial Training Fund (ITF) was established by Decree 47 of 8th October, 1971. ITF initiated the Student Industrial Work Experience Scheme (SIWES) in 1973 to complement the theoretical knowledge acquired in higher institutions with practical experience.

The objectives of SIWES are:

- Provision of avenue for students in the Nigerian Universities to gain Industrial skills and experience in their course of study.
- To prepare students for the work situation they are likely to meet after graduation.
- To expose students to work methods and techniques in handling equipment and machinery that may not be available in the Universities.
- To make the transition from the University to the world of work easier and this enhance students' contacts for later job placement.
- To provide students with an opportunity to apply their theoretical knowledge in real work situation, thereby bridging the gap between University work and actual practice.
- To enlist and strengthen employers involvement in entire educational process of preparing University graduates for employment.

The objectives of SIWES are fully stated in order to make it clear that the framework to make a success of the proposal of this paper that vocational education be extended to all undergraduates is in existence. Hitherto a negligible percentage of undergraduates of technical/practically oriented courses are supervised by SIWES. What is needed now is reinforcement of the organization to enable it cope with the enlarged

responsibility qualitatively. That is where the suggested Bureau of Graduate Self Sustenance fits into. Senate of Universities should make it mandatory that a student successfully undergo the vocational and entrepreneur training before graduation. The students scores in the examinations and practicals should be 40/60 and should be computed as their GPA for the Diploma which should have classification of Distinction/Upper Merit/Merit.

It is common in Nigeria to see many industries employing expatriate artisans like welders, plumbers, electricians etc. These people are not only paid in foreign currency they transfer same to their home countries. The young graduates can fill this gap if they embrace vocational training. This will consequently enhance development of the nation. A few years back, the Niger Delta militant became very destructive of petroleum installations which in turn led to economic loss for the nation. A major step taken to address the issue was the organization of international vocational training for the militants. Many of them have finished their training and are back to the country gainfully employed by the government and private sector. It is suggested such opportunities be extended to graduates with outstanding performance in Diploma Entrepreneurial courses.

Conclusion

The focus of this inaugural lecture is to challenge graduates to take the bull by the horn, taking their destinies in their own hands rather than resort to 'pity parties' and the 'blame game'. Admittedly, governments and educational institutions have significant roles to play and should do so, but even where they fail in discharging their responsibilities to the expected levels, graduates simply can't throw up their arms in despair or resort to illegal and diabolical means of making money. That is not an acceptable option. The movement should be towards determined, enduring and yielding options. The suggestions in this lecture are not and cannot be perfect. But they can generate reactions which will reduce the lamentation of our youth graduates. Let there be expressions of ideas on this important state of affairs to the extent that a policy is formulated about the issue.

As reasoned by Akinboye (2007):

"The greatest value from the knowledge acquired from education is to create something that is saleable and then finding consumers to pay for it. That is being your own manager."

It is better to pay the cost of success than to stand the loss of failure. To fail plan is to plan to fail.

MR. Vice Chancellor Sir, distinguished ladies and gentlemen, this is my story. Thank you for listening.

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All glory and adoration to the Almighty God who has proved himself unstoppable since ages past. When I look back to the journey of my life, I admit that I am a product of divine GRACE. May it please him to allow me to continue divine benevolence in Jesus name.

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Olusesi. It was like a war front but though there might have been injuries we all finished alive. It wasn't easy managing such an emergency institution of 5,000 students and 474 members of staff and taking off in a former secondary school of ten classrooms one staff room meant for 20 teachers and without governing council for eight years despite the College law explicitly stating that decisions on disciplinary issues rest with governing council. I benefited a lot from expert advice of Arch. Fowode and MR. Sebioniga. Three lesson I learnt from Omu. Do not have absolute trust in any human. Secondly, the fact that you assisted a person in time of difficulty doesn't imply that you can guarantee a safe relationship with him. Thirdly if you have God's support, no matter how long, your detractors will be put to shame.

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