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# Re-Engineering Nigeria's Tertiary Education for Competitive Entrepreneurial Development in Knowledge Economy: Perspectives of Performing Arts and Vocational Guidance

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## Abstract

Notwithstanding the proliferation, institutes of higher learning and tertiary education in Nigeria have neither met the gaping skilled workforce need for our fledgling economy, industrial needs and technological dream, nor provided for sustainable entrepreneurship. Our tertiary education system has grossly fallen short of expectations of the National Policy on Education. Most of our graduates cannot stand on their own feet, because they do not know the technicalities of wealth generation through entrepreneurial competence. This study proposes innovative ways to drive our tertiary education system through the instrumentality of sound entrepreneurial curriculum. Performing arts and vocational guidance are indicated in this study as imperative for achieving the desired goals in entrepreneurial education that would produce individuals who are tooled with necessary competencies to productively fit into the world-of-work and for self reliance. This paper adopts John Holland's Typology theory as guiding framework towards re-inventing technical culture and pragmatic entrepreneurial content in the nation's tertiary education.

**Keywords:** Tertiary education, Entrepreneurial development, Vocational guidance, Skills and competencies.

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## INTRODUCTION

Tertiary education is the education system, process and experience that is provided and made available in such centers of education as universities, polytechniques, monotechniques, colleges of education, institutes of higher learning, etc. The primary use of tertiary education is as center to train up professionals and skilled workforce that will both equip the individual for self-actualization and to meet the job demand of the industrial sector, economic, financial and management sectors of the national life as well as serve to contribute to surplus balance of

payment. Subsequently, this development helps to build bridges between the developed and developing nations.

Incidentally, it is common knowledge that since the inception of the first institute of higher learning in Nigeria in 1948 – the University College, Ibadan – about seventy years ago, through the advent of the first generation universities in the early sixties up until the latest proliferation of centers of tertiary education fondly referred to as fifth generation universities, attainment of the real goal of university education has continued to be a far cry. The National Policy on Education (2004, p.36) stipulates that the goals of tertiary education in Nigeria, among other things, shall be to:

- contribute to national development through high level relevant manpower training
- develop and inculcate proper values for the survival of the individual and society
- acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.

More than university graduates, artisans have been known to contribute significantly to our national development efforts and economic activities since they seem to possess ‘better’ skills and practical knowledge from their apprenticeship trainings. So the first goal of tertiary education system in Nigeria which is to provide high level relevant training is elusive since the formal education system cannot produce people with relevant skills and competences that could meet the challenges of the yearning economy. The goals of National Policy on Education for tertiary education would be realizable only when there is massive, radical policy restructuring, infrastructural development and implementation of educational curriculum that would emphasize technical, vocational, creative and entrepreneurial training. The products of our tertiary education system are, to say the least, hardly marketable and often hardly employable, all because vocational and technical-based curricula has not been the priority in our education system right from the primary level of education to the tertiary level. Our national education system can borrow a cue from what the British Government of late Margaret Thatcher did in 1982 when the Prime Minister launched the British ‘Technical and Vocational Initiative’ which has the following as its objective, as cited in Entwistle (1990), thus:

*To widen and enrich the curriculum in a way that will help young people to prepare for the world of work, and to develop skills and interests, including creating abilities that will help them to lead a fuller life and to be able to contribute more to the life of the community*

Education generally, especially tertiary education in the 21<sup>st</sup> century must of necessity focus on curriculum, principles and practices that must be abreast of the process of globalization and revolving information technology, learning culture and knowledge-based global economic system. Technology must be the driving force. Acquisition and development of new competencies and technical- or market-economy based entrepreneurial skills should be the end-goal. Research and domestication of research findings for purposes of internal technological development must be pivotal in our educational process. Already, the situation is begging for

serious attention since a great number of those who are in school do not benefit from quality education that can meet their basic learning needs. These needs are daily becoming more pressing as the vast changes in the world brought about by globalization and the revolution in information and communication technologies threaten to marginalize entire populations still living in dire poverty, because they are not equipped with requisite skills or competencies for entrepreneurship development or wealth generation.

### **AIM AND OBJECTIVES OF THE STUDY**

This academic work aims at proposing strategies to restructure our tertiary education system to make it suitable to produce graduates who are capable of competent entrepreneurial skills. The objectives of the study include:

- i. Discussing the real purpose of tertiary institution
- ii. Exposing the hitherto failed state of Nigeria's tertiary education system
- iii. Highlighting some unavoidable recovery routes to re-engineering our tertiary education system as entrepreneurial institutions to produce skilled and competent graduates who can create jobs, be self reliant, and contribute to national economic growth.

### **Purpose of Tertiary Education**

Tertiary education should be for training and equipping of learners with certain skills, who in the course of their studies develop certain competencies that make them fit for self-reliant entrepreneurship, job creation, wealth generation, managerial proficiency, and prudence in fiscal and economic matters. However, many institutions of higher learning are hard fixed on maintaining traditional values and the goals of the founder(s), but at the same time failing to strike a balance between what is normative about the course of studies, current realities of the ever-changing society and the demand imposed by the world of work. Such institutions are out of touch with reality and can only turn out graduates who can hardly attend to modern society's need and aspirations, since they lack the competencies and skills that would enable them contribute significantly to the fast changing socio-economic system. This has been the position of Nigeria's tertiary education system which over the past few decades have been associated with the appalling status of producing graduates who are incapable of holding their own in internal and international labour and capital markets or entrepreneurship domain, and who can hardly add value to existing knowledge economy or contribute to wealth generation.

Nonetheless, the National Policy on Education (2004, Section 8, Article 59) stipulates that the goal of tertiary education shall be to (a) contribute to national development through high level relevant manpower training, (b) develop and inculcate proper values for the survival of the individual and society, (c) develop the intellectual capability of individuals to understand and appreciate their local and external environments and (d) acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.

Watson (2002) recalls, 'On the early evening of September 11, having spent almost two hours appalled in front of the television set, I recorded a programme for Radio 4. It was called 'The Commission' and was chaired by Nick Ross. The topic was 'The University Challenge' and

the Radio Times trailed it by asking: ‘Have we created too many university places and too many doubtful degrees?’ This is how Nick Ross introduced me as a witness. ‘Sir David, let me read you some of the criticisms that have been published: students with no A-levels or rotten grades; universities with rotten standards; courses on laughable subjects with no academic rigour. Do you reject these criticisms?’ I did my best. While responding to the criticism, and emphasizing on the future role of universities, Sir David Watson, vice-chancellor of the University of Brighton, said,

*Ours is a university dedicated to professional formation: bringing together - in the best traditions of the "polytechnic" phase of the century and a half of our institution's history - the values associated with subjects and disciplines and those associated with practice and vocation. The statement includes a commitment to be "an accessible, dynamic and responsive community of higher education with special strengths in professional and vocational education, applied research and consultancy." The choices implied by this mission impact on the planning for, and delivery of, learning in some special ways. Of our, approximately, 6,000 part-time students almost all are in work. Of our 12,000 full-time students only 13% are on "non-vocational" courses (and almost half of those take up an optional sandwich year); almost half have structured, assessed work placements lasting up to one year; and more than half (55%) are on courses with formal professional accreditation.*

Watson (2002, pp.1-3) further says, “However, our mission statement also includes a commitment to rather more traditional university values: ‘The discovery of new knowledge, the testing of received knowledge and the creative, responsible and effective application of knowledge.’ It has been one of the real strengths of the university system, over the centuries that it has proved capable of periodically re-inventing itself, as well as managing the necessary balance between continuity and change. Each phase of reinvention has carried forward some elements of the previous regime into a new and changed context. There are various dimensions of this process. Patterns of participation have changed.”

‘Finally, there are epistemological as well as policy currents at play here. For critics, 20th century developments in particular have meant the steady erosion of a Newmanesque vision of the university as the repository of liberal, non-technical knowledge. For some, the decline has been almost apocalyptic in its effect. For Edward Tingley, of the Canadian Center for Architecture, for example, learning in the 21st century University, has become a traffic in information, in material that has achieved commodity status precisely by disengaging itself from the problems of human life.

Lending his voice on the practice of higher education in the United Kingdom, Watson (2002, p.8) says that

*UK higher education is at a fork in the road. Either the sector will contribute to further social polarisation, or it will make a major contribution to overcoming it. In other words, higher education is deeply implicated in the solutions to the wider problems of a society increasingly separated by divergences in skills, in access to information and to work itself. A recent discussion paper for the No.10 Performance and Innovation Unit has shown the divisive effects of higher education both as a strong safeguard against*

*downward mobility for "dull middle class children" and as an increasingly critical positional good (the more people have it the less valuable it may be, but simultaneously the penalties for not having it increase). Genuinely widening participation might be hard to tackle, but I insist that it is a core value question for higher education (8).*

### **The Journey so Far and Where we Missed it**

Nigeria's tertiary education system missed the mark when it could no longer produce graduates who could contribute to national development, nor did offer expected high level relevant skilled training. Nigeria's tertiary education system also failed in its function when it could not develop and inculcate proper values for the survival of the individual and society, and when it could not train individual students to acquire both physical and intellectual skills which will enable them to be self-reliant and useful members of the society. Nigeria's tertiary education system also failed in its function when it neglected the traditional setting of our indigenous education, which was there long before the emergence of western-type education. According to Fafunwa (2002, p.189) our indigenous education "taught as part of education of the Nigerian child, weaving, sculpturing, blacksmithing, carving, farming, fishing, cattle-rearing, hair-plaiting, dress-making, leather-working, pottery-making, glass and bead-working, catering, dying, tinkering and many more." The establishment of courses in some government departments such as the Nigerian Railway, marine, and Public Works between 1908 and 1935 marked the beginning of organized technical and vocational education, which led to the framework for entrepreneurial education (Fafunwa, 2002, as cited in Okebukola, 2011, p.4).

The history of entrepreneurial education dates back to the 1900s. The colonial administration slanted interest in producing middle-level rather than high-level human resources and invested in trades-based education for the youth. No.4 Education Proclamation of Southern Nigeria of 1905 and the Education Ordinance of 1916 which covered the whole of the newly-amalgamated Nigeria emphasized technical and manual crafts to prepare the youth to be trades-proficient. Schools, especially those specially designated, offered instruction in carpentry, coopering and other crafts taught rudiments of entrepreneurship (Taiwo, 1982, as cited in Okebukola, 2011, p.3).

Down the line, things started going awry; the traditional education system that provided for training in crafts expertise and the colonial education that provided for entrepreneurship education were neglected. There was problem with our higher education curriculum and practice. According to Okebukola, Shabani, Sambo and Ramon-Yusuf, (2007) in Okebukola (2011, p.4), the curriculum of universities from 1948 till 2000 provided slim room for entrepreneurial education as the goal was to produce graduates who will fit into the existing job positions in the public and private sector. A handful of federal universities of technology and agriculture offered a smattering of topics on entrepreneurship in some of the courses taught to final year students. In a number of other universities some undergraduate programmes in economics and business administration also sprinkled a few topics which students learned "bookishly" and not for the strict purpose of practice. In summation, Okebukola (2011, p.1) succinctly puts the abysmal state of the 'unemployability' of the products of our tertiary education system this way:

*Three decades after independence, it was not too steep for graduates of the Nigerian university system to secure white-collar jobs for which university training prepared*

*them.... The declining economic fortunes of the country, decline in the provision of social infrastructure which led to lowering of employment capacities of industries and increased production of graduates were forces which combined to reduce graduate employment from 60% before the 1980s to about 35% in 2010 (p.1).*

### **Re-Engineering Nigeria's Tertiary Education to Provide Skilled Workforce and Entrepreneurship Development.**

The problem with the nation's tertiary education operating system since independence is the problem of inability to re-invent the formerly existing technical culture and vocational backgrounds of our pre-colonial and colonial educational practice into the contemporary higher educational practice through daring pragmatic entrepreneurial curriculum content. There is great need for Nigeria to be in tune with current global realities. The need for equitable competitiveness in the global knowledge economy, job market, and to contribute locally to economic growth through entrepreneurial development, job creation and wealth generation is imperative. There is also the problem of non-commitment or weakness in translating the goals of tertiary education into current global market-economy demands and industrial needs. Until now only a few of our tertiary educational institutions are paying a modicum of concern to the issue of entrepreneurial education and the business of raising graduates who are technically sound and can be self-reliant on passing out of the school system.

This paper, therefore, raises strong advocacy for entrepreneurial education system and curricular content in our tertiary institutions that would produce individuals who are tooled with necessary competencies to productively fit into the world-of-work, entrepreneurship and for self reliance. Of course, the contextualization of such educational curriculum has to be based on local content, more or less, in order to make it unique, performing, result-oriented, serviceable and sustainable. A number of proactive steps have to be taken so as to arrest the ugly trend in our national life and educational system through government's exercise of iron-fist 'political will' and an enhanced fiscal and monetary inducement so as to see the ailing and appalling product-status of our higher education apparatus attain a decisive overhaul. Currently, and over the years gone by, yearly appropriations to education in the nation's annual budgetary allocations do not demonstrate any serious intentions on the part of the Federal Government, who is traditionally responsible for funding public tertiary institutions in the country. The management of tertiary education must also undertake a revolutionary curriculum content restructuring, policy reorganization, and feasible implementation strategies so as to position the nation's tertiary education to take proper posture as major driver of the economy.

The National Universities Commission (NUC), though, have taken a leading giant step in addressing the issue of non-competence in producing nationally relevant, self-reliant, globally competitive graduates who are skilled to create values and improve on the existing economic status, which will ultimately lead to a more robust system where entrepreneurship and job creation thrives, and unemployment together with capital flight is reduced to barest minimum. This giant step was taken in 2004 by the National Universities Commission (NUC). In 2005 NUC, in collaboration with all Vice-Chancellors of Nigerian Universities, reached a universal

consensus to introduce entrepreneurial education as a compulsory course to be offered by all undergraduate students in the Nigerian education system (NUC, 2005).

Consequently, the Federal Government joined ranks with National Universities Commission (NUC) in 2006 by issuing a directive through Federal Ministry of Education to extend entrepreneurship education to polytechnics and colleges of education effective from 2007/2008 academic session. Therefore, in order to put an end to the monster of unemployment, capital flight and maximize our vast human capital resources for job creation and wealth generation our tertiary education system must be centers of entrepreneurial development and skills acquisition resource centers. Our tertiary institutions, especially, must be ready factories to produce skilled workforce for our economy and for capital export to other nations, and not the other way round.

Nigeria's tertiary education system must be reorganized and repositioned as call centers and resource centers for small and medium scale enterprises (SMEs) and should offer consultancy services to entrepreneurs and the society at affordable rates. It should be understood that America's economy, for instance, is driven by private entrepreneurship. According to United States Department of Labour in 'Encouraging Future Innovation: Youth Entrepreneurship Education,' entrepreneurs drive America's economy, accounting for the majority of our nation's new job creation and innovations. The U.S. Census Bureau (2002) Survey of Business Owners observed that self-employed individuals who have no paid employees operate three-fourths of U.S. businesses. Furthermore, the U.S. Small Business Administration reports that America's 25.8 million small businesses employ more than 50% of the private workforce, generate more than half of the nation's gross domestic product, and are the principal source of new jobs in the U.S. economy.

Entrepreneurship education and training in skills development should be integrated into the internship programmes embedded in our tertiary education system. There should also be viable resource and comprehensive entrepreneurial centers in our senior secondary schools and tertiary education system where entrepreneurial skills modules could be developed and tested. Establishing Agricultural internship programme in all of our schools' systems and making entrepreneurial courses core to every student before graduation would go a long way to producing graduates that are skilled to be self-reliant and enterprising. Also, designing senior secondary school curriculum to make it essentially pro-technical and vocational would be of great relevance since senior secondary school is a feeder system to tertiary education.

Vocational skills acquisition should be part of our education culture at the tertiary level of education. Vocational and entrepreneurial training could be in such areas as catering, horticulture and gardening, interior decoration, photography, fashion designing and tailoring, textile block paste making, carpentry, fish farming and poultry keeping, mobile phone and computer repairs, wrist watch repairs, soap and detergent making, filmmaking and acting, dancing and choreography, art and painting, savings and loans business, shoe making, basketry and weaving, pottery, welding, bakery, furniture making, driving, fabric dyeing, hat and bead making, marketing and advertising, snail breeding, modelling, book publishing and printing, blacksmithing and foundry, entertainment and event-making, comedy, waste management, etc. Short but articulated trainings in any of these areas of emphasis are capable of producing

individuals who can be on their own, own their own small scale enterprises (SMEs), employ a few other persons instead of carrying certificates like play-cards and scavenging the job market looking for employment opportunity, train other hands, and meaningfully contribute to national economy by boosting the Gross Domestic Product (GDP).

Our tertiary education system must be compelled to get linked to the Internet-based hypertext system (World Wide Web) to serve as databank and repository for all research and scientific works. Our tertiary education system must also be involved in exchange programmes with other tertiary institutions in advanced societies globally, so as to be in tune with the latest scientific inquiries, critical thinking and aggressive developments. It will also aid our educational institutions to be abreast of technological and entrepreneurial advancements globally.

Furthermore, tertiary education system should be repositioned to be custodians of strong and sustainable Information Technology (IT) culture for purposes of being repositories for research findings that could easily be made available when needed for practical applications and usage within the economy for nation building. Nigeria's tertiary education system must endeavour to encourage and guide youths to involve themselves educationally in maximizing the gains of internet online digital technology since technical and social skills can also be learned and developed via computer online technology.

### **The Place of Performing Arts in Developing Skills for Entrepreneurship, Job Creation and Wealth Generation**

The place of performing arts in Nigeria's educational system for comparative global competitiveness, entrepreneurship development and wealth creation cannot be overemphasized. Performing arts consist of film and drama, music, dance, magic, etc. In Nigeria, for instance, this domain is known to attract a huge number of youths and able-bodied population. There are out-of-the-box trainings, auditions and apprenticeship organized mostly outside of formal school setting to equip the intending artistes with some know-how and roll-off-the-mill skill. Thereafter, they will individually enrol with various fledgling drama groups, dance troupes, and some lucky ones, with Nigeria's foremost film industry (the Nollywood), and so on. A few corporate bodies also get involved in organizing reality shows, dance competitions and pageantries for the youths, especially (e.g. Most Beautiful Girl in Nigeria – MBGN – a beauty pageant organized by Ben-Bruce Murray in conjunction with SilverBird Broadcasting Company, Miss Global Nigeria, Miss Nigeria pageant, etc), and families, just as is the case with Maltina Dance Show. Some of these youths involved in music career in Nigeria are fast becoming nationally and internationally renowned, such as Olumide, WhizKid, Davido, Asa, Kcee, M. I. Abaga, D'Bang, Yemi Alade, Omawumi, Tiwa Savage, Amarachi, etc. These and many other musicians have demonstrated amazing professionalism and entrepreneurial ingenuity in their music business, and theirs have also created long value-chain of music label marketers and retail outlet shop owners who deal with retail marketing and rentals of musical videos, VCDs and CDs. Besides, through informal arrangement many a persons, especially youths, have benefitted from entrepreneurial apprenticeship available in group dynamics as they accompany the celebrated star performers / artistes to their concerts.

There is also a rising generation of dancers and choreographers who are into it as career or vocation. Some of these dancers include Dream Catchers (underprivileged children from Ikorodu, Lagos), Amarachi, Kaffy, Diddi Emah, Kendra Oyesanya, to mention just a few. Certainly, music and dancing are two of a kind which has generated employment and wealth for Nigerian youths. Self reliance is the ultimate goal. A little government intervention through incentives will spiral these hard working youths to the skies.

This encouraging development automatically creates job and business for many youths and business people who are directly or indirectly involved as members of crew, artistes, actors/actresses, directors, producers, or marketers of the products. This situation helps to keep many hitherto unemployed youths out of the streets, makes for self-reliance and entrepreneurship. According to an online account by Alfred Joyner, Nigeria's Nollywood (film) industry ranks second in the world (it is second only to India's Bollywood film industry) – this of course has more to do with quantity of film production per annum, coupled with revenue generation from the market. Nollywood film industry is worth N522 billion as the industry produces about 1,000 films annually (April 1, 2014 post from [www.ibtimes.co.uk](http://www.ibtimes.co.uk)). If translated in real terms, this means that a good number of people are engaged in performing arts career, with high GDP accruing in respect of performing arts business in Nigeria. There are shop outlets dotting our streets, and they are outlets for hiring and selling of VCD copies of Nollywood films and music videos. It is all about entrepreneurship, self reliance and economic independence. According to Tume (2015), the industry is raising a new brand of entrepreneurs who have what it takes to be game-changers in the economy of the nation.

Many youths and some adults have found befitting careers as filmmakers and actors/actresses, screen writers, directors, producers or as members of crew. These categories of persons have been able to enjoy self-reliance, satisfaction, self-fulfillment and economic independence, when hitherto they could not secure paid job elsewhere within the economy. Some of these actors/actresses and film stars, so called, did not really receive formal training/education where they could have obtained requisite skills in the performing arts; they merely undergo short-term training and audition. A few performing artistes have basic education experience and formal training in the field of performing arts: usually this has tremendous result in the quality of their performance and the other aspects of the art and film practice. Therefore, there is urging need to incorporate performing arts departments or cinema institutes in all the tertiary citadels of learning nationwide. More importantly, there is critical need for highly informed trainers and instructors in the existing performing arts centers and institutes. There is also need for state-of-the-art facilities and equipment in our theatre art and film departments in tertiary institutions across the country.

Meanwhile, it is commendable that the Nollywood industry is both providing jobs for our teeming (youth) population and markets for retail/wholesale outlets for cinematic productions as well as enhancing the economic status of our dear nation. We already have a few Nollywood 'stars' who can stand their own comparable to their Hollywood, Bollywood and European counterparts, globally. For instance, we have the likes of Ramsey Noah, Geneviev

Nnaji, Mercy Johnson, Chidi Mokeme, Ini Edo, Tonto Dikeh, Funke Akindele, Blossom Chukwujekwu, Tope Tedela, Ken Erics, Daniel K. Daniel, Rita Dominic, Mike Ezuruonye, Seun Ajayi, Desmond Elliot, Emmanuel Ikubese, Halima Abubakar, to mention but a few.

### **The Place of Vocational Guidance in Entrepreneurial Skill Development in Tertiary Education System.**

The vital role of vocational guidance in preparing youths and other learners for whatever field and area of need for skill acquisition in tertiary level of education cannot be overemphasized. This professional intervention is vital for proper guidance of intending trainees according to their areas of interest, aptitude, inclination, proclivity and special advantage. Vocational guidance is a process of giving informed assistance to people in order to solve anticipated problems that go with planning and making a choice for a vocation or occupation, job opportunities as well as the working environment. It can also function to assist in training requirements for skilled labour in relation to individual's interest and potentialities, and for proper job selection and placement. On the other hand, career guidance functions interchangeably with vocational guidance. Organisation for Economic Cooperation and Development (OECD, 2004) states that Career Guidance refers to the services intended to assist people of any age and at any point throughout their lives to make educational, training and occupational choices to manage their careers. It further notes that

Career guidance helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labour market and education systems, and to relate this to what they know about themselves. Comprehensive career guidance tries to teach people to plan and make decisions about work and learning. Career guidance makes information about the labour market and about educational opportunities more accessible by organising it, systematising it and making it available when and where people need it (p.1).

The services of career guidance experts and professionals are also inevitable in designing courses or tasks, appraisal system and evaluation of trainers, trainees, content, and outcome.

**Holland's Typology Theory** is a typical model that can be adopted profitably by career guidance counsellors and vocational guidance experts in contributing to entrepreneurship education in tertiary education. The theory emphasizes that there should be an agreement between individual's personality-type and the environment as essential for career choices to be appropriately and gainfully made. The model identifies six personality types, namely realistic personality (for persons who would rather work with objects than abstract things and avoid jobs involving intellectual abilities or verbal abilities and interpersonal skills, e.g. boxing, trading and athletics, etc.), investigative or intellectual personality (for persons who prefer abstract jobs to mechanical jobs, e.g. research, medicine, engineering, writing, etc.), artistic personality (for persons who are creative and love to engage in jobs/activities in which self-expression is possible, e.g. drawing/painting, drama, music, etc.), social personality (for persons who love to involve in occupations that enable them meet and interact with people in some sort of social

settings, e.g. social work, event management, teaching, counselling, etc.), enterprising personality (for persons who are often adventurous, loves to engage in leadership roles and politics, zealous and has flair for preaching, salesmanship, etc.), and conventional personality (for persons who love occupations that enable them to be regimental and perfect, e.g. banking, financial auditing, tax matters and computing, etc.).

It is the duty of the career guidance professional to match individual's personality-type with corresponding skill training within appropriate environment, in addition to making classified information on world-of-work updates and educational/training opportunities available to people when and where they need them. According to Kemjika (1999, p.16), the primary aim of career guidance in our educational system is the enhancement of the individual's life satisfaction as a whole.

## **CONCLUSION AND PROPOSALS**

This work, in the main, has pointed out that the goal of tertiary education in Nigeria has not been attained, and that there has been a major departure from a functional, technical and vocational culture in the nation's tertiary education system. The paper decries the dearth of revolving entrepreneurship curriculum in our tertiary education system, or the lack of determination to pursue a systematic programme of entrepreneurship education. It suggests graduate internship on entrepreneurial education and development.

The study also highlighted the National Universities Commission's concern over the failed state of the university education, and has pointed out leading giant step it has taken in addressing the issue of non-competence in producing nationally relevant, self-reliant, globally competitive graduates, through its insistence on imbibing a culture and curriculum of entrepreneurial education for students of higher education in the country. The paper also emphasizes the place of career guidance services, which is based on personality types of individuals, and the place performing arts in training grandaunts who are equipped and empowered with entrepreneurial skills and proficiency in artistic life, self-sustaining business, economic and social life.

From the foregoing discourse, it can be deduced that the catastrophic regime of gross unemployment, human capacity-building comatose, poverty and disgrace would hardly leave the shores of our geo-economy by mere rhetorics or by multiplying academic laurels and certificates. There is only a sure way to economic recovery and security, and that is job creation and wealth generation, which can be realized through entrenching a sustainable culture of entrepreneurial education and training in skill development in our institutions of learning, especially institutions of higher learning.

Therefore, in order to put an end to the monster of unemployment, human capacity underdevelopment, and maximize our vast human capital resources for job creation and wealth generation the paper proposes a number of proactive steps to be taken by stakeholders, which include but not limited to the fact that our tertiary education system and institutions of higher learning must be made to be centers not only of academic excellence, but also of entrepreneurial excellence. They should be viable entrepreneurial development and skills acquisition resource

centers. Our tertiary institutions, especially, must be ready factories to produce skilled labour for our economy and for capital export to other economies or countries, and not the other way round. Creativity, vocational, technical and innovative education must be pursued and encouraged, vigorously.

Nigeria's tertiary education system should be repositioned to be custodian of strong and sustainable Information Technology (IT) culture as dossier and repository for research findings that could easily be made available when needed for practical applications and usage within the economy for nation building. Our tertiary education system should encourage youths to involve educationally in maximizing the gains of internet online digital technology, since technical and social skills can also be learned and developed via computer online process and education.

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