ACADEMIC RENEWAL AND RELEVANCE IN SOUTH-SOUTH NIGERIAN UNIVERSITIES: CURRICULUM PROSPECTS AND CHALLENGES

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Abstract

Society is dynamic. Teaching and learning in Nigerian universities is guided by designed curriculum put in place by knowledgeable academics drawn from various institutions of learning and ministries and parastatals that are stakeholders in the education business. The curriculum must be renewed regularly to make it relevant and enable it catch up with changes in present day society. It is against this background this study examined academic renewal and relevance in South-South Nigerian universities: Curriculum Prospects and Challenges. The study used a 32-item self-designed Curriculum Relevance and Renewal Questionnaire validated by test experts to generate information from a population sample of 720 senior academics on various approaches to curriculum renewal and relevance. Findings of the study indicated among others major challenges currently facing development and means of addressing challenges facing curriculum renewal and relevance in South-South Nigerian universities. The study recommended, among other things, the introduction of apprenticeship scheme for professional training in order to establish a balance between general and professional education, the inclusion of entrepreneurial education in the curriculum and the improvement of funding by government.

Background to the study

Colonization, modernization, westernization and now globalization are some of the most recent challenges facing education, not only in African countries as a whole, West Africa in particular, but also in Nigeria most especially. The university as an Ivory tower and citadel of learning and research is devoted basically to the pursuit of knowledge, solution to problems, the critical appreciation of achievement and the training of men and women for higher manpower requirement. The Nigerian National Policy on Education (FRN, 2004) holds that the major aims of university education include:

- the acquisition, development and inculcation of the proper value orientation for the students, individuals and society.
- The development of intellectual capacities of individuals to understand and appreciate the environment.
- The acquisition of both physical and intellectual skills which will enable the individuals to develop as useful members of the community
- The acquisition of an objective view of the local and external environs
Of a truth, Nigerian universities are expected to identify more closely with ideas and practices in their environment. In the Nigerian environment such ideas could include pollution, erosion, poverty, crime, kidnapping (hostage taking) and the infamous “obtain by trick or 419”. This is an addition to the university’s traditional mandate of research, teaching and community service. Nwachukwu (2009) held that Nigerian universities are expected to be prime instruments of national purpose and institutions that will provide hope for longer life, hope for higher standard of living, freedom from repeat colonialism and creation of a relatively classless society with doors of opportunities open to all through education – the social equalizer.

Furthermore, Nigerian universities are expected to identify with the needs and aspirations of the common man and to carry out research that emphasizes indigenousness – peculiar economic, educational, socio-cultural and political problems. As Baridam and Nwibere (2008) rightly reiterated, Nigerian universities are expected to lead the society to select the good and reject the bad, pace the rate of change so as to do the least damage to tradition/culture. This calls for an urgent adaptation of the curriculum to reflect society expectations and the current recent trends. For the stated aims to be achieved, curriculum of Nigerian universities must be in tandem with society demands and global expectations. And so Cheng (1999, 2000) maintained that relevant curriculum must aim for the future and provide unlimited opportunities for students’ learning. This is what Cheng simply calls the “triplication of education” – individualization, localization and globalization. In simple terms, Nigerian universities curriculum must have local content by stressing local values and home based cultural assets while accommodating and absorbing the Global Knowledge Economy (GKE) and technology (without adulterating the local content) to produce and support the development of the community and individuals as balanced local citizens. The outcome of such curriculum in place implies that the university will develop a local person with international outlook, an individual that will act locally is acceptable locally and globally with global skills and scholarship. It is projected that the relevant curriculum for Nigerian universities should be one that develops the students' intelligence as be in tune with unique self, local and global environment. Specifically, the curriculum of our dream should develop students to be abreast with economic, social, political, cultural and technological needs of the world as a whole and Nigeria in particular.

Another great expectation of the Nigerian university curriculum is the need for the curriculum to address the eradication of diseases such as malaria, sickle cell, tuberculosis and leprosy that have of old plagued the environment for several centuries and even the most recent HIV/AIDS scourge that has defied Western medication. These problems are closely allied to other environmental problems associated with pollution – noise and spillage, erosion, deforestation and desertification and other environmentally related problems. Sanders (1992) had earlier emphasized that education plays an integral role in the student’s self-concept, psyche, outlook on life and world view. This implies that emphasis of personal relevance and curriculum designs are on personal growth, integrity, autonomy and unique meaning. Personal growth is viewed as the process of developing into a self actualizing, autonomous, authentic, healthy and happy human being. The development of a body and intellect are of equal importance. Education within this context means holistic growth toward personal and humane goals and integration of the cognitive, creative, aesthetic, moral and vocational dimensions of being human. The development of an improved curriculum and hence people who can transcend contemporary constraints is central to this design (Eisner, 1979). [Kolesnik (1975), McNeil (1981), Maslow (1981), and Klein (1986)] hold that during curriculum planning and development, students should be free to develop or be active in helping to define their own curriculum based on their personal problems, developmental levels, goals, interests, curiosities, capabilities and needs.

Similar to the HIV/AIDS saga is unemployment and the teeming and uncontrolled population in Nigeria. Population explosion has engulfed Nigerian universities. The social demand for education has tripled by numbers. Lack of requisite skills to meet the job requirements of employees have been identified as one of the major reasons responsible for the high rate of graduate unemployment in Nigeria. Uche and Kpee (2007) had observed that most university dons in Nigerian universities are disconnected academics producing white elephant collar curricula for use in various faculties leading to production of white elephant collar graduates whose qualifications are not defendable in the labour market. The duo maintained that this has led to a great army of unemployable graduates being churned out daily from the universities with

qualifications and certificates that are not usable or marketable, hence as more graduates are emptied to the expanding Nigerian labour market, the unemployment rate on the contrary elongates more and more. Akano (2009) in agreement with Uche and Kpee (2007) remarked that one of the major causes of unemployment is not that there is scarcity of jobs, but dearth of skilled manpower to fill existing opportunities in the labour market. According to Akano (2009), currently over 70% of Nigerian universities and various tertiary institutions graduates have difficulty in securing employment. He maintained that 7 out of 10 graduates in Nigeria are unemployed. This may not be unconnected to their being unemployable. The greatest problem lies in the fact that despite this ugly trend, the commercialization of knowledge production as observed by Kpee and Kaegon (2009) is accelerating at the speed of light ahead of the economy of the state. Unemployment and unemployability among youths of ages 18 – 25 is very frightening. Uche and Kpee (2007) posited that this group usually embarks on pointless existence on petty crime and antisocial behaviour that can end only in lifelong welfare dependency or serial offending. It is pertinent to note that while Nigeria neglects employment of its youths, no nation is known to have developed without engaging its youthful population. The challenge therefore in the short run is how to develop a curriculum that would not only address the creation of self employment opportunities, and de-emphasize elephant while collar job, but also enables a graduate to be an employer of labour. This must have informed the recent introduction of entrepreneurship education into the curriculum of Nigerian universities as a compulsory course for all undergraduate students.

Another major challenge facing curriculum of Nigerian universities as identified by Baridam & Nwibere (2008) and Baridam & Nwachukwu (2009) is the problem of moral decadence in the society – pretence, corruption, fraud, bribery, sexual harassment, nepotism, economy of affection, falsification of documents, lying, gossiping and inordinate hatred and affection among others. According to them, the time honoured core values of honesty, integrity, commitment, obedience, respect, patriotism and humility and so on are no longer considered part of the virtues of the present generation. Added to this problem is the recent challenge of academic laissez-faire. It is a common place observation that Nigerian universities are witnessing a large number of students from very poor financial background as a result of the liberalization of education in Nigeria. Given the level of funding from government and donor agencies, students are now increasingly required to pay and contribute to the cost of their education. How they would succumb to and accept this depends solely on their application of cost-benefit analysis on the worthiness of their education or otherwise as postulated by Enaohwo (1990). This leads some students who accepted to pay and remain to work part-time and be desirous to reduce the length of time required to complete their studies as much as possible. This calls for tailoring the curriculum to unique individual needs – softening the edges without compromising the content. In Nigeria, against the entrepreneurship mindset, many students still see university degree as a “meal ticket”, just a few see education as a source for pursuit of knowledge.

The curriculum of our view is that which will accommodate both groups to non-neglect. Other problems include knowledge explosion along with increasing population, while there is explosion for certain skills. The problem of keeping balance in advancement of knowledge, professional education and general education is one of the challenges of curriculum development. There is a tendency to lay more emphasis on professional education than the rest, Nigeria being a developing country with prospect of internalization of her educational system and products runs a risk if it accepts one and neglects the other. Reconciling these opposing sides poses a bigger challenge to curriculum development. The level of rigidity in the Nigerian educational system deserves attention and debates as many students are known to have dropped out of the system as a result of this unlimited flexibility. A student is bound to enroll and pass a prescribed number of courses, most of which are either required or compulsory with very few electives. Under no circumstance, for example, as is the case in many foreign universities, can a student petition to exclude from degree requirements and GPA computations up to ¾ of or 2 semester of work taken at any institution – forgiveness of previous terms. The mega challenge – globalization of knowledge economy is here with us. Baridam and Nwibere (2008) hold that globalization will continue to strengthen and education will continue to become universalized. However, while we agree that globalization will continue to strengthen our education, we must not lose sight of our culture. Indeed, as Wane (2009) puts it, we should ask these questions when designing our curriculum: (1) what is our education about? (2) What did our education include and exclude? (3) Does
the content reflect us or the people we identify with in terms of our culture, our history and its contribution to the world? These questions will motivate educators and curriculum planners to participate in developing educational materials from an inclusive stance and ensuring that the knowledge therein reflects on all citizens.

The 21st century has become the century of info technology, migration and immigration. We are in an era where we cannot live in isolation nor can we claim to shelter our students in spaces where they will only be exposed to their own culture, knowledge and traditions. Such days are gone. As educators who are operating as teachers without borders because of the recent “border collapse”, it is necessary to initiate an open and inquisitive approach to learning and teaching as Wane (2009:176) puts it, “find ways to have the local and the foreign taught simultaneously, only then can we combat the challenges before they overtake the present milieu”. As we stare at the challenges orchestrated by globalization and info without borders, there is need to follow Wane (2009) and obtain the “great mix” as our goal, teaching both the local and the foreign simultaneously, aiming solely at the current need of the world. As Suarez-Orozco and Sattin (2007:58) posited inter alia:

"The world needs young people who are culturally sophisticated and always prepared to work in an international environment. To this, we need to determine some skill sets that the students need in today’s world. We are connected technologically and personally.

A response to this call is the introduction of courses focusing on global business landscape and the entrepreneurship mindset education system.

The Problem
The university is the centre of excellence, teaching, research and storehouse of knowledge. Its products adjudged as worthy in character and learning are therefore expected to improve upon society yearnings and expectations. The time lag dilemma which universities face because of their risk exposure to rapidly shifting industry requirement, government regulations and programme accreditations creates a challenge of curriculum renewal and relevance if it must continue to be patronized by the society. It is for these reasons this paper looks at the challenges facing curriculum development in the university system as to determine how these challenges have been combated to make the university remain continuously relevant.

Purpose of the study
The purpose of the study includes to:
1) Identify major challenges facing curriculum development in South-South Nigerian universities
2) Suggest possible ways of addressing major challenges facing curriculum development in South-South Nigerian universities
3) Identify which challenges constitute academic laissez-faire to curriculum development and relevance in South-South Nigerian universities

Research Questions
The following research questions guided this study:
1) What are the major challenges facing curriculum development in South-South Nigerian universities
2) How has the challenge of individualization and curriculum development been addressed in South-South Nigerian universities
3) How has the challenge of unemployment and curriculum development been addressed in South-South Nigerian universities
4) What challenges constitute academic laissez-faire in curriculum renewal and relevance in South-South Nigerian universities

Research Method
This study adopted a descriptive survey design. The population consisted of about 1,845 lecturers in Faculties of Management Sciences, Social Sciences and Education in the four Federal government-owned universities in South-South geopolitical zone of Nigeria. These are the Universities of Benin, Calabar, Port Harcourt and Uyo. However, a purposive sample size of 720 senior lecturers and above was drawn for the study. A self-designed 32-item questionnaire titled “Curriculum Relevance and Renewal Questionnaire (CRRQ) was used to generate information from which data for the study was obtained. The instrument (CRRQ) was validated by test and measurement experts. The reliability index of 0.83 was obtained using the Cronbach alpha. Simple statistics, the percentage scores was used to answer the research questions.

**Results**

Research Question 1: Major challenges facing curriculum development in Nigerian universities

Table 1: Total number and percentage scores of respondents’ opinions on major challenges for curriculum renewal

<table>
<thead>
<tr>
<th>S/N</th>
<th>Major challenges</th>
<th>Total</th>
<th>Accepted (%)</th>
<th>Rejected (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individualization of programme</td>
<td>720</td>
<td>640 (88.89)</td>
<td>80 (11.11)</td>
</tr>
<tr>
<td>2</td>
<td>Localization of training</td>
<td>720</td>
<td>700 (97.22)</td>
<td>20 (2.78)</td>
</tr>
<tr>
<td>3</td>
<td>Colonialism mentality</td>
<td>720</td>
<td>220 (30.55)</td>
<td>500 (69.45)</td>
</tr>
<tr>
<td>4</td>
<td>Globalization of man</td>
<td>720</td>
<td>680 (94.45)</td>
<td>40 (5.55)</td>
</tr>
<tr>
<td>5</td>
<td>Selectivity of persons</td>
<td>720</td>
<td>710 (98.62)</td>
<td>10 (1.38)</td>
</tr>
<tr>
<td>6</td>
<td>Adapting to technological changes</td>
<td>720</td>
<td>705 (97.92)</td>
<td>15 (2.08)</td>
</tr>
<tr>
<td>7</td>
<td>Societal social maladies</td>
<td>720</td>
<td>695 (96.52)</td>
<td>25 (3.48)</td>
</tr>
<tr>
<td>8</td>
<td>Nepotism and Economy of affection</td>
<td>720</td>
<td>108 (15)</td>
<td>612 (85)</td>
</tr>
<tr>
<td>9</td>
<td>Academic laissez-faire</td>
<td>720</td>
<td>708 (98.33)</td>
<td>12 (1.63)</td>
</tr>
<tr>
<td>10</td>
<td>Entrepreneurship mindsets</td>
<td>720</td>
<td>706 (98.05)</td>
<td>14 (1.95)</td>
</tr>
<tr>
<td>11</td>
<td>Replacing our culture</td>
<td>720</td>
<td>124 (7.23)</td>
<td>596 (82.77)</td>
</tr>
<tr>
<td>12</td>
<td>Emphasizing professional education</td>
<td>720</td>
<td>206 (28.62)</td>
<td>514 (71.38)</td>
</tr>
<tr>
<td>13</td>
<td>Utilitarian concept of education</td>
<td>720</td>
<td>100 (13.89)</td>
<td>620 (86.11)</td>
</tr>
<tr>
<td>14</td>
<td>Unlimited flexibility</td>
<td>720</td>
<td>690 (95.83)</td>
<td>30 (4.17)</td>
</tr>
<tr>
<td>15</td>
<td>Elephant collar curriculum</td>
<td>720</td>
<td>125 (17.37)</td>
<td>595 (82.63)</td>
</tr>
</tbody>
</table>

Table 1 shows that 9 out of 15 challenges listed are accepted by respondents as major challenges facing curriculum renewal in South-South universities in Nigeria. The highest score of 98.62% indicates that selectivity nature of the curriculum is the most major challenge. It implies that if the curriculum was selectivity biased, all other major challenges would have been addressed. The lowest score of 13.89% indicates that the utilitarian concept of education is not accepted as a major challenge for curriculum renewal. Other scores of below 65% indicate other challenges rejected for curriculum renewal.

Research Question 2: Challenge of Individualization and Curriculum Renewal
Table 2: Total Number and percentage scores of respondents’ opinions on what constitutes challenge of individualization on curriculum renewal

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Accepted (%)</th>
<th>Rejected (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Students encouraged to define their curricula</td>
<td>720</td>
<td>680 (94.44)</td>
<td>40 (5.56)</td>
</tr>
<tr>
<td>2 Stakeholders interest should be de-emphasized</td>
<td>720</td>
<td>26 (3.62)</td>
<td>694 (96.38)</td>
</tr>
<tr>
<td>3 Students be abreast with sociopolitical economic trends</td>
<td>720</td>
<td>638 (86.11)</td>
<td>82 (13.89)</td>
</tr>
<tr>
<td>4 Students intelligence in tune with unique self</td>
<td>720</td>
<td>710 (95.83)</td>
<td>10 (4.17)</td>
</tr>
<tr>
<td>5 Produce a balanced individual</td>
<td>720</td>
<td>699 (97.08)</td>
<td>21 (2.92)</td>
</tr>
<tr>
<td>6 Enhance personal growth, integrity and autonomy</td>
<td>720</td>
<td>620 (86.11)</td>
<td>100 (13.89)</td>
</tr>
</tbody>
</table>

From table 2 above, the high percentage scores of 86% and above indicate respondents’ opinions on what constitutes challenges of individualization in curriculum renewal. The lowest percentage score of 3.62% indicates that respondents rejected de-emphasizing stakeholders’ interests in curriculum renewal.

Research Question 3: Addressing challenges of unemployment in curriculum renewal

Table 3: Total Number and percentage scores of respondents’ opinions on addressing the challenge of unemployment in curriculum renewal

<table>
<thead>
<tr>
<th>Addressing challenge of unemployment</th>
<th>Total</th>
<th>Accepted (%)</th>
<th>Rejected (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Producing white elephant collar curriculum graduates</td>
<td>720</td>
<td>22 (3.06)</td>
<td>698 (96.94)</td>
</tr>
<tr>
<td>2 Most university dons are disconnected academics</td>
<td>720</td>
<td>14 (1.95)</td>
<td>706 (98.05)</td>
</tr>
<tr>
<td>3 Graduates to be skills-oriented</td>
<td>720</td>
<td>690 (95.83)</td>
<td>30 (4.17)</td>
</tr>
<tr>
<td>4 Ensuring building entrepreneurial mindset</td>
<td>720</td>
<td>715 (99.30)</td>
<td>5 (0.7)</td>
</tr>
<tr>
<td>5 Enhancing curricula of self employment opportunities</td>
<td>720</td>
<td>700 (97.22)</td>
<td>20 (2.78)</td>
</tr>
</tbody>
</table>

From table 3 above, the high percentage scores of 95.83% and above indicate that respondents accepted the various approaches adopted to address the unemployment saga using curriculum renewal as a take-off point. The highest 99.30% score suggests that building in students the entrepreneurial mindset is the safest approach to overcoming unemployment as a vice for young school leavers. The lowest percentage scores of 3.06 and 1.95 respectively indicate that respondents blame churning out of our universities white elephant collar curricula graduates on university dons who are disconnected academics.
Research Question 4: Challenges that constitute academic laissez-faire

Table 4: Total Number and percentage scores of respondents’ opinions on challenges that constitute academic laissez-faire in curriculum renewal

<table>
<thead>
<tr>
<th>Challenge constituting academic laissez-faire</th>
<th>Total</th>
<th>Accepted (%)</th>
<th>Rejected (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indifference to students from poor financial home background</td>
<td>720</td>
<td>688 (95.55)</td>
<td>32 (4.45)</td>
</tr>
<tr>
<td>Preferential treatment for various skills</td>
<td>720</td>
<td>41 (5.84)</td>
<td>678 (94.16)</td>
</tr>
<tr>
<td>Rigid educational programmes</td>
<td>720</td>
<td>710 (98.61)</td>
<td>10 (1.39)</td>
</tr>
<tr>
<td>More emphasis on professional education</td>
<td>720</td>
<td>693 (96.25)</td>
<td>27 (3.75)</td>
</tr>
<tr>
<td>Pass all or fail out syndrome</td>
<td>720</td>
<td>708 (98.33)</td>
<td>12 (1.67)</td>
</tr>
<tr>
<td>Government providing adequate funds for scholarship etc.</td>
<td>720</td>
<td>26 (3.72)</td>
<td>694 (96.38)</td>
</tr>
</tbody>
</table>

From table 4 above, the higher percentage scores of 95% and above indicate what constitute challenges of academic laissez-faire in respondents’ opinions. The highest score of 98.61% indicates that respondents hold that the nonchalant response of universities and education planners to rigidity in educational programmes is one of the biggest challenges to curriculum renewal. This is followed by the “pass all or fail out” syndrome in most Nigerian universities. However, the lower percentage score of 3.72% indicates the laissez-faire nature of government in providing scholarships and grants to deserving students in universities in Nigeria.

Discussion

Findings of this study identified major challenges facing curriculum renewal in South-South Nigerian universities. Conspicuous among these challenges are the challenge of making the curriculum select persons and that of building entrepreneurial mindsets in persons using the curriculum. The call for selectivity of persons by the curriculum will enhance determining persons who should be in universities and those who should not. Once this is achieved, those selected will have unlimited opportunities for learning and what Cheng (1999, 2000) described as triplization of education – individualization, localization and globalization will automatically come to be. Such selected persons will be willing to imbibe academic culture and practice entrepreneurial mindsets. As they are churned into the expanding labour market, because they are equipped with necessary skills, they will be absorbed by labour and they will contribute to the country’s economy and growth. The elongated unemployment queue and the unemploymentability and unemployed army of youths engaged in pointless existence identified by Uche and Kpee (2007) will reduce significantly. Curricula of South-South Nigerian universities have been so liberalized that academic “dafts and imbeciles” carry books and pens and enroll in universities where they imbibe antisocial behaviour that threatens academic calendars since they have no goal to be in school. Recently, South-South Nigerian universities introduced post undergraduate matriculation examination screening test to enhance further selectivity of candidates for undergraduate admission. Regrettably, even a higher House of Assembly like the Federal House of Representatives joined other myopic Nigerians to suggest the abrogation of this exercise. This study holds that universities are built for learning and character moulding and not for wasting of man-hours achieving nothing. Most of the problems bewildering selectivity of persons in the South-South Nigerian university system is traced to the academic laissez-faire demonstrated by both teachers and government in South-South Nigerian universities. This study established that the rigidity of educational programmes and the “pass all or fail out” syndrome in most South-South Nigerian universities are man-made and call upon teachers and government to address them quickly. Teachers and
government have been called upon to collapse the borders of academic programmes so that students can enter and leave at their own space. This is in tandem with the tenets of the Nigerian Policy on Education (FRN, 2004) developing intellectual capabilities of individuals. If the rigidity problem is not addressed, students frustrated by the system may imbibe the recent wave of moral decadence identified by Baridam and Nwibere (2008) plaguing the Nigerian society. In society, many persons who have thrown away core values of life and patronized kidnapping, robbery and the likes are products of frustrations of the rigid system of the South-South Nigeria university academic programmes.

Findings of this study saw unemployment as a major challenge facing curriculum renewal. The study holds that any curriculum renewal that does not make provision for “work and eat” concept is defective. Perhaps the selectivity of persons concept earlier addressed will accommodate this term on the long run. Curriculum renewal should make provision for manpower demand in the labour market and be capable of encouraging persons to continue the pursuit of courses for which employment is available. The curriculum renewal programme should address curriculum enrichment so that South-South university curriculum produces skills needed by labour as to relate town, industry and gown to each other. Uche and Kpee (2007) had earlier observed a disconnect between university dons, academic and industry to such an extent that dons produce white elephant collar curriculum usable only for white elephant collar jobs. This could be why Akano (2009) statistics of 7 out of 10 graduates in Nigeria being unemployed may stand true. Akano merely re-iterated that most graduates from Nigerian institutions of learning have difficulty in securing employment. Gladly, the recent introduction of entrepreneurial education, if adequately practiced, may address graduate unemployment in the nearby future as most graduates will be employers of labour instead of employees of labour.

Conclusion
The findings of this study established challenges facing curriculum renewal and relevance. It calls upon the educational system to provide students with skills needed to be local content global citizens. This will enable our youths and future graduates to become culturally sophisticated and prepared to work in a globalizing world as contextualized multiple intelligent citizens, enjoying individualized, globalized and localized education at the same time.

Recommendations
It is recommended that in South-South Nigerian universities:

1) Rigidity of educational system be relaxed to allow free entry and free exit.
2) Persons should be duly selected for university education.
3) Graduates of the educational system should equate with existing demand for labour by the labour market.
4) Entrepreneurial education should be sincerely inculcated in the educational system through inclusion of the curriculum.
5) A balance should be established between general and professional education through introduction of apprenticeship scheme for professional training.
6) Government should improve the level of its funding as to make students concentrate more on their studies.
7) Curriculum should curb moral maladies now embraced by society by establishing penalties and punishments for identified cases.
8) Curriculum should address the eradication of recent diseases and scourges plaguing society by introducing courses in disease prevention and eradication.
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