Tertiary Education Curricula (TEC) in Nigeria for Wealth Creation and Global Competitiveness

Alade, Ibiwumi Abiodun
Department of Educational Foundations and Instructional Technology Tai Solarin University of Education ibiwumiabiodun@yahoo.com

Abstract

Today more than ever, the role of tertiary institutions curricula is critical because of changes taking place in the world. For instance, rapid technological changes and globalization have made training in tertiary institutions and the workforce a prerequisite in any nation that wishes to survive global challenges. Hence, this paper discusses the place of tertiary education curricula in Nigeria for wealth creation and global competitiveness. An attempt is made to examine conceptual issues on wealth creation alongside curricula policies and innovations for wealth creation. Despite these, it was observed that failure has trailed numerous attempts at improving the productivity of tertiary institutions curricula. This pose the challenge for developing nations as shown by the Global Competitiveness Ranking (GCR) presented in this paper. Indeed, it is made manifest that avenues for wealth creation are at the door steps. Still, Nigeria is not named among the best thirty countries of the world in the global ratings. Notwithstanding, in the end, among the curriculum operational logistics on wealth creation for global competitiveness put forward include: enhanced school-to-work approach for skills capacity building and cross-border exchange of teaching personnel and instructors as well as technological diffusion to prepare learners for global market competition among others.

Keywords: *Curricula, Global Competitiveness, Wealth Creation*

Introduction

One of the burning points in this growing world of globalization is global competitiveness. Globalization borders on the growing economy worldwide, interdependence of countries and people through increasing volume and variety of cross-border transactions in goods and in services as well as the rapid and widespread diffusion of technology. As a result, developing nations are variously making efforts to re-position the available sectors of their economy with the progressive drive for job creation, wealth generation and global competitiveness.

Increasingly, the world is experiencing new dimensions in knowledge acquisition, creation, dissemination and usage. Nigeria is not left out. In order to compete progressively with the rest of their developing nations and the world at large, the provision of skills, knowledge, attitudes and values needed for the place of work is always essential. In contrast to bookish education, practical education as opposed to theory and skills as opposed to theory are needed to prepare learners for careers based on manual and practical activities.

In order to enhance productivity, stimulate national and global competitiveness, therefore, the curricula through which tertiary institutions operate play significant roles. However, in Nigeria, available records show that every year, over 200,000 tertiary institutions products or graduates from diverse disciplines join the already-saturated unemployment market. The curricula employed by Nigerian tertiary institutions thus become questionable both in design and implementation. It is obvious an established fact that a great number of those who have passed through the existing curricula in Nigeria in recent past depend so much on working for others and lack competency for wealth creation.

Studies and opinions of experts show that up till the present date, a good number of Nigerian tertiary institutions are not producing high quality graduates. In effect, it means that the existing tertiary institution curricula have lapses and are even poorly implemented. In fact, some commentators on Nigerian tertiary education observe that as unemployment rate has risen to about 75 per cent, it is doubtful whether a good number of graduates in practical based courses could be employable without further training by respective job sectors. In fact, Ambode (2011) notes that:

> workers trained through the higher institutions of learning like the universities or polytechnics might not be adequate to meet the ever rising demands of organizations, and to correct such shortage, some companies embark on training programmes for their employees right there in the factory or company to meet their specific needs(p. 53).

Although various programmes targeted at moving Nigeria forward had been floated by previous governments, still, the problem bedevilling Nigeria in area of job creation, entrepreneurship development and wealth creation is a concern to all. For instance, the problems besieging the nation have remained and even seen to get worse (Achuonye, 2011). Such instigated the "Seven Point Agenda" of the Late President Umar Musa Yar'Adua. This document, as revealed by Presidential Research and

Communication Unit (2010), posits that: "Wealth creation recognizes that more than two thirds of Nigerians are poor, an incidence that has been increasing at a significant rate since independence" (p. 2). As a result, the government mapped out new policies, laws and regulations with enhanced funding strategies.

Furthermore, the present Nigeria's President Goodluck Jonathan also answered unemployment questions triggered at him during the 4th presidential media chat, and his response was recorded by Olagunju (2011) thus:

> We are working very hard. You cannot get jobs overnight…….., I never promised to reduce poverty. I promised to create wealth, and that sincerely got me thinking of the relationship between poverty alleviation, job creation and wealth creation. There's a wide contrast that exists between creating jobs and creating wealth. Though, up until now, I still haven't been able to fix the possibility of sincerely creating wealth and not reducing poverty in the long-run (p. 1).

In short, creating jobs is very important to the success of any economy, and it largely determines the capability of a nation to compete globally.

Despite the government coming up with several possible means in Nigeria "to drag down unemployment", "to create jobs", "to generate wealth", "to build human capacit y for global competitiveness", and so on, for exciting global rating, Nigeria is not there yet. The author of this paper strongly believes that tertiary education curricula can still come to the rescue. Hence, this paper calls for a re-positioning of tertiary education curricula in Nigeria for wealth creation and global competitiveness. It is in this light that the concerned curricula can achieve both national and international goals geared towards making the products of Nigerian tertiary institutions nationally relevant and internationally competitive.

Conceptual Issues on Wealth Creation

Issues on the concept of wealth, wealth creation, unemployment and job creation among others are some of the determinants of whether or not a nation would compete favourably in the economic market with other nations or not. In the first place, the meaning of wealth is relative. The word 'wealth' comes from the old English "weal", which is from an Indo-European word stem. Wealth is a possession of resources or anything of value. According to the United Nations, inclusive wealth is a monetary measure of the sum of natural, human and physical assets. Land, forest, fossil fuels and minerals are natural assets; physical or manufactured assets include machinery, buildings, and infrastructure; human capital assets include the population's education and skills. Similarly, an abundance of items of economic value and utility is wealth in economic term. Net wealth refers to the value of assets owned minus the value of liabilities owned at a point in time. The abundance of accumulated resources of a nation is the richness of such a nation. The concept of wealth varies between societies, regions and among group. Backminister Fuller (1981) defines wealth as our organized capability to cope effectively with environment, in sustaining our healthy regeneration and decreasing both the physical and metaphysical restrictions of the forward days of our lives. This poses challenge for curricula to create jobs and build human capacity for global competitiveness.

Wealth creation is perceived by Adam Smith (1981) as the combination of material, labour, land and technology in such a way as to capture a profit, that is, excess above the cost of production. The competence or accuracy of carrying out a task is what creates a kind of wealth that promotes technological advancement. Igbinedion (2011) opines that skills and wealth creation in Nigeria depend squarely on the effective utilization of human and material resources available at her disposal through small-scale medium and large-scale business enterprises and industrialization. This is why tertiary education curricula, in this modern world, should continually open up new dimensions and extend the horizons of learners' practical activities to be properly educated so as to fit themselves adequately into gainful employment opportunities, self-employments generation (job creation), and global competition in the economic market.

In case of unemployment, a situation in which the segments of the labour force willing to work at the prevailing wage rate are unable to find employment is termed unemployment (Dike, 2010). The unemployed is a member of an economically active population, who is without work but available for and seeking for work, and those who have voluntarily left work (World Bank, as cited in Egbri & Nwadiani, 2011). The educated unemployed in Nigeria include those who seek for white collar salary-attached jobs that are mostly cherished by Nigerian tertiary institutions; graduates and those who are skillully-handicapped to create jobs themselves. In a study conducted by Olofinitoye and Aladegbola (2011), it is observed, disappointingly, that many of the undergraduates sampled in a social science faculty

(Accounting, Economics and Business Administration) of a Federal Nigerian University irrespective of their discipline types do not like to be self-employed.

Job creation is basically a means to an end. It is the act of instituting academic programmes like vocational training and developing industrial cluster operations in tertiary institutions curricula with job requirements, and promotion of diverse work apprenticeship experience programmes and joint ventures across specialization and nations for national and international benefits. In the 4th presidential medial chat with Nigeria's President Goodluck Jonathan, Olagunju (2011) reported that the most important thing that actually propagates economic prosperity is wealth creation, and job creation is basically a means to that end. That means creating wealth is and should be the focus in curriculum reforms. With the intention of creating wealth in mind and in practice, the problem of creating jobs in which people create value gets settled. More attention should therefore be paid to creating wealth through government policies, curricular innovations (formal, non-formal and informal) and business practices.

Curricular Policies and Innovations for Wealth Creation: An Overview of Tertiary Education in Nigeria

Although in Nigeria failure has trailed numerous attempts at improving the productivity of the human output from existing tertiary institutions, the unrelenting efforts of Nigerian governments have yielded series of reviews of: curricula policies, educational content, teaching and learning strategies with implications on wealth creation. For instance, on the need for curriculum reform, National Universities Commission/Education Trust Fund (NUC/ETF) carried out a three-week National Survey in July 2004 to determine the needs of the labour market as well as those of university undergraduates within the context of the larger society and world of work that are not met by the existing curricula. The survey involved all major public and private enterprises/employers of labour in the six geopolitical zones of Nigeria. The outcomes of the national survey form the bases for review of the curricula at various educational levels. It is crystal clear that the curricular policies, educational content, teaching and learning strategies at all levels of education have therefore undergone major innovation at the beginning of this 21st century.

Tertiary education contributes to the national development through high level relevant manpower training. It is a major determinant of wealth creation and global competitiveness. The individual becomes self-reliant and useful member of the society. Education at this level includes Universities, Colleges of Education, Polytechnics and Monotechnics. The major innovations and objectives at the tertiary level, according to Osuji (2004), include:

1. Proper funding and maintenance of infra-structure
2. Introduction of Information and Communication Technology Education
3. Nurture an education system that drives the total development of all individuals
4. Improve quality of education content and delivery at all levels
5. Make the education system relevant and functional for the acquisition of skills for everyday life and for work.
6. Improve access, retention and achievement, especially in basic education.
7. Approval for establishment of Private Universities, among others.

Moreover, in line with the Federal Government's principled commitment to creating jobs for Nigerians, the Jonathan Goodluck's administration is presently exploring the possibilities of Nigeria's participation in the United Nations Development Programmes (UNDP) targeted at creating new jobs for wealth creation for youths who will also be exposed to various ventures and mandatory saleable skills as well as international best practice models.

Global Competitiveness Ranking (GCR): The Challenge for Developing Nations

Global Competitiveness is a measure of the ability of countries productivity, and provision of high levels of prosperity to their citizens within their available resources with a view to ranking progressively with the rest countries of the world in goods, services and economic matters. With respect to the Nigerian government and other African Nations, it is crucial to empower the citizenry through the instrumentality of the curriculum, essentially because when people are equipped through the curricula, jobs are created, business prosper, employment expands, communities thrive, and the impact of such individuals and nations are later felt in the world markets.

Global competitiveness report and ranking is a yearly report published by the World Economic Forum. The first report was released in 1979. Since 2004, available literature revealed that Global Competitiveness report ranks countries based on the Global Competitiveness index developed by Xavier Sala-i-Martin and Elsa V. Artadi. Prior to this index, the macroeconomic ranks were based on Jeffrey Sach's Growth Development index while the microeconomic ranks were based on Michael Porter's

Business Competitiveness index. The Global Competitiveness index has therefore integrated the macroeconomic and the micro/business aspects of competitiveness into a single index.

The Global Competitiveness rankings between year 2008 and 2013 are thus presented below and showing the “top 30 countries” in the ranking report index (Wikipedia, *the free encyclopedia*, 2013).

Global competitiveness world ranking index

Country	**Year / Position**				
	2012/2013	**2011/2012**	**2010/2011**	**2009/2010**	**2008/2009**
Switzerland	1	1	1	1	2
Singapore	2	2	3	3	5
Finland	3	4	7	6	6
Sweden	4	3	2	4	4
Netherlands	5	7	8	10	8
Germany	6	6	5	7	7
United State	7	5	4	2	1
United Kingdom	8	10	12	13	12
Hong Kong	9	11	11	11	11
Japan	10	9	6	8	9
Qatar	11	14	17	22	26
Denmark	12	8	9	5	3
Taiwan	13	13	13	12	17
Canada	14	12	10	9	10
Norway	15	16	14	14	15
Austria	16	19	18	15	14
Belgium	17	15	19	18	19
Saudi Arabia	18	17	21	28	27
South Korea	19	24	22	19	13
Australia	20	20	16	17	18
France	21	18	15	16	16
Luxembourg	22	23	20	21	25
New Zealand	23	25	23	20	24
United Arab emirates	24	27	25	23	
Malaysia	25	21	26	24	21
Israel	26	22	24	27	23
Ireland	27	29	29	25	22
Brunei	28	28	28		
China	29	26	27	29	30
Iceland	30	30		26	
Spain					30
Chile			30	30	28

As shown in the ranking above, Switzerland leads the ranking as the most competitive economy in the world, as the United States, which had ranked first for several years, fell from the first position due to the consequences of the financial crises of 2007-2010 and its macroeconomic instability, available literature recorded. It is obvious that some countries continue their own relative rankings, still, they fall within the top 30 among the countries of the world rated very high in global competitiveness. The report index assesses the ability of countries to provide high levels of prosperity to their citizens as determined by how productively each country uses available resources. In all, the global competitiveness index measures the set of institutions, policies, and factors that set sustainable current and medium-term levels of economic prosperity.

The challenge for most developing nations, including Nigeria, holds that all avenues which could promote productivity, though, vary from place to place, must be gradually and progressively harnessed and fostered if at all they will be somewhere in the world ratings of competitiveness in the future. No developing nation of the word can attain any level of global competitiveness nor maintain competitiveness at any stage of development where its higher education curriculum and training, and its informal education/non-formal means are weak to drive competitiveness in the global world.

Determinants of Global Competitiveness: The Twelve-Pillar Variables

The Global Competitiveness (Index) report of 2012 states that over 110 variables of which two thirds come from the Executive Opinion Survey, and one third comes from publicly available sources such as the United Nations are often used in global ranking. The variables are organized into twelve pillars with each pillar representing an area considered as an important determinant of competitiveness. The impact of each pillar on competitiveness varies across countries depending on their stages of economic development. That is why in the calculation of Global Competitiveness Index (GCI), pillars are given different weights depending on the per capital income of the nation. The weights used are the values that best explain growth in recent years. The twelve-pillar variables as determinants of global competitiveness are then identified below:

Pillar 1 variable: - Institutions (well-functioning public and private institutions).
Pillar 2 variable: - Infrastructures.
Pillar 3 variable: - Macroeconomic Framework.
Pillar 4 variable: - Health and Primary Education
Pillar 5 variable: - Higher Education and Training.
Pillar 6 variable: - Market Efficiency.
Pillar 7 variable: - Technological Readiness.
Pillar 8 variable: - Business Sophistication.
Pillar 9 variable: - Usage of Existing Technologies.
Pillar 10 variable: - Market Size (Domestic and International)
Pillar 11 variable: - Production Processes.
Pillar 12 variable: - Innovation.

Each of the variables has a percentage share in contributing to global competitiveness ratings, the world over.

Fostering Job and Wealth Creation for Global Competitiveness: The Roles of Artisans and Vocational Training Options

In Nigeria, like in most developing countries of the world, avenues for wealth creation are at the door steps. For instance, over the years in Nigeria, artisans, popularly tagged “roadside artisans” have emerged as dependable vocational group which contribute to national economic development. An artisan is a skilled manual worker who makes items useful to at least the environment he belongs.

Artisan work, traditionally, is the craft of hand making. Those who operate as leaders in artisanship are called masters while the subordinates are called the joinery men and apprentices. The roadside artisans are usually trained under the apprenticeship system. The apprenticeship scheme belongs to non-formal education, hence, the significance of non-formal curriculum. Non-formal education is any organized, systematic education activity outside the framework of the formal system to provide selected type of training. In the apprenticeship training, the roadside apprentice learns the skill of the trade by observing how his master performs the skills. It is highly practically-based.

Artisans render profitable services to the society. However, it is disappointing that irrespective of the creative thinking and potentials as well as manual dexterity of artisans to produce their goods and services to the society, a large proportion of the society look down on many artisan trades. Meanwhile, artisan trades are avenues for creating wealth, and if attention is focused on them through a viable non-formal curriculum, there is hope to promote them for eventual global competitiveness.

A reference in our environment is the statistics of Artisans in Oktipupa Areas of Ondo State carried out in year 2010. The statistics show the available types of artisans, the number of masters and the number of apprentices.

Table 1. The statistics of artisans in Oktipupa area of Ondo State (Year 2010)

S/N	Types of Artisans	Number of Artisans	Number of Masters	Number of Apprentices
1	Welder	126	85	41
2	Black Smith	25	19	6
3	Motor Vehicle Mechanics	148	97	51
4	Motor Cycle Mechanics	112	79	33
5	Furniture Maker	138	84	54
6	Carpenters	103	90	13
7	Bricklayers	175	132	43
8	Electronic Mechanics	98	63	35
9	Tailor/Fashion Designer	154	108	46
10	Hair Dresser	133	94	39
11	Artists	33	23	10
12	Dry Cleaner/Laundry	62	56	06
13	Vulcanizer	112	74	38
14	Motor Body Repair	111	72	39
15	Photographer	78	54	24
16	Talaso Maker	45	34	11
	Total	**1,653**	**1,164**	**489**

Number of Artisans – 1,653
Number of Master Artisans – 1,164
Number of Apprentices – 489
Source: Adepoyi, 2010

It is obvious that sixteen different categories of trades provide job opportunities for 1,653 artisans. In all, 1,164 are master artisans while 489 are apprentices. These groups of people include welders, carpenters, furniture makers, bricklayers, motor mechanics, motorcycle mechanics, blacksmith, electronic mechanics, hair dressers, tailors, dry cleaners/laundry, artists, vulcanizers, painters and cobblers in Oktipupa town just to mention a few. These artisans are indispensable in the public as regards their services. Some of them engage in production of domestic goods widely used in many houses e.g. furniture both wooden and metal. The auto-mechanics repair faulty vehicles and ensure the maintenance of vehicles.

The vulcanizers are not left out in mending punctured types. The electricians rectify, repair faulty appliances, apparatus, switchgears and carryout installation of plants and wiring of houses. Roofing, ceiling, production of doors and windows frames of new buildings are carried out by the carpenters. The blacksmiths produce local cutlasses, hoes, rakes, etc for the use of local farmers. The welders are not left out as they engage in the production of digesters, press and kernel crackers for the local oil palm millers. They also fabricate various local machines for the people. Even they have almost taken over the production of wooden doors from carpenters or furniture makers to metal or iron doors for home and industrial uses. These artisans admit apprentices and train them vocationally. Through their respective trades, they make people to be self-reliance.

Moreover, in a survey earlier carried out by Bello, Danjuma, Adamu (2007) on vocational training needs of out-of-school youths in Bauchi Metropolis in Nigeria, the following thirty-eight vocational training options were identified while thirty-one were preferred by the respondents: (1) Computer Maintenance and Operation Work, (2) Tailoring, (3) Electrical Installation and Maintenance Work, (4) Furniture Making, (5) Further Education, (6) Hair Dresser/Barbing, (7) Carpentry and Joinery, (8) Bricklaying and Concrete Work (Mason Work), (9) Wood Machining Operation, (10) Graphics Arts (Artist), (11) Football Playing, (12) Catering Services, (13) Photograph and Video Coverage, (14) Dyeing and Bleaching, (15) Office Assistant, (16) Knitting, (17) Radio, Television and Appliances Repairs, (18) Plumbing and Pipe Fitting, (19) Ceramic Making, (20) Book Keeping, (21) Achaba/Okada (Commercial Motorcycling Services), (22) VCD Dubbing and Rental Services, (23) Poultry Farming, (24) Automotive Trade, (25) Trading, (26) Textile Trade, (27) Typing or Data Processing, (28) Store Keeping, (29) Yoghurt and Ice Cream Making, (30) Bakery Making, (31) Animal Rearing, (32) Blacksmithing, (36) Horticulture and Gardening Services, (37) Soap Making and (38) Lotion and Cream Making.

The fact remains that the means of acquiring vocational skills in most of the vocational options above can be integrated into tertiary education curricula upon which strategies for human capacity building for global competitiveness can be built on.

Curriculum Operational Logistics on Wealth Creation for Global Competitiveness

In order to create jobs, generate wealth, enhance productivity, bring about economic development and stimulate global competitiveness, skills development (employability skills and entrepreneurship skills) is very important. This is why the need to blend tertiary education curricula with informal and non-formal (private sectors) training schemes comes in. Curriculum operational logistics on wealth creation for global competitiveness demand the following approaches:

1. There is the need to design curriculum document or guide on training and skills capacity building for both students in the formal sector (tertiary institutions) and apprentices informal/private sectors to provide the integration of the learning activities and opportunities available both in the institutions and the informal sector. This is referred to as enhanced school-to-work approach where in whatever is taught in the formal system is a replica of what operates in the employment market and such is further complemented by what operates practically in the world of work.
2. Another operational logistics is the need to organize constant workshops/seminars between tertiary institutions and private/local establishments or industrial sectors on any part of tertiary institutions curricula so as to educate students further on the practical needs of the labour market and their expectations from tertiary education curricula implementation. Similar to this is the need to invite skilful private sectors personnel who could train tertiary institution students and staff on the current and comprehensive programmes which would enhance their performance and capabilities for economic improvement and global competitiveness.
3. Integration of tertiary education curricula with economic activities of private industrial sector in the community or society is another operational logistics. This approach would assist learners to create wealth. For instance, in a motor mechanic village, lectures and workshop practical in a tertiary institution should also cover various aspects of the auto-mechanic. In this way, tertiary education curriculum would help students to improve trade skills acquisition required by motor-mechanics establishments outside the formal system alongside other curricular contents. This would ensure their future employment possibilities and contribute to the economic well being of the community or society. Where all modern tools, equipment and machine as well as relevant qualified personnel are available and well utilized, this approach would further prepare learners for future global competitiveness.
4. Cross-border exchange of teaching personnel and instructors as well as diffusion of technology among tertiary institutions to prepare learners for global market is another approach. There should be a progressive and widespread diffusion of the technical-know-low of instructors, technicians, support-staff and teaching staff in this world that has become a global village through globalization. Nigeria must invest in human capital exchange programmes so as to groom the trainers of the trainees. This approach would place a lot of pressure on not only the economies but also the enterprises and individuals to become competitive. Higher level of skills which would worth the candle for global competitiveness would need a cross boarder integration and utilization of skills and experiences which would equip learners with the competitiveness they require to be employable or to create their own jobs.
5. The Nigerian government and other African Nations need to empower the informal/private sector monetarily to get their cooperation which in turn will empower the students, staff and the economy, essentially because it is where people are skilled that businesses prosper, employment expands and societies thrive in the world ratings.

Conclusion

To enhance productivity, stimulate global competitiveness and bring about economic development of the citizenry, curriculum plays a crucial role. Tertiary education curricula require a commitment to training and continuous learning by the students in preparation for the labour market and for the labour force to remain competitive. The training systems that promote wealth creation and high quality products must be fostered. To ensure that Tertiary Education Curricula (TEC) is more market driven, the government of nations should involve organizations in the curricula design, implementation, and in the certification of skills offered. The formal education system cannot do it alone. More participation of organizations/private sectors in providing practical training to student – apprentice would in turn yield huge economic success. All put together would enhance the capacity of Nigerian tertiary institutions curricula and those of some other developing countries to meet the challenges brought about by global competitiveness.

References

Achunoye, K. A. (2011). Relevance of teacher education to the realization of Yar-adua's seven point agenda in Nigeria. *Knowledge Review, 22*(2), 1-6.

Adepoyi, I. I. (2011). *A survey of the availability and impact of artisans in Oktipupa area of Ondo state.* A seminal paper presented to the Department of Vocational and Technical Education As Part, fulfilment of the Requirements for Award of Bachelor of Science. Education Degree in Technical Education. Tai Solarm University of Education, Ijebu-Ode, Ogun State, Nigeria.

Ambode, A. A (2011). Entrepreneurial non-formal education towards achieving work place's productivity. *Multidisciplinary Journal of Research Development, 17*(3), 52-58.

Bello, M. I, Danjuma, I. M., & Adamu, A. Y. (2007). A survey of vocational training needs of 15-25 years old out-of-school youths in Bauchi Metropolis. *Journal of Career and Technical Education, 23*(1), 13. Retrieved October 6, 2013 from http://scholar.lib.vt.edu/ejournals/JCTE/v23nl/bellohtml

Dike, V. E. (2010). *Addressing Youth Unemployment, Underemployment and Poverty in Nigeria.* The role of technical and vocational education in national development. Retrieved April 4, 2011 from http://www.csjhd.org

Egbri, J. N., & Nwadiani, G. O (2011). Unemployment among business education graduates in Nigeria. *Journal of Education, Health and Technology Research (JEHERT), 1*(1), 235-240.

Fuller, R. Buckminster (1981). *Critical Path*. New York: St. Martin's Press. xxxiv–xxxv. ISBN 0-312-17488-8. Igbinedion, V. I. (2011). Obstacles to the development of small scale business enterprises: *a challenge to wealth creation in Nigeria, 1*(1), 145-151.

Olagunju, L. (2011). The nexus between job creation and wealth creation. *Voice of Liberty Africa.* London: africanliberty.org.

Olofintoye, T. T., & Aladegbola, A. (2011). Nigerian undergraduates' employment preferences: implications for counseling. *Knowledge Review, 1*(1), 7-11.

Osuji, F. (2004). *Our youths our hope.* Paper presented at the forty-seven session of the International Conference on Education. Geneva, 8-11 September.

Presidential Research & Communications Unit-Government Documents. Retrieved February 27, 2010 from http://www.nigeriafirst.org/orticle_8489.shtml

Smith, A. (1981). *An Inquiry into the Nature and Causes of the Wealth of Nations*, Volumes I and II. R. H. Campbell and A. S. Skinner, eds. Liberty Fund: Indianopolis.

Wikipedia, The free encyclopedia (2013). *Global competitiveness report.* navigation, search org/article-8489.shtml