

### **3<sup>rd</sup> Inaugural Lecture**

**Title: Who does Bachelor's Degree Certificate Help?: A Dilemma of Mismatch Between Academic-Based Knowledge and Practices**

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**Department of Educational Foundations**

**Delivered on Friday, 17<sup>th</sup> February, 2023**

**Courtesies:**

**The Chairman and Ag. Provost**

**Registrar and other Principal Officers of the College**

**The Chairman and members of the Council**

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**Non-Academic Staff of the College**

**The Senior Citizens of the College**

**The three Unions in the College**

**My Lord Spiritual and Temporal**

**My Family Members and Friends**

**My Town People**

**Invited Guests**

**Gentlemen of the Print and Electronic Media**

**The Security Personnel**

# **Great Students of the College**

## **Ladies and Gentlemen**

### **Preambles:**

To God be the glory, for the great things He has done! I adore Him for giving me the grace to stand before these eminent people to deliver this inaugural lecture, the 3<sup>rd</sup> of its kind in the history of this College, the first from the School of Education, and the first from the Department of Educational Foundations.

The first Inaugural lecture in the College was delivered in March 2010, by Dr. Ademola Odetokun from the School of Languages. It was titled “The Yoruba Child and His Language Education”. The second one was delivered by Dr. Jimoh Ayinla Ahmed (former Ag. Provost), from the School of Arts and Social Sciences on 22<sup>nd</sup> February 2022. His topic was “Social Studies is Peace; Peace is Social Studies: An Alliance that Replicates Human Existence”.

It is the mercy and grace of God that made me exceed beyond primary education. I grew up in a community where, at that time, sending a girl child to secondary school was with great fear, because of the frequent occurrence of teenage pregnancy. Although my parents were modestly exposed having lived in Lagos for some time, they were not entirely convinced that school environments would not entice me into early pregnancy. A Church leader, founder, and a Deacon of my home Church,

Oke-Alafia Baptist Church, Isanlu-Isin, Deacon Joshua Oderinde, and some other prominent members of the Community had to intercede with my father and literarily stood as guarantors for my good conduct, before my father agreed to pay my admission acceptance fees. I was offered admission to Offa Grammar School but my father changed it to Igbomina Baptist Grammar School to further protect me from being negatively exposed. I attended both the mission primary and mission secondary schools, and attending these schools shaped my morals, attitude, and values in life. With the help of God, I was able to finish well and finish strong. I am what I am today by His grace; a three times Dean of the School of Education, the largest School in the College, one-time Director, General Studies, Deputy Director Degree Programme Centre for Higher Studies (CHS) now called the Directorate of University Studies (DUS); Director, Quality Assurance and today, the Deputy Provost Academics; also a Deaconess of Nigerian Baptist Convention and chieftaincy title holder from three different Communities. Just like Apostle Paul “Brethren, I count not myself to have attained, but this one thing I do, forgetting those things which were behind and reaching forth unto those things which are before. I press toward the mark for the prize of the high calling of God in Christ” (Phil. 3:13-14); All my attainments could not have been an accident of history or entirely by my efforts.

## **The Lecture**

The topic of today’s inaugural lecture is **"Who does Bachelor’s degree certificate help? A dilemma of mismatch between academic-based knowledge and practices"**. The choice of this topic is borne out of my years of experience as a teacher and researcher. My experiences include teaching in ECWA Girls College Kwoi, Offa Teachers’ College, Rumfa College, Kano, Government Girls College, Oko-Erin, Ekiti State University, Ado-Ekiti, National Open University of Nigeria, Ilorin Centre, Al-Hikmah University, Ilorin (Igbaja Campus (Sabbatical) and Kwara State College of Education, Ilorin. I have observed with keen interest how students were churned out of school year in and year out from various institutions of higher learning. Years after graduation, I

observe many of them still roaming the street unemployed or working menial jobs such as motorcycle (Okada) commercial transporters, car wash, subsistence farming, barbing, saloon operators among others. Most of these menial jobs are completely outside the graduates' training and the certificate they obtained. Then, comes the big question “**Who does the Bachelor’s degree certificate help**”? To answer this question, I want to reiterate to us what education is and the different certification as it is in Nigeria. I start by defining three key terms that surrounds this presentation:

**Tertiary Education:** The third level, third-stage or post-secondary education, is the level following the completion of secondary education. Tertiary education is pursued in the universities, polytechnics, colleges of education, monotechnics, and other degree awarding institutions.

**Certificate:** A document which certifies that a person has received specific education or has passed a test or series of tests to serve as a workforce in the society.

**Employment:** A state of having a paid job or being employed.

## **What Education is**

The word education is derived from two Latin words “educare” and “educere”. Educare means to train, form, or mould. In other words, it means that society trains, forms, or moulds the individual to achieve social needs and aspirations. Educere, on the other hand, means to build, lead, or develop. This is mostly favoured by the pragmatists who argue that the function of education is to develop the natural potentials in the child or an individual to enable him/her function in society according to his abilities, interests, and needs.

In general, education serves to advance human development in the cognitive, affective, and psychomotor domains. A notable educational historian, Cremin (1971), defined education as an intentional, systematic, and continuous attempt to transmit, evoke or acquire knowledge, values,

attitudes, abilities, and senses. Fafunwa (1994) defined education as the aggregate of all the processes by which a child or young adult develops abilities, attitudes, and other forms of behaviours that are of positive value to the society in which he lives.

People become educated when they acquire the practical knowledge needed for daily living, social norms, judgment and reasoning skills, and the ability to identify right from wrong. The ultimate goal of education is to help someone succeed in life and make a positive contribution to the society. Additionally, it aids in the eradication of hunger and poverty, enabling people to live better lives. Parental efforts to guarantee that their children acquire education are made as part of this purpose. Conversely, a nation that fails to provide a good education for her citizens would sooner or later face the logical opposite of sustainable development such as mass illiteracy, de-industrialization, poverty, insecurity, and low productivity (Oyedepo, 2011)

According to Syney (1994), education's primary goal is to transform mirrors into windows by releasing you from ignorance and misconception. It also lessens and cushions life's fluctuations. A person's intellectual scope is expanded by education, especially tertiary education, and they are given the analytical and reasoning skills needed to tackle a wide range of problems. The underlying talent of the educated is sparked by education, allowing them to develop into the kind of problem solver today's society demands.

Any country that wants to develop needs a sound and strong educational system and such a system should be with a well-thought-out philosophy. It should be well articulated and with distinctly defined visions. Education is usually used to mobilize other sectors like the economy and socio-political undertaking. It is an instrument that advances learning in any technological sphere. It is based on this that the Federal Government of Nigeria adopts education as an instrument for excellence for effecting National Development, Federal Republic of Nigeria (2004)

## **Tertiary Education in Nigeria**

Tertiary education, often known as higher education, is the backbone of every nation's development. It refers to all formal post-secondary education, usually obtained in public and private universities, colleges of education, monotronics, polytechnic, and vocational Schools. It is instrumental to fostering growth, reducing poverty, and boosting shared prosperity. A highly skilled workforce, with lifelong access to a solid post-secondary education and other learnings, is a prerequisite for innovation and growth: well-educated individuals are more employable and productive; they earn higher wages, and can better cope with stresses in the economy.

The benefits of tertiary education extend to society as a whole. It is fundamental to the growth and development of any nation, and it is a crucial component of human development. The National Policy on Education (FRN, 2004) section 5 subsection 80 - 85 outlines the goals of tertiary education as follows:

- a. contribute to national development through high-level manpower training;
- b. provide accessible and affordable quality learning opportunities in formal and informal in response to the needs and interests of all Nigerians;
- c. provide high-quality career counselling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work;
- d. reduce skill shortage through the production of skilled manpower relevant to the needs of labour markets;
- e. promote and encourage scholarship, entrepreneurship, and community service;
- f. forge and cement national unity; and
- g. promote national and international understanding and interaction.

The National Policy on Education (2014) serves as the foundational document for ethical educational practice in Nigeria. Majority of nations of the world give post-secondary education enough priority to ensure that students are prepared for global relevance and competitiveness (Oyedepo, 2007)

In Nigeria, tertiary education is broadly segmented into three, namely, colleges of education, polytechnics, and universities. College of education is a type of the post-secondary institutions created to educate and prepare individuals to teach in Nigeria's primary and junior secondary schools generally covering professional teaching or the basic education level. Colleges of Education in Nigeria have waded into the task of producing professionally trained teachers for the vocational and technical secondary schools to meet the nation's requirements for technological take-off as provided in the National Policy on Education (2004).

In support of the forgoing, Oyedepo (1999; 2000) conducted a study on the effect of science teachers' qualification on students' performance in sciences, and reported that students' performance in sciences depended on the adequacy of the science teachers and the availability of laboratory equipment which are relevant and match global standards.

The second category of tertiary education in Nigeria is the polytechnics. Polytechnics are designed to offer formal practical hands-on education and training geared towards the prescribed norms of the society and economy, which were lacking in the traditional elitist tertiary academic institutions. Polytechnics are formed as educational institutions designed to provide and train citizens in technical, vocational, and technological knowledge.

Tertiary education cannot be exhaustively discussed without mentioning the university. A university is an institution of higher learning that fosters high-level research and raises men and women to a high level of intellectual growth in arts, sciences, technology, business and conventional professional disciplines. It also denotes a group of people who are actively involved in learning and research (Oyedepo, 2011). A university is a great place to find both interdisciplinary knowledge and highly qualified labour for the workforce. Universities and other institutions of higher education differ in their mission, goals, functions, the requisite qualification of the faculty, the criteria for admission of

students, the duration of programmes they offer, and the type of certificates they award (Assié-Lumumba, 2005). All these depend on the needs and priorities of different societies.

Universities, polytechnics, colleges of education, monotronics, and other institutions of higher learning were all founded with the purpose of developing and training people to be independent by awarding them degree certificates. But in the modern world, especially in Africa and particularly in Nigeria, this very aim has been lost. Graduates from a variety of postsecondary institutions view their certificates as entrance passes to white-collar careers.

### **Issues of Diploma Disease in Nigeria**

From 1960s to early 1990s university education in Nigeria was the most highly regarded of all educational levels? Despite the daunting challenges confronting contemporary graduates, it is still highly rated. But to what extent? The graduates of today are bedevilled by unemployment and underemployment and the statistics are undoubtedly terrifying (Oyedepo, Olashinde & Njoku 2013). However, because of these problems and the challenging circumstances that graduates in the nation face, many people have been pushed to examine the worth of higher degrees. Nowadays, developing entrepreneurial skills and abilities has replaced the desire for higher qualifications.

As of 2023, students who are seeking admission to universities have preference for particular courses. This explains why some faculties are faced with overpopulation on enrolment while some scout for their candidates. For instance, students rarely wish to choose agriculture or education as course of study simply because they want to belong to the more popular, lucrative, and prestigious occupation such as medicine, aviation, accounting, engineering, law, and so on, while agriculture and education are generally seen as dirty or with little prestige, by the applicants. Courses available at the Faculty of Education are seen as courses for the poor and average students and agriculture as a course is



seen as a job for the old rural dwellers, uneducated and less honoured members of the society (Oyedepo, 2011).

Desire to accumulate higher certificates is another big and disturbing challenge facing our society today. Ask anybody you come across on the street: where do you see yourself in the next five years? There is a 99.99% likelihood that you will hear things like, "I will have a Master's degree or a Ph.D.; I will have a good-paying job." What does that suggest? It means that in order to be competitive in the job market, a person must have the highest certificates. This has led to the coinage of the term called 'diploma disease'. Dore (1976), coined the phrase "diploma disease" to describe the overreliance on formal educational institutions' admissions procedures (and hence, educational credentials) as indicators of aptitude, preparation, and merit for admittance into certain jobs, vocations, or labour markets.

Unintentionally, people may start to strive for continuously higher credentials in order to have jobs that previously were not provided and for which their education does not, in any case, prepare them. This is a result of the idea that obtaining educational credentials is the key to getting the best-paying and most secure jobs. Thus, education is reduced to a ritualistic method of amassing credentials. While many graduates continue to have full control over everything related to their degrees, they must deal with the fact that their qualifications are either insufficient for some job positions or they lack the necessary entry-level experience (Oyedepo, 2011). Since they want to be more competitive while they weather the economic storm, they decide to continue their education. Ultimately individuals that have acquired certificates will not be able to fix any issue. People will continue to obtain certificates and eventually put them on their shelves as a reminder of the time and money they wasted on classless qualifications.

## **Benefits Derived from the Nigerian University Education System**

The Nigerian University system has had significant successes despite not having had a very smooth start. When one considers the five national goals from which Nigeria's philosophy of education derives its orientation, namely the creation of a democratic and free society, a just and egalitarian society, a united, strong, and self-reliant nation, a great and dynamic economy, and a land full of bright opportunities for all citizens, the benefits that Nigeria has derived from university education become obvious (National Teachers Institute, 2010). More than just the next step in the learning process, higher education is essential for the global growth of people. It offers not only the advanced abilities required for every job market, but also the education necessary for teachers, medical professionals, nursing staff, government employees, engineers, humanists, business owners, scientists, social scientists, and indeed a variety of other professionals (Oyedepo, 2011). These educated people acquire the analytical abilities that sustain civil society, propel local economies, educate children, run efficient governments, and influence whole societies through their decisions. In Nigeria, the role of education is well demonstrated in practice.

In addition, university education in Nigeria has helped many Nigerians become responsible and capable citizens. More than any other type of education, a university education has facilitated increased self-awareness and self-realization of beneficiaries in a variety of tasks, improved better relationships and national consciousness. There is no denying that Nigeria's social, cultural, economic, political, scientific, and technological advancement has been accelerated by its university education system, and the nation is now more fortunate to have experts in a variety of professions, such as medicine, law, engineering, philosophy, and education.

University education has consistently produced academics who have made significant contributions to the body of knowledge around the

globe in addition to serving their fatherland in particular and humanity in general. Thus, there is mounting evidence that higher education is essential to a nation's efforts to build human and social capital and as well foster social cohesion, which are proving to be significant factors in economic growth and development. University education plays a key role in empowering domestic constituencies, creating institutions, and nurturing favourable regulatory frameworks and governance structures.

### **Curriculum issues in Nigeria Education**

The word "curriculum" refers to a collection of teaching strategies, classroom activities, and student performance evaluations that are intended to highlight and measure the intended learning outcomes in a given course (Oyedepo, 2004). In other words, a curriculum is a set of activities that students must complete to gain the skills necessary to carry out the tasks that adults carry out successfully in life and to generally behave as adults should. It has been summed up that the colonial era's educational system is completely unrelated to the requirements and aspirations of developing countries.

Ashby (1964) summarized colonial education's subject matter and opined that it only prepared the African beneficiaries to work as shopkeepers, interpreters for white men, and village catechists. One fundamental fact that will not allow total dismissal of this period was that it was the beginning of documentation and formal schooling. Without the period, the post-colonial period would have been the beginning of everything from the scratch and not a consolidation period (Akinlua, 2006).

The period between 1960, the year of Nigeria's independence, and now can properly be defined as the post-colonial development of Nigeria's educational policy. As was previously said, the colonial period's disastrous precedents, weak foundations, and enormous irrelevancies still have a significant negative impact on education in Nigeria and Africa at large. Both the subject matter and methods used in modern education are overtly and implicitly irrelevant. They were not grounded on suitable philosophical foundations for citizen of African Nations. Recall that

tertiary education first appeared in the colonial era. In order to meet the demand for tertiary education, Yaba Higher College was established in 1932 to provide tertiary education to Africans. It later became Yaba College of Technology in 1947 while university college, Ibadan, a West African branch of the London University, was founded in Nigeria in 1948. Following that, Colleges of technology and Advanced Teachers College, which are today's Colleges of Education, were also established (Akinlua, 2006).

Ashby (1964) and Coombs (1968) opined that many of these institutions were hastily built to repair "the leaking roof and collapsing walls" of the frantic colonial tertiary education policies. The philosophy and methods of higher education were perceived as alienating the populace from the rich tradition of manual labour, the appreciation of the worth of labour, and the ethical work ethic that characterized pre-colonial Africa. Those who received such education "were becoming foreigners and aliens" to a community of disciplined and hard-working individuals. University education was criticized for producing only job-seeking elites, who were compared to "scavenging white collar job dependent robots," rather than helping to foster the growth of creative, independent individuals that are crucial to sustaining meaningful economic and technological development in the African countries.

To have a curriculum policy in place in a country is to advance curricular contents that can lead to a state of activities in which school output can completely bring about national integration and development because the more relevant the curriculum, the more complete would be the achievement of national integration and development (Oyedepo, 2012). Any curriculum and educational activity that can help a society should be relevant, and this should be the all-embracing guiding principle. The history of Nigerian curriculum content and practice is littered with several tales. Though the ultimate aim of development through education has not been satisfactory; much has been done over the years in the context of curricular dynamics, including improvement, development, innovations, modifications, changes, and all others.

The anomaly in the curriculum has led to several unfavourable issues in our educational system. Examination malpractice is a cankerworm that has eaten deep into our educational system at all levels of education in Nigeria. Apart from cultism, drug abuse, and student unrest, anywhere examination malpractice is mentioned, students are seen as the culprits. The truth is that students alone cannot successfully perpetrate examination malpractices if the curriculum is properly planned and implemented. A lot of teachers have however, waged war against this vice that has eaten deep into the fabric of our education system. This vice in the education system has affected every facet of national development: for instance, examination malpractice places the education process in a shaky and precarious condition and paints the image of the country as growing on deceit and falsehood. (Oyedepo, 2011).

Problems with education are far more numerous and potentially fatal. There is no discernible change from the miserable past. Ashby (1964) claimed that university education in the past resulted in white-collar job seekers and that were dependent on the government. Today, this is even truer, many degree holders are being sent to learn such vocational skills as tailoring, carpentry, mechanics and so on, after spending four to five years in the university. However, a well-planned curriculum should result in producing graduates who are adequately informed, technically equipped and morally prepared to become productive workers, self-reliant, entrepreneurs, responsible parents, good citizens, selfless leaders and capable of handling the increasing health risk and curbing insecurity. When the forgoing is achieved the curriculum is termed functional and productive (Oyedepo, 2011).

### **The Systematic Destruction of the Nigerian University System**

In the early years of the establishment of tertiary institutions in Nigeria, there were five top universities namely University of Ibadan, Ibadan; Ahmadu Bello University, Zaria; University of Ile-Ife (now Obafemi Awolowo University); University of Lagos; and University of Nigeria, Nsukka. They were centres of academic achievement and excellence in

the 1960s, 1970s, and up to the middle of the 1980s. Since there were few colleges then to service the then few universities and a large number of applicants, competition was tough yet, healthy. Even then, many students struggled to secure admission as a result of few tertiary institutions (Otonko, 2012).

There are many decisions or actions by government, university authorities, and lecturers that contributed to systemic rot in Nigeria's educational system. One of the biggest economic decisions that tore Nigeria's educational system apart was the Udoji salaries and wage increase of 1974. There was oil boom as a result of the emergence of Nigeria as an oil-producing nation. In this circumstance, Nigeria abandoned the hitherto hard work in agriculture, trading, carpentry, bricklaying and so on, to now embrace some other seemingly paying pastime and vocations that did not demand hard work, since oil is now relied on as the sole economic instrument for national development. Prices of most commodities spiked up under the then Gowon administration as crude oil became Nigeria's sole source of income. In their quest for quick cash, many ordinarily competent farmers, artisans and market workers sold their property, and bought suitcases to become briefcase businessmen, contractors and foreign exchange sellers or white collar job seekers in Lagos, Kano, Kaduna Port Harcourt, and other cities of Nigeria.

With many States created by the Federal Government, there also emerged many State tertiary institutions, especially from the mid-1970s and 1980s and beyond. The more such institutions were created without due regard to standards, the deeper the decline in the quality of learning (Oyedepo, 2012). The Joint Admissions and Matriculation Board (JAMB), federal character, catchment zones, and so on were all introduced by the Nigerian government but without any serious oversight issues of standards. In order to secure admission and enrol in a university, prospective students just needed letters from the Head of State, a Governor, or a Minister (Otonko, 2012), the standard was sacrificed on the altar of nepotism.

The attitude and disposition of learners did not help the free slide of educational standards. In many instances, prospective students do not work hard to earn their certificates. They merely buy their way through the system. Students would often develop the desire to acquire appropriate education; it is society that should guide them to acquire relevant education in relation to their talents. New colleges were founded by self-centred, businessmen and women whose motive for investment in education is their profit (Oyedepo & Adegboye, 2001). They often do not have workable plans for the future work of the students. Unfortunately, the colleges were pressured to produce more graduates without having sufficient strategies in place to utilize those products.

Another issue is the prevalence of academic cramming also known as last-minute studying or pulling an all-nighter, a common practice among students. A society that rewards academic cramming will not produce graduates who are well-prepared for the workforce and life in general. Students who rely on last-minute studying will not develop the skills and habits that are essential for success, such as innovativeness, time management, motivation, and critical thinking. This makes it difficult for them to adapt to the demands of the workplace and the challenges of life.

Political connections, as opposed to diligence and competence, served as the new criterion for success. In order to add academic value of degrees to their names, so as to create false image in consonance with their new wealthy status, prospective students seek admissions into universities where standards are often compromised. Hence, some buy degrees from unscrupulous fake degree peddlers. However, in my opinion, the following people could be held responsible and accountable for the educational decline in this country: Students, political professors, parents and the government (Oyedepo, 2008).

The first students' demonstration of 1978 in Nigeria was a reaction to the military administration's interference in the internal administration of the University of Ibadan. Up till today, there is a preponderance of government interference in the running of tertiary education system that

is not helpful to academic independence and excellence (Oyedepo and Muraina, 2012). There have been ceaseless agitations, strikes, demonstrations, boycotts of lectures, and so on by the students and teachers in our educational system today. The latest is the ASUU strike that started in February, 2022 and temporarily ended in October, 2022 because the government refused to fulfil an agreement willingly entered into.

The situation in tertiary institutions today is the creation of political academics who even at the university level can be called ‘Political Professors’. They are planted among the pure academic-minded professors. Some of them were appointed as Vice Chancellors, and their professorial positions were politicized. This rot in the tertiary educational system led to a large-scale migration of outstanding professors from the university campuses. Others fled Nigeria, while others departed for the corporate rat race. Additionally, some university lecturers were made wealthy by selling out to any ruling regime while others engaged in selling notes to students who needed them to pass examinations or selling examination papers. In fact, many students that moved within high political circles showed off their affluence on campus. Political leaders were being sold honorary degrees, not as a form of contribution to learning or the development of infrastructure, but rather for political or monetary considerations (Oyedepo, 2008).

Another category of people involved in the downward trend in the standard of education in Nigeria is parents. The mentality of society is the acquisition of certificates and not skills and knowledge. In this rat race for certificates, parents too are culprits. Some parents, in a society of low morals, do not see anything wrong in all forms of examination malpractices like cheating in examination halls, purchase of question papers, hiring brilliant students to help sit for an examination in the position of the hirers and so on. It is important to note that every examination is guided by a code of ethics, which is translated into rules and regulations. Thus, the violation of these rules and regulations is



referred to as examination fraud/malpractice. Examination fraud/malpractice can, therefore, be defined as irregular behaviour exhibited by candidates or anybody charged with the conduct of examination in or outside the examination hall, before, during or after such examination. It involves all forms of cheating that directly or indirectly falsify the ability of the students (Oyedepo and Njoku, 2020).

Just like in any part of the world, examination malpractice is not a new occurrence in Nigeria. Examination malpractice in Nigeria has attained a frightening but sophisticated proportion and it is a little short of being institutionalized because yearly records indicate a percentage of examination malpractice in the National Examination Council and Joint Admission Matriculation Board (Daily Time 2005). For instance, in secondary schools, authorities with her personnel are those who are supposed to be in charge of the ivory towers, while these school authorities play the role of a chief host to the examination supervisory personnel, but they provide an easy road for the fraud to be perpetrated. The school authorities are not bothered about whose horn is broken, what is paramount to the head of the institution and her staff is how much would enter their pockets. This practice is prominent in private schools and rural schools (Oyedepo and Njoku, 2020).

According to Saintmoses (2006), these schools are just like business centres, where they are just after good results for these graduates, so as to market the school for subsequent enrolment. Some of the schools do not have the required equipment to qualify them for such examinations not to talk of qualified staff to teach. It is surprising to note that those schools are well-rated by ministry inspectors/supervisors, to have possessed all the required resources in terms of human and non-human. The result of such exercises is for the school to find a way of defending their overblown quality by resulting in examination malpractice in external examinations. Sometimes the arrangement for examination fraud is centralized and coordinated at the school level. The principals of such schools are pivotal in planning and executing large-scale

malpractices in the schools so as to present evidence for the reputation of a school, or to make up for the inadequacies of the school in terms of instructional facilities, time, and staff (Oyedepo and Njoku, 2017).

Long gone were the days of sanity when hard work was emphasized in all aspects of Nigerian society. That was indeed a time when the home was in support of discipline, laws, and regulations of the school system. Parents instilled in their children the importance of hard work while constantly coaching them about a life of integrity and character (Oyedepo, 2008). Children were repeatedly taught the consequences of poor education on culture and society. To provide their kids with an excellent university education, parents used to deprive themselves of some good things in life. They, most often sacrificially, train their children or wards. Today, success of children is not measured by knowledge acquired but by money amassed. Some children are in stupendous wealth that cannot be explained and yet they are celebrated by their parents. Parents become wealth seekers at the expense of their children's moral, social, and scholastic demands. They spend money to solve every problem. Though students make it through school, their performances in the society are not a reflection of their claimed academic certificate.

In the field of education and perhaps virtually in all aspects of the nation's life, yesterday was better than today. To correct this embarrassing and ugly situation of university education in Nigeria, the policy makers and the government must take responsibility for the falling standard of learning in this country because successive administrations have failed to give appropriate priority to funding of the education sector (Oyedepo, 2012). Though different regimes continue to establish many tertiary institutions and encourage the private sector to do the same, it is the fault of the government that everything in this nation including, education is monetized. This is done in preference to the adequate acquisition of knowledge for the development of the nation. Even students that acquire certificates in cash or kind, do so because of societal emphasis on money

rather than learning. Though the parents that went to schools in the 1960s, 70s and 80s who knew the value of quality learning, they now neglect to keep track of how well their children are doing academically, socially, and ethically (Oyedepo and Muraina, 2012).

Education which is the body of knowledge and learning rules the modern world. Therefore, having a well-educated population in appropriate subject areas that can drive the economy and provide for ethical living is really second to none in the life of a nation. This is even more so in this era of technology that has globalized the world in the area of knowledge which is attested to by developments in the information and communication revolution. The advent of Information Communication Technology (ICT) has made technology education a much-needed vehicle for achieving the modern philosophy of education whereby a student can decide on what to learn, when they learn it, where they learn, and how to learn it. The purpose of ICT is to solve problems, unlock creativity and make people more effective than they would have been if they do not involve ICT in their activities. In the light of this, both micro and macro organizations of human endeavours see ICT development as the solution to quick and effective service delivery (Oyedepo, 2017). Oyedepo (2003) emphasized this when she reported that academic staff in colleges of education is proficient in their use of ICT because the more computers is put to use in the schools, colleges, and universities, the more the hidden treasures in computers would be discovered. The world has turned into a global village with ICT and globalization where information reaches the doorstep of stakeholders. Most university graduates are computer literate and most of them can access the internet for information gathering without much stress. University graduates acquire different certificates in ICT such as Bachelor's degrees, Diploma Certificates and literacy in computer and so forth. This development is assumed to have positive or negative link with work outcomes called productivity. The importance of ICT to productivity has been stressed. For instance, Nwaokolo and Ahukannah (2002), Agomuo (2005), and Akunyili (2009) reported that most of the developmental initiatives in

education, health, agriculture and economic empowerment being undertaken by all the states and federal organizations can be accelerated by application of appropriate ICT tools. In fact, the Federal Government has established a Federal Ministry of Communication which works with the Federal Ministry of Science and Technology to promote ICT in Nigeria.

A country's competitive advantage in the global economy is increasingly based on the gathering and use of knowledge, which has grown to be an important element in economic progress. However, Nigeria's higher education system is currently in an extremely depressing position. It is quite sad as parents, education administrators and government express discontent with the system but currently little is being done to reverse the trend. There is a need for the Nigerian government to take concrete and daring steps to revolutionize the educational system if we have the desire for the future of this country. Nigeria can only be on its feet epileptically with the present direction of our education and country will certainly not be able to move to the desired level of recognition in the committee of nations. We need policy that will galvanize the nation to the next level.

### **The problems of Unemployment in Nigeria**

The hope of every graduate is to get a well-paying job after finishing school, but the reality of the Nigerian labour market is the opposite, as there are no significant jobs available anywhere after completing the National Youth Services Corps (NYSC) programme. The practice was different in the early 1970s since new graduates from universities, polytechnics, and Advanced Teachers' Colleges had employment waiting for them that ranged from clerical to professional jobs depending on their areas of specialization. What are the causes of mass unemployment in Nigeria today? Does unemployment have something to do with the current spate of insecurity in Nigeria?

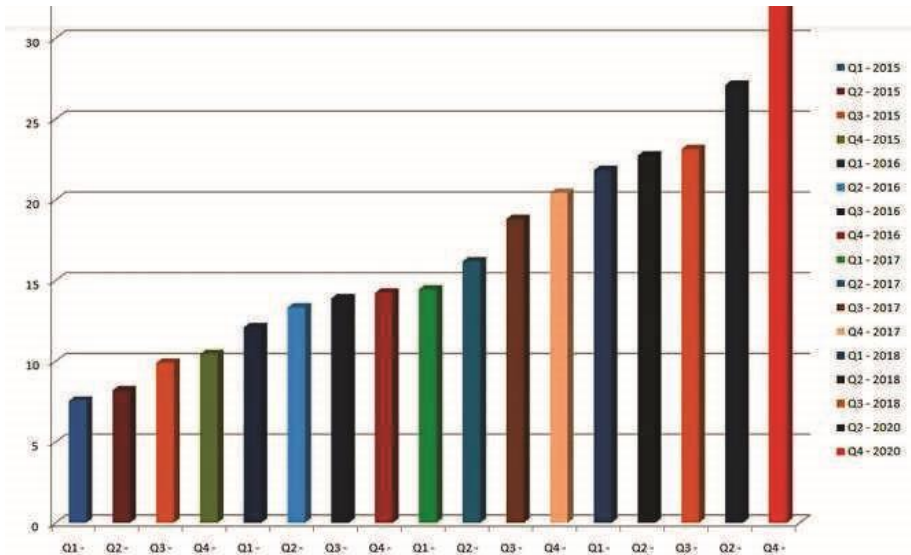
People who are able and want to work but are unable to find adequately paid job are said to be unemployed. The International Labour

Organization (ILO) defines unemployment as the percentage of the labour force that is unemployed but looking for work, including persons who have lost their jobs and those who have chosen to leave their occupations willingly. The National Bureau of Statistics (NBS) reported on its website in the first quarter of 2021 that Nigeria's unemployment rate had increased from 27.1% in the second quarter of 2020 to 33.1%. This is a six-month increase of six percentage points, and it was the highest on the global list.

In addition to ranking second on the global list, the NBS report stated that "more than 60% of Nigeria's working-age population is younger than 34. In the fourth quarter, the unemployment rate for those aged 15 to 24 was 53.4% and for those aged 25 to 34 it was 37.2%. In comparison to men, women had a higher unemployment rate (35.2%) than men (31.8%). According to the International Monetary Fund, the 200 million-person economy will take time to recover, with growth expected to reach 1.5% this year following a 1.9% decline in 2017 (Ahmad, 2022). This means that the number of people looking for jobs will keep rising as population growth continues to outpace output expansion.

One of the biggest concerns in Nigeria, which is unemployment, led to so many social vices such as insecurity, banditry, abduction, and other related crimes. The escalation of moral decadence among the unemployed youth could be linked to insufficient access to good parenting and lack of jobs for the certificates acquired. Furthermore, the nation's education system which is breeding area boys, touts and so on is a contributing factor as it does not pay keen attention to the emotional state of the unemployed youths (Oyedepo and Njoku, 2020). The country's structure has failed since no well-performing sector can absorb or lower the unemployment rate, leading to a high level of poverty that encourages so many young people to engage in criminal activities. Some other contributors to the high unemployment rate, which is a serious threat to the country's enormous population, is endemic corruption.

Corruption has made it extremely difficult to hire new employees or even replace the old ones. Corruption is rife both in the public and the private sectors of Nigeria's economy. The few jobs that are currently available are not being granted on merit, which has prevented many well-qualified Nigerians from having the opportunity to work in any sector of the country (Abdulkareem, Oyedepo, Alabi, and Etejere, 2013). Aside from the aforementioned causes, there are other notable factors responsible specifically for Nigeria's high unemployment rate, among which is a mismatch of degree certificates with employers' demand and the placement of socio-demographic restrictions on advertised job positions (Oyedepo, 2011).

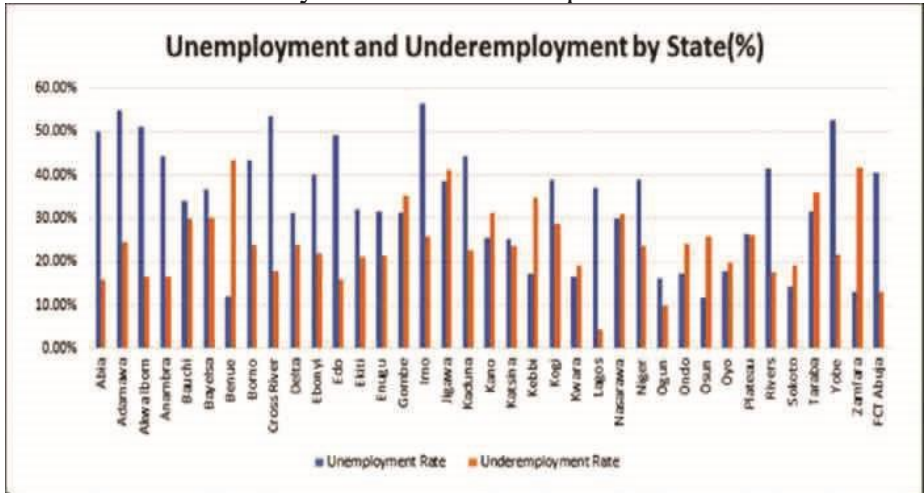


**Figure 1:** Unemployment Rate in Nigeria from 2015-2020 (Source: Olanrewaju, 2022)

**Note:** Q = Quarter

With the unemployment rate at 33.3 percent and the population at over 200 million, the number of unemployed Nigerians is over 66 million.

That is more than the population of Ghana (31.1 million), Cote D'Ivoire (26.4million) and Togo (8.3 million) put together. According to data sourced from the National Bureau of Statistics (NBS), unemployment rate has been on a steady rise since the first quarter of 2015.



**Figure 2:** Unemployment and Underemployment Rate in Nigerian State (Source: Popoola, et. al., 2021)

As shown in Figure 2, all the States in Nigeria have both unemployed and underemployed graduates. In the case of unemployment by state, Imo State recorded the highest rate of unemployment with 56.64 per cent. This was followed by Adamawa with 54.89 per cent and Cross Rivers State with 53.65 per cent. The states with the lowest rates were Osun, Benue and Zamfara States with 11.65 percent, 11.98 percent and 12.99 percent respectively.

### **Mismatch of Degree Certificates with Employers’ Demand**

Mismatch of degree certificates with employers’ demand is one of the notable causes of unemployment in Nigeria. A situation where graduates hold degree certificates but lack the employability skills necessary for

them to be offered employment by employers could be described as colossal waste to the certificate and the bearer. According to Oyedepo (2012), employers held a view that graduates of Nigerian universities are poorly prepared for work and that academic standard has fallen considerably over the past decade and thus, university degree is no longer a guarantee of technical competence. This has repercussions for graduate productivity, employability, and the usefulness of tertiary education.

Oyedepo (2011), pointed out that skill mismatch or the discrepancy between the skills students gain at universities and the actual skills required in the labour market is one of the causes of this problem. The capacity to complete a task at a predetermined degree of competence is known as skill. The two main categories of skills are transferable or generic skills, which apply to a wide range of occupations, and vocational skills, which are specialized occupational or technical abilities required to operate in a particular occupation or occupational group. The term "skills mismatch" refers to a variety of imbalances or gaps involving skills, knowledge, or abilities that may be quantitative or qualitative in character. It is the discrepancy between the graduate's level of competence and the level of competence required by employers.

Employers need specific abilities that are important to the expansion and development of their firm, in addition to the academic qualifications. Academic credentials no longer provide companies with the information they need about potential hires, as they instead reveal a candidate's motivation and ability to pass the necessary tests and examinations, rather than their ability to collaborate with others. In a study conducted on the labour market for tertiary graduates in Nigeria, Akerele and Opatola (2004) found that in the job market for tertiary graduates in Nigeria, employers value certain qualities (non-academic skill requirements) in addition to the qualifications graduates may have, such as strong interpersonal and social skills, analytical skills, effective communication skills technical and managerial skill, and so on.



Furthermore, it was reported that 30% of all occupations requiring at least a polytechnic diploma and 50% of all jobs requiring a university degree both call for analytical and computational skills. Oyedepo (2011) reported that companies prefer people who are already capable of performing their jobs, which is consistent with the reality that markets are growing more competitive and on-the-job training is becoming increasingly expensive. Unfortunately, it seems that employers are not getting what they want from Nigerian graduates.

The demand for technological skills is based on the fact that it promotes productivity. This is evident in the report by Abdulkareem and Oyedepo (2012) who investigated the Nigeria university graduates' proficiency in the use of Information and Communication Technology (ICT) and productivity found among others that there was a positive significant relationship between proficiency in the use of ICT and productivity of Nigeria university graduates. It is, however, worrisome that possessing a university degree is no longer a guarantee of technical proficiency or effective communication in Nigeria today. As a result, graduates from universities are frequently thought of as partially baked. Many employers agree that graduates have a thorough and respectable understanding of the body of knowledge in technical disciplines. They expressed dissatisfaction with the graduates' preparation in the applied technical skills required for problem-solving and boosting business productivity. It has been determined that the skills gap between the demand and supply has a variety of effects and repercussions for businesses and organizations.

The Provost, Sir, I am not saying that the country's current education policies are bad; in fact, the 6-3-3-4 which was revised to the 9-3-4 system is excellent as a policy statement but, the operation of the policy; especially the inadequacy of the finances, leaves much to be desired. Teaching resources necessary for proper implementation are not available. The success of the policies are compromised, and graduates are ill-trained with the intended goal and objectives abandoned, hence the current high rate of unemployment.

## **Restrictions on Advertised Job Positions**

Another factor necessitating an increase in the rate of unemployment in Nigeria is the placement of restrictions on the few advertised job positions in both private and some public agencies. The act is known as labour market discrimination. Discrimination in the workplace is described as the differing treatment of two people who are equally qualified due to their gender, class of degree, age, the courses offered, the proprietorship of the university, federal character, place of birth, proficiency in the use of ICT and graduate cognate experiences and so on. This action by the Federal Government or private organization is detrimental, particularly when one qualified candidate for a job is treated unfairly compared with another because of their age and other factors mentioned above. This will undoubtedly harm productivity, income, either directly or indirectly, and it violates the citizen's fundamental human rights (Abdulkareem, Oyedepo, Alabi, and Etejere, 2013).

Discrimination is a violation of the applicant's rights and one of the factors contributing to labour market disparity. Equality is when "equals are treated equally and unequal, unequally" Therefore, Nigerian graduates, wherever they work, need to be treated equally just as it is being done in western world. Justice is fairness, the virtue or practice of treating others fairly. Employment equity is defined under the Employment Equity Act, which is a statute in Canada. The Civil Rights Act of 1964, which codifies the Common Law's prohibition against discrimination based on certain characteristics, is the source of employment discrimination laws in the United States. These laws forbid employers from treating employees or applicants differently on the basis of race, sex, origin, disabilities, age, and so on. (Unini, 2017).

Abdulkareem, et. al (2013) in their study on analysis of employability criteria among Nigerian University graduates reported that it is no longer news in Nigeria that restrictions are being placed on employment opportunities based on age and class of degree. This problem started in the private sector, specifically the banking industry, and suddenly it

became a norm even in public agencies, especially in the military and paramilitaries. The entry age requirement in the banking industry generally in Nigeria is 24, and 27 in the military and paramilitaries. The implication of this is that anybody that is above the stated age range will not be able to secure jobs in the banking industry and military and paramilitaries organizations. This practice is also applicable in some other agencies. Mr. Provost Sir, this is a callous practice considering the circumstances surrounding schooling and graduation in the country.

The act of Federal Government, advertising jobs and placing age limit is a widespread discrimination against particular certain age groups in job market. Oyedepo (2012) reported on the relevance of education stakeholders in quality assurance and quality control that academic calendar of Nigerian tertiary institutions is bedevilled with lots of factors, including social vices, youth restiveness, pandemic, and industrial actions embarked upon by the Academic Staff Union of Universities (ASUU), College of Education Academic Staff Union (COEASU), and the Polytechnic Academic Staff Union.

For instance, the outbreak of COVID-19 pandemic disrupted the academic calendar in Nigeria for a whole academic session in 2020. Similarly, the public university students in Nigeria were at home for more than seven months in 2022 as a result of the strike action embarked on by the ASUU on February 14, 2022. Mr. Provost Sir, with all these problems, what is the possibility of graduating from Nigerian public institutions before the age of 24 demanded by companies? For those that graduated before the age of 24, are the available jobs capable of absorbing them? Is the government creating jobs to address the employment needs of the teaming graduates? If the answer to each of the questions is NO, then surely the problem of unemployment will persist.

Oyedepo et. al (2012) identified Class of degree as another instrument of labour market discrimination in Nigeria. Graduates with 3rd class or pass degrees are treated as half cast in Nigeria's labour market by some employers. Nobody wants to employ them in his/her organization. They

often think that graduates with 3<sup>rd</sup> class or pass degrees cannot contribute reasonably or meaningfully to the growth and sustainability of their organizations. This, in actual sense, is far from the truth. I am not calling for the celebration of academic mediocrity but I believe that graduates should be given the opportunity to prove their mettle irrespective of the class of degree.

This call is based on my experience where I have seen those with pass or 3<sup>rd</sup> class degrees outperform their counterparts with second-class degrees in the area of interpersonal, communication, critical thinking, and problem-solving, which are all significant to organizational productivity and sustainability. For instance, a Senator who was said to have graduated with a 3<sup>rd</sup> class degree from the prestigious Ahmadu Bello University, Zaria, Kaduna State, is among the outspoken members in the upper chamber of Nigeria legislative council with good performance. Also, a lady who is the CEO of a successful make-up business outfit in Lagos, disclosed that she graduated from Tai Solarin University of Education with a third class degree.

Another personality very close to us in Kwara State who studied Agronomy and graduated with a pass class from the prestigious university of Ilorin. Today is a successful event planner, consultant, and master of ceremony, stage designer and prolific musician. These people and many others have proved that holding a 3<sup>rd</sup> class degree is not a certificate of non-performance. Circumstances can make students finish their university education with a 3<sup>rd</sup> class. However, negative attitudes and lack of awareness regarding what graduates with a 3<sup>rd</sup> class or pass degrees are capable of doing, could necessitate unnecessary discrimination and consequently cause an increase in the rate of unemployment in the country.

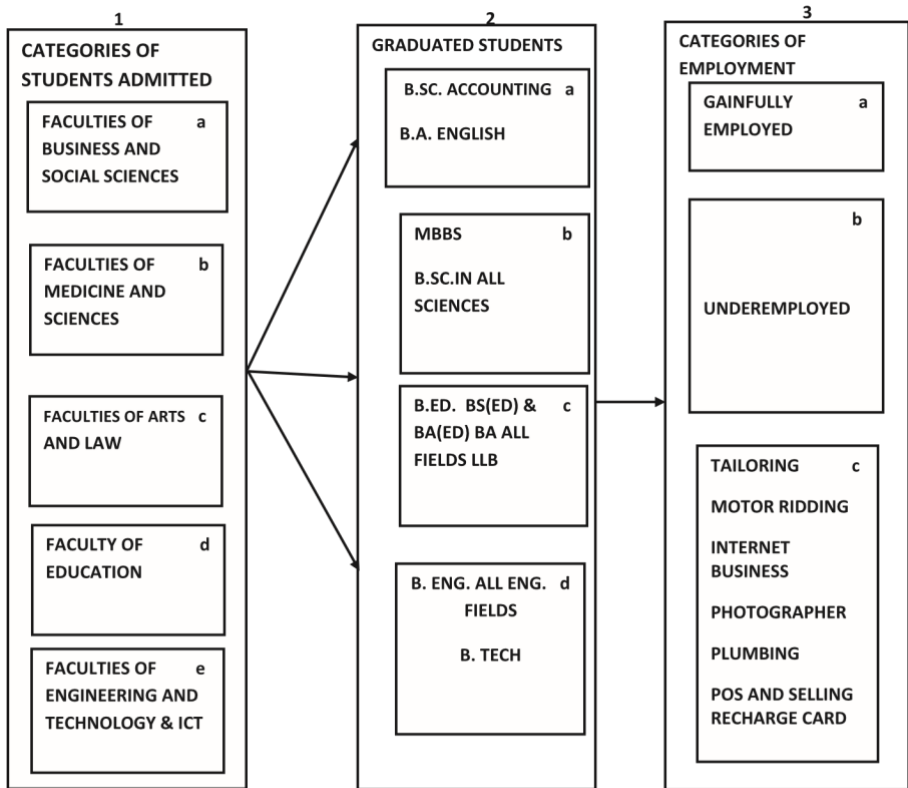
## **Diversion of Graduates to Other Vocational Areas**

Having spent a quality number of years studying in a university, polytechnic, or college of education, it is highly disheartening seeing people migrating to vocations that ordinarily do not require any formal education or training. The above scenario is common in Nigeria due to the inability of graduates to get white-collar jobs. People spend so much time in school and yet leave to engage in activities that do not truly call for academic rigor. Graduates frequently work as photographers, event planners, fashion designers, drivers, okada riders and so on. (Unini, 2017). I mean what a waste of time it is for them to have obtained tertiary education! They wasted their time studying what they do not need and as a result of lack of employment, they put their energy into careers of less academic content. Due to this, some graduates and students have claimed that "education is a swindle/fraud," But we need to acknowledge that education continues to be a crucial factor in the development of society.

The incorrect slang among young people, "Education Na Scam," "Certificate na trash" is based on the reality that among many young people in Nigeria today who are "doing well" were school dropouts. Many of them enjoy music. Many of them gained notoriety through reality television shows, and they appear to be prospering on their own. In the meantime, the number of graduates working in menial employment grows daily. The tale of a female University of Calabar graduate, who quit teaching to become a tricycle (keke NAPEP) driver, became viral on social media in August 2021. She claims that after graduating, she began working as a teacher, but due to the low salary, she changed her career and began operating a commercial tricycle. She claimed that this option had provided her with a significantly higher income than her teaching job.

I am aware that there is much debate regarding the link between academic success and success after graduation. They assert that success in the real world rarely follows academic achievement. They mention instances of first-class graduates working for people with third-class degrees and rich, blatant illiterates hiring outstanding professors and teachers. All of these

seems to support the idea that education is a SCAM. After all, if the myth that education guarantees a bright future is accurate, professors ought to be the richest people on the planet, and first-class graduates ought to be among the individuals in charge of the global economy. However, it appears that this is not at all the case. Deji-Folutile (2021) claims that there has been a rise in the number of Nigerian youths leaving higher education, maybe as a result of difficulties they are facing to study in school. These young people who choose not to complete their education are not unemployed; many of them work as web designers and social media managers. Most of the time, they pick up these skills on their own. In terms of eloquence, assiduity, and relevancy, they appear at par with or even superior to their graduate counterparts. Some even make more money than some graduates.



**Figure 3: Framework of Students Admitted for degree programmes, Certificate obtained and their employability as graduates**

Figure 3 illustrates how students were admitted into various faculties in Nigeria tertiary institutions to study different courses, the certificate obtained and what they are doing after obtaining degrees. The framework has three boxes, tagged 1, 2 & 3. Box 1 has five boxes that are boxes 1a, 1b, 1c, 1d and 1e which shows how students are admitted to study different courses. Box 2 has four boxes, that is, 2a, 2b, 2c, and 2d. These boxes describe the certificate obtained. The third box has three boxes, that is, 3a, 3b and 3c. These boxes described how the students that graduated with these degrees were being employed. Box 3a showed that out of the numerous graduates with different degrees few were gainfully employed. Box 3b depicts that a higher number of these graduates were

underemployed than those on box 3a. While box 3c showed that a lot of these graduates went further to learn other trades after obtaining degrees and are self-employed or unemployed.

It is obvious that many graduates winded up working in fields that do not actually require intellectual academic rigor. Additionally, a good number of school dropouts are faring far better than their colleagues who complete their education. Do these arguments, however, support the conclusion that going to school is a complete waste of time? Absolutely not! I would think that a functioning educational system is what we actually need. It is now clear that Nigeria's existing educational strategy is not meeting the needs of the labour market or the country's booming youth population. From personal experience, I can say that many people that parade themselves today as graduates are unemployable. This does not mean that these youths are not smart; they are not just sufficiently groomed for effective competition in the labour market (Oyedepo, Olashinde and Njoku, 2013).

### **Who Does Bachelor's Degree Certificate Help?**

The question of “who does Bachelor degree certificate help” seems rhetorical but requires answers. Mr. Provost Sir, from my point of view, bachelor degree certificate has been of great help to many individuals, organizations, and society at large. To start with, all the lecturers in this auditorium are products of university education and by implication are benefiting from Bachelor's degree awarded to them by their respective universities. The Vice Chancellors of universities, Provosts of Colleges of Education, and Rectors of Polytechnics are products of universities either directly or indirectly. Also, most of those people in the managerial and administrative affairs of important organizations in the country are all products of university education.

It is quite unfortunate that we celebrate monetary wealth in Nigeria more than we celebrate intellectual wealth and capacity. One of the reasons why youths often say that school is a scam is because uneducated people



who are wealthy employ graduates to run their businesses. One thing they have not realized is that the uneducated fellow's business would not have been as successful without the contributions of the employed graduates. Without the service of educated teachers, it would not have been easy for the school dropouts to transact business using the English language as a medium of communication.

Bachelor degree certificate is meant to equip graduates with the skills necessary to be self-reliant and able to contribute meaningfully to the society. Being self-reliant does not say that one should wait for a white-collar job. Why many youths or graduates think Bachelor degree certificate has not done them any good is that they have conditioned their minds from the time they were in school that they will be employees rather than employers. As such, they failed to think critically about how they could identify and solve societal problems. Most of them are unemployed because they cannot see and think beyond their certificates. I have observed engineers working as bankers. I have seen medical professionals that are excellent online and graphic designers. I have seen lawyers that are really skilled with money. The list goes on and on! A certificate is evidence of one's teachability; it may not always reflect one's full capabilities. By implication, in order to be independent and beneficial to himself and his society, a university graduate should be able to think critically, explore diverse opportunities, and diversify his or her thoughts.

Bachelor degree certificate is helpful, and education is not a scam as some Nigerian youths fondly put it. Sometimes, the way we accept a programme determines how it will be valued. Oyedepo (2012) studied the relevance of education stakeholders on education quality assurance in our schools, and it was pointed out that the attitudes of many Nigerian youths towards the process of education are negative and unfavourable. Before being admitted into the university, they already hold on to the notion that education is nothing. They regard the process very lightly and treat it with disdain to the extent that some students contract out writing their assignments, formative projects, and the final year projects which

constitute the major part of their graduation requirements. Mr. Provost Sir, it will be difficult for one to give what one does not have. The formative and summative assessment elements are supposed to help students in developing critical thinking skills, problem-solving ability, teamwork, and interpersonal relationships skills, which are paramount to successful living and the ability to contribute meaningfully to society.

Bachelor degree certificate may not be helpful to a supposed graduate that contracted his assessment projects out while in school because he had misplaced the avenue necessary for him to acquire critical thinking skills, problem-solving skills, teamwork, and interpersonal relationships, which are necessary to make him employable. This is based on the observation of Durosaro and Oyedepo (2014), who explored the courses offered, employability, and productivity among university graduates in Nigeria and found that there was a significant positive relationship among courses offered, employability, and productivity of Nigerian university graduates. By implication, a graduate that diligently studied his/her course should be employed, either as employee or be self-employed.

## **Conclusion**

Mr. Provost Sir, I must conclude from here that education remains a key driver of societal growth and progress and that Bachelor degree certificate is meant to equip individuals with attributes and skills necessary to be self-reliant and useful members of society. A well-trained Bachelor's degree holder enjoys a high-quality job and high propensity of being considered by employers for career advancement opportunities. Possession of a Bachelor degree certificate should serve as evidence of being teachable, of creativity, innovation, and freedom. **This suggests that Bachelor degree certificate helps.** It is significant to note that, though education and by extension, Bachelor degree certificate is helpful,

the rate of unemployment is alarming. This might be because most of the graduates only attended the university without allowing the academic activities of the schools to positively impact their moral, social, and intellectual life.

I am not, however, saying that Nigerian universities have 100% capacity to equip students with skills needed for life. Nigeria does indeed have an odd system for admitting students to universities. All students are required to earn credits in English and Mathematics. I frequently ponder if an English student would require a mathematical formula to answer an English problem or if a Mathematics student would require the lexicon to do so. We have only created pointless roadblocks for the students. Some students, unable to secure admission as a result of initial failure in English and Mathematic, study and repeat examinations in Mathematic and English for an additional five years at home before securing admission to higher education institutions in Nigeria. This is yet another issue. Imagine enduring such torment and then end up being a commercial tricycle rider after becoming a graduate.

In my opinion, Bachelor degree certificate is helpful. The major issue is with the weakness of the educational system that exists in this part of the world. Education continues to be a major force for society's development. However, it would be incorrect to believe that we attend school in order to obtain certificates that merely serve as meal tickets. A good education should aid in the development of one's analytical and critical thinking abilities.

## **Recommendations**

It may seem that Nigeria's graduates have entered a "one chance" scenario given the country's high unemployment rate and the fact that around 66 million of them are unemployed, (Babalobi, 2019). Since there is no sign of hope at the end of the seemingly endless tunnel. There is a

proverb that states that every ailment has a remedy, and vice versa for every issue. Fortunately, there are solutions to the unemployment problem in Nigeria that gives the impression that a bachelor degree certificate is useless. Some of the likely ways out are:

- There is a problem with the way our higher institutions structure their programmes. Some course combinations are not permitted in some institutions. The students are constrained by this condition and are unable to express themselves. A revision of the educational system is necessary to make way for more courses with alternative career prospects. Institutions may advise students on admission to decide on both major and minor career options with the types of courses offered. For example, one could major in Computer Science and minor in Music or History. This will guarantee diversity and aid students in maximizing their career opportunities.
- Entrepreneurial programmes should be incorporated into the educational system at all levels, from primary schools to the university, in order to address the unemployment issue and make education meaningful. This will go a long way to alleviating the unemployment problem confronting the society today.
- What Nigeria needs now is the total revamping of entrepreneurial education programmes right from primary school to tertiary institution. This is because the conventional method of education has not produced the desired results. It would be a good idea to publish President Paul Kagame's plea for Rwandans to be job producers rather than job seekers on billboards which will make all onlookers read them. Soon, certificates would not be worth the paper they are written on or would just be paper. This should not be taken to imply that obtaining credentials is pointless. It is very crucial. But to think that all graduates will automatically find a white- or blue-collar job is a fantasy.

- People in charge of education should be considering how to set up centres where youngsters can learn how to code, create websites, design, and implement software solutions in the light of the hi-tech revolutionary world.
- Nigeria should start to invest in its human capital, it will not be able to realize its full potential. Bill Gates made this valid point sometime ago when he advised the country to build human capital resources rather than bridges and roads. Even while these infrastructures are excellent, they lose their value if they are built at the expense of giving the populace a high-quality and useful education.
- According to a Yoruba adage which says, a child who is not properly raised would sell off his parents' home. In other words, if parents sacrifice the child's education to construct a house, the child will eventually sell the house that they built. If Nigeria keeps constructing infrastructure while education is undervalued, its untrained and unprepared graduates will demolish the infrastructure, and the nation would be forced to start all over. For the wise, one word is considered to be sufficient.

## **Acknowledgements**

“Now unto the King Eternal, Immortal, Invisible, the Only Wise God, be honour and glory for ever and ever Amen” I give glory to the Most-High God the Alfa and Omega the Beginning and the End, may your Name be praised. The Bible says “Unless the Lord builds the house the labourers work in vain” (Psalm 127:1). He made it possible for me to come to this world, nurture me through my studies from Primary, to Secondary School, Teachers’ College, Kwara State College of Education and Universities. God used some people to achieve His purpose in my life. The people God used to lift me up include but are not limited to the following:

My late Parents, Amos Aboyeji Gbenle and Madam Lydia Gbenle, would have undoubtedly been the happiest today were they to be

around to witness this milestone. Both of them knew the value of education though, they did not go to school for formal education. They trained themselves to read and write. I am the first born of the family of eight children; six boys and two girls so I grew up amidst the boys. My parents believed that what a boy can do, a girl can also do it. Their belief is confirmed by the height to which God, in His mercy, has taken me.

I must also recognize the impact of my College, Kwara State College of Education, Ilorin. I appreciate Dr. Toyin Akanbi, the Provost who used the policy of no Ph.D., no promotion to force me to close my Fashion Design shop and I rushed to obtain my Ph.D. degree. I thank all other Provosts of this College, Prof. A.Y. Abdulkareem who established “Distinguished Lecture” for all the Chief lecturers in the College, Prof. A.I. Ibrahim, Dr. J. Y. Bello whose tenure I was employed. Comrade, Prof. A. Yusuf, to mention but a few. God has used them at various stages of my career in this College.

I am very grateful to the former Ag. Provost, Dr. Jimoh Ahmed Ayinla who acted as a catalyst to spur me to deliver this lecture as a result of his lecture which was delivered on 22<sup>nd</sup> February 2022. Our tenure was the most turbulent in the history of this College that is known to me. It started with Covid-19 that instigated closure of schools, protests by students on signing out, examination postponement, cooperative members’ claims, Ileya Saving’s demands, and others. Just like Apostle Paul in (II Corinthians 11:26) in journeyings often, in perils of waters, in perils of robbers, in perils by mine own countrymen, in perils by the wilderness, in perils in the sea, in perils among false brethren. In all these, I am more than conqueror through Jesus Christ who strengthens me.

I appreciate other people such as His Excellency, Senator Ibrahim Shekarau, former Governor of Kano State who was my Principal at Rumfa College, Kano for his excellent hospitality to non-indigenes in the school. He demonstrated to me how to be good to strangers.

My regard goes to Dr. (Mrs.) C.O. Famro, my mentor who is always ready to guide me both academically and spiritually. I want to sincerely appreciate Alh. A.A. Badmus who always identify with me in my academic pursuits.

I appreciate my colleagues in the School of Education for the confidence they have in me by voting me into the office of the Dean of Education, in School of Education, the largest School in this institution for two terms. To all members of my Church, the Zion Baptist Church family, Adewole, Ilorin, the Pastorate, the Diaconate, the prayer ministry and the teenagers as well as all their coordinators. I say thank you for your moral and spiritual support at every stage of my career in the College. To all my teachers that baked or moulded me; starting from Baptist LGEA School, Isanlu-Isin, Igbomina Baptist Grammar School, Isanlu-Isin, Ilorin Teachers' College, Ahmadu Bello University, Zaria and University of Ilorin; I say thank you. Of particular note are the following foundation builders: late Mrs. Adeoti, Mr. Fade, Mrs. J. A. Alabi and my Principal, Late Mr. S.A. Adepoju, Mr. Ogunlana, Deacon & Deaconess. Abioye, Mr. Oladipo Joseph, Mr. Adesina, Mr. Badeji and others. They all taught me how to be committed and make teaching lively. I also appreciate Prof. Durosaro, Prof. Olorundare, Prof. N.Y.S. Ijaiya, Prof. A.T. Alabi, Prof. Oduwaiye, R.O., Prof. N.B. Oyedeji, Prof. Fasasi, Prof. Sofoluwe and all other staff of the Department of Educational management in the university of Ilorin for their contributions towards my academic pursuit by guiding and supervising me at every stage of my Ph.D. programme.

To my special person, brother, friend, mentor and lover and my own "Professor"- Akogun Iyiola Oyedeipo who makes our home intellectually friendly. I appreciate your tolerance, support and love in all ways, you are an epitome of encouragement and indeed an encourager; May God continue to lift you, my Darling!

My children played a major role in my academic pursuit, Barrister Iyiola Tunde and Tolulope Oyedepo, Mr. & Mrs. Olawale, Temitope Adeyemo, Mr. & Dr. Victor Jadesola Babawarun, Mr. & Mrs. Olatunji, Fikayo Faturoti and Mr. Olutoyese Oyedepo and all my grandchildren and my spiritual children, I pray that you shall all fulfil your divine destiny in life, you shall surpass us, your parents, in Jesus name, Amen.

To all my past and present students at Government Girls Secondary School Kwoi, Kaduna State, Offa Teachers' College, Rumfa College, Kano, Kwara State College of Education, Ilorin, Ekiti State University, Ado Ekiti, Al-Hikmah University, Professional Diploma in Education (PDE), National Open University and others, thank you all for making teaching work very interesting and enjoyable.

I just have to thank Dr. Mrs. J.C. Yusuf and Dr. V.B. Landu-Adams and Professor Henry Owolabi for painstakingly proof reading the manuscript of this lecture. I also thank Dr. Samuel Joseph Gana, who is my research assistant, and Mrs. Abanida Victoria for a very good secretariat job on the lecture.

My appreciation goes to my family, the Gbenle family for their encouragement, prayers and support all the time. I cannot but appreciate my siblings for their commitment to my programmes. I also appreciate the contribution, love and support given to me by my in-laws, the Oyedepos, and by extension the progressive Okimoyes family, for their ever constant show of support in cash and kind toward the success of my career, May the Good Lord continue to move the family forward in Jesus Name.

I want to sincerely thank everybody from my home town, The Olusin of Isanlu-Isin, His Royal Highness Oba, Dr. Solomon Oloyede. All the Chiefs and everybody from Isanlu-Isin. Thanks for your support and love. I recognise all my classmates at all levels of my education. Thanks for tolerating me.



My sincere appreciation goes to the Chairperson Dr. Olufunke Opadokun and other members of inaugural lecture organizing Committee for the excellent work put into this programme, may good God reward you accordingly.

Distinguished Ladies, and gentlemen, my friends, all other invited guests, I say thanks for honouring my invitation. I WILL LIKE TO SAY THAT BACHELOR DEGREE CERTIFICATE HELPS.

Mr. Provost Sir, the Principal Officers of the College, Staff, Chairman and Members of the Governing Council, Students, Ladies and Gentlemen, thanks for listening.

MO DUPE, MO RI ANU GBA

MO DUPE, MO RI ANU GBA

TORI KI SE GBOGBO ENIYAN LORI ANU GBA.

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- Oyedepo, B. & Njoku, I.C.** (2017). *Management in education*. Geso Press Ilorin.
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- DR. BOSEDE OYEDEPO CONTRIBUTIONS TO ACADEMICS, ADMINISTRATIVE AND COMMUNITY SERVICES.

## Academic Contributions

### 1. Journal Publications

- i. **Oyedepo, Bosede & Njoku Innocent C.** (2020). Women in Academic Leadership a Panacea to Students Social Vices.
- ii. **Oyedepo, Bosede & Adeoye, C.I** (2015) Learning Disabilities and Learning Problems in School. Child Care and Special Needs Education in Nigeria Centre for

- Learning Disability and Audiology (CELDA). Vol. 5 pp 48 – 57.
- iii. **Oyedepo, Bosede & Durosaro, D. O.** (2014) Relationship between courses offered during undergraduate training and productivity level of Nigerian University Graduates Kwara International journal of Education (KIJE) vol. 1 no 1 pp44 - 51.
  - iv. **Oyedepo, Bosede & A. Y. Abdulkareem** (2012). Nigerian University Graduates Proficiency in the use of Information and Communication technology (ICT) and productivity. Journal of The Business Education 1, 1 Publication if the Department of Business Education, Kwara State University, Malete.
  - v. **Oyedepo, Bosede & Oduwaiye, R. O.** (2011). Enhancing Nigerian Teachers’ productivity through effective personnel appraisal system. African Journal of Studies in Education. 1 & 2. 48-58.
  - vi. **Oyedepo, Bosede** (2009). Effective Planning of Universal Basic Education Towards Eradication of child abuse and human trafficking. Journal of women Colleges of Education.
  - vii. **Oyedepo, Bosede** (2008). Examination Malpractice and Teachers’ Integrity: A case study of Kwara State Colleges of Education, (JOTET), Journal of Teachers Education Trends. Ilorin.
  - viii. **Oyedepo, Bosede** (2007). Human Resources Planning and Management for effective Implementation of current education reforms in Nigerian Journal of sciences and science education, Ondo (1) 1 & 2 Pp 267-280.
  - ix. **Oyedepo, Bosede & Balogun, E. M.** (2007). A Survey of the attitude of the non-school public to waste Management. A case study of Ilorin West LGA. Journal of pure science and science education Oyo 4 (1) Pg. 9-16.



- x. **Oyedepo, Bosede** (2007). Information, communication Technology in Secondary School: Relevance, challenges and remedies. Journal of women in College of Education Nigeria (2) 2 Pp. 21-22.
- xi. **Oyedepo, Bosede** (2008). **Balogun, E. M.** (2006). Co-operative Learning Mode Approach. STAN. Integrated science workshop. Series 5.
- xii. **Oyedepo, Bosede** (2005). Perception of science students on nudity in Kwara State College of Education, Ilorin. Journal of woman in College of Education JOWICE (2006).
- xiii. **Oyedepo, Bosede** (2005). Effective teaching of living component of the environment using project, Approach: JSTAN Integrated Science series Lokoja, Pg. 94-97.
- xiv. **Oyedepo, Bosede**(2005). Scientific, and feminist values as a panacea of National peace culture: National Conference of Women in Colleges of Education (WICE), Ilorin Pg. 164-171.
- xv. **Oyedepo, Bosede**(2004). An X-ray of the discovery/inquiry. Approach in the teaching of integrated science STAN integrated science series 2. Katsina Pg. 88-91.
- xvi. **Oyedepo, Bosede** (2004). Trend of gender enrolment in science education: a case study of Kwara State College of Education, Ilorin Journal of Teachers Education Trends (JOTET) Pg. 127-131.
- xvii. **Oyedepo, Bosede**(2004). Effective utilization on in and outside school compound resources in the teaching of Integrated Science JSTAN series. Ilorin 2000 page 43-48.
- xviii. **Oyedepo Bosede & Adegboye, A. O.** (Ph.D). Nigeria Investment in science education as a variable instrument of change in the economy and quality of life of its citizenry 1 JOSE 200 PG. 81-96.

- xix. **Oyedepo, Bosede** (1998). A survey of male and female respondents' perception of sexual harassment in Nigeria tertiary institution. Nigeria education digest Pg. 9-28.
- xx. **Oyedepo, Bosede** (1998). Comparative analysis of choice of science subjects by male and female students at secondary school level. 1 JOSE Pg. 168-175.
- xxi. **Oyedepo, Bosede, & Aganga A.** (1998). Maximizing the use of textual as resources for the effective teaching of Biology in secondary schools STAN Pg. 60-65.
- xxii. **Oyedepo, Bosede** (1996). Making science learning phobia free JOSE Pg. 112-117.
- xxiii. **Oyedepo, Bosede** (1996). Enriching teaching-learning experiences in Science: The use of co-curricular activities IJOSE Pg. 93-97.

## 2. Seminars/Conference with paper presented

- i. **Oyedepo, Bosede Njoku C. I. and Olashinde, B. A.** (2013). Graduate Employment: A panacea for National peace and security, 32<sup>nd</sup> Annual Conference of Nigeria Association for Educational Administration and Planning (NAEAP).
- ii. **Oyedepo, Bosede Alabi, A. T. Etejere, P.A.O. and Abdulkareem, A.Y.** 2013. National conference. "Nigerian University Graduates and employ ability Opportunities". National Association of Educational researchers and Evaluators, Ilorin.
- iii. **Oyedepo, Bosede** (2012) Youth Employment: A tool to National Peace and Security. National Conference of Women in Colleges of Education (WICE) Umuneze, Anambra State, 8<sup>th</sup>-12<sup>th</sup> October, 2012.
- iv. **Oyedepo, Bosede** (2012) Relevance of Education Stakeholders in Quality Assurance and Quality Control. Bi-Annual Faculty of Education International Conference,

Obafemi Awolowo University, Ile-Ife. 8<sup>th</sup>-12<sup>th</sup> October, 2012.

- v. **Oyedepo, Bosede** (2012) Policy on Specialist Teachers' Education Programmes: Implication for quality Assurance. National Conference of History of Education Society of Nigeria (HOESOW) Affiliated to International Standing Conference for the History of Education (ISCHE), Ibadan.
- vi. **Oyedepo, Bosede** (2007). Saving your energy: the use of Exponential learning strategy. STAN National Integrated Science Panel Workshop Maiduguri 22<sup>nd</sup>-26<sup>th</sup> May, 2007.
- vii. **Oyedepo, Bosede** (2007). Teaching the concept of force: A line of questions approach: STAN National Primary Science Workshop. Queen Elizabeth School, Ilorin 15<sup>th</sup>-19<sup>th</sup> May, 2007.
- viii. **Oyedepo, Bosede** (2005). Science teachers perceived problems of implementation of the universal basic Education (UBE) in Ilorin metropolis paper present at National Conference and Launching of Universal Basic Education Studies Association of Nigeria COED, Ilorin 2005.
- ix. **Oyedepo, Bosede** (2004). Comparative analysis of the students' performance in integrated science based on their subject combination in College of Education joint seminar of schools of sciences 2004.
- x. **Oyedepo, Bosede** (2003). The need for Computer Education for science educator's joint science seminar of schools of sciences in Ilorin May, 2003.
- xi. **Oyedepo, Bosede** (2001). A proposed guideline for the teaching of primary Science National Association for the survival of primary Education System in Nigeria (NASPESIN) Adeyemi College of Education, Ondo April 2001.

- xii. **Oyedepo, Bosede** (2003). Implication of cultural, social and gender issues and science Education in Kwara State Nigeria Association for science Education Research University of Lagos August, 2003.
- xiii. **Oyedepo, Bosede** (2001). Constraint against Science Education planning and Development in Nigeria. National Conference of School of Education, Oro College of Education 2 – 5 May, 2001.
- xiv. **Oyedepo, Bosede** (2000). Effect of Science laboratory on Students Academic performances in secondary school National Association for Educational Administration.
- xv. **Oyedepo, Bosede** (1999) Effect of Science teacher qualification on student performances in science National Conference on Teacher Education attraction distraction Kwara state College of Education Ilorin. 13- 16 1999 30<sup>TH</sup> Jan - 2nd
- xvi. **Oyedepo, Bosede** (1999) Provision and Management of Science Equipment and Chemical July 12-15 1999
- xvii. **Oyedepo, Bosede** (1997) Sexual harassment in Nigeria school; Cause and Remedies. School of Science Joint Seminar Feb. 1997.
- xviii. **Oyedepo, Bosede** (2005) Examination Malpractice and Teachers' Integrity: A Case Study of Kwara State College of education. Ilorin (NAERE, 13-17 2005) University Ado- Ekiti.

### 3. Conferences and Workshop attended

- i. **Oyedepo, Bosede** (2016) Fostering quality teaching in higher education institutions “Best policies and practices” Birmingham city university United Kingdom
- ii. Basic Teaching and Assessment skills for lecturers at AL-Hikmah University. Ilorin 20-21 Feb 2018

- iii. Women in Africa project. 3-day national workshop on women none and State building: issues, Perception and Challenges. Abuja.5-7 Sep 2002.
- iv. U.S.A. ALadire seminal on Rudiment of accounting and auditing .by. U.S. Aladire and co. 6-7 may 2002.
- v. International Special Education workshop: Helping children with learning Problems overcome their failure Abuja 16-19 may 2001.
- vi. Biology panel workshop on instruction on the effective teaching of Biology in Secondary School at Adeyemi College of education Akure. 16-21/3/998
- vii. The British council Ibadan on early learning science for African. 4-5 Nov. 1997 at Queen Elizabeth school.

#### 4. Online-Training/ Seminars Attended with Certificate

- i. The programming way 20<sup>th</sup> July, 2020
- ii. Strengthen the Basic Skills for Excellent virtual Research and output. 11<sup>th</sup>-13<sup>th</sup> August, 2020
- iii. Covid-19 Demand: 21<sup>st</sup> Century virtual Teaching Skills.  
24<sup>th</sup> -4<sup>th</sup> September 2020.

#### 5. Books Authored

- i. **Oyedepo, Bosede/Njoku Innocent** (2017) Management in Educational ISBN 978-978-962-5987.Gebo Press Ilorin.
- ii. **Oyedepo, Bosede/Munian Monsuru Babatunde** (2012) Contemporary Issues in Nigeria Education, ISBN 97834268-7-2 Publisher Website Printing
- iii. **Oyedepo, Bosede/Oyeniran Saheed** (2009). Introduction to Educational policy Analysis
- iv. **Oyedepo, Bosede** (2004) Introduction to Teaching Profession. ISBN 978-8067-29-8. Publisher Nathadex publisher Ilorin

v. **Oyedepo, Bosede** (2003) Leadership in Education. Nathadex ISBN 978-369-5-11

vi.

## **6. Chapter Contributions**

- i. Introduction to Educational Administration. Nathadex publisher Ltd , ISBN 978-978-50472-8-8 2013
- ii. Introduction to Research Methodolgy. Nathadex publisher Ltd. ISBN 978-978-50472-8-8 2013
- iii. Adult and Non-Formal Education, Solution Publisher Ltd. ISBN978-978-49308-0-1. 2014
- iv. A Guide to Teaching Practice for Student Teachers and Supervisors. Rajah Dynamic Printers Ltd. ISBN, 978-978-52049-3-3.

## **Administrative Contributions**

- i. Deputy provost academic
- ii. Director Quality Assurance
- iii. Chairperson appointment of Deputies
- iv. Dean School Of Education
  
- v. Chairperson Committee Of Deans and Director
  
- vi. Chairperson Teaching Practice Committee
  
  
- i. Dean, School of Education
- ii. Chairperson Committee of Dean and Directors

- iii. Member Staff Disciplinary Committee
- iv. Member Appointment and Promotion Committee A & P C
- v. Member Statutory Committee on the Appointment of Substantive Provost
- vi. Member Central Promotion Committee
- vii. Chairperson Teaching Practice Committee
- viii. Acting Dean, School of Education
- ix. Director, General Studies
- x. Deputy Director, General Studies
- xi. Head of Department (Integrated Science)
- xii. Social Welfare Officer for Women in Colleges of Education Association (WICE)
- xiii. Hall Mistress
- xiv. Sub-Dean School of Sciences
- xv. Head Welfare Committee of Science Staff Association
- xvi. Assistance Director (Welfare) Centre for University Affiliated Programmed (CUAP)
- xvii. Acting Head of Department (Integrated Science)
- xviii. Member Committee on General Studies
- xix. Member Registration Committee

- xx. Member Centre for Higher Studies (CHS)

**Other Activities outside current employment**

**A. External Assessor/Academic Activities**

- i. Emmanuel Alayande College of Education Oyo.
- ii. Legacy College of Education Ogbomosho.
- iii. External assessor for Kwara State College of Education Oro.
- iv. External assessor for Kwara State College of Education (Technical), Lafiagi.
- v. Facilitator on the training of Head Teachers, Community leaders on School-Based Management Committee (SBMC) in Asa L.G.A, Kwara State through Summit Management Development Services Limited.
- vi. Facilitator/Project supervisor at National Open University, Nigeria.<sup>7</sup>

**B. Religious Activities.**

- i. Chairperson, Christian Community, Kwara State College of Education, Ilorin.
- ii. Matron, Baptist Student Fellowship (BSF) Kwara State College of Education, Ilorin.
- iii. Deaconess, Nigeria Baptist Convention, Zion Baptist Church, Ilorin
- iv. Co-ordinator Teenagers Outreach Ministry Zion Baptist Church, Ilorin.



- v. Matron, Agape Baptist Student Association.
- vi. Secretary, Mission & Evangelism of Kwara Baptist Convention Deacon's fellowship.

### C. Community Services

- i. Matron, Isanlu Isin Students Union Chapter.
- ii. Matron, Igbomina Student Union, Kwara State College of Education, Ilorin.
- iii. Chieftaincy title of holder of Yeye-Oge of Isanlu-Isin
- iv. Chieftaincy title of holder of Yeye Luwa of Etan
- v. Chieftaincy title of holder of Yeye Sobalaje of Eku Apa

### D. Guest Speaker(Selected)

- i. **Oyedepo, Bosede.** The danger of Excessive Pressure on Pupils by Parents And Teachers. A paper presented at the annual prize and speech day at Hillspring Montessori school, Tanke.
- ii. **Oyedepo, Bosede.** Standing Out at A Time Like This. A paper delivered at the annual prize-giving day of the police command primary school, Kulende, Ilorin.
- iii. **Oyedepo, Bosede.** Insecurity in the country, the Role of School Stakeholders. A paper presented at the annual prize-giving and speech day. Zion Nursery and Primary school Adewole Estate, Ilorin.
- iv. **Oyedepo, Bosede.** The role of parent in girl - child education. A paper delivered at annual prize-giving and speech day at Queen Elizabeth College. Ilorin.

- v. **Oyedepo, Bosede.** Women Education: A panacea to National development. Paper presented at annual prize-giving and speech day at Isanlu-Isin Comprehensive College, Isanlu-Isin.
- vi. **Oyedepo, Bosede.** Child Abuse the role of stakeholders, paper presented at the annual; prize-giving and speech day of Ajoke Nursery and Primary school, Ilorin.

