

## ACADEMIC CORRUPTION AND THE CHALLENGE OF UNEMPLOYABLE GRADUATES IN NIGERIA: IMPLICATIONS FOR ENTREPRENEURSHIP DEVELOPMENT AND ECONOMIC GROWTH

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### ABSTRACT

*This paper aims to assess academic corruptness and the challenge of unemployable graduates in Nigeria noting their implications on entrepreneurship development and economic development. Based on a review of current work in the area under study, and the implications of corruption, the work outlined the various corrupt practices in academics and attributes of unemployable graduates. We found that academic corruption can lead to turning out unemployable graduates, which could possibly lead to low entrepreneurial ability and consequently engendered low economic development. Our conclusion is that, for our nation tertiary institutions to produce employable graduates required for national development, corruption must stop in our nation higher institutions. We recommended adherence to principle of rule of law; sincerity on the part of agency and administrator to the rule guiding decision process; and family, religious group and social groups to act as agent of change by joining the crusade against corruption.*

**Key Words:** Academic corruption, unemployable graduates' entrepreneurship development, economic development

### INTRODUCTION

Generally speaking, qualitative education is one of the fundamental instruments by which any human society can be transformed in all

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ramifications. For when man is given qualitative education he becomes a creative and productive being and by extension agent of development or change. This is why Majasan (1998:1) affirmed that, down the ages, some societies have made such waves and have contributed significantly to human progress either continuously or occasionally when they have been able to rise up to the desired standard of education. In other words sans or without qualitative education a society is permanently sentenced to retrogression. It is in realization of this that Nigeria's philosophy of education is partly anchored on the beliefs that:

- (a) Education is an instrument for national development
- (b) Education fosters the worth and development of the individual for each individual's sake, and for the general development of the society (National Policy on Education, 2004)

Nigeria's philosophy of education therefore is based on the development of the individual into a sound and effective citizen (Ibid).

To achieve this, the National Policy on Education provided further that the quality of instruction at all levels has to be orientated or tailored towards inculcating the following values:

- Respect for the worth and dignity of the individual
- Faith in man's ability to make rational decision
- Moral and spiritual principles in interpersonal and human relations
- Shared responsibility for the common good of society
- Provision of the physical, emotional and psychological development of all children and
- Acquisition of competencies necessary for self-reliance (Ibid)

However today, hardly are these values inculcated in the students in our tertiary educational institutions. Where they are being

inculcated they are half-heartedly or perversely transmitted. Hence, the challenge of unemployable graduates in the country. Today we are all worried about the quality of graduates that are churned out by our tertiary educational institutions. This is because most of the graduates are grossly deficient in competence or capacity. The Director-General of the National Youth Service Corps expressed this concern when he soberly cried out on the challenge of unemployable graduates at a forum thus:

In recent time, complaints from corps members on the issue of incompetent graduates are increasing at an alarming proportion. Presently, there are cases of graduates who are sent back to the scheme by their employers due to gross incompetence. The matter has degenerated to the worrisome level of graduates not being able to write a simple essay, give simple definition of some important terms or remember the topics of subjects in their areas of specialization. (Mitsga, 2010)

He revealed further that: Indeed, the scheme had to withdraw some of them from secondary schools as they were not able to communicate in simple correct English. They responded to questions only in incoherent sentences or pure pidgin. Therefore, it is obvious that the level of cognitive learning acquired by these graduates from the institutions falls far short of the standard set for Nigeria's tertiary institutions by the Federal Government. (Ibid)

Further still, many Nigerians today are scare or afraid of consulting newly graduated medical doctors when they are sick because they feel that many are hardly better than quacks; many prefer to look for succour from road side mechanics and electricians rather than from our mechanical and electrical engineers. Our First Class and Second Class Upper graduates of today are hardly better than Second Class Lower and Third Class of yesteryears. Or what could have been responsible for six First Class graduates of Nigerian universities admitted to the African University of Science and Technology, Abuja for postgraduate studies to abandon their scholarships? The answer I found in **The Nation's** report (The Nation, May 13, 2010:41) that, it was because they could not cope with the academic rigours of the university.

This matter is not a matter of a generation (my generation) condemning a younger generation rather, that is the reality steering us in the face. Indeed **guess estimate** has put the level of incompetence of our graduates at about 80%.

This phenomenon of unemployable graduates can of course be traced to a number of problems that have been confronting our educational system. Key among them are poor funding; the phenomenal rise in the number of educational institutions in the country without corresponding hike in the manpower required to teach in the institutions; incessant industrial actions by trade unions in the tertiary institutions and of course the problem of academic corruption. Of all these ills or bane of qualitative tertiary education in the country, our central focus shall be the consideration of the place of academic corruption in the emergence of the phenomenon of unemployable graduates. It is our contention here that although the standards of our curricula are very high, however, because of the perverse manner in which the curricula are administered we cannot but have the challenge of unemployable graduates in the country.

### **Conceptual Clarification**

In order to gain adequate insight to the topic we defined the two operative concepts in this topic namely academic corruption and unemployable graduates.

Several scholars have provided different definitions of corruption. In a sense, corruption has been defined as wrongdoing by those in special position of trust. The term is also commonly applied to self benefiting conduct by public officials and others dedicated to public service (Microsoft Encarta, 2009). In another conception, it has also been defined as "deliberate bending of the system to favour friends or hurt foes, any misbehaviour, deviation from or perversion of the system or misleading or giving wrong or distorted information about things people ought to know etc (Adamu Ciroma cited in Akinlayojo, 2005). Corruption has also been seen as being synonymous with the giving and taking of bribes. Still in another sense, the Chamber 20<sup>th</sup> Century Dictionary interprets that to be corrupt is to make putrid, to taint, to debase, to spoil, to

destroy the purity of, to pervert, to bribe etc. (cited in Ibid)

The Encyclopedia of Social Science (2<sup>nd</sup> Edition) also defines corruption as the perversion or abandonment of a standard. Although, the focus of each definition appears slightly different, however the common denominator is the glaring fact that corruption implies wrongdoing that is averse to by the society because of its pernicious effect on the society. This is why the Thesaurus dictionary gives its other synonyms as dishonesty, immorality, venality, harm, debasement, vice and degeneracy etc.

Corruption is a universal phenomenon, and it takes place in different spheres of life: business, or corporate world, politics, administration, religious circle and of course in the academic environment which is our focus.

In different writings on corruption therefore, it has been classified as follows: political corruption, administrative or bureaucratic corruption and economic corruption. There are many other forms of corruption based on different criteria. Academic corruption is one of such other forms of corruption. Usually, what we have chosen to call academic corruption is often sub-summed under bureaucratic corruption.

However, as a result of the cancerous trend of corruption in our tertiary educational institutions and because of the threat it constitutes to academic standard, it is quite appropriate to isolate academic corruption from the wide spectrum of bureaucratic corruption. Hence the use of the term academic corruption in this topic. What then is academic corruption?

Academic corruption in this context refers to all dishonest acts perpetrated in the academic environment by institutional administrators, lecturers or teachers, students and other stakeholders in the academic sector or educational institutions which have adverse effect on the academic goals of the institutions. Going by this definition, academic corruption like other forms of corruption implies wrongdoings in the academic environment particularly the tertiary institutions which have pernicious effect on the standard of education. The only difference between it and other forms

of corruption is that it occurs in the academic setting.

**Unemployable Graduates:** Ordinarily when an individual acquires some measure of training or skill in any field in any tertiary institution, it is generally believed that apart from knowing the basic concepts in such area of specialization, he must be able to demonstrate the skill or knowledge practically or apply the knowledge in the relevant areas if gainfully employed and must also possess strength of character. Any graduate that is bereft of all these can be simply described as unemployable graduate. In a nutshell therefore, an unemployable graduate is one that is incompetent and morally unfit to be employed in his or her acclaimed field of specialization. He is an ill-equipped and ill-mannered university, polytechnic and related institution graduates.

Academic corruption constitutes a major cause of the challenge of unemployable graduates. The questions then arise: who are the stakeholders in our tertiary education? What forms of academic corruption do they perpetrate? What are the effects of these corrupt practices in more specific terms on the quality of graduates from our tertiary institutions? The answers to these questions we shall briefly address.

### **Forms of Academic Corruption in Nigerian Tertiary Institutions**

There are different stakeholders in the Nigerian education sector. Prominent among them are Government and government agencies such as the Ministry of Education, the National Universities Commission (NUC), the National Board for Technical Education (NBTE), the National Commission for College of Education (NCCE) the Joint Admissions and Matriculation Board (JAMB) etc; the Governing Councils of the institutions, the Management of the tertiary institutions, the lecturers, the administrative staff, the parents and even the students among others. It is disheartening to note that a good number of corrupt practices are perpetrated by each of these stakeholders which have contributed to the slide in the standard of tertiary education in the country. These corrupt practices are outlined as follows:

### **Corrupt Practices by Government**

The following are the major corrupt practices often perpetrated by government

- Granting approval to operate private and public tertiary educational institutions with little or no facilities
- Non-provision of adequate teaching and learning facilities such as laboratories in spite of budgetary provision
- Political pressure by government on institutional administrators to admit students more than the carrying capacities of their courses and to even admit those that are not qualified.
- Imposition of unqualified candidates on the institutions for appointment as lecturers.

### **Corrupt Practices by other Government Agencies**

The common corrupt practices by government agencies are:

- Granting of accreditation by the NUC, NBTE and NCCE to underfunded, ill-equipped and poorly staffed institutions.
- Leakage of examination questions by some staff of examination bodies particularly JAMB either by design or default.
- Non or improper monitoring of the institutions after accreditation

### **Corrupt Practices by Institutional Administrators (Management and Administrative Staff)**

- Admission of unqualified candidates as students in some institutions. Unqualified candidates are made to sign undertaking that they would pass their ordinary level subjects before graduating in some institutions
- Offering admission to candidates beyond carrying capacities approved for courses. For example, the NBTE sometime discovered that

an institution admitted 1,000 candidates for Civil Engineering when it has capacity for only 50 candidates.

- Hiring of equipment and lecturers from other institutions to secure accreditation. Afigbo correctly captured this corrupt practice in this manner

This they do in connection with the accreditation visit established and administered by the NUC, the NBTE and the NCCE. Accreditation visit is for each institution and is a very costly exercise. Yet the institutions are for the most part under-funded as a result of which facilities and equipment are below standard. Since no institution and no superintending government would like to sit idly by while the courses run in its institution fail the accreditation test, they collude and borrow all the necessary equipment from any and everywhere for the period of the visitation. A month or so after the exercise, these are returned to their rightful owners (cited in Exam Ethics Handbook)

- Perversion of internal quality control measures. In some institutions, officers put in charge of quality control hardly give honest report or assessment of lecturers.
- Appointment of unqualified candidates as lecturers. This is not only perpetrated by governmental leaders, but also by institutional administrators.
- Embezzlement of funds meant for procurement of teaching materials, laboratory equipment, books etc.
- Window dressing of teaching and infrastructural facilities for the purpose of accreditation

- Compromise of the standard of promoting academic staff which has led to promotion of mediocrity.
- Pressure on lecturers to award bonus marks in courses where students have massively failed without establishing the cause(s) of the mass failure.
- Aiding and abetting examination malpractice through sales of examination questions and blank answer sheets. This is common among administrative and clerical staff.
- the same places as the lecturers or the children of their friends or relations of their colleagues at work.
- Non coverage of syllabus by lecturers as a result of irregular attendance at lectures
- Inadequate attention to details by lecturers even when they go for lectures as a result of divided loyalty. For some lecturers now teach in other tertiary institutions apart from their places of permanent appointment.

### **Corrupt Practices by Lecturers**

The major ones are:

- Irregular attendance at lectures. Many lecturers do not attend classes to deliver lectures for more than two or three times in a semester of three months.
- Award of marks based on purchase of handouts from lecturers rather than on true assessment of the students' ability in examinations.
- Outright demand for and taking of bribes by lecturers in the forms of money, sex and other material gifts from students to enable them to pass without deserving to pass.
- Leakage of examination questions and even answers to students for cash or kind.
- Abuse of continuous assessment through arbitrary award of pass marks to favourites even when they do not merit it.
- Institution of Examination Funds. In this case, lecturers have been found encouraging students through their proxies, to contribute certain amount of money (e.g. ~~Rs~~3000 – ~~Rs~~5000) for the lecturers to enable those who contribute to pass.
- Allowing students to rewrite examinations in the lecturers' homes after examination at a price.
- Arbitrary award of good marks by lecturers to students who hail from

### **Corrupt Practices by Students**

The following are the academic corrupt practices being perpetrated by students.

- Irregular attendance at lectures
- The use of secret cults to terrorise lecturers so that the lecturers can pass them even when they do not deserve to pass
- The threat of and the actual use of kidnapping of lecturers by students to force lecturers to pass them undeservedly.
- Involvement in examination malpractice of variously types e.g. – spying, submission of multiple scripts, passing papers in examination hall, etc
- Sexual harassment of male lecturers by female students with a view to passing examinations with little or no efforts.
- Gaining admission with fake results.
- Plagiarism or outright stealing of academic works without serious efforts to produce original work. In this case, students of one institution copy students' projects, theses, dissertation, etc verbatim from other institutions and claim the work as theirs.

The preponderance of these vices in our tertiary institutions today can be hinged on:

- poor leadership and followership;
- primordial sentiment;
- poverty;

- the desire to get rich quick;
- too much emphasis on paper qualification;
- failure of the key agencies of socialization like the family, religious organizations etc and
- cultural orientation among others.

All these corrupt practices have eaten deep into the fabric of our educational institutions. Indeed, their perpetration has unequivocally and significantly led to the phenomenon of unemployable graduates. More specifically and in addition to the attributes adumbrated in my contextual definition of unemployable graduates, unemployable graduates can be identified by the following symptoms:

- Inability to define simple and basic concepts in their fields of specialization
- Inability to demonstrate simple skills or knowledge in their fields of specialization
- Poor cognitive ability
- Poor performance in simple aptitude test
- Poor analytical ability
- Lack of character
- Poor oral expression
- Inability to express ideas clearly in writing and in conformity with laws of grammar
- Lack of self confidence (A diffident personality)
- Inability to initiate or create ideas
- Inability to carry out independent research or solve simple problems
- Inability to rely on self
- Parade of good grades which do not correspond with actual ability.

By these their fruits you shall know them.

### **Nigerian Universities and Colleges in African Context**

Today in Nigeria, there are over 160 universities and colleges. The table below shows top 100 universities and colleges in Africa. Four universities in Nigeria make the list, Ranking 30<sup>th</sup>, 33<sup>rd</sup>, 34<sup>th</sup> and 60<sup>th</sup>. Several billion of Naira

are expended on universities and colleges through budget. The influence of corruption is obvious. Find release for development are diverted. Contracts are inflated; purchases are overstated. There are little to show for huge find committed to education development. Consequently, facilities are inadequate staff are not well trained and student not exposed. The position of Nigeria speaks for the capability of our professionals in Africa context and consequently the implication it can have on our economy.

**Insert table-1 here**

### **Implications for Entrepreneurship Development**

An entrepreneur is a person who initiates and manages creative business activities, either on his or her own account or inside a large organization (Witzel, 1999). Through education, an entrepreneur suppose to learn (a) Entrepreneurial behaviour, attitude and skill development e.g. opportunity seeking, initiative taking, (b) Creating empathy with the entrepreneurial life world e.g working under pressure, coping with loneliness; holistic management (c) Key entrepreneurial value: for example, strong sense of independence; distrust of bureaucracy and its values; strong sense of ownership. (d) Motivation to entrepreneurship career (e) Understanding of processes of business entry and tasks e.g the total process of setting up an organization from idea to survival and provide understanding of what challenges will arise on each stage. (f) Generic entrepreneurship competencies; for example: to find an idea, appraise an idea; see problem as opportunities; identify the key people to be influenced in any development. (g) Develop knowledge about how to start businesses e.g. see products and services as combination of benefits; develop a total service package; price a product service; identify and approach good customers. (h) Managing relationships. This is entails understanding the nature of the relationships they need to develop with key stakeholders and are familiarized with them.

The basis implication is that:

Under acute academic corruption, these types of identified education can not be valid, reliable and consistent. It is equally important to note that the ability to reduce academic corruptness

will enhance the quality of entrepreneur for the benefit of the society. Any form of academic corruptness has tendency to reduce ability of each graduate to acquire the relevant skill to function as entrepreneur. Consequently, initiative would be stifled and creative business activities unattainable.

In market economy sphere, unemployable graduate can not be agents of social and economic transformation and change as required of entrepreneur. They be wire jobless rather than create job. They reduce productivity rather than increasing it. Above all they contribute next to nothing in having and utilizing the resources of a nation.

Lochcks (1988) graded in Inegbenebor (2006) defines an entrepreneur "as an individual who perceives needs, conceives goods and services to satisfy the needs, organizes factors of production and creates and markets the products". Needless to emphasize the fact that employable graduate can not functions in this capacity. Their thought processes are distorted, serve of imagination killed and they are rurally bankrupt.

Moral attributes its an essential attributes of an entrepreneur. Moral principles determine the rightness of particular act it activities. In this regard, Otakpor (2006) noted that while society can exist without entrepreneurs, entrepreneur has no chance of existing outside a given society and that moral standards of a particular business cannot be radically different from that of its panel community. Unemployable graduate that is a product of immoral and medical practices becomes a pollutant to the mark sea of the society, thereby promote in ethical business practical when given any opportunity.

### **Implications for Economic Development**

To a very large extent, the development of any society is hinged on the development of entrepreneurs. Universities and colleges are places of developing sound entrepreneurs. However, Olaniyan and Okemakinde (2008) noted that the belief that education is an engine of growth rests on the quality and quantity of education in any county. Recently, the federal government introduced the National Economic Empowerment and Development Strategy

(NEEDS), in 2005 specifically to improve the quality of lives of Nigerians, create safety nets for the work, and meet the needs of people displaced by the reform process. Education is considered essential in meeting the goals identified by NEEDS. According to the National Planning Commission (2005, P 35), the general policy direction of NEEDS in education is to:

- provide unhindered access to compulsory universal basic education.
- establish and maintain enhanced quality and standards through relevant, competency based curricula and effective quantity control at all levels.
- enhanced the efficiency, resourcefulness, and competence of teachers and other educational personnel through training, capacity building and motivation.
- strengthen Nigeria's technological and scientific base by revamping technical, vocational, and entrepreneurial education and making optional use of information and communication technologies to meet the economy's manpower needs.
- provide enabling environment and stimulate the active participation of the private sector, civil society organizations, communities, and development partners is educational development.

NEEDS identifies six goals for education, they include:

- (a) Ensure and sustain unhindered access to education for the all round development of the individual.
- (b) Enhance the quantity of education at all levels
- (c) Use education as a device for improving the quantity of life through skill acquisition and job creatives for poverty reduction.
- (d) Ensure periodic review and effective implementation of the curriculum at the secondary school level to meet the requirements of

- higher education and the world of work.
- (e) Mobilize and develop partnerships with the private sector and local communities to support and fund education.
  - (f) Promote information and communication technology capabilities at all levels (National Planning Commission, 2005; PP. 35-36).

Beautiful as these policies and goals are, their realization can be jeopardised by academic corruption.

The evolving links between the university and the business sector are becoming a major focus of policy as the role of technology in the development expands (Yufus, 2007). Consequently, the breed of unemployable graduates will have a devastating effect on business development. Where good policies are formulated, the implementation will suffer a serious set back due to academic corruption that produces unemployable graduates. These will create a set back for economic development.

Education is a fundamental determinant of economic development and growth (IIASA, 2008, Garba 2002, Olaniyan and Okemakinde, 2008), Agiomirgianakie, Asterion and Monastiriotis, 2002). More specifically too, Odekunle (2001) affirmed that investment in human capital has positive effects on the supply of entrepreneurial activity and technological innovation. If the desired linkage established here is to be achieved, Nigeria has to resolve the pervading problem of academic corruption. Unemployable graduate cannot add any value to economic progress of a nation neither can academic corruption enables any institution of higher learning to produce competent and qualitative entrepreneur capable of moving an economy forward.

Another way of modeling the role of education in the growth and development process is to view human capital as a critical for innovations, research and development activities (Olaniyan and Okemakinde; 2008). It is certain that unemployable graduate can either be innovative nor able to carry not a meaningful research.

Unemployable graduate can increase the mimeses of unemployment, stew down technological growth and reduce productivity.

This position follow from the assertion of Alani and Ishola (2009) that education increases the mobility of labour and promotes technological development through science and technology education. Education also raises the productivity of worker through the acquisition of skills and unknnowledge.

### **Policy Recommendation**

The manifestation of the dangerous unemployable symptoms in most of our graduates today has led to their rejection by employers (local and foreign) and even by foreign tertiary institutions when they apply for higher degrees. Wherever they are luckily employed, they are rarely effective and efficient, and a lot of resources may have to be expended on them to elicit a modicum of results from them.

First, it is very imperative for government to adhere strictly to the principles of rule of law and due process. No matter the societal pressure, our political leaders need to develop the political will to rise above apparent exercise of arbitrary power and influence. With this attitude, the practice of approving establishment of tertiary institutions without facilities will drastically reduce. With the existence of institutions with adequate facilities, the citizens are assured of qualitative education. Furthermore, with this kind of political will, the problems of admitting unqualified students; admitting beyond carrying capacity and employing unqualified lecturers can be eliminated or surmounted.

Second, there is also the need for the supervising or accreditation agencies to be more sincere in the conduct of the accreditation exercise. There is the need for them to always grant accreditation to courses based on the set standards. Furthermore, the agencies should also evolve post accreditation mechanism to ensure that what the institutions present during accreditation are sustainable facts or the true state of the facilities earlier inspected and approved.

Third, institutional administrators should ensure that only qualified students are offered admission and that only qualified lecturers are offered appointment. The practice of making students to sign undertaking to make up for



their Ordinary Lever Certificate deficiencies before they graduate does not help the standard of our education.

Fourth, institutional administrators should strengthen the disciplinary mechanism in their institutions to be able to met out appropriate disciplinary measures to any staff and students caught in corrupt practices. Further still, the activities of the Anti-corruption Committees set up by the tertiary institutions should be complemented with regular organization of anti corruption seminars and workshops for staff and students in the tertiary institutions by Management. For, curbing corruption requires attitudinal change which can be best fostered through seminars and workshops.

Fifth, it is also imperative that the family or home as agent of socialization should pay attention to the proper upbringing of the young ones. Ethical values can be best transmitted via the family or the home.

Sixth, as agencies of socialization, the Church and Mosque and other religious bodies in the country should be more active in the crusade against corruption. True it is that corruption also exists in places of worship. Yet the religious institutions being planks for moral education need to be more alive to their responsibility of giving their adherents moral training. Their honest and determination to positively change the attitude of their adherents among whom are institutional administrators, lecturers and students, will help to curb academic corruption. Their efforts in this regard can also serve as a prop for the family in properly playing its role as agent of socialization.

Seventh, the role of social groups, or societies and clubs like your club can not also be over-emphasized. Societies and clubs can also embark on anti corruption sensitization workshops/seminars to change the attitude of teachers, administrators and students in their communities.

Finally, there should be the will by institutional administrators to report incident of academic corruption to the police and anticorruption agencies e.g. EFCC, ICPC etc for diligent prosecution. Many a times, cases of academic corruption are treated with kid gloves or buried. This has indeed created the impression that one can get away with acts of corruption. Getting

people convicted by the law court for acts of corruption will serve as deterrent to many people. The recent conviction of some big fishes in the country for corrupt acts that are not even academic is a right step in the right direction.

## CONCLUSION

We have recognized the fact that today in Nigeria; we have on our hands the challenge of unemployable graduates. These graduates are known by their inability to hardly express themselves; inability to define basic concepts in their fields of studies; poor cognitive ability; lack of initiative or creative ability; and lack of self-confidence among others. Their existence has worsen or swollen the unemployment rate in the country as they are often rejected by employers. Where they are fortunately or erroneously or arbitrarily employed, it requires huge resources to retrain them. While we recognize poor funding, inadequate qualified teachers and incessant strikes as other contributory factors to the challenge of unemployable graduates, it is our submission that the endemic corrupt practices in our citadels of learning now metamorphosing to citadels of corruption loom large as a fundamental bane of qualitative education in the country. For even if funding improves and disruptive industrial actions are held in abeyance, but corrupt practices still persist or thrive, the country's tertiary education will still be far from achieving its goal of producing competent or employable graduates required for national development.

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**Table 1**  
**2011 WORLD UNIVERSITY RANKING**  
**Top 100 Universities and Colleges in Africa**

1.	University of Cape Town	South Africa
2.	University of Pretoria	South Africa
3.	Universiteit Stellenbosch	South Africa
4.	The American University in Cairo	Egypt
5.	University of the Witwatersrand	South Africa
6.	University of Kwazulu-Natal	South Africa
7.	Rhodes University	South Africa
8.	University of South Africa	South Africa
9.	Cairo University	Egypt
10.	University of the Western Cape	South Africa
11.	Mansoura University	Egypt
12.	University of Nairobi	Kenya
13.	University of Dares Salaam	Tanzania
14.	University of Botswana	Botswana
15.	Universite Cadi Ayyad	Morocco
16.	University of Ghana	Ghana
17.	Helwan University	Egypt
18.	Alexandria University	Egypt
19.	Universite de la Reunion	Reunion
20.	Tshwane University of Technology	South Africa
21.	Universidade Eduardo Mondlane	Mozambique

22.	Universite Abou Bekr Belkaid Tlemcen	Algeria
23.	Makerere University	Uganda
24.	Universite Chelkh Anta Diop	Senegal
25.	Universite des Sciences et de la Technologie Mohamed Boudlaf d'Oran	Algeria
26.	University of Zambia	Zambia
27.	University of Mauritius	Mauritius
28.	Addis Ababa University	Ethiopia
29.	Universite de Ouagadougou	Burkina Faso
30.	University of Ilorin	Nigeria
31.	Polytechnic of Namibia	Namibia
32.	International University of Africa	Sudan
33.	University of Ibadan	Nigeria
34.	University of Lagos	Nigeria
35.	Obafemi Awolowo University	Nigeria
36.	Cape Peninsula University of Technology	South Africa
37.	Sudan University for Science and Technology	Sudan
38.	University of Johannesburg	South Africa
39.	Nelson Mandela Metropolitan University	South Africa
40.	Zagazig University	Egypt
41.	North-West University	South Africa
42.	Universite Mentourt de Constantine	Algeria
43.	University of Khartoum	Sudan
44.	The German University in Cairo	Egypt
45.	Durban University of Technology	South Africa
46.	Universite des Sciences et de la Technologie Houari Boumediene	Algeria
47.	Central University of Technology	South Africa
48.	Universite Abdelhamid Ibn Badis Mostaganem	Algeria
49.	Universite de Batna	Algeria
50.	Al Akhawayn University	Morocco
51.	University of Garyounis	Libya
52.	Strathmore University	Kenya
53.	Kwame Nkrumah University of Science and Technology	Ghana
54.	Tanta University	Egypt
55.	Universite d'Alger	Algeria
56.	Kenyatta University	Kenya
57.	Assiut University	Egypt
58.	Al Azhar University	Egypt
59.	Mogadishu University	Somalia
60.	University of Benin	Nigeria
61.	Universite Mohamed Khider Biskra	Algeria
62.	South Valley University	Egypt
63.	Universite Gaston Berger de Saint-Louis	Senegal
64.	Minla University	Egypt
65.	Universite Ferhat Abbas Setif	Algeria
66.	Universite Dillali Liabes	Algeria
67.	Menoufia University	Egypt
68.	Moi University	Kenya
69.	Universite d'Oran	Algeria
70.	MISR University for Science and Technology	Egypt

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71.	Universite M'hamed Bouguerra de Boumerdes	Algeria
72.	University of Namibia	Namibia
73.	Universite Mohammed V - Agdal	Morocco
74.	Universite Mohammed V - Souissi	Morocco
75.	Universite Hassan II - Ain Chock	Morocco
76.	Universite Mouloud Maamerl de Tlzi Ouzou	Algeria
77.	Jomo Kenyatta University of Agriculture and Technology	Kenya
78.	Universite Ibn Tofail	Morocco
79.	October University for Modern Sciences and Arts	Egypt
80.	Universite de Jijel	Algeria
81.	University of Limpopo	South Africa
82.	Universite d'Antananarivo	Madagascar
83.	Jimma University	Ethiopia
84.	Universite de Nouakchott	Mauritania
85.	Bayan College for Science and Technology	Sudan
86.	Universite des Sciences Islamiques Emir Abdelkader	Algeria
87.	October 6 University	Egypt
88.	Mauritius Institute of Education	Mauritius
89.	Universite Hassan Ier	Morocco
90.	Sokoine University of Agriculture	Tanzania
91.	Universite Sidi Mohamed Ben Abdellah Fes	Morocco
92.	University of Zululand	South Africa
93.	Universite Hassan II - Mohammedia	Morocco
94.	University of Fort Hare	South Africa
95.	National University of Rwanda	Rwanda
96.	Universite Ibn Khaldoun Tiaret	Algeria
97.	Ecole du Patrimoine Africaln	Benin
98.	Universite du 7 Novembre a Carthage	Tunisia
99.	University of Malawi	Malawi
100.	Ahfad University for Women	Sudan

**Source:** [Lttp:- //www.4icu.org/top Africa/](http://www.4icu.org/top Africa/)