

Implementing Service Learning for Creativity and Entrepreneurial Skill Development in Nigerian Higher Education: A Disciplinary-Based Approach

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Abstract

Despite the implementation of entrepreneurship skills development programmes in Nigerian higher education institutions in response to the National Universities Commission (NUC) policy, the sector has failed to equip graduands with the capacity to venture into enterprise activities and the creation of valuable products and services. Hence the lingering high rate of unemployment and the poor state of development of the Nigerian small business sector. The service-learning (SL) curriculum delivery model; an experiential credit-bearing educational activity is hereby proposed as cogent approach to the development of the creativity and entrepreneurship skills of higher education students. Using the entrepreneurship education programme of the University of Port Harcourt as case study, and an analysis of the success factors of the SL model, the study sought to ascertain; whether the service-learning model can be implemented within the confines of the NUC policy on entrepreneurship education, the requisite policies that would facilitate faculty commitment to development of learners' entrepreneurial skills and the instructional delivery/assessment strategies that would achieve entrepreneurial skills development objectives within the SL model. It was revealed that the SL model can be implemented within the NUC policy on entrepreneurship education. The model would utilize enterprise-oriented business activities to expose learners to the higher order thinking domain where knowledge is creatively applied in task performance for solving identified problems of the society. The study recommends that remuneration and appraisal/promotion policies be instituted to motivate faculty commitment to facilitation of learner performance and assessment of learner achievement of the objectives of the entrepreneurship skills development programme.

Keywords: Service Learning, Entrepreneurship Education, Creativity Development, Higher Education Pedagogy, Experiential Learning.

Introduction

Economic policies that aim at development of entrepreneurship and the small business sector is known to boost the economy of any nation (Oluremi and Maku, 2024). But despite various government efforts at development of entrepreneurship in Nigeria in order to reduce the level of unemployment and mitigate the wave of youth restiveness, corruption, criminality and gangsterism ravaging the nation, these social vices have continued on the rising trend (Chukwudeh and Akan, 2022). The effort of national security services to bring

sanity into the Nigerian society is also dwindled by the emergence of new dimensions of anti-social behavior (Nwagwu and Enwelum, 2024). News of horrendous incidents of banditry, ritual killings and kidnappings have become everyday occurrence in Nigeria (B Bello, Vanguard December 1st, 2020). Majority of Nigerians now live in fear because the security service has become unable to tame the trend of societal decadence. It is in this vein that Anthony (2013) reported that the high level of crimes committed by unemployed persons has become worrisome; especially as the police and law enforcement agents seem helpless in the effort to curb the ugly trend. And discussing labour market prospects for university graduates in Nigeria, Dabalén, Oni, and Adekola (2000) also corroborated the view that the high level of unemployment is a major contributory factor to the high level of crime in Nigeria

And one major effort of the government that aims at job creation and boosting the economic empowerment of the citizenry is the compulsory entrepreneurship education program introduced into the Nigerian higher education system (NUC Exec Sec, Rasheed, 2022). It is, however, very disturbing that university graduates who have acquired the knowledge and skills of entrepreneurship are also caught in this bandwagon of “get rich quick syndrome” via criminality. Instead of creatively applying the knowledge and skills they acquired to value creation and ethically viable economic activities, they rather exhibit anti-social skills and anti-humanist strategies of self-enrichment at the expense of societal well-being.

Actually, the failure of a given curriculum to achieve its envisioned objectives is indicative of the need to review its design and implementational strategies. It may also be necessary to effect possible adjustments or modifications to facilitate the achievement of the objectives.

A review of the National Universities Commission (NUC) guidelines on entrepreneurship education in Nigerian higher education institutions indicate that:

1. There are two courses undertaken by undergraduate students of Nigerian universities in the entrepreneurship education program.
2. The first course is taken at the 300 level as a General Studies course, while the second is a 400-level department-based course.
3. The knowledge acquired from the management-orientated GES 300 course is to be applied in exploring the economic gains of a viable and valuable product or service created by the learner within the professional services of his disciplinary calling.

In an evaluative study of the implementation of the entrepreneurship education program at the University of Port Harcourt, Agwu (2015) noted that the implementation of the 400-level entrepreneurship skills development course is not hinged on the application of disciplinary knowledge and skills of the hosting department. And the following deficiencies in course design and delivery continue to haunt the entrepreneurship skills development program of the University of Port Harcourt.

1. Most of the lecturers lack practical knowledge and skills of entrepreneurship.

2. Some of the lecturers who have ventured into discipline-based consultancy services and enterprise activities fail to model the said skills in the classroom because the curriculum has no room for such provisions.

And so, amidst abundant knowledge-level instructional content, the 400-level entrepreneurship skills development course has no provision for the teacher and the department to engage the students with real-life learning experiences on the creation and the enterprise of valuable disciplinary-based products and services. The obvious outcome is that the students graduate with the ability to define and explain the concept of entrepreneurship but lack the creative capacity and skill to venture into the enterprise of valuable products and services realised by the creative application of disciplinary knowledge and skills.

As Anyakora et al. (2015) observed, criterion knowledge and skills are more readily developed when curriculum delivery strategies expose learners to the concrete contexts of the tasks they are being trained to perform. This is the method adopted in apprenticeship training of craftsmen (Collins et al., 1989), and it is within the realm of Kolb's (1984) experiential learning. Having failed to achieve the entrepreneurial skills development visions of the NUC, there is a need for Nigerian higher education institutions to adopt curriculum delivery approaches that would;

1. Expose learners to the development and application of knowledge of subject matter into problem-solving tasks.
2. Involve learners in the set-up and management of enterprise systems to make problem-solving products and services available to society at an affordable cost.

It is hereby proposed that the service-learning model of entrepreneurship education programme be implemented in Nigerian higher education institutions. A form of experiential learning, the service-learning model affords students the opportunity to develop creativity skills by applying theoretical disciplinary knowledge in performance of real-life problem-solving tasks in a community. As a structured experiential learning activity undertaken while the individual is engaged in performance of authentic tasks in a community, Eyler and Gilles (1999) view service learning as "a pedagogy that links community service and academic study so that each strengthens and transforms the other".

The experiential form of learning is actually a strategic response to Dewey's (1938) observation that "there is an acute need for an intimate and necessary relation between the process of an actual experience and education.". And to Kolb (1984), experiential learning is a process whereby knowledge is created through the transformation of experience. Kolb's experiential learning is presented as a cyclical pattern of organised learning modes of concrete experience, abstract conceptualisation, reflective observation, and active experimentation (Kolb, 1984, p. 194).

The "service-learning" experiential mode of learning, is a structured credit-bearing learning experience whereby the students are made to participate in an organized service activity that meets identified community need. And by reflecting on such real - life service activity,

students gain a sense of civic responsibility in service delivery as well as further understanding of the content of the course (Bringle and Hatcher, 1996). The credit – bearing structure of the service-learning experience however necessitates requisite guiding policies and strategies for effective curriculum implementation. Such policies ensure that members of faculty are duly motivated to perform learning facilitation function as well as the supervision of students' tasks as required for effectiveness of the SL project. It also assures that students derive the content of learning matter which is the knowledge and skills of entrepreneurship as well as the object of civic responsibility associated with service delivery in a community of need. The service-learning curriculum delivery approach therefore constitutes an authentic avenue to develop the entrepreneurial skills of Nigerian higher education students.

By this structure, each faculty/department shall constitute a consultancy/enterprise service commonly referred to as a small business unit (SBU) to handle peculiar enterprise services to the public within the professional domain of the faculty/department. Such entrepreneurial programs shall constitute practical learning experiences for the students. And to the faculty, it is an opportunity for lecturers to "practice what they preach" and to present learning matter within "context-based" learning environments.

Justification of the study

When a learner participates actively in real life problem - solving contexts of learning matter, his comprehension of theoretical content is strengthened. The learner also gains competence in the application of knowledge gains in solving societal problems (Ash & Clayton, 2004). The entrepreneurship skills development programmes of Nigerian ivory towers have always adopted the theoretic lecture – based instructional methods (Agwu, 2015). Efforts at exposing learners to real life contexts of disciplinary based enterprise activities have been insignificant. The programmes therefore fail to develop the very essential critical thinking and creativity skills required for entrepreneurial success in the respective disciplines. More so, the absence of the enabling policies that could facilitate faculty commitment to the development of entrepreneurial skill of students also constitute a draw back to the success of the entrepreneurial education programme. Such policies include remuneration for excess duty undertaken in the SL project and considerations of such same in promotion exercises. Rather than facilitate entrepreneurship, the current curriculum delivery structure promotes rote learning and the graduation of highly informed students who lack the ability to apply what they know into solving societal problems. No wonder the higher education system is said to be contributory to aggravation of the current high level of unemployment in Nigeria (Dabalén, Oni, and Adekola, 2000).

The service-learning curriculum delivery approach grants students the opportunity to serve the community by applying the theoretical knowledge they gained in the classroom to solve real-life problems in an apprenticeship-orientated learning environment. The students are made to perform the respective enterprise functions and duties in staff and line positions of production and service organisations and to collaborate with other stakeholders to achieve

envisioned objectives. This experiential learning structure would strengthen the theoretical knowledge of the students in disciplinary subject matter. The students shall also be equipped with due mastery of the practical tasks in the overall system of production of the specific product or service.

The assessment of learner achievement would ascertain the possession of requisite knowledge, competent application of the knowledge in task performance as well as the overall level of success achieved in collaboration with other task performers. By providing the requisite policy initiatives and adopting creativity-oriented curriculum delivery strategies, the service-learning model would facilitate the achievement of the visions of the NUC entrepreneurship skills development programme. And thereby guarantee the acquisition of theoretic knowledge as well as the capacity to apply same in creative entrepreneurial activities that would enthrone an era of entrepreneurship, employment generation and small business driven economy in Nigeria.

Literature review

Service learning (SL) is an experiential learning activity that is rooted in Kolb's (1984) experiential learning theory. While experiential learning is seemingly founded on Dewey's (1938) assertion that "there is an acute need for an intimate and necessary relation between the process of an actual experience and education". Kolb went further to explicate this relationship by outlining the four factors at play in a formal learning experience. These four factors are modes of learning that interact creatively in a cyclical format to facilitate the construction of knowledge. Experiential learning is therefore within the realm of the constructivist paradigm whereby modes of learning that present as concrete experience, abstract conceptualization, reflective observation and active experimentation are organised in a cyclical pattern referred to as the experiential learning circle that facilitate learner construction of knowledge.

When learners find themselves in a real-life environment where they can think, interact, and learn from concrete events, the learning that occurs is simply experiential. This is different from the teacher-directed, classroom form of learning, which is rather content-driven. In experiential learning, the learner is actively involved in the planning and execution of learning activities. The driving force of learning experience in the SL project is the problems of the community and the pressure for solution pathways that involve the learners in the thought process and collaborative performance of problem-solving tasks (Eyler & Giles, 1999).

The application of experiential learning strategies in higher education facilitates the development of entrepreneurial skills. Zhao (2012) observed that initiative and entrepreneurship are employee skills that are highly sought by organisations. And as part of the survival skills of the twenty-first century and the qualities of highly adaptable employees who can produce creative solutions to complex problems, Zhao (2012) argued that "schools need to educate students to be creative and entrepreneurial.

A form of experiential learning, service-learning is designed to be of mutual benefit to students and the community. The students apply the knowledge of subject matter in solving real-life problems of the community, thereby gaining competence in problem-solving. In an explanatory definition, Bringle et al. (2006) noted that

"Service learning is a course-based, credit-bearing educational experience in which students (a) participate in an organised service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility."

In the words of Mumford and Juchich-Velotta (2012, p. 1446):

"The development of service-learning programs and courses was informed by the need to improve the scholarship of teaching and learning and to produce educated citizens who can think critically and solve problems."

They define service learning as a method of teaching and learning that integrates community service into academic courses using structured reflective thinking to enhance learning of course content. And to Porter - Honnet and Poulson (1989), the structure and modalities of implementation of Service - learning programmes are actually determined by the ten principles of Service - learning pedagogy. The ten principles of Service - learning pedagogy specify the prevailing conditions and dispositions for effective Service - learning programme (Howard, 2001), The principles provide the following benefits to the stake holders of the Service - learning programme, which consists of the faculty, students and the community.

Table 1. Table of Stakeholder benefits of service learning

SN	Faculty Benefits	Students Benefits	Community Benefits
1	Enhances teaching through organisation's service learning experience	Provides an opportunity to apply course content	Supplements the human resource to meet the community needs
2	Integration of curriculum content and practice	Enhancement of competence in task performance	Founds solution to community needs
3	Strengthens relationship with students	Improves critical thinking and creativity	Raises awareness about the organisation's mission, needs and population served
4	Broadens topic for research and publication	Gain valuable work experiences	Provides the organisation a connection to the community
5	Demonstrates commitment to university	Explore carrier interests	Identifies prospective employees and volunteers

While the National Council for Accreditation of Teacher Education (NCATE, 2008) defines service learning as "a teaching/learning method that integrates community service into academic courses, using structured reflective thinking to enhance learning of course content," Eyler and Giles (1996) see service learning as a pedagogic strategy that links community service and academic study so that each strengthens and transforms the other. To achieve mastery of content and an enhanced capacity to apply knowledge to problem-solving tasks, the service-learning instructional strategy involves the student actively in learning activity, using reflective practice. The reflective exercises present as classroom discussion, writing of reflective papers, journaling, case study presentations, multimedia story essays, and blog posts (Mumford and Juchich-Velotta, 2011). These avenues of reflection offer enriching learning experiences that focus on the development of creativity skills using real-life, community-based problem-solving tasks.

As a course – based, credit - bearing educational experience (Bringle and Hatcher, 1996), the Service Learning (SL) model delivers definite and measurable content to the learner. The learner is also involved in active learning tasks and the application of knowledge in order to internalize learning gains. Service learning hereby provides real-life problem-solving tasks where learner instructional gains are strengthened through practice. Consequently, learner achievement is evaluated in order to ascertain the extent to which specified learning objectives had been achieved. Actually, course evaluation focuses on students' ability to achieve learning objectives. Howard (2001) also opines that "service - learning evaluation should grade students for learning, not for service", recommending that community partners should participate in evaluating the extent to which students are able to fulfil service objectives, but faculty evaluation and grading should be for students learning, not for service.

The reflective tasks performed by students hereby constitute an avenue by which faculty grades students' fulfilment of the objectives of learning because they connect course assignments, academic content, and learning (Howard, 2001).

Entrepreneurship, according to Bacigalupo et al. (2016), "enables citizens to nurture their personal development, to actively contribute to social development, to enter the job market as employees or as self-employed, and to start up or scale up ventures that may have a cultural, social, or commercial motive." And in the words of Mihalache (2012), entrepreneurship education involves putting ideas into practice, innovation, creativity, and risk-taking, as well as the ability to plan and manage projects to achieve objectives. The management aspect also entails the capacity to recognise needs/opportunities and to commercialise a concept by raising resources and initiating a business venture to serve the needs at a profitable cost. The experiential-based academic service-learning approach, therefore, provides an authentic avenue for incorporating entrepreneurship education into study programs. The method enables the student to apply what has been learned through an academic course to a project with the aim of satisfying a community need (Josie and Mikelic Preradovic, 2019).

On the whole, the service-learning program is a structured learning environment where the learners are actively engaged in learning by creatively applying disciplinary knowledge of concepts and principles in solving the real-life problems encountered in a community. One obvious outcome of the application of experiential learning in higher education is the development of problem-solving skills.

Aim of the study

The study shall ascertain the potentials of the service-learning curriculum delivery model for development of the entrepreneurship skills of Nigerian higher education students.

Objectives of the study

The study shall achieve the following objectives

1. Ascertain whether the service-learning curriculum delivery model can be effectively implemented under the current NUC policy on entrepreneurship education.
2. Ascertain the elements of the service-learning policy initiative that could facilitate faculty commitment to the effective development of entrepreneurial skills of students.
3. Identify instructional delivery and assessment strategies that could facilitate the achievement of entrepreneurial knowledge and skills within the service-learning model.

Research design

The study used the entrepreneurship education programme of the University of Port Harcourt as a case study, to posit that the service-learning mode of curriculum delivery is an authentic approach to the development of the entrepreneurship skills of Nigerian higher education students.

Structure of the University of Port Harcourt entrepreneurship education programme

The University of Port Harcourt entrepreneurship education program consists of two general studies entrepreneurship courses (GES 300 and GES 400) undertaken at the third and fourth years of undergraduate study, respectively. The GES 300 is domiciled in the Faculty of Management Sciences. The objective of the course is to equip students with the capacity to establish and manage small business enterprises. The content dwells mainly on the fundraising process, accounting procedures, business location and marketing techniques, record keeping, personnel management, and control, etc. The GES 400 Entrepreneurship Education course is envisaged as a discipline-based creativity skills development component of the entrepreneurship education program. It aims at developing students' capacity for creative application of the knowledge of subject matter in solving societal problems within the specific disciplinary domain. The expectation is that on graduation, the students would be imbued with the capacity to:

1. Apply knowledge of subject matter to develop and produce products and services that fulfil identified needs of the society.
2. Establish and manage a small business enterprise (SBU) to make the products/services available at a cost and profitability rating that the society can afford.

Agwu (2015) however observed deficiencies in the implementation of the GES 400 component of the University of Port Harcourt entrepreneurship education program. This is especially the lack of creativity-orientated instructional delivery practices. The outcome is that students acquire knowledge of concepts and disciplinary subject matter but lack the capacity to apply the same creatively to the performance of problem-solving tasks.

A recent development is the introduction of an apprenticeship-orientated form of creativity into the GES 400 course by the University of Port Harcourt Entrepreneurship Centre. This development has facilitated the exhibition of products in fashion design, bakery, decoration, events management, and other innovative outcomes of the entrepreneurship programme during the annual research fair of the university.

Discussion

The first objective of this study sought to ascertain whether the service-learning curriculum delivery model can be effectively implemented under the current NUC policy on entrepreneurship education.

Answer: The major thrust of the NUC policy on entrepreneurship education in Nigerian higher education institutions as implemented in the University of Port Harcourt is the provision of two courses on entrepreneurship education. One is a general studies GES 300 level course, while the other is a disciplinary-based 400 level course undertaken in each department/faculty. The GES 300 course should develop students' ability to set up and manage a small-scale business enterprise. The course is aimed at the development of the basic skills of management, accounting, and the marketing of products and services. The major practical element of the course is the feasibility study of a proposed small business venture, wherein the student evidences the utility of the knowledge he/she has acquired. The GES 400-level component of the entrepreneurship skills development program provides an opportunity for a 400-level student who is about to graduate in a particular discipline to visualise and identify real-life problem-solving needs and value creation opportunities in the society where his disciplinary knowledge would find application. He shall then create valuable products and services to solve the peculiar problems that arise within the professional disciplinary concern of his department/faculty. On graduation, the student is then empowered to apply the knowledge and skills gained in the entrepreneurship skills development program to set up and manage a small business firm to provide valuable products or services to fulfil societal needs within his professional disciplinary concern.

By the NUC policy, the 400-level departmental entrepreneurship skills development course is duly structured with instructional sessions, learning activities and end of semester

evaluation. A pilot assessment of the current level of implementation of the course in the University of Port Harcourt reveals that some departments are yet to implement the course as envisaged. And other departments that have operationalized it tend to repeat the theoretic management - oriented perspective undertaken at the GES 300 level component of the programme. One major defect of the content delivery strategies in the programme is the adoption of knowledge and comprehension levels of the Blooms cognitive domain without exposing the students to application of knowledge into task performance. The university entrepreneurship centre has also introduced an apprenticeship-oriented form of creativity that has facilitated the development of different skills and products that serve the needs of the society.

Obviously, the NUC policy on the development of entrepreneurial skills actually affords the enabling structure for the service-learning model to flourish. This would facilitate the development of the requisite knowledge and skills to create valuable professional products and services and to solve the problems of society at a profit.

The second objective is to identify the elements of the service-learning policy initiative that could facilitate faculty commitment to the effective development of students' entrepreneurship skills.

Answer: A major factor of worker commitment to task performance lies in the response to the question: What does it have for me? Aside from the intrinsic value of the task, which the task performer finds personally satisfying, monetary reward and potential for status elevation stand out as prominent considerations that activate commitment to effective performance of functional tasks (Getachew and Elantheraiyan, 2024). The following operational policy initiatives should therefore be enacted to facilitate faculty commitment to the performance of functional tasks of service-learning and the sustenance of the program.

1. Monetary rewards: Currently, there is an existing policy whereby a percentage of internally generated funds is ploughed back for sustenance of the services of the particular generating unit. Provisions can therefore be made therefrom for the benefit of personnel who perform additional tasks in the service—learning project.
2. Promotion: The efforts of members of faculty who attract projects, supervise students' learning tasks, and facilitate successful implementation of entrepreneurship projects in the service-learning program should also attract positive considerations in the appraisal/promotion exercise. This is also in accord with the practice whereby the attraction of research grants receives positive consideration in the appraisal exercise.

And just like the establishment of directorates and research units, appropriate policy initiatives can facilitate the establishment of faculty/departmental small business units (SBUs) for the implementation of the service-learning entrepreneurship skills development projects. Qualified members of academic staff of the respective faculty/department can

then be appointed on a tenured basis to manage the operations of the service-learning project as head of the SBU.

We therefore conclude that the university system already has policy initiatives that can be adapted to serve the needs of the service-learning model of entrepreneurship skills development.

The third objective sought to identify instructional delivery and assessment strategies that could facilitate the achievement of entrepreneurial knowledge and skills within the service-learning model.

Answer: As an experiential learning programme, SL thrives on the application of the knowledge of disciplinary subject matter to solve identified problems of the community. While the students engage in knowledge application tasks to perform enterprise activities, which involves the creation and dissemination of valuable products and services, the faculty provides due guidance. The new knowledge and skills gain of the students therefore derive from their active involvement in task performance and reflections on the collaborative functions as well as the tasks that inform successful outcomes. The reflections present as classroom discussion, writing of reflective papers, case study presentations, multimedia storyboards, etc. The reflective students' experiences also provide the instructor, critical information on students' activities and progress (Mumford and Juchich–Velotta, 2011). Such information constitutes feedback that help the instructor to "adjust lessons to more closely tie service experience to the theory and objectives of the course".

Assessment: Faculty assessment of the content of students' reflections reveals the quality of learning gains realised by the students. But both the community and faculty are involved in the assessment of the overall quality of the service-learning program. This is revealed in the extent to which authentic solutions have been realised for the problems of the community. And for the entrepreneurship skills development service—learning program, the overall assessment would reveal the extent to which students are able to apply knowledge of disciplinary subject matter to create products and services that can solve the identified problems of the community at a cost that guarantees return on investment within the affordability capacity of the members of the community.

Conclusion and recommendations

Service learning is a form of experiential learning. And the application of the service-learning curriculum delivery approach in the development of entrepreneurship skills of higher education students is within the realm of the apprenticeship method of skills development. The apprenticeship method of training is always successful because an expert guides and engages the trainee in regular practice of the real-life tasks he/she would perform on graduation. But in the current entrepreneurship skills development program of Nigerian higher education institutions, students are not exposed to practical knowledge and skills of entrepreneurship. Faculty only present knowledge-level information to students about concepts of entrepreneurship. This level of teaching, which has the

authentic objective of enabling the students to comprehend the said concepts, would definitely fail to equip them with the creative capacity to develop valuable products and services within their disciplines and make them available to society. The experiential service-learning model of entrepreneurship skills development is therefore adequately structured to equip Nigerian higher education students with entrepreneurial knowledge and skills.

The study revealed that the provisions of the NUC policy on development of entrepreneurship skills of Nigerian higher education students can accommodate the implementation of the service – learning model of development of entrepreneurship skills. This is by structuring the disciplinary – based GES 400 subject component of the entrepreneurship skills development programme as a service – learning course. The SL approach presents subject matter to students at the higher levels of the Bloom’s cognitive domain where they can engage with real life experiences and gain practical knowledge of the performance of problem-solving tasks. The study also revealed that the existing policy initiatives operating within the university system can be adapted to serve the needs of the SL entrepreneurship skills development model. This is especially with respect to the requisite monetary rewards and promotion policies that could motivate staff to effective task performance and the sustenance of the SL entrepreneurship skills development programme. The experiential learning orientation of the service - learning model also engages the learner in active learning, with different forms of reflective learning activities as the learning experience progresses. The reflective activities constitute feedback elements that faculty utilize to ascertain the level of learner achievement. But assessment of overall success of the SL programme is undertaken by the stake holders.

Ultimately, the service-learning instructional strategy is a cogent model of entrepreneurship skills development that can be implemented with success within the current structure of the academic services of the Nigerian higher education system. It is hereby recommended that:

- a) Performance-orientated higher-order instructional strategies should be applied in the delivery of disciplinary subject matter for the development of creativity and entrepreneurship skills of Nigerian higher education students.
- b) There is a need for policy initiatives that motivate faculty to be committed to attracting entrepreneurial projects that serve identified community needs and to facilitate students learning/performance tasks in project execution. Such policies are essential for the success of SL programs.

Such policies include:

1. The establishment of disciplinary-based small business units (SBU) where faculty and students can collaborate with community personnel to develop valuable products and services and also perform enterprise activities that serve identified needs of the community.

2. Due remuneration of faculty efforts at attracting entrepreneurial projects and facilitation/assessment of students' task performance achievements and consideration of the same in promotion appraisal exercise.

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