universities in other countries; acute insufficiency of qualified teachers in entrepreneurship, engineering and technology courses; lack of modern equipment for the training of students and lecturers in science, engineering, technology, and entrepreneurship; lecturers' excessive engagement in part-time lectures in other universities; cultism, presence of illegal universities, un-conducive teaching-learning environment, sorting, certificate forgery, significant under-achievement of institutional goals and objectives, and mismatch between the world of work and the graduate output of the universities (Afe, 2002; Education Sector Analysis, 2002; Idakwoji, 2008; Udensi, 2012; Okojie, 2012; Bollo-Osagie & Omokhunu, 2013).

Several scholarly efforts have been made to find solutions to these listed problems. Lassa (1998) advocated greater attention to education as the pivot of national development; Adedibu (1998) proffered better funding for the system. Omolayole, (1998) recommended effective mobilization of all resources by the principal stakeholders of education including the local communities so as to achieve more of the aims and objectives of education. Afe (2002) called for true professionalization of teaching. Udoh and Akpa (2007) advanced training and retraining of teachers and their managers. Idakwoji (2012) called on the government to develop the political will to properly place education in the scheme of things in the nation and as well source for enough qualified teachers for the system. Ojudu, (2012) recommended the creation of more educational institutions to give more Nigerians more education and training. Moreover, Na'Abba, (2002) advocated that education and training should specifically target relevant human capital development for solving the national challenges.

Despite all these efforts aimed at solving the problems, a good number of these problems can still be discovered in the system. A cardinal one is the problem of mismatch between the labor market and the type and quality of graduates produced by the universities. This mismatch has resulted in the menacing national paradox of high graduate unemployment in the midst of vacancies (Aghenta, 1985; National Manpower Board, 2002; Idakwoji, 2010; Mumuni, 2013).

The Mismatch

The issue of mismatch between the type and quality of the workforce required by the employment market and the output of the universities has remained one of the cardinal problems of Nigerian political economy. The universities keep producing a lot of graduates especially of arts and humanities most of whom the labour market finds unemployable or un-required; and under-producing in quantity and in quality graduates of science, engineering, technology and entrepreneurship courses. This has exacerbated graduate un-employment (National Manpower Board, 1998; Education Sector Analysis, 2002; Bello-Osagie & Omokhunu, 2013).

According to Education Sector Analysis (2002) Nigeria's specialized universities (of science and technology) were set up to solve the country's manpower problems through the production of graduates that are required in science, engineering and technology. In 1979, Government began establishing the specialized universities with concentrated interests in

science and technology to complement the conventional universities which are comprehensive. The first set of these universities were founded from 1979 through 1982. They were five in number (Education Sector Analysis, 2002; National Universities Commission, 2012).

Table 1: First set of specialized universities in Nigeria

No	Name	Year Founded
1	Rivers State University of Science and Technology, Port Harcurt	1979
2	Federal University of Technology, Owerri	1980
3	Federal University of Technology, Akure	1981
4	Modibbo Adama University of Technology, Yola	1981
5	Federal University of Technology, Minna	1982

Source: National Universities' Commission, 2012

As shown in Table 1, a state government owns the first one while the last four are Federal Government-owned. They are all science and technology universities. The mandate of these universities of science and technology is to promote national self-reliance in science, research and technology by producing science, engineering and technology graduates who will:

(i) Fit into the world of work and fill up science, engineering and technology vacancies in Nigeria,

(ii) Solve science, engineering and technology problems of Nigeria,

(iii) Generate employment for themselves and for others (Federal Republic of Nigeria, 2004).

If these universities will significantly achieve the objective, that is, accomplish their mission and vision, the mismatch problem will be significantly reduced. According to Okojie (2012) and Ajibola (2013) however, most of these universities are significantly under-achieving their objectives or vision and mission.

Mission and Vision

Universities globally, including Nigeria have their visions and missions. The vision and mission is the institution' s well thought-out way of contributing their quota to the realization of the national objectives via the guide provided by the National Policy on Education and the act establishing them (National Universities Commission, 2013). The vision and mission are usually released as very concise statements of the university's overall objectives showing how the institution will use education and training, research and service to overcome national challenges, achieve set national objectives and thus satisfy universality of relevance of university education Maiyanga & Macaulay, 1998; Lassa, 2000 & Okojie, 2013).

Federal University of Technology Minna (FUTM) has recently been outstanding in realizing its vision and mission. In the 2011 Nigerian universities institutional accreditation organized by the National Universities Commission (NUC), it was one of the only two universities in Nigeria rated A+. Also in 2011, the West African Built Environment Research (WABER) ranked the University among the four universities having the highest research output in the

Sub-Region, it won the WABER Award. In addition between 2011 and 2013 it expanded its programs to include world-of-work-needed courses in its Schools of Engineering and Engineering Technology, Environmental Technology, Entrepreneurship and Management Technology, Information and Communication Technology, Natural and Applied Science, and Technology Education. Also all the academic programs offered in the university constantly have full accreditation status by the NUC and all the relevant professional bodies such as Nigerian Institute of Builders, Nigerian Institute of Architects, Architects Registration Council of Nigeria, Council of Registered Builders of Nigeria, the Survey Registration Council of Nigeria and town Planners Registration Council of Nigeria (FUTM Newsletter, September, 2012).

Furthermore, the University came first overall in the biennial Nigerian Universities Research and Development Fair (NURESDEF) which held in 2012. FUTM was also the best Servicom Compliant University in 2012. Again, the University's Urban and Regional Planning Department emerged the best in the country in the last accreditation exercise conducted by the Town Planners Registration Council of Nigeria. The University is a centre of excellence in Biotechnology and Genetic Engineering of the World Bank Assisted Science and Technology Post- Basic (STEP-B) Project. Moreover, the University's academic calendar runs relatively smoothly and employers who visit the institution have been commending the quality of the graduates. In 2012, several universities came over to study how the University was excelling in several areas (FUTM Newsletter, April 2012; September 2012; November 2012; April 2013; FUTM IPPR Unit, 2012).

Statement of the Problem

There is mismatch between the graduates of Nigerian universities and labor market (Okojie, 2013). A key reason for this mismatch is that most of the specialized universities have not been significantly achieving their vision and mission (National Manpower Board, 1998, Udo and Akpa, 2007). Should more of them significantly achieve their vision and mission, the problem of the mismatch will be greatly minimized. Thus this study seeks to find out strategies for university vision and mission accomplishment through examination of strategies employed by one of these universities that has been doing exceptionally well in their vision and mission accomplishment. The question then is how has Federal University of Technology, Minna been able to achieve its vision and mission significantly? What strategies does the University employ?

Research Questions

(i) What is the mandate of federal University of Technology, Minna?

(ii) Is Federal University of Technology, Minna significantly accomplishing its vision and mission?

(iii) If the answer to question 2 is 'Yes', what are the strategies that the university is using to do so?

Purpose of the Study

The purpose of this study is therefore to determine the strategies that are responsible for the significant accomplishment of the University's vision and mission.

Methodology

The study was a descriptive research of the survey type. A validated researcher-designed structured questionnaire was used to collect the views of the subjects on the strategies the University has recently used to significantly achieve its vision and mission. The management and academic as well as non-staff of the University constitute the population. One hundred and sixty Lecturers from all the eight Schools, and sixty members of management and senior administrative staff of the university formed the sample.

The main instrument used was a questionnaire titled "University Vision Accomplishment Strategies" (UNIVAS) which was developed by the researcher and validated by two lecturers of Federal University of technology, Minna. It has two sections. Section A deals with the bio-data of the respondents while part B contains 24 items generated from review of literature relevant to the achievement of university vision and mission (Okojie, 2013). The 24 items were placed beside a 4-point Likert scale type of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), with the four options weighted 4, 3, 2 and 1 respectfully. Each respondent was required to indicate their level of agreement or disagreement with each item by ticking against the option that represents their choice. The instrument was validated by two lecturers and two members of the senior management team of Federal University of Technology, Minna. For the test of reliability, the instrument was administered to three senior management staff members and two lecturers. A test re-test approach was adopted and using the Pearson Product Moment Correlation Co-efficient, the reliability of the instrument was calculated to be 0.88.

The questionnaire was administered on the respondents by the researcher and two research assistants who were trained for the purpose. Two hundred and twenty copies of the questionnaire were administered, two hundred and eleven were returned. The return rate of 96% was considered suitable enough for the research to continue.

Data Analysis

The responses on each item were summed and converted to mean. The mean of 2.5 (Likert type 4-point scale) and the interval scale of 0.05 produced the decision mark of 2.55 which was thus taken as the criterion for the determination of the effectiveness of each strategy for accomplishment of university vision and mission. Any strategy with the mean of 2.55 and above it is an effective one.

Results

The results of the analysis of the responses are presented in the tables below:

Table 1: Mean responses of university lecturers, management and senior administrative staff on the objective for the establishment of the University

S/No	Strategy	X	Decision
1	FUTM is a specialized University set up to meet specific national educational objectives.	3.96	Effective
2	Science, Technology, Mathematics and Entrepreneurship manpower training and development form the major mandate, vision and mission of the University	3.79	Effective

As shown in Table 1, with the mean score of 3.96 the respondents unanimously acknowledged that the university was set up as a specialized institution to meet specific educational objectives. These objectives were overwhelmingly admitted, with mean score of 3.79, to be majorly Science, technology, mathematics and entrepreneurship manpower training and development. This is consistent with the statutes which established the institution as a specialized university of the category and is corroborated by Education Sector Analysis (2002) which stated that the university is a specialized one set up to train and develop the skilled workforce that the country requires in science and technology, mathematics and engineering.

Table 2: Results of analysis of responses on the significance of institutional accreditation and the A+ rating of the University

S/No	Strategy	X	Decision
1	Institutional accreditation measures extent of achievement of the University's mandate, vision and mission.	3.54	Effective
2	FUT Minna's A+ rating in the last institutional accreditation shows the extent to which it is achieving its vision and mission.	3.27	Effective
3	The national and international awards (e.g. WABER,NURESDEF, Servicom) recently won by FUTM are evidence of its mandate, vision and mission accomplishment	3.47	Effective

In Table 2 the mean score of 3.54 shows the respondents' overwhelming acceptance of the institutional accreditation as measuring the extent to which the university has achieved its vision and mission. Number 2 in Table 2 also shows overwhelming acceptance of the 2012 A+ institutional accreditation rating of Federal University of Technology, Minna by NUC, as the extent to which the University has accomplished its vision and mission.

Table 3: Mean responses of lecturers, management and senior administrative staff on strategies that significantly enhance university vision and mission accomplishment

S/No	Strategy	X	Decision
1	The national and international collaborations entered into	3.06	Effective
2	Promotion of all grades of lecturers including professors as at when due.	2.59	Effective
3	The establishment of more programs especially in engineering, entrepreneurship, management, and information and communication technology.	3.00	Effective
4	Regular program / institutional accreditation by the NUC.	3.57	Effective
5	Regular program accreditation by the professional bodies.	3.65	Effective
6	The aggressive development of institutional structures, plant and machinery.	3.28	Effective
7	Maintaining reasonably adequate staffing.	3.31	Effective
8	Computerization of most aspects of University operations.	3.56	Effective
9	Maintaining staff welfare programs which are fair to all.	2.55	Effective
10	The performed roles and responsibilities of my office.	3.12	Effective
11	Collaboration among the various offices of the University.	3.30	Effective
12	Sponsorship of eligible staff for further education and training.	3.09	Effective
13	Intra-University appointment to positions on the basis of merit.	3.30	Effective
14	Sustained effective supervision.	3.19	Effective
15	Effective reward and punishment approach to staff performance of duties.	3.23	Effective
16	Effective communication with all the stakeholders of the university as at when due.	3.05	Effective
17	Regular University-wide campaign for university vision and mission mindedness.	3.01	Effective
18	Maintaining units that ensure effective instructional and non-instructional service delivery to the stakeholders.	3.20	Effective
19	Letting staff enjoy fair terms of engagement in consultancy services.	2.47	Effective.

As displayed in Table 3, the mean scores of the strategies of intra-university, national and international co-operation and collaboration; establishment of more programs in engineering, entrepreneurship, management and information and communication technology as well as computerization of most aspects of the operations of the university, range from 3.o6 to 3.56. They show a high degree of acceptance of the strategies as being effective. Other effective strategies include: regular program/ institutional accreditation by the NUC with mean score of 3.57; regular program accreditation by professional bodies with mean score of 3.65; sustained effective supervision with a mean score of 3.19; effective reward and punishment with a mean score of 3.23; maintaining units that enforce service delivery with a mean score of 3.20, and aggressive development of institutional structures, plant and machinery with mean score of 3.28. The strategies give the various stakeholders the chance to contribute their quota towards the realization of educational aims and objectives.

Yet other effective strategies include effective and timely communication with the stakeholders of the university (3.05), effective reward and punishment approach to staff performance of their duties (3.23), regular university-wide campaign for university vision and mission mindedness (3.01), effective reward and punishment to staff on the performance of their duties (3.23); and units that ensure effective instructional and non-instructional service delivery (3.20).

Discussion

Findings from the analysis of the data in Table 3 indicate that most of the items were significantly effective in realizing the vision and mission of the university. The strategies of cooperation and collaboration involving the various offices within the university as well as other institutions and organizations both within and outside the country expose the university to the current best practices, and information in knowledge acquisition as well as labour market needs. The agencies of accreditation in the university both the NUC and the professional bodies are allowed to do their work regularly. Professionals from within and outside the country have room to contribute their expertise, and the lecturers and the students are given increased knowledge, variety of plant and machinery, and materials needed for teaching and learning. The university is thus able to better prepare the students for the world of work, and to significantly achieve its vision and mission. This is in agreement with Okojie (2013)'s position that when all the key stakeholders in education do the needful and ensure that education is prosecuted in a globally compliant manner, the challenges of the nation's education system will be overcome.

The analysis of the data also revealed that staff welfare strategies such as timely staff promotion, fairness in appointment to positions, maintenance of staff welfare programmes that are fair to all and the performed roles and responsibilities of constituent offices were significantly effective. The University management through these strategies gave the staff enough motivation to contribute their quota to the overall achievement of the university. The vision and mission of the university was thus significantly achieved. These strategies confirm Flannery, Hofrichter and Platten (1996)'s position that organization's climate (its values and culture) and its management practices are important factors in improving performance and results.

The study further revealed that the University also has strategies that operate performance enforcement and performance improvement units which include the Quality Assurance and Productivity, the Servicom (Service Compact with Nigerians) and the Anti-Corruption and Transparency Monitoring Units. Their enforcement of instructional and non-instructional service delivery programmes have led to improved accomplishment of the vision and mission of the University. The findings are in agreement with Ezekwesili (2013)'s position that the educational goals cannot be realized by just providing the required funds and other resources but that effective monitoring, evaluation, and demand for performance of set aims and objectives were equally necessary. Ezekwesili added that corruption would fritter away the provisions made except when so checked.

From the analysis, the last set of strategies adopted by the University was aimed at reducing wastages and corruption which have been generally acknowledged to be highly prevalent in Nigeria, the universities not excluded. According to Buhari (2013), no single country suffers the agony of corruption and mismanagement of resources like Nigeria. Transparency International in its 2013 annual report on corruption perception in the same vein classified Nigeria as very corrupt. These strategies were therefore necessary for discouraging corruption and confirm the assertion of Okojie (2013) that supervision of input, processes and outputs of the university system should these days be a major concern of management of the universities in order to enhance the accomplishment of their vision and mission.

It is worth noting that despite the rating of the staff welfare strategies as effective, the strategies were ironically lightly rated compared to other effective strategies. The light rating could not be that the staff members do not see the importance of staff welfare in improved performance since the connection has always been proven. According to Bossidy and Charan (2002) equitable staff welfare programs such as commensurate pay raises, bonuses, promotion and good working environment make the staff to be more effective and efficient. In other words measuring performance, rewarding and promoting staff as appropriate make them meet specific targets set for them. The respondents might have seen the item as a way of stating that the university management was not handling staff welfare as it should. The response may be seen as an indictment of the university in this regard. As posited by Ajibola (2013), those in positions of leadership have to be truly fair in all their dealings with the led, giving all what they deserve and denying all any undue advantage.

Conclusion

Findings from this study have revealed that through the application of some strategies, the vision and mission of the specialized university (that of science and technology) have been significantly accomplished. This has led to a significant production of world of work suitable graduates. It is thus possible to significantly minimize the mismatch between the graduates of this type of universities and labour market.

Recommendations

Arising from the findings of the study, the following recommendations are proffered in order for the university to maintain and even improve on its accomplishment; and as well for some universities that are not significantly realizing their vision and mission to start doing so and thereby minimize the mismatch between the graduates and the labor market:

a) The management of the university should keep working hard to ensure that all the courses relevant to the labour market and the individual needs, which they are running remain relevant to the needs of the labour market and the individuals through constant academic and professional review.
b) Service delivery enforcement, effective supervision, and communication as well as vision and mission focus should be maintained in order to keep the accomplishment on.
c) Since knowledge is constantly increasing, there is need for more internal, local, national and external cooperation and collaboration so that modern best practices in

knowledge and skills acquisition will continue to be available to the university community.

d) These strategies are recommended for any of the universities of science and technology which may not be doing well in vision and mission accomplishment, to adopt so as to accomplish more of same and produce graduates that meet the labour market demand.

e) University management should work harder to improve on staff welfare issues such as promotion as at when due and fairness in appointment to positions.

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CREATIVITY IN TASKS COMPETENCE AND PSYCHO-PRODUCTIVE SKILLS PERFORMANCE IN VEGETABLE PRODUCTION AMONG UNIVERSITY AGRICULTURE INTERNSHIP STUDENTS

ONANUGA, Peter Abayomi & BADA, Abayomi Adeyinka
[1]Department of Curriculum Studies & Instructional Technology,
Faculty of Education, Olabisi Onabanjo University,
PMB 2002, Ago-Iwoye, Nigeria
[2]College of Agricultural Sciences,
Olabisi Onabanjo University, PMB 2002, Ago Iwoye, Nigeria
E-mail: pierrenuga@gmail.com
onanuga.abayomi@oouagoiwoye.edu.ng; abaoymibada007@yahoo.com
Phone No: +234-803-408-3958; +234-706-065-0767

Abstract

The study investigates the influence of creativity in tasks competence on psycho-productive skills performance of undergraduate internship agriculture students. Seventy-two Agricultural science undergraduates who had gone through the mandatory internship programme in the 2012/2013 academic session consisting of (24 females and 48 males) were administered with two instruments- Nicolas Holt Creativity Test (NHCT) and Psycho-productive Skills Performance Rating Scale (PSPRS). Four hypotheses were formulated and tested and the data collected were analysed with the use of frequency counts, percentages, mean, standard deviation, ANOVA and Regression. Results reveal that there is significant difference between male and female students in psycho-productive skills performance. Also, that there is significant relationship between creativity and student's performance. As part of the recommendations, University Agriculture curriculum should be structured towards the development of cross–cutting curricula which promote creative and critical thinking, discovery–based problem solving, and leadership and communication skills.

Keywords: Creativity, Tasks Competence, Psycho-productive Skills Performance, Internship Students

Introduction

There is a growing urgency for academic reform among agricultural colleges within higher education (Fields, Hoiberg, & Othman, 2003; National Research Council, 2009; Osborne, 2007); coupled with an increasing rate of global change which resulted in seeking to solve complex societal challenges linked to the world's food and energy supplies. The best feasible solutions in this instance may require broad, system-wide approaches, multidisciplinary strategies and collaborative efforts of discovery and innovation. To meet the expected need, today's students in the agricultural sciences must be educated as adaptive and resourceful lifelong learners, able to deal readily with dynamic, complex problems facing 21st century society. The most essential in this situation is the development of cross–cutting curricula which promote creative and critical thinking, discovery–based problem solving, and leadership and communication skills. This can be done in a manner that challenges students

to make connections across disciplines with strong background in the traditional disciplines of science.

Meanwhile, for decades, experiential learning models have been a hallmark of agricultural science programmes (Andreasen, 2004). The mastery of concepts and skills develop higher–order thinking and transferrable skills necessary to prepare the workforce of the next generation (National Research Council, 2009). In former times and still in current practices, internships and service-learning efforts were among the most common examples of agricultural experiential learning which occurred outside the classroom. Today, we can still make further effort at promoting such practices to consolidate and advance enterprise skills development among agriculture students in the undergraduate education. This is particularly expedient having noticed that Agriculture has changed tremendously and in consequence too, the need of agricultural students has also changed. More new and specialised skills have to be learnt, practiced and mastered before students can establish farm businesses or become employable in the contemporary agricultural farm. Specialised employment areas requiring special training have emerged posing a global challenge to the stakeholders and practitioners of agriculture.

In addition, emerging industries are demanding for highly skilled labour in view of increasing sophisticated technology and to meet with this challenge, the students must be trained and developed to acquire the new and improved technical skills and knowledge to satisfy the demand of the modern industries. For this simple reason, institutions require well equipped workshops to produce the right calibre of people, proficiently skilled and are self reliant. It is important to note that, skill development is important for harnessing the nation's natural resources and for promoting economic stability (NEEDS, 2005). Skill development is essential for the development of intrinsic potentials in an individual. To enable the young people who are in the school to develop their psycho-productive skills, there is the need to provide assistance for them to learn by doing and through various experiential activities needed which can only be provided by a work-linked type of education.

It has however been observed that most of the learning which takes place in Nigerian Universities in training agriculture undergraduates largely emphasizes mostly the cognitive domain of learning at the expense of the psychomotor which emphasizes learning by doing, manipulative skill development and are not work linked. Obanyan (1984); Olaitan and Ali (1997) remarked that this type of liberal education encourages students to learn the content of the curriculum through rote learning from text books with the tendency to be able only to describe necessary concepts, equipment and procedural steps off-head, and recite the skills but not being able to perform any one of them. The consequence of the old method of rote learning in vocational education subject like agriculture is that the students are made to memorize theories and principles with little or no practical or relation on how the theories could be applied to solve any problem on any work or job area. Hence most students graduate from Nigerian Universities and colleges without any appreciable saleable skills with which they can be employed.

It is necessary and will be more appreciated when it is remembered and pursued such that the demand for technological development can only be achieved when there is acquisition of adequate and relevant skills at all times. It is believed that effective vocational training can only be given where the training jobs are carried out in the same way with the same operations, the same tools and the same machines just like in the occupation or work environment itself. The Nigeria NEEDS (2005) identified agricultural sector, industries, commerce and technical education as the sectors that need training and retraining of new and old hands, for nation building and technological development strategy. According to Okorie (2000) most Nigerian educational institutions of learning do not prepare their students with adequate training in skills to fit them for productive work.

The Greek philosopher, Aristotle had long recognized the need to classify knowledge not only into disciplines but also into broad areas. On the basis of the aims of and the character of the materials depending on which each of disciplines deals with in the body of knowledge. Aristotle was able to classify knowledge into three domains namely: theoretical, practical and productive (Ezewu, 1984). The productive domain is concerned with the making, processing and the production of material things and under this group were subjects as Fine Arts and Applied Arts. In the study of agriculture this classification applies such that there is making, processing and production of materials.

Skill is the ability to use one's knowledge effectively and readily in execution or performance (Merriam Webster, 2014). It is a learned power of doing something competently. Succinctly, it is a developed aptitude or ability. Dynneson & Gross (1995) showed that skill is the ability and knowledge of using a particular thing accurately. Borger and Seaborne (1966) posited and presented skill as a particular complex activity that requires a period of organized training and practicing so as to lead to an appropriate manner, and in this sense the focus is on activity, achievement and the treatment of mental realism. However, (Olaitan & Ali, 1997) submitted that psycho-productive skills are necessary in all skill learning situations especially where students are exposed to practice of skills and are expected to perform these skills in occupations in which they are employed. It can be explained that the psycho-productive skill emphasizes performance which is the most vital aspect of learning for living. According to Igbo & Olaitan (1999) psycho-productive skills are manipulative skills or acquire abilities which signify performance of tasks adequately with the muscles in response to sensory stimuli.

Task listing is an inventory or catalogue of series of agricultural activities in vegetable production required to be carried out and accomplished within a specified period of time by the internship students. Task according to Wikipedia, (2014) is an activity that needs to be accomplished within a defined period of time or by a deadline. It is basically any piece of work that is undertaken or attempted by the undergraduate in this study. This is a usually assigned piece of work often to be finished within a certain short time. Task execution or completion of an assigned activity eventually leads to performance because task in itself is an integral component of performance display. Therefore, in the context of this study, psycho-productive skills performance is the detailed examination of observable activity or

behaviour associated with the execution or completion of a required function or unit of work.

Creativity is "the process of sensing problems and awareness of weaknesses, gaps, inconsistencies, lack of information, the search for solutions, forecasting, formulating and choosing new hypotheses in order to reach solutions or new commitments by using available data and the transfer or delivery of results to others" (Torrance, 1993:43). Creativity is needed by everyone in whatever business, vocation, job, service or task that we all do. It is the foundation of change and innovation and the solution to many problems. Therefore, it is one of the responsibilities of education to foster creativity in the students. Creativity develops when teachers encourage curiosity, exploration, confidence, risk-taking, and balance (James, Gerard, & Vagt-Traore, 2014) in their students. According to Juan (2014), he stated that “swan-shaped gourds, golf-sized tomatoes, eggplants that were usually mistaken as white turnips ... We find that when creativity is utilized in agriculture, it will bring not only different sight and taste experience, but also extraordinary value added”.

The preparation of adolescents and youths for the world of work includes among other things the possession of skills and qualifications that are saleable in employment market. It is based on this awareness that the production skills acquisition in agriculture is the possession of relevant competencies needed in Agricultural industries through exposure to both theoretical and practical knowledge of Agriculture (Etuk, 1991). It is in line with this backdrop that this study was conceptualised to assess the agricultural tasks execution that are involved in concert with creativity emphasizing on the psycho-productive skills performance in vegetable production by agriculture undergraduates undergoing the internship programme in a public owned University in Nigeria.

Generally, the emphasis on skill acquisition is due to the high rate of unemployment among graduates, high rate of crimes due to ill-trained youths in advancing technology and challenging economy. Invariably the learning of agriculture must utilise methods that will enhance students’ acquisition and sustenance of knowledge, skills and self-concept formation as well as interest. Perhaps it is based on this that, Olaitan, Nwachukwu, Igbo, Onyemachi & Ekong, (1999), Ogwo & Oranu (2006), recommended field activity-based methods for instruction delivery in such instance. Akpan (1998), indicated that there was significant correlation between vocational education and employability and that vocational education has a significant influence on self-reliance as a result of training. This implies that vocational agriculture education is capable of providing trainees with functional and desirable competencies or professional skills preferred by industries and employers of labour. Olaitan, Nwachukwu, Igbo, Onyemachi and Ekong (1999) pointed out that vocational technical education is education for work. The emphasis in vocational education is on skill acquisition as specified in Nigeria’s Educational reforms which are intended to ensure value re-orientation, self-reliance, poverty eradication, job creation and wealth generation (Obioma, 2007).

Vocational agriculture education is knowledge, skill and technology driven. It empowers students with employable skills and job creation potentials leading to poverty reduction. The

acquisition of employable skills empowers the students with competence to practice, create, develop and establish agricultural farms and business ventures (Imandojemu, 2001; Ukut & Udofia, 2001). The skill acquisition by students can only be achieved where the training institutions are adequately funded, equipped with adequate facilities and have competent and experienced personnel that adopt effective and efficient instructional methods. This would facilitate and improve students' skills acquisition as asserted by Bassey and Inyang (2001) who observed that there was a relationship between instructional materials and students' skill development. The results of the study of Bassey and Inyang (2001) on skill development efforts of male and female students in Business Studies showed that boys tend to have higher level of skill development and performance than girls in technical education related subjects.

The study of Nsa, Akpan and Williams (2012) revealed that there was significant effect of instructional strategies on the students' skill acquisition in vegetable crops production activities. It showed that guided-demonstration was the most effective followed by discovery learning, while expository was found to be less effective in enhancing skill acquisition. The findings revealed that there was no significant effect of gender on students' skill acquisition in layout for vegetable production activities. It recommended that given adequate practical exposure, the students could acquire the needed psycho-productive skills and also positive attitude toward the subject. However, Uwameiye and Osho (2011) shows that attitude is capable of predicting academic achievement of students in clothing and textile. In the study those with positive attitude are more likely to do well in clothing and textile courses. The findings of this study also indicate that motivation can predict students' academic achievement in clothing and textile. This indicates that students that are motivated often show positive attitude towards clothing and textile courses and also perform better in clothing tasks. It suggested that the curriculum of schools should be developed with variety of methods to motivate students to learn especially in courses students seem to find difficult.

The study of Struthers, Menec, Schonwetter and Perry (1996) showed that there is a relationship between creativity and student's performance. The study's participants were 313 male and female introductory psychology students at The University of Manitoba in Canada which examined the relationship between students' attributions, action control and creativity and their subsequent motivation and achievement. The study showed the levels of action control and creativity in the unstable attribution condition translated into significantly different grades in students' introductory psychology course. It found out that despite initially being relatively high in motivation (unstable attributions), students who were either state-oriented and low in creativity, or state-oriented and high in creativity, produced lower course grades compared to action-oriented, highly creative students. This finding indicated a relationship between causal attributions, creativity, and action control orientations and students' performance. Implicitly, this shows that students who made unstable attributions for poor academic performances and who were highly creative and action-oriented, were buffered from performance deficits. In contrast, the students who made unstable attributions and who were high in creativity and state-oriented were inhibited from performance increments.