

Repositioning General Studies for National Development: A Multidisciplinary Approach to Undergraduate Education in Nigeria, A Study of Custech, Osara and Comparative Insights from Selected Universities

Ileada Joshua Omale

Department of General Studies, Confluence University of Science and Technology,
Osara, Kogi State.

Kehinde Goodnews Obajemu

Department of General Studies, Confluence University of Science and Technology,
Osara, Kogi State.

Nicholas Okpe

Department of Religious Studies, Prince Abubakar Audu University, Anyigba, Kogi State.

Fati Aliyu-Ohiare

Department of General Studies, Confluence University of Science and Technology,
Osara, Kogi State.

doi: <https://doi.org/10.37745/bje.2013/vol14n75679>

Published August 23, 2026

Citation: Omale I.J., Obajemu K.G., Okpe N., Aliyu-Ohiare F. (2026) Repositioning General Studies for National Development: A Multidisciplinary Approach to Undergraduate Education in Nigeria, A Study of Custech, Osara and Comparative Insights from Selected Universities, *British Journal of Education*, 14 (7),56-79

Abstract: *This study investigated the repositioning of General Studies (GST) for national development through a multidisciplinary approach to undergraduate education in Nigeria, using Confluence University of Science and Technology (CUSTECH), Osara, and comparative insights from University of Ilorin, Benue State University and Bingham University. The study was motivated by growing concerns regarding the ability of existing GST programmes to adequately equip students with the competencies required for effective participation in contemporary society and for national development. Specifically, the study examined the structure, content, and delivery of GST programmes, students and lecturers perceptions of the relevance and effectiveness of GST in promoting national development and graduate preparedness, identified challenges affecting programme implementation, evaluated the extent to which existing GST courses promote civic, ethical, entrepreneurial, and digital competencies and proposed a multidisciplinary framework for repositioning GST in Nigerian universities. The study adopted a mixed-methods research design involving quantitative, qualitative, and documentary approaches. Data were collected through questionnaires administered to 400 undergraduate students drawn from CUSTECH, Osara, University of Ilorin, Benue State University, and Bingham University. Semi-structured interviews*

were conducted with GST directors, lecturers, and academic administrators, while documentary analysis of university handbooks and publicly available course outlines provided comparative curricular insights. Quantitative data were analysed using descriptive statistics, while qualitative data were analysed thematically. Findings revealed that General Studies remains highly relevant to undergraduate education, particularly in promoting civic consciousness, critical thinking, communication skills, problem-solving abilities, and national integration. However, challenges such as overcrowded classrooms, excessive theoretical orientation, insufficient integration of digital literacy among others were identified. The study further revealed disparities in curriculum content and multidisciplinary orientation across institutions. Consequently, a multidisciplinary framework integrating entrepreneurship, digital literacy, leadership education, experiential learning, and community engagement was proposed. The study concludes that repositioning GST through a multidisciplinary and learner-centred approach is essential for strengthening undergraduate education and enhancing sustainable national development in Nigeria.

Keywords: general studies, multidisciplinary approach, national development, Nigeria, undergraduate education

INTRODUCTION

Education remains a critical instruments for national transformation, social integration, and sustainable development. In contemporary societies, universities are expected not only to produce graduates with specialised disciplinary knowledge but also individuals equipped with critical thinking skills, ethical orientation, entrepreneurial competence, digital literacy, leadership skills and other transferable skills required for addressing complex societal challenges (UNESCO, 2020). This expectation has become more pronounced in the 21st century due to globalisation, rapid technological change, economic instability, rising youth unemployment, insecurity, and increasing demands sustainable development.

Within this context, the General Studies (GST) programme was introduced into the Nigerian university system as a compulsory component of undergraduate education designed to complement disciplinary training and promote holistic development. The programme exposes students to broad areas of knowledge such as Communication Skills, Philosophy, Logic and Human Existence, Nigerian People and Culture, Entrepreneurship, Peace and Conflict Resolution, and Leadership Skills (Ajayi, 2014). The National Universities Commission (NUC) also recognises GST as a strategic framework for promoting national unity, ethical values, intellectual balance, and social responsibility among Nigerian undergraduates (NUC, 2018). Beyond academic instruction, GST is intended to produce graduates capable of contributing meaningfully to national cohesion, democratic governance, and socioeconomic development. Despite these objectives, the effectiveness of GST programme in many Nigerian universities has increasingly been questioned. Studies have shown that GST courses are often perceived by students as peripheral, repetitive, and insufficiently connected to students' academic disciplines and contemporary societal realities (Iwara & Udoh, 2020). In many institutions, the programme is characterised by limited multidisciplinary integration, overcrowded classrooms, traditional lecture-based teaching, inadequate practical engagement

and weak integration of contemporary developmental issues. Consequently, students frequently demonstrate low motivation and limited intellectual engagement, thereby reducing the transformative potential of the programme. These concerns are particularly significant in the context of Nigeria's persistent developmental challenges, including unemployment, insecurity, corruption, moral decadence, and widening digital inequality. Addressing these challenges require graduates who are technically competent, ethically grounded, innovative, socially responsible, and adaptable to changing global realities (Akinyemi & Adebayo, 2019). However, the current structure of GST programmes in many Nigerian universities appears insufficient for developing these multidimensional competencies.

Globally, higher educational systems are increasingly embracing multidisciplinary and competence based approaches that transcend traditional disciplinary boundaries. Universities across Europe, North America, Asia, and parts of Africa have restructured their general education curricula to integrate entrepreneurship, digital literacy, global citizenship, sustainability education, intercultural communication, and innovation studies as core components of undergraduate learning (UNESCO, 2020). These reforms reflect the understanding that contemporary societal challenges are complex and interconnected, requiring graduates who can integrate knowledge across disciplines to solve real world problems. These global trends align with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 16 (Peace, Justice and Strong Institutions), which emphasise inclusive, equitable, and competence based education systems (United Nations, 2015). Although recent curriculum reforms in Nigeria have promoted entrepreneurship, digital competence, civic education, and vocational skills at lower levels of education, tertiary education, especially the GST programme, has been relatively slow in curriculum innovation and pedagogical transformation. This has created a gap between university education outcomes and the practical developmental needs of Nigerian society.

At Confluence University of Science and Technology (CUSTECH), Osara, like many Nigerian universities, the GST programme occupies a central position in undergraduate education, yet, concerns persist regarding the extent to which the existing GST curriculum reflects contemporary realities and national development priorities. Students often regard GST courses as compulsory graduation requirements rather than transformative learning experiences, while lecturers and curriculum implementers continue to face challenges related to instructional delivery, curriculum content, resource constraints, and limited integration of multidisciplinary components.

Although previous studies have examined the philosophy, historical development, implementation challenges, and student perceptions of GST programmes in Nigeria (Ajayi, 2014; Iwara & Udoh, 2020; Omede, 2021; Okebukola, 2015), limited attention has been given to the repositioning of GST through a comprehensive multidisciplinary framework capable of addressing contemporary national and global realities. Existing studies have also provided little comparative empirical evidence on how different categories of Nigerian universities approach GST curriculum design, implementation, and innovation. This represents an important gap in the literature, particularly in relation to the alignment of GST with employability, digital transformation, civic responsibility, and sustainable national development.

Against this background, this study examines the structure, content, and delivery of the General Studies programme at Confluence University of Science and Technology (CUSTECH), Osara, while drawing comparative insights from the University of Ilorin, Benue State University, and Bingham University. The study seeks to identify existing gaps and challenges within the current GST framework and propose a multidisciplinary reform model capable of repositioning General Studies as a strategic instrument for strengthening undergraduate education and promoting sustainable national development in Nigeria.

LITERATURE REVIEW

Concept of General Studies in Nigerian Universities

General Studies (GST) is an integral component of undergraduate education in Nigerian universities designed to complement specialised academic disciplines through broad based intellectual and civic training. The programme emerged from the philosophy that university education should not merely produce specialists in isolated fields of study but should also cultivate socially responsible, morally upright, intellectually versatile, and nationally conscious graduates capable of contributing meaningfully to societal development. According to Ajayi (2014), General Studies was introduced into Nigerian higher education to expose students to essential areas of knowledge. The programme seeks to promote balanced education by integrating cognitive, moral, social, and practical competencies necessary for national transformation.

The National Universities Commission (NUC) identifies GST as a compulsory component of undergraduate education intended to foster national integration, effective communication, intellectual development, and civic responsibility among students in Nigerian universities. Through courses such as Use of English, Nigerian Peoples and Culture, Peace Studies and Conflict Resolution, Philosophy and Logic, Entrepreneurship Studies, and Information Communication Technology (ICT) among others, the programme is expected to equip students with transferable skills and broad perspectives that transcend disciplinary boundaries. The GST curriculum therefore serves as a unifying academic framework aimed at promoting national consciousness and preparing graduates for productive citizenship in a multicultural and rapidly changing society. Despite these objectives, scholars have observed that the implementation of General Studies programmes in Nigeria has faced persistent challenges over the years. Omede (2021) argues that GST in many Nigerian universities has gradually lost its transformative relevance due to outdated curricular structures, poor instructional delivery, inadequate practical engagement, and weak integration with contemporary societal realities. Similarly, Iwara and Udoh (2020) note that many students perceive GST courses as repetitive and disconnected from their career aspirations and real world experiences. This perception has contributed to poor student motivation and reduced educational impact of the programme in many tertiary institutions.

Historical Development of General Studies in Nigeria

The development of General Studies in Nigerian universities can be traced to post-independence educational reforms aimed at producing graduates with broader intellectual and social orientation (Ajayi, 2014). The philosophy behind the programme was influenced partly by liberal education traditions in Europe and North America, where general education was considered essential for producing well-rounded citizens capable of critical thinking and responsible participation in society (Newman, 1852; Harvard Committee on General Education, 1945). In Nigeria, the rapid expansion of higher education after independence, as reflected in policy discussions such as the Ashby Commission Report (1960), created the need for a curriculum capable of promoting national unity, cultural understanding, and ethical development among students from diverse ethnic, religious, and socio-economic backgrounds.

The establishment of the General Studies programme became more prominent following recommendations of national educational policy frameworks and university curriculum reforms that emphasised holistic education and broad-based undergraduate training (Ajayi, 2014; NUC, 2007). Universities began to introduce compulsory interdisciplinary courses to ensure that students acquired communication skills, civic awareness, and knowledge of Nigerian society regardless of their academic specialisations (NUC, 2007). Over time, the National Universities Commission (NUC) standardised and strengthened the implementation of General Studies through its Benchmark Minimum Academic Standards (BMAS), which have subsequently evolved into the Core Curriculum and Minimum Academic Standards (CCMAS) framework currently guiding undergraduate education in Nigerian universities (NUC, 2021). However, although the programme expanded institutionally, its curricular development has not adequately kept pace with changing global educational realities (UNESCO, 2020). Many GST curricula still emphasise theoretical content delivery with limited attention to experiential learning, innovation, entrepreneurship, digital competence, and problem-solving skills required in the 21st century (Akinyemi & Adebayo, 2019). Consequently, scholars increasingly advocate for comprehensive reform capable of repositioning GST as a more dynamic and multidisciplinary component of undergraduate education (Omede, 2021; Iwara & Udoh, 2020).

General Studies and Twenty-First Century Skills

The 21st century has witnessed profound transformations driven by globalisation, technological advancement, digital communication, and changing labour market demands. These developments have significantly altered educational priorities worldwide, with increasing emphasis on competence-based learning and transferable skills necessary for innovation, productivity, and global competitiveness. Educational institutions are now expected to produce graduates who can think critically, solve complex problems, communicate effectively, collaborate across cultures, and adapt to rapidly changing environments. UNESCO (2020) identifies critical thinking, creativity, digital competence, collaboration, communication, and responsible citizenship as core competencies required for sustainable development in the contemporary world. In response, many universities across the world have restructured their curricula to integrate entrepreneurship education, digital literacy, innovation studies, sustainability education, and civic engagement into undergraduate learning.

In Nigeria, however, concerns persist regarding the extent to which university education equips graduates with these essential competencies. Several studies suggest that many graduates lack practical employability skills despite possessing formal academic qualifications. Akinyemi and Adebayo (2019) argue that integrating multidisciplinary competencies into General Studies programmes could help bridge the gap between university education and labour market expectations. According to the authors, students exposed to entrepreneurship education, ethics, civic studies, and digital literacy within GST frameworks demonstrate improved adaptability, innovation, and social responsibility. Despite these observations, many GST programmes in Nigerian universities still rely heavily on traditional lecture methods and theoretical examinations with limited opportunities for experiential learning, collaborative projects, digital engagement, or community-based activities. This limitation reduces the programme's effectiveness in preparing students for contemporary societal and professional challenges. Consequently, there is increasing need for curriculum reform capable of aligning General Studies education with 21st century realities and global best practices.

Empirical Review

Empirical studies on General Studies programmes in Nigeria have largely focused on curriculum relevance, implementation challenges, student perceptions, and educational outcomes. Ajayi (2014) examined the objectives and challenges of General Studies education in Nigerian universities and found that although the programme was established to promote holistic education and national development, inadequate implementation and weak student engagement have limited its effectiveness. Similarly, Iwara and Udoh (2020) investigated the relationship between General Studies programmes and national development in Nigeria. Their findings revealed that many GST curricula lack practical orientation and multidisciplinary integration necessary for addressing contemporary societal challenges. The study further identified poor instructional delivery and student apathy as major barriers to achieving the programme's objectives.

Omede (2021) explored the need for repositioning General Studies education for sustainable national development and concluded that comprehensive curriculum reform is necessary to improve the relevance and impact of GST programmes in Nigeria. The study emphasised the integration of entrepreneurship, digital literacy, civic responsibility, and ethical education into undergraduate learning. Akinyemi and Adebayo (2019) investigated multidisciplinary approaches to general education and graduate employability in Nigerian universities. Their findings indicated that students exposed to multidisciplinary curricula demonstrated higher levels of critical thinking, innovation, adaptability, and employability skills compared to students within traditional learning frameworks. The study recommended greater integration of practical and interdisciplinary competencies into university curricula.

Recent empirical studies continue to reinforce the need for curriculum transformation within Nigerian higher education. Adewole (2025) reported that curriculum relevance and digital competence significantly influence graduate employability, emphasising the importance of integrating practical and technology driven competencies into university education. Similarly, Samuel, Akorede, and Karimu (2025) found that digital skills training enhanced graduates' workplace readiness, adaptability, and employment prospects

in a rapidly changing economy. Recent empirical evidence also highlights the growing importance of entrepreneurship and digital competence in contemporary higher education. Egajivwie and Omorojie (2025) found that digital entrepreneurial skill development significantly improved students' preparedness for participation in the knowledge economy and enhanced their prospects for self-employment and innovation. These findings reinforce growing arguments that university curricula should integrate entrepreneurship, technology, and practical problem-solving skills in order to improve graduate employability and national productivity. Such competencies align closely with the multidisciplinary objectives of General Studies and emphasises the need for curriculum reform capable of responding to contemporary socioeconomic realities.

Beyond employability concerns, recent scholarship has increasingly drawn attention to the need for higher education curricular that develop digital literacy, innovation, entrepreneurship, critical thinking, and interdisciplinary problem solving skills required in a knowledge driven economy (UNESCO 2021). Collectively, the reviewed studies demonstrated that although the General Studies programmes remain an important instrument for promoting civic responsibility, ethical values, communication skills, and national integration, its effectiveness has been constrained by outdated curricula, limited multidisciplinary integration, inadequate practical engagement, and weak alignment with contemporary societal and labour market needs (Ajayi, 2014; Iwara & Udoh, 2020; Omede 2021). Consequently, scholars have consistently called for curriculum reforms that reposition GST as a more relevant and competency based component of undergraduate education.

Despite these valuable contributions, important gap remain in literature, as existing studies have focused largely on the philosophy, implementation challenges, curriculum relevance and students' perceptions of GST programmes, with relatively limited attention given to the development of comprehensive multidisciplinary frameworks for curriculum reform. Similarly, there remain scarcity of empirical studies on comparative analyses across different categories of Nigerian universities, including federal, state, private, and specialised institutions to examine how institutional contexts influence the design, delivery and effectiveness of GST programmes. This study therefore addresses these identified gaps by examining the structure, content, and delivery of General Studies programmes at Confluence University of Science and Technology, Osara, while drawing comparative insights from selected federal, state and private Nigerian universities. The study further proposes a multidisciplinary framework that aligns GST with contemporary national development priorities and the Sustainable Development Goals.

Theoretical Framework

This study is anchored on Human Capital Theory popularised by Schultz (1961) and further developed by Becker (1964) and Transformative Learning Theory by Mezirow (1991). The integration of these two theories provides a comprehensive explanatory framework for understanding how the General Studies (GST) programme can be repositioned to enhance graduate employability, civic responsibility, and national development in Nigeria.

Human Capital Theory conceptualises education as a form of investment that enhances the productive capacities of individuals. The theory argues that education increases knowledge, skills, competencies, and adaptability, which in turn improve individual productivity and contribute to economic growth and national development. From this perspective, education is not merely a process of knowledge transmission but a strategic economic investment that yields returns in the form of skilled manpower, innovation, and improved labour market outcomes. The relevance of Human Capital Theory to this study therefore lies in its ability to explain the role of education in developing employable and productive graduates. The General Studies programme in Nigerian universities was designed to complement disciplinary knowledge by equipping students with transferable skills such as communication competence, entrepreneurship, digital literacy, problem-solving abilities, and leadership skills among others. These competencies represent critical forms of human capital required in a knowledge-driven and technologically evolving economy. In this regard, a well-structured and multidisciplinary GST programme serves as a vehicle for enhancing graduate employability and contributing to national productivity and economic development.

However, while Human Capital Theory adequately explains the economic and skills development dimension of education, it does not fully capture the ethical, civic, and transformational goals of General Studies. To address this limitation, Transformative Learning Theory is introduced as a complementary framework. Transformative Learning Theory, advanced by Mezirow (1991), posits that learning involves a fundamental change in individuals' frames of reference through critical reflection and experiential engagement. According to this theory, education should enable learners to critically examine their assumptions, beliefs, and values, and subsequently develop new perspectives that guide their actions in society. Transformative learning therefore goes beyond cognitive development to include changes in worldview, identity, and social behaviour. In the context of this study, Transformative Learning Theory is particularly relevant because General Studies is not limited to skill acquisition but also aims to develop responsible citizenship, ethical reasoning, cultural awareness, leadership capacity, and social responsibility among undergraduates. Through its interdisciplinary courses, GST is expected to shape students' attitudes and values in ways that promote national unity, social cohesion, and responsible engagement in society. Transformative Learning Theory therefore provides a useful lens for understanding how GST can influence not only what students know, but also how they think, interpret social realities, and participate in national development.

This study therefore adopts Human Capital Theory and Transformative Learning Theory. The combination of both theories reflects the dual mandate of higher education in Nigeria, which is to produce graduates who are both economically productive and socially responsible. In addition, this theoretical integration supports the central argument of this study that repositioning the General Studies programme through a multidisciplinary approach is essential for addressing contemporary challenges in higher education and national development. A reformed GST curriculum that integrates cognitive, practical, and value-based competencies can enhance graduate preparedness for the labour market while also strengthening their capacity for ethical decision-making, civic participation, and nation-building. The theoretical orientation of this study therefore, is consistent with the global development agenda

encapsulated in the United Nations Sustainable Development Goals (SDGs). In particular, Human Capital Theory aligns with SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth), which emphasise the development of relevant skills, employability, and inclusive economic participation. Similarly, Transformative Learning Theory supports SDG 16 (Peace, Justice and Strong Institutions) by promoting ethical reasoning, civic responsibility, and socially responsible citizenship. Through this alignment, the repositioning of the General Studies programme is not only theoretically grounded but also globally relevant, as it contributes to producing graduates capable of advancing sustainable development, democratic values, and national transformation in Nigeria.

METHODOLOGY

This study adopts a mixed-methods research design, integrating quantitative and qualitative approaches to provide a comprehensive understanding of the structure, implementation, relevance, and developmental contributions of General Studies (GST) programmes in Nigerian universities. The mixed-methods approach is considered appropriate because it combines both quantitative and qualitative research, thereby enabling a more robust examination of the issues under investigation.

The study is conducted primarily at Confluence University of Science and Technology (CUSTECH), Osara, Kogi State, Nigeria. To provide broader institutional perspectives, comparative insights are drawn from three selected Nigerian universities representing different ownership categories and educational contexts all located within Nigeria's North-Central geopolitical zone. The universities are University of Ilorin, Kwara State (Federal University); Benue State University, Makurdi (State University); and Bingham University, Karu, Nasarawa State (Private University). These institutions were selected based on their institutional diversity, existence of established General Studies programmes, accessibility, and relevance to the objectives of the study. The target population comprises undergraduate students, General Studies lecturers, and academic administrators in the selected universities. The student population consists primarily of 300level and 400level undergraduates who have completed a substantial number of GST courses and are therefore capable of evaluating the relevance and effectiveness of the programme. Academic staff and administrators are included because of their involvement in curriculum development, implementation, and policy formulation. A total of 428 participants were involved in the study, comprising 400 undergraduate students, 20 General Studies lecturers, and 8 academic administrators.

The study employs a combination of purposive, stratified, and simple random sampling techniques. Purposive sampling was used to select General Studies lecturers and academic administrators due to their specialised knowledge and involvement in the programme. Stratified sampling was employed to ensure proportional representation of students across the selected institutions and levels of study, while simple random sampling was used to select student respondents within each stratum. This combination of sampling techniques is intended to enhance representativeness and reduce sampling bias. The study utilises both primary and secondary sources of data. Primary data were obtained through questionnaires and interviews. A structured questionnaire copies were administered to undergraduate students. The instrument contained closed-ended and Likert-scale items designed to elicit information on perceptions of

Publication of the European Centre for Research Training and Development-UK

GST courses, relevance of GST to national development, effectiveness of curriculum content, teaching and learning practices, multidisciplinary integration, development of entrepreneurial and digital competencies, and challenges affecting GST implementation. Semi-structured interview guides were also used to collect data from General Studies lecturers, and selected academic administrators. The interviews focused on curriculum objectives, implementation challenges, institutional support, curriculum innovation, multidisciplinary integration, and recommendations for reform. Secondary data on the other hand were sourced from relevant GST curriculum documents, university handbooks, and other publicly available course outlines. They were reviewed to provide comparative insights into the structure and content of GST programmes in the selected universities. In all, three instruments were used for data collection.

Quantitative data collected through questionnaires were analysed using descriptive statistics. Specifically, frequency counts and simple percentages were used to summarise respondents' views on the various items in the questionnaire. The analysis was carried out using Microsoft Excel (Version 2023). Percentages were computed by dividing the frequency of each response by the total number of respondents and multiplying by 100. The results were presented using tables and bar charts to enhance clarity and facilitate easy interpretation of the data. Qualitative data obtained from interviews were analysed using thematic analysis.

Data Presentation and Analysis

This section presents and analyses of the data collected for the study.

Distribution of Respondents by Institution

Institution	Frequency	Percentage (%)
CUSTECH, Osara	100	25
University of Ilorin	100	25
Benue State University	100	25
Bingham University	100	25
Total	400	100

The table above shows that the respondents were evenly distributed across the four selected universities. 100 respondents representing 25% of the total sample were selected from each institution. This balanced distribution provided adequate representation and enabled the study to obtain perspectives from different categories of universities, namely federal, state, private, and specialised institutions.

Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	189	47
Female	211	53
Total	400	100

The table above indicates that 47% of respondents were male, while 53% respondents were female. This suggests a fairly balanced gender representation, with females slightly outnumbering males.

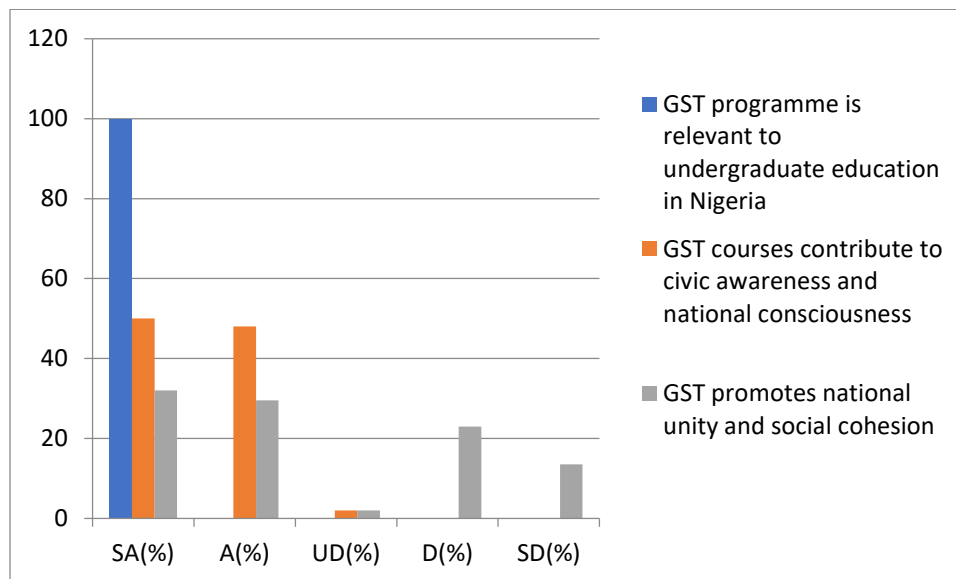
Distribution of Respondents by Level

Level	Frequency	Percentage (%)
300 Level	200	50
400 Level	200	50
Total	400	100

The respondents were evenly distributed between 300level and 400level students as indicated in the table above. This is significant because students in these levels would have completed a substantial number of GST courses and are therefore in a better position to evaluate the relevance and effectiveness of the programme.

Relevance of GST to Undergraduate Education and National Development

Item	SA(%)	A(%)	UD(%)	D(%)	SD(%)
GST programme is relevant to undergraduate education in Nigeria	100	0	0	0	0
GST courses contribute to civic awareness and national consciousness	50	48	2	0	0
GST promotes national unity and social cohesion	32	29.5	2	23	13.5



The findings from the above table which was further represented on the chart indicate a strong recognition of the relevance of General Studies within Nigerian university education. All respondents in 100% of cases agreed that GST remains relevant to undergraduate education, demonstrating widespread acceptance of its role in higher education. Similarly, 50% of respondents strongly agreed and 48% agreed that GST contributes to civic awareness and national consciousness, suggesting that

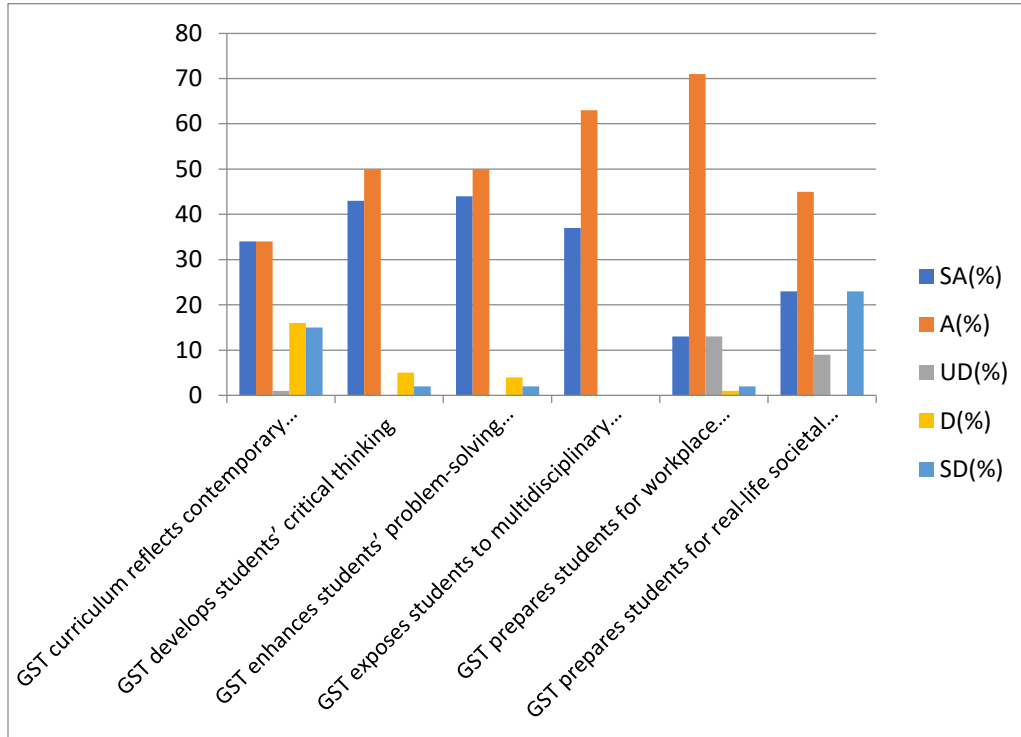
Publication of the European Centre for Research Training and Development-UK

the programme continues to play an important role in promoting citizenship values and national orientation while 2% was undecided. Regarding national unity and social cohesion, 32% of respondents strongly agreed and 29.5% agreed, 2% undecided while 23% disagreed and 13.5% strongly disagreed. Although the majority view remains positive, the relatively high level of disagreement suggests that students may not be fully convinced about the practical impact of GST in fostering social cohesion and national integration. This finding indicates the need for more practical and engaging approaches to achieving these objectives. The findings therefore revealed students' perceptions of the relevance and effectiveness of the General Studies programme in promoting national development and graduate preparedness.

Development of Skills and Competencies through GST

Item	SA(%)	A(%)	UD(%)	D(%)	SD(%)
GST curriculum reflects contemporary societal challenges	34	34	1	16	15
GST develops students' critical thinking	43	50	0	5	2
GST enhances students' problem-solving ability	44	50	0	4	2
GST exposes students to multidisciplinary knowledge and skills	37	63	0	0	0
GST prepares students for workplace demands	13	71	13	1	2
GST prepares students for real-life societal challenges	23	45	9	0	23

Publication of the European Centre for Research Training and Development-UK



The findings from the above table, which was further illustrated on the chart demonstrate that GST contributes significantly to the development of intellectual and transferable skills among students. 43% of respondents strongly agreed, 50% agreed, 5% disagree and 2% strongly disagreed that GST develops critical thinking, while 44% strongly agreed, 50% agreed, 4% disagreed and 2% strongly disagreed that it enhances problem-solving abilities.

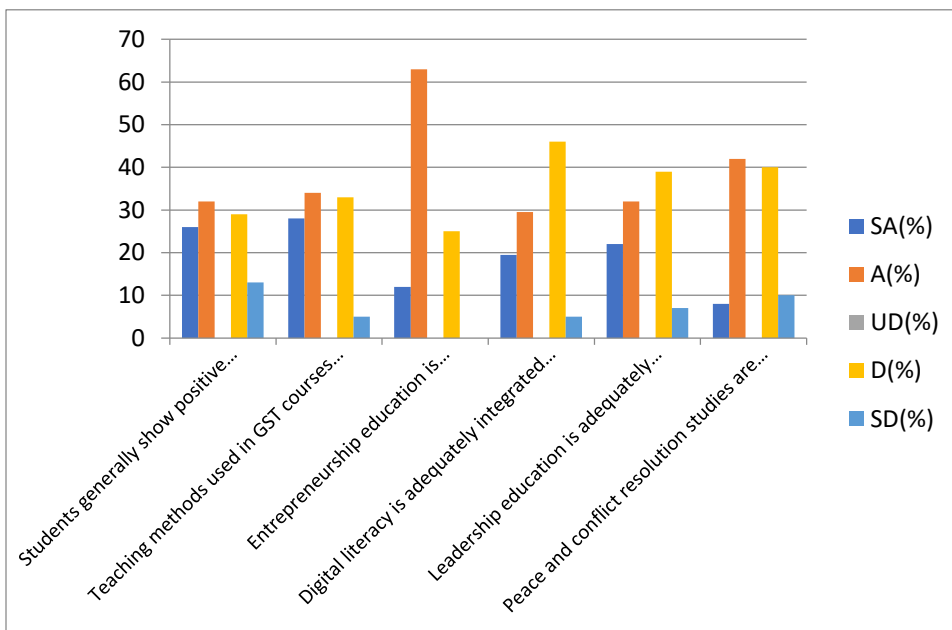
Furthermore, 37% of respondents strongly agreed and 63% agreed that GST exposes students to multidisciplinary knowledge and skills, reinforcing its interdisciplinary nature and supporting the central argument of this study that GST serves as a platform for broad-based learning. The findings also reveal with 13% of respondents strongly agreed and 71% agreed, 13% undecided, 1% disagreed and 2% strongly disagreed that they believe GST prepares students for workplace demands. However, opinions are more divided regarding its ability to prepare students for real-life societal challenges, as nearly one-quarter of respondents strongly disagreed. This suggests that while students acknowledge the theoretical value of GST, there is a growing expectation for greater practical relevance and experiential learning opportunities.

Implementation Challenges within GST Programmes

Item	SA(%)	A(%)	UD(%)	D(%)	SD(%)
Students generally show positive attitudes towards GST courses	26	32	0	29	13
Teaching methods used in GST courses are effective	28	34	0	33	5

Publication of the European Centre for Research Training and Development-UK

Entrepreneurship education is adequately integrated into GST courses	12	63	0	25	0
Digital literacy is adequately integrated into GST courses	19.5	29.5	0	46	5
Leadership education is adequately integrated into GST courses	22	32	0	39	7
Peace and conflict resolution studies are adequately integrated into GST courses	8	42	0	40	10

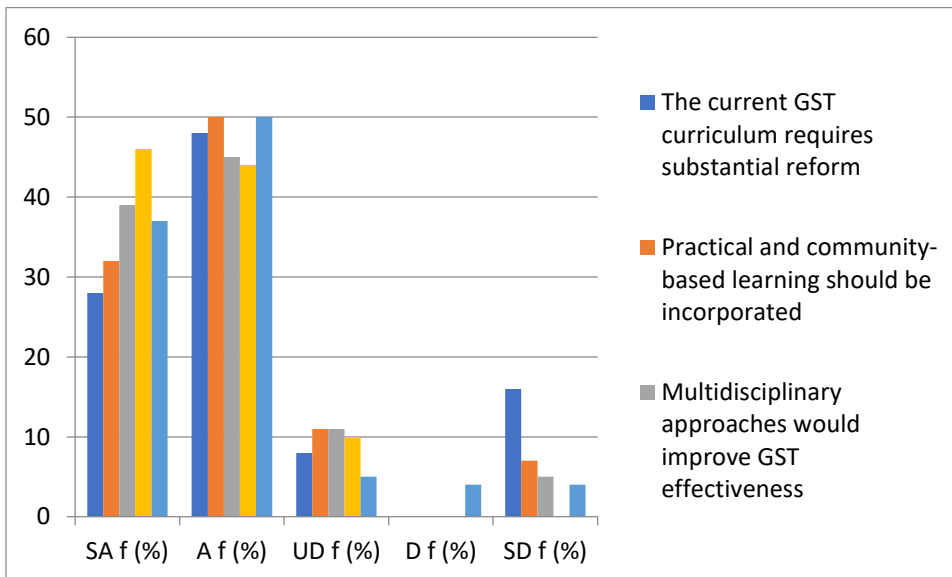


From the above chart, the findings reveal important implementation challenges within GST programmes. A slight majority of respondents in 58% of cases believed that students generally demonstrate positive attitudes towards GST courses, while 42% disagreed. This suggests that student engagement remains a significant concern. Similarly, respondents were divided regarding the effectiveness of teaching methods. Although 62% expressed satisfaction, a substantial proportion disagreed, indicating the need for more innovative and participatory pedagogical approaches. Particularly significant is the weak rating of digital literacy integration. More than half of the respondents in 51% of cases disagreed that digital literacy is adequately incorporated into GST courses. Similar concerns were expressed regarding leadership education and peace studies. These findings suggest that many GST programmes have not fully adapted to contemporary realities characterised by technological advancement, insecurity, leadership challenges, and the growing demand for digital competencies.

Repositioning GST for National Development

Publication of the European Centre for Research Training and Development-UK

Item	SA f (%)	A f (%)	UD f (%)	D f (%)	SD f (%)
The current GST curriculum requires substantial reform	28	48	8	0	16
Practical and community-based learning should be incorporated	32	50	11	0	7
Multidisciplinary approaches would improve GST effectiveness	39	45	11	0	5
GST curricula should be reviewed regularly to reflect societal changes	46	44	10	0	0
A restructured GST programme can contribute significantly to national development	37	50	5	4	4



The findings above strongly support the repositioning of GST programmes in Nigerian universities, as more than three quarters of respondents in 76% of cases agreed that the current curriculum requires substantial reform. A similar proportion in 82% of cases advocated the incorporation of practical and community-based learning activities, indicating a strong preference for experiential and problem-based approaches to learning. Furthermore, 84% of respondents agreed that multidisciplinary approaches would improve programme effectiveness, while 90% of respondents supported regular curriculum review to ensure responsiveness to societal changes. Most importantly, 87% of respondents believed that a restructured GST programme can contribute significantly to national development. This finding provides strong empirical support for the central argument of the present study that repositioning GST through a multidisciplinary framework can enhance graduate preparedness, civic responsibility, employability, and national development.

Additional insights were obtained from the open-ended questions included in the questionnaire. These items provided respondents with the opportunity to express their views on the weaknesses of the current General Studies (GST) programme and suggest possible strategies for its improvement and repositioning. When respondents were asked to identify the major weakness of the current GST programme, the majority identified overcrowded classrooms resulting from the large student population enrolled in GST courses. According to many respondents, the excessive number of students in lecture halls limits effective interaction between lecturers and students, reduces students' participation, and negatively affects the overall quality of teaching and learning. A considerable number of respondents also observed that GST courses are predominantly taught through theoretical approaches with limited opportunities for practical engagement, experiential learning, and skills acquisition. These responses support the quantitative findings, which revealed concerns regarding the effectiveness of teaching methods and the limited integration of practical components into GST courses. The findings suggest that overcrowding and excessive theoretical orientation constitute major impediments to the realisation of the transformative objectives of General Studies education in Nigerian universities.

In response to the question on areas that should be prioritised in the reform of GST programmes in Nigerian universities, many respondents emphasised the need to reduce class sizes by streamlining student enrolment and adopting more flexible instructional arrangements. Respondents further stressed the importance of revising GST curricula to reflect contemporary societal realities and emerging national challenges. Several respondents argued that GST curricula should adequately address current national concerns such as insecurity, unemployment, banditry, social cohesion, digital transformation, and sustainable development. These views indicate that students expect GST programmes to be more responsive to contemporary realities and national development priorities. Furthermore, when respondents were asked to recommend practical strategies for improving GST education in Nigerian universities, several suggestions emerged. The majority recommended the adoption of innovative and learner-centred teaching approaches, including interactive teaching methods, group discussions, project-based learning, and community engagement activities. Many respondents also advocated the integration of digital technologies and artificial intelligence (AI) into GST teaching and learning processes in order to improve students' digital competence and enhance instructional effectiveness. Other suggestions included regular curriculum review, provision of adequate instructional facilities and Information and Communication Technology (ICT) infrastructure, continuous training and retraining of GST lecturers, increased practical and entrepreneurship-based activities, and stronger collaboration between universities, industries, and relevant community stakeholders. Collectively, these recommendations emphasise the urgent need for a comprehensive and multidisciplinary reform of General Studies programmes in Nigerian universities. Such reforms are essential for enhancing graduate employability, promoting civic responsibility, and strengthening the contribution of higher education to national development in Nigeria.

The questionnaire findings therefore reveal that students generally recognise the relevance of General Studies to undergraduate education and national development. The programme is particularly valued for its contribution to civic awareness, critical thinking, problem-solving abilities, and multidisciplinary learning. However, significant concerns persist regarding overcrowded classrooms, excessive theoretical

orientation, ineffective teaching methods, and inadequate integration of contemporary societal issues within the curriculum. The findings further demonstrate strong support among respondents for comprehensive curriculum reform, increased practical and community-based learning experiences, multidisciplinary approaches, and regular curriculum review as essential strategies for repositioning General Studies to meet the demands of the 21st century. Overall, the results suggest that while the General Studies programme remains strategically important within Nigerian higher education, its effectiveness can be substantially enhanced through innovative pedagogical practices, curriculum transformation, and stronger alignment with contemporary national and global realities.

Thematic Analysis of Interview Responses

Qualitative data obtained from interviews conducted with General Studies Directors/Coordinators, lecturers, and academic administrators were analysed thematically. The analysis focused on identifying recurrent patterns and themes relating to the effectiveness, challenges, relevance, and future repositioning of General Studies (GST) programmes in Nigerian universities. The major themes that emerged from the interviews are presented below.

Perceived Effectiveness and Relevance of the General Studies Programme

A major theme that emerged from the interviews was the perceived effectiveness and continuing relevance of the General Studies programme within undergraduate education. Most interview participants assessed the current GST programme in their respective institutions as generally effective and relevant. Participants noted that the programme continues to play an important role in broadening students' intellectual horizons, promoting civic consciousness, and complementing specialised disciplinary training. The participants further indicated that the present GST curriculum addresses national development needs to a considerable extent. According to them, courses such as Communication Skills, Nigerian Peoples and Culture, Entrepreneurship, Peace and Conflict Resolution, and Leadership Studies among others contribute significantly to the development of responsible citizenship, national consciousness, and social cohesion among students. However, some participants observed that although the curriculum remains relevant, there is a need for periodic review to ensure that it adequately responds to emerging societal realities and national priorities. Some participants even made reference to recent reforms introduced through the transition from the Benchmark Minimum Academic Standards (BMAS) to the Core Curriculum and Minimum Academic Standards (CCMAS). While acknowledging that the CCMAS framework represents an important step towards curriculum modernisation, participants argued that further reforms are still required to ensure the relevance and responsiveness of General Studies education to changing societal needs.

Multidisciplinary Approaches as a Strategy for Repositioning GST

One of the strongest themes emerging from the interviews was the recognition of the importance of multidisciplinary approaches in improving General Studies programmes. Participants unanimously agreed that multidisciplinary approaches have considerable potential for enhancing the effectiveness and relevance of GST education.

According to the participants, multidisciplinary approaches would enable students to integrate knowledge from different fields, develop critical thinking and problem-solving skills, and respond more effectively to complex societal challenges. Participants further argued that multidisciplinary learning promotes innovation, creativity, adaptability, and lifelong learning, all of which are essential competencies in the 21st century. The interviewees therefore emphasised that repositioning GST through multidisciplinary curriculum design, innovative pedagogical strategies, and practical learning experiences would significantly strengthen the contribution of university education to national development.

GST, Graduate Employability, and Best Practices for Reform

Another important theme that emerged from the interviews relates to the role of GST in enhancing graduate employability and societal responsibility. Participants generally agreed that the current GST curriculum prepares students for employment and societal responsibilities to a great extent. According to the respondents, GST courses provide students with transferable skills such as communication, leadership, entrepreneurship among others that are relevant both in the workplace and in society. Participants also identified several reforms and best practices capable of repositioning GST for national development. These include regular curriculum review, increased integration of digital technologies in teaching and learning, expansion of entrepreneurship education, adoption of student-centred pedagogical approaches, greater use of practical and community-based learning activities, continuous staff development, and improved collaboration between universities, industries, and relevant stakeholders.

Some participants further indicated that innovative teaching practices currently adopted in their institutions, including entrepreneurship training, leadership development initiatives, and experiential learning activities, could serve as useful models for other Nigerian universities. Collectively, these suggestions emphasises the need for a comprehensive and multidisciplinary reform of General Studies programmes in order to enhance graduate preparedness, national development, and sustainable societal transformation.

Comparative Insights into the Structure and Content of General Studies Programmes in the Selected Universities

In order to examine the structure, content, and delivery of the GST programme at Confluence University of Science and Technology (CUSTECH), Osara, and selected Nigerian universities, relevant institutional documents, university handbooks, and publicly available course outlines from the selected universities were reviewed. The analysis focused on identifying similarities, differences, and emerging trends in the structure and content of GST programmes across the institutions.

Comparative Overview of GST Courses in Selected Universities

University	Major GST Courses Offered
Confluence University of Science and Technology (CUSTECH), Osara	Communication Skills; Nigerian Peoples and Culture; Leadership Skills; Introduction to Entrepreneurship; Philosophy, Logic and Human Existence; Entrepreneurship and Innovation; Peace Studies and Conflict Resolution

Publication of the European Centre for Research Training and Development-UK

University of Ilorin	Use of English I and II; Philosophy, Logic and Nigerian Culture; Introduction to Social Sciences and Citizenship Education; Introduction to Entrepreneurship Skills; History and Philosophy of Science; Graduate Self-Employment; Digital Skill Acquisition
Benue State University, Makurdi	Communication in English I and II; Nigerian Peoples and Culture; Use of Library, Study Skills and ICT; History and Philosophy of Science; Logic, Philosophy and Human Existence; Communication in French; Peace Studies and Conflict Resolution
Bingham University, Karu	Communication in English; Peoples and Culture; Philosophy, Logic and Human Existence

The comparative analysis reveals considerable similarities in the structure and content of General Studies programmes across the selected universities. Communication skills courses, variously titled “Communication in English or Use of English”, were found to be common to all the institutions. Similarly, courses relating to philosophy, logic, and human existence, as well as Nigerian peoples and culture, featured prominently across the universities. The presence of these courses reflects the enduring philosophy underlying General Studies in Nigeria, which seeks to promote effective communication, critical thinking, national consciousness, and broad-based intellectual development among undergraduates.

Despite these similarities, significant differences were observed in the breadth, orientation, and multidisciplinary composition of the programmes. Among the selected institutions, the University of Ilorin and CUSTECH, Osara, demonstrated relatively broader and more multidisciplinary GST curricula. The University of Ilorin, in particular, incorporates courses such as Introduction to Entrepreneurship Skills, Graduate Self-Employment, Digital Skill Acquisition, and Introduction to Social Sciences and Citizenship Education. These courses indicate deliberate efforts to align General Studies education with contemporary realities, including employability, digital transformation, citizenship development, and lifelong learning. Similarly, CUSTECH, Osara, places considerable emphasis on leadership development, entrepreneurship, innovation, and peace education through courses such as Leadership Skills, Introduction to Entrepreneurship, Entrepreneurship and Innovation, and Peace Studies and Conflict Resolution. The inclusion of these courses suggests an institutional commitment to producing graduates who are not only technically competent but also entrepreneurial, innovative, ethically grounded, and socially responsible. As a specialised science and technology institution, CUSTECH's curriculum appears to reflect an emerging trend towards integrating employability and leadership competencies into undergraduate education.

Benue State University also demonstrates significant curriculum diversification through the inclusion of courses such as Use of Library, Study Skills and ICT, Communication in French, and Peace Studies and Conflict Resolution. The integration of ICT-related competencies and foreign language studies indicates an appreciation of the importance of digital literacy, information management, and intercultural communication within contemporary higher education. Furthermore, the inclusion of Peace Studies and Conflict Resolution is particularly relevant within the Nigerian context, given the country's current

security challenges and the need to promote peaceful coexistence, conflict management, and national integration.

In contrast, Bingham University operates a relatively streamlined GST curriculum consisting primarily of Communication in English, Peoples and Culture, and Philosophy, Logic and Human Existence. While these courses remain fundamental to the philosophy of General Studies and contribute to students' intellectual and civic development, the comparatively limited number of GST courses may constrain opportunities for students to acquire broader multidisciplinary competencies, particularly in areas such as entrepreneurship, digital literacy, leadership development, and peace education. This finding suggests that there may be a need for further curriculum expansion to enhance the multidimensional competencies expected of contemporary university graduates.

A major finding emerging from the comparative analysis is the uneven integration of 21st competencies across the selected universities. Entrepreneurship education was explicitly integrated into the curricula of CUSTECH and the University of Ilorin, while digital literacy was most prominently represented in the University of Ilorin and Benue State University curricula. Leadership education was uniquely emphasised at CUSTECH, whereas Peace Studies and Conflict Resolution featured prominently in both CUSTECH and Benue State University. However, no institution demonstrated comprehensive integration of all key 21st century competencies, including entrepreneurship, digital literacy, leadership, innovation, global citizenship, sustainability education, and experiential learning. This finding highlights existing gaps within the current GST framework and emphasises the need for a more comprehensive multidisciplinary curriculum model. The analysis further reveals that although Nigerian universities have made appreciable efforts to modernise their General Studies programmes, significant disparities remain in curriculum content and orientation across institutions. While some universities have introduced innovative and employability-oriented courses, others continue to rely predominantly on traditional GST content. Such variations may partly reflect differences in institutional philosophy, ownership structure, resource availability, and curriculum priorities.

Overall, the comparative analysis suggests that the General Studies programme in Nigerian universities remains strategically important for promoting broad-based education, civic consciousness, and national integration. However, the findings indicate that there is considerable scope for strengthening multidisciplinary integration within GST curricula. In particular, greater emphasis should be placed on entrepreneurship, digital competence, leadership development, innovation, peacebuilding, and community engagement in order to align undergraduate education with contemporary national development priorities and global educational trends. These findings provide strong empirical justification for the repositioning of General Studies through a multidisciplinary framework capable of producing graduates who are employable, socially responsible, innovative, and adequately prepared for the challenges of the 21st century.

DISCUSSION OF FINDINGS

The findings confirm the continuing relevance of General Studies (GST) in undergraduate education in Nigeria, while revealing important differences in curriculum structure, content, and delivery across the universities studied. Core GST courses such as communication skills, philosophy and logic, and Nigerian peoples and culture were common to all institutions, reflecting the traditional mandate of GST. However, notable disparities were found in the integration of multidisciplinary and contemporary competencies, including entrepreneurship, leadership skills, digital skills, and peace conflict and resolution. Respondents generally perceive the GST programme as highly relevant to national development because it promotes civic awareness, communication competence, critical thinking, problem-solving and responsible citizenship. These findings support earlier studies that emphasise the contribution of GST to the development of well-rounded graduates and align with Human Capital Theory, which views education as an investment in the knowledge, values, and competencies required for individual and societal advancement.

The study further identified major challenges affecting effective GST implementation, particularly overcrowded classrooms, excessive theoretical orientation, limited practical and community-based learning and inadequate integration of digital technologies. Respondents expressed strong support for curriculum reform that would strengthen digital literacy, entrepreneurship, leadership skills and other emerging 21st competencies. Overall, the findings suggest that while General Studies remains strategically important, its effectiveness can be significantly enhanced through comprehensive curriculum review, stronger multidisciplinary integration, innovative pedagogical practices, and improved institutional support. Repositioning GST along these lines offers a viable pathway for producing globally competitive graduates and for strengthening the contribution of Nigerian universities to sustainable national development.

Proposed Multidisciplinary Framework for Repositioning General Studies for National Development

Drawing from the findings of this study, a multidisciplinary framework is proposed to reposition General Studies programmes in Nigerian universities and strengthen their contribution to national development. The framework is based on the view that contemporary societal demands require graduates with not only disciplinary knowledge but also cognitive, technological, entrepreneurial, civic, and leadership competencies. Accordingly, GST should be restructured as a holistic, learner-centered, and multidisciplinary component of undergraduate education. At the curriculum level, this requires the expansion and periodic review of GST curricula to include digital literacy and artificial intelligence awareness, entrepreneurship and innovation studies, leadership and ethical education, peace and conflict resolution, environmental sustainability, financial literacy, global citizenship education, and community engagement studies, alongside the traditional courses in communication skills, philosophy and Nigerian people and culture among others.

The framework further emphasises the adoption of innovative pedagogical approaches and stronger institutional support. GST teaching should move beyond conventional lecture methods to experiential, project-based, problem-based, collaborative, digital and community engaged learning. Universities should

provide adequate funding, modern instructional facilities, and information and communication technology infrastructure, while lecturers should receive regular training to improve their pedagogical and technological competence. In addition, regular curriculum review mechanisms should be institutionalised to ensure that GST programmes remain responsive to changing societal needs and national development priorities. Strategic partnerships among universities, industries, government agencies, professional bodies, and community organisations should also be strengthened in order to enhance the practical relevance of GST education. With this measures, GST programmes will produce graduates with relevant employability skills, entrepreneurial competencies, digital proficiency, leadership abilities, civic consciousness, ethical values, thereby making a more meaningful contribution to sustainable national development.

CONCLUSION

This study examined the repositioning of General Studies (GST) for national development through a multidisciplinary approach to undergraduate education in Nigeria, using Confluence University of Science and Technology (CUSTECH), Osara, and selected Nigerian universities as case studies. The findings shows that GST remains a highly relevant component of undergraduate education, particularly in promoting civic consciousness, communication competence, critical thinking, problem-solving abilities, ethical orientation, and national integration. The study also revealed significant limitations affecting the effectiveness of GST programmes, these include overcrowded classrooms, excessive theoretical orientation of courses, inadequate practical and experiential learning opportunities, insufficient integration of digital and entrepreneurial competencies, and disparities in curriculum implementation across institutions. Although some universities have introduced courses related to entrepreneurship, leadership skills, and digital skills, the integration of these competencies remains uneven.

The study therefore concludes that the traditional orientation of General Studies is no longer sufficient to meet the demands of contemporary society. Therefore repositioning GST through a multidisciplinary, learner-centred, and practice oriented framework that integrates emerging competencies such as digital literacy, entrepreneurship, leadership, innovation, peacebuilding, sustainability, and community engagement is essential for enhancing graduate employability, social responsibility and national development. Such reform offers a practical pathway for strengthening the contribution of Nigerian universities to sustainable socio-economic transformation in the 21st century.

Recommendations

Based on the findings of this study, it is recommended that the National Universities Commission (NUC), and university authorities undertake regular review of General Studies (GST) curricula to ensure alignment with contemporary national and global realities. In addition to the traditional focus on communication skills and philosophy, GST curricula should incorporate emerging areas such as digital literacy, artificial intelligence awareness, entrepreneurship, leadership skills, environmental sustainability, financial literacy, global citizenship, and community engagement. This will enable GST programmes to better address the changing demands of the 21st century and contribute more effectively to national development.

Further, universities should strengthen the multidisciplinary and practical orientation of General Studies by adopting learner-centred pedagogies such as experiential, project-based, problem-based, collaborative, and community engaged learning. Greater emphasis should be placed on fieldwork, case study and other practice-oriented activities that enhance critical thinking, creativity, problem solving and employability skills. To improve effective implementation, universities should provide adequate funding, modern instructional facilities, reliable ICT infrastructure, and flexible teaching arrangements that reduce overcrowding in GST classrooms. Also, continuous professional development programmes should be organised for GST lecturers to enhance their pedagogical, technological and assessment competencies required for innovative teaching and learning.

Finally, stronger collaboration should be fostered among universities, industries, government agencies, professional bodies, and community organisations to enhance the practical relevance of GST education. Such partnerships will facilitate students' exposure to real-life societal challenges, strengthen graduate employability, and ensure that General Studies programmes remain aligned with national development priorities. In addition, the National Universities Commission should strengthen quality assurance mechanisms and promote greater harmonisation of GST curricula across Nigerian universities while allowing sufficient flexibility for institutional innovation and contextual adaptation.

Acknowledgement

The authors appreciate the Tertiary Education Trust Fund for its financial support through the Institution Intervention Grant for Institutional Based Research (IBR) with our reference number ***CUSTECH/DRID/ADMIN/IBR/TETF/VOL2.3.***

Conflict of Interest

There is no conflict of interest.

REFERENCES

- Ajayi, J. F. A. (2014). General studies and national development in Nigerian universities. University Press.
- Akinyemi, A., & Adebayo, T. (2019). Multidisciplinary approaches to general education and graduate employability in Nigerian universities. *Nigerian Journal of Educational Development*, 18(2), 45–58.
- Ashby, E. (1960). Investment in education: The report of the Commission on Post-School Certificate and Higher Education in Nigeria. Federal Government Printer.
- Becker, G. S. (1964). Human capital: A theoretical and empirical analysis, with special reference to education. National Bureau of Economic Research.
- Harvard Committee on General Education. (1945). General education in a free society. Harvard University Press.
- Iwara, E., & Udoh, A. (2020). Challenges affecting the implementation of general studies programmes in Nigerian universities. *Nigerian Journal of Curriculum Studies*, 27(1), 88–101.
- Mezirow, J. (1991). Transformative dimensions of adult learning. Jossey-Bass.

Publication of the European Centre for Research Training and Development-UK

- National Universities Commission. (2007). Benchmark minimum academic standards for undergraduate programmes in Nigerian universities: General studies. NUC.
- National Universities Commission. (2018). Benchmark minimum academic standards for undergraduate programmes in Nigerian universities. NUC.
- National Universities Commission. (2021). Core curriculum and minimum academic standards (CCMAS) for Nigerian universities. NUC.
- Newman, J. H. (1852). The idea of a university. Longmans, Green, and Co.
- Okebukola, P. (2015). Curriculum reforms and quality assurance in Nigerian university education. *Journal of Higher Education in Africa*, 13(1–2), 23–40.
- Omede, J. (2021). Repositioning general studies education for sustainable national development in Nigeria. *International Journal of Educational Research and Development*, 9(3), 112–124.
- Schultz, T. W. (1961). Investment in human capital. *The American Economic Review*, 51(1), 1–17.
- UNESCO. (2020). Education in a post-COVID world: Nine ideas for public action. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000373717>
- UNESCO. (2021). Reimagining our futures together: A new social contract for education. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000379707>
- United Nations. (2015). Transforming our world: The 2030 agenda for sustainable development. United Nations.