

ENTREPRENEURIAL SKILLS ACQUISITION: AN IMPETUS FOR REBUILDING TRUST IN NIGERIAN UNIVERSITIES GRADUATES

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Abstract

Since the universities are established purposely, to produce the needed man power for the sustainable national development. However, the intervening variables like incessant strikes, truncated university academic calendar, political interference in the management of the universities and non-prioritizing creative and critical thinking during the teaching-learning process which constituted threats for the universities to achieve her desired aim. However, the aftermath lead to high rate of unemployments, poverty, over dependency on the paper qualifications and poor creative thinking towards effective transformation of Nigerian natural resource for the benefit for the citizens. The paper therefore, focused on the need to rebuild the citizenry trusts in the Nigerian universities graduates. This the reason why the paper tried to identified the concepts and the types of entrepreneurial skills acquisitions, the needs for integrating entrepreneurship skills acquisition into the universities curriculum, the associated problems militating against the effective integration of entrepreneurial skills acquisition during the teaching learning process in Nigerian universities and the strategies for developing entrepreneurial skills acquisition among the Nigerian universities graduates. Suggestions were made and it was concluded that developing entrepreneurial skills acquisition in the universities products is an important strategy for rebuilding trust in the universities graduates in Nigeria

Keywords: *Entrepreneurial Skill Acquisition, Rebuilding Trust in and Nigerian Universities Products*

Introduction

Education is an effective instrument for a sustainable national development. It should be noted that any nation that refuses to provide quality education to her citizens will never be ranked high among the developed nations at the global level. No wonder that Ogundele (2007) described illiteracy has baneful effects on the development, national transformation and social change of any society. Federal Republic of Nigeria (2013) notes that universities in Nigeria are established purposely to train the middle manpower needed for sustainable development of the Nigerian society. However, the Federal Republic of Nigeria however designed the policy on education that will aid the achievement of the objectives of the following national goals such as contribution to the national development through high level manpower training provision of accessible and affordable quality learning opportunities in both formal and informal education as a response to the needs, interest and aspiration of Nigerian, provision of high quality careers counselling and life training and learning programme for proper acquisition of students knowledge, and skills for self-reliance and works of life

Reduction of skill shortages through the production of skilled manpower that are relevant to the needs of labour markets and promoting encouraging scholarship, entrepreneurship and community service that will promote national and international understanding and interactions. However, to achieve academic integrity and trusts of the tertiary institution, Ogundele, Jankrur and Tafiya (2017) advocated for quality training access, equity, training, research and development provision or quality facilities etc. The objectives are laudable if effectively achieved, there supposed to be national and public trusts in the products of the Nigerian universities. To the dismay of the researchers, the laudable objectives are not achieved. However, non-achievement of the objectives had resulted to high rate of crises such as insurgency, killing, bandits, graduate unemployability, kidnapping, rapping, stealing, prostitutions,

breaking pipeline, wastage of national resources and education without critical and creative rethinking. These problems however relegated the academic integrity of Nigeria universities graduates. The problem therefore leads to public mistrust on the university products and the society started pointing accusing fingers on the products incapabilities to sustain the nation for desired national development. It is based on this, notion that the paper focused on the process of encouraging public trusts-in the university products through re-engineering entrepreneurial skills acquisition for achieving all necessary trusts in and academic integrity of the Nigerian university graduates. To this end, the paper examined entrepreneurial skills acquisition as an impetus for rebuilding trusts in Nigerian university graduates.

Factors Impeding Trusts-in Academic Integrity of Nigerian University Graduates

The general public had trusted the university product threat any product form the universities is ranked high among other citizens at the global level. However, even parent in Nigeria wants his or he children to become a university graduate, no wonder that everybody struggles very high to ensure whatever it maybe that every child end up being a university graduate. According to Sule (2011), university education is a tool for upward social mobility for all the children whatever the socio-economic background or political affluence. It should be noted that over the years, the general public have been greatly disappointed with the different categories of the product that the universities have been producing due to the following factors.

Employability factor: the researchers have shown that 80% of the people in the labour market are university graduates. Ogundele, Eniwaye and Mugana (2019) noted that every nation looks up to the universities in the country to produce the needed manpower required to help to extract and harness the available natural resources that the citizen can use for the benefit of the society. It should be noted that due to over dependency on paper qualification, poor critical and creative thinking and low technological knowhow of the graduates, they cannot be job creators nor make use of the resources to become self-reliance and self-sufficiency rather the graduates become job seekers which made the trust and academic integrity of the universities to be a thing of the past. Socio-economic crises in the society; series of crises in the society like kidnapping, bandits, raping, stealing, robbery, thuggery, killing, examination malpractices, rigging of elections, etc. are attributed to the faulty education system provided.

However, for the fact that most of the perpetrators of these crises are graduates of the Nigerian universities. The problem therefore made the public members to point accusing fingers to the university education products in Nigeria. The problem brought low confidence in the products of Nigerian university products and constitutes mistrusts and the products are accorded low academic integrity. No wonder that Sofoluwe, Ogundele and Oduwaye (2017), noted that socio-economic crises in Nigeria constituted a threat to the entrepreneurial skills acquisitions in Nigeria. However, the threat is not only to the entrepreneurial skills acquisition, but also threat to the trust in and academic integrity of the university education products in Nigeria. Incessant strikes and unstable academic calendars of Nigerian universities were factors that create mistrusts in the products that the universities produced. The regular logger heads between the university staff and association and the Federal Government leading to the unstable academic calendars of the universities made the public to lose trust in the type of the products they are producing for the benefit of the nations. The public therefore wonder how perfect is the quality of their teaching, research and the community services towards producing high qualified manpower needed for sustainable national development. The products and certificates of the universities lack the public trust and accorded low academic integrity by the society members (Yusuf, 2009).

Theoretical nature and non-practical oriented pedagogical approach adopted by the university lecturers during the teaching learning process constitute threat to the accorded trusts in academic integrity of Nigerian universities. The teaching-learning process in Nigerian universities are more of traditional approach like lecturing method where by the lecturers talk from the beginning of the lesson to the end and the students merely listen and become passive throughout the lesson (Ogundele, 2008 and Abdul Kareem,

2007). However, the theoretical and non-technological orientation constitutes threat to critical and creative thinking to over dependency on paper qualification and low skills acquisition. The problem however lowers the trusts in the high academic integrity accorded the university graduates in Nigeria (Akhuremon Khan, 2009). Cultural factor is a factor that lowers the trusts in the academic integrity of Nigerian universities. It should be noted that any education that fails to respect the culture of the land can never be accounted any respect by the members of the society (Daramole, 2006). It should be noted that the cultural elements of the society like both materials and non-material culture are seriously respected by Nigerians. Such material culture are skills acquired while the non-material culture like greeting local languages, native dresses, indigenous food items and sociological perception of the society must be respected such as trust and honesty respect for elders, intellectual upright and effective and good representation of the society at the global level. It should be noted that Nigerian universities graduates lack all the cultural aspect of the society and thereby making the public to remove the trusts accorded the university graduates (Ogundele, 2016)

Finally, low critical and creative thinking leading to over dependency on paper qualification of the university graduates however lead to low trust in the academic integrity of the university products in Nigeria. The low critical and creative thinking of the university graduates, disallow the most of the products not to be able to think beyond their certificates. No wonder that Ariya, Ogundele and Ezeola (2017) noted that most of the graduates in Nigerian mechanical engineer cannot repair their cars on their own, most of the artifacts could not construct simple bedroom flats on their own without calling for the road side bricklayers. Half-baked teachers have ruin the life of the innocent children while the many half-baked medical doctors had destroyed the life of many innocent people unexpectedly. The reasons being that the graduates could not think beyond their certificates.

Entrepreneurial Skills Acquisition and Trust in Academic Integrity of Nigerian University Graduates

Generally, the public had lost hope in the types of the products that the Nigerian universities are producing for the benefit of the nation. However, the hope of the public is that the Nigerian universities should be able to produce products that will be able to drive the wheel of the nation to desirable destinations, through producing the products that will produce person that will be self-reliant, employers of the labour, job creator and trainers of the public on the resource harness. However, the hope was shackled due to many factors. The paper therefore examined the only way by which the public trusts in academic integrity can be enhanced as the integrating entrepreneurial skills acquisition will aid the public trusts in the academic integrity of the Nigerian universities. The strategies through the entrepreneurial skills acquisition can be integrated into Nigerian universities education programme, so that trust in the academic integrity could be enhanced are:

Regular curriculum review to carter for entrepreneurial skills acquisition. The curriculum planning, implementation and evaluation should always focus on the practical and activity oriented. According to Abdulrahaman and Abubakar (2019), the curriculum planners should incorporate entrepreneurial skills acquisition approach towards enhancing organizational performance however, with the integration of the skills into trusts in the academic integrity of Nigerian university graduates (Ojeifo, 2017). Also, the issues of National Youth Service Corps and Students Industrial Working Experience (SIWES) need restructuring. It should be noted that the purpose by which National Youth Service Corps (NYSC) was established had been achieved. That is the purpose of National Unity, integration and cohesion had been achieved. It should therefore as a matter of urgency try to integrate entrepreneurial skills acquisition into the National Youth Service Corps Programmes. The introduction will thereby aid self-employment, sufficiency and sustainable national development (Ogundele, Sofeluwe & Kayode, 2012).

Furthermore, the Federal Republic of Nigeria needs to establish Entrepreneurial skill acquisition centres in each of the 774 Local Government Areas of Nigeria. The graduates would therefore be assigned to

serve in the centres in order to develop their skills capacities for the benefit of the nation and for sustainable national development (Ogundele 2019). However, with the capacities developed in the university graduates, the public will accord high respects in the certificates and products of Nigerian universities (Wokocha, 1995). Restructuring of secondary education programme suitable for developing entrepreneurial skills mindset in the secondary school graduates. It should be noted that the secondary education programme needs restructuring to the extent that the secondary education graduates will be made to enroll in different skills of their interest after the end of their external examinations like WASSCE, NECO and NABTEB Examinations. The parents would use six months to allow their children to go and learn certain skills before being admitted into the higher institutions. Such skills can be binding of books, computer and handset engineering, marketing, tailoring, barbing, shoe builders, hair dressing, etc. the skills may not last more than six months and after then they can seek admission into Nigerian universities. However, after their graduation, they will have something to take off their life instead of become job seekers and with that the society will accord high respect and trust in the products of Nigerian universities thereby making the products to have high academic integrity (Akinnubi, 2012).

Establishing centre for Entrepreneurial Education in Nigerian universities; every university need to establish centre for entrepreneurship education whereby every student would learn certain skills or the other that would equip them for future life. With effective training skills acquisition right from the university level, the products will be accorded high respect and adequate trusts and academic integrity will be rebuilt (Micholeis, 2011). Finally, effective entrepreneurial skills acquisition capacity building and training conferences need to be initiated for the graduates on a regular basis for the university graduates. The training and retraining opportunities will create entrepreneurial mindsets for the graduates and when finally graduated, they will be vocational and technical oriented for rebuilding trusts in the university graduates and the academic integrity will be enhanced.

Conclusion

Based on the paper ideology and thinking on enhancing trusts in the academic integrity of the Nigerian universities, it could be concluded that the need for using and developing entrepreneurial mind set need to be used towards rebuilding trusts in the certificates awarded and in the academic integrity of the university products.

Suggestions

The following suggestions were made:

1. There is the need for public inclusiveness in the entrepreneurship education equipment that would be used in the training and retraining of the university students in the schools.
2. Non-governmental Organisation (NGO), religious bodies, philanthropist and meaningful Nigerians that have good will in rebuilding trusts in the Nigerian university products should contribute their quotes towards provision of the entrepreneurial education equipment into the institutional need to interacts with the societal labour houses and to determine the total number of the total need and training requirement and be to appropriately integrated into the Nigerian university programmes.
3. The efforts will enable the universities to produce the equitable numbers of the university graduates that would be accurately employed and infused into the labour forces instead into the labour markets.
4. Also, the employment houses in Nigeria should make entrepreneurial skills acquisition as part of the requirement needed for employing graduates into the labour forces. For instance, Liberians need to consider binding skill, teachers need information and communication technology skills. This is to say labour houses need to consider additional skills before graduate employment into labour force.

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