

ENTREPRENEURSHIP EDUCATION FOR SELF- RELIANCE IN A DEPRESSED ECONOMY: THE CASE OF UNIVERSITY EDUCATION SYSTEM IN NIGERIA

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Abstract

This paper borders on entrepreneurship education for self-reliance in a depressed economy: the case of university education system in Nigeria. Entrepreneurship education plays a vital role for self-reliance and is important to individuals in a depressed economy because it equips individuals with the necessary skills, knowledge and confidence to own their business. It serves as an avenue for job creation, innovation and economic growth making it a beacon of hope that enables individuals to be financially independent. By means of entrepreneurship education, individuals learn valuable skills and multitask in problem solving, risk taking and adaptability which is important for a steadily developing economy. In addition, entrepreneurship education provides individuals with knowledge and resources which they will need in the long run to identify good business opportunities, access funds, bypass the challenges of starting and growing a business and in making profit. As entrepreneurship education enhances self-reliance, it will help in reducing the dependence on the government and stimulate economic growth. Hence entrepreneurship education is paramount for fostering a culture of creativity, growth and development. As such, in a depressed economy, entrepreneurship education is a necessity as it is an outlet for individuals and communities at large and it contributes to society by breaking the norm of crime, poverty, unemployment, lack of funds and other social vices. In conclusion, entrepreneurship education is an investment in people to build a resourceful, brighter and sustainable future for generations to come. Based on the issues raised in the paper, applicable suggestions have been proffered.

Keywords: *Entrepreneurship Education, University Education, Self-Reliance, Depressed Economy*

Introduction

In the face of economic challenges in Nigeria, particularly in a depressed economy, the importance of entrepreneurship education in Nigerian universities cannot be overstated. Entrepreneurship education plays a crucial role in fostering self-reliance among students, equipping them with the necessary skills and mindset to create their own opportunities and contribute to economic growth. This paper aims to explore the significance of entrepreneurship education in Nigerian universities within the context of a depressed economy, highlighting its potential to empower students and drive socioeconomic development. Entrepreneurship education contributes to society by advancing the mindset of students towards financial independence and self-reliance especially in a depressed economy. This topic is necessitated by several issues plaguing the country. Mahaja and Yunus (2013) as cited in Ofor-Douglas (2022), mentioned that the effectiveness of institutions in fostering students' entrepreneurial development is profoundly hinged on their capacity to provide meaningful entrepreneurial curriculum materials that build up critical thinking skills. This suggests that a thriving entrepreneurship education programme necessitates universities to strategize towards a suitable curriculum (Ofor-Douglas, 2022). As such, a planned curriculum needs to be implemented into the course of study in order to accomplish the goal of positively impacting a learner's life (Azubuike, Ukegbu, Igwe & Obih, 2019). In order to accomplish one's goals, the practice of curriculum development involves putting the essential curriculum components—such as content delivery, instructional strategies, learning opportunities, and teaching resources into practice. (Ogwu, 2019).

Firstly, the current economic state of Nigeria is in a devastating one and no individual can depend purely on the degrees they earned in higher institutions of learning to obtain a stable source of income (Ofor Douglas, 2022). Next, as a result of security issues in Nigeria, the nation's oil production has declined significantly (Effiong et al., 2020). This decline has led to the country's recession and a rise in its unemployment rate. Also, the labor market is facing its worst state since the colonial era. New job seekers are under prepared and are thus facing slim employment prospects (Oseni, Oyetunji, & Ogunlade, 2015). Unfortunately, the government has not adequately provided functional education, essential social amenities, employment opportunities, or

effective youth empowerment programmes. Furthermore, the government has not shown sufficient commitment to alleviate the difficulties faced by the youth (Abubakar, Okoli & Anyigor-Ogar, 2024). Moreover, it is fascinating to find that over time Nigerian graduates are finding it harder to obtain administrative/office jobs in the present economic situation (Adanlawo and Nkom, 2023). Nonetheless, due to the fact that the adage that says youths are the leaders of tomorrow is prevalent, it is vital to train the country's youth with the necessary skills to live a fulfilling life that can additionally contribute to national development. This is because proficiency in a skill set will empower youth to gain prominence in an industrious and rivalrous job market. Thus, this research is aimed at examining the efficacy of entrepreneurship education in Nigerian Universities in facilitating independence amongst students in the current economic state of the nation. It also pursues to analyze the effects of entrepreneurship education on student's demeanor and decisions and stress on the problems in administering entrepreneurial education ambitions in Nigerian Universities. The purpose of this paper is to examine the present state of entrepreneurship education available in Nigerian universities and reconcile how these entrepreneurial skills can assist students to succeed in a depressed economy. This will be possible due to an analysis of current entrepreneurship standards and a comparison with the recommended standard. Other researchers have conducted several studies and there exists a gap for which this work is been done to fill. The knowledge gap for entrepreneurship education for self-reliance in a depressed economy: the case of university education system in Nigeria is the laxity with which it is taught in universities and the rush for white collar jobs among graduates.

Entrepreneurship Education

Entrepreneurship education is a necessity for any youth as it can help one become financially independent and express their creativity. Oluchi and Ahmed (2017) as cited by Ofor-Douglas (2022), observed that entrepreneurship education plays a vital role in empowering youth by equipping them with the knowledge, skills, and abilities requisite for self-employment which fosters job creation among youth. Also, Button, Seifert, Choio, Davidson and Arango, (2020) viewed entrepreneurial skills acquisition as the process of acquiring the specific abilities or behaviors needed for starting and running a business through instruction or training so that one can recognize and take advantage of possibilities for self-employment as an entrepreneur. Similarly, Abdul-Rahman, (2020) opined that entrepreneurship education aims to equip students with the knowledge, skills, mindset, and drive needed to succeed as entrepreneurs in any environment. Also, entrepreneurial education is seen as a way to train individuals to create job opportunities (Hamdi, 2017). Likewise, Gautam and Singh (2015) emphasized that entrepreneurship concerns the employment of knowledge, attitudes, skills, and capacity such as ingenuity, innovation, and risk-taking in business activities. Also, Isaac, Visser, Friedrich, and Brijlal (2017) as cited by Okafor and Egenti (2021), suggested that entrepreneurship education is an intentional effort by educators to prepare learners to flourish in the workforce. Meanwhile, Kenton and Envin (2010), as cited by Andow (2024) contended that entrepreneurship education is an academic pursuit geared towards preparing individuals, especially young people to become accountable entrepreneurs who add to economic growth and sustainable societies. In the same light, Akutson and Udeh (2015) as cited by Okafor and Egenti (2021) mentioned that the acquisition of pertinent skills through entrepreneurial education steers youth to establish several small businesses, thereby creating occasions for employment. Entrepreneurship education is targeted at qualifying students, particularly those in higher education (university education inclusive), with the requisite knowledge, skills, and incentive to engage in entrepreneurial activities across various contexts (Andow, 2024). In agreement, Ofor-Douglas (2022) emphasized that entrepreneurship education is vital in providing individuals with the competence and knowledge to achieve independence and effectively navigate economic challenges. Likewise, Duru (2017) asserted that entrepreneurial education purpose is intended to providing students with the knowledge and capabilities required to initiate, run and ultimately flourish in their own businesses. Based on this, Amadi and Amadoki (2019) argued that entrepreneurship education should translate into the attainment of practical skills among university graduates.

On another note, Umemezie (2010), cited by Oladokun (2020), described entrepreneurship as the competence to identify and evaluate work opportunities, assemble essential resources, and take action cultivated by a strong incentive for achievement. Furthermore, Okehi (2019) noted that entrepreneurship functions as a medium for young people to convert opportunities into viable business ventures, thereby contributing to job creation and poverty alleviation. Entrepreneurship is defined as the process of forging new endeavors or preserving existing businesses with the aim of generating profit (Amitabh, 2017; Sousa & Almeida, 2014). In the same vein,

Collins (2015) supported the idea that entrepreneurship education accentuates the progression of skills and abilities essential for pursuing entrepreneurial ventures. Moreover, Adedapo (2016) suggested that integrating entrepreneurship education into the university curricula and assist tertiary students in comprehending the socioeconomic and environmental factors crucial for sustainable national development.

The importance of entrepreneurship can be seen by observing various authority's contributions. For instance, Adenike (2016) suggested that entrepreneurship education significantly contributes to the political, social and economic growth of a country. This is due to the fact that one who graduates with entrepreneurial skills will have sufficient knowledge and abilities necessary to launch and run a business. Also, an entrepreneurial education graduate has the opportunity to not only create jobs for himself but also for others. As a result, this raises the person's per capital income and raises their level of living. In the same vein, Egbefo and Abe (2017), opined that entrepreneurial education prepares people for productive pursuits and career prospects that can lead to self-employment, and activities that can earn them income. Similarly, Obananya (2022) acknowledged that entrepreneurship increases a country's overall productivity, stimulates wealth creation, lowers unemployment, and encourages innovative thinking and discoveries. Nonetheless, scholar like Turner and Gianiodis (2018) argued that entrepreneurship education is crucial for enabling individuals to create successful and sustainable businesses by providing them with fundamental abilities, competencies, drive, and consciousness. In the same light, entrepreneurship is acknowledged as an essential element of economic development and is viewed as a primary catalyst for economic growth and job creation (Ronstadt, 2021).

Moreover, Olaniran (2018) emphasized that it is of great importance that young people are equipped with entrepreneurship skills as this serves as a critical step towards socio-economic and political development. This view is sustained by Abubakar, Okoli and Anyigor-Ogar (2024) who defined entrepreneurship skills as those which are essential for fostering creativity, business growth, and entrepreneurial success. Furthermore, Jardini (2021) ; Anyigor-Ogar (2023) described entrepreneurial skills as encompassing the expertise, attitudes, and abilities that empower entrepreneurs to effectively create innovative and worthwhile projects, goods, or services that are suited to the requirements of particular demographics, accomplishing social, emotional, and functional goals in the process.

University Education

University education is an important aspect of a nation's growth. This is why Suhendra et al. (2020) submitted that laborers with limited educational backgrounds may have trouble finding employment in formal and industrial sectors, where a high degree of knowledge is required of them. Ololube, (2017) reasoned that the most powerful tool for a society to address the challenges of the future is education. This suggests that the most effective and proactive tool for overcoming obstacles in all areas of life, organizations, and society as a whole in order to achieve transparent sustainability is education. Likewise, Mghonyebi and Olaniyi (2019) as cited in Okolie, Nwajuba, and Hackpolay (2020) asserted that the foundation of the economic empowerment and development is teaching individuals how to make independent business decisions, how to acquire some fundamental vocational skills, and how to apply those skills with the knowledge they have learned in school. Thus, Ofor Douglas (2022) maintained that education referred to the know-how which is imparted to a person in order to facilitate their social and mental growth. It is an essential instrument that serves as a society's cornerstone. Similarly, Ekpiken and Ukpabio (2015) buttressed that education is the process through which individuals acquire knowledge, skills, and positive societal behaviors. Additionally, Adanlawo, Nkomo, and Vezi-Magigaba (2023) posited that traditional professional trajectories are no longer prevalent. Currently, preparing young people—especially recent graduates to become effective, self-sustaining employers and to contribute economically is a necessary step in motivating them to develop entrepreneurial skills and launch small enterprises.

Self-Reliance

An individual is considered self-reliant when they can rely less on others, including their family, for the management of their human and material resources (Mohammed, 2018). Related to the above line of thought, self-reliance is defined as one's ambition to find, utilizes, and efficiently manage individual and group resources which could be natural or human with the view of improving the standards, state of well-being, and quality of living (Olayola, 2012) as cited in Ishiaka (2020). In addition to this narration, Iwele and Ogoegbunam (2015) asserted that self-reliance means being economically self-subsistent and essentially fending for oneself without depending on others. As such, a person who claims to be self-reliant should have

an entrepreneurial spirit. They should exhibit entrepreneurial traits such as verbal prowess in sales and leadership abilities such as dominance. They should eschew rigid tasks that require prolonged intellectual effort, lean towards unequivocal social tasks, and be concerned with mastery of skill and often display oral assertiveness (Ugwuda, 2014).

Thus, citizens will achieve self-reliance when their fundamental needs such as food, clothing, shelter, healthcare, transportation, and standard education are met (Ofoye, 2010) as cited in (Mohammed, 2018). This is why Chidiebere (2020) argued that building skills helps entrepreneurs adapt to changing conditions, nurtured independence, reduces unemployment, and promotes economic growth. In a study conducted by Adelakun and Ezenekwe (2020) in Nigeria, it was found that individuals with a background in economics are more inclined to engage in entrepreneurial activities and start new businesses. Perhaps this is why Igweh (2008), as cited in Oladokun, (2020) recognized that acquiring skills in any livelihood allows individuals to start their own businesses and become employers. Nonetheless, schools often operate with backwards management arrangements and processes, which fail to produce graduates with the competency to generate and transform ideas into profitable ventures (Andow, 2024). Consequently, graduates must take responsibility for self-improvement by cultivating skills that bring forth accomplishments in a competitive society (Ofor-Douglas, 2024).

Depressed Economy

A depressed economy is one that is not stable and does not create a suitable spending environment for citizens depending on its stability. Quoting, Azubuike (2017) explained how a struggling economy typically leads to issues like high unemployment, a slowdown in GDP growth, and a rise in inflation. This concurred with Joseph (2015) supported this by highlighting that Nigeria has an exceptionally high youth unemployment rate, which has reached 60-65%. As such, Emunemu (2017) identifies signs of an impending recession as first, persistent increases in unemployment rates as a key indicator. Nigeria has experienced a concerning rise in joblessness over the past three years, reflecting broader economic challenges. When a recession looms, several signs become apparent. Secondly, large companies start reporting lower profits, signaling economic trouble ahead. When many businesses across different sectors begin to struggle with sales and profits, both individuals and analysts start predicting a recession. Another indicator is an increase in loan defaults by borrowers who cannot repay their debts on properties, vehicles, or businesses. Furthermore, rising prices of essential goods like food, fuel, and utilities, coupled with government efforts that seem ineffective, indicate inflation is fueling concerns about a possible recession. Companies worsen the situation by freezing hiring, leaving vacancies unfilled, and even offering retirement packages to cut cost. As a result, property and stock prices plummet, yet there are few buyers, highlighting economic hardship. Additionally, if a country's GDP consistently declines, it's a clear sign of an impending recession. When people start dipping into their savings for daily expenses instead of saving, and when worries about the future intensify, it becomes evident that recession has taken hold in the lives of ordinary citizens (Emunemu, 2017). Therefore, Akpochafo (2017) discussed strategies for managing Nigerian universities during economic downturns. He emphasizes the critical role of the utilizing universities in advancing society through research and producing skilled professionals. It is also imperative because, Akpochafo suggested leveraging existing resources and tapping into funds like the Education Trust Fund (TETFUND) to sustain operations during recessions.

The Case of University Education System in Nigeria

Nigeria's university system goes through several hurdles which increases as time goes by. Due to inflation, costs of attending universities have to take the back seat for many because they cannot even afford basic amenities. Also funding from the government has proven insufficient and has affected both staff and students. Private universities can only be afforded by few because of high cost in tuition usually reaching millions per session. This calls for a reform of Nigeria's education system to include affordability, increase standards, digital inclusivity and more beneficial innovations. This will allow for an increase in the productive members of the society who can transform the nation's economy and the society as a whole.

Issues

Several persisting issues hinder entrepreneurship education from being as effective as it should be. Mahaja and Yunus (2013) as cited by Ofor-Douglas (2022), posited in their research that institutions can play a part in the adoption of students' entrepreneurial skills by providing a curriculum that considerably enhances their

critical thinking skills. This indicates that for entrepreneurship education to be effective, universities should diligently implement a well-planned curriculum (Ofor-Douglas, 2022). Regrettably, the government at various levels have not made available basic education, infrastructure, job opportunities and skill acquisition programmes for youths to support their development and financial independence. Also, the government has also not taken the imperative to assuage the adversity faced by the youth due to economic hardship (Abubakar, Okoli, & Anyigor-Ogar, 2024). Hence, Ademike (2016), as cited in Saleh, Yusuf, Bwala, and Fort (2020), identified various challenges plaguing Nigeria's entrepreneurship education programmes to include inadequate teacher training, lack of curricular support, inadequate infrastructure, overemphasis on theoretical teaching, and lack of research sponsorship and affiliations. Similarly, Sunday and Dunsani (2018) noted on a study on effective youth entrepreneurship and vocational education in Nigeria that several hindrances exist to their effectiveness and they consist of; a negative public perception of entrepreneurship education, a disconnect between training programmes and labor market needs and uncertain funding for self-employment. Also, Saleh et al., (2020) mentioned that a proper inclusivity of entrepreneurship education in universities has been halted by several obstacles including poor planning, insufficient skilled personnel, and voluminous course content. In this paper several issues have been identified as hindrances to entrepreneurship education for self-reliance in a depressed economy and they include;

1. Lack of Adequate Infrastructure

The lack of quality infrastructure found in most universities in Nigeria has brought down standards and affected students' academics, readiness for the workforce especially in public schools. Most university courses require infrastructure specific to that course to carry out practical lessons, yet these facilities are often inadequate, unavailable or dilapidated (Ofor-Douglas, 2020). In support, a study by Ekpiken and Ukpabio (2015) found that deplorable infrastructure, insufficient funding, and weak managerial skills hinder the effective execution of entrepreneurship education. Other barriers include inadequate training, inadequacy of facilities and equipment, a poor stance toward learning, insufficient school-industry cooperation, and ineffective policy implementation (Egbefo & Abe, 2017).

2. Awareness of Entrepreneurship's Importance

Lack of entrepreneurship education and limited resources even when entrepreneurship classes are available make students miss out on opportunities to develop themselves for financial independence. The lack of emphasis on entrepreneurship in the curriculum leaves students unaware of its implications and necessity in their futures and this results in missed opportunities to acquire essential skills early. (Ogwu, Ukwueze & Ukoha, 2017). This is evidenced by the fact that a lot of Nigerian universities do not incorporate entrepreneurship education into their curricula. This deficiency prevents students from understanding self-employment, leading to unemployment and potentially criminal activities, further threatening societal stability (Ofor-Douglas, 2020).

3. Lack of Awareness for Self-Reliance

Not all students understand the concept of self-reliance and how it should be a priority for them. This makes them depend on employment, support of relatives or others and some move to crime. Thus hinders their development and innovation. Students often lack awareness of self-reliance and it is further promoted by the fact that universities prepare students primarily for scarce white-collar jobs. Research by Ogueri (2017) showed that many Nigerian graduates are unprepared for self-employment and this has led to an increase in the unemployment rate.

4. Lack of Training on the Part of The University and The Student

An effect of lack of training from universities is that students discover in their employment search that they are usually ill equipped to face future business challenges and or contribute to the society immensely (Balogun, 2024). This is obvious when one realizes that the higher education policy does not tackle the problem of self-employment and as such is severely lacking. (Okafor, Agbata, Orajekwe & Asogwa, 2024). Furthermore, Ayenebe (2014), as referenced by Okafor and Egenti (2021), opined that schools frequently operate with outdated processes and management structures, rendering them ineffective in producing graduates capable of idea generation and entrepreneurship. In the modern context of a market-driven, competitive economy influenced by globalization and privatised industries, education should equip individuals with the resourcefulness to secure competitive roles and create their own employment opportunities (Ayenebe, 2014) cited in (Okafor & Egenti, 2021).

5. Lack of Undergraduates Skills

A lot of universities have not created a curriculum that accommodates practical skill building so students usually are not prepared for the realities of the workforce. Gabadeen and Raimi (2012) have acknowledged the National Universities Commission (NUC), the National Board for Technical Education (NBTE), and the National Commission for Colleges of Education (NCCE) as the three bodies that oversee and supervise tertiary education in Nigeria. These bodies seem to be ineffective as is evidenced from the deplorable state of Nigeria's universities. In the past, high unemployment rates among graduates in Nigeria were unheard of. Graduates were employed immediately after finishing their studies, but now the situation is reversed. The reason for this is that the knowledge and skills students gain in school are insufficient to prepare them to view existing businesses in their vicinity as alternatives to being self-employed (Saleh et al., 2020). Consequently, Babalola, (2011) as cited by Saleh et al., (2020), observed that the swift population growth of graduates means that neither the government nor the private sector can provide enough jobs for the vast number of graduates. As a result, some remain unemployed even into their mid-thirties, while others end up in the informal sector under very lamentable conditions. From the students' perspective, there is an issue with a misguided mindset, as some view the course merely as an additional elective that adds to their academic workload. This negative attitude prevents them from engaging with entrepreneurial based course content.

6. Campus security

Security is a collective responsibility which necessitates proper orientation for students upon entry or commencement of their studies to familiarize them with the campus security framework. Both staff and students must collaborate closely, acting as vigilant guardians and working synergistically with the host community to combat this pervasive issue affecting campuses and the nation at large. The concept of security encompasses freedom from harm, intimidation, uncertainty, fear, a sense of safety, peace of mind, and the certainty of a good quality of life (Noam, 2018).

Nevertheless, consistent security issues have severely impacted academic activities, destroyed entrepreneurship centers, and stifled the aspirations of thriving ventures. This disruption in job creation discourages the establishment of businesses in certain areas, leaving many graduates idle and pushing them towards crime as a means of income (Okpe & Igwebuike, 2019). As such, Azih and Nwagwu (2015), as cited in Ofor-Douglas (2022), identify several by-products of insecurity in Nigeria, including high unemployment, subpar leadership, moral decay, religious extremism, substandard education, insufficient welfare provisions, lack of patriotism, poverty, negative foreign cultural influences, and ineffective parenting. Evidently, insecurity in Nigeria is hindering development, leading to widespread poverty, high unemployment rates, weakened social infrastructure, huge domestic debt, a declining exchange rate, high inflation, and soaring external debt (Ewetan, 2013, as cited in Ategwu and Igbinovia, 2022). To tackle this nuisance, Ahamuefa (2017), Nwamah (2018), and Noam (2018) emphasized that school administrators should adopt various strategies to effectively tackle security challenges in Nigerian campuses.

7. Corruption

Corruption has a nasty effect on higher education as it diminishes the quality of graduates making them less employable. Practices like sorting grades and offering sex for grades as well as bribery and sexual exploitation and by lecturers for grades can undermine graduates' credibility and encourage social vices (Gideon & Agaba, 2020). This affects entrepreneurship education because funds allocated for upgrading or sustaining entrepreneurship education centres are usually not visible in the available infrastructure and this affects how much students can gain skills effectively.

8. Implementation Issues

Bureaucratic delays limit the effective execution of reforms so they stall the actualization of initiatives that can bring about a strong change. Effective entrepreneurship education is hindered by a lack of qualified lecturers, insufficient and deficient facilities, poor teaching methods, insufficient funding, and feeble government support (Amadi & Amadoki, 2019). Furthermore, the absence of proper inspection and monitoring further impedes achieving one's educational goals (Chukwudebel, 2019).

Conclusion

The importance of entrepreneurship education in universities is paramount, especially in an economy that is struggling. Economic stagnation and rising unemployment rates indicate the need to shift educational priorities. By incorporating entrepreneurial skills and mindsets into Nigeria's university curricula, university

institutions can prepare graduates not only to find jobs but also to create them. This shift promotes self-reliance and resilience among young people, enabling them to bolster economic recovery. As such, it is obvious that universities need to move beyond traditional teaching methods and adopt experimental learning to engage students in real-world problem solving. This approach enhances employability, self-esteem, and innovative thinking, which is pivotal for flourishing in an unsteady economy. Therefore, it is vital for universities to integrate entrepreneurship education into university education as it has wider economic ramifications. Moreover, universities can play a part in entrepreneurship education by providing necessary support for students in the form of resources, mentorship, and funding, collaborating with industries and more. By prioritizing entrepreneurship education, universities can produce creative and self-sufficient graduates capable of driving sustainable economic progress and ensuring long-term prosperity.

Suggestions

The following suggestions were made to ameliorate the aforementioned issues:

1. Universities need to prioritize making investments in standard facilities, make it mandatory to have practical lessons, provide for fully equipped laboratories, workshops, and entrepreneurial departments that have sufficient space and materials for participants. Also forming partnerships with private organizations can assist the university in sourcing for funding and resources.
2. Universities should integrate extensive entrepreneurship programmes into their curriculum through the avenues of workshops, seminars, guest lectures, career counselling, clubs, skill acquisition programmes, and mandatory entrepreneurial courses etc.
3. Universities can prepare entrepreneurial activities for students such as contests to fund businesses, start-up programmes, and mentorship classes etc.
4. Universities should update and substitute their training mechanisms with contemporary teaching techniques and a more practical curriculum. Also, staff need to be trained and retrained to equip them with the latest teaching methods and industry knowledge.
5. Universities can collaborate with industries to provide students with internships, training opportunities, mentorships, etc in order to close the gap between theoretical knowledge and practical skills.
6. Universities need to implement extensive security procedures in university campuses, dorms and staff quarters by providing surveillance systems, frequent security patrols, providing call lines and offices to report suspicious activities and person's, conducting personal safety seminars, emergency response protocols and collaborating with local law enforcement.
7. Universities should implement rigorous policies that enforce transparent grading, regular audits and reviews of academic processes and standard assessment systems for lectures to comply with. Also, universities should encourage anonymous reporting mechanisms to help address corrupt practices in the university environment or concerning student affairs.
8. In order to improve the implementation of entrepreneurship programmes, universities should hire qualified staff to conduct entrepreneurship lessons, provide opportunities for skills acquisition, collaborate with the government and industries in the private sector, create monitoring bodies to ensure entrepreneurship programmes are effective or need improvement.

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