AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.11 (2), January-April, 2024 https://ajemates.org

DEVELOPING CAREER DEVELOPMENT SKILLS (CDC) THROUGH PRACTICUM COURSE FOR SUSTAINABLE DEVELOPMENT IN TERTIARY INSTITUTIONS IN NIGERIA

Moses Enogheghase Orobor Ph.D; & Apiti Anthony Ahuruezenna Ph.D
Department of Adult and Continuing Education, Nnamdi Azikiwe University, Awka.
me.orobor@unizik.edu.ng

ABSTRACT

The unemployment rate situation in Nigeria, is presently worrisome and painful. The unemployment rate is alarming. It is obvious, that, most of our graduates from tertiary institutions in the country are either found roaming about the streets in search of white collar jobs or engaging in unexpected activities or criminalities. Some of them end up to become societal problems through engagements in social vices for them to survive. Consequently, this paper looks into developing career development skills (C.D.S), through a course titled "PRACTICUM" (ADE 403) in Adult and Continuing Department, Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria, in order to improve all kinds of requirements for sustainable Development in Nigeria. It could promote self-reliance for tertiary institutions graduants instead of always looking for white collar jobs. When tertiary institutions graduants are trained through PRACTICUM COURSE (ADE 403), they become job creators instead of being job seekers. Consequently, their economic growth will be stimulated towards positive direction. Recommendations were also made to encourage sustainable development of grandaunts from tertiary institutions.

Keywords: Career; Development Skills; Practicum; Sustainable Development.

Introduction

The role of unemployed graduants from tertiary institutions in Nigeria is worrisome. The number of grandaunts keep on increasing on yearly basis. Larger number of graduants from tertiary institutions are found roaming the streets in search of non-available white collar jobs. The resultant effects is that, they eventually end up hawking goods; begging for assistance; engaging in thuggery; kidnapping; drug abuse; yahoos; and, armed bandits in order to survive. The reason for improper engagements or not gainfully employed, are somehow due to improper planning by the government; but majorly is the kind of education acquired which mostly do not involve career development skills.

Somehow, the kind of theoretical education, which tertiary institution graduants passed through, cannot place them favourably in the present world of competitive labour market. Besides, they do not have entrepreneurship skills and innovation in order to be a job creator, for sustainable development. Creativity alongside with innovation was not encouraged; and, practical skills in tertiary institutions, were almost not in existence in most of the training acquired in our tertiary institutions. Almost five decades ago, the World Bank warned that, "the curriculum in Developing Nations, such as Nigeria, was largely theoretical and abstracts; insufficiently oriented towards local conditions; manners; attitudes; theoretical; social, and, leadership skills. World Bank

(1974), emphasized that, this kind of curriculum cannot promote creativity, and entrepreneurship skills for sustainable development of these developing nations towards development goals.

In spite of this warning by World Bank, many developing nations do little to change the narratives. Most of our tertiary institutions graduants today, are insufficient in terms of Career Development Skills; creativity; innovations; and sustainability. Thus, they remain job seekers instead of job creators, through the acquisition of relevant skills, which is an educational system that encourages innovation and creativity.

Meaning of Career Development Skills (C.D.S)

Career Development Skills (C.D.S), is for sustainable type of creativity. It is a process of turning a new idea into sustainable reality. It is the use of creative imagination; natural; and, original ideas to create something that is inventive. Wikipedia encyclopedia, defined Career Development and creativity, as a phenomenon, whereby new, and somehow valuable is attained and formed. These new valuables that are created in most cases, lead to financial advancement and recognition.

Career Development Skills give birth to entrepreneurship. It allows an entrepreneur to compete favourably with competitors in economic world. It is worthy to note that vocational, and technical education, teaches skill acquisition that leads to creativity and hence career development entrepreneurship. Advancement in career development technology, creates opportunity for sustainable entrepreneurship in order to be creative and meet with the necessary rate of development. This allowed the entrepreneur to produce new skills and bring about new techniques of doing a particular task.

Entrepreneurship and Career Development

Entrepreneurship is an undertaking in which a career developer is involved in task of creating and managing an enterprise for the purpose of making profit (Aminu 2011). Career developer is any person who has the idea of economic business or invent new ideas; and, putting the business or ideas into practice, which leads to profit making, as well as managing the business to growth. Career developer is therefore, the leading actor, while entrepreneurship is the act. Entrepreneurship is the ability of man to be innovative and taking risk of eventing a particular product in order to satisfy human needs in a profitable manner.

Career development is a natural force in man, in the individual who makes the good use of his skill experience in most intelligent way (Arthur Rabiu, 2018). Entrepreneurship is also the ability of an individual to think critically on how to contribute meaningfully to the economic activities of an environment, through the creation of new product or remodeling of an existing product in a new dimension, with the aim of satisfying an realizing a profit. Ajao, (2018), viewed entrepreneurship as a way of recognizing business advantages overlooked by others, and utilize the available resources (Money, materials; machines, markets; men and method), to exploit that advantage. Entrepreneurship has four basic elements as identified by Yahaya and Kire (2018). This include:

- Creating something new that is of value.
- The ability to effectively coordinate and manage resources.

- Risk taking on financial, psychological and social dimension.
- Compensation for shouldering risk and uncertainty.

Entrepreneurship Education

An entrepreneurship education vis-à-vis Career Development Skills, is an aspect of vocational and technical education, which is tailored towards the promotion of Career Development Skills; acquisitions, and, creativity. It is an education system, which enables an individual to have a developed mind set towards sustainability and putting new ideas into reality in order to gain an economic rewards. Aminu (2019), advanced the followings as reasons for entrepreneurship education:

a. To offer functional system of education to tertiary institutions graduants, that will enable them to be self-employed and self-reliant.
b. To serve as catalyst for economic growth and development.
c. To reduce high rate of poverty and unemployment.
d. To provide tertiary institutions graduants with adequate training, that will enable them to be creative and innovative identifying new economic opportunities.
e. To reduce the rate of rural and urban migrations.

Career Development Skills and Technical Education

The National Policy of Education (2014), defined Career Development Skills alongside with vocational education. It was defined as a comprehensive term referring to some aspects of the educational process involving general education; the study of technologies; skills, related sciences; and, the acquisition of practical skills attitudes, for the understanding and knowledge relating to occupations in the various sectors of economy and sustainable social life. It is often referred to as vocational and technical education. It is a type of education which is designed to teach acquisition of skill; gives knowledge; develops attitudes; and, competency that are major perquisite to sustainable success. It contributes meaningful to the solution of the problems of unemployment in our society, such as poverty and tertiary institutions graduants agitations (Orobor, 2021). Practicum; Career Development Skills; and, vocational education, represent a part of general education, which makes individuals more employable in a particular occupation or group related occupations.

Practicum; Career Development Skills; and, vocational education impact skills acquisition, in order to engage in a particular profession and be relevant in the society, through creation of goods and services, which leads to sustainability and economic development. It covers Fine and Applied Arts; Building Technology; Tailoring; Agricultural Education; Business Education; Automobile; Home Economics; and, Entrepreneurship Education. Usman (2020), was of the opinion that Career Development Skills (C.D.S), is for the development of personal skills; attitudes, communication; and, technological literacy; employability skills; specific occupation; skill acquisitions; and, knowledge aiding national development to reduce the rate of unemployment amongst tertiary institution graduants. According to National Policy on Education (2014), the goals include the followings:

a. To give training and impact the necessary skills to tertiary institution graduants in order to acquire necessary skills for economic self-reliance.

b. To provide trained manpower in the applied sciences; technology; and, business particularly at craft; advance craft; and, technical level.
c. To give the technical knowledge and vocational skills necessary for agricultural; commercial; and, economic development.

From these goals; one will realize that Career Development Skills and Vocational Education, is a kind of education, which enable the recipients to acquire prerequisites skills for sustainability; creativity; and, innovation will bring about entrepreneurship skills leading to self-reliance (Orobor, 2021). Self-reliance brings about peace in the society and sustainable economic growth of a nation. It also brings about a nation where tertiary institutions graduants are job creators rather than being job seekers.

Creativity and Entrepreneurship in National Development

Rano (2021), noted that for any nation to develop; her educational system must be aimed at developing, not only through practical skills acquisition, but also attitudes and habits that make the recipients to be creative, innovative; and, resourceful. He strongly believed that skill acquisition and attitudes, provide benefit to the society, even beyond the application of business activities. Vocational Education is an education that equipped an individual with profitable as skills and knowledge to be job creators as against being a liability and societal distractors.

Skill acquisition; creativity; and, entrepreneurship are major core areas of learning, which are being promoted in vocational education. This kind of education, enables the learners in the areas of agriculture; Home Economics; Fine and Applied Arts; Automobile; Business Education; and, so on, to be focused on how to improve productivity, through new innovation and technology. The increase productivity will in turn, lead to economic growth.

Economic development is an effort geared towards the economic well-being of a community, through the creation of jobs, which can lead to increase of incomes. This aspect is what entrepreneurship and Career Development Skill entail. Maryam; Theodora; Tom; and, Lauren (2018), opined, that, economic development is the expansion of capacity, which contributes to the advancement of society, through the realization of individual; firm; and community potential. Similarly, Preteek (2019), explained that economic development is an improvement in factors such as in health; education; literacy rates; and, a decline in poverty. This means that my education system, that will lead to reduction and decline in poverty, will definitely bring about economic advancement and growth.

Career Development Skills and Vocational Education Impact on Sustainability; Economic Productivity; and Economic Development

Career development Skills and vocational education, are integral part of national development strategies in many countries. This is because of its impact on economic productivity; development; and, peaceful society. The reason for this is not far-fetched. Career Development and Vocational Education either from of formal or informal types of education that promotes the acquisition of skills in Career Development; entrepreneurship; innovation; and, creativity. The skills acquired will in turn determine the extent of economic growth of any nation.

The followings are given by Tilak (2010) and Daniel (2021), as reasons why Career Development; Vocational, and technical education are needed in order to promote economic sustainability and growth:

a. Career development and vocational education would contribute to progress and sustainability, both by reducing unemployment through creating employment in the fields of pre-vocational specialization; and, self-employment. Besides, it also helps to engender a high propensity for labour force participation at the end of secondary schooling; improving productivity; and, corresponding resulting in higher graduant earnings. Career Development and Vocational Education in secondary schools can establish a closer relationship between school and work.
b. Career development and Vocational Education is considered helpful in economic development, which we term as "skill culture and attitude towards manual work" in contrast to pure academic culture and preference for white collar jobs; and, to serve simultaneously, the "Hand" and the "Mind", the practical and the abstract; the vocational and the academic.
c. Differentiation of occupations in developing economics require tertiary institution graduates with varied skills, due to changes in production processes resulting from technological advances; the nature of the demand for skills, both in terms of quality and quantity changes. Modern technology requires highly qualified middle and lower skilled personnel; vocational; and technical education, which can produce exactly this kind of man-power.
d. Career development and vocational education is also seen as an equity measures. It is an antidote to urban based elite education. It promotes equity with the rural base, and serves the needs of relatively poor people. It tends to reduce the numbers of drop-out of schools without occupational skills, by providing a more interesting and job relevant curriculum.
e. Career development and Vocational Education, is an education that put the tertiary institutions graduates in the right frame of mind in order to acquire necessary skills, so that, they can be an employer of labour and job creators rather than job seekers.
f. Career development and Vocational Education seeks to train the tertiary institutions graduates on the ability to apply scientific knowledge to the improvement and solution to environmental problems, for the use and convenience of man.
g. It helps in wealth creation and increase employment opportunities for the teaming population.
h. It helps to bring nations out of hunger and poverty, through the provision of technical knowledge and vocational skills, for necessary development which leads to sustainable peaceful society.
i. It is part of general education that makes an individual more employable in a particular occupation or group of related occupations because of the acquisition of relevant skills.

Suggestions

a. Career development skills and entrepreneurship education should be made compulsory at tertiary institutions as a general course to all students, so that,

they can acquire skills in order for them to be self-reliant.

b. In order to promote sustainability and creativity, at least career development skills (Practicum) subjects, such as Fine and Applied Arts; Agriculture; Business Education; Building Technology; Home Economics; and, so on, should be made compulsory at tertiary institutions, so that, graduates or graduants, would have the basic understanding of career development skills and vocational education.
c. Creativity; innovational; and, entrepreneurship centre, should be established in each tertiary institution to cater for students, whose courses are basically theoretically and abstract oriented, to learn and acquire skills in vocational areas.
d. More career development skills training centres should be created to train our tertiary institutions graduates, in order to acquire necessary skills so as to become an entrepreneurship. This will reduce or stop the quest for white collar jobs.
e. Government should help to establish revolving loans, through bank of industry, with low interest rate (single digit interest rate), for the promotion of prospective entrepreneur. This will encourage others to be a job creator, rather than a job seeker. This will help to stimulate economic growth.
f. Regular and constant supply of electricity will encourage proper training vis-à-vis the establishment of small and medium scale enterprise, thereby stimulating sustainability and economic growth.

Conclusion

There is need to stimulate Career Development Skills and Vocational Education, so as to promote sustainability; creativity; and, entrepreneurship skills amongst our tertiary institutions graduants. It has been clearly established, that, an education system of the past, which are based on theoretical and abstract, only produce graduates that depend on white collar jobs or job seekers, rather than being a job creator. The education in the past does not encourage sustainability; creativity; and, innovation and discovery. Creativity and entrepreneurship are part of Career Development and Vocational Education system with vision of producing tertiary institutions graduates of tomorrow that has focus on economic growth. Therefore, it should be promoted for better tomorrow.

REFERENCES

Ajao, J.O. (2018): Career Development and Entrepreneurship in Relation to Officer Education: A Path way to National Security. African Journal of Management and Administration, volume 7.

Arthur, M.L. and Rabiu, I.A. (2018): Imperative of Entrepreneurship Education for National Integration and Security in Nigeria. Dougirei Journal of Education, volume 11.

Daniel, A.N. (2021): Career Development Skills and Vocational Education: A Panacea for sustainability and Economic Productivity Development. Journal of Career Development and Vocational Education. Volume 2.

Federal Republic of Nigeria: National Policy on Education (2014), 6th Edition, NERDC Press, Lagos, Nigeria.

Maryamn, Theodora, H; Ton, K; and, Lauren (2014): Economic Development: A Definition and Model for investments, University of North Carolina, Chapel NC 27514.

Nwaigburu, D; and Eneogwu, C. (2018): Impact of Accounting Skills on Entrepreneurship and Career Development for self-reliance and sustainable Development. A study of selected small scale business in Owerri. Journal of Social Sciences. Italy, volume 5.

Orobor, M.E. (2021): Career Development Skills and Vocational Education: The Tool to Reduce Restlessness among Tertiary Institutions Graduates in Nigeria. A Paper presented at Akenzua Cultural Centre, Benin City on 9th October, 2021 to Edo State Youth Council.

Preteek, S. (2019): Introduction to Economics at www:intelligenteconomist.com retrieved on 7th October, 2019.

Rano, G. (2021): Re-branding of Vocational Education for sustainability; better performance; and, higher productivity in Nigeria Economic. Volume 4.

Tilak, B.G. (2010): building Human Capital in Eastern Asia. Washington DC; World Bank Institute.

Usman, S.M. (2020): Repositioning Vocational Education and Entrepreneurship for National Development and Curbing National Security Issues in Nigeria. Journal of Research in Vocational Education. Volume (1).

Wikipedia Encyclopedia, https:/en.wikipedia.org Retrieved on 27th October 2019.

Yahaya, A. and Kire, C. (2018): Childhood Education: The Bedrock for sustainable entrepreneurship Journal of Research and Development in Educational Methods. Kan Educational Book, Volume 2 (2) Ugo, Nigeria.