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Problems Militating against the Implementation of Entrepreneurship Education in Universities: A Study of Selected Universities in Anambra State, Nigeria

Dr. Muogbo Uju S.

Lecturer, Department of Entrepreneurship Studies, Faculty of Management Sciences,
Chukwuemeka Odumegwu Ojukwu University Igbariam, Nigeria

Abstract:

This study assessed the problems militating against the implementation of entrepreneurship education in universities in Anambra State. To achieve the objective of the study, three research questions were formulated. The population of the study was 56 business education and entrepreneurship studies lecturers in selected universities in Anambra State. Fifty-six copies of the structured questionnaire were administered on the respondents, and collected. The data obtained were analyzed using mean score. The findings revealed that absence of instructional resources, paucity of funds, incessant strike actions by ASUU, absence of training and practical equipment and changes in technologies are the problems militating against the implementation of entrepreneurship education in universities. Based on the findings, it was recommended that government should liaise with the tertiary institutions and provide the instructional resources needed for the implementation of entrepreneurship education programme.

Keywords: *Entrepreneurship Education, funding, learning materials, Technology, skill acquisition, Tertiary Institution*

1. Introduction

1.1. Background of the Study

The primary goal of any nation is to empower its citizens economically. In Nigeria today, graduates are well equipped to face the world of unemployment. This is in terms of having a compulsory course on Entrepreneurship Education while in the university which cuts across all disciplines in the university. With the knowledge they acquired, students can set up small business enterprises rather than remain jobless for a long period after graduation.

The whole idea for having this course on Entrepreneurship Education is the increasing interest in the development of education programs to encourage and enhance entrepreneurship. The explosion into Entrepreneurship Education came towards the end of 1970's (Kent, 2006). Many researchers grew interest in this area of study due to student's demand and donations given by the biggest donors who are entrepreneurs to the universities. Many people seem to worry about the nature of Entrepreneurship Education given to undergraduate in Nigeria Universities. According to Nwoye K (2011), there is need for entrepreneurship students to know things put in place by the government that will enhance entrepreneurial ventures. This is in terms of those things that will motivate him or her to venture out, innovate, create wealth and accumulate capital in the market place.

The entrepreneurship education presently seems to lack good management and acceptable content which deterred students from grasping the importance of the course. There seems to be no seriousness among many students in the participation of the course. Students see the course as one of those GSS courses imposed on them to fulfill graduation requirements. The content and delivery of the course lack proper knowledge, preparation and attainment of the aimed goals and objectives. There is a general feeling among education stake holders that students only use scanty handouts given to them by their lecturers. Some of these handouts have never been reviewed for many years despite the constant changes in knowledge and technology.

Many students seem not to put in their best but aim at minimum pass mark of 40%. One gets the impression that the present day education does not support entrepreneurship education. There seems to be little or no emphasis placed on the importance of the course. The country like Nigeria needs Entrepreneurship education and its application more than any other country. There is a great need to expose and emphasize the importance of Entrepreneurship Education at all three levels of Education-primary, secondary and tertiary. This calls for re-orientation of school system to emphasize and value Entrepreneurship Education so as to cultivate an enterprise culture. There is need for those delivering the knowledge to study and find out from their global neighbors especially developed countries the best way they can teach the course so that there will be effective and efficient teaching and learning. This study therefore tends to identify problems militating against the implementation of entrepreneurship education in Nigerian universities.

1.2. Statement of the Problem

Unemployment has been a major problem facing many governments both developed and developing countries. Every year Nigeria educational system produces graduates which have greatly increased in the country's workforce without increase in the level of job opportunities in the labour markets. Graduates find themselves roaming about and indulge themselves in social vices like kidnapping, armed robbery, cultism, violence and corruption etc. Despite the effort of policy makers in eradicating unemployment, human development index suffers a downwards trends thereby leading to violence, kidnapping for ransom and all sorts of social ills that works against human capital development.

However, government efforts, policies and programmes towards entrepreneurship education in all levels of education and unemployment eradication has not adequately being implemented coupled with the fact that school leaver never want to go into business rather prefer white collar job. Management of small business has to be employed so as to enable a continuous success of entrepreneurship in all students of higher learning and all business people, by so doing, will reduce the level of unemployment that is fast eating deep into our present day society. Against this backdrop this study aimed at investigating the problem militating against Entrepreneurial education in Nigerian Universities

1.3. Objective of the Study

The broad objective of this is to assess the problems militating against the implementation Entrepreneurship of Education in Universities in Anambra State Nigeria. The specific objectives are:

1. To find out how absence of infrastructural resources affects entrepreneurship education.
2. To examine how paucity of fund affects entrepreneurship education.
3. To find out the degree to which incessant strike actions by academic staff union of universities affect the implementation of entrepreneurship education.

1.4. Research Question

The following research question were posed for the study

1. To what extent does absence of infrastructural resource affect the implementation of entrepreneurship education in universities in Nigeria?
2. To what extent does paucity of fund affect the implementation of entrepreneurship education in universities in Nigeria?
3. To what degree can strike actions by academic staff union of universities affect the implementation of entrepreneurship education in Universities in Nigeria?

1.5. Research Hypotheses

The following hypotheses were formulated in a null form

- HO₁: Absence of instructional resources cannot affect the implementation of entrepreneurship education in Nigerian universities.
- HO₂: To a large extent paucity of fund cannot affect the implementation of entrepreneurship education in universities in Nigeria.
- HO₃: To a high degree incessant strike actions by academic staff union of universities will not affect the implementation of entrepreneurship education in universities in Nigeria.

1.6. Significance of the Study

The findings of this study will be of great importance to the students, parents, curriculum planners and government. The research findings when published will help to motivate the curriculum planners to make provision for the constant technology changes that may occur as the programme progresses and the right type of resources and the training practical equipment to be provided for the smooth running of the education.

To educate the government, especially the state ministry of education: This research will help them to see the need to fund the programme so as to motivate and encourage the running of the programme and it will also help the governmental agencies to know the importance of entrepreneurship education in the university.

To the students, it will help them in acquiring extra employable skills that will make themselves employed after graduation thereby reducing unemployment in the society at large.

1.7. Scope of the Study

This study is mainly aimed at assessing the problems militating against the implementation of entrepreneurship education in selected universities in Anambra State. To achieve this, the study will look into such problems as absence of infrastructural resource, paucity of fund, incessant strike action by Academic Staff Union of Universities (ASUU), changes in technology and absence of training practical equipments will be examine in this work. However, the study will be restricted to selected universities in Anambra State; one Federal, One state and one private university (Chukwuemeka Odumegwu Ojukwu University; Nnamdi Azikiwe University Awka and Madonna University Okija).

2. Review of Related Literature

2.1. Conceptual Framework

2.1.1. Education

The Federal Government of Nigeria (FGN, 2004) in Akpomi (2009) considered education as the bedrock of any meaningful development, be it social, economic or political. The Nigeria National Policy on Education (2004) made it clear on the need for functional education, Aladekomr (2004) in support of this opinion that education should be relevant, practical and involve the acquisition of appropriate skills and development of competencies as a requisite for the individual to live and contribute to the development of his or her society. There is need therefore to inculcate the spirit of entrepreneurship in the students and this call for the adjustment of our educational policies and introduction of new curriculum to be entrepreneurship encompasses.

Education has created a wide variety of programmes and activities to provide students with the experiences that nurture the spirit of entrepreneurship everywhere (Carrthy Ashmore, the consortium for an entrepreneurship education Columbus). Education is the key to national development; this is because it unlocks the economic potentials of the people; empowers and equips individuals in society to participate in and benefit from their national economy; facilitates economic development and provides the basis for transformation. Education is the essential tool for sustainability, the present global economic crises that the entire world is in a war between financial and qualitative education and catastrophe (Aluwongi 2010). No nation can become or indeed survive if it continues to rely on the importation of foreign goods and services for its citizens; time has come for Nigerians to learn the innovative and industrial nature of entrepreneur.

2.1.2. Entrepreneur

The word entrepreneur means a person who makes profit out of self-established trade or business, which coordinates factors of production and bears the risk of uncertain by investing scarce resource on trade and business ventures (Osuala 2004). Obasan (2001), saw it as a business man who assumed the risk of bringing together the factors of production, including capital, land and materials and receives his reward in profit from the market values of his product.

2.1.3. Entrepreneurship Education

Entrepreneurship education is education programme designed to train people theoretically and practically in skill acquisition in order to be creative, innovative, and also to promote entrepreneurship. Carthy (2003), saw entrepreneurship education as a means of enhancing spontaneous creativity, the ability and willingness to make decision in the absence of solid data and generally risk taking personality. He also emphasized that in the frame-work of initiative, the aim is to take measures that will lead to an intensification of the business education in the primary, secondary and tertiary education.

The issue of empowering the youth through entrepreneurship education has now taken the center stage of every development discourse. In the face of the global economic crises and increase in the level of unemployment and poverty, especially in developing economies, the importance of a workable and functional entrepreneurship education cannot be over emphasized. So, the need for its proper integration and articulation in our educational curriculum is a desideration. Ifegbo (2000) noted that entrepreneurship education is the training that emphasizes the acquisition and development of appropriate knowledge and skills that will enable an individual to maximize the resources around him and within the limits of his capacity.

Similarly, Osuala (2004) described entrepreneurship education as a specialized training given to persons to acquire skills, ideas, and management abilities necessary for self-reliance. Recently, entrepreneurship courses are now being taught in Nigerian Universities and Polytechnics and have been made a compulsory requirement in all the business faculties in the universities and polytechnics. Examples of entrepreneurship development programmes are Mature People's Loan Scheme, Youth Empowerment and Vocational Skills Development Programme (YEVSDP), National Open Apprenticeship Scheme (NOAS), Graduate Job Creation and Loan School and school leavers Agricultural loan scheme, just to mention but a few. All these programmes and more were designed to encourage Nigerian youth and retired people to develop entrepreneurial interest. In other words, the government wanted them to be employers of labour instead of seekers of Job.

2.1.4. Entrepreneurship Education in Nigeria: Role of Universities and Polytechnics

In a bid to making the Nigeria's education creative, innovative and meeting the needs of the industries, the National University Commission, National Board for Technical Education (NBTE) and National Commission for college of Education (NCCE) were mandated by the Federal Ministry of Education (FME) to introduce entrepreneurship education into the curricular of Nigerian tertiary institutions. This became expedient in order to offer a realistic approach to solving the endemic problem of unemployment facing the nation. It has since been made a compulsory course for all undergraduate students in the three level of tertiary education irrespective of student's area of specialization (Yahya, 2011).

Yahya (2011) asserts that the overall objective of entrepreneurship education in the university system is to continuously foster entrepreneurship literature amongst students and faculty with a view of not only educating them but to also support graduate of the system towards establishing and also maintaining sustainable business ventures.

The role assigned to the universities, polytechnics and colleges of education by National University Commission through their respective supervisory agencies is essentially the task of transmitting and implementing government's policy on entrepreneurship education in Nigeria. These roles include:

- a. Establishing the curriculum for the courses and reviewing the existing one
- b. The development of teacher's guide, instructional manual and student's hand book for sale as well as capacity building for at least ten teachers in each university.
- c. Establishment of entrepreneurship resource and knowledge centers and
- d. Development of Masters and PhD Programmes in some selected universities (Yahya 2011).

It is believed that from 2006 to 2010 (The first three years of establishing entrepreneurship programme in Nigeria) that at least 50,000 graduates would have gone through entrepreneurship education with sufficient entrepreneurial skills. Out of the projected 50,000 trainees, it is presumed that at least 10,000 graduates would be self-employed and self-reliant by establishing their own business ventures.

2.1.5. Benefits of Entrepreneurship Education

Entrepreneurial education previously has never been as important as it is today. It has been spurred by realization of the extent to which the Entrepreneurship serves as a key factor in economic development.

Some of the profound benefits of entrepreneurship education include the following.

1. Increase in academic performance of students.
Entrepreneurship education not only teaches how to operate a business but extends to encouraging creative thinking and promotion of a good spirit of self-worth and accountability. This shows that entrepreneurship keeps person committed to work especially people who lack interest in the traditional school teaching methods. Such persons include those gifted or talented, physically challenged or financially challenged. Through entrepreneurship education which emphasizes on other aspect of academics, including self-worth such persons are motivated and enabled to work towards realization of their dreams.
2. Aids the realization of goals of education
The major goal of education nationwide today is the programme of inclusive education. Entrepreneurship education is among these goals and cannot be over-emphasized. As established earlier, entrepreneurship education motivates students and sustains their interest, their individual problems and challenges notwithstanding. As a result, they develop great interest in school subjects and consequently benefit from education.
3. Increasing economic competitiveness
Almost all countries of the world are facing the situation of economic meltdown, the establishment of industries capable of creating jobs and wealth has come to an index and cornerstone for the future economic growth of any nation. Only persons who are greatly skilled in entrepreneurship can establish and sustain such industries. The benefit of entrepreneurship in this reason therefore cannot be over-emphasized. This stems from the fact that contrary to conventional wisdom that people are born entrepreneurs, research has shown that this is not so. As observed by Glottleib and Ross (1997) entrepreneurs are made and not born and element of entrepreneurship can be taught and learnt. The expansion of training and educational opportunities for desiring entrepreneurs therefore, affords them benefits that would enhance their level of economic competitiveness.
4. Poverty alleviation and economic growth
Entrepreneurship empowers people to take advantage of opportunities for wealth creation, enthrone as system of incentives that reward hard work, discourage, condemn and punish corruption. By so doing the people especially youths are enabled to create opportunities for employment and consequent income. The generation of income leads to savings and investment including the establishment of industries and companies which are key factors or indices of economic growth.

2.1.6. Challenges of Entrepreneurship Education in Nigeria

Notwithstanding the roles entrepreneurship education has played, it is still not fully blown in Nigeria. The problem that hinder the development of entrepreneurship education in Nigeria include the following

1. Finance: There is little or no fund for teaching in practical terms for entrepreneurial education, for financing start up and expansion of business venture in order to produce successful entrepreneurs. Funds could come from internal sources like personal savings, financial support from friends, relations, traditional co-operatives groups and societies or externally from institution like banks, government agencies and non-government organizations. These sources do not guarantee fund for youth start-up and business expansion because they felt youths have no collateral and will not be able to repay the loan if given.
2. Inadequate infrastructural facilities
Due to inadequacy of facilities like good roads, electricity, and access to information, water supply etc., there is increased problem confronting the development of entrepreneurship education. There is difficulty of communication ideas and wares with other areas without sales entrepreneurship cannot be fully blown.
3. Cultural barriers
Some culture does not support Entrepreneurship and risk taking. Without the willingness to take risks, it is not possible to create value from knowledge. The culture of risk taking in Nigeria needs to be properly addressed in view of its diverse cultures which cause barrier to investments.
4. Linkages with other countries

Success in entrepreneurship depends critically on openness and linkages with innovation system in other countries. This is because strong innovation systems depend both on local environment and global connectivity. The level of linkages between our research centers and universities with the outside world is still not fully developed. This is highly essential for entrepreneurship to thrive.

5. Inadequate teaching materials, equipment, qualified teachers and instructors.

2.2. Theoretical Framework

The underlying theory of this study is Human Capital Theory (HCT) propounded by Schultz 1979. The theory advocates education as a tool of improving human capital, stimulating labour productivity and boosting the level of technology across the globe (Robert 1991). Human capital theorist encourages spending on nations workforce (people working with public and private sector organization) because expenditure on training and development is a productive investment like investment on physical assets (Olaniyan and Okemakinde 2008). Besides, human capital enhancement through quality education is a critical factor propels economic growth and sustainable development in East Africa, Hong Kong, Korea, Singapore and Taiwan. Schumpeter (1934) views entrepreneurship training as responsible for creative destruction, that is, education act as an impetus for creating new ideas, improved techniques, new technologies and new products. In addition, Van-Den- Berg (2001) established in correlation between the level of education and new product development in knowledge based economies that invested massively in education, technology and related growth elements. Other theories that this study will adopt includes;

2.2.1. Risk Taking Theory (RTT)

Another theory that supports entrepreneurship education is the risk taking theory of Richard Cantillon and John Stuart Mill. The theory perceives entrepreneurship as a mental education that stimulates individual to take calculated risk for future streams of benefits are guaranteed, and people taking big risk have to contend with a great responsibility (Aham and Hossan, 2003). The summary of the theory is that entrepreneurship education improves the ability, capability and potentials of individuals to undertake risk for which economic benefits are assured.

3. Research Methodology

3.1. Introduction

This chapter discusses the procedure to carry out this study which includes the research design, population of the study, sample size and sampling technique, validation of the instrument, method for data collection, instrument for data collection and method of data analysis

3.2. Research Design

This study is a survey design, it aimed at collecting data to accurately and objectively describe on existing event. It is an attempt to look into the assessment of problem militating against the implementation of entrepreneurship education in universities in Anambra State and reporting the situation as it is.

3.3. Population of the Study

The total population of the study was made up of all the lecturers in entrepreneurship and business education department of Nnamdi Azikiwe University, Awka, Chukwuemeka Odumegwu Ojukwu University and Madonna University, Okija. Information collected from different universities. Department Put the total number at (56) fifty-six lecturers under study.

Below is the figure of lecturers collected from the departments in the above mentioned universities.

S.NO	Name of Universities	Number of Lecturers	Department Understudy
1.	Nnamdi Azikiwe University	21	Entrepreneurship study
2.	Anambra State University	18	Entrepreneurship study
3.	Madonna University	17	Business Study
	Total	56	

Table 1

Source: Field Survey 2016

3.4. Sample and Sampling Technique

One of the most important tasks experienced in the course of study was to select educational settings and negotiations aspect to the participant or respondents (Steyn and Van hlyk, 1990). The study is based on a sample frame of three universities in Anambra State drawn from the population. The universities are Nnamdi Azikiwe University, Chukwuemeka Odumegwu Ojukwu University and Madonna University, Okija. However, for the purpose of this study, the study will adopt a census study because the variables to be sampled are very small. Therefore, fifty-six (56) lecturers from the department of the three universities will be used for the study.

3.5. Sources of Data Collection

Data was gathered from primary source like questionnaire method, observation and personal interview.

3.6. Instrument for Data Collection

The instrument used in this study was a structured questionnaire which is made up of three research questions with 25 (twenty-five) question, five for each research question. Items were divided into five sections. Section A contained research question one, Section B contained research question two, and section c contained research question 3. The response option of the questionnaire was a five point Likert scale battery of very high extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and very Low Extent (VLE).

3.7. Method of Data Collection

The copies of the questionnaire were personally distributed by the study to the lecturer in the different universities, after the distribution the questionnaire were collected immediately.

3.8. Method of Data Analysis

The data collected were systematically analyzed using mean score. Any item scoring the mean (\bar{x}) of 3.00 and above qualified to be accepted and any item scoring below the mean score (\bar{x}) 3.00 were rejected.

4. Presentation and Analysis of Data

4.0 Introduction

This section presents and analyzes the data collected from the respondents. The data are presented in tables in respect to the research questions. However, out of fifty-six (56) copies of questionnaires administered to the Lecturers of the universities under study, fifty-two (52) copies were properly filed and returned making it 93% of the used questionnaire. Below are the analyses of research questions.

4.1. Analysis of Research Questions

4.1.1. Research Question 1

To what extent do instructional resources affect the implementation of entrepreneurship education in Nigerian Universities?
Item 1 to 5 on the questionnaire were used to answer research question one

S/NO.	ITEMS	FX	X	DECISION
1.	Universities do not have the required equipments for effective teaching and learning of entrepreneurship education	81	3.3	Agreed
2.	Absence instructional resources makes it difficult to impact entrepreneurial knowledge on student	101	4.2	Agreed
3.	Students become passive rather than active learners due to absence of instructional resources for teaching entrepreneurship education	102	4.2	Agreed
4.	Absence of instructional resources for teaching entrepreneurship education makes student not to have the necessary skills to become successful entrepreneurs.	98	4.0	Agreed
5.	Students after passing through entrepreneurship education, know little or nothing entrepreneurship owing to the absence of instructional resources	57	2.3	Disagreed

Table 2

Source: Filed Survey 2016

The information on the Table 2 above shows that the respondents agree that universities do not have the required equipment for effective teaching of entrepreneurship; the absence of instructional resource makes it difficult for them to impact entrepreneurship knowledge to students, that students on absence of instructional resources become passive rather than active receptor of knowledge; and that absence of instructional resources make students not to acquire requisite skills. The respondent disagreed with the view that students will lack entrepreneurship after graduation due to the absence of instructional resources.

4.1.2. Research Question 2

To what extent do paucity of funds affect implementation of entrepreneurship education?
Items 6 to 10 on the questionnaire were used to seek answers to the research question.

S/NO.	ITEMS	FX	X	DECISION
6.	Government non deviant attitude towards the funding of entrepreneurship education affects its implementation	83	3.4	Agreed
7.	Entrepreneurship education is capital intensive and the fund needed is not readily available	96	4.0	Agreed
8.	Lack of fund makes the purchase of the equipment needed for the implementation of entrepreneurship education difficult of not impossible	95	3.9	Agreed
9.	Private organization sees the funding of entrepreneurship education wasteful.	58	2.4	Disagreed
10.	Equipment needed for the proper implementation of entrepreneurship education is usually expensive	74	3.0	Agreed.

Table 3
Source: Field Survey 2016

Table 3 above shows that the respondents agreed that government deviant attitude towards the funding of education affects its implementation of entrepreneurship education; is capital intensive and the fund needed is not really available; that lack of fund makes the purchase of the equipment needed for the implementation of entrepreneurship education difficult if not impossible; the equipment needed for proper implementation of entrepreneurship education are really expensive and sometimes not readily obtainable in the Local market; the respondents disagreed with the view that private organizations are the funding of entrepreneurship education as wasteful.

4.1.3. Research Question 3

To what extent do incessant strike actions by the academic staff union of universities affect the implementation of entrepreneurship education?

Item 3:11 to 15 on the questionnaire were used to seek answers to the research question.

S/NO.	ITEMS	FX	X	DECISION
11.	The strike action of the university staff union use to demoralize the students and make them loose interest in the program	77	3.2	Agreed
12.	Strike reduces the length of time required for the study and thus the curriculum sometimes is not covered within the required time.	97	4.0	Agreed
13.	Strike actions use to disrupt the program and in most cases students forget what have been taught due to the strike	97	4.0	Agreed
14.	Strike often reduces the morals of both the lecturers and students of entrepreneurship education	108	4.5	Agreed
15.	Equipment needed for the proper implementation of entrepreneurship education is usually expensive	74	3.0	Agreed.

Table 4
Source: Field Survey 2015

The information on the Table 4 above indicate that the respondents agreed that strike actions of the university staff union often demoralize the students and make them loose interest in the programme; that strike reduces the length of time required for the study and thus the curriculum sometimes are not covered within the required time; that strike actions disrupt the programmes and in most cases students forget what they have been taught due to the strikes action; strike reduces the morale of both students and lecturers of entrepreneurship education. The respondents however, disagreed with the opinion that incessant strike actions spelt doom to entrepreneurship education in particular and education in general.

4.2. Discussion of Findings

From the data analysis, the research found out that universities do not have the required equipment for effective teaching and learning of entrepreneurship education; the absence of the instructional resources makes it difficult to impact entrepreneurship knowledge on students; students become passive rather than active learners due to the absence of instructional resources for teaching entrepreneurship education; absence of instructional resources as for teaching entrepreneurship education makes students not to have the necessary skills to become successful; however, the research also found out that the respondents rejected the idea that the student after passing through the entrepreneurship education, know little or nothing about entrepreneurship owing to the absence of instructional resources.

The research also found out that government non-deviant attitude towards the funding of entrepreneurship education affects its implementation; entrepreneurship education is capital intensive and the fund needed is not readily available; lack of funds make the purchase of the equipment needed for the implementation of entrepreneurship education is difficult of not impossible and equipment needed for the proper implementation of entrepreneurship education are usually expensive and sometimes not readily obtainable in the Local Market. The research also found out that the respondents rejected the view that private organization sees the funding of entrepreneurship education as wasteful.

Moreover, the strike actions by the university staff unions often demoralize the students and make them loose interest in the programme; strike action disrupt the programme and in most cases have been taught due to the strike; and strike often reduces the

morale of both lecturers and student of entrepreneurship education. The research found out that the respondents rejected the idea that incessant strike actions spell doom to entrepreneurship education in particular and education in general.

5. Summary, Conclusion and Recommendation

5.1. Introduction

This section deals on the summary, conclusion and recommendation of the research based on the results derived from presentation and analysis of data on assessment of problems militating against implementation of entrepreneurship education in the universities in Anambra State.

5.2. Summary of Finding

Based on the results generated in section above, the study has the following findings;

- Nigerian Universities do not have the required instrument/equipment for effective and efficient teaching of entrepreneurship education.
- Government non-deviant attitude toward the founding entrepreneurship education affects its implementation.
- Strike actions embarked by academic staff union and other unions in the universities often demoralize students and make them lose interest in the program.
- The study also revealed that supervised industrial work experience helps in the implementation of entrepreneurship education in Universities.
- It was observed that new technologies introduced in the university system that is designed in the teaching and learning of entrepreneurship education have considerably enhanced entrepreneurship education.

5.3. Conclusion

After assessing the problems militating against implementation of entrepreneurship education in universities, it is concluded that absence of instructional resources affects the implementation of entrepreneurship education, and that negligence in funding entrepreneurship education by government affects the implementation of entrepreneurship education. It is also concluded that strike actions by ASUU affect the curriculum and easy running of entrepreneurship education.

Finally, the new technologies needed for the implementation of entrepreneurship education in universities were not available and due to absence of adequate training/practical equipment students were not able to get the necessary skills to establish their own businesses.

5.4. Recommendations

Based on the findings and conclusion drawn from the study; the following recommendations were made by the researcher.

1. The government should liaise with the Tertiary Institutions and provide the instructional resources needed for the implementation of entrepreneurship education so that students will acquire skills, knowledge and attitude needed for self-employment.
2. The government through its agencies should finance and fund entrepreneurship education in high institutions of learning, so that effective teaching and learning will be achieved.
3. The government should build workshops and libraries, equip them with practical instrument that can enable the learners to experience real life situation.

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