



## **The Challenges Confronting Entrepreneurship Education In The Universities In Nigeria**

**Samuel O. Nwafor**

Ph.D.

Associate Professor, Department Of Educational Management,  
Faculty Of Education, University Of Port Harcourt,  
Rivers State, Nigeria

**Augustine O. Nwachukwu**

Ph.D.

Department Of Educational Management, Faculty Of Education,  
University Of Port Harcourt, Rivers State, Nigeria

### ***Abstract:***

*This study investigated challenges confronting entrepreneurship education in the Federal, State and Private Universities in Nigeria. The population of the study comprised of 27,503 final year students in the eight Universities in South-Eastern Zone of Nigeria. The study involved a sample of 618 final year students selected through the stratified random sampling technique. A 48-item instrument validated and with cronbach alpha reliability index of 0.85 was used to collect data for the study. The research question was answered with mean scores and rank order while the null hypothesis was tested with one-way Analysis of Variance (ANOVA) at 0.05 level of significance. The results revealed among others that the challenges seriously confronting entrepreneurship education in the Universities are inadequate funding, inadequate time for practical activities, lack of continuous assessment and feedback and societal orientation. Others include lack of data, trained manpower, research materials, essential textbooks, interests among students and commitment by lecturers. It was recommended that Government should regularly monitor and evaluate the programme to assess progress being made and address the challenges confronting entrepreneurship education courses in the Universities in Nigeria.*

## **1.Introduction**

Education is a tool that stimulates human activities and development. It is accepted in Nigeria as a major ingredient for attainment of more rapid socio-economic, political and technological development. For education to achieve this objective, it must be hinged on the acquisition of relevant skills, knowledge and values. This functional role of education in national development is world-wide piloted mainly by the University system. It is even for this singular reason that Nigeria as a nation has been investing so much in University education (Federal Government of Nigeria (FGN), 2004). Unfortunately, the country's level of development does not seem to match pace with the level of investment in university education. Thus, instead of producing graduates with functional skills who can create jobs, these higher institutions are in most part producing graduates who are waiting to be employed (Akpomi, 2009; Nwachukwu, 2009; Arogundale 2011; Nwafor and Nwachukwu, 2012).

The developmental challenges that rising level of graduate unemployment is posing on the nation's developmental effort is alarming (Akinyemi, Ofem and Ikuenomor, 2011). It is for this reason that the National Universities Commission (NUC) acting on a Presidential directive (FGN, 2008) directed all public and private Universities in Nigeria that their students partake in a general course in entrepreneurial studies as part of their learning opportunities while in school. Entrepreneurial education is a process of inculcating in the recipient knowledge and necessary skills which will enable him to function effectively as a self-employed and job-creating person in his society. It prepares the beneficiaries especially the youths to be responsible, enterprising and knowledgeable who can take risk, manage results and learn from outcomes (Ayeni, 2008, Kalagbo, 2008 and Hamidi, Wennberg and Berglund, 2008).

Iwueke (2008) defined entrepreneurship education as specialized knowledge imparted to a student with the aim of acquiring skills, ideas, managerial abilities and capabilities for self-employment. It empowers the learner towards being self-sufficient, independent and income-producing citizen. It involves thinking, reasoning and taking a decision over what will yield an expected result. The overall purpose remains to develop expertise as an entrepreneur.

An entrepreneur is an individual who is self-reliant and an employer of labour (Ememe, 2010). He is one who undertakes to start and conduct an enterprise or business assuming full control and risk. The entrepreneurial skills are therefore necessary for the entrepreneur because they are the antidotes needed for a successful entrepreneurship.

The Universities in Nigeria have been making frantic efforts towards the production of graduates in different fields and at different levels. The Government, corporate bodies and individuals are not left out in the pursuit of this Golden Fleece, which is generally aimed at improving the lot of the individuals (Nwafor, 2012). The most worrisome is that these efforts are yet to yield the expected result. This is because the Nigerian Universities presently turn out annually large number of unemployable graduates, thereby compounding the nation's development challenges. Thus, the purpose of this study was to assess challenges confronting entrepreneurship education in Nigerian Universities. One research question and a corresponding hypothesis guided this study.

## **2. Research Question**

What are the challenges confronting entrepreneurship education in the Universities in Nigeria?

## **3. Research Hypothesis**

There is no significant difference among the students in Federal, State and Private Universities on the challenges confronting entrepreneurship education in the Universities in Nigeria.

## **4. Methodology**

### *4.1. Research Design*

The descriptive survey research design was adopted for this study: This is because the study sought for the facts and opinions of the respondents.

### *4.2. Area Of Study*

The study was conducted in the eight (8) Universities in the South-East geopolitical zone of Nigeria. The South-East geopolitical zone is made up of five (5) States, namely, Abia, Anambra, Ebonyi, Enugu and Imo. The inhabitants of these States are largely businessmen and women (Entrepreneurs) and subsistence farmers, (Nwachukwu, 2012).

#### *4.3. Population*

The population for the study comprised of the eight universities and 27,503 final year students from the universities with 13,973 from the Federal Universities, 12,092 from State Universities and 1,438 from private Universities respectively.

#### *4.4. Sample And Sampling Technique*

A total of six hundred and eighteen (618) final year students from the eight universities in the South-East zone of Nigeria were used for the study. The researcher adopted a stratified random sampling technique to select the 618 final year students. (Nwana, 1981:70) stated that if the population is several thousands, a 5% or less sample will do). Out of the 618 final year students, 242 were from Federal, 256 from State and 120 from Private Universities respectively.

#### *4.5. Instrumentation*

A structured 49-item modified 4-point Likert rating scale was used for data collection (Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point).

#### *4.6. Validity*

The instrument was subjected to face and content validation by three experts, each from the Public, State and Private Universities respectively.

#### *4.7. Reliability*

The instrument was administered to fifteen (15) final year students who were not part of the study. Cronbach Alpha reliability test was used to determine the internal consistency of the instrument, reliability coefficient of 0.85 was obtained.

#### *4.8. Method Of Data Analysis*

The research question was answered using weighted mean scores and rank order. Any item in which the respondents have a weighted mean score of 2.50 and above is regarded as agreed, while items with weighted mean scores less than 2.50 are regarded as disagreed. The only null hypothesis stated for the study was tested with one-way Analysis of Variance (ANOVA) at 0.05 level of significance.

## 5.Results

The results of the research question and test of hypothesis are presented in Tables below.

### 5.1.Research Question

What are the challenges confronting entrepreneurship education in the Universities in Nigeria?

S/No.	Challenges	Mean by Categories of Institutions			Weighted Mean Set $\bar{(x)}$ $\bar{(x)}$ $\bar{(x)}$	Rank Order
		Federal $\bar{(x)}$	State $\bar{(x)}$	Private $\bar{(x)}$		
1.	Lack of adequate funding	2.74	2.79	2.73	2.76	16 <sup>th</sup>
2.	Lack of interest among students	3.46	3.41	3.69	3.48	14 <sup>th</sup>
3.	Lack of essential data for entrepreneurship education	3.64	3.83	3.86	3.76	6 <sup>th</sup>
4.	Lack of adequate trained manpower	3.63	3.77	3.90	3.73	10 <sup>th</sup>
5.	More of theoretical work than practical work in the universities	3.62	3.45	3.82	3.59	13 <sup>th</sup>
6.	Lack of essential text books	3.45	3.61	3.90	3.60	12 <sup>th</sup>
7.	Poor incentives to lecturers	3.69	3.85	3.88	3.79	4 <sup>th</sup>
8.	Poor incentives to students	3.65	3.80	3.88	3.76	6 <sup>th</sup>
9.	Lack of commitment by lecturers	3.14	3.12	3.10	3.13	15 <sup>th</sup>
10.	Lack of research materials on entrepreneurship education	3.65	3.82	3.78	3.74	9 <sup>th</sup>
11.	Lack of continuous assessment/feedback on entrepreneurship education courses	3.77	3.85	3.88	3.82	2 <sup>nd</sup>
12.	Inadequate time for practical work as compared to theoretical work	3.73	3.84	3.94	3.81	3 <sup>rd</sup>
13.	Inadequate funding/ effective monitoring	3.79	3.83	3.92	3.83	1 <sup>st</sup>
14.	Parental interference on career choice of students	3.61	3.86	3.97	3.73	10 <sup>th</sup>
15.	Societal orientation of not emphasizing independency after school	3.70	3.82	3.92	3.79	4 <sup>th</sup>
16.	Lack of maintenance of skill acquisition centers	3.73	3.80	3.69	3.76	6 <sup>th</sup>
	<b>Aggregate Mean</b>	<b>3.56</b>	<b>3.67</b>	<b>3.74</b>	<b>3.63</b>	

Table 1: Mean ( $\bar{x}$ ) scores and rank order of respondents on the challenges confronting entrepreneurship education in the universities in Nigeria.

Table 1 showed that all the sixteen (16) variables listed (items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 and 16) with weighted mean scores of 3.76, 3.48, 3.76, 3.73, 3.59, 3.60, 3.79, 3.76, 3.12, 3.74, 3.82, 3.81, 3.83, 3.73, 3.79 and 3.76 respectively were agreed to be related to challenges confronting entrepreneurship education in the three categories of Universities in Nigeria.

### 5.2. Research Hypothesis

There is no significant difference among the students in Federal, State and Private Universities on challenges confronting entrepreneurship education in the Universities in Nigeria.

Source of Variation	Sum of Squares	df	Mean Square	Cal F-value	Crit F-value	P-value (Significant)
Between groups	2.59	2	1.30	8.67	3.00	0.000
Within groups	83.54	569	0.15			
<b>Total</b>	<b>86.13</b>	<b>571</b>				

*Table 2: One-way Analysis of Variance (ANOVA) on the difference among students in Federal, State and Private Universities on challenges confronting entrepreneurship educational in the Universities in Nigeria.*

*Note: Df = 2,569; significance level = 0.05;  $p < 0.05$  is significant.*

Table 2 showed that the calculated F-value of 8.67 is greater than the critical F-value of 3.00. This is an indication that the null hypothesis of no significant difference is rejected. In other words, there is significant difference among students in the three categories of Universities on challenges confronting entrepreneurship education in the Universities in Nigeria.

S/No.	Categories of Universities	N	Subset for Alpha = 0.05	
			1	2
1.	State	246	3.60	3.70
2	Federal	228		3.74
3	Private	98		

*Table 3: Post – Hoc Tests of Homogenous Sub-Sets*

Table 3 showed that Private and State Universities with students' mean scores of 3.74 and 3.70 respectively are significantly higher than those of the students' from Federal Universities with the mean score of 3.60. That is, there is no significant difference between the mean scores of students from Private and State Universities on the challenges confronting entrepreneurship education in the Universities in Nigeria, but

students from the Federal Universities differed significantly ( $\bar{x} = 3.60$ ) from their counterparts from both Private and State Universities in Nigeria.

## **6. Discussion Of Findings**

### *6.1. Students' Reaction To The Challenges Confronting Entrepreneurship Education*

The results of this study showed that the challenges confronting effective implementation of entrepreneurship education in the Universities in Nigeria include inadequate funding, inadequate time for practical activities, lack of continuous assessment and feedback and societal orientation. Others include lack of: data, trained manpower, research materials, essential textbooks, interests among students, commitment by lecturers, incentives for lecturers and students, and the issue of more theory than practical activities in the teaching of the course. Comparatively, private universities are more inhibited than state universities and the state universities are more inhibited than federal universities by these challenges in their effort to implement entrepreneurial education programme. Private and state universities are significantly more challenged than those of federal universities in the implementation of entrepreneurial education. No significant difference exists between state and private universities in the mean opinion of respondents on challenges confronting the implementation of entrepreneurial education.

These issues have been identified by different researchers as critical problems in programme implementation. Ememe (2010) stressed that lack of link between theory and practice hinders entrepreneurship education in Nigeria. Theoretical education has eaten deep in the education sector, where practice is under-played. Nwangwu (2007) identified faulty school programme as a constraint leading to lack of essential data.

Similarly, Nwangwu (2007) observed that the nation's institutions are experiencing high dearth of experts in entrepreneurship education. The task of producing entrepreneurial graduates demands specialists in the field, that is, teachers who have practical and not theoretical orientation to entrepreneurship, teachers who can utilize case studies and teachers who can exploit the vast opportunities provided by information and communication technology instructional materials in order to inspire and excite active participation of students in entrepreneurship education programmes. Ayeni (2008) lends support to Nwangwu's position by stating that a situation where one lecturer stands in

front of over 200 students of entrepreneurship education to lecture, leaves much to be desired.

### **7. Conclusion**

The results of this study as discussed above showed that even though all the three categories of Universities in Nigeria have commenced the implementation of entrepreneurship education, students' reaction to challenges confronting entrepreneurship education points to the fact that the prospect of achieving the desired result by developing entrepreneurs who would become employers rather than job seekers and hence contribute to the achievement of national development goals is bleak. Thus, there are serious challenges confronting effective implementation of entrepreneurship education in the Universities in Nigeria.

### **8. Recommendations**

Based on the findings and conclusions of this study, the following recommendations should be considered:

The Government should provide adequate funding, trained/skilled manpower and incentives to students and motivation to teachers engaged in entrepreneurial education courses. This will ensure that both the teachers and the students are committed and thus, put in their best to achieve the desired goals.

The Government should regularly monitor and evaluate the programme to assess progress being made and address the challenges faced in the implementation process.



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