
ENTREPRENEURSHIP EDUCATION IN NIGERIAN UNIVERSITIES: A PANACEA FOR
UNEMPLOYMENT IN NIGERIA

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ABSTRACT

This study examined the role of entrepreneurship education in Nigerian Universities towards the reduction of unemployment in Nigeria. It focuses on the roles of entrepreneurship for self employment, the benefits, challenges and strategies. The descriptive survey design was adopted and the purposive random sampling technique used in selecting the study sample of 1200 Nigerian university undergraduates from a population of 12,800 from the three universities in Rivers State. The instrument was “Entrepreneurship Education in Nigerian Universities Questionnaire (EENUQ). Results from data analysis showed that Entrepreneurship Education is greatly needed among Nigerian University undergraduates as a panacea for unemployment. Also, the finding revealed the important roles, many challenges and various strategies that will enhance entrepreneurship education in Nigerian universities. Recommendations are that periodic training and retraining, workshops and seminars be organized for lecturers and students on entrepreneurship education from time to time. Also, that more entrepreneurial centres should be opened in various university campuses and interested lecturers should be encouraged to manage these centres with all the basic infrastructural needs put in place for serious work.

Keywords: Privatisation, Education, Universities, Nigeria.

1. INTRODUCTION

Entrepreneurship has become a sensitive topic in academic, policy, public and private circles. There is a growing recognition that entrepreneurship education is the driving force in economic growth and development in both established and emerging economies. Entrepreneurship emerges from the realm of commerce but it is spreading very fast across all disciplines. It can operate in any realm of human endeavour. It is more than a business practice. Entrepreneurship cannot thrive if its society’s values undermine it.

University education is essential to the future of Nigeria. The nation’s ability to prosper and to thrive in an increasingly knowledge-based global society and economy depends on our having a progressively well-educated population. It is the responsibility of the universities to teach students how to make sense of and how to affect the reality in which they actually live. Education cannot succeed if it becomes insular and static. Therefore, entrepreneurship matters

most to Nigerian universities because of its potentials as a key element in undergraduate education.

Entrepreneurship education in Nigerian universities accepts the realities of education for life. This sees life as “living”, that is going through all stages of life and learning all the way by adapting, adjusting, acting, thinking, producing, inventing, participating in societal life and contributing to the evolution of one’s society (Obanya, 2004). This is because entrepreneurship promotes, implements and rewards innovation and necessarily correlates with education. In this light, a key task of Nigerian university education surely is to continue to stress and reward innovation and its implementation as a core educational goal.

1.1 MEANING OF ENTREPRENEURIAL EDUCATION

A commonly held view is that entrepreneurial education is an offering which tools learners with knowledge, skills and attitudes to be an entrepreneur – an innovator, the person who develops a new product, a new market, or a new means of production. In sum, it is all activities aiming to foster entrepreneurial mindsets, attitudes and skills and covering a range of aspects such as idea generation, start-up, growth and innovation (Okebukola, 2011).

Entrepreneurship is also defined as the processes of combining all factors of production in the right proportion to generate a great out-put and make profit (Wikipedia 2008; Encyclopedia 1996). It is, according to WEF (2009), a tremendous force that can have a big impact in growth, recovery, and societal progress by fuelling innovation, employment generation and social empowerment. The intention of Entrepreneurial Education in tertiary institutions, therefore, in the words of Ikeme (2007) is that the concept works and has both human and business values. Students developed and trained in entrepreneurship are not just more productive and effective, but they are far better people on their own and at places of work. Also, entrepreneurship connotes the skill to monitor the business environment, identify opportunities, assume economic risk and initiate change based on current realities (Stancy, 2006).

Madumere-Obike and Abraham (2008), state that entrepreneurship is the process of inculcating in individuals, the abilities that are necessary for them to be self-reliant through formal education. Similarly, Zimmer (2004) sees an entrepreneur as a person who creates a new business in the face of risk and certainly assembling the necessary resources to capitalize on them. Wikipedia (retrieved 24/10/11), defined entrepreneurship as the practice of starting new organizations, new businesses in response to identified opportunities. That is, entrepreneurship is all about risk taking. Vikoo, Kpee and Kaegon (2009) emphasized that entrepreneurship can objectively be seen as a culture programmed to specifically prepare people to behave entrepreneurially. The Consortium for entrepreneurship education (2003) defines entrepreneurial education as one that seeks the prepare people, especially youths, to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers and who contribute to economic development and sustainable communities. Also Wikipedia (2009) defines entrepreneurship as the act of being an entrepreneur, which is a French word meaning one who undertakes an endeavour. From all the definitions, the position of the writers is that entrepreneurial education is an all purpose elixir capable of elevating any individual who puts it into practice to greater heights.

The role of entrepreneurship is so critical today to understanding and succeeding in the contemporary global economy. This explains the establishment of entrepreneurial centres in universities all over Nigeria, in line with the National Universities Commission’s directive aimed at producing graduates that would become self-employed and employers of labour. The centre is supposed to be a business clinical laboratory where knowledge and ideas are incubated. Other services rendered by the centre include helping students to develop ideas, facilitating partnerships between students and the industry, as well as advising and linking them up with financial institutions for purposes of accessing loans (Ogu, 2011).

It also meets many of the demanding goals expected of a quality Nigerian undergraduate. To neglect entrepreneurship or relegate it to the background makes undergraduate learning orthogonal to the world, it is supposed to help. It is well acknowledged that entrepreneurship is one of the fastest growing subjects in today's undergraduate curricula. Increasingly, universities themselves are agents of entrepreneurship. The question is – if not the universities, where else? The university must teach entrepreneurship broadly to its students otherwise the university disconnects the school's mission from its practice and is educationally incoherent. However, it should be noted that entrepreneurship requires massive training. The realm of learning and training discussed by the researchers here is that type of learning that aims to equip Nigerian university students with both a set of skills – quantitative, verbal, analytical and so on – that is essential to all fields.

Much have been recorded on the roles of entrepreneurship education. Wikipedia (2008), seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Consortium for Entrepreneurship Education (2008), made a compelling case for all students that their learning should be immersed in real life learning experiences. That is, walking that talk by matching theories with practice. The argument for the inclusion and propagation of the culture of entrepreneurship has become necessary than before owing to Nigerian dwindling economic fortunes and high social risks of unemployment. It is in the light of this that Brown (2000) states that it is becoming more attractive to young people and adult who strive to find careers and financial success.

Apart from the roles listed above, other roles of EE include, to boost national economic development. This is to engage the youths in productive economic activities so as to divert their attention from negative vices such as crimes, militancy and so on. In fact, Okebukola (2011) notes seriously that no entrepreneurial education, no vision 20-2020. Its functional role according to Rasmussen and Stroheim (2005) is wealth creation. Persons engaged in entrepreneurship, either on their own efforts or inside an organization pursue opportunities without regard to resources under their control. Also, Enaohwo (2011), emphasizes the need for youth entrepreneurial empowerment to harness their potentials and intellectual creativity. This is because its potency is capable of lowering poverty level and elevating living standards and the quality of life of Nigerians.

Kaegon (2009) remarks that entrepreneurial centre on university campuses, where students are trained to develop and acquire skills should have all the necessary facilities/infrastructures, personnels and funded properly. They should be provided with information, knowledge, skills, attitudes that would enable them be well informed as businessmen and women. This view is in line with the assertion of Nwosu (2009), who maintained that to enhance entrepreneurial education, the following components ought to be included:

- Exposure of trainees to successful small enterprises in their communities;
- Opportunities to practice entrepreneurial attributes in technical training institutions during critical formative years of trainee's growth;
- Opportunities to become familiar with entrepreneurial and managerial tasks during their technical training and
- Utilizing small enterprises, family acquaintances and community contacts to assist in implementing business opportunities (p. 199).

The benefit of entrepreneurial education has presently assumed a universal dimension. The Global Education Initiative 2008, realizing the benefits of entrepreneurial education put forward four (4) major objectives for advancing entrepreneurial education globally. These are: highlight and raise awareness of the benefit of entrepreneurial education; consolidate existing knowledge and good practices in entrepreneurial education which will yield positive results; provide recommendations to governments, academia, the private sector and other actors for

entrepreneurial education and launch a process in which the recommendations can be discussed on the global, regional, national and local levels and be implemented with the involvement of key stakeholders. Also, Okebukola (2009) re-emphasized that students should be given opportunities in school to learn the rudiments of entrepreneurship so that they will truly appreciate the benefits of entrepreneurial education whether in school or after school.

So much has been documented in terms of its benefits to the students in training that the NUC (2008) emphasised its importance and made it a compulsory general studies course or elective for related courses in all Nigerian universities. Other scholars such as Nwangwu (2006, 2007 and 2009), and Stoner, Freeman and Gilbert (2006), present a number of benefits of entrepreneurial education in the education system which are inevitable. These include among others: adequate training in acquisition of skills, fostering economic growth, increase productivity and so on. Logic models and outcome for youth entrepreneurship programme (2001) as well as the United State Census Bureau Survey of Business Owners (2009) also reiterate some of the benefits of entrepreneurial education as: improved academic performance, sound decision-making abilities, production and employment of self-employed individuals which is about three quarter ($\frac{3}{4}$) of United States business. The same can be said of Nigerian undergraduates with so much great potentials yet to be tapped.

In the recent past, Nigeria established the National Directorate of Employment (NDE) to help solve the problem of employment. Also, the School-To-Land Programme was also initiated. Both the NDE and School-To-Land programmes employed the Entrepreneurship Development Programme (EDP) initiatives to help teach individuals – artisan/craftsmen, young graduates, technical employers, techniques on how to finance their own businesses and how to become entrepreneurs. These were all noble ideas but didn't last long to yield the expected dividends. More disturbing is the fact that many students engaged in entrepreneurial education, are not taking the course seriously in Nigerian universities.

As observed, the universities also benefit from entrepreneurial education. Student entrepreneurs bring a distinctive vitality and energy to campus life. They help make a university campus fun and exciting. They integrate learning with the off-campus world of work, problem-solving and achievement. They add a rich and learning dimension to a campus culture. They become independent and innovative risk-takers.

Not all learning takes place inside the classroom. Sometimes the best way to learn a concept is to do it. This justifies the work of Abraham and Nwogu (2009) who found out that involvement is a key to entrepreneurial success in Nigerian universities. The study found out that involving students in both theoretical and practical aspects, provision of adequate factories and workshops, commercializing entrepreneurship programme; employment of trainees in various skills, provision of stipends, adequate funding, proper supervision and provision of uninterrupted electricity are some of the ways to make entrepreneurship programme a success and beneficial to the trainees.

The study further established that practical involvement will enable the undergraduates to acquire practical skills, and be self-employed, motivate students, reduce unemployment, develop creativity and aid the achievement of millennium development goals. The study of entrepreneurship thereby helps to make students ready for improved citizenship. Exposure to entrepreneurship may trigger an awareness of how their own ideas can have broad impact. In principle, graduate education need not be inimical to the creation of new enterprises. In view of this, Kourilsky (2006) aptly summed up the purpose of entrepreneurial education for schools as: the school prepares students to make the transition to adulthood; develop the self-confidence to accomplish their goals and finally to develop expertise as an entrepreneur.

On the challenges of entrepreneurial education, it is revealing that one of the factors that limit the efficiency of these actions to improve the institutional framework that the education system carries out with great effort is the fact that the tradition of pedagogy and education offered in Nigerian universities still does not reflect current employment needs and

places the emphasis on the contents and acquisition of knowledge rather than on skills and practice (Ikeme, 2007).

The universities are still besieged with the challenge of unavailability of infrastructure and equipment for the entrepreneurial centre. Nwibere (2011) in Ogu (2001) reinstates that entrepreneurial centres are supposed to be active business centres where ideas are generated and shared among the participants. But how can the centres be fully operated when the support staff and equipment are lacking? It is still the usual business in universities as lecturers are carried out using traditional teaching methodologies, same curricular content based, memorizing and examination to crown it all. Most qualified staff to teach entrepreneurship skills are lacking as well.

The picture presented by this survey, supported by evidence derived from other researchers, raises some important challenges around sustainability, reach, relevance, consistency, commitment and equality of exposure. It is clear that adequate care needs to be taken to scale up entrepreneurial education across the university campuses to expose ALL students to inspiring opportunities and meaningful learning experiences. Still on the constraints to the implementation of entrepreneurial education in universities, Ogu (2011) observed that as crucial as the centre is, it is sad to note that not many staff, students or members of the public are aware of its existence nor its services. This assertion is based on the low patronage the centre receives at the moment as also observed by the writers. Uptill now, some support staff and equipment are being expected to enable the centre begin full operation.

Nigerian universities surveyed are burdened with the heavy initial outlay of implementing the programme. Trained personnel to deliver quality entrepreneurial education are in short supply. The environment which can permit easy start-up of small businesses is inclement. University-industry partnership is rather feeble as industry is suspicious of the quality of graduates from the university system and the quality and relevance of university-based research. Such weak relationship stands as a challenge for the success of the entrepreneurial studies programme (Okebukola, 2011). Similarly, Nwachukwu (2009) acknowledges that the universities, polytechnics, and other tertiary institutions in Nigeria could be effectively used for entrepreneurial development. What we need is conducive environment and education that make it possible for them to make a good start and, with good guidance make them proud, successful entrepreneurs. Mariotti (2006), added that at the start of the creation process, it is common for entrepreneurs to use their reference groups as points of access to new social networks. This informal learning process is based on skills that have to be developed throughout people's education, in order to ensure the growth and consolidation of the business, overtime.

Others are: the high cost of doing business in Nigeria, such as lack of adequate electricity and basic needs by a large amount of the population especially university students stifle entrepreneurial activity. Getting venture capital to finance entrepreneurial endeavour is very difficult because of the political and economic instability (Osuala, 2009). Likewise, Nwosu and Ohia (2009) observed that inconsistent government policies, poor infrastructures have not provided a solid ground for the teaching of entrepreneurial education in Nigerian universities. This programme will be more relevant if the curriculum content is fashioned to suit the specific peculiarities of the society.

On the other hand, Kourilsky (2006) warned that those involved in teaching entrepreneurship should do so based on accurate data. Data should be used to support any message. Effective and result oriented decisions are based on data analysis and correct information. There is also lack of reliable sources of power support, and lack of access to ICT resources like computers and softwares. It is therefore imperative to give the centre all the support it deserves in order to utilize it to full capacity.

There has been diverse discussions on the various strategies in place for the implementation of entrepreneurial education in Nigeria universities by the stakeholders in the business of education for instance, Okebukola (2011) has this to say on some of ten small

business secrets of Aliko Dangote that in the journey of entrepreneurship, tenacity of purpose is supreme. That is, say everyone must start something small and dream big. Likewise, enhancing entrepreneurial skills in Nigerian higher education youths is to ensure that they articulate their investment proposal (Oyeoku, 2010).

More recently, the publication of Federal Ministry of Education – Operation Reach All Secondary Schools (ORASS, 2006) buttresses that: all should ensure that education offered in educational institutions of learning is aimed at achieving the following competencies: communication skills, numeracy skills, understanding the environment, manipulative/psychomotor skills and entrepreneurship skills. All these and more can be acquired through training for these students to know about how to comport themselves, behave as well as have an indepth knowledge about the market economies, business ethics and financial literacy at a glance. What is important here is to create an entrepreneurial mindset and matching talk with actions using these all important skills discussed earlier (Wikipedia, 2009). Also important is a publication by UNESCO (2008) which emphasized on promoting best entrepreneurial practices and skill in students.

School Industry linkages in curriculum implementation is another strategy. Entrepreneurial training requires partnerships with industries. These could take the form of Industrial Training (IT), IT catering, Animal Husbandry (sheep/goats), Tailoring and fashion design, welding, baking, hair weaving and so on. Baridam (2009) re-echoes further that as part of our capacity-building initiative, entrepreneurial studies have been made a central part of our training programme in the University of Port Harcourt to make our students employable on leaving the academic environment.

Another strategy emphasizes the importance of building and selling quality products at affordable price. This encourages competition which is healthy for businesses. It keeps the entrepreneur on his/her toes. Adapting to changes specifically in regards to new technologies is very important. A situation whereby one is parading himself/herself as an educational expert with outdated operational tools would be a dead end (Baridam, 2009). One cannot continue to operate manually in the age of multimedia technology that facilitates knowledge transfer. Other strategies for inculcating entrepreneurial competencies are: massive training and retraining of teachers, teacher motivation, intensive research and innovation, career education, utilization of successful small business entrepreneurship, Industrial Work Experience Scheme as well as proper exposure to record keeping, office and administrative management, computer appreciation, simple accounting and so on (Osam, 2009).

1.2 STATEMENT OF PROBLEM

There has been a growing trend which shows that university businesses are gradually tilting towards entrepreneurship education in Nigeria. The alarming rate of unemployment facing the country is indeed a challenge to all. To tackle this negative development, the key players in the educational industry as well as the government have been advocating entrepreneurship for undergraduate students. If entrepreneurship is brought to bear on universities, the productivity of the school system will definitely improve from job-seekers to job-creators. Considering the increasing public outrage over the productivity of university education in Nigeria, the researchers are bothered as to whether:

- Universities are imbibing entrepreneurship education.
- Nigerian universities are playing their roles towards the reduction of unemployment through entrepreneurial education.
- The many challenges of entrepreneurial education is a panacea for unemployment of Nigerian youths after graduation.
- Viable strategies are employed by Nigerian universities for the implementation of entrepreneurial education in conjunction with global practice.

2. METHOD AND MATERIALS

The study was a descriptive survey design which utilized the purposive sampling technique in selecting 1200, three hundred level students from a population of 12,800 students in the Faculty of Social Sciences, from three public universities in Rivers State. A self designed instrument christened “Entrepreneurship Education in Nigerian Universities Questionnaire” (EENUQ) containing 20 items was used for data selection. The instrument was patterned after a modified Likert 4 – point rating scale namely, strongly agree, agree, disagree and strongly disagree with ratings of 4, 3, 2 and 1. The data were analysed with mean and rank order to answer the following research questions:

- What are the roles of entrepreneurship education in the reduction of unemployment in Nigeria?
- What are the challenges of entrepreneurship education as a panacea for unemployment in Nigeria?
- What strategies are employed by Nigerian universities for the implementation of entrepreneurship education as a panacea for unemployment in Nigeria?

3. RESULTS

Research Question 1: What are the roles of entrepreneurship education in the reduction of unemployment in Nigeria?

Table 1: Mean and rank order of respondents on the roles of entrepreneurship education

| S/N | Statement | \bar{x} | Rank | Remarks |
|-----|--|-----------|-----------------|----------|
| 1. | It provides employment to graduates | 2.89 | 3 rd | Agree |
| 2. | It helps graduates to become employers of labour | 2.51 | 5 th | Agree |
| 3. | It helps recipients to adjust to the society | 2.60 | 4 th | Agree |
| 4. | It helps to promote innovation | 2.41 | 6 th | Disagree |
| 5. | It helps to reduce the incidence of social vices | 3.01 | 2 nd | Agree |
| 6. | It helps to promote the dignity of labour | 3.14 | 1 st | Agree |

Table 1 shows that respondents agreed that entrepreneurship education play vital role in solving unemployment in Nigeria with mean scores of 3.14, 3.01, 2.89 and 2.51 respectively. The respondents however disagreed that entrepreneurship education helps to promote and implement innovation.

Research Question 2: What are the challenges of entrepreneurship education as a panacea for unemployment in Nigeria?

Table 2: Mean and rank order of respondents on the challenges of entrepreneurship education

| S/N | Statement | \bar{x} | Rank | Remarks |
|-----|---|-----------|-----------------|----------|
| 7. | Equipped entrepreneurial centres are not enough | 2.56 | 7 th | Agree |
| 8. | Lack of exposure to practicals | 3.01 | 4 th | Agree |
| 9. | Lack of information on existing opportunities | 3.41 | 2 nd | Agree |
| 10. | Lack of capital to finance acquired skills | 2.98 | 5 th | Agree |
| 11. | Lack of involvement | 3.04 | 3 rd | Agree |
| 12. | Lack of workshops | 2.76 | 6 th | Agree |
| 13. | Lack of constant power supply | 3.61 | 1 st | Agree |
| 14. | Lack of interest from students | 1.76 | 8 th | Disagree |

Table 2 revealed that the challenges of entrepreneurship education as a panacea for unemployment in order of ranking include: lack of constant power supply (3.61), lack of information on existing opportunities (3.41), lack of involvement (3.04), lack of exposure to practicals (3.01), lack of capital to finance acquired skills (2.98), lack of workshops (2.76),

equipped entrepreneurship centres are not enough (2.56) and lastly, lack of interest from students (1.76).

Research Question 3: What are the strategies employed by Nigerian universities for the implementation of entrepreneurship education as a panacea for unemployment in Nigeria?

Table 3: Mean and rank order of respondents on the strategies employed by Nigerian universities for the implementation of entrepreneurship education

| S/N | Statement | \bar{x} | Rank | Remarks |
|-----|--|-----------|-----------------|----------|
| 15. | Lecturers are retrained for entrepreneurship education | 1.81 | 6 th | Disagree |
| 16. | Entrepreneurship education is made more practical | 2.03 | 5 th | Disagree |
| 17. | There is increased partnership between universities and industries | 2.71 | 3 rd | Agree |
| 18. | Information on opportunities are given to students | 3.00 | 2 nd | Agree |
| 19. | Students are motivated through increased funding | 2.44 | 4 th | Disagree |
| 20 | Entrepreneurship education is a compulsory course | 3.72 | 1 st | Agree |

Table 3 shows that the respondents agreed that the entrepreneurship education course is compulsory, information is given to students on opportunities and there is an increased partnership between the universities and the industries. However, the respondents disagreed with increased funding, practicals and retraining of lecturers.

4. DISCUSSIONS

Findings from table 1 revealed that entrepreneurial education helps to promote dignity of labour, reduce incidence of social vices, provide employment, helps recipients to adjust to the society and enables graduates to become employers of labour. The result showed that entrepreneurial education does not promote innovation. These findings are in line with Nwosu (2009) who submitted that exposures of trainees, opportunities for practice and utilization of small enterprises will be of great relevance to the implementation of entrepreneurial education in Nigeria. The findings are also in tandem with the views of Madumere-Obike and Abraham (2008), and Wikipedia (2008) who posited that entrepreneurial education helps the students to acquire skills necessary for self reliance and to be motivated to greater heights. These roles will enable university graduates to be self employed and be useful to themselves and the society.

The findings further revealed that lack of constant power supply, lack of information, lack of involvement, lack of exposure to practicals, lack of capital to finance the acquired skills, lack of workshops and ill equipped entrepreneurial centres are some of the challenges facing entrepreneurial education in Nigeria. Lack of interest by students in entrepreneurial education was rejected as one of the challenges. This implies that students of Nigerian universities have great interest in entrepreneurial education. The finding corroborates the assertion of Baridam (2009) that entrepreneurial education is a part of capacity-building initiative. The finding was not also different from the views of Abraham and Nwogu (2009) who identified lack of finance, constant power outage, lack of factories, insincerity of government amongst others as major constraints of entrepreneurship education in Nigerian universities. Furthermore, the study does not differ from the views of Nwibere (2011) who agreed that entrepreneurial centres ought to serve as active business centres for generation of ideas by participants. It is therefore unfortunate that entrepreneurial education in Nigerian universities is still bedeviled with these monsters. Generally, it is an acknowledged fact that theories provide guides for practice. Entrepreneurial theories without practice cannot enable Nigerian universities to actualize the goals of manpower production, teaching, research and community service.

Results as presented on table 3 revealed that the strategies for the implementation of entrepreneurial education include: making it to be a compulsory course, information on opportunities and increased partnership between universities and industries. Retraining of

lecturers, entrepreneurial education being practicalized and students being motivated through increased funding were identified as part of the strategies employed by universities for the implementation of entrepreneurial education in Nigeria. This leads credence to Okebukola (2011) submission that Nigerian universities are grappling with the burden of how to implement entrepreneurial programmes and hence advised that a conducive atmosphere is lacking in terms of qualified personnel, and university – industry partnership. Nwachukwu (2009) also advised that the provision of guidance to students will be of benefit. This is necessary because Iheonunekwu (2003) acknowledged the views of Cooper (1981) who contended that entrepreneurial units must recognize three aspects of student namely – his antecedent, environment and the organization.

The antecedent include genetic factors, family influences, educational choices and previous career experiences while the organization include geographic location, nature of skills, contact, motivation and experience. Finally, the environment incorporate economic conditions, accessibility and availability of capital, opportunities for consultancy, availability of qualified staff and accessibility to customers. Nigerian universities must explore these avenues in the implementation of entrepreneurial education programmes in order to make the programme functional, beneficial and as a tool for reducing unemployment in Nigeria.

5. CONCLUSION AND RECOMMENDATIONS

Undergraduate – graduate students can be self-employed as well as gain meaningful employment from the private and public enterprises when they put into practice the knowledge acquired from entrepreneurial education and that there are a lot of challenges and constraints in the implementation of entrepreneurial education in universities which must be surmounted through serious efforts by the stakeholders in education. From the findings of this study, the following recommendations were summarily made:

- Public universities in Nigeria should make entrepreneurship education compulsory for all students.
- The government and administrators should provide equipped workshops, regular electricity and qualified entrepreneurship lecturers in all universities.
- The government and management of universities of universities should provide regular supervision of the programme through National Universities Commission (NUC).
- There should be a collaboration between the universities and the industries on the most needed skills.
- Government and management of universities should provide regular retraining, workshops and seminars for lecturers and students.
- Basic infrastructural facilities should be provided in all entrepreneurial centres by the stakeholders in education.

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