

STATUS OF THE IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION IN UNIVERSITIES IN DELTA STATE, NIGERIA

Amini-Philips Chinyere and Ikibo-Areh Elo

Department of Educational Management, Faculty of Education, University of Port-Harcourt
PMB 5323 Choba, East-West Rd, Port-Harcourt, Nigeria

ABSTRACT: *The study assessed the status of the implementation of entrepreneurship education in universities in Delta State, Nigeria. Two research questions and corresponding null hypotheses were formulated and tested at 0.05 level of significance. The study adopted descriptive design. The population of the study comprised all the 65 lecturers and 5,000 students in the two public universities in Delta State. The sample size was 530 (lecturers 65 and 497 students) from the two universities using purposive sampling techniques. Assessment of the Implementation of Entrepreneurship Education Questionnaire (AIEEQ) was used for data collection. The instrument was validated by experts to ensure face and content validity, which yielded a reliability coefficient of 0.87 using Cronbach Alpha. Mean and standard deviation were used to answer the research questions, while independent samples z-test was used to test the null hypotheses at 0.05 alpha level of significance. It was found that entrepreneurship education was properly implemented in the undergraduate and post graduate levels in Delta State universities. However, the programme was bedeviled with conspicuous challenges. It was recommended among others that a monitoring team should be set up by the National Universities Commission (NUC) to monitor the progress and shortcoming of entrepreneurship education in the universities.*

KEYWORDS: Status, Implementation, Challenges, Entrepreneurship Education

INTRODUCTION

The phrase entrepreneurship education has become a buzz-word in households, educational institutions and other organizations in Nigeria in recent times. This may be due to the rate of unemployment and the search for strategies to surmount the increasing unemployment challenges among the youth.

The number of graduates seeking white collar jobs is unimaginable and the lack of employment opportunities has made many Nigerians to devise one form of livelihood or the other. Many Nigerian youths without jobs have resolved to go into armed robbery, prostitution, cyber crime, militancy, kidnapping among others. An investigation carried out by the Federal Ministry of Education from 2005-2010 revealed that seventy-one percent (71%) of students who graduate from Nigeria universities and other forms of tertiary institutions are jobless (Bamiro, 2012).

The rate of unemployment in the country may be blamed on the theoretically-based curriculum and development of the students without the practical application of the knowledge. In order to reduce the rate of unemployment in the country, skills acquisition and development in the form of entrepreneurial education was introduced. It was with the introduction of entrepreneurial education that the Chinese economy was developed and they

can now produce assorted types of products. Realizing the importance of entrepreneurship education in reducing unemployment among the youths and driving the economy, the then Minister of Education, Prof. Ruquayyatu Rufai ordered the addition of skills acquisition in specific trades into the General Studies Curriculum for empowerment and development. Nigeria has more than 100 universities that graduate about 300,000 students yearly, but it is surprising that only 30% of these numbers are employable. The inability of these universities to graduate employable graduates has made the Federal Republic of Nigeria (2004) to stress the contribution of manpower training to help graduates acquire skills for self-reliance (Ojimba, 2012).

Entrepreneurship is the act of being an entrepreneur - a person who undertakes innovations, finance and business insight in an attempt to change new ideas into financial goods (Charak, 2012). Entrepreneurship is the practice of making something new and valuable by dedicating the required time and attempt taking up the financial, paranormal and social risks and receiving the resulting reward of economic and individual fulfillment and autonomy (Hisrich, Peters & Shepard, 2008). Various scholars have attempted to define entrepreneurship education (EE). Consequently, many definitions of (EE) have emerged. While Tamuno and Ogiji cited in Akpan & Etor, (2013) see entrepreneurship education as the type of education that has the ability to impact on the growth and development of an enterprise through technical and vocational training. Oloko (2015) view entrepreneurship education as the process of developing understanding and capacity for pursuit of entrepreneurial behaviors, skills and attributes in widely different contexts. Entrepreneurship education is the educational programme which equips the learner with knowledge, skills and attitudes to be an innovator, a person who creates something new- a market or a new means of production (Okebukola, 2011). Entrepreneurship education is a process of giving systematic instruction of entrepreneurial facts, skills and abilities to learners so as to assist them to succeed as an entrepreneur (Nian, 2014).

Entrepreneurship education is the acquisition of knowledge, skills and orientation for the learner to arrest life threats and take steps to grasp new inclinations and occasions for meeting those challenges in all aspects of human life. To Okiti (2009), it is a gate way to job opportunities and creating jobs that will continuously boost self reliance and self employment among university graduates. Similarly (Umoren, Akpan and Ntekop, 2012; Onuaha, 2008; Umoren, 2010; Umoren and Ntekop, 2010) believes that (EE) instills in the students' knowledge, skills and motivation that encourage the spirit of entrepreneurship in different settings. Whereas some individuals are born with certain traits that allow them transform ideas into reality, others are able to do so via the process of training and capacity development. Although scholars seem to vary in their views and styles of defining (EE), a consensus exists among them that entrepreneurship education is a welcome and worthwhile development in Nigerian universities. Entrepreneurship education relates to a course of study hinged on empowering the youth to acquire relevant skills, competencies and capabilities in vocational, technical and other domains so that they will become employers of labour and not job seekers as is currently the case with many youths today. (EE) was recommended to be practiced in public universities in Nigeria by the president Olushegun Obasanjo government in 2006 to check the prevalent unemployment in the country. This was sequel to the realization by the government of the urgent need to develop in the youth a business-like spirit which would create and sustain ideas that will transform the economy. Consequently the federal government through the NUC directed that entrepreneurship education be integrated into the university curriculum (Okojie, 2011).

Since then, (EE) has been included in the curriculum of Nigerian universities; however, the implementation is at various stages. While some universities have fully implemented the programme, Uchedu, Osim & Odigwe, (2015) observed that implementation of (EE) is at infant stage in some universities.

Nwangwu (2007: 11) identified the objectives of entrepreneurship education to include that it: Offers useful knowledge to the learners that can help them become independent and create jobs for themselves. Offer students' sufficient teachings that can help them think of how to make new things and recognize new opportunities in business. Provide university/college students with sufficient teaching on how to manage risk and unpredictability. Provide the young with enough training and support that will enable them establish a career in small and medium size businesses. Offer graduates sufficient teaching on how to develop abilities that will help them to be part of the labor force in their environment. To stir personal economic advancement of rural and less developed areas. Provide opportunity for graduates to be employed and schooled in skills that are necessary for running small scale businesses. Instill the spirit of tenacity in people that will help them persevere in many enterprises they engaged in.

The objectives of entrepreneurship education are central to knowledge creation, skills acquisition, training, teaching and practice in order to be self-reliant in the society. Entrepreneurship education is an embodiment of great importance in the social-political development of the nation. Entrepreneurship education has remarkable and acceptable potentials in the reduction of crime, prostitution, kidnapping, militancy and other social ills. This is why Okebukola (2011) reported that entrepreneurship education has the power to reduce poverty and raise the standard of living and life value.

Nwafor and Nwachukwu (2012) opined that the training of entrepreneurial students require experts in the field. When there is scarcity of specialists for the training of entrepreneurial students during Entrepreneurship Education, the noble objectives of Entrepreneurship Education may not be achieved. Forsman (2014) found that university entrepreneurship education did not provide students with resources to assist them, neither did they provide strong network for investors. He found also that there is inadequacy of instructional materials and facilities in the universities. The implementation of entrepreneurship education is not devoid of challenges and limitations. This could be traceable to the work of Olumese (2004) who found that there is enormity of challenges facing entrepreneurial education which have serious implication for its goal attainment in Nigeria. Still in line with the hindrances recorded in the implementation of entrepreneurship education, Enoch (2015) empirically found that the implementation of entrepreneurship education is at its minimal stage.

Akpan and Etor (2013) carried out a study on University lecturers' perception of EE as an employment strategy for graduate self employment in south-south Nigeria. Using simple random sampling techniques, the researchers drew a sample of 480 lecturers who responded to a questionnaire. Descriptive statistics was used for data analysis. The findings showed that lecturers are positive in their perceptions of the relevance of entrepreneurship education as an employment strategy for graduate self employment. While Akpan and Etor used lecturers as sample for their study, the present researchers used lecturers and students. Similar data analysis technique of descriptive statistics was also used in this present study. In a related study, Ogundele, Akingbada and Akinlabi (2012) studied entrepreneurship training and education as strategic tools for poverty alleviation in Nigeria (Lagos). Using a sample of 250 respondents (entrepreneurs and apprenticeships) drawn from 5 Local Government Areas.

Data were obtained from sample using simple regression analysis. The results showed that youth empowerment for self employment are influenced by the skills acquired. While Ogundele, Akingbada and Akinlabi used a sample of 250 respondents (entrepreneurs and apprenticeships) and simple regression method of data analysis, the present study used lecturers and students, and descriptive statistics was used in data analysis.

Ekpikan and Ukpabio's (2015) study of entrepreneurship education, job creation for graduate employment in South-South Geopolitical Zone of Nigeria revealed that career intervention in four dimensions of entrepreneurship skills and level of skills acquired after completing entrepreneurship course are significantly high. While Ekpikan and Ukpabio sample consisted of 400 respondents (final year undergraduates) randomly selected from four Universities in South-South Nigeria. The present researchers used population made up of lecturers and students and a large sample was used for this study as against a very small sample used by Ekpikan and Ukpabio (2015).

Onuma (2016) investigated entrepreneurship education in Nigeria tertiary institutions: A remedy to graduates unemployment; the study was carried out in Ebonyi State University. The entire population of 200 was used as sample. Questionnaire was used to collect data which was analyzed using Pearson Product Movement Correlation (r) statistics and t-test at 0.05 level of significance. The results revealed that entrepreneurship education is very vital to students as it will equip them with skills for post graduation job creation. Whereas Onuma (2016) study focused on entrepreneurship education as a remedy for graduate unemployment, this present study focused on implementation of entrepreneurship education. Both studies used questionnaires to collect data and t-test statistics to test the hypotheses proposed.

Araba (2012) investigated EE as a tool for reducing unemployment in Nigeria. The study was carried out in Federal University of Technology Akure and Covenant University Ota. A survey design was drawn using quota and simple random technique. Data were analyzed using mean and t-test statistics. Results showed a huge disparity between the perception and conceptualization of entrepreneurship in the graduates of each University under study. While Araba studied entrepreneurship education as a tool for reducing unemployment, this present study investigated the status of implementation of EE.

John (2014) conducted a study on entrepreneurship education in tertiary institutions for socio-economic development in Rivers State. The population for the study was 59,894 and a sample of 400 respondents was drawn using Toro Yamane formula. A 33 item questionnaire was used to collect data which was analyzed with mean score and z-test statistics at 0.05 level of significance. The results revealed that provision of adequate infrastructural facilities and funding will enhance entrepreneurship education development through the creation of jobs, alleviation of poverty, hunger etc. the result also revealed that poor curriculum content, poor funding among others were the challenges facing entrepreneurship education.

Okoro (2016) examined the impact of entrepreneurship education on the enhancement of entrepreneurial skills among undergraduates in South-Eastern Federal universities in Nigeria. The study adopted a descriptive survey design and a sample of 867 respondents was drawn using a multi-stage and proportionate sampling technique. Data were collected with the aid of a questionnaire and analyzed using mean and standard deviation. The results showed that entrepreneurship education impacts entrepreneurial skills in undergraduate to a great extent.

From the reviewed empirical studies, it was found out that most of the studies on entrepreneurship education conducted by different researchers focused on empowerment strategy for self-employment (Akpan & Etor, 2013; Ekpikan & Ukpabio, 2015; Onuma, 2016; Araba, 2012); socio-economic development (John, 2014); enhancement of entrepreneurial skills (Okoro, 2016). An overview of the reviewed studies shows that most of the studies on entrepreneurship education focused on entrepreneurship education as a strategy for empowerment and self-employment. A few related studies were found to focus on implementation of entrepreneurship education and challenges of implementation but in different contexts and locale. It became necessary therefore, to fill the gap by studying the status of implementation of entrepreneurship education in Universities in Delta State, Nigeria.

Statement of the Problem

Researchers have shown that there are abundant reports on the incessant increase in the rate of unemployment in Nigeria. Unemployment status of most youths has made them to develop attitudes that are awkward and destructive to self and societal development. Unemployment may have contributed to the level of prostitution, touting, armed robbery, kidnapping, terrorism and other social unrest. To this end, there was the establishment of entrepreneurship education to ameliorate the rate of unemployment and enhance employability. The federal government of Nigeria through the NUC directed that entrepreneurship studies be integrated into the university curriculum and many universities have complied but observed that there are some challenges affecting the implementation of entrepreneurship education in Nigerian universities. Records are still uncertain on the extent of implementation of entrepreneurship education and the challenges in the achievement of the objectives of entrepreneurship education in universities in Delta State. It is against this backdrop that this study aimed at assessing the status of implementation of entrepreneurship education in the universities in Delta State, Nigeria.

Purpose of the Study

The study investigated the status of implementation of entrepreneurship education in Universities in Delta State, Nigeria. Specifically, the objectives of the study were;

1. Determine the status of implementation of entrepreneurship education in Universities in Delta State, Nigeria.
2. Ascertain the challenges encountered in the implementation of entrepreneurship education in Universities in Delta State, Nigeria.

Research Questions

The following research questions were answered in this study.

1. What is the status of implementation of entrepreneurship education in universities in Delta State, Nigeria?
2. What are the challenges faced by universities in the implementation of entrepreneurship education in Delta State, Nigeria?

Hypotheses

There is no significant difference in the mean rating scores of students and lecturers on the status of the implementation of entrepreneurship education in universities in Delta State.

There is no significant difference in the mean rating scores of students and lecturers on the challenges encountered in the implementation of entrepreneurship education in universities in Delta State.

METHODOLOGY

The study adopted a descriptive survey research design. The population of the study comprised all the 65 lecturers and 5,000 students in the two public universities in Delta State. The sample size was 530 (lecturers 65 and 497 students) from the two universities. The purposive sampling technique was used to sample the lecturers because they are few in number. Assessment of the Implementation of Entrepreneurship Education Questionnaire (AIEEQ) was used for data collection. The instrument was validated by two experts to ensure face and content validity. Reliability coefficient of 0.87 was obtained for AIEEQ with the help of Cronbach Alpha. Mean and standard deviation were used to answer the research questions while independent samples z-test was used to test the null hypotheses at 0.05 alpha level.

RESULTS

Research Question 1: What is the status of the implementation of entrepreneurship education in universities in Delta State?

Table 1: Weighted mean, standard deviation and rank order statistics of the status of the implementation of entrepreneurship education in universities in Delta State.

S/N	ITEM	Students=497 Lecturers=65				Mean set	Ran k	Remarks
		\bar{x}_1 SD ₂	\bar{x}_2	\bar{x}_3				
1	Entrepreneurship education is currently being implemented in my university.	4.5 6	1.61	2.9 3	1.71	3.75	1 st	Agreed
2	Entrepreneurship education is well implemented in my school	4.1 6	1.35	2.4 4	1.56	3.30	4 th	Agreed
3	Entrepreneurship education is implemented in 100 level in my university	2.5 8	1.49	1.6 1	1.61	2.10	7 th	Disagreed

4	Entrepreneurship education is implemented in 200 Level in my university.	4.0 9	1.31	3.2 2	1.70	3.67	2 nd	Agreed
5	Entrepreneurship education is implemented in 300 level	4.7 3	1.12	2.3 3	1.21	3.53	3 rd	Agreed
6	Entrepreneurship education is also implemented in 400 level	2.3 5	1.47	1.9 1	1.21	2.13	6 th	Disagreed
7	Entrepreneurship education is implemented at post graduate level	4.3 9	1.49	1.6 1	1.27	3.00	5 th	Agreed
	Aggregate Mean	4.1 2	1.42	2.5 8	1.54	3.36		

Results of analysis on table 1 revealed that the mean set range between 2.10 and 3.75. Items 1, 2, 4, 5, and 7 have mean scores which ranged between 3.75 and 3.00. The mean scores are above the criterion mean of 2.50, and so were accepted as representing the status of the implementation of entrepreneurship education in universities in Delta State. However, items 3 and 5 had mean scores of 2.13 and 2.10 respectively which were below the criterion mean and therefore were rejected as representing the status of the implementation of entrepreneurship education in universities in Delta State.

Research Question 2: What are the challenges facing the implementation of entrepreneurship education in universities in Delta State?

Table 2: Weighted mean, standard deviation and rank order statistics of students and lecturers on the challenges facing the implementation of entrepreneurship education in universities in Delta State.

S/ N	ITEM	Students=497 Lecturers=65				Mea n set	Ran k	Remarks
		\bar{x}_1 sd ₁	sd ₁	\bar{x}_2 sd ₂	sd ₂			
8	Lack of adequate and skilled personnel to effectively handle entrepreneurship Education,	3.3 6	1.41	2.9 7	1.21	3.17	6 th	Agreed
9	Poor classroom/laboratory facilities are available for the implementation of entrepreneurship education	2.7 2	1.36	2.5 8	1.51	2.65	9 th	Agreed
10	Finance provided are inadequate for the implementation of entrepreneurship education	3.3 3	1.39	3.7 9	1.56	3.56	3 rd	Agreed
11	Time allocated to teach	2.6	1.12	3.1	1.17	2.87	8 th	Agreed

	entrepreneurship education is insufficient since the course requires time for theory and practical lessons	0		4				
12	Lack of data bank to store and retrieve information.	3.1	1.28	3.3	1.44	3.22	5 th	Agreed
13	Poor knowledge of subject area by my lecturers is a challenge	3.3	1.69	1.8	1.35	2.34	11 th	Disagreed
14	My lecturers do not have practical knowledge to teach entrepreneurship education	2.7	1.80	2.8	1.69	2.43	10 th	Disagreed
15	The number of students in my class who are taught by one lecturer is above the stipulated 1: 30 lecturers/students ratio	3.6	1.59	3.6	1.58	3.62	1 st	Agreed
16	Experienced and successful entrepreneurs are not involved in teaching entrepreneurship education	2.3	1.47	1.9	1.21	2.13	12 th	Disagreed
17	Lack of commitment to teaching by lecturers teaching entrepreneurship education is a serious challenge to its implementation in my university	3.6	1.63	3.5	1.50	3.60	2 nd	Agreed
18	Infrequent monitoring by NUC	3.7	1.66	3.2	1.36	3.50	4 th	Agreed
19	Inadequate monitoring University	2.8	0.73	3.4	1.53	3.13	7 th	Agreed
	Aggregate Mean	2.7	1.16	3.1	1.24	3.06		
		0		5				

Results of analysis on table 2 revealed that the mean set range between 2.13 and 3.62. The mean values of items with serial numbers 8, 9, 10, 11, 12, 13, 15, 17, 18, and 19 are 3.17, 2.65, 3.56, 3.22, 2.34, 3.62, 3.60, 3.50, and 3.13 respectively, which were above the criterion mean of 2.50 and were agreed by the respondents as the challenges faced by the universities in implementing entrepreneurship education in Delta State. While, items with serial numbers 14 and 16 have mean values of 2.34 and 2.43 respectively and were disagreed by the respondents as the challenges faced by universities in the implementation of entrepreneurship education in Delta State.

Hypothesis One: There is no significant difference between the mean rating scores of students and lecturers on the status of the implementation of entrepreneurship education in universities in Delta State.

Table 3: z-test analysis of the responses of students and lecturers on the status of the implementation of entrepreneurship education in universities in Delta State.

Categories	N	Mean	Sd	Df	z-cal.	z-crit.	Remarks
Students	497	4.12	1.42	560	1.32	1.96	Not significant
Lecturers	65	2.58	1.54				

Table 3 revealed that students have mean and standard deviation scores of 4.12 and 1.42 respectively while lecturers have mean and standard deviation scores of 2.58 and 1.54 respectively. With a degree of freedom of 560, the calculated z-value of 1.32 is less than the critical z-value of 1.96, by implication, the null hypothesis is accepted. Therefore, there is no significant difference between the mean rating scores of students and lecturers on the status of the implementation of entrepreneurship education in universities in Delta State.

Hypothesis Two: There is no significant difference between the mean rating scores of students and lecturers on the challenges of the implementation of entrepreneurship education in universities in Delta State.

Table 4: z-test analysis of the responses of students and lecturers on the challenges of implementation of entrepreneurship education in universities in Delta State

Categories	N	Mean	SD	Df	z-cal.	z-crit.	Remarks
Students	497	2.97	1.36	560	1.06	1.96	Not significant
Lecturers	65	3.35	1.40				

Table 4 revealed that students have mean and standard deviation scores of 2.97 and 1.36 respectively while lecturers have mean and standard deviation scores of 3.35 and 1.40 respectively. With degree of freedom of 560, the calculated z-value of 1.06 is less than the critical z-value of 1.96, by implication, the null hypothesis is accepted. Therefore, there is no significant difference between the mean rating scores of students and lecturers on the challenges of the implementation of entrepreneurship education in universities in Delta State.

DISCUSSION OF FINDINGS

The study revealed that entrepreneurship education is currently being implemented, is well-implemented and it is being implemented at 200, 300 and Post-graduate levels in universities

in Delta State but with some challenges. This finding is in agreement with Okafor, Elizabeth Uchenna, Nwafor, Njideka Edith, Ighofivwioni, & Peter Precious, (2015) who observed that although there are immense benefits in the implementation of entrepreneurship education, however, there are diverse challenges which are limiting the implementation of entrepreneurship education in Nigerian universities. Similarly, the present finding is supported by Okezie, Alex, Asoluka, (2013) who identified some challenges that impacts negatively on the implementation of entrepreneurship education in Nigerian universities, which includes; unqualified and incompetent staff, corruption, and appointment of officials of entrepreneurship centres based on political affiliations. The hypothesis showed that there is no significant difference between the mean rating score of students and lecturers on the status of the implementation of entrepreneurship education in universities in Delta State. The two groups of respondents are of the opinion that significant headway has been made in the implementation of entrepreneurship education in the universities.

It was revealed that the implementation of entrepreneurship education in universities in Delta State is faced with a lot of challenges. The constraints to the implementation of entrepreneurship education are: under-funding, lack of equipment, poor allocation of time, poor knowledge of subject matter, lack of practical orientation, large class-size, students' perception on entrepreneurship education and lack of commitment to teaching by lecturers. The finding agrees with Olumese (2004) who found that there is enormity of challenges facing entrepreneurial education which have serious implication for its goal attainment in Nigeria.

Implication of the findings

One of the results of the study is that currently entrepreneurship education is being implemented at 200, 300 and post graduate levels of University education in Delta State. There is the implication that most of the students are acquiring entrepreneurship skills which will enable them become self reliant and job creators / employers when they graduate instead of job seekers and this will reduce the number of unemployed youth and hence unemployment in the state. There is also the implication that universities are complying with the directives of the Federal Government regarding the inclusion of entrepreneurship education as a course in the general studies programme of Nigerian Universities. The second finding is that there are challenges hindering the smooth implementation of entrepreneurship education. The implication of the finding is that if these challenges are not surrounded, the objectives of EE will not be achieved and the unemployment rate will continue to increase.

CONCLUSION

Entrepreneurship Education in Nigerian Universities is a welcome and worthwhile development. Its effective implementation will ameliorate the rate of unemployment and drive economic recovery since it is aimed at providing youths with gainful self-employment. Currently, entrepreneurship education is being implemented at both undergraduate and post-graduate levels in Delta State. However, there are challenges that militate against the process of implementation of Entrepreneurship Education in Delta State which include under-funding, lack of equipment, poor allocation of time, poor knowledge of subject matter, lack of practical orientation, large class-size, and lack of commitment to teaching by lecturers.

Recommendations

The following recommendations are made:

1. A monitoring team should be set up by the National Universities Commission (NUC) and the universities to monitor the progress and shortcoming of entrepreneurship education in the universities.
2. Auditing should be carried out to ensure that monies meant for entrepreneurship education are used judiciously.

REFERENCES

- Akpan, C. & Etor, C. (2013). University Lecturers Perception of Entrepreneurship Education as an Empowerment Strategy for Graduate Self-Employment in South-South Nigeria. *International Journal of Asia Social Science*. 3(5): 1180-1195. Retrieved from <http://www.aessweb.com/journal.php>
- Charak, R. (2012). *Entrepreneurship concept*. Retrieved from <http://www.slideshare.net/libraharak/entrepreneurshipconcept>.
- Enoch, E.E. (2015). *Entrepreneurship: Theory and practice*. Abuja.
- Ekpiken, W. E. and Ukpabio, G. U. (2015). *Entrepreneurship Education, Job Creation For Graduate Employment in South-South Geopolitical Zone of Nigeria*. Published by European Centre for Research Training and Development. UK. www.eajournals.org. British Journal of Education Vol.3, No.1, pp.23-31, January 2015. ISSN 2054-636
- Federal Republic of Nigeria (2014). *National policy on education*. Lagos: NERDC, Press.
- Forsman, B.P. (2014). *Assessment of entrepreneurship for sustainable economic development in South-South, Nigeria*. An Unpublished Thesis University of Port Harcourt.
- Hisrich, R.D., Peters, M.P., & Shepherd, D.A. (2008). *Entrepreneurship*. McGraw-Hill Companies.
- Nian, T.Y., Bakar, R. & Islam, A. (2014). Students' perception on entrepreneurship education: The case of university of Malaysia Perlis. *International Journal of Education Studies*, 7(10), 40-51.
- Nwafor, S.O., & Nwachukwu, A. (2012). The challenges confronting entrepreneurship education in the universities in Nigeria. *International Journal of Innovative Research and Development*. 1(11), 43-51.
- Nwangwu, I.O. (2007). Higher education for self-reliance: An imperative for the Nigerian economy. In J.B. Babalola., G.O. Akpan., O. Ayeni., & S.O. Adedeji (Eds.). *Access, equity and quality in education*. NAEP
- Ogundele O.J.K., Akingbade A.W and Akinlabi H.B (2012). *Entrepreneurship Training and Education as Strategic Tools for Poverty Alleviation In Nigeria*. Vol.2 No. 1; January 2012. American International Journal of Contemporary Research
- Okafor, Elizabeth Uchenna, Nwafor, Njideka Edith, Ighofivwioni, & Peter Precious. *Entrepreneurship Education as A Lead Way to University Graduate Employability in Rivers State*. *International Journal of Education and Evaluation* ISSN 2489-0073 Vol. 1 No.8, 2015 www.iiardpub.org

- Okebukola, P.A.O. (2011). *Entrepreneurship in university education: Beyond talk*. 27th Convocation Lecture, University of Port Harcourt.
- Okezie A. Ihugba, Alex Odii, Asoluka C. Njoku; Challenges and Prospects of Entrepreneurship in Nigeria; *Academic Journal of Interdisciplinary Studies*. Published by MC SER CEMAS-Sapienza University of Rome, Vol 2 No 5; July 2013. E-ISSN 2281 4612 ISSN 2281-3993
- Okojie, J. (2011). Benchmark on Minimum Academic Standards. National Universities Commission, Abuja.
- Oloko, O.O. (2015). *Alternative Models of Financing Higher Education in Nigeria and Implication for University Governance..* Final Report. Accra Association of Nigeria Universities. (AAU).
- Olumese, E.C. (2004). Entrepreneurship education in Nigeria, prospects and challenges. *Journal of Management Science and Technology Education*, 1(2), 48-52.
- Uchendu, C. C., Osim, R. O. & Odigwe, F. N. (2015). Managing entrepreneurship education for economic security at University level in Cross River State. *Journal of Educational and Social Research*, 5(2), 261-266
- Umoren, N. J., Ntekop, O. J. and Akpan, S. S. (2012). Government Policy Change and Sustainable Entrepreneurship Development in Nigeria. *Journal of Entrepreneurship Research*, 2(1): 192-206