

STRATEGIC MANAGEMENT OF ENTREPRENEURSHIP EDUCATION IN UNIVERSITIES, NORTH CENTRAL STATES OF NIGERIA

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IJMSSSR 2021
VOLUME 3
ISSUE 3 MAY – JUNE

ISSN: 2582 - 0265

Abstract: The study investigates strategic management of entrepreneurship education in universities, North central states of Nigeria. The focus of the study was on the strengths, and opportunity in the management of entrepreneurship education in the universities. A descriptive survey design was adopted for the study. The sample for the study was composed through a multi-stage sampling technique. This gave a sample of 763 respondents used for the study. Based on the review of literature, two research questions and two null hypotheses guided the study. A questionnaire titled, Entrepreneurship Education Strategic Management Questionnaire (EEDSMQ) was designed and used for the study. This instrument was validated and the overall reliability ascertained to be 0.76. From data collected, mean and standard deviation were used to answer the research questions while T-test statistic was used to test the null hypotheses at 0.05 level of significance.

Results show that the strength of entrepreneurship education in universities among others includes availability of funds by the government and for in-service training of entrepreneurship lecturers; and high enrolment of students for the EED programme. Results further show that there is no significant difference between the mean responses of lecturers and coordinators on the strength, and opportunities to entrepreneurship education in the Universities. Based on this, the work recommends that, the universities authorities should make provision for lecturers to go for workshops or seminars so as to be exposed to current trends in EED programme. The Federal Government of Nigeria should maintain a policy aimed at making adequate fund available for entrepreneurship education in the universities.

Keywords: Strategic Management, Entrepreneurship, University.

Introduction

Entrepreneurship education appears to be a formal structured instruction which conveys entrepreneurial knowledge and develops in students, focused awareness relating to opportunity, recognition and the creation of new ventures. Nwosu and Ohia (2009) defined entrepreneurship education as the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitudes to act on them. Acknowledging the view above, Brown (2003) contends that, entrepreneurship education and training programmes are aimed directly at stimulating entrepreneurship which may be defined as independent small business ownership or the development of opportunity-seeking managers within companies. Brown added that, these innovative, creative, independent and self-reliant qualities are lacking in most university graduates, who have become mere white collar job-seekers rather than job-makers. However, entrepreneurship seem to be the hub of both small and medium enterprises in America, Europe, Asian Tigers, among other advanced countries where private sector compliments the efforts of government in provision of employment opportunities, social security and welfare services to the citizenry.

The realization of the importance of entrepreneurship education and its implementation in universities is basically the concern of two main groups of staff in universities: the epistemologists and the deontologists. The epistemologists are the academic staff. They are more or less the technical crew in the university. They are equipped with adequate theoretical and practical knowledge for research, teaching and inculcating necessary entrepreneurial skills in students, thus preparing them for life, world of work and for contribution to national development (Chiaha and Agu, 2008). Chiaha and Agu explained further that, deontologists are inevitable assistants to the epistemologists in that they provide necessary administrative and technical supports to the university and the epistemologists in particular. The deontologists are normally responsible for all non-academic

programmes including administration, planning, resource management, supervision, personnel matters, welfare of staff and students, financial administration, record-keeping, admissions, certifications, health, and university plant (environment physical facilities and equipment).

Entrepreneurship education has academic aspect (Curriculum and Pedagogy) and administrative aspect which determine the entrepreneurship institutional quality. Both aspects heavily contribute to the quality and success of the overall EEd (Lee and Wong, 2005). The ultimate goal of entrepreneurship education is to facilitate the creation of an entrepreneurial culture (United Nations Conference on Trade and Development, 2010), which in turn would help potential students to identify and pursue opportunities. Aina (2007) also stressed that, EEd inculcates in trainees the ability to assess their strength; seek information and advice; make decisions; plan their time; carry an agreed responsibility; communicate and negotiate; deal with people in power and authority; solve problems; resolve conflict; evaluate performance; cope with stress and tension; and achieve self-confidence. These abilities are what could be termed employable skills.

Students could therefore, be trained to succeed in entrepreneurship irrespective of their gender and educational background so as to enhance the development of core entrepreneurship traits and skills such as: diligence and capacity for hard work (task orientation); confidence; risk taking; decision making skills; interpersonal skills; leadership skills; and goal setting to improve individuals (Chiaha and Agu, 2008). The benefits of EEd to students are numerous and include such positive outcomes as increased sense of locus of control; greater awareness of personal talents and skills; improved school attendance; higher academic achievement; enhanced creativity skills in business situations; enhanced business opportunity recognition skills; ability to handle business situations ethically; problem-solving skills; understanding of steps essential in business start up; enhanced awareness of career and entrepreneurial option; use of strategies for idea generation and assessment of feasibility of ideas; understanding of basic free market economy; enhanced basic financial concepts; increased awareness of social responsibility and entrepreneur's contribution to society; and greater likelihood of graduating to next education level (Broecke and Diallo, 2012).

Strategic management of EEd challenges primarily entails responses to external issues such as in understanding the actual needs of students, and responding to them as appropriate. This is because strategic management provides overall direction to an organization. It entails specifying the organization's objectives, developing policies and plans designed to achieve these objectives, and then allocating resources to implement the plans. It also includes a feedback mechanism which monitors execution and informs the next round of action.

Deriving from the above, the expectation is that, strategic management of EEd challenges would enable universities in the North Central States of Nigeria to function effectively towards achieving the objectives of entrepreneurship education. Besides, Ibukun (1997) pointed out that, the relevance of university education in Nigeria generally, is the provision of much needed manpower to accelerate the socio-economic development of the nation. Higher education as an instrument of social change and economic development was considered relevant by the National University Commission as a means through which EEd should be inculcated to Nigerian university graduates.

However, many educationists and administrators have questioned the achievement of the objectives of higher education by these universities. The objectives of university education as enshrined in the Nigeria's National Policy on Education include contributing to national development through high level manpower training; providing accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; providing high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reducing skill shortages through the production of skilled manpower relevant to the needs of the labour market; promoting and encouraging scholarship, entrepreneurship and community service; forging and cementing national unity; and promoting national and international understanding and interaction (Federal Republic of Nigeria, 2014).

Despite the above laudable objectives, the concern of many educationists and administrators is due to the fact that most of the graduates remain unemployed for as long as ten years after graduation (OECD, 2012). Okoro (as cited in Mando and Akaan, 2013) noted that, about seventy-five (75) percent of secondary school-leavers in Nigeria do not go further in higher academic pursuit and that it is disturbing to have a situation where many youths who are physically able to render services towards national development, are highly unemployed. Thus, Nigeria has

continued to struggle with major economic challenges including youth unemployment and this seems to be a threat to national development and according to Adebisi and Oni (2012), the unemployment of qualified and able-bodied youths has been of much concern to stakeholders in education, policy makers and the youth themselves. According to the Trading Economics (2015), unemployment rate in Nigeria increased to 7.50 percent in the first quarter of 2015 from 6.40 percent in the fourth quarter of 2014. In addition, unemployment rate in Nigeria averaged 11.93 percent from 2006 until 2015, reaching an all-time high of 23.90 percent in the fourth quarter of 2011 and a record low of 5.30 percent in the fourth quarter of 2006. Thus, there is increasing level of graduate unemployment in Nigeria, a country that is blessed with abundant natural resources such as ore, coal, chromium, cobalt, hydroelectric power, manganese and millions of hectares of uncultivated farmland and abundance of oil and gas. Conversely, most of the able-bodied graduate youth appears to have become beggars on the streets.

Furthermore, youth unemployment rate measures the number of young people vigorously looking for a job as a percentage of the labour force in Nigeria. Youth unemployment is worsened by trends of globalization which have led many companies to focus on their core competencies, which often creates a scenario where only temporary jobs are available for youths thereby making them underemployed or worse still, unemployed (Chiaha and Agu, 2008). While others tend to lay the blame on the type of graduates produced in Nigerian universities, who are also regarded as unemployable, some believe that they lack employable skills and experience (Obanya, 2010).

Consequently, the International Labour Organization (ILO) had predicted that by 2009, world youth unemployment rate would stand at 15%, while that of sub-Saharan Africa would be 60%. Backing this worsening figure, the report shows that there might be persistent unemployment, proliferation of temporary jobs, growing youth discouragement in advanced economies; and poor quality, informal, subsistence jobs in developing countries (ILO, 2013). The recent global financial crises, in addition to the prevalent economic woes of Nigeria, compelled the federal government to formally adopt Small and Medium Enterprises (SMEs) as the engine of the country's economic recovery and re-engineering. Unfortunately, the ubiquitous army of unemployed university graduates, regrettably, does not have the requisite skills and experiences for entrepreneurship in the country. This unsavoury and startling revelation forced the Yar'Adua administration to include entrepreneurship as the number three item of its seven-point agenda, to embrace entrepreneurship as a panacea for graduate and youth unemployment.

Given that youth unemployment rate is a threat to national development, entrepreneurship education was introduced and made a compulsory course in Nigerian universities. The idea was to enable graduates to acquire skills for the development of functional skills which would enable them to depend less on government jobs, but rely on their own abilities to provide for themselves the means of livelihood. This, apart from addressing the problem of graduate unemployment, was also aimed at strategically positioning the Nigerian economy for leadership in Africa. Thus, the researcher classifies unemployment rate in the country as a threat to national development in the one hand, and an opportunity for entrepreneurship education on the other hand.

Consequently, the NUC directed all universities in the country to commence entrepreneurship education as a compulsory course for all undergraduates irrespective of their disciplines, with effect from 2007/2008 academic session, and NUC had to coordinate and ensure compliance (Okojie, 2007). In an address at a conference on effective implementation of the Yar'Adua Administration Seven-Point Agenda, Prof Julius A. Okojie, the Executive Secretary of the NUC stated that, the universities were encouraged to commence entrepreneurial education (EEd) in order to equip their students with the skills that would make them useful to themselves and the country generally. It was expected that the EEd would encourage the universities to establish entrepreneurship studies, career advisory services and reduce crimes like examination malpractices, decadence in moral values, cultism and other social vices within the campus.

Based on the above, the fundamental questions to be asked are that: Have all the universities in the North Central zone complied with the directive on entrepreneurship education? Has the entrepreneurship education been properly integrated into the universities curriculum in the universities in the North Central States of Nigeria? Do the universities have adequate personnel in terms of quality and quantity for the entrepreneurial education? Do they have adequate facilities for entrepreneurial education? Are they producing entrepreneurs in the various disciplines? Have the university graduates stopped seeking for paid employment? Are majority of them self-employed? These posers have suggested that, there may be challenges facing universities in the implementation of

the EEd policy, especially in North Central states of Nigeria, which this study is set to investigate and find out how they can be strategically managed in the interest of achieving the objectives of entrepreneurship education.

Statement of the Problem

One observes with dismay, the deepening level of graduate unemployment in Nigeria, and this is in a country that is blessed with abundant natural resources such as ore, coal, chromium, cobalt, hydroelectric power, manganese and millions of hectares of uncultivated farmland and abundance of oil and gas. Regrettably, able-bodied men and women have become beggars on the streets of their fatherland. Realizing the above danger, entrepreneurship education was introduced and made a compulsory course in Nigerian universities. The idea was to enable graduates to acquire skills for the development of functional skills which would enable them to depend less on government jobs, but rely on their own abilities to provide for themselves the means of livelihood. This, apart from addressing the problem of graduate unemployment, would also strategically position the Nigerian economy for leadership in Africa.

Ever since entrepreneurship education was introduced in Nigerian universities, many graduates still remain unemployed for a long time after graduation. It appears that, the entrepreneurship education delivered to undergraduates does not meet the aims and the objectives of the course. Consequently, the challenge of graduate unemployment, with its attendant effects has continued to undermine chances of survival in Nigeria, thus making mockery of the content and philosophy of entrepreneurship education in the federal and state universities in the North Central States. Such universities are faced with the challenge of effective entrepreneurship education management. This research is therefore, an attempt towards understanding the above malaise in terms of the content of EEd; how the programme is managed; what impact it has on the socio-economic progress of university graduates in the North Central States of Nigeria, and how this problem could be addressed in the interest of achieving sound entrepreneurship education in North Central States universities, and Nigerian universities at large.

Purpose of the Study

The main purpose of this study is to investigate the strategic management of entrepreneurship education in universities in North Central State of Nigeria. Specifically the study sought to:

1. Determine the opportunities of Entrepreneurship Education in universities in North Central State of Nigeria.
2. Investigate the strengths of Entrepreneurship Education in universities in North Central State of Nigeria

Research Questions

The following research questions were formulated to guide the study:

1. What are the opportunities of entrepreneurship education in universities in North Central States of Nigeria?
2. What are the strengths of entrepreneurship education in universities in North Central States of Nigeria?

Hypotheses

The following null hypotheses were formulated to guide the study:

- HO₁:** There is no significant difference between the mean responses of lecturers and coordinators on the opportunities of entrepreneurship education in the Universities.
- HO₂:** There is no significant difference between the mean responses of lecturers and coordinators on the strengths of entrepreneurship education in the Universities.

METHODOLOGY

This chapter presents and explains the research procedures including the design of the study, the area of the study, the population of the study, sample and sampling techniques, instrument for data collection, validation of the

instrument, reliability of the instrument, methods of data collection and method of data analysis.

Design of the Study

This study adopts a descriptive survey design. According to Ali (2006, p.21) descriptive survey studies are mainly concerned with describing events as they are without any manipulation of what is being observed. For Ali, any study which seeks merely to find out “what is” and describes it is a descriptive study. Such studies use questionnaire as an instrument for data collection. The above design was considered appropriate for the study because the challenges affecting the implementation of entrepreneurship education programme in universities in North Central states of Nigeria was studied and described using a self-report questionnaire.

Area of the Study

The study was carried out in the North Central geo-political zone of Nigeria. The geo-political zone is made up of six states, namely: Kogi, Niger, Benue, Kwara, Plateau, Nassarawa and the Federal Capital Territory, Abuja. It is a multi-ethnic and multi-linguistic zone, with its indigenes predominantly farmers, fishermen and civic and public servants. There are (7) seven federal and (6) states universities in the zone according to NUC (2012). The North Central states are bounded in North West by Kaduna, Kabi and Zamfara states and Taraba, Bauchi, and Gombe states as well as the republic of Cameroon in North East. These states are further bounded in the south-south by Cross River and Edo states; and in the East by Anambra, Enugu, Ebonyi states. In the south-west the zone, it is bounded by Oyo, Osun, and Ekiti states

The use of this zone for the study is due to the fact that it is industrially and educational disadvantaged and the people need to be self-reliant (Suleiman, 2010). Therefore EEd appears to be their only hope. This implies that any challenge to EEd is a threat to their existence and need to be seriously dealt with. As a result, this study is a welcome contribution to the economic survival of the people in the area. More importantly, EEd appear to be having a lot of problems in the universities judging by the number of graduates still searching for jobs rather than creating jobs.

Population of the Study

The population of the study is 149 respondents, comprising of 136 EEd lecturers, thirteen (13) EEd coordinators in the thirteen universities. The use of the coordinators and lecturers is due to the fact that they have direct relationship with the management of universit 57

Sample and Sampling Technique

Due to few numbers of the respondents, the entire population was used, which include the 13 EEd coordinators and 136 lecturers.

Instrument for Data Collection

The instruments for data collection were the researcher's designed questionnaire tagged “Entrepreneurship Education Strategic Management Questionnaire (EEdSMQ).” This questionnaire has two sections – A and B. Section A is structured to collect the demographic data of the respondents. Section B is structured to collect information on the entrepreneurship education challenges. It has four clusters, cluster 1 deals with strength of entrepreneurship education while cluster 2 has to do with the opportunities of entrepreneurship education. The items are designed on a four point rating scale of Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD) and weighed 4, 3, 2 and 1 respectively.

Validation of the Instrument

The entrepreneurship education strategic management questionnaire (EEdSMQ) was face-validated by presenting the initial draft of the instrument to three experts. The experts were distributed as follows: two from the area of Educational Administration and Planning, and one from Measurement and Evaluation, all of University of Nigeria, Nsukka. These experts were requested to critically and analytically examine the research instrument. They

were also requested to point out to the researcher, statements that were poorly worded and those that did not agree with the purpose of the study. In addition, they were also asked to advise the researcher on the suitability of the rating scale. Their recommendations were taken into consideration in the modification of the initial draft leading to the development of the final instrument.

Reliability of the Instrument

The validated instrument was trial tested with twenty (20) university staff (two EEd coordinators and eighteen EEd lecturers) from NnamdiAzikiwe University, Awka and Ebonyi State University, Abakaliki both in the South-east of Nigeria. These States were selected because they were outside the area of study and the universities possess the same characteristics with respondents under study. To ascertain the internal consistency of the instrument Cronbach Alpha technique was used for its analysis. Reliability coefficients for the cluster were as follows; cluster A: 0.76, cluster and B: 0.78. These gave an overall reliability score of 0.77. The result indicated that the instrument was reliable and therefore considered appropriate for use.

Method of Data Collection

The EEdSMQ was administered to the respondents in their various universities, with the help of six research assistants (one for each state), the research assistance were instructed on research instrument administration. The respondents were guided by the research assistants on how to complete the questionnaire after which they collected them.

Method of Data Analysis

The data collected from the respondents through the EEdSMQ were analyzed using mean and standard deviation to answer the research questions. The use of 2.50 criterion mean was employed in taking a decision regarding the research questions, which implies that any score from 2.50 and above was taken to be in agreement or accepted while scores below 2.50 was taken to be in disagreement and was not be accepted. The t-test statistic was used for testing the hypotheses that guided this study at 0.05 level of significance. The decision rule for testing the hypotheses was to reject null hypothesis if the exact probability value (p-value) is less than the '*a priori*' probability value (that is, the level of significance); otherwise do not reject.

RESULTS

This chapter shows the results of data analysis for the study based on the research questions and hypotheses that guided the study.

Research Question 1: What are the opportunities of entrepreneurship education in Universities in North Central, Nigeria?

The data collected with items 11-26 of the instrument which dwelt on the opportunities of entrepreneurship education in universities in North central states of Nigeria were used to answer the above state research question. Data were also analyzed using mean and standard derivation. Summary of the result are presented in the table below:

Table 1: Summary of mean responses of lecturers and coordinators on the opportunities of entrepreneurship education in Universities in North Central, Nigeria

S/N	Items	Lecturers, n=136		Coordinators, n=13		Total, N=149		Decision
		Mean	SD	Mean	SD	Mean	SD	
11	The courses involve hands-on learning-by-doing activities.	3.22	.73	3.15	.55	3.21	.71	Accepted
12	The courses encourage creative thinking.	3.47	.56	3.77	.44	3.49	.55	Accepted

13	The courses involve group projects and/or team-building exercises.	3.26	.51	3.15	.55	3.26	.51	Accepted
14	The courses involve community service activities.	3.39	.73	3.77	.44	3.43	.72	Accepted
15	I am able to tailor my courses to meet the class's needs. In other words, I am able to be entrepreneurial.	3.39	.61	3.77	.44	3.43	.61	Accepted
16	Students are made aware of entrepreneurship as a career option.	3.32	.88	3.77	.59	3.36	.86	Accepted
17	The students are taught that it is okay to fail.	1.27	.45	1.23	.44	1.27	.44	Rejected
18	The students are taught leadership skills.	3.30	.84	3.77	.44	3.34	.82	Accepted
19	The courses improve students' self-confidence.	3.35	.78	3.77	.59	3.39	.78	Accepted
20	Firms and industries in the Zone are willing to accept students for industrial training.	1.40	.72	1.43	.74	1.42	.67	Rejected
21	Students run a school store or other real business through the course.	3.29	.75	3.15	.55	3.28	.73	Accepted
22	Students are taught the pitfalls of and obstacles to becoming an entrepreneur as well as the opportunities.	3.24	.88	3.77	.44	3.29	.86	Accepted
23	Students from all backgrounds are enrolled into EED programme.	3.34	.84	3.77	.59	3.38	.83	Accepted
24	Students of EED are entailed to scholarship.	1.88	1.14	1.15	.38	1.18	1.12	Rejected
25	There have been increasing government budgetary allocation for EED programme.	3.26	.64	3.15	.55	3.25	.64	Accepted
26	Alumni do contribute facilities for teaching EED programme.	3.47	.56	3.77	.44	3.49	.55	Accepted
	Overall Mean	3.07	0.97	3.22	.73	3.10	.64	Accepted

The table 3 shows the results of data analysis for research question three. The results show that apart from items 17, 20 and 24, all other items were accepted by both the lecturers and coordinators as the opportunities of entrepreneurship education in Universities in North Central, Nigeria. Both the lecturers and coordinators did not accept that students are taught that it is okay to fail, they did not accept that firms and industries in the Zone are willing to accept students for industrial training or that students of EED are entailed to scholarship. Therefore only 13 out of 16 items in this cluster had mean scores above the criterion mean of 2.50. Besides rejecting three statements regarding the opportunities of entrepreneurship education, the overall mean value of 3.07 ± 0.97 for the lecturers, 3.22 ± 0.73 for the coordinators and 3.10 ± 0.64 for both of them shows that they accepted all the other items as the opportunities of entrepreneurship education in Universities in North Central, Nigeria.

Research Question 2: What are the strengths of entrepreneurship education in Universities in North Central, Nigeria?

The data collected with items 1-10 of the instrument which dwelt on the strength of entrepreneurship education challenges in universities in north central states of Nigeria were used to answer the above state research question. Data were also analyzed using mean and standard derivation. Summary of the result are presented in the table below:

Table 2: Summary of mean responses of lecturers and coordinators on the strengths of entrepreneurship education in Universities in North Central, Nigeria

S/N	Items	Lecturers, n=136		Coordinators, n=13		Total, N=149		Decision
		Mean	SD	Mean	SD	Mean	SD	
1	Government provides adequate fund for the procurement of instructional materials for EED programme.	2.08	.95	2.10	.70	2.09	.83	Rejected
2	Funds are made available for in-service training of EED staff.	3.35	.78	3.77	.59	3.39	.78	Accepted
3	Nigeria has the market for any business to operate.	3.32	.71	3.23	.83	3.31	.72	Accepted
4	Universities in the north central states run uninterrupted academic calendar.	1.35	.56	1.27	.45	1.31	.50	Rejected
5	There exists relative peace among the host communities.	3.27	.86	3.77	.44	3.32	.84	Accepted
6	There are qualified manpower to teach EED courses.	3.35	.61	3.15	.55	3.33	.61	Accepted
7	There is high enrolment of students for the EED programmes.	3.38	.74	3.77	.44	3.42	.73	Accepted
8	The Universities libraries have up to date reading materials for users of EED.	3.27	.81	3.77	.44	3.32	.79	Accepted
9	The Universities run alternative power supply for effective EED programme delivery.	3.37	.86	3.77	.59	3.40	.85	Accepted
10	Firms and industries within the states are readily available to accept students of EED programme for industrial attachments.	1.49	.79	1.23	.44	1.46	.77	Rejected
Overall Mean		3.05	.55	3.23	.21	3.12	.54	Accepted

As can be seen in Table 4, the results of data analysis which answered research question four shows that both lecturers and coordinators accepted items 2, 3, 5, 6, 7, 8, 9 as the strengths of entrepreneurship education in the Universities in North Central, Nigeria. These items had mean scores above the criterion mean of 2.50. Only items 1, 4 and 10 were rejected. Therefore, the result showed that the strengths of EED Challenges are that funds are made available for in-service training of EED staff; Nigeria has the market for any business to operate; there exists relative peace among the host communities; there are qualified manpower to teach EED courses; there is high enrolment of students for the EED programmes; the Universities libraries have up to date reading materials for users of EED; and the Universities run alternative power supply for effective EED programme delivery. The overall mean value of 3.05 ± 0.55 for the lecturers, 3.23 ± 0.21 for the coordinators and 3.12 ± 0.54 for both of them shows that they accepted the items as the strengths of entrepreneurship education in Universities in North Central, Nigeria.

Hypothesis 1: There is no significant difference between the mean responses of lecturers and coordinators on the opportunities of entrepreneurship education in the Universities.

Table 3: Summary of t-test statistic on significant difference between the mean responses of lecturers and coordinators on the opportunities of entrepreneurship education in the Universities.

Group	Mean	SD	N	Df	Sig.	Level of sig.	t-value	Decisions
Lecturers	3.15	.38	136					
				147	.07	0.05	-1.92	Ho ₃ is not rejected
Coordinators	3.36	.24	13					

As shown in table 7, the results of data analysis for hypothesis three indicates that the exact probability value of 0.07 is greater than the '*a priori*' probability value of 0.05. Therefore the null hypothesis three which states that there is no significant difference between the mean responses of lecturers and coordinators on the opportunities of entrepreneurship education in the Universities is not rejected, $t(147)=-1.92$, $p=0.07$. This is an indication that the views of both lecturers and coordinators on the opportunities of entrepreneurship education in the Universities are the same.

Hypothesis 2: There is no significant difference between the mean responses of lecturers and coordinators on the strengths of entrepreneurship education in the Universities.

Table 4: Summary of t-test statistic on significant difference between the mean responses of lecturers and coordinators on the strengths of entrepreneurship education in the Universities

Group	Mean	SD	N	Df	Sig.	Level of sig.	t-value	Decisions
Lecturers	3.05	.55	136					
				147	.15	0.05	-1.72	Ho ₄ is not rejected
Coordinators	3.23	.25	13					

As shown in table 8, the results of data analysis for hypothesis one indicates that the exact probability value of 0.15 is greater than the '*a priori*' probability value of 0.05. Therefore the null hypothesis one which states that there is no significant difference between the mean responses of lecturers and coordinators on the strengths of entrepreneurship education in the Universities is not rejected, $t(147)=-1.72$, $p=0.15$. This implies that both lecturers and coordinators have similar views on the strengths of entrepreneurship education in the Universities.

Discussion

The research question 3 sought to determine the opportunities of entrepreneurship education in universities in North Central State of Nigeria. The study found that the courses involve hands-on learning-by-doing activities; the courses encourage creative thinking; the courses involve group projects and/or team-building exercises, the courses involve community service activities; it make them able to tailor their courses to meet the class's needs; students are made to be aware of entrepreneurship as a career option, firms and industries in the zone are willing to accept students for industrial training primarily on small business start-ups; the students are taught leadership skills; students run a school store or other real business through the courses; students are taught the pitfalls of and obstacles to becoming an entrepreneur as well as the opportunities; students from all backgrounds are enrolled into EED programme; and increasing government budgeting allocation for EED programme and Alumina does contribute facilities for teaching of EED programme amongst others. The study also confirmed that there is no significant difference between the mean responses of lecturers and coordinators on the opportunities of entrepreneurship education in the Universities.

The present finding supports the assertions of European Commission (2006) who believes that what entrepreneurs have in common is not personality traits but a commitment to innovation. For innovation to occur the entrepreneur must have not only talent, ingenuity and knowledge but he must also be hard working, focused and purposeful. According to Aruwa (2004), it is the ability of some people to accept risk and combine factors of production in order to produce goods and services. It can also be seen as the willingness and ability of an individual to seek out investment opportunities in an environment, and be able to establish and run an enterprise successfully based on the identified opportunities. The concept of entrepreneurship is however associated with a number of activities as it does not occur in a vacuum. For it to occur it demands the presence of an entrepreneur and an enabling environment.

The strengths of entrepreneurship education in universities in North Central State of Nigeria

The finding of the study based on the research question 4 which sought to find out the strengths of EED showed that funds are made available for in-service training of EED staff; Nigeria has the market for any business to operate, Universities in the North central states run interrupted academic calendar; and there exist relative peace among the host communities. There are also qualified manpower to teach EED courses; a high enrolment of student for the EED programs; Universities libraries have up-to-date reading materials for users of EED; and the universities run alternative power supply for effective EED programme delivery; even though firms and industries within the states are not readily available to accept students of EED programme for industrial attachments. Both lecturers and coordinators had similar views on the strengths of entrepreneurship education challenges in the Universities. In other words, there is no significant difference between the mean responses of lecturers and coordinators on the strengths of entrepreneurship education in the Universities. These findings indicate that there are a lot of areas of strength that universities can tap to overcome the threats and weaknesses facing entrepreneurship education in North central states of Nigeria.

Firms and industries within the states not being readily available to accept students of EED programme for industrial attachments, is in line with public outcry that North Central states are less industrialized, that is why many students on industrial attachment have to go to other geopolitical zones for attachment. This incidence has left the students with little or no interest in studying entrepreneurship education. However, the present findings is in line with that of Agu and Ikeme (2013) who found out that Nigerian universities have what it takes to implements entrepreneurship education programme, as there are certain needs that have been met. Therefore, such areas of strength like adequate funding by the government for procurement of instructional materials and the readiness of students to undergo the study becomes vital. In the same vein, Rasmussen and Sørheim (2006) encouraged students to generate experience in entrepreneurship in order to develop their skills and abilities in spite the low patronage from local firms.

Overall, the above findings of the study supports the researcher's fish bone theory which posits that EED inculcates knowledge, skills and attitudes to students (fish tail) to enable them become self-reliant, but the challenges facing EED grouped into pedagogical and administrative challenges prevent graduates from being employed (self and paid). The Using the TWOS Analysis (threats, weaknesses, opportunities and strengths) of the challenges the researcher argues that the challenges of EED could be resolved thereby making university graduates employable.

The findings of the study further lend credence to the fish bone theory in that the two major factors associated with strategic management of entrepreneurship education in the Universities, namely internal and external factors were vividly identified in the present study. The internal factors are the strengths and weaknesses internal to the Universities, while the external factors are the opportunities and threats presented by the environment external to the Universities as demonstrated in the discussion of findings above.

Conclusion

From the findings obtained from the study, the following conclusions were made:

The entrepreneurship education programme in operation is a worldwide programme which is providing a solid foundation for lifelong learning, self-awareness, and citizenship and life skills. In order to ensure the effective achievement by substrings of the entrepreneurship education programme in Nigeria universities, University

authorities would need to adopt strategic management techniques, which will enable them build on their strength which includes; the making funds available and encouraging high enrolment of students for the programme.

The entrepreneurship education programme holds viable prospect and opportunities which includes amongst others, that the course involve hand-on learning-by-doing activities; the courses encourage creative thinking; and students from all backgrounds are enrolled into EED programme and that universities management should work on overcoming the threats and weaknesses while vigilant should be kept on Staff attendance to workshops and seminars; cost of university education; lecturers workload and budgeting allocation to universities ,as well as exposure to practical; funding; acquired skills; and power supply.

Recommendations

The following recommendations have been proffered based on the findings and implications of the study:

1. A supervisory team are to be set to take the responsibility of maintaining a judicious expenditure of such funds. In light of this, government should set up a blueprint on punishment to offenders on misappropriation of entrepreneurship education fund.
2. University authorities should equipped entrepreneurial centres to expose lecturers and students to practical aspects of EED.

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