

EVALUATION OF THE IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION PROGRAMMES FOR FEDERAL AND STATE UNIVERSITIES IN SOUTHEAST, NIGERIA

Omeke, Faith C., Ph.D.¹ Ede, Moses O., Ph.D.¹ & Onu, Eucharia A. Ph.D.¹

¹Department of Educational Foundations, Faculty of Education,
University of Nigeria, Nsukka

Correspondence: faith.omeke@unn.edu.ng

Abstract

The study was conducted to evaluate the implementation of entrepreneurship education programmes for federal and state universities in Southeast, Nigeria. It was guided by three research questions and one null hypothesis. An evaluative research design was adopted for the study. The population of the study was 29,216. These consisted of 169 instructors and 29,047 students of the federal and state universities in Southeast. A sample of 1,041 respondents was drawn through multi-stage sampling techniques. A structured questionnaire, titled Evaluation of Entrepreneurship Education Programme Questionnaire (EEEPQ), checklist, and in-depth interview guide were instruments for data collection. The instruments were face validated by experts and tested for reliability. The internal consistency of the instrument was determined using Cronbach alpha. The overall reliability coefficient was 0.98. Mean and standard deviation, were used to answer the research questions, while the null hypothesis was tested with t-test statistics at 0.05 level of significance. The findings of the study revealed among others that entrepreneurship education has achieved the set objectives of creating awareness to students about entrepreneurship education and its values, providing students with adequate training that enables them to be creative and innovative in identifying business opportunities; and providing graduates with the capacity to establish own careers in small and medium enterprises. Traditional teaching facilities were highly available for teaching entrepreneurship education than modern teaching facilities. Based on the findings, it was recommended among others that the federal and state governments should provide modern and adequate teaching facilities required for smooth teaching and learning of entrepreneurship education.

Keywords: Evaluation, Entrepreneurship education programmes, Federal and state universities

Introduction

Education is a powerful instrument for development and economic growth in every nation. University education in particular is expected to produce highly skilled and proficient individuals who constitute the human resources as a basis for national development. It is the quality of human resources that determines the level of development in any nation. The colonial masters who helped Nigeria establish initial universities had the main aim of producing graduates that will take up white collar jobs particularly in the areas of administration and socio-economic development which benefited their interests. The universities they established did not lay emphasis on entrepreneurial skills. Towobola and Raimi (2011) lamented that the formal university education which Nigeria inherited from the colonial masters turned out graduates with job seeking mindsets as opposed to job creation.

For decades, the Nigerian university curricula failed to provide for functional skills and competencies that would enable the recipients to be self-sustained with or without white collar jobs. Several universities that were established gradually produced graduates in excess of the nation's manpower need, thus resulting to high level of unemployment. According to Doreo (2013), unemployment rate in Nigeria is growing at the rate of 16% per year with the graduates impacted the most. The rates keep on rising without any appreciable effort to cushion the effects. Available records from various local and international bodies and the glaring evidence

of joblessness in this decade are clear indications that there was no time in Nigeria's history when unemployment is as serious as now. Recent statistics by the World Bank has put the unemployment rate in Nigeria at 22%, while the youth unemployment rate is 38%. The report also indicated that approximately four million people enter into labour market every year (Subair, 2013).

The rate of unemployment in Nigeria has continued to increase. According to National Bureau of Statistics (2010), the unemployment rates between 2000 and 2009 showed that the number of unemployed persons was 13.1% in 2000, 13.6% in 2001, 12.6% in 2002, 13.4% in 2004, 13.7% in 2006, 14.9% in 2008 and 19.7% in 2009. This showed that the employment rates have been on the increase. This is as a result of low level of employment opportunities in both public and private sectors. For instance, Eme (2014) reported that in the recent past, Nigeria experienced an event where millions of people scampered for about 4,500 job vacancies advertised by the Nigeria Immigration Service. This scenario led to the death of about eighteen of the applicants in a stampede; thus, betraying the idiosyncrasy of the nation's nominal growth without corresponding development. With global unemployment projected to reach 215 million by 2018, there is the fear that Nigeria's share of the scourge might increase, with attendant unpleasant social vices unless the country adopts a proactive and holistic approach to halt the rising graduate unemployment. There is therefore the need for a constructive effort at equipping graduates with entrepreneurial skills in the direction that the various sustainable development agenda could be realized in the country.

Entrepreneurship has to do with introduction of changes and new ideas and the ability to control resources in a way that will satisfy the objectives of an entrepreneur in his enterprise. According to Paul (2005), entrepreneurship is concerned with making dynamic changes in the process of production, innovation, new usage of material or doing something in new and better way. Entrepreneurship as further defined by Ifeakor and Enemu (2009) has to do with acquisition of skills, ideas and managerial abilities necessary for personal self-reliance towards running an enterprise successfully. It is more than simply starting a business. It is a process through which individuals identify opportunities, allocate resources, and create value. This creation of value is often through the identification of opportunities for change (Uloko and Ejinkeonye, 2010). Entrepreneurship embodies special knowledge and skills that spur an entrepreneur into innovative and creative ideas that are crystallized into quick and risky business decisions that result to sustainable profitability. These innovative and creative ideas are lacking in university graduates who have become mere white collar job seekers rather than job makers.

Entrepreneurship education on the other hand is basically a programme deliberately designed and taught to students to provide them with career information that will enable them develop abilities, competences and economic self-sufficiency when they graduate. Gabadeen and Raimi (2012) acknowledged that entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. It is an education that teaches and shows the students how to make a living and how to develop plans and forecast for the future. It is the only education that can expose students to industrial enterprises practicum where students would be made to come face to face with the reality of life. The fact remains that what makes entrepreneurship education distinct from general education is its focus on realisation of opportunities. It is relevant because it has become not only a source for job creation opportunity but also a social empowerment strategy for the youths. It has become a dynamic opportunity for economic development, technological advancement and poverty alleviation within the developed and developing economy.

In order to enhance the employability and self-employment potentials of university graduates in Nigeria, the federal government in 2006 issued a presidential directive through the Federal Ministry of Education that entrepreneurship education be made mandatory for all undergraduates in Nigerian universities irrespective of their area of specialization with effect from 2007/2008 academic session (Okojie, 2009). Subsequently, the National Universities Commission (NUC) directed each university to introduce the programme as a General Studies course and also to establish and equip an Entrepreneurship Study Centre with both human and material resources needed to inculcate the required practical skills in the students. Consequently, both federal and state universities in the South East have initiated the programme in order to reverse graduate unemployment trend by giving the needed training in entrepreneurial skills to students. It is expected that at the end of the training, they will be able to set up their own businesses and become self-employed.

The specific objective of the centre is to provide business and entrepreneurial training opportunities to students in the institution through exposure to production processes, business seminars, workshops, and mentoring in broad terms. Okojie (2009), further stated that such centres are expected to; encourage the students to develop an attitude towards becoming entrepreneurs, foster an increasing entrepreneurial culture that will help students and faculty understand the fundamentals and feasibility of forming enterprises; educate, encourage, and support students to establish and manage sustainable ventures; stimulate entrepreneurship characteristics, spirit, and skills in the students, enhance the capacity of students to identify business opportunities, and provide counselling services to students in their choice of business along with other vocational and professional skills.

The objectives of entrepreneurship education according to Yahaya (2011) are to create awareness to students about entrepreneurship education, its values and that it provides alternative career options for graduates. Also, entrepreneurship education offers functional education that enables students to become self-employed and self-reliant, provides students with adequate training that enables them to be creative and innovative in identifying business opportunities; capacity to establish their own careers in small and medium-sized enterprises when they graduate; and serves as a catalyst for economic growth and development.

The need to determine the extent to which entrepreneurship education programme in universities located in South East Nigeria are performing their functions for the achievement of the goals and objectives of the programme calls for the evaluation of the implementation processes employed and availability of human and material resources. There are two forms of evaluation; formative and summative. Formative evaluation is the assessment of the programme at its developmental stages; the relevance of the programme, need to continue, update, reform or improve. Formative evaluation takes place at intervals during the implementation of the programme. The second form of evaluation provides assessment data for certifying a programme as being successful or as having failed. Usually, summative evaluation is carried out at the specific end of the different stages and or final stage of the programme. From the foregoing, the feedback obtained from formative evaluation is used as an input in improving or modifying the programme while the summative evaluation indicates to the developers whether the programme developed is successful or has failed.

The CIPP evaluation model was adopted for this study and it was the framework on which this study was hinged. It is comprehensive framework for conducting formative and summative evaluations of programmes, projects, organizations and evaluation systems (Stufflebeam & Shinkfield, 2007). The letters CIPP stands for Context, Input, Process and Product. Evaluation of entrepreneurship education programme for university undergraduates in South East Nigeria applied this model for efficient and effective implementation. This is because it required the study of the context which involved the determination and validation of goals and objectives, the input such as assessing the resources (both human and material)

available for achievement of stated objectives. The process evaluation determined if there were defects in the implementation process. The product determined the outcome of the programme. The focus of the product is not on the students' achievement of grades but the skills, attitudes, knowledge, learning and abilities they attain which they are going to use in life to benefit the society. Evaluation of entrepreneurship education programme for university undergraduates in South East Nigeria as is implied in this study is the determination of the extent to which the programme is performing its functions for achievement of set objectives. It is on the basis of the above background that the researcher determined to evaluate the programme. Evaluation of entrepreneurship education programme for university undergraduates in South East Nigeria as is implied in this study is the determination of the extent to which the programme is performing its functions which include provision of human and material resources and employment of implementation processes for achievement of set objectives. It is on the basis of the above background that the researcher determined to evaluate the programme.

Statement of the Problem

Over the years, there has been a gradual rise in global youth unemployment. In Nigeria, the situation is worsened by the uncontrolled rise in the youth population particularly students graduating from numerous tertiary institutions. Most of these graduates roam about the major streets after graduation in search of jobs. The rapid rise in their population is inversely proportional to available job opportunities. The introduction of compulsory entrepreneurship education for undergraduates in tertiary institutions since the year 2007 notwithstanding, graduate unemployment seems to be on the increase. Despite the efforts of agencies, governments and scholars, there is no systematic attempt to orientate jobless youths towards core values of entrepreneurship education. It appears that the aims and objectives of the programme are not being effectively achieved. Therefore, this study seeks to evaluate entrepreneurship education programme for undergraduates in universities in South East Nigeria with a view to inculcating core values of entrepreneurship education in them.

Purpose of the Study

The main purpose of the study was to evaluate the Implementation of Entrepreneurship Education Programme for Federal and State Universities in South East, Nigeria. Specifically, the study sought to:

- (1) determine the extent to which entrepreneurship education programme is achieving set objectives.
- (2) find out the teaching facilities available in various universities for teaching and learning of entrepreneurship education.
- (3) determine the extent available teaching facilities are utilized for teaching and learning of entrepreneurship education.

Research Questions

The following three research questions guided the study.

- (1) To what extent does entrepreneurship education programme achieve its set objectives?
- (2) What are the teaching facilities available in various universities for teaching and learning of entrepreneurship education?
- (3) To what extent are the available teaching facilities utilized for teaching and learning of entrepreneurship education?

Research Hypothesis

The null hypothesis below was formulated and tested at 0.05 level of significance:

H0₁ There is no significant difference between the instructors of federal and state universities in their utilization of available teaching facilities for teaching and learning of entrepreneurship education.

Methodology

The study adopted an evaluative design. The population of the study was all the five federal and five state universities in South East, Nigeria. This comprises of 169 instructors and 29, 047 students. A sample of 1,041 respondents, (141 instructors and 900 students) was drawn using multi-state sampling technique. A sample random sampling Technique was used to select six universities (three federal and three state universities) for the study. They include; University of Nigeria Nsukka, (UNN), Nnamdi Azikiwe University, Awka (UNIZIK), Federal University of Technology Owerri (FUTO), Enugu State University of Science and Technology, Enugu (ESUT). Chukwuemeka Odumegwu Ojukwu University, Uli (COOU) and Imo State University, Owerri (IMSU). In the final stage of the sampling process, the researcher purposively selected 12 respondents (graduates), 2 from each of the sampled universities for in-dept interview. The in-dept interview guide had eighteen items and was used to elicit information from the respondents. The discussions were tape-recorded and the tap recording were transcribed verbatim after the discussions for adequate interpretation.

The instruments used were researcher's developed questionnaires title "Evaluation of Entrepreneurship Education Programme Questionnaire" (EEEPQ), checklist on the availability of teaching facilities in the universities. The instruments were validated by three experts (two from Educational Management and one from Measurement and Evaluation), all from the Faculty of Education, University of Nigeria Nsukka. The reliability was determined using Chronbac Alpha technique, which yielded an index of 0.98. Out of 1,300 questionnaires administered, 1,041 were retrieved and used for analysis. Mean and standard deviation were used to answer the research questions, while t-test statistics was used to test the hypothesis at 0.05 level of significance

Results

Research Question One: To what extent does entrepreneurship education programme achieve its set objectives?

Table 1: Mean Ratings and Standard Deviation of Respondents on the Extent Entrepreneurship Education is Achieving Its Set Objectives

S/N	Item Statement	Instructors (N=141)			Students (N=900)			Total (N=1,041)		
		X	SD	Dec	X	SD	Dec	X	SD	Dec
1	Creates awareness to students about entrepreneurship education and its values	3.60	0.62	HE	3.56	0.67	HE	3.56	0.66	HE
2	Creates awareness that entrepreneurship education provides alternative career option for graduates	3.35	0.63	HE	3.43	0.69	HE	3.43	0.68	HE
3	Offers functional education that enables students become self-employed and self-reliant	2.74	0.79	HE	2.35	0.99	LE	2.40	0.97	LE
4	Provides students with adequate training that enables them be creative and innovative in identifying business opportunities	2.91	0.89	HE	3.07	0.89	HE	3.05	0.89	HE
5	Provides graduates with the capacity to establish own careers in small and medium sized enterprises	3.04	0.91	HE	3.08	0.92	HE	3.08	0.92	HE
6	Serves as a catalyst for economic growth and development	2.80	0.94	HE	2.34	0.98	LE	2.40	0.99	LE
	Cluster Mean	3.07	0.86	HE	2.97	1.20	HE	2.99	1.20	HE

Table 1 showed the mean scores and standard deviation of instructors and students of federal and state universities in South East, Nigeria on the extent entrepreneurship education is achieving its set objectives. The instructors agreed on all the items in the table with mean scores above the means criteria of 2.50. The cluster mean score of 3.07 with standard deviation of 0.86 indicated that they accepted that all the six items are objectives of entrepreneurship education that are being achieved to high extent. They include: creating awareness to students about entrepreneurship education and its values, that entrepreneurship education provides alternative careers option for graduates, offering functional education that enables students become self-employed and self-reliant, providing students with adequate training that enables them be creative and innovative in identifying business opportunities, capacity to establish own careers in small and medium sized enterprises and serving as a catalyst for economic growth and development.

On the contrary, the students accepted that two out of the six items are objectives of entrepreneurship education that are being achieved to low extent. These items have mean scores below the benchmark of 2.50. They obtained a mean score of 2.40 respectively with corresponding standard deviation of 0.97 and 0.99. They include offering functional education that enables students become self-employed and self-reliant and serving as a catalyst for economic growth and development.

Research Question Two: What are the teaching facilities available in various universities for teaching and learning entrepreneurship education?

Table 2: Teaching Facilities Available in Various Universities for Teaching and Learning of Entrepreneurship Education.

		UNN	UNIZIK	FUTO	ESUT	COOU	IMSU	DEC
7.	Textbooks for teaching and illustration	A	A	A	A	A	A	A
8.	Workbooks for writing assignment	A	NA	NA	A	NA	A	NA
9.	Multimedia projector for modern presentation of lectures in slide show	A	NA	NA	NA	NA	NA	NA
10.	White boards for writing and illustration	A	A	A	A	A	A	A
11.	Interactive boards for delivery of lectures	A	A	A	A	A	A	A
12.	Electronic library for easy accessibility of lecture materials	NA	NA	NA	NA	NA	NA	NA
13.	Sound system for delivery of lectures	A	A	A	A	A	A	A

Table 2 showed the checklist which contained seven items/facilities that should be available in the universities for teaching and learning of entrepreneurship education. It showed the teaching facilities observed to be available. They include textbooks for teaching and illustration, white boards for writing and illustration, interactive boards and sound system for delivery of lectures. Two out of the remaining three facilities were not available in some of the universities. They include workbooks for writing assignment and multimedia projector for modern presentation of lectures in slide show. Electronic library for easy accessibility of lecture materials were not available in any of the university.

Research Question Three

To what extent are the available teaching facilities utilized for teaching and learning of entrepreneurship education?

Table 3: Mean Ratings and Standard Deviations to Respondents on the Extent the Available Teaching Facilities are utilized for teaching and learning of Entrepreneurship Education in Federal and State Universities in South-East, Nigeria.

S/N	Item Statement	Instructors (N=141)			Students (N=900)			Total (N=1,041)		
		X	SD	Dec	X	SD	Dec	X	SD	Dec
1	Textbooks for teaching and illustration	3.03	0.93	HE	3.13	0.88	HE	3.11	0.89	HE
2	Workbooks for writing assignments	2.91	0.93	HE	2.93	0.95	HE	2.93	0.95	HE
3	Multimedia projector for modern presentation of lectures in slide show	1.87	0.84	LE	1.76	0.75	LE	1.78	0.77	LE
4	White boards for writing and illustration	3.04	0.80	HE	2.93	0.89	HE	2.94	0.88	HE
5	Interactive boards for delivering of lectures	2.08	0.84	LE	1.89	0.80	LE	1.92	0.81	LE
6	Electronic library for easy accessibility of lecture materials	2.01	0.0	LE	1.93	0.99	LE	1.94	0.99	LE
7	Sound system for delivery of lectures	2.05	0.87	LE	1.87	0.82	LE	1.90	0.83	LE
	Cluster	2.43	0.89	LE	2.35	0.87	LE	2.36	0.87	LE

Table 3 showed the mean scores and standard deviation of instructors and students of federal and state universities in South-East, Nigeria on the extent the available teaching facilities are utilized for teaching and learning of entrepreneurship education. Both instructors and students accepted that three out of the seven facilities are utilized to high extent for teaching and learning of entrepreneurship education. The items had their mean scores above the mean criteria of 2.50. The aggregate mean scores of 3.11, 2.93, 2.94 with their corresponding standard deviation of 0.89, 0.95, 0.88 indicated that the teaching facilities were utilized to high extent. They include; text books for teaching and illustration, workbooks for writing assignments and white boards for writing and illustration. The remaining four facilities were utilized to low extent for teaching and learning of entrepreneurship education. The items had their mean scores below the mean criteria of 2.50. The aggregate mean scores of 1.78, 1.92, 1.94, 1.90 with their corresponding standard deviation of 0.77, 0.81, 0.99, and 0.83 indicated that the facilities were utilized to low extent. They include multimedia projector for modern presentation of lectures in slide show, interactive boards for delivery of lectures, electronic library for easy accessibility of lecture materials and sound system for delivery of lectures.

H₀₁: There is no significant difference between the instructors of federal and state universities in their utilization of available facilities for teaching and learning of entrepreneurship education.

Table 4: Independent t-test of the Mean Difference between instructors of Federal and State Universities on the Extent of Utilization of Available Facilities for Teaching and Learning Entrepreneurship Education.

S/N	Item Statement	Group	N	\bar{X}	SD	t.cal	Sig (2-tailed)	Decision
1	Textbooks for teaching and illustration	Federal Univ.	58	3.03	0.93	1.21	.23	NS
		State Univ.	83	3.13	0.88			
2	Workbooks for writing assignments	Federal Univ.	58	2.91	0.93	-.27	.79	NS
		State Univ.	83	2.93	0.95			
3	Multimedia projector for modern presentation of lectures in slide show	Federal Univ.	58	1.87	0.84	1.57	.12	NS
		State Univ.	83	1.76	0.75			
4		Federal Univ.	58	3.04	0.80	1.37	.17	NS

	White boards for writing and illustration							
		State Univ.	83	2.93	0.89			
5	Interactive boards for delivering of lectures	Federal Univ.	58	2.08	0.84	2.55	.01	S
		State Univ.	83	1.89	0.80			
6	Electronic library for easy accessibility of lecture materials	Federal Univ.	58	2.01	1.01	.97	.33	NS
		State Univ.	83	1.93	0.99			
7	Sound system for delivery of lectures	Federal Univ.	58	2.05	0.87	2.38	.02	S
		State Univ.	83	1.87	0.82			
	Cluster	Federal Univ.	58	3.01	0.91	1.20	.22	NS
		State Univ.	83	3.10	0.84			

Df = 1039

Table 3 showed the independent t-test analysis of the mean difference in the responses of the instructors of federal and state universities in South East Nigeria on the extent of utilization of available teaching facilities for teaching and learning of entrepreneurship education. The results presented in the table showed that items 5 and 7 have sig. 2-tailed values of .01 and .02 respectively which are less than 0.05 level of significance. This implied that there is significant difference between the mean ratings of instructors of federal and state universities on those items which are utilization of interactive boards for delivering of lectures and sound system for delivery of lectures. On the other hand, items 1,2,3,4 and 6 have sig. 2-tailed values of .23, .79, .12, .17 and .33 respectively which are greater than 0.05 level of significance. This implied that there is no significant difference between the mean ratings of instructors of federal and state universities on those items which are utilization of textbooks for teaching and illustration; workbooks for writing assignments; multimedia projectors for presentation of lectures in slide show; white boards for writing and illustration; and electronic library for easy accessibility of lecture materials. However, the table cluster showed a sig. 2-tailed value greater than 0.05 level of significance. This indicated that the null hypothesis which states that there is no significant difference between the mean ratings of instructors of federal and state universities on the utilization of available facilities for teaching and learning of entrepreneurship education was accepted.

Discussion

The result revealed that the respondents (instructors and students) agreed that entrepreneurship education has achieved to high extent the set objectives of creating awareness to students about entrepreneurship education and its values, awareness that entrepreneurship education provides alternative career option for graduates, providing students with adequate training that enables them be creative and innovative in identifying business opportunities; and affording graduates with the capacity to establish own careers in small and medium sized enterprises. The findings of the study are in agreement with the view of Mauchil et al (2011) that the objective of entrepreneurship education is to provide individuals with the ability to recognize business opportunities and the knowledge, skills and attitude to act on them; and that of Oduwaiye (2009) who reported that entrepreneurship education focuses on assisting trainee students on how to develop innovative and creative skills for self-reliance rather than depending on the government for employment. Though entrepreneurship education has helped in achieving the above set objectives, it still failed to provide functional education that will enable graduates to be self-reliant. As a result of this high rate of graduate unemployment still persists as the entrepreneurship education could not act as a catalyst for economic growth and development

Furthermore, table two revealed that respondents agreed that the facilities such as textbooks white boards and sound system were observed to be available for teaching and learning of entrepreneurship education while facilities like workbooks, multimedia projectors and electronic library were not available in most universities visited. The findings agree with Akpomi (2009); Nwosu and Ohia (2009); Brown (2012); Offorma, Egbe and Eze (2012); and Amadi and Amakodi (2019) who noted that there is inadequate facilities and equipment for teaching and learning of entrepreneurship education. They further stated that it is the reason why entrepreneurship education has not been able to record significant impact in Nigeria industrialization drive and reduction of youth unemployment. In agreement with these findings, Mohammad and Kumari (2007) revealed that textbooks and workbooks are the most widely used teaching materials despite the course or subject, or level of learning. The findings are also in line with Anifowose and Lawal (2013) who found out in their study that facilities in universities are inadequate.

The findings in table three disclosed that facilities such as textbooks for teaching and illustration, workbooks for writing assignments, and white boards for writing and illustration were utilized to high extent for teaching and learning of entrepreneurship education; while modern facilities like multimedia projector for presentation of lectures in slide show, white interactive/boards, electronic library for easy accessibility of lecture materials, and sound system for delivery of lectures were utilized to a low extent in teaching and learning of entrepreneurship education. The findings are in agreement with that of Oluwunmi, Durodola and Ajayi (2015) who established that the utilization of outdated facilities for teaching and learning in the tertiary institutions affects to a great extent student satisfaction.

The t-test analysis of the hypothesis indicated that there was no significant difference between the mean ratings of instructors and undergraduates on the utilization of available facilities for teaching and learning of entrepreneurship education. Thus, hypothesis one was accepted. This means that instructors and undergraduates did not differ significantly in their opinions concerning the utilization of available facilities for teaching and learning of entrepreneurship education. The no significant difference in their opinions can be explained by the fact that instructors and undergraduates utilize the facilities concurrently for teaching and learning of entrepreneurship education. Therefore, they are bound to have the same idea and experience on their utilization.

The findings of the study finally revealed that available facilities for teaching entrepreneurship education were inadequate. Teaching and learning cannot be effective without adequate infrastructure. The findings of this study would expose learners to some reasons why they do not achieve desired objectives. With the revelations made by this study, government, private sectors, philanthropists and stakeholders could be attracted to render financial assistance to entrepreneurship education programme.

Conclusion

Entrepreneurship education is basically a programme designed and taught to students to provide them with career information that will enable them develop abilities, competences and economic self-sufficiency when they graduate.

The study highlighted the need for evaluation of this programme for university undergraduates in South-East, Nigeria. As it is implied in this study, it is the determination of the extent to which the programme is performing its functions which include provision of human and material resources and the employment of implementation processes for achievement of set objectives. However, it seems the objectives of the programme are not realizable due to some challenges inform of inadequate teaching facilities, lack of capacity for entrepreneurship education instructors, lack of funds among others.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The federal and state governments, university administrations should provide modern and adequate teaching facilities required for smooth teaching and learning of entrepreneurship education.
2. Instructors should be adequately trained on the utilization of modern facilities for teaching and learning of entrepreneurship education. Seminars, workshops and conferences should be organized for capacity building of these instructors.
3. University administrations should step up the funding of staff training, including oversea trainings through the TET fund; and make appropriate and unbiased selection of staff for the trainings.
4. There should be regular review of entrepreneurship education curriculum by the National Universities Commission to embrace with the trending issues on global entrepreneurship.

References

- Akpomi, M.E. (2009). Achieving millennium development goals (MDGs) through teaching entrepreneurship education in Nigeria higher education institutions (HEIs). *European Journal of Social Science*, 8(1), 154-157.
- Amadi, E.A. & Amakodi, S.E. (2019) Factors Influencing the implementation of entrepreneurship education in tertiary institutions in Rivers State. *International Journal of Innovative Social & Science Education Research*, 7(2), 22-36.
- Anifowose, M.O., & Lawal, P.O. (2013). State of physical facilities in Nigerian tertiary educational institutions: Case study of the Federal University of Technology, Minna, Niger State Nigeria. *Nigerian Journal of Technological Research*, 8(1)
- Bolarinwa, K.O. (2001). *Incorporating entrepreneurship education in business education curriculum: An equilibrium way for sustainable poverty alleviation in Nigeria*. Proceedings of the 14th Annual Conference of the Nigerian Association of Teachers of Technology (NATT). Pp 268-272.
- Creswell, J., & Tashakkori, A. (2007). Differing perspectives on mixed methods research. *Journal of Mixed Methods Research*, 1, 303-308.
- Doreo, P. (2013). The Nigerian unemployment challenge. *Africa Report Features*.
- Eme, O.I. (2014). Unemployment rate in Nigeria: Agenda for government. *Academic Journal of Interdisciplinary Studies*, 3(4), 103-114.
- Enu, D.B. (2012). Enhancing the entrepreneurship education in Nigeria. *American Journal of Social Issues and Humanities*, 2(4), 232– 239.
- Gabadeen, W.O., & Raimi, L. (2012). *Management of entrepreneurship education in Nigeria higher institutions: Issues, challenges and way forward*. Abuja International Journal of Education and Management Sciences, 1(2), 1 – 26.
- Ifeakor, A.C., & Enemu, J.O. (2009). *Evaluating the impact of the teachers' factors for the development of entrepreneurial skills through Science, Technology and Mathematics Education (STME)*. Proceedings of the 50th Annual Conference of Science Teachers Association of Nigeria (STAN). PP 47 – 53.
- Mauchil, F.N., Karambakuwa, R.T., Gopo, R.N., & Gambarume, F.B. (2011). Entrepreneurship education lessons: A case of Zimbabwean tertiary education institutions. *International Research Journal*, 2(4), 1306-1311.
- Mohammad, R.F., & Kumari, R. (2007). Effective use of textbooks: A neglected aspect of education in Pakistan. *Journal of Education for International Development*, 3(1), 1-12.
- National Bureau of Statistics (2010). Poverty index in Nigeria, August.

- Nwosu, B., & Ohia, A. (2009). Managing entrepreneurship education at the university level in Nigeria: A panacea for graduate self employment. *African Journal of educational research and development*, 3(2), 49-53.
- Oduwaiye, R.O. (2009). Entrepreneurship Education in Nigerian Universities: Implementation and way forward. *Advances in Management*, 8(1), 60-67.
- Offorma, G.C., Egbe, C.I., & Eze, K.O. (2012). Analysis of entrepreneurial skills acquisition content of language education curricula at the University of Nigeria. *Nigerian Journal of Curriculum Studies*, 19(3), 94-101.
- Okojie, J.A. (2009). *Imperative of the Federal Government Directive on the Establishment of Entrepreneurship Studies in Nigerian Universities*, A Paper Presented at the 1st Conference on Effective Implementation of Federal Government Seven-Point Agenda Held at NUC, Abuja, Feb. 4-6.
- Oluwunmi, A.O., Durodola, D.O. & Ajayi, A.C. (2015). Comparative analysis of student's satisfaction with classroom facilities in Nigerian Private Universities. *Journal of Studies in Education*, 5(4), 242 – 27.
- Paul, E.O. (2005). Entrepreneurship education. In P. N. Ezema, E.O. Paul, B.O. Anioke, A.G. Godwin, Okwuolise, A.E. Chikwe, U.A. Henri (Eds), *Entrepreneurship in Vocational Education*. Enugu: OZYBEL Publishers.
- Shai, V. (2009). *Entrepreneurship education*. <http://shaivyakarnam.blogspot.com/2009/05/whyentrepreneurship-education.online>. Retrieved on 4/9/2011 (Subair, 2013).
- Stufflebeam, D.L., & Shinkfield, A.J. (2007). *Evaluation theory, models and applications*. Sand Francisco, CA: Jossey-Bass.
- Subair, G. (2013). Nigeria's unemployment rate hits 22% - World Bank. *Nigerian Tribune Online*.
- Towobola, W.L., & Raimi, L. (2011). Open distance learning (ODL): A catalyst for educational and entrepreneurship development in Nigeria. *Continental Journal of Education Research*, 4 (3), 1 – 11.
- Uloko, M.E., & Ejinkeonye, U.B. (2010). *Entrepreneurship education and training for job creation*. A Paper Presented at the 5th Annual National Conference at Main Hall College of Education, Ekiador-Benin: Edo State.
- Yahaya, U. (2011, February 21). Why we set up entrepreneurship. *The Nigeria Voice*. Retrieved from www.thenigerianvoice.com/nvnews/458