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## **Challenges Facing Entrepreneurship Education in Universities, North Central States of Nigeria**

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### **Abstract:**

*The study investigates challenges facing entrepreneurship education in universities, North central states of Nigeria. The focus of the study was on the weaknesses, and threats 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 four null hypotheses guided the study. A questionnaire titled, Entrepreneurship Education Questionnaire (EEQ) was designed and used for the study. This instrument was validated and the overall reliability ascertained to be 0.75. 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 universities have weaknesses in the management of entrepreneurship education, but they also have opportunities of managing entrepreneurship education. Results further show that there is no significant difference between the mean responses of lecturers and coordinators on the weakness and threats 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:** *Challenges, entrepreneurship, education and university*

### **1. Introduction**

The standard of education and its functionality has been a major concern for educational administrators in Nigeria, especially in this 21<sup>st</sup> century. This is probably due to global interest in education which has been identified as a means of development by the Millennium Development Goals (MDGs) targeted towards eradication of poverty across the globe. In a bid to improve educational standards in Nigeria, different governments had come up with different policies in education, all aiming at solving inherent social and economic problems like arm-robbery, kidnapping, hostage taking, and graduate unemployment amongst others. Literature is replete with the fact that many Nigerian graduates leave the university without jobs and with little or no hope of securing any for many years. For instance, Dabalén, Oni and Adekola (2000) observed that, unemployment among graduates in Nigeria is high, and their prospects for job have been worsened over time and without hope. They recycle themselves as postgraduates. Others without such opportunity and no hope of self-sustenance engage in various anti-social and nefarious activities such as cultism, armed robbery and insurgency (Soludo, 2006). These challenges, according to Mando and Akaan (2013) are common among university graduates in the North central states like Kogi, Benue, Taraba, Plateau and Kwara. As a result, several graduates of Benue State University and University of Agriculture, both in Makurdi, have indulged in acts of cultism, armed-robbery and other vices not worthy of university graduates. This problem is indeed, a fallout of the inability of the government, especially in Benue State (since the inception of democracy in 1999), to provide job opportunities for the steaming graduates in the State.

As a result of the above problem, entrepreneurship education was introduced by the government in institutions of learning. The idea was to enable the students to appreciate the nature and dynamics of entrepreneurship, and subsequently,

the acquisition of skills that would make it possible for them to develop functional skills which would enable them to depend less on government jobs but rely on their abilities to provide for themselves the means of livelihood. In this regard, Mando and Akaan (2013) contended that, entrepreneurship education (EEd) is central to national development as it prepares students for jobs and careers based on manual or practical activities and help them develop skills in a particular trade that promotes considerable self-employment for socio-economic, cultural and even political advancement of a nation.

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).

Entrepreneurship education therefore, 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).

However, the senior epistemologists such as Deans of faculties, Provosts of schools, Directors of institutes, Departmental and Unit heads, Professors and Senior Lecturers, also partake in university administration. They are equally involved in the strategic management of EEd challenges. This is because many important functions involving implementation of government's policies, monitoring, supervision and accreditation in universities are performed by these groups of staff (Mgbekem, 2004). But despite the structural organization of entrepreneurship education, Banabo and Ndiomu (2011) identified the challenges affecting entrepreneurship education in federal and state universities in the North Central states to include lack of sufficient and skilled manpower, inadequate funding, poor state of infrastructure, and lack of relevant reading materials. For Okebuola (2011), these challenges include cultism, lack of vibrant staff development programme, frequent labour disputes and the closure of universities, inadequate information technology facilities, poor leadership and poor policy implementation.

It is important to note that, three types of universities exist in Nigeria. They are: federal, state and private universities. The major difference between them lies in the funding. While the federal government funds federal universities, state universities are funded by their various state governments, whereas private universities are funded by private individuals that own them. Nevertheless, they are all under the supervision of the Nigerian Universities Commission (NUC) that ensures

quality and minimum standards in the universities while the various funding bodies make administrative policies. However, some universities like University of Jos; Federal University of Agriculture, Makurdi; Kogi State University, Ayingba; Kwara State University, Ilorin; Nassarawa State University, Keffi; Taraba State University, Jalingo; and Benue State University, amongst others, in the North Central States of Nigeria appears to be bedevilled by the challenges of effective entrepreneurship education management.

Based on the above, this study proposes a strategic management of the challenges facing EEd in universities, in North Central States of Nigeria, through the application of SWOT, which denotes Strength, Weakness, Opportunity and Threats. Johnson and Scholes in Hinde (2000, p. 14) stated that the aim of SWOT analysis is to identify the extent to which the current strategy of an organization and its more specified strength and weakness are relevant to, and capable of dealing with the change taking place in the management of university education. This means that, every university in the North Central Nigeria needs to increasingly become aware of their Strength, Weakness, Opportunity, and Threats in managing the challenges of entrepreneurship education. To succeed in any field, weakness must be overcome through strength and threats must be transferred into opportunities.

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.

### *1.1. 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.

### *1.2. Purpose of the Study*

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

- Find out the threats to Entrepreneurship Education in universities in North Central State of Nigeria.
- Ascertain the weaknesses of Entrepreneurship Education in universities in North Central State of Nigeria

### *1.3. Research Questions*

The following research questions were formulated to guide the study:

- What are the threats to entrepreneurship education in universities in North Central States of Nigeria?
- What are the weaknesses of entrepreneurship education in universities in North Central

### *1.4. Hypotheses*

The following null hypotheses were formulated to guide the study:

- $H_{01}$ : There is no significant difference between the mean responses of lecturers and coordinators on threats to entrepreneurship education in the Universities.

- HO<sub>2</sub>: There is no significant difference between the mean responses of lecturers and coordinators on the weaknesses of EEd in the Universities.

## 2. 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.

### 2.1. 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.

### 2.2. 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.

### 2.3. 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 universities.

### 2.4. 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.

### 2.5. 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 two clusters, 1 deals with the threats to entrepreneurship education, and cluster 2 focuses on the weakness of entrepreneurship education challenges. 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.

### 2.6. 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.

### 2.7. Reliability of the Instrument

The validated instrument was trial tested with twenty (20) university staff (two EEd coordinators and eighteen EEd lecturers) from Nnamdi Azikiwe University, Awake 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; A: 0.76 and cluster B: 0.75. These gave an overall reliability score of 0.75. The result indicated that the instrument was reliable and therefore considered appropriate for use.

### 2.8. 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 was instructed on research instrument administration. The respondents were guided by the research assistants on how to complete the questionnaire after which they collected them.

### 2.9. 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.

## 3. Results

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

### 3.1. Research Question 1: What Are The Threats To Entrepreneurship Education in Universities In North Central, Nigeria?

The data collected with items 27-37 of the instrument which dwelt on the threats to 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:

S/N	Items	Lecturers, n=136		Coordinators, n=13		Total, N=149		Decision
		Mean	SD	Mean	SD	Mean	SD	
27	Staff does not attend workshops and seminars.	3.31	.85	3.77	.43	3.35	.83	Accepted
28	Lecturers have poor knowledge of the curriculum content.	1.35	.56	1.08	.28	1.33	.55	Rejected
29	Transport services are not made available for staff to go out and see what others are doing.	3.29	.87	3.77	.44	3.34	.85	Accepted
30	There is rise in student involvement in examination malpractice.	3.28	.84	3.77	.59	3.32	.83	Accepted
31	Increasing rise in the cost of university education.	3.35	.66	3.23	.83	3.34	.68	Accepted
32	Lecturers do not cover their scheme of work before the end of the semester.	3.34	.53	3.15	.55	3.32	.54	Accepted
33	There is shortage of qualified manpower.	3.39	.55	3.77	.44	3.43	.55	Accepted
34	Lecturers have excess workload.	3.25	.69	3.15	.55	3.24	.68	Accepted
35	There is an increasing rate of graduates' unemployment.	3.39	.77	3.77	.44	3.42	.75	Accepted
36	Staff low media competence level.	3.33	.71	3.77	.44	3.37	.70	Accepted
37	Budgeting allocation to universities is reducing year after year.	3.40	.76	3.77	.59	3.44	.76	Accepted
	Overall Mean	3.11	.38	3.36	.24	3.17	.38	Accepted

Table 1: Summary of Mean Responses of Lecturers and Coordinators on the Threats to Entrepreneurship Education in Universities in North Central, Nigeria

As can be seen in Table 1, the results of data analysis that answered research question one shows that both the lecturers and coordinators rejected only item 28 (lecturers have poor knowledge of the curriculum content) as the threats to entrepreneurship education in Universities in North Central, Nigeria. Item 28 had a mean score below the criterion mean of

2.50. However, all the other items (items 27, 29-37) were accepted by both lecturers and coordinators as the threats to entrepreneurship education in Universities in North Central, Nigeria. The overall mean value of  $3.15 \pm 0.38$  for the lecturers,  $3.36 \pm 0.24$  for the coordinators and  $3.17 \pm 0.38$  for both of them shows that they accepted the items as the threats to entrepreneurship education challenges in Universities in North Central, Nigeria.

### 3.2. Research Question 2: What Are The Weaknesses to Entrepreneurship Education in Universities in North Central Nigeria?

The data collected with items 38-46 of the instrument which dwelt on the weaknesses to 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:

S/N	Items	Lecturers, n=136		Coordinators, n=13		Total, N=149		Decision
		Mean	SD	Mean	SD	Mean	SD	
38	Equipped entrepreneurship centers are not enough.	3.35	.64	3.23	.83	3.34	.65	Accepted
39	Lack of exposure to practical	3.32	.82	3.77	.44	3.36	.79	Accepted
40	Lack of information on existing opportunities.	3.29	.93	3.77	.59	3.33	.91	Accepted
41	Lack of capital to finance acquired skills.	3.25	.85	3.23	.83	3.24	.85	Accepted
42	Lack of involvement of staff in the practical aspect of EED programme.	3.24	.73	3.15	.55	3.23	.71	Accepted
43	Lack of workshops for the teaching of EED practical programme.	3.39	.72	3.77	.59	3.42	.72	Accepted
44	Lack of constant power supply.	2.07	.75	2.20	.67	2.32	.88	Rejected
45	Lack of interest from students	3.18	.87	3.15	.55	3.17	.84	Accepted
46	Most of works on entrepreneurship education in the library are outdated.	1.27	.45	1.18	1.12	1.23	.79	Rejected
	Overall Mean	3.26	.64	3.15	.55	3.25	.64	Accepted

Table 2: Summary of Mean Responses of Lecturers and Coordinators on the Weaknesses to Entrepreneurship Education in Universities in North Central Nigeria

From table 2, the results of data analysis that answered research question two shows that both the lecturers and coordinators accepted all the items except items 44 and 46 as the weaknesses to entrepreneurship education in Universities in North Central Nigeria. This implies that all the items apart from 44 and 46 in this cluster had mean scores above the criterion mean of 2.50. Therefore, the weaknesses to EEd in the Universities include; equipped entrepreneurship centers are not enough, lack of exposure to practical, lack of information on existing opportunities; lack of capital to finance acquired skills; lack of involvement of staff in the practical aspect of EED programme; lack of workshops for the teaching of EED practical programme; and lack of interest from students. The overall mean value of  $3.26 \pm 0.64$  for the lecturers,  $3.15 \pm 0.55$  for the coordinators and  $3.25 \pm 0.64$  for both of them also show that all the items accepted are the weaknesses to entrepreneurship education in Universities in North Central Nigeria.

#### 3.2.1. Hypothesis 1

There is no significant difference between the mean responses of lecturers and coordinators on the threats to 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 <sub>1</sub> is not rejected
Coordinators	3.36	.24	13					

Table 3: Summary of T-Test Statistic on Significant Difference between the Mean Responses of Lecturers and Coordinators on the Threats to Entrepreneurship Education in the Universities

As shown in Table 1, the results of data analysis for hypothesis four indicates that the exact probability value of 0.07 is greater than the 'a priori' probability value of 0.05. Therefore, the null hypothesis four which states that there is no significant difference between the mean responses of lecturers and coordinators on the threats to entrepreneurship education in the

Universities is not rejected,  $t(147) = -1.92, p = 0.07$ . This is an indication that both lecturers and coordinators have similar ideas on the threats to entrepreneurship education in the Universities.

### 3.2.2. Hypothesis 2

There is no significant difference between the mean responses of lecturers and coordinators on the weaknesses to entrepreneurship education in the Universities.

Group	Mean	SD	N	Df	Sig.	Level of sig.	t-value	Decisions
Lecturers	3.26	0.64	136					
				147	0.33	0.05	-1.22	Ho <sub>2</sub> is not rejected
Coordinators	3.15	0.55	13					

*Table 4: Summary of T-Test Statistic on Significant Difference between the Mean Responses of Lecturers and Coordinators on the Weaknesses to Entrepreneurship Education in the Universities*

As shown in table 6, the results of data analysis for hypothesis two indicates that the exact probability value of 0.33 is greater than the 'a priori' probability value of 0.05. Therefore, the null hypothesis two which states that there is no significant difference between the mean responses of lecturers and coordinators on the weaknesses to entrepreneurship education in the Universities is not rejected,  $t(147) = -1.22, p = 0.33$ . This is an indication that both lecturers and coordinators have similar views on the weaknesses to entrepreneurship education in the Universities.

## 4. Discussion

The research question 1 sought to determine the threats to the Entrepreneurship Education in universities in North Central State of Nigeria. It was found that staff do not attend workshop and seminars; lecturers have poor knowledge of the curriculum content; transport services are not made available for staff to go out and see what others are doing; there is a rise in student involvement in examination malpractice; increasing rise in the cost of university education; lectures do not cover their scheme of work before the end of the semester. Moreover, the study unveils the fact that, there is an evidence of shortage of qualified manpower as lecturers have excess workload; an increasing rate of graduate's unemployment; staff low media competence level, and the dwindling budgetary allocation to universities year-in, year-out. All these clearly indicate that universities in North Central states need special attention if entrepreneurship education most achieves its desired objectives. The analysis of data generated revealed that lecturers do not have poor knowledge of the curriculum content, and it may be based on this premise that the respondents are looking at their situation as being enhanced for productivity. The study confirmed that there is no significant difference between the mean responses of lecturers and coordinators on the threats to entrepreneurship education in the Universities.

The present finding is in line with Mainoma and Arua (2012) who noted that such challenges included lack of sufficient and skilled manpower, outright lack of funding, Poor State of Infrastructure, lack of relevant reading materials. According to Essien (2006), the challenges range from brain drain, cultism and other vices like, lack of vibrant staff development programme, frequent labour disputes and the closure of universities, lack of information technology facilities, poor leadership and poor policy implementation. Colton's (1990) findings that entrepreneurship education and training programmes aimed directly at stimulating entrepreneurship which may be defined as independent small business ownership and the development of opportunity-seeking managers within companies also supports findings of this study.

Research question 2 sought to find out the weaknesses of entrepreneurship education in universities in North Central State of Nigeria. The analysis of data generated revealed equipped entrepreneurial centres are not enough, lack of exposure to practical, lack of information on existing opportunities, lack of capital to finance acquired skills, lack of involvement of staff in the practical aspect of EED programme, lack of workshops for the teaching of EED practical programme, lack of constant power supply, lack of interest from students, and most of the works on entrepreneurship education in the library are outdated. The study confirms that there is significant difference between the mean responses of lecturers and coordinators on the weaknesses to entrepreneurship education challenges in the Universities. In other words, lecturers and coordinators have similar views on the weaknesses to entrepreneurship education challenges in the Universities. The present finding supports earlier findings of scholars like Puyate (2008), Ugwoke, Basake, Daria and Chukwuma (2013) and Ofoha (2011), which for instance, revealed a dearth of professional and qualified teachers for the teaching of vocational/technical subjects; inadequate infrastructure and equipment in schools; insufficient instructional materials and books in schools; and that schools are generally poorly financed. While Ugwoke et al (2013) revealed that, there were inadequate provision of funds, facilities and personal; Ofoha (2011) unveil the fact that, out of the sampled students, some have learnt significant self-employable entrepreneurial skills in 6 out of 36 vocational areas. Also, their entrepreneurial capability was found low, as there were no significant production of marketable goods and services to show for their practical knowledge.

## 5. 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.

## 6. Recommendations

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

- 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 provide adequate funding for entrepreneurship education in the universities

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