

Challenges of Implementing Entrepreneurship Education Programme in Nigerian Universities: Ebonyi State University, Abakaliki in Focus

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Abstract: The study examined the challenges of implementing entrepreneurship education programme in Nigerian universities: a case study of Ebonyi State University, Abakaliki. Four research questions guided the study which adopted a descriptive survey design. The population of the study was 8,005 made up of lecturers and students. Using simple random sampling technique, 350 respondents were drawn from five faculties of the university. Structured questionnaire with 16 items was the instrument for data collection that have been validated and its reliability determined. An index of 0.76 was obtained and was deemed reliable for the study. Frequency counts and percentages were used to analyze the data. The findings showed among others that improper course content planning, dearth of skilled staff and infrastructural facilities are challenges facing entrepreneurship education in EBSU. The study implications were drawn and recommendations made to tackle the challenges for proper youth empowerment.

Key words: Challenges • Implementing • Entrepreneurship education • Nigerian Universities and Ebonyi State

INTRODUCTION

The need for a functional curriculum that will prepare the Nigerian youths to be self-dependent is an urgent one. This was highlighted in the National Policy on Education [1] on the goals of education that there is the need for functional education for the promotion of a progressive, united Nigeria. The document now recommended that school programme should be relevant, practical and comprehensive thus: “The acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the development of the society” (p.4). In response to these yearnings, the National University Commission (NUC) 2004 came up with a draft curriculum on entrepreneurship studies for the Nigerian University system. This was initiated at the university curriculum review workshop held in July 2004. The curriculum was fashioned to empower graduates irrespective of their areas of specialization with coping skills after graduation.

Entrepreneurship involves individualability to turn ideas into action which include: creativity innovation, risk taking as well as the ability to plan and manage projects in order to achieve objectives [2]. In the same vein, [3]

sees entrepreneurship as a process of identifying, developing and bringing a vision into life. The word entrepreneuris derived from a Frenchroot “entrepreneudre” meaning “to undertake” or a go-between to do something useful in order to fill a gap; hence the need of entrepreneurship education to expose learners to needful skills in order to be useful and self-reliant.

Entrepreneurship education involves teaching the students how to acquire the necessary life-coping skills. Dankarie *et al.* [4] explain that entrepreneurship education is a process of teaching people how to acquire skills through the study of school subjects and how to utilize those skills for self-sustenance and self-reliance. So entrepreneurship education can be seen as a process of teaching learners to acquire skills for self-reliance; to see opportunity where others could not and to generate wealth and create employment. Since the introduction of the programme into university education in Nigeria as General Studies (GST), students are expected to be empowered in order to harness opportunities to be self-reliant and become job-creators and not job-seekers. This way, the Nigerian curriculum can be made functional which according to Daley [5] will equip students to function as competent and accepted adults in the society.

Introduction of entrepreneurship education into Nigerian universities is a welcome development in youth empowerment being emphasized by the Federal Government of Nigeria. This is because the rising rate of graduate unemployment is worrisome. Dan'Azumi [6] explain that this is so because the university curricula mainly train students for white-collar jobs without empowering them for self-sustenance. However, the introduction of the entrepreneurship education in the universities is battling with challenges like: lack of proper planning, dearth of skilled manpower and faculties and wide-course contents lumped together. A study carried out by [7] shows that poor infrastructural facilities; inadequate funding and poor managerial abilities hinder effective implementation of entrepreneurship programme. Egwu *et al.* [8] points out that a major hindering problem for entrepreneurship education is lack of clear conception of the fields of the study and its proper arrangement and study during training. The author advises that proper planning and training of students in this field will bring the desired results; this is where skilled manpower to handle the training comes in.

The need for better human resources that handles entrepreneurship education become imperative, trained personnel that know how to make creative minds in individuals. This is lacking in the training programme at EBSU. Most lecturers handling the training do not have the competencies of hard-on-practice, so cannot impact the practical knowledge to the students. Ekong and Williams [9] opines that the use of diverse instructional strategies should be emphasized in all fields of studies. Buttressing this point, Esu [10] advises that good instructional strategies should be adopted in entrepreneurship studies to help the students to practicalize what they are learning through observation, interpretation and analysis and to make decision and be bold to take risks. Current thinking in entrepreneurship teaching and learning suggests that the use of varieties of instructional strategies should be carefully matched with the teaching objectives of a particular lesson under entrepreneurship [11].

Again, dearth of physical facilities hinders effective entrepreneurship education in EBSU. Nelson and Johnson [12] states that many institutions of learning in Nigeria do not have the basic infrastructure for effective curriculum implementation. This may be attributed to dearth of funds and misplaced priorities. [13] warns that since entrepreneurship education is self-reliance oriented, its instructional delivery should emphasize practical acquisition of superior skills and competences for graduate application and production later in life: Thus

the period of entrepreneurship training should enable the students to perform the activities, learn and acquire the skills and competences to carry out business functions required in a chosen field of entrepreneurship. Nkwuda [14] maintains that no matter how other resources are available to the administrator, that he still needs the human (staff) to manipulate and direct other non-living resources for success to be achieved. Most of these obvious aspects needed in proper entrepreneurship training is lacking in Ebonyi State University (EBSU), Abakaliki and this has been a burden to the researchers that initiated the study on challenges of entrepreneurship education in the institution and a way forward.

Statement of the Problem: Entrepreneurship education in universities have formed the desired bedrock of youth empowerment and economic development of any country. For students to acquire the needed specific skills that will make them enterprising individuals in the future, they need to go through work related training, experiential teachings and practical methodologies for hands-on-practice. These noble benefits of entrepreneurship education in EBSU are facing serious challenges as a result of poor administrative planning; non skilled teaching personnel; management policies and wrong management of the vast course contents of the discipline. These trends have burdened the researchers to examine the nature of these challenges and to proffer solutions. The problem of the study now is; what are the challenges of implementing entrepreneurship education programme in Nigerian universities with reference to Ebonyi State University, Abakaliki?.

Significance of the Study: This study on the challenges of implementing entrepreneurship education curriculum is significant, as this is the only way to empower the teaming population of youth graduating in Nigeria. These youths need to be empowered in order to be self-sustaining to avoid high crime rate and youth restiveness. As such, the following will benefit from this study: graduating Nigerian students, Nigerian parents, school authorities, Nigerian government and the entire society in general.

- For the graduating students, the findings of the study will help them to take a wise decision on the need for entrepreneurship skills, the nature of the envisaged problems and how to cope with what is on ground. This can only be done if they are conscientious and have a self will to acquire basic skills of survival on their own.

- The Nigerian parents through the findings and recommendations of the study will know how to prepare the mind set of their children and support the various institutions in one way or the other to solve the problems.
- School authorities in Nigeria will critically look at the findings of the study in order to seek ways of solving the challenges highlighted. This may be done through inviting stake-holders of their various institutions on how to do the needful for a successful entrepreneurship education.
- The Nigerian government on their own will through the study findings, take critical steps in order to address entrepreneurship education in the country. This will help to salvage the image of the country and empower youths in order to avoid youth restiveness presently witnessed now.
- The Nigerian society at large will through the findings of the study lend helping hands to solve the problems. This they can do by offering their services, consultation with institutions of learning and donating funds/materials for entrepreneurship education. As the society is at the receiving end, they have to do the needful in order to ensure that the youths are properly engaged for peace to reign

Purpose of the Study: The study sought to find out the challenges of:

- Course content planning and coverage of the entrepreneurship curriculum in EBSU,
- Not having skilled staff to handle various practical aspects of the entrepreneurship training in EBSU.
- Dearth of facilities and infrastructure for the entrepreneurship training in EBSU.
- University management policies that affect the smooth running of the entrepreneurship programme in EBSU.

Research Questions: The following research questions were formulated to guide the study:

- What are the associated problems of course content planning and coverage of entrepreneurship education curriculum in EBSU?
- In what ways have lack of skilled staff posed a challenge in the implementation of entrepreneurship education in EBSU?
- How has lack of basic teaching facilities been a challenge in the implementation of entrepreneurship education in EBSU?

- What are the management policies in EBSU that have been a challenge in the implementation of entrepreneurship education in the institution?

Review of Related Literature to the Study: This section of the paper reviewed related concepts, theories and empirical works. This gives a glimpse of what the entrepreneurship education is all about, its problems and the way forward.

Conceptual Framework

Nature of Entrepreneurship Education: Entrepreneurship education can be seen as a process of teaching learners to acquire skills for self-reliance; to see opportunities where others could not and to generate wealth and create employment. Entrepreneurship education is a form of education that seeks to prepare people especially youths to be responsible and enterprising individuals, who will become entrepreneurs and thinkers as it is in Consortium for Entrepreneurship [15].

Nworgu [16] reiterates that curriculum devoid of entrepreneurship skills education at the tertiary level will merely prepare and produce job seeking graduates for negative opportunities. In essence, entrepreneurship skills education at the tertiary level will merely prepare and produce job seeking graduates for negative opportunities. In essence, entrepreneurship education is designed to develop particular knowledge and skills that are associated with diverse economic activities to promote useful living after graduation from school. This was emphasized in the Nigerian National Policy on Education [17] for Nigerian youths to be self-reliant after graduation. The document recommended that school programmes should be relevant, practical and comprehensive. In response to these yearnings, the National University Commission (NUC) (2004) came up with a draft curriculum on entrepreneurship studies for the Nigerian university system as General Studies (GST) courses. The objective was to empower students to be able to harness opportunities and be self-reliant and become job creators and not job-seekers.

Introduction of entrepreneurship education into Nigerian universities is timely, especially now that the rate of graduate unemployment is rising. How be it, this noble step of the Federal Government of Nigeria is encumbered with challenges to its effective implementation in Nigerian universities. Offorma *et al.* [18] notes that lack of essential facilities, inadequate funding and lack of skilled staff among others are hindrances. Again Ogah and Emesini [19] observes that

improper planning by university administration in Nigeria tends to negate the good intends of the programme. They explain that students are not properly exposed to basic rudiments of entrepreneurship like risk taking, business opportunities and exploring competitiveness among others. This led Emesini [20] to warn that there should be a close relationship between the planned curriculum and the implemented curriculum. Furthermore, for entrepreneurial skills to be properly acquired by students, the method of teaching and the content used by the teachers must not ignore the objectives of the programme which must reflect the complete programme. The teacher should practicalize the skills for the students to practice. Esu [21] then laments that inadequate funding, lack of essential infrastructure and skilled teachers pose serious challenges to entrepreneurship skill acquisition in Nigeria; hence the need for this study to examine some of these challenges in Nigerian Universities and the way forward.

Theoretical Framework of the Study: There are theories backing up the present study on entrepreneurship. One of them is [22]. The author posits that an entrepreneur sees opportunities everywhere where others are blind and maximizes them before others get there. Entrepreneurs rule the economies of their nations and those nations with the highest number of innovators at any point in history are the ones that rules the world. This noble ideals in entrepreneurship education involves quality preparation of course contents and materials and preparation of the minds of the recipients on the need of entrepreneurship education using skilled staff. This is the anchor of the present study that hinges on the challenges of entrepreneurship education in Nigerian universities with special reference to Ebonyi State University, Abakaliki.

Review of Empirical Works: Empirical works related to the study were reviewed:

Kamkwis and Iliya [23] carried out a study on entrepreneurship skills acquisition by student-teachers in universities in Nigeria. Two research questions guided the study that adoptive a descriptive research design. Out of a population of 1,570 student-teachers, Proportionate Random Sampling Technique was used to draw a sample size of 300 students. 15-item questionnaire was the instrument for data collection, while frequency counts and percentage was used for data analysis. The study findings revealed among others, that most students have developed some skills in relation to their studies in readiness to practice them after graduation. Also, the study showed that majority of the students have developed soft spot for ICT- related skills.

Again Obi [24] carried out a study on barriers to entrepreneurial practice in tertiary institutions: A case study of Ebonyi State University, Abakaliki. The design adopted for the study was a descriptive survey type and four research questions guided the study. A sample size of 780 was drawn using Simple Random Sampling Technique. Structured questionnaire was the instrument for data collection, while mean and standard deviation were used to analyze the data. The findings of the study revealed that lack of proper family management and poor environmental impact hinder entrepreneurship practice in the institutions

Furthermore, Brethel [3] researched on limitations to entrepreneurship development in secondary schools in Izzil.G.A of Ebonyi State- Nigeria with four research questions guiding the study. Descriptive survey design was employed and a sample size of 600 drawn using Simple Random Sampling Technique. The data collected using structured questionnaire was analyzed using mean and frequency counts. The findings revealed among others that poor infrastructural facilities, inadequate capital and poor management ability contribute to poor entrepreneurial education in Ebonyi State of Nigeria.

Finally, Dankarie *et al.* [4] appraised the GST entrepreneurship skills acquisition curriculum for university undergraduates in Nigeria: Challenges and the way forward. A descriptive survey design was adopted for the study with four research questions guiding the study. From a population of 4,470 third year undergraduates in the university, a sample size of 400 was drawn using Stratified Random Sampling Technique from the seven faculties of the university. A 52-item questionnaire was the instrument for data collection and mean scores and percentage were used to analyze the collected data. The findings revealed that the curriculum content of the entrepreneurship skills does not provide the expected skills as enlisted in the curriculum; that students were not properly exposed to the practical skills due to dearth of professionals for hand-on-practice and that the students envisaged challenges to the practice of the skills after graduation.

Summary of Reviewed Literature: So far, the paper reviewed related works to the present study ranging from the definition and nature of entrepreneurship education in Nigerian universities; expectations of the planned GSTprogrammes for students' empowerment after graduation, envisaged challenges and the way forward. Theory related to the study was reviewed which is the Drucken theory cited by Egwu *et al.* [8]. Drucken states that an entrepreneur sees opportunities everywhere

others are blind and maximizes them before others get there. This is the essence of entrepreneurship education for self-sustenance. Finally, reviewed empirical works were done in areas of entrepreneurship skills acquisitions by student-teachers, barriers to entrepreneurship practice; limitations to entrepreneurship skill development and appraisal of the GST entrepreneurship skill acquisition curriculum in Nigerian universities. The reviewed empirical works look at special specific areas in a particular setting, but the present study is taking a holistic view of diverse areas of challenges and to proffer solution. This is the present gap created that have necessitated the present study on challenges of implementing entrepreneurship education programme in Nigerian universities.

Methods and Procedures

Design/ Area of the Study: The research design adopted was a descriptive survey typewhich according to Nelson, and Johnson [12] is one that explains how facts or data representative from a given population are studied to ascertain the general characteristics of the entire population. The study area is Ebonyi State University, Abakaliki which is one of the universities in South-East Nigeria that have teeming youths that need to be properly engaged through entrepreneurship training.

Population, Sample and Sampling Technique: The population of the study was 8005; 1,625 lecturers and 6,380 students of the university (Academic Planning Unit Records, EBSU, 2015). The sample size was 350 drawn using Simple Random Sampling. Technique. Five out of the 11 faculties of the university were selected; 10 lecturers from each of the faculty were randomly selected, giving a total of 50 lecturers. In the same vein, 60 students were drawn each from the five faculties giving a total of 300.

Instrumentation: The instrument for data collection was a structured questionnaire developed after a thorough literature review and skeletal interviews conducted on the challenges of entrepreneurship education in EBSU. It had 16 items arranged in four clusters in line with the research questions for the study. Three lecturers from the university scrutinized the instrument to determine its suitability and validity by looking at the content and language construction. Furthermore, the instrument was subjected to reliability test by administering 20 copies of the questionnaire to 20 students; two weeks after, the researchers re-administered the instrument on the same set of students.

Data Collection and Analysis: The data collected were analyzed using Pearson Product Moment Correlation Co-efficient Procedure and it yielded an index of 0.76 showing that the instrument is reliable for the study. Non academics staff and students' course representatives helped to administer the instrument to lecturers and students respectively. Three hundred and fifty copies were administered, but only 315 were properly filled and returned that was used for the study. Frequency counts, tables and percentages were used to analyze the collected data. Fifty percent (50%) and above was the criterion for acceptable challenge of entrepreneurship education in EBSU, whileless than 50% was considered not a challenge.

Ethical Considerations: The researchers made due consultations with the concerned EBSU authorities and the six faculty teams involved in the study. The students were assured of the protection of their interest and anonymity all through the research works. Research ethics of Nigerian University Commission (NUC) were duly observed and students willingly participated.

RESULTS

Result of the data collected are presented below in line with the research questions posed for the study.

Research Question 1: What are the associated problems of course content planning and coverage of entrepreneurship education curriculum in EBSU?

Table 1 presents the responses on problems of course content planning and coverage of entrepreneurship curriculum in Ebonyi State University, Abakaliki. The four items scored high positive responses thus: short period mapped out for studies had 190 (60%) positive responses against 125 (40%) negative ones: item 2 had 220 (70%) responses against 95(30%) negative ones. Again, item 3 had 190(60%) positive responses, while the negative ones had 125 (40%) responses. Finally item 4 had 195(62%) responses against 120(38) negative ones. So the respondents from the study findings agreed that entrepreneurship curriculum course content planning and coverage pose a challenge in its proper implementation with a grand percentage response of 62% against 38%.

Research Question 2: In what ways have lack of skilled staff posed a challenge in the implementation of entrepreneurship education in EBSU?

Table 1: Mean responses on associated problems of course content planning and coverage in EBSU. n=315

S/N	Associated course content planning and coverage problem are:	Positive response	%	Negative Responses	%
1	Short period mapped out for entrepreneurship studies	190	60	125	40
2	Broad nature of the course contents.	220	70	95	30
3	Students' poor academic background in skill acquisition.	190	60	125	40
4	Lack of proper course content arrangement in sequential order.	195	62	120	38
Grand percentage response			62%		38%

Table 2: Mean responses on challenges of lack of skilled staff for entrepreneurship curriculum implementation n=315

S/N	Challenges of lack of skilled staff to entrepreneurship programme:	Positive response	%	Negative Responses	%
5	Dearth of professional lecturers to mann entrepreneurship education.	160	51	155	49
6	Problems of non-professionals handling entrepreneurship courses	200	64	115	36
7	Dearth of technical staff to back up lecturers of entrepreneurship programme.	178	51	137	43
8	Dearth of expert support staff to install and mann facilities for the programme	185	59	130	41
Grand percentage response			55%		45%

Table 3: Mean responses on how lack of basic teaching facilities pose a challenge to entrepreneurship programmen EBSU. n=315

S/N	Challenges of lack of basic teaching facilities:	Positive response	%	Negative Responses	%
9	Instructional facilities are not adequately provided.	163	52	152	48
10	Obsolete facilities used are not effective in entrepreneurship education.	180	57	135	43
11	Lack of proper maintenance of the available facilities hampers entrepreneurship programme.	190	60	125	40
12	Lack of funds to acquire modern facilities is a challenge to the programme	183	58	132	42
Grand percentage response			57%		43%

Table 4: Mean responses on management policies that have been a challenge to entrepreneurship programme in EBSU

S/N	Management policies challenges to entrepreneurship programme:	Positive response	%	Negative Responses	%
13	Problem of teaching of entrepreneurship courses for only two years in the university.	180	57	135	43
14	Insufficient time allocated to practical sessions of the programme.	195	62	120	48
15	Fund rationalization and diversion of some for other uses meant for entrepreneurship education	200	64	115	36
16	Attaching of only one credit load to the entrepreneurship courses in the university creates non-seriousness in students.	190	60	125	40
Grand percentage response			68%		32%

Challenges of lack of skilled staff to mann entrepreneurship programme in EBSU are presented in Table 2. Interestingly the positive responses outweighed the negative ones thus: dearth of professional lecturers 160(51%) against 155(49%). Problems of using nonprofessionals had 200(64%) against 115(36%). Dearth of lack of technical staff had 178(51%) against 137(43%) and dearth of expert technicians for mounting and repairs of equipment and facilities recorded 185(59%) against 130(41%) respectively. A grand percentage positive response of 55% against 45% of negative responses shows that lack of skilled staff to handle entrepreneurship programme in EBSU is an obvious challenge.

Research Question 3: How has lack of basic teaching facilities been a challenge in the implementation of entrepreneurship education in EBSU?

Challenges of lack of basic facilities in entrepreneurship programme in EBSU are presented in Table 3 thus: basic instructional facilities lacking had

163(52%) against 152(48%). Obsolete facilities in use as a challenge recorded 180(57%) against 135(43%). Challenge of proper maintenance of the available ones had 190(60%) positive responses against 125(40%) negative ones and lack of funds to purchase new equipment and to maintain available ones had 183(58%) positive responses against 132(42%) negative responses for items 9, 10, 11 and 12 respectively. With a grand positive response of 58% against the negative ones of 42%, the respondents affirmed that dearth of basic teaching facilities poses a challenge in entrepreneurship programme in EBSU.

Research Question 4: What are the management policies in EBSU that have been a challenge in the implementation of entrepreneurship education in the institution?

The presentation in Table 4 is the responses on EBSU managerial policies that have affected entrepreneurship education implementation. The four items from 13-16 recorded higher positive responses thus: problem of teaching the course for only 2 years had 180(57%) positive responses against 135(43%)

negative responses; insufficient time allotted for course teaching had 195(62%) positive responses against 120(48%) negative responses; fund rationalization and diversion of some meant for the programme recorded 200(64%) against the negative responses of 115(36%) and the problem of giving one credit unit to entrepreneurship courses had 190(60%) against 125(40) who disagreed to the item respectively. On the whole, a grand positive percentage of 68% against 32% shows that the respondents affirmed that EBSU management policies are big challenges to entrepreneurship education implementation in the institution. In conclusion, larger percentage of the respondents agreed that the nature of course content planning and coverage; lack of skilled staff; dearth of teaching facilities and management policies in EBSU pose serious challenges to entrepreneurship programme implementation in the institution and needs a serious re-think in this era of empowering youths for self-sustenance.

Summary of the Findings: Below is the summary of the findings on challenges of implementing entrepreneurship education programme in Nigerian universities:

- Table 1 was on how course content planning and coverage of the entrepreneurship curriculum in EBSU pose a challenge to entrepreneurship education. The items (1-4) recorded high percentage of agreement with a grand percentage of 62. This shows that the respondents agree that course content planning and coverage is a challenge to them.
- Table 2 tends to answer the research question on how lack of skilled manpower has posed a challenge to the implementation of the programme in Nigerian universities. All the items (5-8) recorded higher positive percentage with a grand positive percentage of 55. Over half of the respondents (55%) affirmed that lack of skill manpower is a challenge to implementing the programme.
- Table 3 presents the responses on how lack of basic teaching facilities in the university is a challenge to entrepreneurship programme implementation. All the items (9-12) recorded higher positive percentages and with a grand percentage of 57, it is obvious that most of them agreed that lack of these facilities is a challenge.
- Finally Table 4 presents the responses on how EBSU management policies have posed a challenge to the implementation of entrepreneurship programme. Again all the items (13-16) recorded higher positive percentages and with a grand positive percentage of

68. This simple implies that the respondents believe that these management policies are hindrances to the implementation of entrepreneurship curriculum in EBSU.

DISCUSSION

The study so far has been looking at the challenges of implementing entrepreneurship education programme in Nigerian universities using Ebonyi State University as a case study. The findings revealed that higher percentage of the respondents affirmed that there are challenges to the implementation of the programme in Nigerian universities. Table 1 tried to ascertain how course content planning and coverage are challenges to the programme. The four items based on short period for the programme; broad nature of the course contents; students' poor background and lack of proper course content arrangement respectively received higher positive percentages. These show that the enlisted items are obvious challenges. In line with these findings, Ogah and [21] in a study carried out found that problem of lack of proper planning and vast content of entrepreneurship education are challenges students battle with and lead to improper acquisition of the skills. Again, the students' lack of entrepreneurial mindset is another contending issue. Oduma [17] emphasized that every student wishing to live entrepreneurship life need to possess entrepreneurship mindset and leverage of the power to become successful. Ekong and Williams [9] observed that a major hindrance to entrepreneurship education is lack of clear conception of fields of the study and its proper arrangement during training.

Research question 2 ascertained how lack of skilled staff has posed a challenge to entrepreneurship education in EBSU. All the items form 5-8 recorded higher positive percentages ranging from dearth of professional lecturers; non- professional teaching; lack of technical staff for back up and maintenance of equipment and facilities respectively. These trend was observed by Esu [10] that no matter how other resources are available to the administrator, that he still needs the human resources to manipulate and direct other non-living resources for success to be achieved. Furthermore, Daley [5] lamented that poor infrastructural facilities, inadequate funding and poor managerial abilities hinder effective implementation of entrepreneurship programme. Oduma [17] noted that lecturers do not practicalize the entrepreneurship courses they are teaching because of lack of technical knowhow and this hinders students' skill acquisition. This trend is

worrisome and made [20] to lament that objectives of entrepreneurship education are not being achieved as a result of non practicalization of the course contents.

Table 3 presented the responses of how lack of basic infrastructural facilities for the implementation of entrepreneurship education is a challenge which include: infrastructural facilities not provided; available ones obsolete; lack of proper maintenance of the ones available and lack of funds to acquire new ones respectively. Lamenting on these obvious problems, Dankarie *et al.* [4] stated that one of the most serious problems besieging entrepreneurship education in Nigerian institutions is the inadequacy of infrastructural facilities. Again, Ogah and Emesini [19] in a study he carried out discovered that infrastructural deficiency and decay in institutions are major hindrances to the actualization of skill acquisition in Nigeria. Still supporting these findings in Table 2, Adejimola and Tayo-Olajubutu [1] reiterated that for students to acquire the need skills to make them enterprising individuals in future, they need to pass through experiential teachings and practical methodologies based on hands-on-practice. These can only be possible where there are adequate infrastructural facilities. The findings showed that proper acquisition of the skills is affected by the infrastructural deficiencies and decay. Something need to be urgently done by the government of Nigeria for its youth's sustainable development.

Finally Table 4 are the answers to research question 4 on EBSU management policies that have affected proper implementation of entrepreneurship education in the institution. The four items from 13-16 again had higher positive percentages on limited period of two years of study; insufficient time for practical session; fund rationalization and one credit only attached for entrepreneurship courses in EBSU respectively. Corroborating these findings, Ogah and Emesini [19] explained that university curricula is so rigid in its course content management and implementation that makes practicalization difficult. Furthermore, the Federal Government of Nigeria in its National Policy on Education (2013) emphasized the need for functionality of education by making it comprehensive and relevant. The findings in Table 4 negate these noble expectations and this is worrisome. Kamkwis and Iliya [23]; and Obi [24] discovered similar trends in a study they carried out that lack of managerial supports and inadequate capital are barriers to entrepreneurial practice in Nigeria. No country can develop to its fullest without indigenous entrepreneurs that can utilize available resources to move the economy forward.

Implications of the Study: Based on the findings of the study, the following implications are drawn:

- The associated problem of entrepreneurship education planning and coverage are man-made and need to be reconsidered for effectiveness.
- Also implied is that entrepreneurship education implementation in EBSU is affected by dearth of skilled manpower to effectively man the programme.
- Again, inadequate basic infrastructural facilities in entrepreneurship education is a major hindrance to the practicalization of the courses.
- Another obvious implications of the study is that managerial policies in EBSU are serious challenges to the implementation of entrepreneurship education; hence the need to restructure some of these policies to move the programme forward.

CONCLUSION

The study examined the challenges of implementing entrepreneurship education programme in Nigeria with a look at Ebonyi State University, Abakaliki. The study findings revealed that the content proper planning and coverage pose a challenge. Again, lack of skilled staff and basic infrastructural facilities hamper entrepreneurship programme implementation in EBSU. Finally, the EBSU management policies also have contributed to the challenges the programme faces in the institution. In order to empower the youths graduating from the universities in Nigeria, these challenges need to be tackled headlong in order to achieve university education for sustainable human resource development.

Recommendations: Based on the findings of the study and the implications drawn, the following recommendations are made to tackle the challenges:

- Ebonyi State University authority should as a matter of urgency restructure its entrepreneurship education courses to make it easy for the staff and students to implement successfully. This can be done by breaking down the contents into easy teachable topics to be followed by hands-on-practice regularly.
- Foreign and indigenous experts should be employed by the various universities in the country to train and retrain staff on the implementation process of entrepreneurship education in Nigeria.
- Universities in the country should mount programmes in order to train enough capable staff to drive entrepreneurship studies in our institutions.

- The federal and state governments in Nigeria should device means of raising funds to build up the infrastructure for entrepreneurship education. This can be done in form of clarion calls on spirited individuals, organizations and donor agencies to help in re-equipping universities in the country.
- One year period of internship for university students should be instituted. This internship period should be done in well-established entrepreneurial centres and industries under the supervision of experts there.
- Indigenous and foreign firms should be contracted by the Federal Government of Nigeria to fabricate diverse tools and equipment that will be supplied to universities for entrepreneurship education.

Suggestions for Further Studies: It is the sincere wish of the researchers that further studies should be carried out in some other areas like: challenges of entrepreneurship curriculum implementation in the South East Universities in Nigeria and elaborate studies on how various universities in Nigeria have successfully implemented the programme.

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Competing Interest: The researchers to the best of their knowledge affirm that this research work is original and that there is no conflicting interest; all cited authors were duly referenced.

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