

**CHALLENGES IN PURSUIT OF ENTREPRENEURSHIP
EDUCATION OF PUBLIC UNIVERSITIES IN RIVERS STATE,
NIGERIA**

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Abstract

Challenges in Pursuit of Entrepreneurship Education of Public Universities in Rivers State, Nigeria. The study investigated challenges in Pursuit of Entrepreneurship Education of Public Universities in Rivers State, Nigeria, addressing two research questions and testing two hypotheses. The design of the study was a descriptive survey as the population of the study consisted of 6310 students and lecturers of Entrepreneurship Education. The sample for the study was 146 lecturers (100%) and 315 students (5%) making up 461 lecturers and students from up 461 lecturers and students of Entrepreneurship Education from the 3Public Universities in Rivers State, Nigeria. Purposive and stratified random sampling technique was used, a 17 items questionnaire titled Challenges in Pursuit of Entrepreneurship Education in Public Universities Questionnaire (CPEEPUQ) was developed and used by the researchers for data collection, the questionnaire was validated by lecturers. A reliability index of 0.791 was obtained using test-retest method. Research questions were addressed using mean statistics while the null hypotheses were tested at 0.05 level of significance using Z-test statistics. It was concluded

that there is inadequacy of classrooms and laboratory facilities provided for challenges in pursuit of Entrepreneurship Education and inadequate funding, lack of practical orientation, lack of skilled manpower etc. It was recommended that adequate funding, adequate classroom and laboratory facilities, skilled manpower should be provided by the government as teachers should be encouraged for quality delivery process.

Keywords: *Entrepreneurship, Entrepreneurship Education, Entrepreneurship Challenges, Tertiary Institution.*

1. Introduction

There are 373 public and private Public Universities across the country (Amadi, 2024) looking at the above emphasis, it becomes imperative to understand that more and more graduates are joining the labour market every other year after graduating from the university, with the sole intention of getting a white collar job, as Nigerians were meant to believe by the colonial masters as they introduced western education in 1842 by the British missionaries, although it was a reality before now, hence graduates were absorbed in different sectors as soon as they finished their national youth service corps (NYSC). In the 21st century, the changing world of work demands an individual to be rooted in one skill, attitude, and knowledge etc.as well as been preoccupied with an intense thought of the 21st century's manpower requirements.

Experiences and observations have deeply explained the ugly scenario caused by unemployment among university graduates. Akudulo in Wobo (2019) maintained that the unemployment rate in Nigeria has grown up to 60 - 70% in the country, as it's only about 10% that will be absorbed in the labour market yearly, leaving 60% of the university graduates in to suffering and living in abject poverty for lack of job opportunities or white-collar jobs. This has prompted the government and non-governmental organizations to sort a lasting solution that will put an end to unemployment in the country. This they did, through National Education Development and Research Council (NEDRC) by introducing Entrepreneurship Education in Public Universities in Nigeria as at 2007/2008 session to ascertain that every student irrespective of his or her area of course of study must be taught Entrepreneurship Education in her first two years of study (NUC, 2011). as this will expose the learner to inculcate different skills as well as showing mastery in one skill of interest or the other. Obanya (2019) advised that our ideology should be geared towards development and cultivation of human talents and creative imagination through all round development, as learners must be encouraged with the prevailing circumstances, they desire to inculcate practical knowledge and skills as to benefit from the technical know-how as well as benefiting from the course.It is paramount to note that at the Public Universities level, graduates are expected to employ higher job and career expectation although the employees maintained that the graduates lack competencies, communications and industrial training skills in the enterprise to buttress her learnability. Asiedu (2017) insisted that it should be corrected using four (4) key skills of communication, numeracy, industrial training skills and continuous learning in the higher education curriculum.

Entrepreneurship Education

Entrepreneurship Education is the type of education that equips her recipients to numerous skills, attitude, knowledge, competencies, behavior not leaving behind

truth, respect, humility and other positive values which is developed and strictly adhered to through learning as it will aid an individual to be self-reliant having learnt and mastered a particular skill, as well as creating job opportunities for oneself and others rather than seeking for a white collar job which is not a guarantee after graduation. It emphasizes on building something meaningful from nothing as to reinvest earnings to buttress a new enterprise. Entrepreneurship Education is targeted to groom individuals who are active as to participate effectively in the changing world of work, it is designed to train and uplift manpower development through skillful, cooperative, civil and quality delivery services to uplift oneself and the immediate environment, hence the learners are taught different skills related to the custom and laws of the traditional society such as fishery, farming, blacksmith, carpentry, hair dressing, sowing etc. Amadi (2024) maintained that teaching of Entrepreneurship Education in Public Universities in Rivers State, Nigeria is designed to support blended learning as it will produce graduates who will be adequately prepared for the future. In other words, teaching of Entrepreneurship Education should be more of practical, do as I do, demonstration, experiential, role planning method as well as business stimulated learning method (Anene in Wobo, 2019).

Challenges to Entrepreneurship Education

Wobo and Chuku (2024) emphasized that the federal government made Entrepreneurship Education compulsory in all Public Universities in Nigeria to ensure that after graduation, learners should be capable of standing out in one skill or the other, yet students are likely stocked in one problem or the other, such as; overcrowded class, lack of skilled manpower, inadequate planning, poor state of infrastructure, lack of funding etc.

Overcrowded Class

The staff approved student ratio for Entrepreneurship Education is 1:30 (NUC, 2011), meaning one lecturer to 30 students, however the situation is quite different as the classes are overcrowded hence it is difficult to say that meaningful learning can be received in a crowded and tight classroom where most lectures are done.

Lack of Skilled Manpower

Robert (2014) as cited in Wobo (2019) insisted that the teacher inadequacy is a major factor affecting the pursuit of Entrepreneurship Education in Public Universities in River State, Nigeria stating that the university is experiencing high dearth of Entrepreneurship Education lecturers, hence the task requires professional lecturers with practical orientation in entrepreneurship.

Inadequate Planning

This is a welcome development but its planning was inappropriate, it would have taken longer process training and providing competent teachers, entrepreneurship classroom, workshop, instructional materials etc.

Poor State of Infrastructure

This is notable as the Academic staff Union of the University (ASUU) continuous contention with the federal government has been on infrastructures like the electricity, roads, workshops, instructional materials etc.

Lack of Funding

Although the government directed immediate start of the program, no special

fundswere made available in lieu of the new responsibility for building of workshops, classrooms and other materials as, we all know that the 26% annual educational budget of each nation from the world bank is neither enough for educational budget not to talk of additional programme like the Entrepreneurship Education.

2. Problem of the study

Entrepreneurship Education is targeted to ensure that all Unicersity graduates are inculcated and marketable in one skill or the other at the completion of her course, as to function actively and meaningfully in one's immediate environment, towards the actualization of this dream the researchers are bothered as they want to find out, if there are some challenges in Pursuit of the program that will hinder the desired directives, hence it forms the problem of the study.

3. Aims and Objectives of the Study

Bases on the problems mentioned above, the objectives are;

Examine the adequacy of classrooms and laboratory facilities provided for the pursuit of Entrepreneurship Education in Public Universities in Rivers State, Nigeria.

Find out the challenges in Pursuit of Entrepreneurship Education in Public Universities in Rivers State, Nigeria.

Research Questions

The following research Questions were answered

How adequate are classrooms and laboratory facilities provided for the pursuit of Entrepreneurship Education in Public Universities in Rivers State, Nigeria?

What are the challenges in Pursuit of Entrepreneurship Education in Public Universities in Rivers State, Nigeria?

Hypotheses

The following null hypotheses were tested;

Ho1. There is no significant difference between the mean score of teachers and students on the adequacy of classroom and laboratory facilities Provided for the pursuit of Entrepreneurship Education in Public Universities in Rivers State, Nigeria.

Ho2. There is no significant difference between the mean scores of teachers and students on the challenges in Pursuit of Entrepreneurship Education in Public Universities in Rivers State, Nigeria.

4. Method

The study is a descriptive study, because it discussed Entrepreneurship Education which is an ongoing phenomenon in Public Universities in Rivers State, Nigeria. It examined two research questions and tested two hypotheses. The population of the study comprises of 169 lectures and 6310 students who took Entrepreneurship Education in the Public Universities; a sample size of 484 (169 lectures and 315 students) was drawn through purpose and stratified random in sampling technique as 5% of the students in each faculty were sampled because of the size of the student population. The study was carried out using an instrument titled "Challenges in pursuit of Entrepreneurship Education in Public Universities in Rivers State, Nigeria Questionnaire (CPEEPUQ). The instrument was designed to have two sections, the first section elicited information from the lectures and students. The second was designed to have 17 items structured on a four-point modified Likert typed scale. Items with 1-7 was used to elicit responses on how adequate. Are classroom and laborator facilities provided for pursuit of Entrepreneurship Education while items 8-18 were used to elicit responses on challenges in the pursuit of Entrepreneurship

Education in Public Universities in Rivers State, Nigeria. The instrument CPEEPUQ was face validated by three experts from measurement and evaluation as the other two are from Educational management Faculty of Education, Ignatius Ajuru University, Rivers State. Internal consistency reliability was done for the instrument using Pearson product moment correlation statistics which yielded a reliability coefficient of 0.791. the research questions were answered using mean and standard deviation while the hypotheses were tested using Z-test at 0.05 level of significance.

Discussion of Results

Analysis of Data and results Hypotheses Testing

Research Question 1: How Adequate are classroom and laboratory facilities provided for the pursuit of Entrepreneurship Education in Public Universities in Rivers State, Nigeria?

Table 1: Mean for Classrooms and Laboratory Facilities provided for the Pursuit of Entrepreneurship Education in Public Universities in Rivers State, Nigeria?

SN	Classroom Facilities	Mean Lecture (130)	Mean Students (282)	Remark Set (412)
1.	Classroom space/ lecture hail Inadequate to accommodate the student Population for the course	2.50	1.65	1.79
2.	Classroom furniture for every Inadequate Student registered in the course	2.29	1.72	1.81
3.	Quality/condition of existing Inadequate Classroom space and furniture	2.29	1.75	1.84
4.	Modern Instructional media Facilities (like white board/marker, Public address system projector, etc.) Where necessary for effective lesson Delivery	2.43	1.74	1.85 Inadequate
5.	Relevant Laboratory/ workshops for teaching different entrepreneurial skills	2.07	1.62	1.69 Inadequate
6.	Entrepreneurial Centers/workshops Inadequate for teaching Entrepreneurship Education.	1.93	1.63	1.67
	Aggregate Mean Inadequate	2.25	1.68	1.78

The result of the data in Table 1 shows the assessment of the adequacy of classrooms and laboratory facilities provided in pursuit of Entrepreneurship Education in tertiary institution in Rivers State. The assessment reveals that the means of all the six (6) items examined weighted between 1.67 and 1.85, all of which are within the range of inadequate (see the mean set and the respective remarks in table 1). This is even confirmed by an aggregate means set of 1.78, which is within the same inadequate range. This means that there is inadequate provision of classroom and laboratory facilities in pursuit of Entrepreneurship Education in tertiary institution in Rivers State.

Research Question 2: what are the challenges in pursuit of Entrepreneurship

Education in Public Universities in Rivers State, Nigeria?

Table 2: Weighted mean assessment of the challenges in pursuit of entrepreneurial Education Challenges

S/N	Mean	Mean		Remark
	Lecture (130)	Students Set (282)	(412)	
7. Lack of sufficient and skilled manpower to effectively teach Entrepreneurship Education	3.21	3.10	3.12	Moderate
8. Inadequate classroom and laboratory facilities	2.92	3.00	2.99	Moderate
9. Lack of practical orientation in the instructional delivery of the course	2.93	2.97	2.96	Moderate
10. Inadequate funding of the programme	2.69	2.92	2.88	Moderate
11. Non- involvement of experienced and successful entrepreneurs as resources person in the teaching of the course	2.36	2.06	2.94	Moderate
12. Inability of students to have adequate individual attention from the lecturer because of the large student population in the Class,	2.71	3.14	3, 07	Moderate
13. Poor attitude to the teaching of the course by the course lecturer	2.64	2.84	2.83	Moderate
14. Time table clashes with other	2.29	2.86	2.77	Moderate
15. Lack of relevant text books for the course	2.64	2.89	2.85	Moderate
16. Lack of incentives/ motivation to inspire the students to take the course seriously	2.00	3.11	2.94	Moderate
Aggregate mean	2.65	2.97	2.92	Moderate

Judging by the means set and aggregate mean set, all the ten (10) possible challenges examined weighted between 2.77 and 3.12 which is moderately by the guide. This means that all these ten (10) items moderately inhabits the pursuit of Entrepreneurship Education in Rivers State, Nigeria. Those challenges boarder on inadequacy of manpower, facilitate, funding, text materials and incentives. It also includes lack of practical orientation, poor attitude, and inadequate time.

Hypothesis 1: There is no significant difference between the mean scores of lecturers and students on the adequacy of classrooms and laboratory facilities provided for the implementation of Entrepreneurship Education in Public Universities.

Table 1.2: Z-test of differences between teachers and students in their mean assessment

on the adequacy of classroom facilities in the pursuit of Entrepreneurship Education.

SN	Categories of Respondents	N	Mean	SD	z-value	2-tailed sig. Value	Remarks
1	Lectures	130	2.25	62			Significant
2	Students	282	1.68	.39	6.286	.000	H ₀ : Rejected

P<0.05

The result of test in Table 1.2 which compared the mean of lecturers (2.25) and students (1.68) produced a z-value of 6.286, which is significant at 2-tailed significant value of 0.000. since this significant value is far lower than 0.05, it means it is very significant at 0.05 alpha value. The null hypothesis of no significant is therefore rejected. Looking at the two means, it is obvious that lecturers (with a mean of 2.25) are significantly of a higher opinion than students on the assessment of the adequacy of classroom and laboratory facilities provided in pursuit of Entrepreneurship Education in Public Universities, Rivers State, Nigeria.

Hypothesis 2: There is no significant difference between the mean scores of lectures and students on the challenges in pursuit of Entrepreneurship Education in Public Universities, Rivers State, Nigeria.

Table 2.1: Z-test of differences between Lecturers and students in their mean assessment on the challenges in pursuit of Entrepreneurship Education.

SN	Categories of Respondents	N	Mean	SD	z-value	2-tailed sig. Value	Remarks
1	Lectures	130	2.65	61	-2.474	.014	H ₀ : Rejected
2	Students	282	2.97				

P<0.05

Table 2.1 shows that the mean of lectures 2.65 and students 2.97 has produced a z-value of 2.474, which is significant at 2-tailed significant a 2 significant value of 0.05 alpha value. The null hypothesis of no significant is therefore rejected. This shows that students (with a mean of 2.97) are significantly of a higher opinion than lecturers in pursuit of Entrepreneurship Education Public Universities, Rivers State, Nigeria.

5. Discussion of Findings

The Adequacy of Classrooms and laboratory Facilities provided in pursuit of Entrepreneurship Education

This study has found out that provision of classroom facilities is inadequate. This is with regards to classroom space, classroom furniture for all students registered for Entrepreneurship Education, modern instructional media facilities, relevant laboratories/workshop and entrepreneurial centres/workshops.

The comparison test revealed that lecturers are significantly of higher opinion than students on the adequacy of classroom facilities provided for the implementation of Entrepreneurship Education in Public Universities in Rivers State, Nigeria.

This result is supported by Amini Phillips (2013) who asserted that when

schools do not provide classroom facilities and instructional materials for their students, they will not be comfortable in the learning environment, which can get them frustrated for lack of classroom facilities. The result is equally supported by Cash (1993) who declared that classroom facilities are pre-condition for effective teaching and learning and therefore advise that concrete efforts be made for students achievement are linked to physical equipment in the school premises and classroom in particular.

It is very possible that government only introduced Entrepreneurship Education in Public Universities, without making any special material support for its implementation. Hence these Public Universities who are already in short supply of facilities that could not provide any adequate resource material for its implementations. The students and lecturers differ significantly on their assessment of classroom facilities condition because students as recipients of this programme are more expectant than lecturers who are to facilitate the deficiency situation in these Public Universities.

Challenges in pursuit of Entrepreneurship Education in Public Universities
The study has found that there are moderate challenges to effective pursuit of Entrepreneurship Education in Public Universities in Rivers State, Nigeria.

This is when it is assessed in terms of skilled manpower, lack of practical orientation, inadequate classroom and laboratory facilities, inadequate funding of the programme, non-involvement of experienced and successful entrepreneurs, poor attitude to the teaching of the course, inability of students to have adequate individual attention from lecturers, inadequate time table, time table clashes with other courses, lack of relevant text books, lack of incentives/motivation to inspire students. The comparison test revealed that students are significantly of stronger opinion than lecturers on the challenges to effective pursuit of Entrepreneurship Education in Public Universities in Rivers State, Nigeria.

The result is in consonance with Nwekeaku (2013) who found inadequate funds and quality teaching manpower are deficient and should be taken care of by concrete efforts to achieve effective pursuit of Entrepreneurship Education. The findings of this study as reported may lead to the conclusion that Entrepreneurship Education challenges hinder its implementers of Entrepreneurship Education as they could not afford to provide all that is needed for the Entrepreneurship Education pursuit.

Conclusions

Entrepreneurship Education in Public Universities in Rivers State, Nigeria is not fully implemented and cannot stand its desire because the Federal and State Governments refused to put in place the necessary human and material resources that will aid in making its implementation a successful; henceforth the government should provide entrepreneurial workshop, competent entrepreneurial lecturers, entrepreneurial curriculum, classroom space etc, before they kick start the programme otherwise their good intention may not be actualized hence the recipient of such programme, the students may not have the capacity required of them to showcase the skills learnt due to inadequate human and material resources to actualize the goals of such programme.

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