



Factors Influencing the Implementation of Entrepreneurship Education in Tertiary Institutions in Rivers State

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ABSTRACT

This study sought to examine the factors influencing the effective implementation on entrepreneurship education in tertiary institutions in Rivers State. Five research objectives, five research questions and five research hypotheses were formulated to guide this study. The study adopted the descriptive survey design. The area of the study was Rivers State. The target population comprises of 382 entrepreneurship education lecturers in the six tertiary institutions in Rivers State. The census sampling technique was used which ensured that every member of population participated in the research work. A structured instrument titled “ Factors Influencing Implementation of Entrepreneurship Education in Tertiary Institutions was used to elicit data from the respondents. The instrument was validated by the researchers’ supervisor and two other experts. To test the reliability a pilot test was conducted which showed the reliability coefficient of 0.74, 0.76, 0.72, 0.81 and 0.73 respectively. Two research assistants were employed for the administration of the instrument. The analysis of variance (ANOVA) was used to test null hypotheses at 0.05 level of significance. The findings of the study revealed that shortage of qualified lectures, inadequate facilities, inadequate teaching techniques, poor funding and lack of government support hinders the effective implementation of entrepreneurship education in tertiary institutions in Rivers State. Based on the findings, the researcher recommended that government through its ministries of education and agencies such as TETFund and other stakeholders should provide adequate facilities such as building of entrepreneurship centered with well equipped classroom and instructional material to facilitate the smooth teaching and learning of entrepreneurship education in our tertiary institutions among others.

Keywords: Factors, Influencing, Implementation, Entrepreneurship, Education

INTRODUCTION

Entrepreneurship is the capacity to harness the right quantity, quality and combination of resources that are consistent with profit making under risks and uncertainty. Essien (2014) defined entrepreneurship as the totality of self-asserting attributes that enable a person to identify latent business opportunities, together with capacity to organize need resources with which to profitably take advantage of such opportunities in the face of calculated risks and uncertainty. Entrepreneurship Education is a lifelong process; starting from elementary school and progressing through all levels of education, including adult education.

The standards and their supporting performance indicators are a framework for teachers to use in building appropriate objectives, learning activities, and assessments for their target audience. Using this framework, students will have progressively more challenging educational activities; experience that will enable them to develop the insight needed to discover and create entrepreneurial opportunities; and the expertise to successfully start and manage their own businesses to take advantage of these opportunities (Ojeifo, 2012).

Entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attributes in widely different context. It can be portrayed as open to all. The propensity to behave entrepreneurially is not exclusive to certain individuals. Different

individuals will have a different mix of capabilities for demonstrating and acquiring entrepreneurial behaviours, skills and attributes. These behaviours can be practiced, developed and learned; hence it is important to expose all students to entrepreneurship education (Ayatse, 2013).

Nigeria like most developing nations of the world is faced with myriads of problems and harsh realities which include poverty, unemployment, conflicts and disease (Amzad, Naser & Zaman, 2009). These situations pose great challenges to the very existence of individuals in most developing nations thereby calling for the training of educated men and women who can function effectively in the society in which they live in. The government of former President Olusegun Obasanjo, in 2007 mandated that all students in Nigeria, regardless of their major, will need to study entrepreneurship (Ayatse, 2013). Different meanings are ascribed to entrepreneurship education in different tertiary institutions in the country. Some of these programmes commonly present entrepreneurship education programmes in the context of vocational and technical education rather than developing the spirit of entrepreneurship, which is the stimulation of entrepreneurship activities and performance in various disciplines.

Despite the profound benefits of entrepreneurship education, it is still not fully blown in Nigeria.

The problems that hinder the development of entrepreneurship education in Nigeria according to Ojeifo (2013) are poor government support, inadequate facilities and equipment for teaching and learning of entrepreneurship, lack of entrepreneurship teachers, poor implementation of entrepreneurship programme in the school curriculum, poor social attitude to technical and vocational education development, insensitivity of government to enterprise creation, lack of effective policy on entrepreneurship, poor access to capital, poor knowledge based economy among others. It is based on this reason that this study seeks to investigate the factors influencing the implementation of entrepreneurial education in tertiary institutions in Rivers State.

The Nigerian educational system, which is a British colonial heritage, does not have much consideration for entrepreneurship education. The colonial education was designed to assist colonial masters administer Nigeria better by breaking the communication gap between the colonialists and the colonized Nigerians. Emphasis was placed on producing clerical and administrative officers, teachers, clergy and other liberal arts graduates who would facilitate the westernization process. At independence, the post independence governments did not do much to restructure our education curricular, right from the primary, secondary through the tertiary stage. Liberal arts, through rote learning, dominated our educational system. Although our educational institutions have been expanding with geometric proportion, curriculum restructuring has been with arithmetic progression.

Apparently worried by the soaring unemployment rate, declining per capita income, youths' restiveness in various parts of the country, in 2016, the Federal government directed all higher education institutions in the country to run entrepreneurship studies programme as a compulsory course for all students irrespective of their disciplines with effect from 2007/2008 academic session (Okojie, 2009).

In 2006, the government of Nigeria announced the introduction of entrepreneurship education as entrepreneurship studies, to be integrated in the higher education curriculum as a compulsory course for students irrespective of area of specialization (Okojie, 2009). Effectively, the implementation started in the 2007/2008 academic session. In pursuance of the full implementation of entrepreneurship education, most of tertiary institution established a coordinating center for entrepreneurship education to support students' training. The Nigerian University Commission (NUC) was given presidential directives by the Ministry of Education to supervise and coordinate the programme of introducing entrepreneurship education in Nigerian institutions of high learning (Okojie, 2009). The introduction of entrepreneurship education into the university curriculum is an empowerment strategy for graduate self-employment, self-reliance and poverty reduction. Where appropriate skills, attitude and knowledge accompanied with appropriate practical work are taught to the students, they would on graduation become self-employed and employers of labor. This will reduce the rate of unemployment if not completely eradicated and move Nigeria from a consumer to producer nation (Okah & Odelola, 2009).

At inception, entrepreneurship education was harped as the panacea for youth unemployment and a catalyst for sustained private sector-led growth. Entrepreneurship education was introduced to provide students in tertiary institutions with the knowledge, skills and motivation to encourage entrepreneurial

success in a variety of ventures (Agbonlahor, 2016). To make the delivery effective, the NUC prescribed the following ten areas in the Benchmark Minimum Academic Standard (BEMAS) guide for teaching entrepreneurship education in Nigerian Universities: 1) introduction to entrepreneurship 2) entrepreneurship in theory and practice 3) types of business, staffing and marketing 4) capital requirement and raising capital 5) financial planning and management 6) feasibility studies and reports 7) innovations 8) legal issues in business 9) insurance and environmental consideration, and 10) possible business opportunities in Nigeria. However, about ten years down the road, the excitement and momentum generated at the introduction of entrepreneurship education have waned as a failed expectation.

Entrepreneurship is a key driver of our economy; wealth and a high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big businesses. There is more creative freedom for people who are exposed to entrepreneurship education. There is higher self-esteem, and an overall greater sense of control over their own lives. It is the believe of many experience business people, political leaders, economists and educators that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national, and global scale. It is with this in mind that the National Standards for Entrepreneurship Education were developed – to prepare youth and adults to succeed in an entrepreneurial economy.

The Consortium for Entrepreneurship Education (2008) states that entrepreneurship education is not just about teaching someone to run a business. It is also about encouraging creative thinking and promoting a strong sense of self-worth and empowerment. Through entrepreneurship education, students learn how to create business, but they also learn a lot more. The core knowledge created via entrepreneurship education includes:

- ❖ The ability to recognize opportunities in one's life.
- ❖ The ability to pursue opportunities, by generating new ideas and found the needed recourses.
- ❖ The ability to create and operate a new firm
- ❖ The ability to think in a creative and critical manner.

So, beside knowledge and skills in business, entrepreneurship education is mainly about the development of certain beliefs, values and attitudes, with the aim to get students to really consider entrepreneurship as an attractive and valid alternative to paid employment or unemployment (Holmgren et al., 2004; Sánchez, 2010). Given the proliferation of entrepreneurship education, it is necessary to organize this topic framework. Jamieson (1984) suggested a three-category framework. The author distinguishes between education about enterprise, education for enterprise and education in enterprise, recognising the roles that the different types of education represent. The first category deals mainly with awareness creation, and has the aim of educating students on the issues about setting up and running a business (from a theoretical perspective). Enterprise modules within business and other courses at undergraduate or postgraduate level can also be included in this category. Education for enterprise, the second category, deals more with the training of aspiring entrepreneurs for a career in self-employment with the aim of encouraging participants to set-up and run their own business. Individuals are taught the practical skills required for business management. The courses are often directed towards the preparation of a business plan. Business start-up and start your own business would be examples of this type of entrepreneurship training. The third category, education in enterprise, includes management training for established entrepreneurs and focuses on ensuring the expansion and development of the business. Examples of these programmes can be the business management and growth training, product development and marketing courses. Such training provides skills, knowledge and attitudes for entrepreneurs to go out and innovate and solve their own, and the firm, problems. By its turn Garavan and O'Cinnéide (1994) adopted a broader view to categorizing entrepreneurship education and training, differentiating between entrepreneurship education and education and training for small business owners. The first category is described by them as «entrepreneurial education which is aimed at providing an opportunity to learn about the conditions favouring new business creation, as well as the various theories concerning the type of characteristics required for successful entrepreneurship» (Henry, Hill, & Leitch, 2005: 5). However, Garavan and O'Cinnéide (1994) were more focused on education and training for small business owners and have classified the type of training into three categories, which seems to be related to the individual's stage of

development: (i) business awareness education that usually appears in secondary school; (ii) in fi eld education and training for small business ownership; (iii) more specialist education conceived to enable people to update their skills. According to these authors the most usually referred aims of entrepreneurship education are the following:

- ❖ To get knowledge useful to entrepreneurship.
- ❖ To increase capacities in the use of techniques, in the examination of business situations, and in the creation of action plans.
- ❖ To identify and stimulate entrepreneurial skills.
- ❖ To develop empathy and support for all issues of entrepreneurship.
- ❖ To develop attitudes towards change.
- ❖ To promote new start-ups and other ventures.

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling from primary or secondary schools through graduate university programs. Entrepreneurship education focuses on the development of skills or attributes that enable the realization of opportunity. Entrepreneurial education is the incorporation into the student syllabus steps involved in starting a new business based on a recognized business opportunity as well as operating and maintaining that business. The belief of some people is that entrepreneurship education does not need to be taught and therefore, an entrepreneur is born to be so. It should however be noted that for one to be a successful entrepreneur, he/she needs to learn the skills (Olayinka,2015).

It is designed to teach the skills and knowledge that is needed to be known before embarking on a new business venture. Entrepreneurship education prepares people to be responsible and enterprising individuals. It helps people develop the skills, knowledge, and attitudes necessary to achieve the goals they set out for themselves. Evidence also shows that people with entrepreneurial education are more employable. This would enhance necessary identification and avoidance of many pitfalls awaiting the less well trained and vigilant contemporaries. The training in entrepreneurial education may initially be perceived as a cost in terms of time and money but it would eventually be appreciated. As mentioned earlier, Entrepreneurship Education is a lifelong process; starting as early as elementary school and progressing through all levels of education, including adult education. The standards and their supporting performance indicators are a framework for teachers to use in building appropriate objectives, learning activities, and assessments for their target audience. Using this framework, students will have progressively more challenging educational activities; experience that will enable them to develop the insight needed to discover and create entrepreneurial opportunities; and the expertise to successfully start and manage their own businesses to take advantage of these opportunities.

The importance of entrepreneurship to any economy is like that of entrepreneurship in any community: entrepreneurship activity and the resultant financial gain are always of benefit to a country. If you have entrepreneurial skills, then you will recognize a genuine opportunity when you come across one. Entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviors, skills and attributes in widely different context. It can be portrayed as open to all. The propensity to behave entrepreneurially is not exclusive to certain individuals. Different individuals will have a different mix of capabilities for demonstrating and acquiring entrepreneurial behaviors, skills and attributes. These behaviors can be practiced, developed and learned; hence it is important to expose all students to entrepreneurship education. Entrepreneurial skills and attributes provide benefits to society, even beyond their application to business activity. Obviously, personal qualities that are relevant to entrepreneurship such as creativity and a spirit of initiative can be useful to everyone in their working responsibilities and in their day-to-day existence. Also the relevant technical and business skills need to be provided to those who choose to be self-employed and or to start their venture or might do so in the future. The economic importance of the entrepreneur has been recognized for several decades. Welber (1930) put forward the thesis that the protestant ethic is spirit of capitalism (Green, 1959). Other writers have discussed from different perspectives, the importance of entrepreneurship to different countries in the industrial era. Schumpeter (1947), who is, perhaps, believed

to be the first major economist to analyze the role of entrepreneurship in economic development, attributed innovation to the entrepreneur. He described entrepreneurship as the engine of economic development. He argued that “to study the entrepreneur is to study the central figure in modern economic history”. In the theory of distribution put forward by the neoclassical economists, the entrepreneur plays a crucial role, though he or she is not a production factor. Unlike the capitalist, the entrepreneur directs the application of acquired knowledge to the production of goods for human consumption. From the above advantages/benefits, entrepreneurship should be taught to students in all disciplines in institutions of higher learning. It is not out of place to say that many business ideas emerge from non-business disciplines but are often waved aside or ignored because students are not sufficiently educated in the knowledge and skills required.

Statement of the Problem

Entrepreneurship Education is aimed at the overall training of individuals and tertiary institution undergraduates for useful living. The importance of entrepreneurial education cannot be overemphasized as entrepreneurship education is expected to train students to develop skills that would help its recipients to be self-sufficient instead of depending on the white collar jobs to provide job that are mostly nonexistent. Tertiary education students are therefore trained on vocational and other relevant skill that will make them self reliant that can start a business after school rather than waiting for none existing job. In Nigeria, like in many developing countries in Africa, the practical benefits of entrepreneurial education have not been achieved, graduate unemployment and under-employment is still very high. In fact, the National Bureau of Statistics reported that a rise in unemployment rate to 18.8 percent from 16.2 percent of the population with Rivers State topping the list with an unemployment rate of 41.82 percent which implies that for every 10 persons in Rivers State are without anything to do (NBS, 2007). In this 10 person, about 2 could be graduates who while in school studied entrepreneurship education at one point in time. Therefore, this high graduate unemployment rate can be seen conspicuously as a result of certain factors which militate against the effective implementation of entrepreneurship education in tertiary institutions cut across Nigeria. It is on this premises that this study seeks to identify the factors influencing the effective implementation of entrepreneurship education in selected tertiary institution using Rivers State as the survey area.

Furthermore, from observation it appears that despite the introduction to entrepreneurship education into our tertiary institution as a core course that students must study before the completion of their programme, it seems that the programme has not yielded its desired results.

Purpose of the Study

The main purpose of this study was to investigate the factors influencing the implementation of entrepreneurship education in tertiary institutions in Rivers State. Specifically, the study sought to:

1. Determine the availability of qualified entrepreneurship teachers in tertiary institutions in Rivers State.
2. Determine the availability of facilities such as teaching equipment and materials on entrepreneurship education in tertiary institutions in Rivers State.

Research Questions

The aforementioned objectives give rise to the following research questions:

1. To what extent does availability of qualified entrepreneurship teachers affect entrepreneurship education in tertiary institutions in Rivers State?
2. To what extent does availability of facilities such as teaching equipment, materials affect implementation of entrepreneurship education in tertiary institutions in Rivers State?

Hypotheses

To provide tentative answers to the research questions above, this research work will be guided by the following propositions stated in the null form:

1. There is no significance difference in the Mean responses of respondents in universities, polytechnics and colleges of education on availability of qualified entrepreneurship teachers in tertiary institutions in Rivers State.

2. There is no significance difference in the Mean responses of respondents in universities, polytechnics and colleges of education on availability facilities for implementation of entrepreneurship education in tertiary institutions in Rivers State.

Availability of Qualified Entrepreneurship Education Teachers

Atakpa (2016) stated that entrepreneurship education is not properly taught in our Universities, Polytechnics and Colleges of Education. This in the opinion of Nwekeaku (2013) is as a result of lack of lecturers with practical entrepreneurial training and consciousness. Nigerian Universities do not have adequate and high level manpower for effective teaching and learning of entrepreneurship education in the country. The available teachers were drafted from the existing faculties and have not got additional skills to cope with the challenges of the new curriculum. Since one cannot give what one does not have, the expected products of the new entrepreneurship education may not perform any miracles if they are lectured by the same old lecturers.

In the same vein Agbonlahor (2016) affirms the capacity of lecturers and instructors that teach entrepreneurship education in most tertiary institutions have been fingered as a reason for the poor quality delivery. He continued by stating that there is a dearth of lecturers and instructors with practical training in entrepreneurship education. Most instructors have not been entrepreneurs. Instructors with training in business studies and related disciplines were used for the delivery (Enu, 2012). This was due to the large misconception that equated entrepreneurship education to business studies; despite the difference in scope and focus of the two courses. In USA, institutions employ full-time staff who are exclusively committed to entrepreneurship education program, teaching entrepreneurship (Zhuo & Haixia, 2012). In contrast, in Nigeria, the majority of entrepreneurship instructors are from traditional disciplines such as economics or business administration. Apart from the deficient qualifications of instructors, the lack of entrepreneurial consciousness is also indicted as a challenge to the quality delivery for impact of entrepreneurship education in Nigerian Universities (Amoor, 2008).

Availability of Teaching Equipment and Materials

Deplorable or complete absence of infrastructural facilities has contributed to the poor development of entrepreneurship education in tertiary institutions in Nigeria (Atakpa, 2016). Unachukwu (2009) stressed that both hard and soft infrastructure is needed as prop for the system. This limitation subsequently frustrates the integration of entrepreneurship in academic programs in Nigerian universities. As it concerns inadequate facilities in relation to challenges of entrepreneurship education, Ugwoke, Basake, Chinwe, and Chukwuma, (n.d) and Nwekeaku (2013) grouped it into the following subheading

Absence of Relevant Textbooks: Since entrepreneurship education is a new inclusion into Home economics curriculum, there is also the problem of lack of textbooks in the area. This has really challenged the teaching of the course in Colleges of Education. Idibie (2004) also noted that teaching and learning without textbooks would mean a lot of memorization as well as make the words of the teacher final authority. This does not pave way for competency in entrepreneurship.

Poor State of Infrastructure: The poor state of infrastructure in Nigerian universities is worrisome as the new entrepreneurship education will only worsen the situation. Obeleagu-Nzelibe and Moruku (2010) have noted that the state of infrastructure in Nigerian university system is, to say the least, embarrassing. Infrastructures, such as, electricity, roads, water, conductive classroom, functional entrepreneurship centers and telecommunications network are in very bad shape. Brown (2012); Offorma, Egbe and Eze (2012); Akpomi (2009); Nwosu and Ohia (2009) suggested that inadequate facilities and equipment for teaching and learning in practical-related courses was the reason why entrepreneurship education has not been able to record a significant impact in Nigeria industrialization drive and reduction of youth unemployment.

Infrastructural facilities in tertiary institutions encompass all physical facilities needed to make schools function as intended and attain set goals. The tertiary institution is a higher educational stage for higher learning. It is to this end, that Okujagu & Adox - Okujagu (2011) suggest that an urgent need to provide these facilities in terms of adequacy, appropriateness and gender sensitivity because their use maximises the benefits from educational programmes.

The importance of infrastructural facilities in any educational system is echoed by Okugbe's (2009) suggestion that adequate provision of instructional materials to enhance teaching/learning effectiveness will increase inputs to the success of the tertiary institution programme. Facilities such as textbooks, libraries, classroom, seats and tables, laboratories, computes, technical vocational equipment, electricity and so on are imperative to qualitative IJBE programme in Nigeria. Hence, efforts should be made to ensure they are adequately supplied and used for the good of the educational system. The provision of furniture and equipment is very important in the Universal Basic Education programme, Nakpodia (2011) observes that there is acute shortage of furniture, teachers' tables and chairs, books, teaching aids and instructional materials. He noted that the previous educational programme could not succeed as government alone borne the burden of financing the programme. This eventually resulted to delay in teacher's salaries, no adequate supply of instructional materials, no development of teachers regarding retraining on the job as well as no proper attention on curriculum development and there was also no conducive teaching and learning environments in the school system.

Conclusively, it could be said that the effective implementation of the tertiary education scheme is tantamount to the availability and adequacies of infrastructure. Since research has shown the status of facilities in Nigerian education system reveals serious defects in facilities and in line with this, Jaiyoba, & Atanda (2008) observe that the inadequate provision of material resources to cope with the increasing demand for educational provision has caused inadequate teaching and learning in schools. In addition, Nakpodia (2011) revealed that classrooms, libraries and workshops were over-used and that school buildings in public primary schools were dilapidated and in a disturbing state. This further presupposes that effective implementation of entrepreneurship education in tertiary institutions scheme is tied to the provision of adequate infrastructural facilities. These facilities should be maintained, and dilapidated classrooms rehabilitated.

METHODOLOGY

Research Design

The research design adopted for this study was the descriptive research design. Descriptive survey according to Bryman and Bell (2015) entails the collection of data on more than one case and at a single point in time, in order to collect a body of quantitative or quantifiable data in connection with two or more variables that are then examined to detect patterns of association. The area of study was Rivers State, which is one of the 36 states in Nigeria. The population of this study comprised three hundred and eighty-two 382 lecturers that teach entrepreneurship courses in the six tertiary institutions in Rivers State. The researcher utilized the entire population of the study due to the manageable and small size of the population. The research questionnaire used in this study was designed by the researcher titled "Factors Influencing the Implementation of Entrepreneurship Education in Tertiary Institutions (FIIETI)." Content and face validity was used to validate the research instrument. To ensure the reliability of the instrument, a pilot test was conducted; copies of the instrument were administered to 5 entrepreneurship lecturers in Ignatius Ajuru University of Education, Rumuolemini. To ascertain the internal consistency of items of the instrument, Cronbach Alpha was used to compute the reliability estimate. The result confirmatory analysis test shows the reliability co-efficient of 0.74, 0.76, 0.72, .81 and 0.73, respectively for clusters A, B C, D and E and an overall reliability index of 0.77 was gotten, indicating that the instrument is reliable enough for the study. The instrument was administered to the respondents in the six selected tertiary institutions with the help of two research assistants. The completed questionnaire was analyzed using different statistical method. The distribution of frequencies represented in tables was used to analyze the demographics information of the respondents such as sex, educational qualification and years of working experience, Measures of central tendency (mean scores) and dispersion (standard deviations) was used to analyze the research objectives while two-way analysis of variance (ANOVA) was used to test the hypotheses at a 0.05 level of significance.

RESULTS

Research Question 1:

To what extent does availability of qualified entrepreneurship teachers influence the implementation of entrepreneurship education in tertiary institutions in Rivers State?

Table 1. Computation of mean responses of lecturers regarding the influence of availability of qualified entrepreneurship teachers on the implementation of entrepreneurship education in tertiary institutions in Rivers State Shortage of Qualified Teachers

S/N	Items	N	\bar{X}	S. D.	Decision
1.	Lack of qualified lecturers hinders effective teaching of entrepreneurship education.	361	3.60	0.61	High Extent
2.	The Use of untrained teachers to teach entrepreneurship hinders effective teaching of the course.	361	3.64	0.96	High Extent
3.	Lecturers have excess work load which hinders effective teaching of entrepreneurship.	361	3.50	0.76	High Extent
4.	Lecturers are not adequately motivated to deliver their best.	361	3.72	0.75	High Extent
5.	Lecturers have poor knowledge of the curriculum content on entrepreneurship.	361	3.59	0.62	High Extent
Grand Mean Score			3.61	0.73	High Extent

Source: Field survey (2018)

Table 1 revealed that in item one, the respondents agreed with a mean score of 3.60 and standard deviation of 0.61 that lack of qualified respondents hinders effective teaching of entrepreneurship education, item one reveals that respondents agreed with a mean score of 3.64 and standard deviation of 0.94 that the use of untrained teachers to teach entrepreneurship hinders effective teaching of the course, item three reveals that respondents agreed with a mean score of 3.50 and standard deviation of 0.76 that lecturers have excess work load which hinders effective teaching of entrepreneurship, item four reveals that respondents agreed with a mean score of 3.72 and standard deviation of 0.75 that lecturers are not adequately motivated to deliver their best and item five reveals that the respondents agreed with a mean score of 3.59 and standard deviation of 0.65 that lecturers have poor knowledge of the curriculum content on entrepreneurship.

The data presented in Table 1 reveals the Mean responses of the respondents to all 5 items, ranged from 3.50 to 3.72 which showed that the respondents accepted all the 5 items that shortage of qualified entrepreneurship teachers influence the implementation of entrepreneurship.

Research Question 2: *To what extent does availability of facilities influence the implementation of entrepreneurship education in tertiary institutions in Rivers State?*

Table 2: Computed Mean and Standard Deviation Scores of Inadequate Teaching Equipment and Material of Entrepreneurship Education in Tertiary Institutions in Rivers State

S/N	Items	N	\bar{X}	S.D	Decision
1.	Lack of well equipped entrepreneurship center/unit hinders effective teaching of entrepreneurship.	361	3.27	0.79	High Extent
2.	Lack of adequate current textbook, workbook and handbook for teachers' use hinders effective teaching of entrepreneurship.	361	3.73	0.85	High Extent
3.	Poor Classroom facilities such as desk, tables, blackboard, chalk, marker etc. hinders effective teaching of entrepreneurship.	361	3.61	0.74	High Extent
4.	Inadequate instructional materials like chart, pictures, etc. hinders effective teaching of entrepreneurship.	361	3.52	0.68	High Extent
5.	Lack of Well Equipped library hinders effective teaching of entrepreneurship.	361	3.90	0.82	High Extent
Grand Mean Score			3.62	0.78	High Extent

Source: field survey (2018)

Table 2 revealed that in item one, the respondents agreed with a mean score of 3.27 and standard deviation of 0.79 that lack of Lack of well equipped entrepreneurship center/unit hinders effective teaching of entrepreneurship, item two reveals that the respondents agreed with a mean score of 3.73 and standard deviation of 0.85 that lack of adequate current textbook, workbook and handbook for teachers' use hinders effective teaching of entrepreneurship, item three reveals that the respondents agreed with a mean score of 3.61 and standard deviation of 0.74 that poor classroom facilities such as desk, tables, blackboard, chalk, marker etc. hinders effective teaching of entrepreneurship, item four reveals that the respondents agreed with a mean score of 3.52 and standard deviation of 0.68 that inadequate instructional materials like chart, pictures, etc. hinders effective teaching of entrepreneurship and item five reveals that the respondents agreed with a mean score of 3.90 and standard deviation of 0.82 that Lack of well equipped library hinders effective teaching of entrepreneurship.

The data presented in Table 2 reveals the mean responses of the respondents to all 5 items analyzed ranged from 3.52 to 3.90 which showed that the respondents accepted all the 5 items that inadequate facilities influence the implementation of entrepreneurship education in tertiary institutions in Rivers State.

Hypothesis Testing

This section of the data analysis is devoted to the testing of the null hypotheses formulated in the study using two-way analysis of variance (ANOVA) statistical method to test the hypotheses at 0.05 level of significance.

H₀₁ There is no significance difference in the mean responses of respondents in universities, polytechnics and colleges of education that shortage of qualified entrepreneurship lecturers influences the implementation of entrepreneurship education in tertiary institutions in Rivers State.

Table 3: ANOVA of mean responses of respondents in universities, polytechnics and college of education on influence of shortage of qualified entrepreneurship teachers on implementation of entrepreneurship education in tertiary institution

Source	Sum of Squares	Df	Mean Square	F-ratio	F-tab	Remark
Between Group	125.235	2	7.7.984			
Within Group	0.205	358	5.890	1.335	3.92	NS*
Total	125.440	360				

*Not significant at 0.05

Source: field survey (2018)

The two ways ANOVA presented the result of fraction not to be significant (NS) at 0.05 level of significance. The F-ratio of 1.335 is less than the F-tabulated value of 3.92 at $P \leq 0.05$ level of significance. Therefore, the null hypotheses is accepted as postulated not to have any significant difference in the mean responses of respondents of universities, polytechnics and college of education that shortage of qualified entrepreneurship lecturers influence the effective implementation of entrepreneurship education in tertiary institutions in Rivers State.

H₀₂: There is no significance difference in the mean responses of respondents in universities, polytechnics and colleges of education that inadequate facilities influence the implementation of entrepreneurship education in tertiary institutions in Rivers State.

Table 4: ANOVA of mean responses of respondents in universities, polytechnics and college of education on influence of inadequate facilities on implementation of entrepreneurship education in tertiary institution

Source	Sum of Squares	Df	Mean Square	F-ratio	F-tab	Remark
Between Group	358.610	2	179.305			
Within Group	718.780	358	3.58	0.011	3.92	NS*
Total	1077.390	360				

*Not significant at 0.05

Source: field survey (2018)

The two ways ANOVA presented in table 4 shows that the result of f-ratio not to be significant (NS) at 0.05 level of significance. The F-ratio of 0.011 is less than the F-tabulated value of 3.92 at $P \leq 0.05$ level of significance at 358 degree of freedom. The null hypotheses were therefore accepted as postulated not to have any significant difference in the mean responses of respondents of universities, polytechnics and college of education that inadequate facilities influence the effective implementation of entrepreneurship education in tertiary institutions in Rivers State.

DISCUSSION OF FINDINGS

Influence of shortage of qualified entrepreneurship teachers on the implementation of entrepreneurship education in tertiary institutions in Rivers State

Based on the analysis of research question one, the outcome of the finding reveals that there is a shortage of qualified entrepreneurship education lecturers for the implementation of entrepreneurship education in tertiary institutions in Rivers state. This finding is in conformity with the assertion of Atakpa (2016) who concord with Nwekeaku (2013) that entrepreneurship education is not properly taught in the universities, polytechnics and colleges of education as a result of lack of lecturers with practical entrepreneurship training and consciousness. The study further reveals that the use of untrained lecturers to teach entrepreneurship education, excessive workload of lecturers, lack of lecturers' motivation and lecturers having poor knowledge of the entrepreneurship curriculum content hinders the effective implementation of entrepreneurship education in tertiary institutions in Rivers State.

The findings equally agreed with the assertion of Agbonlahor (2016) that the capacity of lecturers that teach entrepreneurship education in most tertiary institution is the reason for poor quality delivery. This finding is also in concordance with Esu (2012) who reveals that most instructors are not entrepreneur but people with training in business studies and related disciplines. Furthermore, the respondents (lecturers) do not differ in the mean responses on the influences of shortage of qualified lecturers on the effective implementation of entrepreneurial education. This result implies that the respondents (lecturers) agreed that shortage of qualified entrepreneurship education lecturers hinders the effective implementation of entrepreneurship education in tertiary institutions in Rivers State.

Influence of inadequate facilities on the implementation of entrepreneurship education in tertiary institutions in Rivers State

The analysis of research question two reveals that there are inadequate facilities for the implementation of entrepreneurship education in tertiary institutions in Rivers state. The outcome of the findings reveals that the lack of well equipped entrepreneurship center/unit, lack of adequate current textbook, workbook and handbook for teachers' use, poor classroom facilities such as desk, tables, blackboard, chalk, marker etc., inadequate instructional materials like chart, pictures, etc. and lack of Well Equipped library all hinders the effective implementation of entrepreneurship education in tertiary institutions in Rivers state. The outcome of this study is in consonance with the assertion Atakpa (2016) that deplorable or complete absence of infrastructural facilities has contributed to the poor development of entrepreneurship education in tertiary institutions in Nigeria (Atakpa, 2016). In the same vein, this finding is in agreement with several other scholars who insist that inadequate facilities and equipment for teaching and learning in practical-related courses was the reason why entrepreneurship education has not been able to record a significant impact in Nigeria industrialization drive and reduction of youth unemployment (Brown, 2012; Offorma, Egbe & Eze, 2012; Akpomi, 2009; Nwosu & Ohia, 2009).

Furthermore, the respondents (lecturers) do not differ in the mean responses on the influences of inadequate facilities on the effective implementation of entrepreneurial education. This result implies that the respondents (lecturers) accept that inadequate facilities hinder the effective implementation of entrepreneurship education in tertiary institutions in Rivers State.

CONCLUSION

Based on the finding after critically analyzing the data, the study unequivocally reveals that shortage of qualified lecturers, inadequate teaching facilities, inadequate teaching methods, poor funding, and inadequate government support hinders the effective implementation of entrepreneurship education in tertiary institution in Rivers State. The practical implication of this is that, the absence of this factors examined hinders the effective implementation of entrepreneurship education in tertiary institutions in Nigeria.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are made:

1. Lecturers who studied entrepreneurship should be used to teach entrepreneurship education instead of the system of using lecturers who studied business education and its related courses to teach entrepreneurship education in our tertiary institution.
2. Government through its ministries of education and agencies such as TETFund and other stakeholders should provide adequate facilities such as building of entrepreneurship centered with well equipped classroom and instructional material to facilitate the smooth teaching and learning of entrepreneurship education in our tertiary institutions.
3. Policy makers should review the current entrepreneurship education curriculum to make it more practical centered than theoretical based.
4. There should be a linkage between seasoned lecturers and Industry/Guest lecturers on the application of different pedagogical approach in entrepreneurial educational studies in teaching and learning in tertiary institutions. The approach should emphasize simulation, mentorship and role play experimentation among other so as to students to practical experience experiences.

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