



Relevance of Entrepreneurship Education Programme in Public Universities for the Reduction of Unemployment in South-South, Nigeria

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ABSTRACT

This study investigated the relevance of entrepreneurship education programme in public universities for the reduction of graduate unemployment in South-South, Nigeria. Three research questions and three hypotheses guided the study. The study adopted the descriptive survey design. The population of the study was six federal owned universities in South-South region of Nigeria having 75 faculties and 384 departments. The sample of 80 HODs and 800 students were drawn using simple random and proportionate stratified random sampling techniques. The instrument used was a scale titled 'REEP'. The instrument was validated and Cronbach Alpha statistics was used to determine a reliability index at 0.98. For the purpose of data analysis, mean scores and standard deviation were used in answering the research questions. The t-test was used in testing the hypotheses at 0.05 Alpha significant level. The findings revealed among others that, the extent to which entrepreneurship ideas inherent in courses taught are practiced through internship programmes in South-South Region of Nigeria is moderately low. Therefore, universities must make available opportunities for entrepreneurship education students to have internship experience, and recognize the acquisition of practical experience as an important aspect of entrepreneurship education programme. Based on the findings, it was recommended that, the University managers should create available opportunities for entrepreneurship education students to gain internship experience and foster their practical knowledge.

Keywords: Entrepreneurship education programme, public universities, graduate unemployment

INTRODUCTION

University education is a post-secondary education where degrees are awarded at the end of the study. University education builds on the level of competence, knowledge and skills acquired in secondary education. Through entrepreneurship education programme at university level, students are equipped with entrepreneurial knowledge and skills needed for the reduction of graduate unemployment rate.

Entrepreneurship for some people is “risk bearing”, others see it as innovating, and for others, it is “thrill-seeking” (Khanka, 2012). Charak (2012) considered entrepreneurship as the act of being an entrepreneur; a person who undertakes innovations, financial and business insight in an attempt to change new ideas into financial goods. According to Emmanuel (2013), entrepreneurship involves the ability to set up a business enterprise as different from being employed. It is the process of developing profitable business idea and translating such ideas into business outfit. It can also be seen as the capacity and willingness of a person to develop, organize and manage business venture alongside, take risks that comes with profit-making. Entrepreneurship involves planning, implementing and assuring the risk of a desired business

with the aim of making profit (Adegun & Akomolafe, 2013). Hence, to entrepreneurs, risk taking and failures are seen as a national part of the creative process. Entrepreneurship gives an individual the opportunity of doing what he intends to do, reap profits and contribute positively to his immediate environment. Drucker in Holt (2009) opined that, entrepreneurship occurs when resources are used for progressive opportunities. Therefore, entrepreneurship provides the ability to set up a business enterprise thereby being self employed as well as an employer of labour. Entrepreneurship education provides an individual with the ability to recognize commercial opportunities. This is the domain of youth development, graduate employment and invariably national development.

Entrepreneurship education is a process of giving systematic instruction of entrepreneurial knowledge, skills and abilities to learners so as to assist them succeed as an entrepreneur (Nian, Bakar & Islam, 2014). Okebukola (2011) observed that, the commonly held view of entrepreneurship education is that, it is a learning which furnishes the learners with information, abilities, and orientations as an entrepreneur (an innovator, a person who develops a new product, a new market, or a novel technique). Entrepreneurship education encompasses all activities geared towards promoting entrepreneurial mindset, orientation and abilities, and other features such as idea generation, start-up, growth and innovation (Madumere-Obike, Okeke & Nwabueze, 2013). For Akudolu in Ediagbonya (2013), entrepreneurship education is the acquisition of knowledge, skills and orientation for the learner to arrest life threats and take steps to grasp new inclinations and occasions for meeting those challenges in all aspect of human life. Entrepreneurship education hereby becomes very relevant as it is more than a functional strategy, culture, way of thinking, acting, and liberty to innovate and take risks. It helps to disclose value and latent qualities in individuals. These qualities can then be improved by the advancement of new educational process which will be valuable in every venture of an individual's life. Since entrepreneur is someone whose latent qualities can be motivated, entrepreneurship education helps in having such potentials actually stimulated. The potentials capable of being stirred include: motivation, self esteem, rationality, and social competencies.

Entrepreneurship education therefore, is a purposeful intervention by an educator in the life of the learner to impact entrepreneurial qualities and skills to enable the learner survive in the world of business. It is associated with new venture creation and relieves one from dependency which triggers the wealth of the nation. The wealth of the nation is its human capital. The development of nation's human capital through entrepreneurship education in universities will encourage a change of attitudes towards enterprising. Changing attitudes which will be sustained for a long period take time, and schools must play an important role to develop students' spirit of enterprising regardless of whether they imagine a future being self-employed or employed. Whichever way it is looked at, entrepreneurship education will not only contribute to sustainable economic development by reducing the unemployment rate, but also help to boost productivity and competitive access in the global economy. Moreover, Ofuasia, Nwalado and Dede (2012) are of the opinion that, the union of entrepreneurship education and sustainable economic development is Nigeria's best hope to bring humanity, the greatest benefits from the finest outcomes of independent and creative learning.

Entrepreneurship education is the new culture people must seek to reduce unemployment rate after school. It is in 2006 that the presidency directed all Nigerian higher education institutions to include entrepreneurship education as a compulsory course for all students with effect from 2007/2008 academic session. In the absence of a vibrant entrepreneurship, and human resources who could create jobs, be employable and at the same time be employers of labour, socio-economic development will remain a mirage. A quality entrepreneurship education is the creation of a well-planned education system. Despite the many benefits, entrepreneurship education is globally acknowledged as a programme of study that gives learners knowledge, skills and motivation to encourage entrepreneurial success in diverse setting of education (Osuala, 2009).

To curb the problem of unemployment, the National Economic Empowerment and Development Strategy (NEEDS) was established under the former President, Olusegun Obasanjo (Green Climate Fund, 2008). A policy issue was made which states that, "the national educational goals should include the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as

equipment for individuals to live and contribute immensely to the development of the society” (Federal Republic of Nigeria, 2004). These gave rise to the introduction of entrepreneurship education by the National Universities Commission (NUC). Forsman (2014) asserted that, the NUC inclusion of entrepreneurship studies in the curriculum is to fulfil the educational, research and information functions in the 21st century. This emphasizes the need for entrepreneurship education which will in turn produce students who can look for solutions to societal problems. It therefore prepares students for self-reliance. NUC (2011) enumerated some indispensable facilities and equipment that each faculty of Universities entrepreneurship should have to enhance effective teaching. They include:

1. at least one video set for the faculty;
2. personal computers accessible from multiple terminals such that there is a terminal to a maximum of 15 students registered for computers courses;
3. one transparency projector for each department in the faculty;
4. one multimedia projector for the faculty;
5. one video camera; and
6. one tape recorder (p.13)

One of the reasons for the poor quality delivery of entrepreneurship education is inadequacy of lecturers and low capacity manpower for quality delivery. Zhuo and Haixia (2012) reported that in the United States of America, full time staff are employed in institutions to exclusively teach entrepreneurship education programmes. In Nigeria, many entrepreneurship lecturers are from traditional disciplines like Business Administration and Economics. Excluding the deficiency in qualification of entrepreneurship education instructors, the lack of entrepreneurial consciousness, and inadequacy of entrepreneurial manpower are of great challenge to the implementation of entrepreneurship education in Nigerian Universities (Asodike, 2009).

The strength and survival of any higher institution depends largely on her academic staff and are instrumental to effective learning and quality education in Nigeria. Ajayi (2015) sees academic staff as lecturers who lay the moral foundation on which good citizenship is built upon. Ojo (2008) sees academic staff as a researcher who lectures at a University, college, or similar institutions in post secondary (tertiary) education, and whose duties include teaching, learning, and research and community services. Adequacy of manpower is very vital for a successful entrepreneurship education. The Human resources are relevant for entrepreneurship education to thrive. Anekwe and Abraham (2009) affirm that without competent and adequate lecturers in universities, a well funded functional education system will fall below expectation. Therefore, lecturers must be trained and retrained to avoid obsolescence.

The essence of a qualified manpower in any Nation cannot be overemphasized. No Nation is known to have attained and sustained high level of economic and development without a substantial supply of employable and qualified manpower. The lecturers who possess the skills required for entrepreneurship education constitute the human resources for entrepreneurial education. Ogbodo (2009) asserts that lecturers of entrepreneurship education must possess relevant skills, knowledge, attributes, dispositions and attitudes for entrepreneurship education to thrive. He further added that entrepreneurship education must take the training and development of manpower seriously so that they do not impart obsolete skills and knowledge to the students as the local and global economic environments in which the graduates are expected to perform keep changing.

If students are taught entrepreneurship education in practice and not by mere theory, they will be well groomed, and ready for the challenges of the labour market ahead. This will bring about a more organized individual. It takes an organized person to translate goals into strategic actions.

Statement of the Problem

The youths find it very difficult now to gain employment after graduation. This could be that they lack some skills needed to fit in the jobs they seek for. They lack the entrepreneurial skills needed for individual growth and global competitiveness, and the unemployment of many graduates poses a problem to society as many of them are used as agents of violence. This situation is crumbling the Nigerian economy, because the graduates lack entrepreneurial skills to facilitate self-employment for the teeming population with great man power needs. This could be that resources such as human, material, fund and

time needed to create the entrepreneurial awareness among male and female undergraduates during classroom and laboratory instructions are not readily available in the school system, and the unavailability of these resources affects the quality of graduates produced. However, not much has been done to provide the resources needed to inculcate entrepreneurship skills and programmes into male and female undergraduates of tertiary education institutions for productivity, employment purpose and sustainable development.

In order to enhance the employability and self employment potentials of university graduates in Nigeria, the federal government in 2006 issued a presidential directive through the Federal Ministry of Education that entrepreneurship education be made mandatory for all undergraduates in Nigerian universities irrespective of their area of specialization with effect from 2007/2008 academic session (Omeke, Nwabueze & Oboegbulem, 2020). Subsequently, the National Universities Commission (NUC) directed each university to introduce the programme as a General Studies course, and also to establish and equip an Entrepreneurship Study Centre with both human and material resources needed to inculcate the required practical skills in the students (Nwabueze & Egenti, 2020). Consequently, both federal and state universities in the South-South have initiated the programme in order to reverse graduate unemployment trend by giving the needed training in entrepreneurial skills to students. It is expected that at the end of the training, they will be able to set up their own businesses and become self-employed.

To make the delivery effective, the NUC prescribed the following course title which comprise twelve areas in the Benchmark Minimum Academic Standard (BMAS) guide for students in second semester (200 level) and the course title with fifteen specific areas for students in second semester (300 level) respectively. The course title for the second semester (200 level) is "Introduction to Entrepreneurship"; while the course title for the second semester (300 level) is "Business Development and Management". Hence, the BMAS serves as a model to direct the universities on how entrepreneurship education must be implemented. The NUC has made tremendous input by introducing entrepreneurship education in universities in order to raise employable citizens and citizens who can be employers of labour which is a great social demand. Therefore, this study investigates the relevance of entrepreneurship education programme in public universities for the reduction of graduate unemployment in South-South, Nigeria. The major focus include examining: entrepreneurship facilities are available for practical skills, adequacy of lecturers in teaching entrepreneurship subjects, and ways entrepreneurship ideas inherent in courses taught are practised through internship programmes.

Purpose of the Study

The aim of this study is to investigate the relevance of entrepreneurship education programme in public universities for the reduction of graduate unemployment in South-South, Nigeria. Specifically, the objectives are to:

1. ascertain the availability of entrepreneurship facilities needed for practical skills in public Universities in South-South Region of Nigeria;
2. examine the adequacy of lecturers in teaching entrepreneurship subjects in public Universities in South-South Region of Nigeria;
3. examine the extent to which entrepreneurship ideas inherent in courses taught are practised through internship programmes in South-South Region of Nigeria; and

Research Questions

The following research questions were raised to guide the study.

4. How available are the entrepreneurship facilities needed to improve the practical skills of students in public Universities in South-South Region of Nigeria?
5. How adequate are the lecturers in teaching entrepreneurship subjects in public Universities in South-South Region of Nigeria?
6. What is the extent to which entrepreneurship ideas inherent in courses taught are practised through internship programmes in South-South Region of Nigeria?

Hypotheses

The following null hypotheses were postulated to guide this study.

1. There is no significant difference between the mean ratings of Head of Departments and students on the availability of entrepreneurship facilities needed for practical skills in public Universities in South South Region of Nigeria.
2. There is no significant difference between the mean ratings of Head of Departments and students on the adequacy of lectures for entrepreneurship education in public Universities in South-South Region of Nigeria.
3. There is no significant difference between the mean ratings of Head of Departments and students on the extent to which entrepreneurship ideas inherent in courses taught are practised through internship programmes in South-South Region of Nigeria.

METHODOLOGY

This study adopted a descriptive survey design. Nzeneri (2010) posits that the descriptive design is that research design that is geared towards determining the nature of situation as it exists at the time of the study. The population of this study included the Head of Departments and final year students of the six federal owned universities in South-South region of Nigeria. There are a total of 75 faculties and 384 departments in the federal universities with 75 Deans and 384 Heads of Departments. The population of the final year students in the six federal owned universities in South-South region of Nigeria is 17, 969. Based on that, four federal universities were sampled from South-South universities using simple random sampling technique. The four federal universities are University of Uyo, Federal University of Otuoke, University of Calabar, and University of Port-Harcourt. The four federal universities have 262 HODs and 13,354 final year students. Hence, a sample of 80 HODs was drawn using simple random sampling technique (i.e. 20 HODs from each institution) representing 30.5%. This included 50 male and 30 female HODs. Also, a sample of 800 students was drawn using proportionate stratified random technique (i.e. 200 students from each institution) representing 6% of the student population. Therefore, the sample of this study constituted 880 participants.

The instrument for data collection was a questionnaire titled 'Relevance of Entrepreneurship Education Programme Questionnaire (REEPQ) designed by the researcher on the modified Likert scale with four (4) point response format. The response format ranges from Great Extent to Low Extent; Readily Available to Not Available; Very Adequate to Not Adequate. The instrument was validated by three experts in the Faculty of Education, Rivers State University. The instrument was administered once to 20 Heads of Department of state universities in the South-South which were not part of the research sample using Cronbach Alpha to determine the internal consistency, which yielded a reliability index of 0.98. The instrument was scored on a 1-4 scale. For the purpose of data analysis, mean scores and standard deviation were used to answer the research questions. The t-test was used in testing the hypotheses at 0.05 Alpha level.

RESULTS

Research Question 1: *How available are the entrepreneurship facilities needed to improve the practical skills of students in public Universities in South-South Region of Nigeria?*

Table 1: Mean scores and standard deviation of HODs and Students on the availability of entrepreneurship facilities needed to improve the practical skills of students in public Universities

S/N	Availability entrepreneurship facilities are available for practical skills in public Universities include:	HODs (80)		Students (800)		Mean Set	Decision
		Mean	St.D	Mean	St.D		
1	There are enough workshops/laboratories/studios to accommodate the large number of students during practicals in our university	2.21	1.11	2.26	0.33	2.24	Rarely Available
2	Provision of teaching aids to facilitate the enhancement of entrepreneurial performance	3.29	0.94	3.30	0.28	3.30	Readily Available
3	Facilities for the actualization of practical skills in universities	2.19	1.11	2.22	0.34	2.21	Rarely Available
4	Facilities to aid students learn at their own pace	2.06	1.13	2.20	0.34	2.13	Rarely Available
5	Facilities to aid students gain creative skills	2.31	1.09	2.09	0.36	2.20	Rarely Available
6	Infrastructural facilities to match programmes with teaching/learning requirements which will aid industrial requirement for manpower growth	3.15	0.97	3.14	0.30	3.15	Readily Available
7	Entrepreneurial facilities to achieve a level of instructional effectiveness	2.28	1.10	2.24	0.34	2.26	Rarely Available
8	Entrepreneurship facilities to aid students become innovative	2.46	1.06	2.30	0.33	2.38	Rarely Available
9	Entrepreneurship facilities to aid students with leadership skills	2.34	1.09	2.27	0.33	2.31	Rarely Available
10	Entrepreneurship facilities to equip students with vocational skills	2.42	1.07	2.39	0.32	2.41	Rarely Available
	Aggregate Mean	2.47	1.07	2.44	0.33	2.46	Rarely Available

N/B: Readily Available = 3.11-4.00, Moderately Available = 2.50-3.10, Rarely Available = 1.50-2.49, and Not Available = 0.01-1.49

Data on Table 1 presented the mean scores and standard deviation of HODs and Students on the availability of entrepreneurship facilities needed to improve the practical skills of students in public Universities in South-South Region of Nigeria. The respondents responded that items 10-14 are readily, but other items are rarely available. Based on the analysis, it clearer that the higher the mean score, the lower the standard deviation; and lower the mean score, the higher the standard deviation. Also, their responses did not fall under moderately available and not available. The aggregate mean score of 2.47 for HODs and 2.44 for students showed that the entrepreneurship facilities are rarely available in the universities.

Therefore, the available entrepreneurship facilities needed to improve the practical skills of students in public Universities in South-South Region of Nigeria include: teaching aids to facilitate the enhancement of entrepreneurial performance, and Infrastructural facilities to match programmes with teaching/learning requirements which will aid industrial requirement for manpower growth. But, workshops/laboratories/studios to accommodate the large number of students during practicals in our university; facilities for the actualization of practical skills in universities; facilities to aid students learn at their own pace; facilities to aid students gain creative skills; entrepreneurial facilities to achieve a level of instructional effectiveness; entrepreneurship facilities to aid students become innovative; entrepreneurship

facilities to aid students with leadership skills; and entrepreneurship facilities to equip students with vocational skills are rarely available.

Research Question 2: *How adequate are the lecturers in teaching entrepreneurship subjects in public Universities in South-South Region of Nigeria?*

Table 2: Mean scores and standard deviation of HODs and students on the adequacy of lecturers in teaching entrepreneurship subjects in public Universities

S/N	Adequacy of lecturers in teaching entrepreneurship subjects in public Universities	HODs (80)		Students (800)		Mean Set	Decision
		Mean	St.D	Mean	St.D		
11	University has adequate lecturers to teach entrepreneurial courses	3.00	0.89	3.12	0.30	3.06	Moderately Adequate
12	lecturers/facilitators are adequately trained to undertake entrepreneurship courses	3.30	0.84	3.25	0.29	3.28	Very Adequate
13	Adequate developmental programmes are provided for lecturers in our universities	3.22	0.85	3.10	0.30	3.16	Very Adequate
14	lecturers are adequately motivated to improve their output	2.26	1.10	2.00	0.37	2.13	Rarely Adequate
15	Lecturers are adequate to enhance active student centred learning.	3.03	0.89	2.92	0.33	2.96	Moderately Adequate
16	The lecturers are adequate in correspondence to student ratio.	3.10	0.88	3.04	0.31	3.06	Moderately Adequate
17	University has adequate experts in entrepreneurship education to produce entrepreneurial graduates.	3.31	0.84	3.20	0.29	3.26	Very Adequate
18	Lecturers who are already employed in the university update their knowledge in entrepreneurship education by participating in conferences, seminars, workshops or as the case may be.	3.27	0.89	3.36	0.27	3.30	Very Adequate
Aggregate Mean		3.06	0.90	3.00	0.31	3.03	Moderately Adequate

N/B: Very Adequate = 3.11-4.00, Moderately Adequate = 2.50-3.10, Rarely Adequate = 1.50-2.49, and Not Adequate = 0.01-1.49

Data on Table 2 presented the mean scores and standard deviation of HODs and students on the adequacy of lecturers in teaching entrepreneurship subjects in public Universities in South-South Region of Nigeria. The respondents responded that items 20, 21, 25 and 26 are very adequate. Items 19, 23, and 24 are moderately adequate. While item 22 is rarely adequate. Based on the analysis, it clear that the higher the mean score, the lower the standard deviation; and lower the mean score, the higher the standard deviation. Also, their responses did not fall under '**not adequate**'. The aggregate mean scores of 3.06 for HODs and 3.00 for students showed that the lecturers in teaching entrepreneurship subjects in public Universities are moderately adequate.

Therefore, lecturers/facilitators to undertake entrepreneurship courses, developmental programmes, experts in entrepreneurship education to produce entrepreneurial graduates, and knowledge updates by lecturers are very adequate. Lecturers to teach entrepreneurial courses, lecturers to enhance active student centred learning, and correspondence to lecturer-student ratio are moderately adequate. And finding revealed that, lecturers are rarely motivated adequately to improve their output.

Research Question Three: *What is the extent to which entrepreneurship ideas inherent in courses taught are practiced through internship programmes in South-South Region of Nigeria?*

Table 3: Mean scores and standard deviation of male and female HODs on the extent to which entrepreneurship ideas inherent in courses taught are practiced through internship programmes

S/N	Extent to which entrepreneurship ideas inherent in courses taught are practiced through internship programmes include:	Male HODs (50)		Female HODs (30)		Mean Set	Decision
		Mean	St.D	Mean	St.D		
19	Our university makes available opportunities for entrepreneurship education students to have internship experience	2.69	1.03	2.64	1.35	2.67	MHE
20	Our university collaborates with industries to provide internship experience for entrepreneurship students	2.24	1.06	2.18	1.39	2.21	MLE
21	Our university readily exposes entrepreneurship students by sending them out for entrepreneurship internship experience	2.07	1.07	2.21	1.38	2.14	MLE
22	Our university recognizes the acquisition of practical experience as an important aspect of entrepreneurship education programme	2.78	1.02	2.62	1.35	2.70	MHE
23	Our university provides internship experience to entrepreneurship students very often	2.39	1.05	2.21	1.38	2.30	MLE
Aggregate Mean		2.43	1.05	2.37	1.37	2.40	MLE

N/B: Very High Extent = 3.11-4.00, Moderately High Extent = 2.50-3.10, Moderately Low Extent = 1.50-2.49, and Very Low Extent = 0.01-1.49

Data on Table 3 presented the mean scores and standard deviation of male and female HODs on the extent to which entrepreneurship ideas inherent in courses taught are practiced through internship programmes in South-South Region of Nigeria. The respondents responded on items 35 and 38 to a moderately high extent. They responded on items 36, 37 and 39 to a moderately low extent. Based on the analysis, it clearer that the higher the mean score, the lower the standard deviation; and lower the mean score, the higher the standard deviation. Also, their responses did not fall under low extent and very low extent. The aggregate mean scores of 2.43 for male HODs and 2.37 for female HODs showed that the extent to which entrepreneurship ideas inherent in courses taught are practiced through internship programmes in South-South Region of Nigeria is moderately low.

Therefore, universities make available opportunities for entrepreneurship education students to have internship experience, and recognize the acquisition of practical experience as an important aspect of entrepreneurship education programme to a moderately high extent, But, universities collaborate with industries to provide internship experience for entrepreneurship students; readily expose entrepreneurship students by sending them out for entrepreneurship internship experience; and provide internship experience to entrepreneurship students to a moderately low extent.

Test of Hypotheses

Hypothesis 1: There is no significant difference between the mean ratings of Heads of Department and students on the availability of entrepreneurship facilities needed for practical skills in public Universities in South South Region of Nigeria.

Table 4: Summary of t-test result on the difference between the mean scores of Heads of Department and students on the availability entrepreneurship facilities needed for practical skills in public Universities in South South Region of Nigeria

Status	N	Mean	St. D	t-calculated value	t-critical value	df	Sig.	P-Value	Decision
HODs	80	2.47	1.07	0.244	±2.00	878	0.05	0.07	Not Significant
Students	800	2.44	0.33						

Data on Table 4 presented the summary of t-test result on the difference between the mean scores of Heads of Department and students on the availability of entrepreneurship facilities needed for practical skills in public Universities in South-South Region of Nigeria. The t-calculated value of 0.244 is far less than the t-critical value of ±2.00, and the p-value of 0.07 is greater than the significant level of 0.05. Therefore, the null hypothesis was accepted. This implies that, there is no significant difference between the mean scores of Heads of Department and students on the availability of entrepreneurship facilities needed for practical skills in public Universities in South South Region of Nigeria.

Hypothesis 2: There is no significant difference between the mean ratings of Heads of Department and students on the adequacy of lectures for entrepreneurship education in public Universities in South-South Region of Nigeria.

Table 5: Summary of t-test result on the difference between the mean scores of Heads of Department and students on the adequacy of lectures for entrepreneurship education in public Universities in South-South Region of Nigeria

Status	N	Mean	St. D	t-calculated value	t-critical value	Df	Sig.	P-Value	Decision
HODs	80	3.06	0.90	0.594	±2.00	878	0.05	0.09	Not Significant
Students	800	3.00	0.31						

Data on Table 5 presented the summary of t-test result on the difference between the mean scores of Heads of Department and students on the adequacy of lectures for entrepreneurship education in public Universities in South-South Region of Nigeria. The t-calculated value of 0.594 is far less than the t-critical value of ±2.00, and the p-value of 0.09 is greater than the alpha significant level of 0.05. Therefore, the null hypothesis was accepted. This implies that, there is no significant difference between the mean scores of Heads of Department and students on the adequacy of lectures for entrepreneurship education in public Universities in South-South Region of Nigeria.

Hypothesis 3: There is no significant difference between the mean ratings of male and female Heads of Department on the extent to which entrepreneurship ideas inherent in courses taught are practised through internship programmes in South-South Region of Nigeria.

Table 6: Summary of t-test result on the difference between the mean scores of male and female Heads of Department on the extent to which entrepreneurship ideas inherent in courses taught are practised through internship programmes in South-South

HODs	N	Mean	St. D	t-calculated value	t-critical value	Df	Sig.	P-Value	Decision
Male	50	2.43	1.05	0.206	±2.00	78	0.05	0.08	Not Significant
Female	30	2.37	1.37						

Data on Table 6 present the summary of t-test result on the difference between the mean scores of male and female Heads of Department on the extent to which entrepreneurship ideas inherent in courses taught

are practised through internship programmes in South-South Region of Nigeria. The t-calculated value of 0.206 is less than the t-critical value of ± 2.00 , and the p-value of 0.08 is greater than the alpha significant level of 0.05. Therefore, the null hypothesis was accepted. This implies that, there is no significant difference between the mean scores of male and female Heads of Department on the extent to which entrepreneurship ideas inherent in courses taught are practised through internship programmes in South-South Region of Nigeria.

DISCUSSION OF FINDINGS

The findings equally revealed that the available entrepreneurship facilities needed to improve the practical skills of students in public Universities in South-South Region of Nigeria include: teaching aids to facilitate the enhancement of entrepreneurial performance, and Infrastructural facilities to match programmes with teaching/learning requirements which will aid industrial requirement for manpower growth. But, workshops/laboratories/studios to accommodate the large number of students during practicals in our university; facilities for the actualization of practical skills in universities; facilities to aid students learn at their own pace; facilities to aid students gain creative skills; entrepreneurial facilities to achieve a level of instructional effectiveness; entrepreneurship facilities to aid students become innovative; entrepreneurship facilities to aid students with leadership skills; and entrepreneurship facilities to equip students with vocational skills are rarely available. And these challenges really affect the quality of graduates produced from universities in South-South, Nigeria. The test of hypothesis one showed that, there is no significant difference between the mean scores of Heads of Department and students on the availability of entrepreneurship facilities needed for practical skills in public Universities in South-South Region of Nigeria. They are of the opinion that, relevant entrepreneurship facilities to equip students with entrepreneurial skills for improved business growth after school are not available. In line with the findings, Ameawhule and Aruchi (2018) revealed that poor state of infrastructural facilities has adverse effect on the development of entrepreneurship education in universities in Rivers State. Oliobi (2017) revealed that inadequate funding, lack of entrepreneurial training for the entrepreneurship lecturers and inadequate facilities among others are some of the challenges that hinder the quality of outputs produce from universities. Contrarily, Nwambam, Nnneya and Nwankpu (2018) revealed that there are lecturers/instructors, instructional facilities/materials for teaching entrepreneurship education and the entrepreneurship curricular contents are relevant for sustainable development in Nigeria but does not fully equip students with adequate knowledge, resources and skills to establish the basic entrepreneurial skills needed for societal growth.

The findings also revealed that lecturers teaching entrepreneurship subjects in public Universities are moderately adequate. Therefore, lecturers/facilitators to undertake entrepreneurship courses, develop programmes, produce entrepreneurial graduates, and knowledge updates by lecturers are very adequate. Lecturers to teach entrepreneurial courses, enhance active student centred learning, and correspondence to lecturer-student ratio are moderately adequate. Also, finding revealed that lecturers are rarely motivated adequately to improve their output. The test of hypothesis two showed that, there is no significant difference between the mean scores of Heads of Department and students on the adequacy of lectures for entrepreneurship education in public Universities in South-South Region of Nigeria. The findings are in agreement with Ezemoyih and Nwaiwu (2011) that, appropriate organization of learning materials will enhance effective teaching and learning in entrepreneurship courses in tertiary institutions. Nwabueze & Egenti (2020) on the other hand stated that, capacity building programmes help to improve the skills of entrepreneurship education lecturers by equipping them with communication skill to transfer knowledge to the learners, assisting them to develop good writing skill in the preparation of lessons on entrepreneurship, helping them to acquire the presentation skill needed to deliver their lessons, empowering them to maintain proper interpersonal relation's skill to enhance quality output from the system, equipping them with innovative skill to handle the learners for increased productivity, assisting them in developing creative skill to enhance students' productivity, possessing the technical skills to equip learners with ability to manage change through other people, acquiring vocational skills needed to empower learners on how to become employers of labour, and equipping the staff with mechanical skill

to transfer scientific knowledge to students. Contrarily, Okah and Odelola (2009) reveals that entrepreneurship education is not adequately provided, support mechanisms were not available and the teaching methods are obsolete. Sofoluwe, Shokunbi, Raimi and Ajewole (2013) indicated that entrepreneurship education is a leeway to job creation, wealth creation, youth empowerment, peaceful society and economic development. The study recommended that the three tiers of government, donor agencies, academic institutions and the private sector should encourage entrepreneurship education. That will serve as a mark of social responsibility and contribution to the wellbeing of society.

The findings finally revealed that the extent to which entrepreneurship ideas inherent in courses taught are practiced through internship programmes in South-South Region of Nigeria is moderately low. Therefore, universities make available opportunities for entrepreneurship education students to have internship experience, and recognize the acquisition of practical experience as an important aspect of entrepreneurship education programme to a moderately high extent, But, universities collaborate with industries to provide internship experience for entrepreneurship students; readily expose entrepreneurship students by sending them out for entrepreneurship internship experience; and provide internship experience to entrepreneurship students to a moderately low extent. The test of hypothesis three showed that, there is no significant difference between the mean scores of male and female Heads of Department on the extent to which entrepreneurship ideas inherent in courses taught are practised through internship programmes in South-South Region of Nigeria. In line with the findings, Agbogidi (2007) revealed that efficiency in automobile repairs and other areas require that workers be equipped with skills and knowledge adequate to handle the work that they perform through ideas practiced in internship programmes. These skills include managerial skills, financial skills, management skills, marketing skills and communication skills. Adetayo, Oke and Aderonmu (2015) revealed that through internship programme, increased entrepreneurship education and training enhance increased employment generation among the university graduates.

CONCLUSION

Based on the findings, it is deduced that the relevance of entrepreneurship education as it enhances graduate employment cannot be downplayed as it relates to skills emphasized to be taught, facilities available for practical skills, adequacy of lecturers, reduction in graduate unemployment, and courses practised through internship. It is therefore concluded that, there is need to provide entrepreneurship facilities and employ qualifies entrepreneurial lecturers in universities for the enhancement of graduate employment. However, entrepreneurship education is a hallmark for job creation, youth development, poverty reduction, and increase in national income, among others

RECOMMENDATIONS

The following recommendations were made based on the findings of the study.

1. The University Management and Government should ensure that the lecturers teaching entrepreneurship education courses are adequate to enhance graduate employment status in South-South, Nigeria.
2. The Government should fund the universities in order to provide adequate facilities for enhancement of entrepreneurial skills and youth development.
3. The Universities should train and retrain entrepreneurship lecturers to update their knowledge in entrepreneurship education by participating in conferences, seminars, workshops or as the case may be, to collaborate with industries and companies.
4. The University Managers should create available opportunities for entrepreneurship education students to gain internship experience and foster their practical knowledge.
5. Curriculum Developers should make the curriculum more practical oriented than theoretical based to strengthen students' practical skills.
6. The University Managers and Government should provide good incentives for lecturers to serve as a source of motivation.

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