



Assessment of the status of Teaching and Learning of Entrepreneurship Education in Universities in Rivers State

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ABSTRACT

The study assessed the status of teaching and learning of entrepreneurship education in Universities in Rivers State. Teachers are the foundation of educational system. They are professionally trained and certified to teach entrepreneurship education. An entrepreneurship teacher is a business educator who has a thorough knowledge of the subject and is actually involved in transferring this knowledge, skills, attitude and competencies to learners. Entrepreneurship education is a specialized training given to students of vocational and technical education to acquire skills, ideas managerial abilities and capabilities, for self-employment rather than being employed for pay. It is a programme that prepares individuals to undertake the formation and or operations of small business enterprises which also include franchise operations for the purpose of performing all business functions relating to a product or services with emphasis given to the social responsibilities, legal requirements and risk for the sake of profit involved in the conduct of a private enterprise. It was concluded that teaching and learning comes with a lot of challenges and teaching entrepreneurship education in University is faced with inadequate infrastructural facilities, inadequate skilled manpower, inadequate funding and overemphasis on theory delivery. The study therefore, recommended that government should adequately fund universities running undergraduate entrepreneurship education programmes, adequate and competent staff should be recruited and trained to teach in the universities and that university management authorities should ensure that business education emphasize less on theory delivery than practical delivery.

Keywords: Assessment, status, Teaching, Learning, Entrepreneurship, Education

INTRODUCTION

Education is recognized as the bedrock of any meaningful development in the society. This is affirmed by the National Policy on Education (FRN, 2013), which states the need for functional education to be relevant, practical and acquisition of appropriate skills for the individual to live and contribute to the development of his society. This is where entrepreneurship education as a course of study comes in.

Entrepreneurship is the term used broadly in connection with the innovation and creative modern industrial and business leadership. It is often being defined by reference to the functions of an entrepreneur as the man who perceives business opportunities and takes advantage of the scarce resources to use them profitably. It is the entrepreneur alone who bears the non-insurable risks in his enterprise, and it is he who directs the human material resources in his business objective (Akinbode, 2007). In a similar vein, the student researcher defines entrepreneurship as the act of being an entrepreneur or undertaking innovations, finance in an effort to transform transactions into economic goods. This may result in new organizations or may be part of revitalizing mature organizations in response to a perceived opportunity. For Nwokolo (2012) entrepreneurship is the ability to find and evaluate business opportunities, gather necessary resources, initiate appropriate actions to ensure success.

Entrepreneurship Education according to Osuala (2009), is a specialized training given to students of Vocational and Technical Education to acquire skills, ideas and managerial abilities and capabilities, for self-employment rather than being employed for pay jobs. It is further explained by Akintola (2011) as a programme that prepares individuals to undertake the formation and or operation of small business enterprises which also include franchise operations for the purpose of performing all business functions relating to a product or service with emphasis given to the social responsibilities, legal requirements and risks for the sake of profit involved in the conduct of a private enterprise. For Entrepreneurship Education to be meaningful, it must have objectives. Nwokolo (2012) presented the following as objectives of Entrepreneurship Education:

1. To provide meaningful education for the youths which could make them self-reliant and subsequently encourage them to derive profit, and be self-independent.
2. To provide small and medium sized companies with the opportunity to recruit qualified graduates who will receive training and tutoring in the skills relevant to the management of the small business center.
3. To provide graduates with enough training in skills that will make them meet the manpower needs of the society.
4. To provide graduates with enough training risk management to make uncertainty bearing possible and easy.
5. To stimulate industrial and economic growth of rural and less developed areas.
6. To provide graduates with enough training that will make them creative and innovative in identifying new business opportunities.

Apart from the objectives of Entrepreneurship Education, its course content must be relevant for self-reliant achievement. Entrepreneurship Education curriculum is relevant once it teaches the fundamental of employment skills and how to start and run a business (Paco, Ferreira, Raposo, Rodrigues & Dinis, (2010). Osuala (2009) stressed that for entrepreneurship education of youths and graduates to be useful and relevant, the general course content ought to include the following items among others:

1. **Starting a New Business:** Meaning of entrepreneur, characteristics of an entrepreneur, the benefits and opportunities of small scale business ownership
2. **Basic Knowledge about Small Scale Business Ownership:** History and development of small scale business in Nigeria. Small scale business opportunities; contribution of small scale business to the development of Nigeria economy; causes of small scale business failure
3. **Starting your own business:** Formation for registering a business; advantages and disadvantages of starting a small business; buying an existing business, factors to consider in buying an existing business; determining the value of the business.
4. **Some basic managerial skills:** Skills that is essential for the day to day running of small scale business.
5. **Knowledge of the business Environment:** Social, political, legal, technological, moral, ethical, physical etc.
6. **Innovation in Information Processing and Small Scale Business:** Relevant of the internet; networking/teleconferencing, close circuits, TV sets; electronic organizers; voice messaging system/voice mail; computer; communication satellites, etc in the operations of small scale business.
7. **Legal Aspects of Running a Business in Nigeria:** Registration of business; legal control of business in Nigeria; law and its administration and enforcement in small scale business
8. **Business Pilot and Feasibility Study:** Preparation of reports. To achieve the objectives of entrepreneurship and make its curriculum a reality, Business Education has a crucial role to play. This can be done through its programmes, such as accounting, business studies, marketing, secretarial studies/office technology and management, computer education and business teacher programmes among others.

Furthermore, Entrepreneurship is the act of being an entrepreneur. It is a French word meaning one who undertakes innovation, finance and business acumen in an effort to transform innovations into economic goods. Entrepreneurship is therefore defined as a practical creativeness, which combines resources and opportunities in new ways. It involves the application of personal qualities, finance and other resources within the environment for the attainment of business success. Ubulom (2003) defined entrepreneurship as the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully.

Schumpeter (2010), viewed entrepreneurship as a process of change where innovation is the most vital function of the entrepreneur. It is the basic requirement for economic development in a free enterprise or mixed economy where innovation is the basis of development. Innovation in a system can increase the marginal productivity of the factors of production. UNIDO (2009) defined entrepreneurship as the process or using initiative to transform business concept to new venture, diversify existing venture or enterprise to high growing venture potentials.

Concept of Entrepreneurship

In today's world, anybody, industry or business leader with innovative and creative business abilities is described as an entrepreneur or someone who engages in entrepreneurship (Okpala, 2008) while the entrepreneur and managing entrepreneurship is the services rendered by the entrepreneur (Akanwa & Agu, 2005).

Entrepreneurship is not a new concept in Nigeria, however, as much as it is poorly discussed, it can be figuratively stated that it is being poorly or rarely implanted. As it is, according to Omolayo (2006), it is the act of starting a company, arranging business deals and taking risks in order to make profit through the education skills acquired. Another view of entrepreneurship is the term given to someone who has innovative ideas and transforms them to profitable activities.

Similarly, Timmons and Spinelli (2004) viewed entrepreneurship as the function of being creative and responsive within and to the environment. He stated further that entrepreneurship activity is a destabilizing force, which starts the process of "creative destruction" which is the essence of economic development.

Aina and Salako (2008) described entrepreneurship as the willingness and ability of an individual to seek out investment opportunities and take advantage of scarce resources to exploit the opportunities profitably. In this vein, Nwangwu (2007) opined that entrepreneurship is the willingness and ability of a person to acquire educational skills to explore and exploit investment opportunities, establish and manage a successful business enterprise.

Concept of Entrepreneurship Education

Okoli (2010) defined Entrepreneurship Education as an important part of the general education which emphasizes on skills and competence acquisitions for use in office and business related occupations. Similarly, Nwanewezi (2010) describes Entrepreneurship Education as encompassing education for office occupations, business teaching, business administration and economic understanding. In all, Abdulkadir (2011) noted that one remarkable important characteristic of Entrepreneurship Education programme is that, its product can function independently as self-employed and employers of labour.

Entrepreneurship Education inculcates ideas on how to manage a business more effectively and to overcome many difficulties in life when white collar jobs cannot be secured. Conner (2006), held the view that Entrepreneurship Education will provide a solid foundation for the graduates to be strong and successful in maintaining certain behaviours that are based on ethical business principles like punctuality which involves being on time at business opportunities, reliability in the delivery of services to customers. It exposes students to different ways of being innovative. It also facilitates job competence as well as development of understanding for vocational opportunities available in the field of business. Judging by the figures that are coming out of the Education Ministry in the last few years, at least 60% of graduates are not able to get employment immediately after graduation which does not encourage economic growth (Lawal, 2005), because of this, people go into one entrepreneurship activities or the other but, unfortunately, they

have not been adequately prepared to face the attendant challenges in business. Now, it has become imperative to incorporate entrepreneurship or business education into the curriculum in order to prepare our graduates for self-employment.

In another development, Entrepreneurship Education seeks to provide students (especially those in tertiary institutions) with the knowledge, skills and motivation to encourage entrepreneurial studies. (European Union Commission, 2010). The commission emphasizes that different aspect of entrepreneurship primary or secondary schools through graduate university programmes ought to be taught. In view of Emeraton (2008), Entrepreneurship Education is described as that which deals with those attitudes and skills that are necessary for the individual to respond to its environment in process of conserving, starting and managing a business enterprise. Emeraton opined that based on the fact that some basic attitudes and skills are essential for an individual to respond positively to his environment and explore its potential. This implies that Entrepreneurship Education prepares the individual to be properly equipped to acquire saleable skills which could be used to manage his own business or that of other persons (Oduwaiye, 2005).

Amaewhule (2014) opined that an entrepreneur is someone who visualizes business opportunities and who uses available resources to fill the gap arising from such opportunities in order to make profit. Akpomi (2009) also holds the view that Entrepreneurship Education focuses on developing understanding and capacity for pursuit of Entrepreneurial behaviours, skills and attitudes in widely different contexts. Akpomi continued that this type of education is open to all and not exclusively domain of some self-acclaimed business gurus. Akpomi concluded that these behaviours can be practiced, developed and learned therefore it is important to expose all students to Entrepreneurship Education to enable them acquire entrepreneurial competence to embark on entrepreneurial activities.

Entrepreneurial activities will enable the graduates to have a means of livelihood through resources gathered from entrepreneurship practices. Kaegon (2009) stated that entrepreneurship is the art with which the resources of production can be combined in a manner that could accomplish the profit motive of a small scale business owner. It is the dynamic process of creating incremental wealth; this wealth is created by individuals who assume the major risk which is involved in creating such wealth.

Entrepreneurial activity is the enterprising human action in pursuit of the generation of value through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets.

Assessment of the Status of Teaching and Learning of Entrepreneurship Education in Universities

Educational assessment or educational evaluation is the systematic process of documenting and using empirical data on the knowledge, skill, attitudes, and beliefs to refine programs and improve student learning. Assessment data can be obtained from directly examining student work to assess the achievement of learning outcomes or can be based on data from which one can make inferences about learning. Assessment is often used interchangeably with test, but not limited to tests. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), a course, an academic program, the institution, or the educational system as a whole (also known as granularity).

As a continuous process, assessment establishes measurable and clear student learning outcomes for learning, provisioning a sufficient amount of learning opportunities to achieve these outcomes, implementing a systematic way of gathering, analyzing and interpreting evidence to determine how well student learning matches expectations, and using the collected information to inform improvement in student learning.

The final purpose of assessment practices in education depends on the theoretical framework of the practitioners and researchers, their assumptions and beliefs about the nature of human mind, the origin of knowledge, and the process of learning.

Assessment is a critical aspect of the teaching and learning process. Whether teaching at the undergraduate or graduate level, it is important for Lecturers to strategically evaluate the effectiveness of their teaching by measuring the extent to which students in the classroom are learning the course materials.

Forms and Purposes of Assessment of Teaching and Learning

There are generally two forms of student assessment that are most frequently discussed in the scholarship of teaching and learning. The first, summative assessment, is assessment that is implemented at the end of the course of study. Its primary purpose is to produce a measure that “sums up” student learning. Summative assessment is comprehensive in nature and is fundamentally concerned with learning outcomes. While summative assessment is often useful to provide information about patterns of student achievement, it does so without providing the opportunity for students to reflect on and demonstrate growth in identified areas for improvement and does not provide an avenue for the instructor to modify teaching strategy during the teaching and learning process (Maki, 2002) Examples of summative assessment include comprehensive final exams or papers.

The second form, formative assessment, involves the evaluation of student learning over the course of time. Its fundamental purpose is to estimate students’ level of achievement in order to enhance student learning during the learning process. By interpreting students’ performance through formative assessment and sharing the results with them, lecturers help students to understand their strengths and weaknesses and to reflect on how they need to improve over the course of their remaining studies.

Status of Teaching and Learning of Entrepreneurship Education in Universities

The main aim of teaching at any level of education is to bring a reasonable change in the learner (Tebabel & Kahssay, 2011). Basically, teaching cannot be separated from activities involved in learning because teaching without a learner is like a noisy radio without a listener.

Learning has existed since creation and at the back of every learning activity is the learner. However, understanding how learning takes place and what prompts it have been the concern of educationist since learning is not restricted to classroom activities alone. Gagne 1977 in Koko (2010) sees learning as a change in human disposition or capability which persists over a period of time and which is not simply ascribable to processes of growth. For learning to take place, there must be an observed change in behavior that is relatively permanent. One of the objectives of learning Entrepreneurship Education is to provide meaningful education for the youths which could make them self-reliant and subsequently encourage them to derive profit and self-independent. Teachers are expected to devise ways of making their students to develop positive attitudes towards Entrepreneurship Education and business related disciplines.

Entrepreneurship Education is a Learning process that 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. It is also a Curriculum aimed at developing entrepreneurial knowledge, skills, attitudes, behavior, venture creation spirit and motivation in a manner that ensure entrepreneurial success

The teaching and learning of Entrepreneurship Education as a course in the university has been a matter of great concern, this is because the general performance of students in entrepreneurship education has not been very encouraging. Thus, there have been controversies over what factors have been responsible for the general performance of these students. Some believe that the type of teaching method applied in teaching this course is important in determining the effectiveness of the teaching and learning process. Whereas, others believed that poor state of infrastructure, inadequate skilled manpower, inadequate funding and lack of modern facilities hinders the teaching and learning of Entrepreneurship Education in universities (Daramola, 2005). To facilitate the process of knowledge transmission, adequate human and material resources should be applied in order to reduce the level of exit outcomes.

Effect of Poor State of Infrastructure on the Teaching and Learning of Entrepreneurship Education in Universities

Infrastructures are simply the resources used for effective teaching and implementation of any educational programme of which Entrepreneurship Education is not an exception. These include equipments, physical facilities, which are laboratory/clinic/studio, classroom facilities and equipment, laboratory size (area per student), safety and environmental sanitation as well as financing of the programme. Infrastructures in Entrepreneurship Education are those basic requirements for the attainment of the objectives of the programme, (Abayomi, 2009).

They are employed to enhance teaching and learning process in Entrepreneurship Education. Carl (2008) and Obhuvbu (2009) categorized resources in education as human and material resources. Resources in education can also include any piece of information, a piece of evidence, an activity, an idea, or a series of combination of these that a learner can be directed or turned to in the development of his ability to learn anything within the environment whether artefacts, a person or an experience, an account or an explanation that may be of value that can assist the learner to think, understand and learn.

According to Oyeniyi (2010), infrastructure are composed of all the instructional facilities and equipment needed in the workshops and laboratories. They include spaces, building and other instructional facilities, real life situations or objects from the community, abridge or representation or real objects such as pictures, models, audio recorders, video recording, different types of projectors, tape recorder, television and the computer (Yadar, 2007)

Furthermore, Uwhereka (2005) disclosed that due to the present Nigeria's economic predicaments, many institutions that offer course in business and office education (Entrepreneurship Education inclusive) lack adequate facilities for proper execution of their applauded programmes. As a result, Uwhereka added that these programmes have been operating at pseudo level, a situation that neglected some basic theories of vocational education.

In order to effectively develop and run any education, meeting up the required minimum academic standards of the nation, physical facilities seem to be among the several resources required. Their importance to the overall success of any educational enterprise has never been in doubt (Ekpenyon, 2002). Even for business education (Entrepreneurship Education and materials) cannot be over-emphasized (Umumadi, 2009). If Entrepreneurship Education must maintain its position as an effective outfit or human resource development, the training process must involve the use of the right and proper machines, tools, equipments and environment that is replica of modern technology. Teaching facilities are very important for many reasons. According to Uwhereka (2005), one is for effective classroom instructions, which the facilities offer in entrepreneurship education and the other is their use for practical orientation and training of the individuals for their adaption in occupational jobs for self-reliant. Shehu (2003) pointed out that teaching facilities help learners substantiate their career choice before moving into the world of work and motivate learners towards self-reliance in teaching learning process, they help to stimulate learners' interest whenever these facilities and equipment are utilized, and they generate greater students' interest in the learning system and also enhance retention of ideas. Learning will therefore be less meaningful without the use of teaching and learning facilities (Babalola, 2003) and students would grope in the dark for long before they could get a grasp of what the teachers says (Tsang & Ding, 2005).

Entrepreneurship Education involves the use of tools and equipment, which must be available if the processes of effective teaching and learning must take place (Akpomi, 2009). This is the area in which entrepreneurship education suffers a lot (Shane, 2008). Inadequate infrastructures, unavailability in space and accommodation can hinder progress, effective and mobility in entrepreneurship education. The National Universities Commission (1989), National Board for teaching Education (1996) set minimum standards for quality of students at the point of entry in terms of admission requirements into educational programmes, curriculum of educational programmes, classroom facilities, equipment and personnel for effective running of academic programmes (including Entrepreneurship Education) in the Nigerian Universities, and colleges of education respectively.

Instructional facilities as defined by Babalola (2003) are those materials and devices employed to supplement written and ideas and to emphasize clarity and vitalize the instruction. Entrepreneurship education programme is heavily dependent on equipment to teach the required subjects (Frankie-Dolor, 2002). Facilities used in Entrepreneurship Education according to Oyeniya (2010), may embrace all those facilities that make easy the process of learning in school environment such as typing pool, typewriters, duplication machines, office cabinets, perforating machines, stop watches. Photocopying machines, scanning machines, business teachers and business text books, and libraries. For Oghuvbu (2009), equipments and facilities such as laboratories, motion pictures, slide projectors, radio, television and video are useful materials that can be used in business education programme.

Azih (2008) pointed out that modern equipment such as computers, fax machines and audio-visual instructional materials are lacking in our educational institutions generally. This is evidence that studies carried out by business educators on the implementation of business education (entrepreneurship education inclusive) in Nigeria have shown that programmes have not fared well due to poor state of infrastructure.

Effect of Inadequate Skilled Manpower on the Teaching and Learning of Entrepreneurship Education in Universities

Entrepreneurship Education has been part of the tertiary institution curriculum in Nigeria since 2006, yet there is no satisfactory evidence that the objective of the programmes are being achieved. Research evidence actually indicate that the programme is not fully developed and that the subjects are not being effectively taught because students do not perform well in the examination neither do graduates of the programme secure employment easily nor being able to set-up their private enterprises effectively. Attempting to account for the obvious ineffectiveness of the programme, Azikiwe (2010) identified poor quality of teachers as a major factor. Carl (2008) and Aliyu (2006) asserted that effective teaching is concerned with instructional outcomes. These researchers maintained that effective learning outcome is determined by teachers' technical (academic and professional) competence and personal competence among others. Classroom management, organization and presentation of materials, personal relationship, interest in the job, classroom presence, student's participation, evaluation of students' performance were equally identified as indices of teaching effectiveness.

Akhere (2002), suggested that to enhance the quality of teaching and learning processes in business education (Entrepreneurship Education inclusive), the issue of how the objectives could be achieved should be addressed. Agu (2006) recommended that business teachers are to ensure that students at all level of instruction acquire the competencies that will prepare them to become effective and proven citizen. Competencies required by business teachers were identified to include positive attitude, harmonious relationship and mastery of teaching subject, use of appropriate methodology and instructional materials. According to Ndinechi (2004), business teachers cannot hope to effectively train students for positions in business when they themselves have had insufficient training in modern business subjects.

Effective teaching and implementation of teaching-learning process of any educational programme in an institution of learning for the realization of the educational objectives depends on adequate utilization of instructional facilities. In effect, one major requirement of the entrepreneurship education programme is that students should be trained with machines, tools, equipments and processes.

Mmou and Olutila (2008) affirmed that instructional materials increase the rate of learning, save teachers time and efforts, increase learners interest in the subject and facilitate retention of what is learnt. The study further stressed that the use of instructional materials by teachers give definitiveness to students' ideas, give vividness to explanations and make teaching more exact and thorough. They appeal more senses in learners and enhance the methodology adopted by teachers. Yadar (2007) specifically stated that the fact that business education subjects are skills subjects aimed at equipping learners with competencies for employment on graduation, stresses the need for ample use of relevant instructional materials by the teachers. In essence, it may be highly difficult if not possible for a business teacher to teach keyboard mastery in typewriting or word processing without the presence of a typewriter or computer in the studio or

typing pool. One thing is for these equipment and facilities to be available and another is for them to be functional.

In order to maintain effective teaching in Entrepreneurship Education programme, environment and process habit must be applied. Okoro and Iyeke (2004) emphasized on the need for up to date facilities. He stressed further that this would enable business educators keep pace with the challenges in technology as this is importance because offices are getting automated by the day. The extent of teachers' awareness of information technology will to a large extent determine the level of success or failure made in activating the objectives of entrepreneurship education programme.

Effect of Inadequate Funding on the Teaching and Learning of Entrepreneurship Education in Universities

Financial resources constitute the important aspect of resources in education that cannot be ignored. This is because the provision of adequate and appropriate learning experiences which generate effective or meaning outcomes requires adequate funding of the institutions of learning.

Naturally, the responsibility of the education of the young ones seems to be that of the parents but governments participate in funding and controlling education. This could be as a result of the multiplicity of human wants and the inability of the individuals to satisfy these wants by their own efforts alone.

Nkpoki (2003) is of the opinion that most of our educational institutions are sub-standard, largely of poor financing. Further that education is the key that unlocks the door of modernization, but the quality and efficiency of the key depend largely on its design and fabrication both function of financial provisions. Confirming this assertion, Ibidapo-Obe (2005) noted that for universities to be able to contribute more to national, scientific and technological development there is need for an appreciable increase in research funding. On the contrary, Umumadi (2009) was worried on about the rising cost of education hence stated that with a largely illiterate population like ours, the cost of education is crushing on the nation. This implies that whatever policy we adopt; an expanding educational system is bound to be money consuming.

Entrepreneurship Education requires substantial financial support because of its practical nature. Yara & Otiemo (2010) observed that Entrepreneurship Education programme in most of our institutions lack fund to run them effectively. Poor funding has been recognized as one of the major hindrances to effective development and implementation of Entrepreneurship Education programme in all level of educational system in Nigeria. Financing Entrepreneurship Education programme in Nigeria could be a realistic and practical inhibiting factor that cannot be ignored. It is evident that same educational programme can be without extra cost but a programme like Entrepreneurship Education cannot (Carl, 2008) with insufficient funding. Ementa (2009) lamented that finance has inhibited the development of Entrepreneurship Education in Nigeria. This is an indication that poor funding hinders effective teaching and learning because facilities as well as teachers cannot be provided for adequately. (Mmou & Olutilla, 2008).

Effect of Overemphasis on Theory Delivery on the Teaching and Learning of Entrepreneurship Education in Universities

In order to achieve the objective of business education which Entrepreneurship Education is a component as stated by Nyanaba and Ahukannah (2002), the country is expected to train her citizens adequately to meet the challenges of the fast changing industrial technologies (Frankie-Dolor, 2002). A nation with plans or aspirations for economic development cannot afford to neglect the preparation of her human agent of production. The production of competent technical manpower depends on the successful implementation of a sound technical entrepreneurship education programme which should include sustainable practical work as well as actual work experience in the industry (Igbino, 2002). This implies that poorly implemented entrepreneurship education, which in turn produces poor quality graduate entrepreneurs. Fafunwa in Akhere (2002) pointed out that poorly trained teachers are to produce their own kind.

Tsang & Ding (2005) have noted with regret that one common problem found in Nigerian graduates is the lack of skills as a result of overemphasis on theory delivery by business teachers. Daramola (2005) advocated that Nigerian graduates should be productivity mindedness and that the absence of such will make them to be ineffective in an organization where they work. Testifying about the quality of products of

business education (entrepreneurship education inclusive), Babalola (2003) reported in her study that: inadequacy in equipment and facilities which led to the choice of an alternative theoretical method renders most graduates of business education programme incapacitated in getting employed because of poor production work. Inability to train entrepreneurship education students with the needed and required machines, tools, equipment and processes, according to Aliyu (2011), resulted in turning out an army of half-baked graduates who can hardly perform in their various professional fields.

Various studies have shown that entrepreneurship education is being taught in some Nigerian Universities and colleges of education with theoretical concepts to the detriment of vocational and job skills needed in industry (Igbino, 2002). Nigerian industries are in need of highly trained business graduates who can effectively establish their own businesses, efficiently operate modern office equipment and business world. Entrepreneurship education which is a highly rated programme is currently being faced with the problems of shortage of professional trained and competent teachers, inadequate teaching facilities (equipment, machine and materials) and insufficient contact hours for the one core course (especially for practical). The result is that many vocation/entrepreneurship education graduates are ill-equipped to face the challenges of the industry (Emerat, 2008).

Effect of Lack of Modern Facilities on the Teaching and Learning of Entrepreneurship Education in Universities

It has been observed that many schools offering vocational education training programmes in Nigeria do not have enough laboratories or workshop space let alone usable equipment and facilities and where they exist, as they are grossly inadequate, as the laboratories only have the items or equipment that were provided when the institutions were established. It is however, most surprising to know that many of these schools still depend on theoretical works only to teach entrepreneurship/vocational education. The vocational education schools are inadequate quantitatively and qualitatively besides, they are obsolete (Daramola, 2005). The inadequacy in teaching and workshop facilities according to Inyiagu (2005), has contributed to the diminution of the quality of graduates in Nigeria.

In order to effectively run any educational programme in institutions of learning with the aim of meeting the required minimum academic standards of the nation, modern facilities seem to be among the several resources required. Their importance to the overall success of any educational enterprise has never been in doubt (Ekpeyong, 2002). If entrepreneurship programme must maintain its position as an effective outfit for human resource development, the training process must involve the use of the right and proper machines, tools, equipments and environment that is replica of modern office in the phase of information technology (Aihievboloria, 2005). Teaching facilities are very important for effective classroom instructions, which the facility offer in entrepreneurship education and the other is their use for practical orientation and training of individuals for their adoption in occupational jobs for self-reliant.

CONCLUSION

Entrepreneurship education is an important part of education because it provides meaningful education for the youths which could make them self-reliant and subsequently encourage them to derive profit and be self-independent. It also provides small and medium sized companies with the opportunities to recruit qualified graduates who will receive training and tutoring in the skills relevant to the management of small business enterprise. Entrepreneurship education provides graduates with enough training in skills that will make them meet the manpower needs of the society as well as to be creative and innovative in identifying new business opportunities. It also prepares graduates with enough training in risk management to make uncertainty bearing possible and easy.

Teaching comes in with a lot of challenges and teaching entrepreneurship educations in Universities are often faced with various constraints. These constraints are as a result of poor state of infrastructure, inadequate skilled manpower, inadequate funding and lack of modern facilities. All of these impediments constitute the present status of teaching and learning of entrepreneurship education in universities.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. Government should adequately fund universities running entrepreneurship education programmes.
2. University management authorities should ensure that business educators emphasize less on theory delivery than practical delivery.
3. Government in collaboration with the university management authorities should provide adequate infrastructure to enhance the teaching of entrepreneurship education.
4. Adequate and competent staff should be recruited and train to teach in universities running undergraduate entrepreneurship education.

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