



MANAGING ENTREPRENEURSHIP EDUCATION PROGRAMME FOR SUSTAINABLE ECONOMIC DEVELOPMENT IN PUBLIC UNIVERSITIES IN RIVER STATE



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Abstract

The study examined “Managing entrepreneurship education for sustainable economic development in public universities in Rivers State, Nigeria. the study adopted a descriptive survey research design. Three research questions and three hypotheses were formulated to guide the study. The population of the study comprised all the 2698 academic staff in the three public universities in Rivers State, Nigeria. A sample size of 524 academic staff representing 20% of the entire population using stratified random sampling technique. Instrument titled Managing Entrepreneurship education Programme for Sustainable Economic Development Questionnaire (MEESEDQ) was validated by experts. Reliability coefficient index of 0.86 was obtained using Cronbach alpha statistic. The research questions were answered using mean and standard deviation while the hypotheses were tested at 0.05 level of significance using z-test analysis. It was found among others that entrepreneurship education is facing with so many challenges in the universities in Rivers State, Nigeria. it was recommended among others that government should adequately fund entrepreneurship education programmes in all the universities to ensure the full realization of sustainable jobs and wealth which can enable the youths to abstain from nefarious and precarious acts.

Keywords: Entrepreneurship education, sustainability, economic development.

Introduction

Many developing economies such as Ghana and other African countries especially Nigeria has adopted education as an instrument par excellence for accelerating the economy and to foster national development. Education has been recognized as one of the major production sectors in the Nigeria economy. Education as an economic activity has a solid and lucid interrelationship with virtually all the sectors of the society. It produces all the major and semi-manpower and helps in skills development in all sectors of the society. It is indispensable to the developed, developing and underdeveloped economies. That is why the goals of education became imperative to all individual and sectors of every economy. One of the national philosophies of education is based on the belief that education is to be qualitative, comprehensive, functional and relevant to the needs of the society (Federal Republic of Nigeria in Aja, Onoh and Igwe, 2018).

Worthy of note is the fact that, in the quest to achieving this overall national objective mainly, introduced this core vital area of specialty “entrepreneurship education” into the Nigeria educational system. Entrepreneurship education has been gaining colossal imperative and momentum in international communities, national and local economic milieu as a recognized and germane field of

study institutionalized to raise and produce active and skillful citizens for sustainable job, empowerment and wealth creation. This monumental, talented and skilled developmental programme gained international, national and local credence and recognitions due to its offer to the society. In its wholistic views, it represents academic activities in tertiary institutions. According to Aja, Onoh and Igwe, (2018), entrepreneurship education represents both academic, education and formal training intervention that share broad objective of providing individuals with the entrepreneurial mindset and skills to support participation and performance of school leavers and entire citizenry in a wide range of entrepreneurial activities. Entrepreneurship education helps individuals to dispel murky belief of sustaining their livelihood on white collar jobs. It has also assisted all economies in growing and generating capable and sophisticated trained entrepreneurs who are busy converting opportunities and ideas into jobs, bankable ventures and connecting the world through leverage and information management system.

Concept and Status of Entrepreneurship Education

Entrepreneurship education refers to a specialized knowledge that inculcates in the learner the ability and willingness of risk taking, innovation and coordination of factors of production for the purpose of creating new products or service for new and existing users (Ogbiji, 2018). He also sees it as the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skill and aptitude to take advantage of the opportunities. Amesi (2017) averred that entrepreneurship education is a vital agent of innovative change, with actions that could lead to the creation and acquisition of new business opportunities. Amesi also opined further that entrepreneurship education can transform existing business through the exploitation of economic and socially beneficial opportunities. Oloko (2015) aptly asserted that entrepreneurship as the process of developing understanding and capacity for pursuit of entrepreneurial behavior, skills and attributes in widely different contexts. Entrepreneurship education is the type of education that has the ability to impact on the growth and development of an enterprise through technical and vocational training (Tomonu and Ogbiji in Akpan and Efor, 2013). All these definitions of entrepreneurship education deals with the development of skills, abilities, attitudes and acquisitions of knowledge that can transform ideas and opportunities into several jobs and business ventures for sustainable economic development. Nigeria economy and that of other African countries have become dumping sites where pools of unemployed graduates and youth roam the streets in search of white collar jobs. Some of the unemployed graduates and youths become thugs, armed robbers, kidnappers and nefarious bandits. Unemployment has rendered so many decorous and erudite scholars useless and some dead as a result. However, all these menaces are gradually reducing due to the introduction of entrepreneurship education. That was why Karlessom in Shamaki (2015) stressed that many developing countries have suffered from economic backwardness and high rate of school learners and graduates unemployment as a result of their neglect of entrepreneurship education in their various school system. The above premise also spurred Amini-Philips and Ikibo-Areb (2019) to stress that 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.

Conversely, it can be schematically demystified that entrepreneurship education is an employment strategy for graduate self-reliant, independent and employment in the society. It has the power to reduce hunger, poverty, thugery and raise the personal income and the standard of living of individual and life credence as well as sustainable economic development. Amini-Philips and Ikibo_Areb (2019) identified that the objectives of entrepreneurship education are central to knowledge creation, skill acquisition, training and practice in order to be self-reliant in the society. Okebukola (2011) aptly posited that entrepreneurship education has the power to reduce poverty and raise the standard of living and life value. It has the potentials to awaken individuals personal social competence. It raises per capita income, economic growth and national productivity of a country. All these objectives of entrepreneurship education in our believed society have made life vivacious and imperative to the citizens. For these reasons, it was introduced virtually in all levels of the university.

As a matter of fact, Enoch in Amini-Philips and Ikibo-Areh (2019) revealed that the implementation of entrepreneurship education is at its minimal state. Uchendu, Osim and Odigwe (2015) also revealed through an empirical finding that the implementation of entrepreneurship education is at infant stage in some universities. African countries such as Nigeria sometimes fathoms the implications of implementing suitable curriculum or introduction of special area of interest which will bring about perennial solutions to societal problems and menace without effective and adequate operational mix needed to achieve avowed goals and objectives which is sustainable economic development.

Concept of Sustainable Economic Development

Sustainable economic development is a national initiative built on local economies' unique assets to address their individual challenges and provide quantifiable real-world benefits. It is a practical implementable tool kit that tailors strategies to work for local people, businesses and institutions (Wikipedia, the free encyclopedia, 2023).

Sustainable economic development depends upon the willingness of the people to change their perceptions of the socio-economic and environmental conditions around them and the readiness of each individual to alter their present use of natural resources (Wikipedia, the free encyclopedia, 2023).

Sustainable economic development improves:

- Quality of human life
- Minimizes the depletion of national resources
- Teaches us to respect and care for the life forms
- Reduction in pollution
- Efficient use of natural resources

To achieve the above-mentioned features of sustainable economic development, entrepreneurship education is a crux. Therefore, the government, universities management and academic staff should prioritize entrepreneurship education to ensure that students see it as a bankable activity which will give them the opportunity to create jobs for themselves and others which will also benefit the government in revenue generation, per capita income and individual prosperity.

Challenges of Entrepreneurship Education Programme

Entrepreneurship education needs to be implemented fully and well with adequate funds, facilities, good instructors and teaching. Teaching of entrepreneurship education ought not to be taught like other subjects due to its special and fundamental objectives. Yet, it is regrettable that entrepreneurship education is still taught like other subjects, with less facilities and funds. Aja, Onoh and Igwe (2018) explicated a cursory look at institutions with regards to entrepreneurship shows that there is no significant difference in approach to the teaching of entrepreneurship education. They went further to say, in fact, it is taught like any other subjects, affecting the students required experts in the field. Entrepreneurship education needs to be taught by qualified trained instructors and teachers who are willing and able to commit their wealth of knowledge to premium and germane course like the entrepreneurship education. Forman in Amini-Philips and Ikino-Areh (2019) averred that university entrepreneurship education did not provide students with resources to assist them, neither did they provide strong network for investors. This implies that entrepreneurship education was implemented with astronomical challenges.

Tracing from the above information and the reports from current researchers, it seems that entrepreneurship education goal and objectives is defeated in Nigeria. A programme that lacks adequate funding, facilities, strict and routine monitoring, adequate attentions in the parts of the teachers and learners as well as other germane areas of great concerns cannot definitely achieve its goals. Based on this assertion, it shows that entrepreneurship education needs effective management to streamline its existence in the universities. The importance of entrepreneurship education should be realized earlier in order to achieve a whole lot. It should be noted that realizing its needs and importance in reducing

unemployment among youths, driving and accelerating the economy depends largely on the stringent management.

Management of Entrepreneurship Education Programmes

Management of entrepreneurship education programme is very vital and strategic in the university as regards to achieving predetermined and prescribed goals of reducing unemployment amongst school learners. Management of entrepreneurship education programme is the process of using human materials and financial resources to achieving individuals with skills and abilities to be self-reliance, create jobs for others and amass wealth in the society for sustainable development. It is the act of making judicious use of available scarce resources to achieve the avowed objectives and goals of entrepreneurship education. Managing entrepreneurship education programme is indispensable and a sure mechanism for full realization of personal skills, abilities, knowledge acquisitions and the development of desirable competencies and life value. It is a sine-qua-non for skill development, increment in personal income and other major crux of development in the society. Management of entrepreneurship education programme in the universities can obliterate and sieve individual graduates from the shackle of poverty, indolent and abject penury. It can also dispel insouciance attitudes and improprieties among youths. There are arrays of management strategies for actualizing the fascinating and great form of education in the universities in Rivers State, Nigeria.

Strategies of Managing Entrepreneurship Education

Strategies of managing entrepreneurship education ranging from adequate funding and financing of the programme, effective teaching of entrepreneurship education, provision of adequate facilities, routine monitoring, payment of salaries and other benefits of working, provision of students' practical materials, provision of credit facilities and loans for students after graduation can strengthen and counteract the challenges facing entrepreneurship education.

Ogbiji (2018) carried out a study on implementation of entrepreneurship education programme in tertiary educational institutions and graduate employment in Nigeria: the perspective of Cross Rivers State. The study adopted ex post facto design. A sample of 260 participants was used. Data analysis was done using simple percentage. It was revealed that entrepreneurship education is widely implemented among tertiary institutions, though the course is not well taught among schools. Aja, Onoh and Igwe (2018) also carried out a study on evaluating the entrepreneurship education programme in Nigeria universities as a means for guaranteeing sustainable development in Nigeria. The study was a survey research design guided by four research questions. A sample size of 260 students was selected using simple random sampling technique. Data collected were analyzed using mean scores. The study revealed that there are inadequate trained lecturers/instructors, instructional facilities and 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 on their own. The study also recommended that regular training and retraining of lecturers/instructors by the institution's authorities for competence in the teaching of entrepreneurship education, provision of required facilities and materials by the universities, government and individuals for instructional efficiency and effectiveness as this is critical to national development. The above empirical studies reviewed peripherally on the implementation of entrepreneurship education in universities and its challenges in universities. This present study focused on the management of entrepreneurship education programme for sustainable economic development in universities in Rivers State, Nigeria.

Statement of the Problem

Unemployment saga in any of the developing and underdeveloped economies is like a blind man who is in a dark room search for black cat. Unemployment causes enormous quandaries to individuals and hinders national growth and development in our economy. Researchers and experiences have shown that there are upsurge in the rate of unemployment in Nigeria. The level or rate of

unemployment amongst youths in Nigeria have thrown so many youths off the tracks. It is obvious that this is the reason why entrepreneurship education was introduced and implemented by the federal government of Nigeria through NUC and the universities in Nigeria. In recent time, this objective of reducing the rate of unemployment in the state is overlooked and defeated. Entrepreneurship education is no more placed as a major priority in the universities, lacking bountiful paraphernalia for achieving set goals and objectives. It is in the light of the above views that the researchers examined managing entrepreneurship education programme for sustainable economic development in universities in Rivers State, Nigeria.

Aim and Objectives of the Study

The aim of the study examined how managing entrepreneurship education programme for sustainable economic development in universities in Rivers State, Nigeria. specifically, the study sought to:

1. determine the status of implementation of entrepreneurship education for sustainable economic development in universities in Rivers State, Nigeria
2. find out the challenges of entrepreneurship education programme in universities in Rivers State, Nigeria
3. identify the strategies of managing entrepreneurship education programme for sustainable economic development in universities in Rivers State, Nigeria

Research Questions

1. What is the status of entrepreneurship education programme for sustainable economic development in universities in Rivers State, Nigeria?
2. What are the challenges of entrepreneurship education programme in universities in Rivers State, Nigeria?
3. What are the strategies of managing entrepreneurship education programme for sustainable economic development in universities in Rivers State, Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 level of significance for the study:

1. There is no significant difference between the mean scores of male and female academic staff response on the status of implementation of entrepreneurship education programme for sustainable economic development in universities in Rivers State, Nigeria
2. There is no significant difference between mean scores of male and female academic staff response on the challenges of entrepreneurship education programme in universities in Rivers State, Nigeria
3. There is no significant difference between the mean scores of male and female academic staff response on the strategies for managing entrepreneurship education programme for sustainable economic development in universities in Rivers State, Nigeria

Methodology

The study adopted a descriptive survey research design. Three research questions and three hypotheses were formulated to guide the study. The population of the study comprised all the three public universities in Rivers State, Nigeria. The population of the study consisted of three thousand, eight-hundred and seventy-one (3,871) academic staff in the three public universities in Rivers State, Nigeria. a sample size of three hundred and eighty-seven (387) academic staff was drawn from the three public universities in Rivers State, Nigeria representing 10% of the entire population using stratified random sampling technique. Instrument titled "Managing Entrepreneurship Education Programme for Sustainable Economic Development (MEEPEDQ)" was validated to ensure face and content validities by two experts and was used for data collection. Reliability coefficient index of 0.86 was obtained using Cronbach alpha statistics which include the reliability of the sub-scale. Three hundred and eighty-seven (387) copies of the questionnaire were sent out and three hundred and eighty-

two (382) were completed and retrieved for data analysis. The instrument was patterned according to the modified likert four-point scale type of Strongly Agreed (4), Agreed (3), Disagreed (2) and Strongly Disagreed (1) points respectively. Mean and standard deviation were used to answer the research questions while the hypotheses were tested using z-test statistics.

Results

Research Question One: What is the status of entrepreneurship education programme for sustainable economic development in universities in Rivers State, Nigeria?

Table 1: Mean and standard deviation scores of the status of the implementation of entrepreneurship education in universities in Rivers State, Nigeria

S/N	Items	Male = 213			Female = 174		
		Mean	SD	Remark	Mean	SD	Remark
1	Entrepreneurship education is fully implemented in your universities	3.56	1.58	Agreed	3.50	1.42	Agreed
2	Entrepreneurship education is implemented with adequate training	2.26	1.32	Disagreed	2.22	1.28	Disagreed
3	Entrepreneurship education is implemented with complete facilities in your university	2.34	1.44	Disagreed	2.26	1.36	Disagreed
4	Entrepreneurship education is implemented in 100 level	3.86	1.63	Agreed	3.84	1.58	Agreed
5	Entrepreneurship education is implemented in 200 level	3.88	1.66	Agreed	3.82	1.54	Agreed
6	Entrepreneurship education is implemented in 300 level	3.80	1.61	Agreed	3.72	1.71	Agreed
7	Entrepreneurship education is implemented in 400 level	3.78	1.58	Agreed	3.66	1.61	Agreed
8	Entrepreneurship education is implemented in post graduate level	3.60	1.49	Agreed	3.54	1.32	Agreed
	Grand total	27.08	12.31		26.50	11.76	
	Grand mean	3.39	1.54	Agreed	3.31	1.47	Agreed

Data on table 1 revealed that items 1, 4, 5, 6, 7 and 8 had mean scores above the criterion mean of 2.50 and were adjudged as representing the status of the implementation of entrepreneurship education in universities in Rivers State, Nigeria. Items number 2 and 3 had mean scores below the criterion mean and were not accepted as representing the status of implementation of entrepreneurship education in universities in Rivers State, Nigeria.

Research Question Two: What are the challenges of entrepreneurship education programme in universities in Rivers State, Nigeria?

Table 2: Mean and standard deviation scores of the challenges of entrepreneurship education programme in universities in Rivers State, Nigeria

S/N	Items	Male = 213			Female = 174		
		Mean	SD	Remark	Mean	SD	Remark
9	Inadequate funding and financing	3.54	1.72	Agreed	3.50	1.65	Agreed
10	Incomplete facilities	3.60	1.84	Agreed	3.51	1.74	Agreed
11	Inadequate instructors/lecturers	3.28	1.51	Agreed	3.12	1.47	Agreed
12	Lack of strict monitoring	2.32	1.42	Disagreed	3.29	1.39	Agreed
13	Lack of NUC visitation	2.25	1.33	Disagreed	2.21	1.25	Disagreed

14	Short time allotted to teach entrepreneurship education	2.18	1.23	Disagreed	2.12	1.25	Disagreed
15	lack of skilled instructors to teach entrepreneurship education	2.02	1.11	Disagreed	2.00	1.10	Disagreed
16	Lack of effective commitment by lecturers	2.13	1.15	Disagreed	2.11	1.13	Disagreed
17	Lack of collaboration of the existing entrepreneurs	2.12	1.15	Disagreed	2.06	1.10	Disagreed
18	Classroom congestion	3.62	1.85	Agreed	2.49	1.81	Agreed
19	Students' negligence	3.84	1.92	Agreed	3.72	1.83	Agreed
20	Lack of data base	3.28	1.50	Agreed	3.20	1.43	Agreed
	Grand total	34.16	17.73		31.41	17.08	
	Grand mean	2.85	1.48	Agreed	2.62	1.42	Agreed

Data on table 2 revealed that item number 9, 10, 11, 18, 19 and 20 had mean scores above the criterion mean of 2.50 and were adjudged as the challenges facing entrepreneurship education in universities in Rivers State, Nigeria. While items 12-17 had means scores below the criterion mean and were as well rejected as the challenges of entrepreneurship education in universities in Rivers State, Nigeria.

Research Question Three: What are the strategies of managing entrepreneurship education programme for sustainable economic development in universities in Rivers State, Nigeria?

Table 3: Mean and standard deviation scores of the challenges of entrepreneurship education programme in universities in Rivers State, Nigeria

S/N	Items	Male = 213			Female = 174		
		Mean	SD	Remark	Mean	SD	Remark
21	Adequate financing of entrepreneurship education	3.88	1.97	Agreed	3.82	1.91	Agreed
22	Optimization of entrepreneurial facilities	3.86	1.93	Agreed	3.79	1.88	Agreed
23	It should be taught from 100 level to final year	3.72	1.81	Agreed	3.81	1.75	Agreed
24	There should be provision of entrepreneurial materials to the students	3.48	1.56	Agreed	3.67	1.49	Agreed
25	There should be adequate practicals	3.26	1.38	Agreed	3.67	1.49	Agreed
26	There should be government involvement in it	3.84	1.90	Agreed	2.81	1.75	Agreed
27	There should be existing entrepreneurs involvement in it	3.68	1.79	Agreed	3.46	1.75	Agreed
28	Students should be given hours during graduation for entrepreneurship	3.57	1.66	Agreed	3.51	1.63	Agreed
	Grand total	29.29	13.85		28.27	13.20	
	Grand mean	3.66	1.73	Agreed	3.53	1.65	Agreed

Data on table 3 revealed that items number 21-28 had mean scores above the criterion mean of 2.50 and with the grand mean summary of 3.66 and 3.53 respectively, it implies that all the academic staff adjudged that adequate financing of entrepreneurship education, optimal utilization of entrepreneurial facilities, teaching of entrepreneurial courses from 100 level to final year, provision of entrepreneurial materials to students, adequate practicals, government involvement, existing entrepreneurs involvement,

and giving of loans to students during graduation for entrepreneurial are strategies of managing entrepreneurship education in Universities in Rivers State, Nigeria.

Testing of Hypothesis

Hypothesis One: Therefore, there is no significant difference between the mean scores of male and female academic staff response on the status of implementation of entrepreneurship education in universities in Rivers State, Nigeria.

Table 4:z-test analysis on status of implementation of entrepreneurship education

Category	N	Mean	SD	df	P-value	Z-cal	Z-crit	Decision
Male	213	3.39	1.54	379	0.05	0.628	+1.96	Ho ₁ Retained
Female	174	2.76	0.69					

Data on table 4 reveal degree of freedom value of 379, and that z-calculated value of 0.628 is less than the z-critical value of 1.96 at 0.05 alpha level. By implication, the null hypothesis is retained. Therefore, there is no significant difference between the mean scores of male and female academic staff response on the status of implementation of entrepreneurship education in universities in Rivers State, Nigeria.

Hypothesis Two: Therefore, there is no significant difference between the mean scores of male and female academic staff response on the challenges facing the entrepreneurship education in universities in Rivers State, Nigeria.

Table 5:z-test analysis of male and female academic staff response on the challenges facing the entrepreneurship education in universities in Rivers State, Nigeria

Category	N	Mean	SD	df	P-value	Z-cal	Z-crit	Decision
Male	213	2.85	1.48	379	0.05	0.826	+1.96	Ho ₂ Retained
Female	174	2.62	1.42					

Data on table 5 reveal degree of freedom value of 379 and that z-calculated value of 0.826 is less than the z-critical value of 1.96 at 0.05 alpha level. By implication, the null hypothesis is retained. Therefore, there is no significant difference between the mean scores of male and female academic staff response on the challenges facing the entrepreneurship education in universities in Rivers State, Nigeria.

Hypothesis Three: Therefore, there is no significant difference between the mean scores of male and female academic staff response on the strategies of managing entrepreneurship education in universities in Rivers State, Nigeria.

Table 6:z-test analysis of on the strategies of managing entrepreneurship education

Category	N	Mean	SD	df	P-value	Z-cal	Z-crit	Decision
Male	213	3.66	1.73	379	0.05	0.698	+1.96	Ho ₃ Retained
Female	174	3.53	1.65					

Data on table 6 reveal degree of freedom value of 379 and that z-calculated value of 0.698 is less than the z-critical value of 1.96 at 0.05 alpha level. By implication, the null hypothesis is retained. Therefore, there is no significant difference between the mean scores of male and female academic staff response on the strategies of managing entrepreneurship education for sustainable economic development in universities in Rivers State, Nigeria.

Discussion of Findings

1. Status of the Implementation of Entrepreneurship Education

The findings of the study revealed that there is no significant difference between the mean scores of male and female academic staff on the status of implementation of entrepreneurship education in Universities in Rivers State, Nigeria. With the grand mean of 3.39 and 3.32 respectively. It implies that entrepreneurship education has been implemented in 100 level – the post graduate levels in universities in Rivers State, Nigeria. This findings is in line with the assertion of Amini-Philips and Ikibo-Areh (2019) that entrepreneurship education is currently being implemented, it is well implemented and it is being implemented in 200, 300 and post graduate levels in universities in Delta State but with some challenges.

2. Challenges of Entrepreneurship Education

The findings of the study revealed that entrepreneurship education is facing enormous challenges such as inadequate financing, incomplete facilities, inadequate instructor/lecturers, congested classrooms, students negligence to learning of entrepreneurship education and lack of data base. This finding is in line with the assertion of Amini-Philips and Ikibo-Areh (2019) that under-funding, lack of equipment, poor allocation of time, poor knowledge of subject matter and so on are the challenges of entrepreneurship education in universities in Delta State, Nigeria.

3. Strategies of Managing Entrepreneurship Education

The findings of the study showed that the grand mean of 3.66 and 3.53 respectively, implies that all the academic staff adjudged that the strategies of managing entrepreneurship education can bring about sustainable economic development in universities in Rivers State, Nigeria. This finding is in line with the assertion of Nwafor and Nwachukwu (2012) that the training of entrepreneurial students requires experts in the field.

Conclusion

Based on the findings of the study, it was concluded that entrepreneurship education is a pertinent and vital education that instill appropriate knowledge and desirable skills capable of giving individuals sustainable jobs and wealth in the nearest future. It is also a catalyst for creation of jobs that can dispel unemployment and hunger in the land, propel individual to establish bankable businesses which can enable Nigerian economy to achieve sustainable economic development to become a developed economy.

Recommendations

Based on the findings, the following recommendations are posed.

1. Government should adequately fund entrepreneurship education in all the universities to ensure the full realization of sustainable jobs and wealth which can enable the youths to abstain from nefarious and precarious acts.
2. Government should endeavour to solve the problems and other challenges facing the actualization of entrepreneurship education in all the universities in Rivers State, Nigeria.
3. Government and the university management should ensure that the afore-mentioned strategies of managing entrepreneurship education are adhered to strictly to achieve sustainable job creation and sustainable economic development in Nigeria.
4. Teaching staff should ensure adequate and good teaching and training of students on entrepreneurship education in the universities in Nigeria.

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