

Undergraduate Entrepreneurship Education: The Pros and Cons for the Nigerian Context [A 10-Year (2008 vs. 2018) Gap Comparative Case Study of Federal Polytechnic Ede, Nigeria]

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Abstract: In year 2000, the Federal Government of Nigeria (FGN) and United Nations Educational Scientific and Cultural Organization (UNESCO) partnered to revitalize Technical and Vocational Education (TVE) curricula resulting in the full incorporation of Entrepreneurship Education (EEd) into TVE curricula. Correspondingly, FGN introduced EEd into university undergraduate curriculum in 2006. Whether EEd has achieved the desired outcomes for undergraduates and Nigeria without obstacles and challenges remained a recurring question. This study examined the pros and cons of Undergraduate EEd in the light of a decade (2008 vs. 2018) gap comparative case study of Federal Polytechnic, Ede, Nigeria. The baseline objectives were to: identify the benefits of EEd to the undergraduates; identify the obstacles mitigating the use of knowledge and skills inculcated; examine the challenges of implementing the curricula; determine the relevance of the programme to the nation; and to investigate if EEd should continue. Corollary objective compared results for the years. The study utilized primary and secondary data. Purposeful stratified random samples were 80 for 2008 and 350 for 2018. Simple percentages, frequencies and differentials were used for analysis. Key findings revealed empowerment for self-employment and acquisition of entrepreneurial knowledge as prime benefits of EEd while the consistent obstacle to using the knowledge and skills acquired was finance/lack of seed capital. Major challenge in implementing the curricula was inadequate infrastructures in 2008 and inadequate government funding in 2018. Respondents deemed that EEd should subsist. The study concluded that government and stakeholders should support EEd policies and implementation through adequate funding and requisite infrastructures.

Key Words: Entrepreneurship; Entrepreneurship Education; Curriculum, Tertiary Institutions, Undergraduates

I. INTRODUCTION AND BACKGROUND

In the first decade of the current millennium i.e. 2001 to 2010, very few studies were conducted as per Entrepreneurship Education (EEd) in Nigerias tertiary institutions. Justifiably or so, it was because of the nascent introduction EEd began to have in the nations ivory towers then. Agbonlahor (2016) posited that EEd courses were introduced to undergraduate curriculum of universities in Nigeria in the second half of the first decade, precisely in 2006. The United Nations Educational Scientific and Cultural

Organization (UNESCO) and Federal Government of Nigeria (FGN) pact of reviewing and updating the Nigerias Technical and Vocational Education (TVE) curricula had its first phase between 2001 and August 2007. The outcome of which the National Board for Technical Education (NBTE) asserted that Information and Communication Technology (ICT) and EEd had been fully incorporated into all TVE curricula. Choice (2008) adduced that tertiary institutions were witnessing a new dawn just as ICT and EEd were being fully incorporated into the curricula of TVE in Nigeria of which Polytechnics belong and were a major beneficiary. Clearly so, few studies on undergraduate Entrepreneurship Education such as that of Choice (2008), Aladekomo (2004) where conducted during that period of the first decade.

The second decade of the millennium i.e. 2011 till date, has witnessed an avalanche of research studies in the direction of undergraduate Entrepreneurship Education (EEd) in Nigeria and as per the Nigerian context. This is justifiably so as a result of the full incorporation and full implementation of EEd curricula in the countrys tertiary institutions. However, most of these research efforts had had single period focus in the selected universities, polytechnics or other tertiary institutions used as case studies. The research gap that remained largely unattended to have been periodic comparative case studies which could bring to fore the consistency or otherwise that might reveal the contrasts of factors of the pros and the cons of the millennial introduction of Entrepreneurship Education in Nigerias tertiary institutions.

Hinging on this obvious research gap was why this research exercise sought to attempt a comparative study of the pros and the cons of Undergraduate Entrepreneurship Education in the Nigerian context using the baseline objectives in the pioneer efforts of Choice (2008). Therefore, the specific purpose of this study was to comparatively:

1. Identify the benefits of Entrepreneurship Education to the undergraduates in the periods under review;
2. Identify the obstacles to using the knowledge and skills acquired from EEd during/at the end of the recipients programme;

3. Highlight the challenges of implementing the curricula on Entrepreneurship Education;
4. Determine the relevance of Entrepreneurship Education to the Nigerian nation;
5. Ascertain if the recipients wanted EEd unit based courses to continue being run; and
6. Contrast the results of objectives “a” to “e”.

II. LITERATURE REVIEW

2.1 The Concept of Entrepreneurship Education

Olokundun (2017) defined Entrepreneurship Education as any programme or process of education targeted at motivating entrepreneurial actions and behaviour. Entrepreneurship education may be described as scope of lectures, curricula and programmes that attempt to provide students with the necessary entrepreneurial competencies, knowledge and skills, geared towards the pursuit of a career in entrepreneurship (Oduwaiye, 2009; Ooi, Selvarajah and Meyer, 2011; and Olokundun, 2017). The definition of Olokundun (2017) supports Choice (2008) that entrepreneurship education is the education which aims at directly stimulating entrepreneurship.

The European Commission (EC) (2011) posited a broader definition of Entrepreneurship Education as a process by which learners are equipped with a wide set of competencies that can bring about greater individual, social and economic benefits since the ability gained can be applied in any aspects of peoples lives. Okoli and Allahna (2014) leaned towards ECs broader definition with their position that EEd is the type of education fashioned out to prepare learners for innovative ventures which lead to self reliance and economic emancipation.

By and large Entrepreneurship Education furnishes the recipients with the knowledge, skills, aptitudes and motivation to encourage enterprise success at various spheres or settings in life.

2.2 Objectives of Entrepreneurship Education

The global classic and most commonly cited objectives of Entrepreneurship Education are those catalogued by Garavan and OCinneide (1994). These are:

1. To acquire knowledge germane to entrepreneurship;
2. To acquire skills in the use of techniques in the analyses of business situations and in the synthesis of action plans;
3. To identify and stimulate entrepreneurship drive, talent and skills;
4. To undo the risk averse bias of many analytical techniques;
5. To develop empathy and support for all unique aspects of entrepreneurship;
6. To devise attitudes towards change; and
7. To encourage new start-ups and other entrepreneurship ventures.

In Nigeria, three main objectives of EED in the Polytechnics according to National Board for Technical Education (NBTE) (2004) are:

1. To create general entrepreneurship awareness in the student with a view to inculcating in him the spirit of self-reliance;
2. To equip the student with necessary entrepreneurial skills for self-employment of management; and
3. To create awareness in a student and motivate him towards self-employment through the development of personal skills, competencies effectiveness and aptitudes using project based work in an economic setting to set-up and manage a small and medium enterprises successful.

2.3 Prospects of Entrepreneurship Education for the Undergraduates and the Nation

Ample benefits abound that EEd accords the individual recipient and his society. United Nations Industrial Development Organization (UNIDO) (2012) posited that entrepreneurship has the proclivity to power up the Nigerian economy, and statistics has unveiled that there are over 17 million business enterprises employing over 31 million Nigerians. Therefore, an education in the direction of Entrepreneurship is regarded as the most important instrument of a fundamental change towards the achievement of economic goals such as economic development, job creation and poverty eradication, especially in the Nigerian context (Okoli, 2011; Agi and Yellowwe, 2013; and Olokundun, 2017)

The National Economic Empowerment and Development Strategy (NEEDS) (2004) lends credence to the place and role of education in the development of self reliant abilities and entrepreneurship skills in individuals. Hence, the role of EED in the empowerment of individuals and the development of the Nigerian nation or any nation for that matter cannot be overemphasized.

2.3.1 Prospects of Entrepreneurship Education for the Undergraduates

Choice (2008), Barker (2007) and selected views highlighted the Prospects of Entrepreneurship Education for the individuals, in this case, the undergraduates. These prospects stem from the characteristics that are learned, acquired and/or developed through EEd. They are amongst others:

1. Motivation i.e. enthusiastic visions- the driving force of an enterprise
2. Encouragement and development of personal responsibilities
3. Empowerment for prudent risk taking through assessment of costs and market/consumer needs
4. Development of positive thinking mentality and decision-making abilities
5. Opportunities for enormous financial gain through the operation of the entrepreneurial ventures i.e. creation of wealth for the individual

6. Job satisfaction and flexibility of work via self-employment
7. Ability to have great accomplishment and self-actualization
8. Self-sufficiency and self-reliance
9. Opportunity for personal/individual contribution to the national economy or collective society

In all, EEd for the individual/undergraduate will lead to the development of basic awareness of the contribution which enterprises make to the economic system of his/her nation, improvement of personal qualities and building of attitudes necessary for adjustment to personal and employment situations.

2.3.2 Prospects of Entrepreneurship Education for a National Economy like Nigeria

For a developing national economy, in this case, Nigeria, which require better leverage for global competitiveness, Arowomole and Oyedokun (2006), Barker (2007), Choice (2008), and other selected views advance the following as prospects of Entrepreneurship Education:

1. Developments of new markets
2. Discovery of sources of materials
3. Mobilization of capital resources
4. Introduction of new technologies
5. Creation/generation of employment
6. Creation, provision and improvement of/on goods, services and technology
7. Increased/Increasing productivity
8. Stimulation of continuous evolution, growth and development of the economy
9. Proper utilization of human potentiality and natural resources
10. Development of indigenous small (and medium) enterprises
11. Eradication of regional imbalances through even development
12. Higher per capital income etc.

2.4 Nigerias Educational Policy, Entrepreneurship Education and Tertiary Education

Akinyemi (1987) argued that educational policies in Nigeria for colonial and post-colonial eras up till the 1970s were devoid of EEd. Aladekomo (2004) supporting Visser (1997) equally argued that the 1980s policy options for tertiary education had serious orientations for science and technology and absolutely none for self-employment. The concern for entrepreneurship in the 1981 National Educational Policy (NEP) was very negligible as emphasis on technical skills acquisition was for the purpose of gaining paid employment-section 6 of the 1981 NEP (Aladekomo, 2004). National Directorate of Employment (NDE) was targeted at out-of-school youth while education curriculum for in-school youth remained silent... (Aladekomo, 2004).

In the 1990s, only very few undergraduate programmes had EED incorporated into the curricula such as Business Administration and Management in the Polytechnics. In the 2000s, however, a major breakthrough came for EEd in Nigerias educational policy with the FGN-UNESCO pact for revitalization of TVE curricula. Hence ICT and EED were fully incorporated into the TVE of which the countrys Polytechnics benefitted from. Subsequently, Nigerias Federal Government introduced EEd into the nations universities undergraduate curriculum in 2006 (Okojie, 2009; and Agbonlahor, 2016).

These steps by the FGN in the 2000s is in tandem with the United Nations Development Programme (UNDP) (2011) and Igbuzor (2013) positions that education is fundamental to entrepreneurship development, because empowering people with education (in this context EEd) can amplify the possibilities for job creation.

2.5 Obstacles and Challenges facing Undergraduate Entrepreneurship Education in Nigeria

The implementation of the EEd curricula in the nations tertiary institutions is hampered by many challenges. Even as the students are taught notwithstanding the daunting challenges, various obstacles still manifest that hinder the effective and efficient utilization of entrepreneurial/business knowledge and skills acquired in their training. A couple of these have been identified by various scholars and authorities such as Agbonlahor (2016); Maina (2014); The Consortium for Entrepreneurship Education (2012); Zhou and Haixia (2012); Adiele (2010); Choice (2008); Awoyemi, Ayobami, Azeez and Daniel (2005); Adegoke (2003); and Garavan and OCinneide (1994).

A key argument of Garavan and OCinneide (1994) is that EEd are frequently of short duration compared to other educational programmes concerned with helping people embark on a major career. Other scholars and authorities cited above identified and highlighted obstacles and challenges facing Entrepreneurship Education to include among others the following:

1. Inadequate government funding
2. Inadequate infrastructural facilities
3. Inadequate qualified teaching staff
4. Inadequate instructional materials/equipment
5. Absence of practical classes, model office and shops etc.
6. Poor attitude of students to their studies
7. Nonchalant attitude of some teachers — lecturers and instructors, to their duties
8. Finance e.g. Lack of seed capital
9. Stringent government policies and legal/regulatory constraints touching entrepreneurship
10. Sociological influences such as stigma attached to small business ownership and/or low self esteem
11. Inadequate and incompetent manpower
12. Lack of market familiarity

13. Inadequate and/or poor infrastructures e.g. Electric power generation/distribution; transport/communication networks
14. Influence/competition from foreign entrepreneurs
15. Lack of technical skills
16. Opportunities for paid employment especially in blue chip firms
17. Governments lack of policy coherence
18. Unstable macro-economic environment
19. Poor implementation and coordination of efforts on SMEs
20. Absence of sustainable institutional mechanisms
21. Lack of effective financial systems
22. Overemphasis on theory delivery
23. Absence of research support and linkages
24. Absence of curricula capacity to support the training etc.

III. RESEARCH METHODOLOGY

This work is essentially a blend of basic research and evaluative case study of a contemporary issue. The study utilized primary data obtained from survey of the case study while secondary data were sourced from the past dissertation/theses, analysis of views, comments and opinions in books, journals, magazines and newspapers, internet materials as well as speeches and addresses in seminars, conferences and workshops. Purposeful stratified random samples were 80 for 2008 and 350 for 2018. Quantitative methods such as simple percentages, frequencies and differentials were employed in analysis and presentation of data/information collected.

IV. TABULATED RESULTS AND CONCISE DISCUSSIONS

Table 4.1 Respondents Demographic Distribution

Sex	2008			2018			Difference
	Frequency	Percentage	Rank	Frequency	Percentage	Rank	
Male	47	58.75	1 st	213	64.74	1 st	5.99
Female	33	41.25	2 nd	107	32.52	2 nd	-8.73
Not Indicated	0	0.00	3 rd	9	2.74	3 rd	-2.74
Total	80	100.00		329	100.00		
Age (in years)	Frequency	Percentage	Rank	Frequency	Percentage	Rank	Difference
16 — 20	6	7.5	3 rd	40	12.16	3 rd	4.66
21 — 25	47	58.75	1 st	195	59.27	1 st	0.52
26 — 30	27	33.75	2 nd	86	26.14	2 nd	-7.61
≥ 30	0	00.00	4 th	3	0.91	5 th	0.91
Not Indicated	0	00.00	4 th	5	1.52	4 th	1.52
Total	80	100.00		329	100.00		
Marital Status	Frequency	Percentage	Rank	Frequency	Percentage	Rank	Difference
Single	N/A	N/A		300	91.18	1 st	N/A
Married	N/A	N/A		12	3.65	3 rd	N/A
Not Indicated	N/A	N/A		17	5.17	2 nd	N/A
Total	N/A	N/A		329	100.00		N/A
Faculty	Frequency	Percentage	Rank	Frequency	Percentage	Rank	Difference
Applied Science	20	25.00	1 st	77	23.40	2 nd	-1.60
Business Studies	20	25.00	1 st	141	42.86	1 st	17.86
Engineering Technology	20	25.00	1 st	52	15.81	4 th	-9.19
Environmental Studies	20	25.00	1 st	56	17.02	3 rd	-7.98
Not Indicated	0	0	5 th	3	0.91	5 th	0.91
Total	80	100.00		329	100.00		
Level	Frequency	Percentage	Rank	Frequency	Percentage	Rank	Difference
HND (& ~5 Returning HND)	54	67.50	1 st	180	54.71	1 st	-12.79
ND (& ~8 Returning ND)	26	32.50	2 nd	140	42.55	2 nd	-10.05
Not Indicated	0	00.00	3 rd	9	2.74	3 rd	2.74
Total	80	100		329	100.00		

Source: Choice (2008); Field Survey Result (2018)

It is noted from Table 4.1 that retrieval/response rate in 2008 was 100% (i.e. 80 out of 80) while 2018 is 94 percent (i.e. 329 out of 350). This difference of 6% may be attributed to the size of sample for each year. Table 4.1 also signifies that majority of the respondents were male for the comparative years. Approximately 60% of the respondents for the comparative years fall in the age range 21-25 while an average of 30% belong to age 26-30 years. The remaining 10% thereabouts are either 20 years and below or 30 years and above. The implication is a very youthful undergraduate population in the prime of their youth and on the verge of

launching into career horizon. While the sample was evenly distributed across faculties for the 2008 base year at 25% each, the comparative year 2018 recorded highest response of 42.86% from the School of Business Studies followed by ~23%, ~17% and ~16% for Applied Sciences, Environmental Studies and Engineering Technology respectively. Higher National Diploma (HND) respondents were in the majority of ~68% and ~55% for the years, on the other hand National Diploma (ND) respondents were in the minority. This implies a well-informed set of respondents.

Table 4.2.1 Responses on whether Entrepreneurship Education is beneficial to Undergraduates in Nigeria or not

General Response	2008			2018			Difference
	Frequency	Percentage	Rank	Frequency	Percentage	Rank	
Yes	80	100.00	1 st	313	95.14	1 st	-4.86
No	0	0	2 nd	8	2.43	2 nd	2.43
Not Indicated	-	-		8	2.43	2 nd	2.43
Total	80	100.00		329	100.00		
Specific Responses if "Yes"							
Specific Responses if "Yes"	Frequency	Percentage	Rank	Frequency	Percentage	Rank	Difference
Acquisition of entrepreneurial (business) knowledge and skills	57	71.25	2 nd	254	77.20	2 nd	5.95
Empowerment for self-employment	75	93.75	1 st	277	84.19	1 st	-9.56
Ability and opportunity to be change agents	45	56.25	5 th	213	64.74	5 th	8.49
Maximization of earnings/income via self-employment	57	71.25	2 nd	235	71.43	3 rd	0.18
Prestige/achievement status associated with entrepreneurship	48	60.00	4 th	217	65.96	4 th	5.96
All of the above	40	50.00	6 th	192	58.36	6 th	8.36
Others	3	3.75	7 th	4	1.22	7 th	-2.53
Not indicated	0	0.00	8 th	4	1.22	7 th	1.22

Source: Choice (2008); Field Survey Result (2018)

Table 4.2.1 illustrates that all 2008 respondents affirmed that EEd was beneficial to the undergraduate recipients whereas only 95.14% believed EEd was of benefit to them in 2018. 2.43% gave a blunt "no benefit" while another 2.43% did not indicate a position. Specific benefits identified has "empowerment for self-employment" and "acquisition of entrepreneurial (business) knowledge and skills" as ranking 1st

and 2nd respectively for the years been compared while "maximization of earnings/income via self-employment" tied for 2nd position in 2008 as well but ranked 3rd in 2018. 56.25% to 71.43% of the respondents voted the remaining identified benefits as well. Not less than 50% of all respondents indicated that all benefits suffice for Entrepreneurship education.

Table 4.2.2 Responses on whether there are Obstacles to using the Knowledge and Skills Acquired in Entrepreneurship Education (while in school) after Graduation

General Responses	2008			2018			Difference
	Frequency	Percentage	Rank	Frequency	Percentage	Rank	
Yes	62	77.50	1 st	276	83.89	1 st	6.39
No	16	20.00	2 nd	46	13.98	2 nd	-6.02
Not Indicated	2	2.50	3 rd	7	2.13	3 rd	-0.37
Total	80	100.00		329	100.00		

Specific Responses if “Yes”	Frequency	Percentage	Rank	Frequency	Percentage	Rank	Difference
Finance e.g. Lack of seed capital	74	92.50	1 st	271	82.37	1 st	-10.13
Stringent government policies and legal/regulatory constraints touching entrepreneurship	48	60.00	7 th	169	51.37	6 th	-8.63
Sociological influences such as stigma attached to small business ownership and/or low self esteem	49	61.25	6 th	157	47.72	8 th	-13.53
Inadequate and incompetent manpower	54	67.25	4 th	177	53.79	4 th	-13.49
Lack of market familiarity	54	67.25	4 th	179	54.41	3 rd	-12.84
Inadequate and/or poor infrastructures e.g. Electric power generation/distribution; transport/communication networks	56	70.00	3 rd	191	58.05	2 nd	-11.95
Influence/competition from foreign entrepreneurs	45	56.25	8 th	161	48.94	7 th	-7.31
Lack of technical skills	57	71.25	2 nd	176	53.50	5 th	-17.25
Opportunities for paid employment especially in blue chip firms	45	56.25	8 th	157	47.72	8 th	-8.53
All of the above	40	50.00	10 th	134	40.73	10 th	-9.27
Others	1	1.25	12 th	0	0.00	12 th	-1.25
Not indicated	3	3.75	11 th	12	3.65	11 th	-0.10

Source: Choice (2008); Field Survey Result (2018)

Majority of respondents considered that there are indeed obstacles to using the knowledge and skills acquired in Entrepreneurship education (while in school) after graduation as disclosed in Table 4.2.2. 77.50% attested to this position in 2008 while an increase of 6.39% made 2018 to have a higher 83.89% of those that think that there are certain obstacles to using EEd knowledge and skills. Finance e.g. lack of seed capital showed up as the most pinpointed obstacle for both the baseline year and the current year (92.5% for 2008 and 82.37% for 2018). The differential of -10.13% seemed to indicate that less proportion for undergraduate EEd population deemed to consider funding as an obstacle. While lack of

technical skills ranked 2nd in 2008, inadequate and/or poor infrastructures (such as electric power generation/distribution and transport/communication networks) ranked 2nd in 2018 but 3rd in 2008. Lack of market familiarity was voted 3rd obstacle in 2018. Other factors considered as obstacles ranked 4th to 12th in position with 47.72% to 67.25% in votes with all factors having not less that 50% vote in 2008 and 40.73% in 2018. This differential of -9.27% indicates that less of undergraduate population of EEd in 2018 are agreeing that there are obstacles to using the business/entrepreneurial knowledge and skills acquired (while in school) after graduation or even before graduation, compare to 2008.

Table 4.2.3 Responses on whether there are Challenges in Implementing the Curricula on Entrepreneurship Education

General Response	2008			2018			Difference
	Frequency	Percentage	Rank	Frequency	Percentage	Rank	
Yes	73	91.25	1 st	276	83.89	1 st	-7.36
No	5	6.25	2 nd	24	7.30	2 nd	1.05
Not Indicated	2	2.5	3 rd	29	8.81	3 rd	6.31
Total	80	100.00		329	100.00		
Specific Responses if “Yes”	Frequency	Percentage	Rank	Frequency	Percentage	Rank	Difference
Inadequate government funding	58	72.50	2 nd	233	70.82	1 st	-1.68
Inadequate infrastructural facilities	60	75.00	1 st	213	64.74	3 rd	10.26
Inadequate qualified teaching staff	53	66.25	5 th	202	61.40	4 th	-4.85
Inadequate instructional materials/equipment	55	68.75	4 th	216	65.65	2 nd	-3.1
Absence of practical classes, model office and shops etc.	58	72.50	2 nd	200	60.79	5 th	-11.71
Poor attitude of students to their studies	52	65.00	6 th	193	58.66	6 th	-6.34
All of the above	42	52.50	7 th	169	51.37	7 th	-1.13
Others	3	3.75	8 th	2	0.61	9 th	-3.14
Not indicated	3	3.75	8 th	5	1.52	8 th	-2.23

Source: Choice (2008); Field Survey Result (2018)

On challenges bewildering the implementation of the curricula on Entrepreneurship education, Table 4.2.3 clearly tells that there are challenges. 91.25% of 2008 said “yes” and 83.89% of 2018 respondents equally voiced their affirmation. In 2018 the prominent challenge surfaced as inadequate government funding while that was second in the baseline year alongside absence of practical classes, model offices and shops. On the other hand, inadequate infrastructural facilities topped the chart of challenges in 2008 while inadequate instructional materials/equipment was the 2nd most daunting challenge.

Interestingly, inadequate infrastructural facilities that came 3rd in the current year was balloted as the principal challenge 10 years earlier. The differential of 10.26% seems to suggest that more infrastructures are being added to the existing ones in the countrys tertiary institutions judging by the result of the case study. On the whole the remaining challenges and indeed all the challenges were identified by a simple majority of not less than 51.37% in the years of the research. The -1.13% differential is shows a not so significant change in the circumstances of the variables context.

Table 4.2.4 Responses on whether Entrepreneurship Education is relevant to Nigerian Economy

General Response	2008			2018			Difference
	Frequency	Percentage	Rank	Frequency	Percentage	Rank	
Yes	80	100.00	1 st	289	87.84	1 st	-12.16
No	0	0.00	2 nd	11	3.34	3 rd	3.34
Not Indicated	0	0.00	2 nd	29	8.82	2 nd	8.82
Total	80	100.00		329	100.00		
Specific Responses if “Yes”	Frequency	Percentage	Rank	Frequency	Percentage	Rank	Difference
Generation of self-employment	72	90.00	1 st	230	69.91	2 nd	-20.09
Creation of job opportunities	71	88.75	2 nd	257	78.12	1 st	-10.63
Stimulation of continuous evolution, growth and development of the economy	67	83.75	3 rd	187	56.84	6 th	-26.91
Proper utilization of human potentiality and natural resources	67	83.75	3 rd	196	59.74	5 th	-24.01
Creation, provision and improvement of/on goods, services and technology	64	80.00	5 th	187	56.84	6 th	-23.16
Development of indigenou small (and medium) enterprises	64	80.00	5 th	199	60.49	4 th	-19.51
Eradication of regional imbalances through even development	58	72.50	9 th	178	54.10	9 th	-18.40
Increasing productivity	64	80.00	5 th	207	62.92	3 rd	-17.08
Higher per capital income	61	76.25	8 th	192	58.36	8 th	-17.89
All of the above	51	68.75	10 th	167	50.76	10 th	-17.99
Others	0	0.00	11 th	0	00.00	12 th	00.00
Not indicated	0	0.00	11 th	20	06.08	11 th	6.08

Source: Choice (2008); Field Survey Result (2018)

Table4.2.4 gives the case-study based empirical insight into relevance of Entrepreneurship education to national economy like Nigeria. All 80 out of 80 participants in the 2008 survey gave a resounding 100% yes to EEd being relevant to Nigeria while 87.84% aligned to same positive response 10 years later i.e. in 2018. The decline of -12.16% may not be unconnected with a growing negative perception on the standard, quality and impact of education generally, or EEd in particular, in the country. 90% indicated in 2008 that generation of self-employment is the chief benefit of EEd to the country followed by creation of job opportunities for others (88.75%). These two variables of relevance switched places in 2018: creation of job opportunities, coming 1st at 78.12 % while generation of self-employment came 2nd with 69.91%. Regrettably, the declining differential of these top factors are alarming at -20.09% and -10.63% respectively judging by the comparative analysis of the baseline against the current year

in Table 4.2.4. “Proper utilization of human potentiality and natural resources” and “Stimulation of continuous evolution, growth and development of the economy” were twin no. 3 in position for 2008 while increasing productivity came 3rd in ranking of relevance of EEd to a national economy like Nigeria in 2018. All remaining factors polled between 54.10% and 80% by respondents to indicate how relevant they were to Nigerias economy. In all, all the factors were regarded as germane to Nigerias economy with 68.75% assertion in 2008 and 50.76% claim in 2018. Quite worrisome however is that huge differentials of between -17.08% to -26.91% of the factors considered as relevance to the nations economy in taking EEd in undergraduates studies for the years being compared i.e. 2008 vs. 2018. This seems to indicate a waning belief of the undergraduates and the citizens at large in the capacity of education to positively affect the nation.

Table 4.2.5 Responses on whether Unit Based Courses in Entrepreneurship Education should continue being run in Nigerias Tertiary Institutions

General Response	2008			2018			Difference
	Frequency	Percentage	Rank	Frequency	Percentage	Rank	
Yes	78	97.50	1 st	294	89.36	1 st	-8.14
No	2	2.50	2 nd	19	5.78	2 nd	3.28
Not Indicated	0	0.00	3 rd	16	4.86	3 rd	4.86
Total	80	100.00		329	100.00		

Source: Choice (2008); Field Survey Result (2018)

Table 4.2.5 clearly revealed the need to have Entrepreneurship Education (EEd) continue being run in the nations tertiary institutions, though with a trim down in the percentage of upheld position after 10 years (97.50 for 2008 and 89.36 for 2018).

V. RECOMMENDATIONS

It is apparent the implementation of the Entrepreneurship Education (EEd) in Nigerian tertiary institutions deserves better deal than what currently holds. This study and several others point to the salient fact if the beneficiaries and the nation at large will be maximally equipped for the purposes for which EEd was introduced into undergraduate curricula and tertiary education generally, the obstacles and challenges must be properly addressed. Hence the following recommendations are made in light of the findings of this study:

1. Government, especially at Federal and State levels, and proprietors of tertiary institutions in Nigeria should make adequate funding available to see to the effective, efficient and comprehensive implementation of the curricula on EEd.
2. Government, especially at Federal and State levels, and proprietors of tertiary institutions in Nigeria should make adequate requisite infrastructures such as incubation hubs, dedicated practical labs etc. available for EEd in tertiary institutions.
3. Seed funding such as the Federal Government of Nigerias YOUWIN grants and Central bank of Nigeria (CBN) special intervention funds should be made available to encourage undergraduate start-ups for viable entrepreneurial ideas and business plans execution as an integral policy of the practice of EEd in Nigeria tertiary institutions.
4. Polytechnics and universities administrators should take networking and partnership with development organizations, international agencies, non-governmental organizations, financial institutions, corporate bodies and other able well-meaning individuals and philanthropists seriously so as to make funding and other support schemes available for the EEd programmes in their institutions.
5. Educators should be consistently trained and retrained in the art and science of Entrepreneurship Education both theoretically and practically.

6. Governments policies and body language should be that which makes apparent her will and commitment to meaningful education that truly empowers the beneficiaries. In the same vein, enabling socio-economic environment should be made feasible for the use of EEd or any knowledge and skills inculcated in the nations institutions.

VI. CONCLUSION

Entrepreneurship Education at all levels, especially at undergraduate level, has the potential to put a nation on the pedestal of accelerated socio-economic transformation in growth and development and in tackling the myriads of societal problems such as unemployment, poverty, uneven development, rural-urban migration, youth unrests and other vices. If individuals, institutions and the nation Nigeria must take their place, especially in the light of a global community and have leverage for global competitiveness, entrepreneurship knowledge, skills and practice at the nations tertiary institutions must receive maximum attention in terms of inputs, personal and political will, favourable policies, adequate resources especially funding, effective curricula implementation and periodic review, and partnership with relevant stakeholders that will help deal with any obstacle or challenge to Entrepreneurship Education efficacy.

AUTHORS PROFILE

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