

Managing Entrepreneurship Education in Universities for Effective Employment of Graduates in Rivers State

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Abstract

This study investigated management of entrepreneurship education in universities for effective employment of graduates in Rivers State. The researcher adopted a descriptive research design. The instrument used for data collection was a self-designed questionnaire titled “Entrepreneurship Education and effective management of unemployment questionnaire (EEAEMUQ). A simple random sampling technique was used to select 15 lecturers and 15 students of Rivers State University and Ignatius Ajuru University of education all in Rivers State. A 20-item modified 4-point Likert scale was used. The instrument was validated by 2 experts in the department of educational management and a reliability coefficient of 0.95 was calculated. Mean, standard deviation and z-test were the statistical tools used to analyze the data. The findings showed a significant relationship in the two hypotheses. This implies that entrepreneurship education is relevant to students with regards to equipping them with skills for post-graduation job creation ability rather than marked them job seekers. Based on the findings of this research work, the researcher concluded that the wheel of managing unemployment in Rivers State lies on the shoulder of entrepreneurship education and recommend among others, funding, equipping, inculcating and integrating entrepreneurship and entrepreneurial skills acquisition into the school curriculum.

Key Words: Unemployment, Education indices, Job creation,

Introduction

Massive unemployment, poverty, restiveness and related social ills are serious challenges for Nigerians. A lot of the nation’s educated school leavers, armed with education certificates are currently roaming the streets of our towns and cities without any means of livelihood. This worrisome phenomenon is well pronounced among graduates of tertiary institutions (universities, polytechnics and colleges of education). It is an unfortunate situation as most of the youths who are supposed to be the productive and active members of the society become beggars, moving from one part of town, state and country to the other in search of jobs which are not available and for which they are ill-prepared. Bolarin (2012) asserts that the need to carefully re-assess or re-evaluate the types and quality of education accessible to youths in Nigerian tertiary education institutions, especially the universities, has become imminent. In the same vein, Anyaogu (2009) recommended that tertiary education institutions should be geared towards producing graduates who are relevant to the economy, who will be able to make use of the knowledge and skills acquired to shape their environment and create jobs rather than seek for white collar jobs all the time. The spate of unemployment has given rise to a lot of crimes which include among others

kidnapping, prostitution, ritual killings, human trafficking, oil pipe-line vandalism, fraud, gambling, cultism, and robbery of all sorts.

Education in Nigeria is seen as “an instrument par excellence for effecting national development” (Federal Republic of Nigeria, 2014). Education is the key to national development. This is because it unlocks the economic potentials of the people; empowers and equips individuals in society to participate in, and benefit from their national economy. It facilitates economic development and provides the basis for positive transformation. It is the essential tool for national sustainable development. The present global economic crises suggest that the entire world is struggling for qualitative education (Okon & Friday, 2015). In line with this position, Agi and Yellowe (2013) emphasised that education is important in the development of human resources, because of its role in the impartation of appropriate skills, knowledge and attitude. It is the basis for industrialization and a high way to global knowledge economy. Relating to security, the duo maintained that education is regarded as a means of achieving the culture of peace, gender equality and the sustenance of positive national values. It is therefore the understanding of many that education leads to national transformation and development, through reduction in poverty and sustenance of peace and security.

Tertiary education in Nigeria is the education given after the completion of six year of Secondary education, it includes education given in universities and inter-university centers such as Innovation Enterprise Institutions (IEIs), Colleges of Education, Polytechnic, Monotechnics and other specialized colleges (Federal Republic of Nigeria (FRN), 2014). According to the Federal Government of Nigeria (2004), university education should make optimum contribution to national development by “making entrepreneurial skills acquisition a requirement of all Nigerian universities” (p.54). Hence the need to highlight the importance of managing entrepreneurship education in universities to ensure that desired results are achieved.

Statement of the Problem

The society, community and families have become massively psychologically and emotionally disturbed with unemployment saga, where abject poverty has led the youths (graduates) to frustration, violence and all sorts of criminal acts. The case in institutions of higher learning has become disturbing (undaunted) with uncurtailed examination malpractice, cultism, academic failure, loss of lives and other social vices. The ugly (deadly) situation requires a way out through entrepreneurship education. This, if properly harnessed will equip school leavers (graduates) with necessary skills and knowledge that will enable then (graduates) to be self-reliant, self employed, economically stable and relevant to the society. These and many others call for a study on managing entrepreneurship education in universities for effective employment of graduates in Rivers State.

Aim and Objectives of the Study

The general aim and objectives of this study on managing entrepreneurship education in universities for effective employment of graduates in Rivers State is to enable students gain opportunities for economic independence that can lead them to the acquisition of knowledge, skills and new orientations for survival.

Specifically, the study attempts to make students develop their managerial competence and confidence to take calculated risk in their field of study and to enhance their (students') self determination, self employability and self reliance in their field of work, thus effectively managing the unemployment rate in Rivers State.

Research Questions

The research questions that guided the study are:

1. What are the perceptions of lecturers and students in tertiary institutions towards entrepreneurship education and self reliance in their field of work?
2. What are the challenging problems confronting entrepreneurship education in Nigerian education institutions of learning?

Hypotheses

Two formulated null hypotheses guided the study.

1. There is no significant difference between the perceptions of lecturers and students in their mean rating on entrepreneurship education in tertiary institutions and self sustainable development.
2. There is no significant difference between the perceptions of lecturers and students in their mean ratings on the challenges confronting entrepreneurship education.

Significance of the Study

This study on managing entrepreneurship education in universities for effective employment of graduates in Rivers State will be significant to the following stake holders, policy makers who will benefit from the business ideas developed by students of these two selected universities in Rivers State. Secondly, the management of these education institutions of learning as a result of the study, will provide guide on the formation and implementation of policies, consistent with rules of engagement in innovative activities and entrepreneurial development of undergraduates in Rivers State. Again, the findings of this study will facilitate the development of entrepreneurial skills and aptitude in students in Rivers State in particular and Nigeria in general and finally, the research work will contribute to existing knowledge in entrepreneurship education by developing other models and theories that will be useful for researchers in undertaking further research on related areas of study.

Summarily, the society in general will benefit immensely from this research work in that it will reduce crime like burglary, kidnapping, stealing and roaming the street, joblessness will be drastically reduced thereby alleviating poverty from the society.

Theoretical Framework

This study is anchored on two theories considered relevant for the focus of this study. They are the human capital theory and Krumbolts Decision Making theory. The Human Capital theory as propounded by Adams Smith in 1776 and developed by Gary Becker in 1964 as cited in Kpee (2015) and Agabi (2017). The theory focuses on skills and knowledge possessed by man and their application in production economics. It emphasizes man's capacity to perform different labour tasks as a function of the skills and knowledge inherent in him as well as external factors such as education and training which highlight his innate potential. Kpee (2015) and Agabi (2017) thus states that the theory sees formal education as a very vital tool that should be used in training and developing man's latent trait. It regards people as assets and stresses that investment by institutions or organizations in people will generate worthwhile returns. Human capital theory anchors on the assumption that formal education and continuous training are highly instrumental and indispensable in improving the production capacity of a population. In the contributions of Ebong (2006) and Sakamota (2014), the theory of human capital stresses that the greater investments by individuals and the public in education or indeed any form of learning activities which leads directly to greater economic benefits for the individual and society at large. Gbosi, (2013), views human capital theory as referring to the productive skills and degree of knowledge possessed by an individual. These skills and knowledge make him more productive at work or in any economic productive venture (Nwile, 2014). Therefore, investing in the right development programmes influences the workers productivity which will in turn encourage customer loyalty and build market share that will lead to gain set goals and revenue growth. This constitutes the line of thought of this work.

Olaniyan and Okemakinde (2008) posited that, Human Capital Theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human-capability which is a product of innate abilities and investment in human beings. Fegerlind and Saha (2000) pointed out that human capital theory provides a basic justification for large public expenditure on education. Human capital theory emphasizes the intellectual ability, energy and behavioral pattern of any individual which make-up his human capacity that is brought to bear in the production process. It is this individual member of the workforce, who has the liberty of this capital and chooses, when, where, how and why he should let it out, for whom .and to what purpose (Agabi, 2017).

In general, the need to use human capital theory as the framework for this work is in tandem with the submissions of Olaniyan and Okemakinde (2008), as they state that another way of modeling the role of education in the growth and development process is to view human capital as a critical input for innovations, research and development activities. Therefore, education is an

investment in human capital. Since education is a capital good and relates to the theory of human capital which strongly recommends that for productivity to be enhanced, skill development and other investments must be made on the worker, it is natural to adopt the theory governing this concept as the framework for this research work. In his view, Adiele (2014) gives credence to this theory in his words.

the idea of human capital as developed by Adams Smith and expounded upon by Becker (1964), refers to the fact that human beings can be invested upon by means of education, training or other activities which could raise their future income by increasing their life time earnings and imparting useful knowledge and skill (p. 12).

On the other hand, Nigeria's economy can grow and develop speedily if its human capital in their various capacities is able to acquire useful skills. The concept of human capital theory has gone beyond imparting useful skills and knowledge to an individual just to raise lifetime earnings. Schultz (2000) takes note of the implication of human capital theory in helping third world countries in their developmental goal achievement (p.34). Relating Schultz's assertion to this study, it has been observed that developing countries like Nigeria assign primary importance to the formation of physical capital rather than developing the human capital that will operate the physical capital.

Krumboltz Decision Making Theory

The theory of career decision making was developed by Krumboltz in 1976 which states that an individual chooses a career goal or an occupation that maximizes gain and minimizes loss. The gain or loss may not necessarily be money. It could be security, prestige, status and so on. The major notion in decision theory is that an individual has several alternatives or courses of action and that certain events can occur with the alternatives. Each event must have a set of values attributed to it that is measurable. This theory emphasizes decision – making as central to successful career development. It also emphasizes that an individual should put to use whatever information or knowledge he or she has to enhance the implementation of career decision in matters regarding self, work and job opportunities that are open to the individual in general. Krumboltz (1976) stated that a number of factors influence individuals in their career decision making. Such factors include elements beyond the individuals' control, chance, the way society is organized or social system, economic opportunities and general situational elements. Krumboltz (1976) further stated that, generally five steps are involved in any decision-making process. They are:-

1. Specification of the problem, which means what are the issues to be decided on.
2. Examination of the options or alternatives open to the person;
3. Selection of the best alternatives.
4. Implementation of the selected decision and
5. Feedback or correction.

Clearly, commitment in one area eliminates involvement in another. The same individual may only choose one out of so many alternatives in a given circumstance. The implementations of the choice made may impart positively or negatively on the individual later in life. The individual who meets mostly with disappointment as a result of bad choice suffers pain. Immaturity on the part of the individual may constitute the major elements of his or her mistake. Also, the individual may also be forced into an occupation by parents. Lack of valid and accurate career information is another potential cause of a bad career choice. Therefore, self-knowledge and understanding as well as exploration are important ingredients that enable individuals to be realistic in their career decision –making

The relevance of decision- making theory to the study cannot be over emphasized. It helps to bring to light the need for the entrepreneurship educator to properly educate students on steps to take when making career decisions. When provided with various career alternatives they will know how to utilize the decision-making principles to choose the best career choice that will provide job satisfaction rather than choosing careers unrealistically based on their being white collar jobs. Through entrepreneurship education students would also be sensitized to know that there are many entrepreneurial job alternatives to select and implement upon. Therefore, students should be given opportunities to make-decision on the choice of their careers.

Conceptual Framework

The Entrepreneur is anyone who wants to work for himself or herself. Simply put, a person who wants to be self-employed. In other words, an entrepreneur can be seen as one who organizes, manages and assumes the risks of a business or enterprise. Oyemete (2011) defined an entrepreneur as a person who is willing and able to convert a new idea or invention into a successful innovation. Bolarin (2012) describe entrepreneur as a person of very high aptitude who pioneers change, possessing characteristics found in only a very small fraction of population. The characteristics including being creative, innovative, hardworking, optimistic, having foresight, ability to work independently, a risk bearer, good manager of human and natural resources, one who has vision as well as has a positive mental attitude with a capacity to create new ventures (Bolarin, 2012). In the same vein, Aderinwale (2012) defined entrepreneur as the process of converting a new idea or innovation into a successful innovation capable of solving human needs and satisfying the urge of innovation.

Entrepreneurship is the process of creating something different with value by devoting the time, and energy, or effort, regardless of the financial, intellectual, psychological and social risk, in anticipation of receiving the rewards of monetary and personal satisfaction. Aptly put, entrepreneurship means starting a business from scratch.

According to Business Dictionary (2016), entrepreneurship is the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make profit. It can also be viewed as the vehicle for creating new jobs, generating revenue, advancing

innovation, enhancing productivity, and improving business models and processes. Bolarin (2012), opined that entrepreneurship is a dynamic process of vision, change and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. She identified some essential ingredients of entrepreneurship to include the following.

- a. The willingness to calculate risks in terms of time, equity or career;
- b. The ability to formulate an effective venture team;
- c. The creative skill to marshal needed resources;
- d. The fundamental skill of building solid business plan; and
- e. The vision to recognize opportunity where others see chaos, contradiction and confusion.

In a nutshell, entrepreneurship can be said to be the willingness and the ability of an individual to seek an investment opportunity, establish and run an enterprise with profits.

Entrepreneurship education is viewed differently and defined differently as it means many things to many people. To Ebele (2008), entrepreneurship education is the teaching of knowledge and a skill that enables the students to plan, start and run their own businesses. It aims at stimulating creativity in students, enables them to identify opportunities for innovation and motivates them to transform their ideas into practical and targeted activities, be it in a social, cultural or economic context.

According to Okereke and Okorafor (2011), entrepreneurship education is defined as a potent and viable tool for self-empowerment, job and wealth creation. Entrepreneurship education is an aspect of education which equips an individual and creates in the person the mindset to undertake the risk of venturing into something new by applying the knowledge and skills acquired in school (Atakpa, 2011). Entrepreneurship education can be aptly defined as a process of preparing learners for self employment. Entrepreneurial education in time of the current economic recession should become a major concern to education system; so as to facilitate the employability of graduates, who can explore the numerous opportunities that entrepreneurship education avails to become creators of jobs and not become job seekers as it is currently the case.

Entrepreneurship education is education designed to provide individuals with knowledge, skills and needed motivation to encourage success in entrepreneurial practices in a variety of settings. It helps individuals who want to be entrepreneurs to acquire skills and knowledge needed to become entrepreneurs.

Entrepreneurship education is unique because of its emphasis on the realization of opportunities and the applied approach it uses. In recent times entrepreneurship education has become a very important issue especially in Nigeria due to unemployment problems. To have the appropriate skill and knowledge that is associated with entrepreneurship education is essential for the youths of today. Those without any employable skills are more likely to miss out opportunities in the economic and social mainstream of their communities (UNESCO 2006). A lot of job are created

by small businesses initiated by entrepreneurial minded people, some of those small businesses eventually transform into big business.

Constraints to Entrepreneurship Education in Nigeria

There are several factors that hinder entrepreneurship education in Nigeria, they include:

1. Poor knowledge based economy and low spirit of competition
2. Poor enterprising culture
3. Lack of entrepreneurship teachers, materials and equipment.
4. Unavailability of fund
5. Non-inclusion of entrepreneurship programme in the school curricula
6. Poor societal attitude to technical and vocational education development
7. Inadequate facilities and equipment for teaching and learning
8. Insensitivity of government to enterprise creation and expansion strategy
9. Poor plan and execution of processes of action
10. Isolated prepockets of ineffective programmes and management incompetences (Offusia & Nwalado, 2012).

Strategies for Tackling these Constraints

The world of business is fast moving and fast becoming perfectionist-oriented. The masses are sharp and quick to judge; hence an entrepreneur must be calculative and deliberate. The market place where an entrepreneur operates has little tolerance for miscalculations, lack of commitment or incompetence. The foregoing makes the education of a youth who is a would-be entrepreneur an essential ingredient for success. Entrepreneurship education is a carefully planned process that eventuates into the acquisition of entrepreneurial competencies. The education is a set of very valuable skills needed by the entrepreneur to avoid future trials and errors (Nwachukwu, 2012). By implication, the stage of learning is the stage to make most of the mistakes and learn from them. Entrepreneurship education equips the learners with skills on decision making, acquisitions of new ideas, methods of raising and maintaining conversations and establishing business relationships. Through entrepreneurship education, qualitative activities that facilitate computation and record keeping are further learnt. It starts with developing programmers in entrepreneurship centers where people are trained to develop and acquire skills. The youths should equally be given opportunities to gain experiences as they are linked with mentors, get access to information and are given opportunity for growth.

This implies that they are provided with information, knowledge, skills, and attitudes that would enable them perform well as business men and women. They will turn out to be business men and women who have developed business capacities and are learning to make money. These competencies will in turn help them deploy their zeal for nation building in a very efficient manner. Anything short of these realities will be hindering Nigeria problems of repositioning the youths with kid gloves.

Strategies for Promoting Creativity, Problem-Solving and Entrepreneurship among Nigeria Youths

The world of business is facing increasing pressure on a variety of ways. They are faced with the challenges to release new-products, find market, while distributing and servicing their customers efficiently. These challenges have equally prompted the need for them to examine how they function. The bureaucratic approach to business currently employed by the developing world have been found not to be effective, instead creative ways of responding that will move the entrepreneurs towards the ideal age that has characterized the world of business is the in-thing.

This challenge of not utilizing ideas has made many companies to turn to creativity training centers. Creativity is defined as the ability to develop ideas that are unique, useful and worthy of elaboration. This involves the use of ideas (working to ideas) until something comes out of it. Creativity is the ability to solve problems, fashion products, and define new questions in a particular cultural setting. This implies that what is considered creative in one setting may be a regular occurrence in another. The key word to creativity therefore is insight which emphasizes the ability to see a new thing (Osegie, 2009), the question then is, will people with insight automatically become creative? The answer is that the possession of creative ability ensures that an individual might exhibit creative behavior to a noteworthy degree. However, the individual's motivation, temperamental traits and willingness to learn will also count.

It also includes the urge to engage in new things, tendency to favor or not to favor objects, self-confidence and willingness to take risks that results in sustainable development. These are all contributing factors that determine who will exhibit creativity (Onu, 2006). Training in creativity can help the individual view problems from different perspectives. It is also useful in generating unique solution (Ofuisia, 2012). The need for training in creativity can be explained based on recent technological advances, short production cycles, and global trade possibilities and fluctuating labour force. The link between creativity and problem-solving skills are therefore strong. Creativity will ensure that the individual is involved in initiating new projects, create opportunities while solving problems. Knowledge of creativity will also ensure that the individual learns to produce practical solutions to newly defined initiatives. These and other things are what creative problem-solving in the realm of creativity encourages.

In getting creative people to work together, heterogeneous mix of preferred creative process style out-perform teams with heterogeneous mix icon innovative work (Uzo-Okonkwo, 2013). This means that in entrepreneurship, getting people who are implementers, generators, optimizers and work with like minds will give a better result than mixing all forms of creative individuals in a group. This is obvious mix-match of creativity traits may be contributory to the obvious failures witnessed by many establishments in Nigeria. In a creative and competitive world of entrepreneurship, the drive is to deliver creative and innovative wares. These innovations that add values to human welfare result to a better resource utilization. The creative process, a complicated process, involves the ability to generalize, evaluate, design, trouble shoot, make

decisions, create, modify, simplify, synthesize, hypothesize, learn new skills and memorize while utilizing various forms of higher order cognitive processes.

The individual's ability to solve problems creatively therefore is dependent on his or her ability to utilize knowledge required to solve specific problems (Onu, 2006). These abilities can be classified by the type of problems to be solved and the strategies (that must be structured) to be utilized in solving the problems. Problems-solving cannot be divorced from creativity. The process of thinking, finding facts, seeking ideas and solutions are processes involved in creativity. In creative problems-solving, ideas are generated; solutions found and evaluated so as to select best ideas. The sum total must be for the purposes of doing business. Linking entrepreneurship with creative problem solving, therefore make the entrepreneur a 'system thinker', one who intuitively, an inventor, with an entrepreneurial mindset (Ekpo, 2010). The entrepreneurial mindset sees needs, problems and challenges as opportunities. He or she comes up with innovative ways to deal with the challenges, utilizes and consolidates opportunities. He or she is equally an optimist, a strategist, one who is confident and hardworking. He or she is never afraid of failure.

In order to achieve viable entrepreneurship education that will enhance sustainable development in Nigeria, the following strategies according to Babalola, (2007) will help to alleviate the problem of entrepreneurship education in the country; there should be some form of genuine school work based learning incorporated in some studies as part of the national economic development strategies the development of apprenticeship scheme would give new graduates some work skills and experience; pool local public and private funds to create a small venture capital fund; school-based enterprise where the students identify potential business plan, create and operate small business using the school as mini- incorporate small business schools where interested students and community members can participate; establishing an enterprise college aimed at fostering the specific skills sets required for entrepreneurship to serve as skill-acquisition centers for the youths; creating an economic friendly political environment; improving on the government taxation on small scale businesses.

Methodology

The correlational research design was adopted for the study. This type of design is most preferred because it is concerned with describing and interpreting what is; no attempt at discussing new phenomena, rather it aims at ascertaining conditions or relationships that exist; the practices that prevail; the processes that are going on; point of view or opinion of people (Osuala, 2001 and Ojo, 2011). The research was designed to elicit responses on how lecturers and students rate managing entrepreneurship education for effective employment of graduates in Rivers State. The target population is 15 students and 15 lecturers at both Rivers State University and Ignatius Ajuru University of Education. The two institutions were purposely chosen because the population of lecturers and students therein cut across the six geo-political zones of Nigeria.

A self-developed 20 item structured questionnaire titled “Entrepreneurship Education and Self Sustainable Development as Perceived by Lecturers and Students (EESDAPLS)” was used to collect data. The instrument was structured on a 4-point rating scale of strongly Agreed, (SA) Agreed (A), Disagreed (D), and Strongly Disagreed (SD), with a 4, 3, 2, and 1 weights respectively. The face and content validity of the instrument were ascertained by two experts from Educational Management department in the Faculty of Education and one from the Department of Mathematics both from Ignatius Ajuru University of Education. Rumuolumeni. Their suggestions were incorporated to modify the instrument Reliability Coefficient of the instrument was established by trail-test which was administered to 5 lecturers and 5 students from the same universities that is not part of the study. The split-half reliability method was used. The Cronback Alpha technique was employed to determine the internal consistency of the items and it yielded coefficient value of 0.81 which was considered high enough and adequate for the study. The researcher adopted face-to-face method in the administration of the questionnaire with the aid of Three-trained research assistants while z-test statistics was used to test the null hypotheses at 0.05 level of significance. 2.50 mean was the criterion for decision. Items that obtained means score of 2.50 and above were regarded as accepted while items that obtained mean score of 2.49 and below were regarded as rejected.

Result

Table 1: Showing the mean and standard deviation of respondents’ perception
Towards entrepreneurship education as a means of managing unemployment

S/N	Item statement	Lecturers		Students		Agreed
		x	sd	x	sd	
1.	Entrepreneurship education is viewed as a meaningful education for undergraduates which could make them to be self-reliant, self independent, employers of labour and economically happy.	3.60	0.78	3.60	0.68	Agreed
2.	It will provide, graduates with employable skills and techniques that will make them meet the labour needs of the society.	3.77	0.66	3.58	0.64	Agreed
3.	It will give graduates enough training in risk management to make uncertainty bearing possible and accepted with ease.	2.72	0.87	2.59	0.93	Agreed
4.	It will equip youths with enough knowledge and training that will make them creative, innovative, and eager to identify new business opportunities.	3.00	0.88	2.95	0.91	Agreed
5.	When students are exposed to entrepreneurship education, they develop positive attitude towards self sustainability.	3.10	0.57	3.50	0.80	Agreed
6.	Entrepreneurship stimulates rural, economic and					

	industrial development of youth. They contribute to the development of rural areas. They do this by establishing their small/medium scale enterprise in such areas thereby discouraging rural migration.	3.28	0.78	2.88	0.91	Agreed
7.	Entrepreneurship education like other courses in the tertiary institution is taught with little or no practical demonstrations.	3.38	0.88	3.53	0.82	Agreed
8.	Lack of payments by small/medium enterprises during industrial training/attachment discourages students from undertaking entrepreneurial education.	1.86	0.97	1.85	0.9	Disagreed
9.	The high unemployment level in the country is as a result of some inadequacies in the curriculum of tertiary education system.	3.36	0.95	3.06	1.01	Agreed
10.	Provision of appropriate materials, well planned and implemented entrepreneurship education will produce entrepreneurs who will shun white collar jobs, foster job creation and become job employers	3.36	0.84	3.12	0.90	Disagreed
Grand Mean		31.43		30.66		

Data in table 1 above shows the mean scores of lecturers and students on entrepreneurship education in universities for effective management of unemployment in Rivers State. The table reveals that 9 items out of 10 are perceived by lecturers and students as possible ways entrepreneurship education in universities can become veritable tool for effective management of unemployment in Rivers State.

Table 2: Mean responses of lecturers and students on entrepreneurship education in universities for effective management of unemployment in Rivers State.

S/N	Item statement	Lecturers		Students		Agreed
		x	sd	x	sd	
11.	Inadequate teaching materials, equipment and infrastructural facilities.	3.15	0.96	3.15	0.91	Agreed
12.	More emphasis on theoretical knowledge rather than practical knowledge due to lack of entrepreneurship education centre-workshops, laboratories inadequate	2.91	1.00	2.81	0.90	Agreed
13.	Inadequate funding by the government, nongovernmental organizations and wealthy philanthropists	3.21	0.93	3.05	0.90	Agreed
14.	Lack of basic facilities, incessant power (electricity) failure, water shortages and bad governance.	3.28	0.93	3.10	0.95	Agreed
15.	High student-teacher ratio and absolute teaching materials and methods	3.22	0.93	2.85	1.02	Agreed

16.	Inadequate motivation for available teaching and non-teaching staff (attendants) which Affects staff orientations creatively, use of initiative, efficiency and dedication.	3.05	0.90	2.86	0.90	Agreed
17.	Poor Mindset of students toward entrepreneurship, and their restiveness.	2.91	0.70	2.82	0.92	Agreed
18.	High level of corruption, supply of fake and outdated equipment and poor maintenance cultured in the system.	3.12	0.94	3.15	0.90	Disagreed
19.	Ineffective/poor planning, supervision, implementation and evaluation of the entrepreneurial programme across the board.	3.10	0.98	3.01	0.92	Agreed
20.	Lack of collaborative practical work, networking integration of functional skills	2.98	0.97	2.94	0.96	Agreed
Grand Mean		30.93		29.74		

Evidence from table 2 above revealed that all the items indicating the challenges confronting entrepreneurship education in tertiary institutions obtain mean scores above the criterion point of 2.50 by lecturers and students.

Table 3: Z-test analysis of the mean perceptions of lecturers and students towards entrepreneurship education in tertiary institutions

Group	n	x	Sd	df	Level of Sig. p.	z-cal	z-tab	Decision
Lecturers	120	3.1	0.86	318	P>0.05	0.58	1.96	HO ₁ Not rejected
Students	200	3.4	0.91					

Data in table 3 shows that the calculated Z-value of 0.58 is less than the critical z-value of 1.96 at 318 degree of freedom at 0.05 level of significance. This implies that there is no significant difference in the perceptions of the two groups. The null hypothesis was therefore accepted.

Table 4: Z-test analysis of the mean perceptions scores of lecturers and students on the challenges confronting entrepreneurship education in tertiary institutions.

Group	n	x	sd	df	Level of Sig. p.	z-cal	z-tab	Decision
Lecturers	120	2.9	0.78	318	P>0.05	0.62	1.96	Not Rejected
Students	200	3.0	1.16					

Table 4 indicates that the calculated z-value of 0.62 is less than the z-critical value of 1.96 at 318 degree of freedom at 0.05 level of significance. This implies that there is no significant difference in the perception of the lecturers and students. The null hypothesis was therefore accepted.

Discussions of Findings

The study revealed that lecturers and students' rate of managing entrepreneurship education in universities for effective employment of graduates in Rivers State positively as a meaningful education as indicated by their high mean score ratings. Hence they agreed that entrepreneurship education could make the youth (graduates) to be self reliant, independent and employer of labour, provide them with employable skills techniques, knowledge and training that will make them creative, innovative and positive attitude towards self sustainability; among others. This was in consonance with the perceptions of Anyaogu (2009), Okon and Friday, (2015) and Onyemete, (2011). When they perceived that entrepreneurship education will provide graduate with the training and support necessary to help them establish a career in small and medium size business; provide youths with training in risk management, and skills that will help them meet the manpower needs of the society; stimulate industrial and economic growth of rural and less developed area etc.

Further, the study found that lack of basic facilities; inadequate funding; lack of practical exposure; lack of infrastructure, high student-teacher ratio, poor maintenance culture; bad governance etc are challenges confronting entrepreneurship education. The finding agrees with Ebele, (2008), Osuala, (2010), Okon and Friday (2015), who maintained that poor enabling business environment; high levels of corruption; inadequate qualified teachers and instructors as well as supporting staff at all levels; challenges posed by globalization; inadequate teaching materials and infrastructural facilities; poor funding and poor planning and supervision are among the challenges of entrepreneurship education in Nigeria. The null hypotheses were upheld because no significant difference existed between the mean ratings of the lecturers and the students.

Implications for School Administrators in Managing Entrepreneurship Education in universities for effective employment of Graduates in Rivers State

The research findings are of practical importance to the administrators of tertiary institutions, Federal Ministry of Education, Minister for Finance, Federal Government, Lecturers, Parents, Students and the Society. Evidence abound from the findings that a well planned, implemented and equipped entrepreneurial education in tertiary institution is capable of solving or reducing the teething unemployment problems currently biting the nation.

The school administrators need to work relentlessly towards providing the necessary machineries for the realization of this meaningful education. Unease lays the head that wears the crown. The lecturers and students need to be motivated, so as to put in their best. Many erudite scholars, such as Osuala (2010), Bolarin (2012), Oyemete (2011), Anyaogu (2009) among others have stated that entrepreneurship education is imperative, to solving unemployment problems of the nation.

A stitch in time saves nine. Hence, a joint operation of all stakeholders in tertiary education will enhance managing entrepreneurship education for effective employment of graduates in Rivers State. After all, education for all is a responsibility of all.

Conclusion

Based on the findings of the study, it was concluded that the wheel of effective management of unemployment of school leavers (graduates) lies on the shoulder of entrepreneurship education. Entrepreneurship education is perceived to afford to the learners the right skills, knowledge, and competences necessary for them to take their positions as useful members of the society, shunning all sorts of vices and restiveness. The era of graduates picking up their certificates and roaming the streets looking for white collar jobs that are no longer there can become a thing of the past if entrepreneurship education is given a priority. The aim of tertiary institutions should be geared towards producing graduates who have the skills and zeal to use their heads and hands to provide job for themselves and for others and also create wealth. Hence, the solution to graduate unemployment lies in the introduction and teaching of entrepreneurship education to students of all disciplines in Nigerian tertiary institution presuming the enabling environment will be made available.

Recommendations

Based on the documentary evidence of graduate unemployment and the findings of this study, the following recommendations are proffered.

1. Funding of entrepreneurship education should be taken seriously rather than lip service by the Federal Government. This can be achieved through increase and release of money in the budgetary allocations to educational sector and provision of basic amenities.
2. To empower school leavers (youths) for self sustainable development, the government (federal and state) should provide enabling environment and all the necessary equipment , materials, infrastructure and facilities for better teaching and learning of entrepreneurship education needed for economic enhancement and graduate empowerment in Nigeria.
3. The graduates should shun joblessness and criminality through the cultivation of entrepreneurial spirit and acquisition of relevant skills that will launch them into enterprise greatness and economic independence.
4. Entrepreneurship education and self-sustainable development should be inculcated into all the school's curriculum to promote human empowerment and development through entrepreneurial skills acquisitions. It is a means of reducing unemployment since it is skilled oriented and employment motivated. All school programmes should be geared towards providing entrepreneurial skills and entrepreneurs.
5. Entrepreneurial skills acquisition should be integrated into National Youth Service Corps (NYSC) scheme in the same spirit of the NYSC. This, if formalized, will assist graduates with ideal job generation, creation and development ability. This will go a long way in reducing graduates' unemployment at the end of NYSC year.

6. School administrators should shun misappropriation of funds, embezzlement, and be on their feet to see that entrepreneurship education is a meaningful one.

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