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Entrepreneurship Education and the Enhancement of Entrepreneurial Skills among Undergraduates in South-Eastern and South-Southern Federal Universities, Nigeria

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Abstract

The study examined the impact of entrepreneurship education on the enhancement of entrepreneurial skills among undergraduates in south-eastern and south-southern federal universities in Nigeria. Four research questions and two null hypotheses guided the study. A descriptive survey design was used for the study. The study populations were all undergraduates registered for entrepreneurship education while the sample was 867. A structured questionnaire was used as the instrument for data collection. The instrument was validated by six experts: two in Administration and Planning and one in Measurement and Evaluation, Federal College of Education, (Technical) Asaba, Delta State, and three from the Education Faculty, University of Nigeria, Nsukka, and Enugu State. Based on their comments and suggestions, some modifications were made which led to the drafting of the final copies of the instrument. To ensure the instrument's reliability, 50 copies of the questionnaire were administered to students of the University of Delta (UNIDEL), Agbor which was outside the research area of the study. Cronbach Alpha technique was used to analyze the instrument. the research questions were answered using Standard deviation SPSS, and mean. The study discovered that the extent to which entrepreneurship education curriculum inculcate entrepreneurial skills in undergraduates is very high; that entrepreneurship education pedagogies used by lecturers in south-eastern federal universities is at a low extent; that resource persons used to teach entrepreneurship education is at a great extent and that entrepreneurship education facilities such as adequate hall for teaching and learning of entrepreneurship education, Information and Communication Technology (ICT) gadgets, are not adequately provided for students. Additionally, adequate entrepreneurial skills acquisition equipment is at a very low extent. Based on the outcomes of the study, the researchers recommended among others that the government should provide adequate skills acquisition machines and equipment to empower our teaming youthful population and provide loans/capital to enable them to start businesses imparted with entrepreneurial skills.

Keywords: *Entrepreneurship Education, skills, enhancement, pedagogies, entrepreneur.*

Introduction

The university is a higher education and research organization that awards academic degrees in a variety of disciplines and offers both undergraduate and postgraduate programs. According to the FGN (2013), one of the goals of tertiary institutions is to "develop both physical and intellectual skills that will enable individuals to be self-sufficient and useful members of society." Unfortunately, having a university degree is no longer a guarantee of employment. Many recent grads continue to roam the streets in quest of employment. This has contributed to a pervasive sense of pessimism among them.

The state of affairs in Nigeria is stark, with a fantastic seven out of every ten graduates going through challenges in securing significant employment or being deemed unemployable as of 2016. In the closing 5 years, more than 1,000,000 graduates have struggled with unemployment. This alarming vogue amongst the country's most dynamic demographic poses considerable dangers to Nigeria's future monetary balance and social well-being. Regrettably, many Nigerian graduates lack the integral abilities preferred by way of viable employers, attributed to shortcomings in the instructional system. The excessive quantity of graduates from tertiary establishments yearly exacerbates the issue, overwhelming the economy's potential to accommodate them. This difficult employment panorama contributes to tremendous insecurity in the country, evident in terrorism, violent crimes, scams, and different types of unpatriotic behavior (Fems et al., 2017).

The challenges cited above have led the Federal Government to create Entrepreneurship Development Centre inside Universities to tackle the competencies hole in academia. This initiative pursuits to furnish college students with the critical capabilities to thrive in modern-day economy. Furthermore, governments and establishments in Nigeria are working on quite many techniques to fight the rising ranges of graduate unemployment by using advertising job advent and empowering graduates via exceptional means. A suitable instance is the institution of the National Directorate of Employment

(NDE) in 1986, Millennium Development Goals (MDGs) of 2000, the National Economic Empowerment and Development Strategy (NEEDS) reform in 2003, Youth Enterprise with Innovation in Nigeria (YOU-WIN) of 2011 and the Subsidy Re-investment Programme (SURE-P) of 2012, the Nigeria Jubilee Fellows Programme aimed at employing, annually, 20,000 graduates, who currently concluded the obligatory one-year National Youth Service Corps (NYSC), the 52bn naira ($136m) Special Public Works (SPW) programme focused at low-skilled workers launched in 2021, it was a three-month work placement, paying 20,000 Naira ($53) per month, as well as many others (Akinwotu, 2021). However, it has been found that these efforts have failed to achieve a sufficient degree of success in reducing graduate unemployment, as shown by the country's current unemployment numbers.

The excessive amount of graduate unemployment in Nigeria has been blamed on the fact that most of the graduates from Nigerian universities are unemployed (Chiaha & Agu, 2013). The National Universities Commission (NUC) included entrepreneurship education in the curriculum of Nigerian universities as a mandatory course due to the high rate of unemployment among graduates (Uzoka, 2008; Ekpoh & Edet, 2011). Entrepreneurship education can be understood as a method of learning that aims to provide students with creative and innovative ideas that will enhance self-employment and job creation. Entrepreneurship education can also be viewed in terms of the skills that can be acquired and the characteristics that can be developed in individuals that will enable them to develop new and innovative ideas (Sitaridis & Kitsios, 2024).

Entrepreneurial skills are the basic set of skills needed to be an entrepreneur. Implied that entrepreneurial skills are those essential skills an entrepreneur needs to manage a business or improve effectively or improve in his work. Agu et al., (2013) opined that entrepreneurial skills should be developed via proper education. When well positioned for accountable and enriching small business endeavors it benefits the person and the societies in which the entrepreneurs live. Entrepreneurship skills can also be defined as those skills that an individual should possess to enable him/her to succeed

in a virtual learning environment. The various entrepreneurial skills include communication, creative/innovation, decision-making, problem-solving, planning and organizing, management of risk, self-management, technological/technical, teamwork, learning skills; initiative skills; enterprise skills; financial skills; administrative, marketing/saleable, interpersonal relationship integrity, practical, leadership, listening, identification of business openness to change and assertiveness (ECU, 2013; Oliveira, 2018; Precision Consultancy, 2017).

Objective of the study

This study investigated entrepreneurship education and the enhancement of entrepreneurial skills among undergraduates in south-eastern and south-southern federal universities, Nigeria. Specifically, it examined

- The degree to which entrepreneurship education curriculum inculcate entrepreneurial skills in undergraduates
- The degree to which entrepreneurship education pedagogies are utilized for the enhancement of entrepreneurial skills in students
- The degree to which resource persons are used for the enhancement of entrepreneurial skills
- The degree to which facilities are put in place for the enhancement of entrepreneurial skills

Research Questions

The research questions below guided the study:

- What is the extent to which entrepreneurship education curriculum inculcate entrepreneurial skills in undergraduates?
- What is the extent to which entrepreneurship education pedagogies are utilized for the enhancement of entrepreneurial skills in students?

- What is the extent to which resource persons are used for the enhancement of entrepreneurial skills?
- What is the extent to which facilities are put in place for the enhancement of entrepreneurial skills?

Hypotheses

These formulated null hypotheses below guided the study and were tested at a 0.05 level of significance.

H_{01}: There is no significant difference between the mean ratings of male and female students of federal universities on the extent entrepreneurship education curriculum inculcates entrepreneurial skills in undergraduates.

H_{02}: There is no significant difference between the mean ratings of male and female students of federal universities on the extent entrepreneurship education pedagogies are utilized for the enhancement of entrepreneurial skills in students.

Literature Review

Anyakoha (2019) conducted a study on enhancing the entrepreneurial skills of operators of home economics-related businesses and its implications for entrepreneurship education. The study found about sixteen personal skills and sixteen management-related skills needed by operators of home economics-related businesses. These include the ability to take a calculated risk, accept responsibility for one's action, relate appropriately with people, keep appropriate records and inventories and interpret financial statements. James (2016) carried out a study on pre-service skill needs for increasing the employability of technical college graduates in Niger State. The researcher found that employers prefer finished products or graduates of universities who possess adequate and relevant employability skills and would not need expensive re-training on the job.

Agu & Chiaha (2013) conducted an analysis of entrepreneurship education and graduate employment in Nigeria. According to the researchers, entrepreneurship education prepares students for workability skills. Entrepreneurship courses, according to the researchers, inculcate workability skills and, in turn, lead to a high entrepreneurial index (EI) among the students. Both the reviewed and the present study are related in that they both aim to assess the employability of graduates through entrepreneurship training. Nevertheless, while the previous study was premised on the employability of university graduates in Nigeria, the present study aims to investigate the improvement of entrepreneurship skills of undergraduates in the southeast and south-south regions of Nigeria.

Agu, Chiaha & Ikeme (2013) examined a paradigm shift in entrepreneurship education pedagogy in Nigeria: issues that must be confronted to evolve best practices. According to the researchers, business plan competition (BPC) pedagogy is commonly used in Nigerian universities. In addition, the researchers' light pedagogy approach isn't likely to improve students' entrepreneurial skills. Both studies are focused on identifying the various approaches to teaching entrepreneurship education, as shown by the previous study. Although the previous study primarily focused on pedagogies, the present study aims to determine to what degree it imparts entrepreneurial skills to students. Onah (2016) carried out a study on the entrepreneurship education needs of self-employed artisans and craftsmen in Enugu. The findings of the study show that six entrepreneurial skills, which include management skills, accounting skills, public relations skills, marketing skills, communication skills and record-keeping skills are very important to every self-employed craftsman and artisan. The study suggested strategies self-employed craftsmen and artisans could utilize to meet up with or realize their goals. These strategies include; skills in starting or formulating clear goals with good initiative; the ability to maintain/sustain a personal drive, competency in maintaining singleness of purpose; and skills in developing the right attitudes to work.

Shaibu (2016) carried out a study on E-literacy skills of technology and vocational education lecturers and students in tertiary institutions in North Central zone of Nigeria. The findings of the study revealed that the respondents did not possess skills in data management operation and possess a low level of word processing skills. The study also revealed that most tertiary institutions lack competent personnel to teach these skills and lecturers are not given the opportunity to update their knowledge in the new technologies. Azenabor (2021) discovered that inadequate funding of education in Nigeria is the greatest development challenge, as the country's public education system is currently underfunded. Babatunde and Ekundayo (2014) investigated the effect of entrepreneurship education on entrepreneurial intents among Nigerian undergraduates and identified a lack of funding and a limited supply of capital as two of the challenges of entrepreneurship education. Undiyaundege (2015) identified problems with entrepreneurship education in Nigeria, such as dysfunctional entrepreneurial culture among Nigerians and inadequate funding of entrepreneurial initiatives among others.

Edokpolor (2020) investigation of the mediating role of entrepreneurial skills developed by undergraduates (ESDU) in the relationship between entrepreneurship education (EE) and the core values of sustainable development (CVSD), revealed that that EE significantly predicts student's feasibility and desirability of starting a business. The essence of EE is to develop entrepreneurial skills in individuals to successfully launch a business (Chhabra et al., 2020). Edokpolor & Somorin (2017) remarked that EE cuts across all academic disciplines, aiming to equip recipients with skills to create something new or include something new into an existing product to solve problems and discover business opportunities. The empirical studies related to the study reviewed covered entrepreneurship education, entrepreneurial skills, and undergraduate skill development. However, among these studies, none focused on entrepreneurship education and the enrichment of entrepreneurial skills among undergraduates in federal universities in South Eastern and South southern Nigeria. This implies that no known empirical studies have been conducted in the area, therefore a lacuna exists. This gap is what

the study aims to fill, that is, to find the roles entrepreneurship education plays in the enrichment of entrepreneurial skills among undergraduate students in southeastern and south-southern Nigerian federal universities.

METHOD

Research Design

The descriptive survey design was used for this study. According to Fayolle & Liñán (2014) descriptive survey research is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. This design is considered to be appropriate because the study involves data collection in a natural setting. The study elicited the opinion of students in federal universities in the South East and South-South.

Table 1: Presentation of Total Number of Participants in Selected Universities

S/N	NAMES OF UNIVERSITY	LOCATION/ STATE	RESPONDENT
1.	University of Nigeria,	Nsukka, Enugu	200
2.	Nnamdi Azikiwe University	Awka, Anambra	190
3.	Federal University of Technology	Owerri, Imo	152
4	Federal University, Otuoke	Otuoke, Bayelsa	160
5	University of Benin	Benin City, Edo	165
TOTAL			**867**

Population of the Study

The population of the study comprises all students in Federal Universities in South-Southern and South-Eastern Nigeria who have enrolled in the Entrepreneurship Development programme.

Sample and Sampling Technique

The study sample included 867 student respondents drawn from 5 universities. Purposive sampling method was used to select the participants because they were defined groups of undergraduates. All the respondents were undergraduates in their final year of the Bachelor's degree programs.

Instrumentation

A structured questionnaire titled "Entrepreneurial Education and the Enhancement of Entrepreneurial Skills Questionnaire" (EEEESQ) was developed and utilized for data collection for the study. It was organized in two sections, A and B. Section A dealt with the data of the respondents while section B contained items built in 4 clusters. Cluster A seek information on the extent entrepreneurial skills have been imparted among undergraduates, Cluster B is on the various pedagogies used in teaching entrepreneurship education, Cluster C is on the resource persons used in teaching entrepreneurship, while Cluster D is on facilities put in place for the enhancement of entrepreneurial skills. A four-point rating scale was provided and it indicated the weight of each response mode as follows, Very Great Extent (VGE)-(4 points), Great Extent (GE)-(3 points), Little Extent (LE)-(2 points), and Very Little Extent (VLE)-(1 point). In deciding on the extent of enhancement of Entrepreneurial Skills, the limit of real numbers was applied as follows 3.50 and above Very great extent, 2.50-3.49 High extent, 1.50-2.49 Little extent, 1.00-1.49 Very little extent respectively.

Validity of Instrument

Validity indicates whether a test measures what it is set out to measure (Rouse, 2019). The instrument will be revalidated to suit the local environment. Therefore, to ensure that the instruments measured what they were supposed to measure (validity), a draft copy of the structured instrument was presented to three experts each, two in Educational Administration and Planning and one in Measurement and Evaluation of Federal College of Education (Technical), Asaba and three at the Faculty of Education, University of Nigeria, Nsukka. They were requested to study the items and assess the suitability of the language, the adequacy of the response format, and the adequacy and relevance of the items in addressing the research questions bearing in mind the objective of the study. Based on their comments

and suggestions some modifications items in the instrument. This was to ensure the face, content and construct validity of the instrument.

Reliability of Instrument

To ensure the instrument was reliable, copies of the instrument were administered to 50 state university students in the University of Delta (UNIDEL) not used in this study. To ascertain the internal consistency of items on the instrument, the data collected was subjected to the Cronbach Alpa reliability coefficient to compute the reliability estimate. The result showed reliability co-efficient of 0.78, 0.71, 0.75, and 0.72, respectively for clusters A, B, C, and D and an overall reliability index of 0.76 was obtained indicating that the instrument is reliable enough for the study.

Procedure for Data Collection and Analysis

Three research assistants assisted in administering the instrument. They used direct delivery and retrieval procedures in administering the instrument to achieve a high return of the completed instrument. The filled instrument was collected from the respondents on the spot by the research assistants. Out of the 1000 questionnaires administered 867 were retrieved. Mean and Standard Deviation were used to analyze the data and answer the research questions while the null hypotheses were tested using the T-test statistics at a 0.5 level of significance.

RESULTS

Research Question One: What is the extent to which an entrepreneurship education curriculum inculcates entrepreneurial skills in undergraduates?

Table 2: Mean Ratings on the extent entrepreneurial education curriculum inculcates entrepreneurial skills in undergraduates.

S/N	Items	Population (n=867) Male (n=377)			Female (n=490)			TOTAL Av. Resp. (NT=867)		
		X1	SD1	Dec1	X2	SD2	Dec2	X3	SD3	Dec3
1	Communication skills	3.66	0.57	VGE	3.66	0.56	VGE	3.66	0.57	VGE
2	Problem-solving skills	3.71	0.50	VGE	3.71	0.49	VGE	3.71	0.50	VGE
3	Planning skills	3.72	0.52	VGE	3.74	0.50	VGE	3.73	0.51	VGE
4	Creative skills	3.56	0.62	VGE	3.59	0.62	VGE	3.58	0.62	VGE
5	Technological skills	3.20	0.50	GE	3.30	0.51	GE	3.25	0.51	GE
6	Self-management skills	3.61	0.70	VGE	3.55	0.77	VGE	3.58	0.74	VGE
7	Team working skills	3.75	0.47	VGE	3.75	0.47	VGE	3.75	0.47	VGE
8	Innovative skills	3.67	0.66	VGE	3.66	0.71	VGE	3.67	0.69	VGE
9	Practical skills	3.15	0.58	GE	3.20	0.57	GE	3.18	0.58	GE
10	Decision making skills	3.62	0.59	VGE	3.63	0.58	VGE	3.63	0.59	VGE
11	Initiative skills	3.77	0.48	VGE	3.77	0.47	VGE	3.77	0.48	VGE
12	Managerial skills	3.26	0.63	GE	3.16	0.64	GE	3.21	0.64	GE
13	Marketing skills	3.38	0.71	GE	3.56	0.73	VGE	3.47	0.72	GE
14	Interpersonal skills	3.63	0.56	VGE	3.66	0.56	VGE	3.65	0.56	VGE
15	Organizing skills	3.63	0.68	VGE	3.59	0.75	VGE	3.61	0.72	VGE
16	Ethical skills	3.71	0.56	VGE	3.71	0.58	VGE	3.71	0.57	VGE
17	Enterprise skill	3.46	0.58	GE	3.65	0.56	VGE	3.56	0.57	VGE
	Cluster Response	3.56	0.58	VGE	3.58	0.59	VGE	3.57	0.59	VGE

Key:X1- Mean for male undergraduates;SD1- Standard deviation for male undergraduates; Dec1- Decision for male undergraduates X2- Mean for female undergraduates SD2- Standard deviation for female undergraduates Dec2 - Decision for female undergraduates N - Sample of undergraduates X3 - Average mean for male and female undergraduates SD3 - Average standard deviation for male and female undergraduate

Based on the data in Table 2, on average responses of undergraduates, items 1, 2, 3, 4, 6, 7, 8, 10, 11, 14, 15, 16, and 17 were rated Very Great Extent (VGE), while items 5, 9, 12, and 13 were rated Great Extent (GE). In summary, the extent to which entrepreneurship education curriculum inculcates entrepreneurial skills in undergraduates is to a Very Great Extent (VGE) as indicated by the average mean response (3.57) of respondents and an average standard deviation of 0.59 was obtained for the

items. The implication of the findings indicates that out of the 17 entrepreneurial skills listed four are rated to a Great extent (managerial skills, marketing skills, practical skills and technological skills) while 13 skills are rated Very great extent, they are (communication skills, problem-solving skills, planning skills, creative skills, self-management skills, team working skills, innovative skills, decision making skills, initiative skills, interpersonal skills, organizing skills, ethical skills, and enterprise skill)

This finding corroborates with Anyakoha (2019), Onah (2016) & Shaibu (2016) findings that the above-mentioned skills are required in stating or formulating clear goals with good initiative; the ability to maintain/sustain a personal drive, competency in maintaining singleness of purpose; and skills in developing the right attitudes to work.

Research Question Two: What is the extent to which entrepreneurship education pedagogies are utilized for the enhancement of entrepreneurial skills in students?

Table 3: Mean Ratings on the extent Entrepreneurship Education Pedagogies are utilized for the Enhancement of Entrepreneurial Skills.

S/N	Items	Population (n=867) Male (n=377)			Female (n=490)			**TOTAL** Av. Resp. (NT=867)		
		X1	SD1	Dec1	X2	SD2	Dec2	X3	SD3	Dec3
18	The case study method was used by my lecturers in teaching entrepreneurship education	1.75	0.63	LE	1.79	0.64	LE	1.77	0.64	LE
19	The field trip method was used by my lecturers during entrepreneurship practical	1.22	0.64	VLE	1.21	0.66	VLE	1.22	0.65	VLE
20	Practical business plan method was used by my lecturers in teaching entrepreneurship education	3.74	0.77	VGE	3.74	0.81	VGE	3.77	0.79	VGE
21	Internship method was used by my lectures during entrepreneurship practical	1.41	0.51	VLE	1.48	0.54	VLE	1.45	0.53	VLE
22	The lecture method was used by my lecturers in teaching entrepreneurship education	3.52	0.64	VGE	3.81	0.46	VGE	3.67	0.55	VGE
23	The experimental laboratory method was used by my lecturers during entrepreneurship practical	1.31	0.47	VLE	1.33	0.48	VLE	1.32	0.48	VLE
24	Student's entrepreneurship conference method was used by my lecturers in teaching entrepreneurship education	1.58	0.58	LE	1.57	0.57	LE	1.58	0.58	LE
25	The business plan competition method was used by my lecturers during entrepreneurship practical	2.69	0.84	GE	2.55	0.82	GE	2.62	0.83	GE

26	Model teachers method was used by my lecturers in teaching entrepreneurship education	1.41	0.61	VLE	1.49	0.58	VLE	1.45	0.60	VLE
27	Mentor-mentee interaction was used to motivate students aspiring to be entrepreneurs	1.36	0.50	VLE	1.39	0.50	VLE	1.38	0.50	VLE
28	Business games method was used during entrepreneurship practical	1.30.	0.50	VLE	1.31	0.51	VLE	1.31	0.51	VLE
29	Business incubation method was used during entrepreneurship practical	1.40	0.49	VLE	1.39	0.49	VLE	1.40	0.49	VLE
30	Industry spin-offs method was used by my lecturers	1.17	0.38	VLE	1.18	0.38	VLE	1.18	0.38	VLE
	Cluster Response	**1.84**	**0.58**	**LE**	**1.86**	**0.57**	**LE**	**1.86**	**0.58**	**LE**

The data presented above in Table 3, revealed that male undergraduates rated items 19, 21, 23, 26, 27, 28, 29, and 30 as Very Little Extent (VLE) indicating that entrepreneurship education pedagogies are not appropriately utilized, also item 18 and item 24 were rated Low Extent (LE), item 25 was rated Great Extent (GE), while item 20 and 22 were rated Very Great Extent (VGE). That is to say, Female Undergraduates also rated items 19, 21, 23, 27, 28 29, and 30 as Very Little Extent (VLE), items 18 and item 24 were rated Low Extent (LE), item 25 was rated Great Extent (GE), while item 20 and 22 were also rated Very Great Extent (VGE). This shows that respondents agreed that entrepreneurship education pedagogies are not adequately utilized in instruction of entrepreneurship education.

On the average responses of undergraduates, the overall mean response rate was 1.86 indicating a low extent of the utilization of entrepreneurship education pedagogies for the enhancement of entrepreneurial skill among undergraduates. The findings revealed that the lecture method was predominantly used in federal universities neglecting other important methods such as the internship method, student entrepreneurship conference method, mentor-mentee interaction, and relationship method, business games method, business incubation method, practical business plan method etc. This has implications for the literature insofar as previous studies by Agu, Chiaha & Ikeme (2013) that utilization of a variety of appropriate pedagogies would help in achieving the goal of entrepreneurship education in Nigerian tertiary institutions.

Research Question 3: What is the extent to which resource persons are used for the enhancement of entrepreneurial skills?

Table 4 Mean Ratings on the Extent Resource Persons are used for the Enhancement of Entrepreneurial Skills.

S/N	Items	Population (n=867) Male (n=377)			Female (n=490)			**TOTAL** Av. Resp. (NT=867)		
		X1	SD1	Dec 1	X2	SD2	Dec 2	X3	SD3	Dec 3
31	There are enough lecturers for the proper enhancement of entrepreneurial skills	2.87	0.89	GE	2.83	0.92	GE	2.85	0.91	GE
32	Most of the lecturers possess the requisite knowledge to impart entrepreneurial skills	2.94	0.65	GE	2.95	0.65	GE	2.95	0.65	GE
33	Successful business experts are invited to teach us their business	1.43	0.60	VLE	1.45	0.63	VLE	1.42	0.62	VLE
34	The theoretical approach of entrepreneurship education was taught in my school	3.26	0.51	GE	3.24	0.52	GE	3.25	0.52	GE
35	There are professionally trained instructors to teach the course	3.00	0.52	GE	3.03	0.53	GE	3.02	0.53	GE
36	There is proper funding of the course	2.31	0.72	LE	2.35	0.70	LE	2.28	0.71	LE
	Cluster Response	**2.64**	**0.65**	**GE**	**2.64**	**0.66**	**GE**	**2.63**	**0.66**	**GE**

The data presented in Table 4 shows that Male Undergraduates rated items 31, 32 and 34 as Great Extent (GE), item 33 was rated Very Little Extent (VLE) while item 36 rated Little Extent (LE), also Female undergraduates rated items 31, 32 and 34 as Great Extent (GE), item 33 was also rated Very Little Extent (VLE). In contrast, item 36 as well, rated Little Extent (LE).

On the average responses of undergraduates, the overall mean response rate was 2.63 indicating the Great extent of resource persons used to enhance entrepreneurial skills. The study revealed that there are enough lecturers for the proper enhancement of entrepreneurial skills and most of the lecturers possess the requisite knowledge to impart entrepreneurial skills but the extent to which successful business experts are invited to teach their business and funding was to a little extent. This is in line with the views of earlier scholars that for entrepreneurial skills to be appropriately inculcated in students, experienced resource persons must be put in place to achieve this goal (Shaibu, 2016, Anaele, 2017 & Ikeme, 2012).

Research Question 4: What is the extent to which facilities are put in place for the enhancement of entrepreneurial skills?

Table 5: Mean rating on the Extent Facilities is put in place for the enhancement of entrepreneurial skills

S/N	Items	**Population (n=867)**						**TOTAL**		
		Male (n=377)			Female (n=490)			Av. Resp. (NT=867)		
		X1	SD1	Dec1	X2	SD2	Dec2	X3	SD3	Dec3
37	There are adequate lecture hall for teaching and learning of entrepreneurship education	1.23	0.73	VLE	1.32	0.73	VLE	1.28	0.73	VLE
38	ICT services are rendered at the centre for entrepreneurship development	1.57	0.74	LE	1.55	0.72	LE	1.56	0.73	LE
39	There are adequate entrepreneurship textbooks and other entrepreneurial materials for teaching the course	1.63	0.73	LE	1.63	0.75	LE	1.63	0.74	LE
40	We were exposed to the practical approach of entrepreneurship or business in my university	1.31	0.60	VLE	1.29	0.59	VLE	1.30	0.60	VLE
41	There are adequate seats for students during lecturers	1.64	0.69	LE	1.66	0.70	LE	1.65	0.70	LE
42	There are adequate entrepreneurial laboratories and equipment for skills acquisition	1.37	0.71	VLE	1.27	0.70	VLE	1.32	0.71	VLE
	Cluster Response	**1.46**	**0.70**	**VLE**	**1.45**	**0.70**	**VLE**	**1.46**	**0.70**	**VLE**

The data in Table 5 revealed that male undergraduates rated items 38, 39, and 41 as Little Extent (LE), they also rated items 37, 40, and 42 as Very Little Extent (VLE) indicating that facilities are inadequate for proper enhancement of entrepreneurial skills. On the other hand, female undergraduates also rated items 38, 39, and 41 as Little Extent (LE), they also rated items 37, 40, and 42 as Very Little Extent (VLE).

On the average response of both groups, items 38, 39, and 41 were rated little extent (LE), while items 37, 40, and 42 were rated very low extent (VLE). There are adequate lecture halls for teaching and learning entrepreneurship education indicated a very low extent; ICT services rendered at the Centre for Entrepreneurship Development at a low extent; There are adequate entrepreneurship textbooks and other entrepreneurial materials for teaching the course indicating a low extent; We were exposed to the practical approach of entrepreneurship or business in my university indicates very low extent; There

are adequate seats for students during lecturers indicates low extent and there are adequate entrepreneurial laboratories and equipment for skills acquisition indicates a very low extent.

In summary, the extent to which facilities are put in place is to a very little extent (VLE) as indicated by the average mean response (1.46) of both male and female undergraduates and average standard deviation of 0.70, showing that the responses are not far from each other. This aligns with the findings of Azenabor (2021), who maintained that effective education depends to a large extent on how well the educational system is equipped and financed.

Hypothesis 1(Ho_1): There is no significant difference between the mean ratings of male and female students of federal universities on the extent entrepreneurship education curriculum inculcates entrepreneurial skills in undergraduates.

Table 6: t-test Analysis on Mean Responses of Male and Female Undergraduates on the Extent Entrepreneurship Education Curriculum Inculcate Entrepreneurial Skills in Undergraduates.

Population	N	X	SD	df	LS	t-cal	t-tab	Dec.
Male	377	3.56	0.58	865	0.05	- 0.49	1.97	Not Sig.
Female	490	3.58	0.59					

Key: N – Sample, X – Mean, SD – Standard deviation, df – Degree of freedom, LS – Level of Significance, t-cal. – Calculated Value, t-tab. – Table Value, Dec. – Decision.

From Table 6 above, the response of both male and female undergraduates in the South/Eastern Federal Universities on items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, and 16 was the same, except item 13 and 17 which indicated otherwise on the extent entrepreneurship education curriculum inculcate entrepreneurial skills in undergraduates. However, the analysis in Table 6 shows that the t-calculated (- 0.49) is less than the t-table value (1.97), indicating that there is no significant difference between the two groups. Thus, the null hypothesis (Ho_1) of no significant difference is accepted.

Hypothesis 2 (Ho_2): There is no significant difference between the mean ratings of male and female students of federal universities on the extent entrepreneurship education pedagogies are utilised to enhance entrepreneurial skills in students.

Table 7: t-test Analysis on Mean Responses of Male and Female Undergraduates in Federal Universities on The Extent Entrepreneurship Education Pedagogies are Utilized for the Enhancement of Entrepreneurial Skills in Students.

Population	N	X	SD	df	LS	t-cal	t-tab	Dec.
Male	377	1.84	0.58	865	0.05	- 0.50	1.97	Not Sig.
Female	490	1.86	0.57					

In Table 7 above, the responses of both male and female undergraduates in the South-eastern universities on items 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, and 30 were the same, showing that there is no difference in their response to the cluster items on the extent entrepreneurship education pedagogies are utilized for the enhancement of entrepreneurial skills in students. However, the analysis in Table 7 above shows that the t-calculated (- 0.50) is less than the t-table value (1.97), indicating that there is no significant difference in the extent entrepreneurship education pedagogies are utilized for the enhancement of entrepreneurial skills in students between the two groups. Therefore, the null hypothesis (Ho_2) of no significant difference is hence accepted.

DISCUSSION OF FINDINGS

The responses gathered from undergraduates on the extent to which entrepreneurship education curriculum inculcates entrepreneurial skills revealed that students in federal universities in the southeast and south-south have been imparted with entrepreneurial skills. The findings affirm the words of Agu & Chiaha (2013) that entrepreneurship education (EED) inculcates in individuals' entrepreneurial skills which will enable them to confront situations in creative and innovative ways. Such entrepreneurial individuals having also been imparted with employability skills can be employed in other enterprises, they as entrepreneurs, easily become agents of business expansion and growth leading to the creation of more business opportunities and more jobs. The current study is related to the reviewed study work

of [Onah, 2016; Shaibu, 2016)] in that they investigated entrepreneurship education needs of self-employed artisans and craftsmen while the current study investigated entrepreneurship education as a vital tool for the enhancement of entrepreneurial skills among undergraduates. However, while the present study seeks to find out the entrepreneurial skills and the employability skills needed in students to be self-employed and be employed in various organizations, the reviewed study only focused on skills for one to be self-employed. This is also similar to James (2016) in that they both focused on enhancing the employability skills of students. However, they also differ in some respects. For instance, while the reviewed study focused on increasing the employability skills of graduates in Niger state, the present study focused on enhancing the entrepreneurial skills of undergraduates in the South East and South-South.

Given research question two of the study, the responses gathered from the students reveal that entrepreneurship education pedagogies used by lecturers in federal universities in the southeast and south-south are at a low extent. The findings revealed that the lecture method was predominantly used in federal universities neglecting other important methods such as the internship method, student entrepreneurship conference method, mentor-mentee interaction, and relationship method, business games method, business incubation method, practical business plan method etc. It also revealed that the aforementioned approaches as suggested by Agu, Chiaha & Ikeme (2013) as the best-practiced pedagogies used in the universities for appropriate enhancement of entrepreneurial skills are not used. Entrepreneurship education lecturers in federal universities in the south-east and south-south do not utilize these methods in teaching entrepreneurship education which is aimed at ameliorating entrepreneurial skills in undergraduates.

The findings of the study on research question three showed that to a great extent, resource persons are employed to teach entrepreneurship education in federal universities in the southeast and south-south.

The study also revealed that most of the lecturers teaching entrepreneurship education possess the requisite knowledge to impart entrepreneurial skills to undergraduates. This is in line with the view of Ikeme (2012) that for entrepreneurial skills to be appropriately inculcated in students, experienced resource persons must be put in place to achieve this goal. Regarding the facilities put in place for teaching and learning entrepreneurship education, it was revealed that students in federal universities in the south-east and south-south are not adequately exposed to the opportunities that abound in having unhindered access to information and communication technology services at the various Entrepreneurship Development Centers. It was also revealed that there were inadequate lecture halls and seats for the teaching and learning of entrepreneurship education. From the findings, given the low level of facilities put in place for the enhancement of entrepreneurial skills, adequate halls, seats and equipment for skills acquisition must be put in place for the desired result to be achieved. This aligns with the findings of Undiyaundege (2015) and Azenabor (2021), who maintained that effective education depends to a large extent on how well the educational system is equipped and financed.

Conclusion

According to the responses of the students to the questionnaire, the teaching of the curriculum content of entrepreneurship education taught such skills as communication skills, problem-solving skills, and decision-making skills, most lecturers in southeastern and south-southern federal universities are inadequate and outdated. This can be seen in their inability to embrace new and innovative ways of teaching the course, such as the use of real samples, simulations, demonstrations using modern machines and devices, as well as guided excursions to factories, businesses, and corporate organizations owned by entrepreneurs. To a large extent, the resource persons who are used to teach entrepreneurship education are employed. Lastly, it was discovered that entrepreneurship education facilities, such as adequate halls and seats for the teaching and learning of entrepreneurship education, information and

communication technology (ICT) facilities, and equipment for skills acquisition are either insufficient or nonexistent.

Recommendations

Based on the findings of the study, the following recommendations are made:

- Because lecturers' methods for teaching entrepreneurship education in south-eastern and south-Southern Federal Universities are ineffective and obsolete, it is suggested that lecturers be more open to exploring new and innovative approaches to teaching the subject matter. Through the National University Commission, the government can provide grants for frequent training and retraining of lecturers both within and outside the country to keep them up-to-date with the latest theories and teaching methods of the subject matter. In other words, suitable pedagogies should be used in providing entrepreneurship training, and also, EED content should be derived from industry and market requirements.
- The Government should ensure that comfortable lecture halls and seats are equipped with all necessary teaching and learning equipment such as projectors, marker boards, public address systems, and properly ventilated and well-lit classrooms. In addition, the government should ensure that information and communication services are provided, such as stable internet access, and that laptops and other computer equipment are distributed to support learning.
- To support our teaming young people, the government must also have adequate skills acquisition machines and equipment, as well as loan/capital to enable them to launch their businesses after being boosted with entrepreneurial skills.
- The National University Commission should ensure that the activities of those who are responsible for the implementation of the government's objectives in entrepreneurship

education are constantly monitored and evaluated. Lecturers, school boards, and other non-academic staff are among the relevant parties.

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