IMPLEMENTATION OF THE ENTREPRENEURSHIP EDUCATION CURRICULUM IN THE PRIVATE UNIVERSITIES IN ENUGU STATE NIGERIA

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Abstract: The study examined is the implementation of the entrepreneurship education curriculum to foster entrepreneurial skills in the private Universities in Enugu state Nigeria. The specific objectives of the study include; Find out the available educational resources for students and lecturers in the implementation of entrepreneurship education curriculum and to find out the extent lecturers utilize educational resources for the implementation of entrepreneurship education curriculum in universities. The study was descriptive study was conducted among 322 lecturers of entrepreneurship studies in the four private universities and 200 level students in the four private universities in Enugu State. Collected data through the use of questionnaire was analyzed using descriptive statistics while the study hypotheses were tested using inferential statistics. The result of the study shows that there is a significant difference in the mean responses of students and lecturers on the available resources for entrepreneurship education curriculum implementation in universities in Enugu State, Nigeria (f value of 9.588 and t value of -1.284 and significant at .003) The result also shows that there is a significant difference in the mean responses of male and female lecturers on the extent lecturers utilize educational resources for the implementation of entrepreneurship education curriculum in universities in Enugu State, Nigeria (f value of 208.552 and t value of 2.390 and significant at .000.). It was concluded that the study also affirmed that the extent lecturer's utilized educational resources for the implementation of entrepreneurship education curriculum in the universities were high, but the entrepreneurship center was not being utilized by the lecturers while it was recommended that the National Universities commission should conduct routine inspections and sometimes take a surprise visit to universities to check for their compliance to their guidelines and requirements for each program of study.

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Introduction

For any country to experience sustainable socio-economic growth, it must give credence to entrepreneurship education. Entrepreneurship education focuses on the learning experience and the development of competencies, skills, aptitudes and values. Entrepreneurship education is a lifelong process, starting as early as elementary school and progressing through all levels of education including adult education, focusing on developing understanding and capacity for the pursuit of entrepreneurial behaviors, skills and attributes in widely different contexts (Abeng & Obinnaya, 2017). Entrepreneurship education can be achieved by equipping youths with skills and competencies in vocational and technical education; such studies are a good tool for securing employment and emancipation of people through the provision and acquiring of necessary knowledge and skills to make lives more flourishing.

In Nigeria, Entrepreneurial Education Curriculum was introduced in the University in 2006 with the aim of equipping learners with adequate and relevant entrepreneurial abilities. Prior to the introduction, Oviawe (2010) opined that the massive unemployment of Nigerian universities graduates in the country and had traced the problem to the disequilibrium between labour market requirements and lack of essential employable skills by the graduates. Findings from a three-week large scale, rapid national survey in 2004 jointly sponsored by NUC and the Education Trust Fund (ETF) to determine the needs of the labour market which Nigerian university graduates are failing to meet are shocking. Of the 100 individuals and 20 organizations visited, 44% rated Nigerian science graduates as average in competence, 56% rated them as average in innovation, 50% rated them average in rational judgment, 63% as average in leadership skills, while 44% as average in creativity. However, 60% of the respondents rated the graduate as very poor in the needed skills such as literacy, oral communication, information technology, entrepreneurial, analytical, problem-solving, and decision-making. Such findings explain why there has been very obvious increase in unemployment rate. Oviawe observed that, this is why in 2006, the Federal Government directed Nigerian Higher Education Institutions (HEIs) to include Entrepreneurship Education (EEd) as a compulsory course for all students with effect from the 2007/2008 academic session, which led to the inclusion of EEd in the curriculum of all universities and other higher education in Nigeria. Most of the universities in Nigeria now have a centre for entrepreneurship education in their respective institutions.

According to Okello-Obura and Matovu (2011), the growth of any enterprise among other things; depends on the entrepreneurial spirit, the qualifications of its owner, quality provision of information, knowledge, skills as well as advice on the various aspects of the business. However, programmes to prepare for entrepreneurship training to support small business have become subjects of further education and training. Today, Nigeria Universities education are under extreme pressure to explicitly prove to society that it can make effective and efficient usage of their resources and that their activities bear relevance to the employment market, aspects only really achievable through modern management acting in accordance with the prevailing environment (Ajose, 2021). This is the area universities have to demonstrate entrepreneurship

capabilities in their programmes so that their graduates would largely become job creators and not job seekers. Unfortunately, several challenges currently face Nigerian universities in their bid to properly entrench entrepreneurship education as important curriculum issue across all disciplines. According to Costa (2017), these challenges include: Lack of lecturers with practical entrepreneurial training and consciousness. Although lecturers' awareness of entrepreneurship education has grown in the last five years and attitudes towards the new curriculum has become more positive, majority of lecturers still do not know enough of the aims, contents and work method of entrepreneurship education. Consequently, they may be unable to effectively impart the desired knowledge and entrepreneurial skills to their students. To this end, the study aim to Implementation Of The Entrepreneurship Education Curriculum In The Private Universities In Enugu State Nigeria.

Purpose of the Study

The primary purpose of the study is the implementation of the entrepreneurship education curriculum to foster entrepreneurial skills in the private Universities in Enugu state Nigeria. Specifically, objectives of the study were to:

1. Find out the available educational resources for students and lecturers in the implementation of entrepreneurship education curriculum.
2. Find out the extent lecturers utilize educational resources for the implementation of entrepreneurship education curriculum in universities.

Research Questions

The following research questions guided the study:

1. What are the available educational resources for students and lecturers in the implementation of entrepreneurship education curriculum in universities?
2. To what extent do lecturers utilize the educational resources in the implementation of entrepreneurship education curriculum in universities?

Hypotheses

The following null hypotheses were formulated and were tested at 0.05 level of significance:

Ho_1: There is no significant difference in the mean responses of students and lecturers on the available resources for entrepreneurship education curriculum implementation in universities in Enugu State, Nigeria.

Ho_2: There is no significant difference in the mean responses of male and female lecturers on the extent lecturers utilize educational resources for the implementation of entrepreneurship education curriculum in universities in Enugu State, Nigeria.

Review of Literature

Entrepreneurship Education

For the purpose of this guidance, entrepreneurship education is defined as the process of equipping students with an enhanced capacity to generate ideas and the skills to make them happen. Entrepreneurship education equips students with the additional knowledge, attributes and capabilities required to apply these abilities in the context of setting up a new venture or business. These are prerequisites for entrepreneurial effectiveness, that is, the ability to function effectively as an entrepreneur or in an entrepreneurial capacity, for example within small businesses or as part of 'portfolio careers, where multiple job opportunities, part time work and personal ventures combine'. Enterprise and entrepreneurship are trans-disciplinary, with a strong connection to issues of

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employability, innovation, knowledge transfer, commercialization, and intellectual property (QAA, 2012).

According to Bula and Tiagha (2012), entrepreneurship is a business venture that is engaged in value addition through the production and sale of goods and provision of services as an attempt to take advantage of a business opportunity that might entail some risk but that provides for self-employment and making money to support themselves and their families. Baba (2013) on the other had defined entrepreneurship as the act of starting a business, arranging business deals and taking risks in order to make profit through the education skills acquired. The entrepreneurship spirit is a pre-requisite to an entrepreneurial society and culture.

Therefore, its critical role to the economy of nations is now widely acknowledged within the literature such as a major source of innovation, job creation and growth. Entrepreneurship education is defined as the process of providing individuals with the ability to recognize opportunities and the insight, self-esteem, knowledge, and skills to act on them (Fauziah, 2015). More importantly it is about encouraging creative thinking and promoting a strong sense of self-worth and empowerment. Through entrepreneurship education, students learn how to create business, but they also learn a lot more. The core knowledge created via entrepreneurship education includes: the ability to identify business opportunities in one's life; the ability to pursue opportunities, by generating new ideas and initiate the needed recourses; the ability to create and operate a new firm; and the ability to think in an innovative and important manner (Fatoki, 2014).

Generally, entrepreneurial education can be categorized into three different approaches (O'Connor, 2013). The first approach is the teaching "about" entrepreneurship which basically laid more emphasis on the theoretical aspect of the teaching of the subject that aimed to give a general understanding of the phenomenon. The second approach which is the teaching "for" entrepreneurship simply means an occupationally oriented approach aiming at developing entrepreneurs the requisite knowledge and skills. This approach is more or less concern about the practical aspect of acquiring the entrepreneurial competencies that are necessary for new venture creation.

Finally the third approach is the teaching "through" entrepreneurship which means a process based on experiential approach where students go through an actual entrepreneurial learning process through the formal education. According to Bula and Tiagha (2012), entrepreneurship is a business venture that is engaged in value addition through the production and sale of goods and provision of services as an attempt to take advantage of a business opportunity that might entail some risk but that provides for self-employment and making money to support themselves and their families.

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In view of the relevance of the curriculum contents to entrepreneurship education it is important to note that the most common contents as seen by the researcher in the various policy documents guiding the teaching of entrepreneurship education in the four private universities visited by the researcher is that within their contents is the presence of 'business plan writing, feasibility studies, what is entrepreneurship, who is an entrepreneur', this prompted the researcher to look deeper into the trends surrounding entrepreneurship education in Nigeria, Africa and beyond. One of such trends discovered by the researcher is that there now exists financial technological companies whose specialty is making money transfer, savings with good interest rate and making investment opportunities readily more accessible to the end-user and this is as a result of the advancement in the entrepreneurship education space.

A typical example of such trends is the student training for entrepreneurial promotion (STEP) program. Since its formal launch in 2018 at Godfrey Okoye University, Enugu. STEP has recorded a huge success, helping students and graduates to officially register and start their own businesses. The STEP programme has helped Godfrey Okoye University students and graduates to change their mindset positively towards entrepreneurship. It has exposed our students and graduates to the world of business by giving them the opportunity to explore both their creative and innovative skills. STEP develops young people's skills, knowledge of the STEP programme has helped Godfrey Okoye University students and graduates to change their mindset positively towards entrepreneurship.

It has exposed our students and graduates to the world of business by giving them the opportunity to explore both their creative and innovative skills and confidence to pursue an entrepreneurial career. STEP is entrepreneurship training for youths and young adults. STEP develops young people's skills, knowledge, and confidence to pursue an entrepreneurial career. In the training, the students learn step-by-step to start their own businesses. This provides them with an effective means of creating jobs for themselves and other people in the community.

Available Educational Resources for students and lecturers in the Implementation of Entrepreneurship Education Curriculum in Universities

Mkala and Wanjau (2013) examined the study transforming implementation of entrepreneurship education programme in technical training institutions in Nairobi County, Kenya. The study used a survey research design. . A sample of all teachers of entrepreneurship education in the 17 teacher training institutes (TTIs) in Nairobi County was conducted. This yielded a population of 58 teachers. The study utilized a self-administered structured questionnaire, which was refined after a pilot study. A content validity index of 0.78 was obtained; this was judged to be acceptable, as it is more than the 0.70 value recommended minimum. Findings from the study shows that teachers routinely use traditional teaching and assessment methods and institution administrations do not provide sufficient training resources or support teachers to develop networks with entrepreneurship practitioners. The similarities between found in the two studies are; both studies used Cronbach's alpha, a structured questionnaire and statistical package for the social sciences (SPSS) for its data analysis. The difference between the reviewed study and the present study is that the reviewed study was carried out in Kenya but the present study was carried out in Enugu State Nigeria,

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the respondents for the reviewed study are teachers but the present study used students and lecturers, the population of the reviewed study was 58 teachers but the present study has a population of 967, the reviewed study made use of factor analysis and simple linear regression to show the relationship between the dependent and independent variables in the study while the present study used the mean, standard deviation and independent sample t-test to analyze the study.

Ghina, Simatupang and Gustomo (2015) carried out a study on A Systematic Framework for Entrepreneurship Education within a University Context in Bandung Institute of Technology, Indonesia. Descriptive survey was used for the study. The interviews were conducted from 60 to 90 minutes, and for some respondents, the interviews were divided into two sessions. The interview questions contained three key issues in management of education, namely students, staff members, and institution. The questions for the students/staff members were focused on such things as what abilities that the students/staff members should have and how they could improve their abilities for recruitment and selection, learning evaluation, training, and performance appraisal. The questions concerning the institution were focused on what opportunities are provided by the institution such as in the curriculum development, facilities provisions, teaching method development, workload allotment, knowledge sharing, freedom in teaching, learning material supports, fund allocations, and incentive for the students and staff members such as grants, grading schema, rewards, payment, and incentive schema. This study also used multiple data sources, such as websites, books of academic guidelines, and direct observations, to support the primary data from the interview. These data sources also include organizational actors from different hierarchical levels, functional areas, and groups. The study used embedded design, that is, multiple level analysis. The population size was 14. Findings from the study showed that the institution already had facilities to support learning within the institution itself although lacking in the management is the will to optimize the utilization of the facilities. The assurance of learning to guarantee the students' learning effectiveness is also not well managed. The relationship between the reviewed study and the present study is that they both used lecturers and students as respondents. The difference between the reviewed study and the present study was that the reviewed study was carried out in Indonesia but the present study was carried out in Enugu State Nigeria, the population of the reviewed study comprised all the academic members of staff but the present study used only students and lecturers as its population and the reviewed study used no sampling technique because of the small number of its population but the present study used the simple random sampling technique.

c and Akala (2017) carried out a study on Resource Utilization and Curriculum Implementation in Community Colleges in Kenya. The study adopted a mixed methods research design. Proportional stratified random sampling was used to sample 172 students and 18 teachers while four directors of Community Colleges were purposively selected. Questionnaires were administered to students and teachers, while directors were interviewed. Findings of the study showed that teaching and learning resources, such as workshops, equipment, lecture rooms, laboratories, raw materials for practical training and reference books, were found to be adequate, although underutilized.

However, sports grounds, libraries and course texts were inadequate. Educational Resource inadequacies were often mitigated by signing equipment co-sharing agreements with peer institutions and local firms. The relationship between the reviewed study and the present study is that the study participants were students and that the reviewed study showed the challenges faced in the implementation of the entrepreneurship education curriculum in Kenya which is also the case in Nigeria where the present study was carried out. The difference between this study and the reviewed study is in the area of the study which was that the former was carried out in Kenya while the present study was carried out in Enugu State Nigeria. The former study was on Resource Utilization and Curriculum Implementation in Community Colleges in Kenya while the present study was on Implementation of the Education Curriculum to foster Entrepreneurial Skills in Universities in Enugu State Nigeria. The former study used mixed methods research design while the present study used a descriptive survey research design, the former study used students and directors of community colleges while the present study used students and lecturers. The former study used proportional stratified random sampling technique but the present study used simple random sampling technique.

Amadi, and Amakodi (2019) examined the Factors Influencing the Implementation of Entrepreneurship Education in Tertiary Institutions in Rivers State. Area of the study: Rivers State University, Nkpolu-Oroworukwo, Port Harcourt. Five research objectives, five research questions and five research hypotheses were used in the reviewed study. The reviewed study adopted the descriptive survey design. The area of the study was Rivers State. The target population comprised 382 entrepreneurship education lecturers in the six tertiary institutions in Rivers State. The census sampling technique was used which ensured that every member of population participated in the research work. A structured instrument titled "Factors Influencing Implementation of Entrepreneurship Education in Tertiary Institutions" was used to elicit data from the respondents. The instrument was validated by the researchers' supervisor and two other experts. Two research assistants were employed for the administration of the instrument. The analysis of variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that shortage of qualified lecturers, inadequate facilities, inadequate teaching techniques, poor funding and lack of government support, hinders the effective implementation of entrepreneurship education in tertiary institutions in Rivers State. The relationship between the reviewed study and the present study was in use of a questionnaire and in the use of lecturers as respondents. The difference between the reviewed study and the present study was that the reviewed study was carried out in Rivers State while the present study was carried out in Enugu State Nigeria. The reviewed study used analysis of covariance (ANCOVA) for the hypothesis testing but the present study used mean and standard deviation to analyze research questions and independent sample t-test to analyze the hypothesis.

Lecturers Utilization of Educational resources in the Implementation of the Entrepreneurship Education Curriculum in Universities

Gabadeen, and Raimi (2012) carried out a study titled Management of entrepreneurship education in Nigerian higher institutions: Issues, challenges and way forward. This study examined the

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management of entrepreneurship education in Nigerian higher institutions with special focus on the issues, challenges and way forward. The research method adopted was the narrative-textual case study (NTCS); a research method that sources the required academic materials, both qualitative and quantitative, from the internet, online databases, e-libraries. The study discovered that the management of entrepreneurship education in the Nigerian higher institutions is grossly deficient and ineffective on account of paucity of funds, ineffective teaching method, paucity of handbooks/text-books, and inadequacy of experienced lecturers. Even for graduates who struggled to establish personal businesses, the support for SMEs is limited and quite inadequate. Government should therefore increase its support for entrepreneurial initiatives in order to actualize the goal and objectives of Entrepreneurship education. The relationship between the reviewed study and the present study is that they both used students and lecturers as respondents. The difference between the reviewed study and the present study is that the reviewed study used the narrative-textual case study (NTCS) as a method of data analysis but the present study used the mean, standard deviation and t-test as its method of data analysis.

Nwekeaku (2013) carried out a study titled Entrepreneurship education and challenges to Nigerian universities, specifically sought to examine the state and challenges of entrepreneurship education in Nigerian universities. The study's secondary data, was generated through document reading, and were used for the analysis. Structural functionalism was adopted as a framework of analysis. The results showed that though many Nigerian universities have embraced entrepreneurship education, there is not yet any

fundamental change in the teaching and learning process of this important subject. Most of the lecturers have not acquired new and special skills, the teaching methodology has not fundamentally changed from the old system, adequate and appropriate equipment are yet to be procured, the value system which favours certificate acquisition in preference to practical demonstration and ability are still in vogue, the general attitude of the society which favours craze for immediate materialism to functional education is still subsisting. The relationship between the reviewed study and the present study is that the reviewed study and the present study used students and lecturers as participants. The difference between the reviewed study and the present study is that the reviewed study used structural functionalism as its framework for data analysis but the present study used mean, standard deviation and independent sample t-test for its data analysis. The reviewed study is titled Entrepreneurship education and challenges to Nigerian universities while the present study is titled Implementation of the Entrepreneurship Curriculum to foster Entrepreneurial skills in Universities in Enugu State Nigeria.

Sofoluwe, Shokunbi, Raimi, and Ajewol (2013) studied Entrepreneurship education as a strategy for boosting human capital development and employability in Nigeria: Issues, prospects, challenges and solutions. This study examined the prospect of repositioning entrepreneurship education as a strategy for boosting human capital development and employability in Nigeria. The study adopted a quantitative research method, specifically the use of a survey method for eliciting responses from a cross-section of academic staff and students from Yaba College of Technology, Lagos. A modest

sample size of 150 respondents was drawn from the target population using a convenience sampling technique. The 111 returned questionnaires were analyzed electronically and results presented using descriptive and inferential statistics. The key findings indicate that entrepreneurship education is a leeway to job creation, wealth creation, youth empowerment, peaceful society and economic development. The paper concludes that as a matter of urgency the three levels of governments, academic institutions, donor agencies and private sector organizations should encourage entrepreneurship education as part of their social contribution to human capital development in Nigeria.

The relationship between the reviewed study and the present study is that they both made use of descriptive survey design, and also used students and lecturers as respondents. The difference between the reviewed study and the present study is that the reviewed study used a convenience sampling technique but the present study used simple random sampling technique. The reviewed study was carried out in Yaba College in Lagos State Nigeria but the present study was carried out in Godfrey Okoye University Enugu State, Nigeria.

Amaewhule and Oliver (2020) carried out a study titled Lecturers' Assessment of the Effectiveness of Implementation of Entrepreneurship Education Programme in Universities in Rivers State. This study examined lecturers' assessment of the effectiveness of implementation of Entrepreneurship Education programme in universities in Rivers State. Descriptive research survey design guided the study. The population of the study consists of 131 lecturers teaching Entrepreneurship Education from all the universities in Rivers State. There was no sampling due to small population size and hence no sampling technique was used for the study. Three research questions were answered with simple percentages, mean and standard deviation while two null hypotheses were tested at 0.05 level of significance. The instrument used for data collection was a structured questionnaire which was validated by three experts in Entrepreneurship Education from the Department of Business Education. The instrument was patterned after modified-4-point rating scale. A reliability coefficient of 0.81 was established for the instrument using Pearson Product Moment Correlation coefficient reliability method. Mean statistics was used to answer research questions while One Way Analysis of Variance (ANOVA) was used to test the hypotheses. The findings of the study revealed that the objectives of Entrepreneurship Education have been implemented to a Moderate Extent (ME) in tertiary institutions in Rivers State. The study also found that human and material resources affect the effective implementation of Entrepreneurship Education in tertiary institutions in Rivers State to a Moderate Extent (ME). The relationship between the reviewed study and present study is that they both have lecturers as respondents and also used descriptive survey design. The difference between the reviewed study and the present study is that the reviewed study did not use any sampling technique but the present study used simple random sampling technique, the reviewed study used one way analysis of variance (ANOVA) but the present study will be using independent sample t-test to test its hypothesis and the mean, standard deviation to test its research questions. The reviewed study was carried out in Rivers State Nigeria but the present study was carried out in Enugu State, Nigeria.

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Research Method

Research Design

The researcher adopted descriptive survey research design for the study. This design is suitable for this study because it involves the collection of data from a representative of the population.

Area of the Study

This study was conducted in the universities in Enugu State. Enugu State has four private universities namely; Coal City University, Caritas University, Renaissance University and Godfrey Okoye University. In the population of the study there exists factors which are relevant to the study such as; the presence of lockup stores within and outside the school environment, the presence of a school bookshop; the presence of a business center; the presence of a restaurant and a football viewing center. In all of these factors mentioned the students are daily interacting with the activities of buying and selling which is an indication that the students are aware of entrepreneurship even if they may not be practicing it yet. This is because there is a need to confirm the extent to which the entrepreneurship curriculum in these private universities is impacting the growth, development and life in general of the students in these universities, hence the reason for the choice of the universities for this study.

Population of the Study

. The population of the study is comprised of lecturers of entrepreneurship studies in the four private universities and 200 level students in the four private universities in Enugu State. The population of the students and lecturers of entrepreneurship studies is nine hundred and sixty- seven (967). Coal City University -230 and 1 lecturer; Caritas University-260 and 1 lecturer; Renaissance University- 140 and 1 lecturer; Godfrey Okoye University-330 and 4 lecturers (source: The school's registry, 2021).

Sample and Sampling Techniques

Sample size for the study is 322 obtained using Taro Yamane Formula. The study adopted Simple Random Sampling (SRS) as the method of sampling by giving each element in the sample a number; these numbers were written in small pieces of paper; they were folded and placed in a container and mixed; an assistant researcher was blind folded and instructed to pick randomly the numbers in the container until the sample size is reached.

Instrument for Data Collection

Structured questionnaire titled "Implementation of the Entrepreneurship Education Curriculum to foster Entrepreneurial skills in Universities" (IMEECESU). The questionnaire was developed by the researcher and has two sections, A and B section. Section A deals with the demographic information of the respondents while the section B contains items designed to generate data to address the research objectives and hypotheses. The questionnaire was drawn strictly based on the literature search on the entrepreneurship education curriculum and the National University Commission's entrepreneurship education benchmark.

Validation of the Instrument

Three specialists validated the instrument, two from Educational Foundations, and one specialist from Measurement and Evaluation. They all were from the Faculty of Education, Godfrey Okoye University Enugu. These specialists were requested to: ascertain the appropriateness of the items of the instrument, ascertain the clarity of language, suitability, and its relevance to the purpose of the study. All their observations and corrections

were incorporated in the final draft. Their ideas, corrections, suggestions and criticisms, contributed to the final draft of the instrument (See Appendix 2).

Reliability of the Instrument

The researcher used the Cronbach Alpha method to compute the internal consistency of the instrument. Cronbach's Alpha was used to ascertain if the designed test is accurately measuring the variable of interest. The computation yielded 0.78 which shows that the instrument has an overall reliability index of 0.80. This indicates that the instrument is reliable and therefore considered appropriate for the study.

Method of Data Collection

The researcher with the help of two briefed research assistants administered the questionnaire to the respondents. The researcher briefed the research assistants about the purpose of the study and how to approach the respondents. Each respondent was given a copy of the questionnaire which was collected on the spot.

Method of Data Analysis

The data obtained was collated and subjected to descriptive statistics (for research questions) and inferential statistics (for hypotheses). The research questions were answered using mean and standard deviation. The hypotheses were tested using independent sample t–test. The data were presented in tables. The benchmark for the mean was 2.5, values higher than 2.5 and equal to 2.5 were accepted and it showed that the cluster is positive and accepted while below 2.5 was rejected.

Decision Rule

For the mean, values higher than 2.5 were considered significant while below 2.5 were considered rejected. For the hypothesis, value higher than 0.05 were considered accepted while less than 0.05 were considered rejected.

RESULTS

The results are presented in tables and in line with the research questions raised and the hypotheses formulated

Demographic Profile of the Respondents

Table 1

Gender of Respondents

Category		Male	Female	Frequency	Percentage
Valid	Lecturers	4	3	7	0.0.7
	Students	117	183	300	3
	Total	121	186		

Table 1 shows the profile of the respondents, from the data in the table, it shows that 7 respondents representing 0.07% of the respondents were lecturers while 300 constituting 3% of the respondents were students. This goes to show that the majority of the respondents were students.

Results of Research questions

Research Question One: What are the available educational resources for students and lecturers in the implementation of entrepreneurship education curricular in universities?

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Table 2

Mean Rating and Standard Deviation on Available Educational Resources

S/N	Items	Mean	Std. Deviation	Decision
1	Entrepreneurship center	2.9967	.77804	Available
2	Budget for the running of the center	2.7867	.85063	Available
3	Entrepreneurship library	3.0500	.76777	Available
4	Excursions and business events	2.9467	.80373	Available
5	Videos of successful entrepreneurs	3.1067	.81497	Available
6	Teaching using the chess game	3.1700	.90397	Available
7	Startup Hackatons	3.0700	.76620	Available
8	Speaking events	2.8333	.73532	Available
9	Lectures by successful entrepreneurs	3.2567	.72977	Available
10	Availability of machines in the center	3.2367	.75002	Available
	Grand Mean	**2.74**		

The result in Table 2 shows the opinions of respondents on available educational resources for students and lecturers in the implementation of entrepreneurship education curriculum in universities.

From Table 2 item number 1 to 10 shows that the respondents agreed that entrepreneurship center and the availability of machines in the center are available with the mean score of 2.9967 and standard deviation of 0.77804 and with mean score of 3.2367 and standard deviation of .75002respectively. This shows that the educational resources are available. This decision is also supported by the grand mean of 2.74 which is above the benchmark of 2.50.

Research question Two: To what extent do lecturers utilize the educational resources in the implementation of entrepreneurship education curricular in universities?

Table 3

Mean Ratings and standard deviation of extent of utilization of educational resources

S/N	Item	Mean	Std. Deviation	Decision
1	Entrepreneurship center	1.6100	.48856	VLE
2	Budget for the running of the center	2.9967	.77804	HE
3	Entrepreneurship library	2.7867	.85063	HE
4	Excursions and business events	3.0500	.76777	HE
5	Videos of successful entrepreneurs	2.9467	.80373	HE
6	Teaching using the chess game	3.1067	.81497	HE
7	Startup Hackatons	3.1700	.90397	HE
8	Speaking events	3.0700	.76620	HE
9	Lectures by successful entrepreneurs	2.8333	.73532	HE
10	Availability of machines in the center	3.2567	.72977	HE
	Grand Mean	**2.58**		

The result in Table 3 shows the opinions of respondents on extent of utilization of educational resources.

From Table 3 item number 1 shows that the respondents rated low that entrepreneurship center is adequately utilized with the mean score of 1.61 and standard deviation of 0.489. Item number two also indicates that the respondents rated high the utilization of budget for the running of the center with mean score of 2.99 and standard deviation of 0.78. Item three shows that the respondents rated high that entrepreneurship library is utilized with the mean score of 2.78 and standard deviation of 0.851, item four shows that the respondents rated high that excursions and business events are utilized with mean score of 3.05 and 0.768. Item five indicate that the respondents rated high that videos of successful entrepreneurs are utilized with mean score of 2.95 and .803 standard deviations.

From item number six, the respondents rated high that teaching using chess game is utilized with mean score of 3.11 and standard deviation of .815. Startup Hackatons, speaking events, lectures by successful entrepreneurs and availability of machines in the center with mean score and standard deviation of 3.17 and .903, 3.07 and .766, 2.83 and .735 and 3.25 and .729 respectively. With the grand mean of 2.58 this shows that the educational resources are not being utilized as it should because looking at the entrepreneurship center for instance, it has a mean score of 1.61 which is below the benchmark of 2.50.

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Testing of Hypotheses **Hypothesis 1**

Ho: *There is no significant difference in the mean responses of student and lecturers on the available resources for entrepreneurship education curriculum implementation in universities in Enugu State, Nigeria.*

Table 6:

Independent Samples t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Lecturers Equal variances assumed	9.588	.003	-1.284	56	.204	-.14583	.11358	-.37337	.08170	
Equal variances not assumed Students			-2.833	47.000	.007	-.14583	.05148	-.24940	-.04227	

From Table 6, the independent sample t-test gave an f value of 9.588 and t value of -1.284 and this is significant at .003. Since .003 is less than 0.05, this means that at .05 level of significance, the p value of .003 is significant. Hence the decision to reject the null hypothesis. This implies that there is a significant difference in the mean responses of students and lecturers on the available resources for entrepreneurship education curriculum implementation in universities in Enugu State, Nigeria.

Hypothesis 2

Ho: *There is no significant difference in the mean responses of male and female lecturers on the extent lecturers utilize educational resources for the implementation of entrepreneurship education curriculum in universities in Enugu State, Nigeria.*

Table 7:
Independent Samples t-test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
									Lower	Upper
Male	Equal variances assumed	208.552	.000	3.095	27	.005	.36364	.11751	.12253	.60474
Female	Equal variances not assumed			2.390	10.000	.038	.36364	.15212	.02469	.70258

From Table 7, the independent sample t-test gave an f value of 208.552 and t value of 2.390 and this is significant at .000. Since .000 is less than 0.05, this means that at .05 level of significance, the p value of .000 is significant. This implies that there is a significant difference in the mean responses of male and female lecturers on the extent lecturers utilize educational resources for the implementation of entrepreneurship education curriculum in universities in Enugu State, Nigeria.

Discussion of the Findings

The major findings of this study were discussed and are hereby presented based on the major variables investigated in the work:

Available educational resources for students and lecturers in the implementation of entrepreneurship education curriculum in universities

Research question one sought to find out the Available educational resources for students and lecturers in the implementation of entrepreneurship education curriculum measured with a questionnaire showed that the educational resources needed for teaching and learning is available in universities. This finding was in agreement with Nwachukwu and Chima (2018) whose study on educational resources divided educational resources into two categories namely human and material resources stated that many of the universities in Nigeria had the educational resources available to them but lacked the well-equipped and skilled lecturers to use the available educational resources for teaching and learning. It is also in line with the study of Kigwilu and Akala (2017) whose study on resource utilization and curriculum implementation in community colleges in Kenya stated that the use of workshops, equipment, lecture rooms, laboratories, raw materials for practical training and reference books were found to be adequate. Furthermore, the researcher opined that the training and retraining of

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lecturers on the 21st century skills such as student-centered learning, interactive learning approach and group discussions was needed so that the students becomes well trained in the application of Entrepreneurship Education for the growth and development of themselves and the society at large.

Lecturers utilized the educational resources in the implementation of entrepreneurship education curricular

The result of the research question two on the mean responses of male and female lecturers on the extent lecturers utilize educational resources for the implementation entrepreneurship education curriculum in universities in Enugu State, Nigeria., the study indicated that the available educational resources were not utilized to a high extent for the teaching and learning of entrepreneurship education in the universities. This finding was in line with Oviawe (2010) who opined that the massive unemployment of Nigerian university graduates in the country could be traced to the problem of disequilibrium between the labour market requirements and the lack of essential employable skills by the graduates. Oviawe also stated that Entrepreneurship education should involve the scope of lectures, programmes that attempt to provide learners with the necessary entrepreneurial competencies, capabilities and attitudes geared towards entrepreneurial development of students. This finding is also in line with the study of Olorundare and Kayode, (2014) whose study opined that beyond the conventional roles of universities which include motivating economic growth and development through research and development, building entrepreneurial capabilities and competencies has become an added task and

important role put on universities by the society. The researcher posited that there needs to be programmes such as public speaking, technical writing and team building within the classroom activities to ensure that the students possess employability skills needed for the job market.

Conclusions

Base on the findings from this study, the researcher draws the following conclusions:

1. From the study conducted, it is evident that there was availability of educational resources for students and lecturers for the implementation of entrepreneurship education curriculum in universities in Enugu State Nigeria.

2. The findings from the study also affirmed that the extent lecturer's utilized educational resources for the implementation of entrepreneurship education curriculum in the universities were high, but the entrepreneurship center was not being utilized by the lecturers.

Educational Implications of the Study

The findings of this study have some educational implications as follows:

The poor utilization of the entrepreneurship centers in the universities by lecturers is affecting the practical aspects of the Entrepreneurship Education as these practical aspects of Entrepreneurship Education has to do with critical thinking, mindset change and motivation for the learners to view the problems of society as solvable through creation of their own business brands which will in-turn help in reducing the issues of unemployment and compete with other global brands. From the findings of this study Case studies of successful business brands were not being used by the lecturers in the teaching of

Entrepreneurship Education, using case studies to teach Entrepreneurship Education enables the students to understand how businesses are created and built to a global brand standard.

Recommendations of the Study

The following recommendations were made based on the findings of the study:

i. The National Universities commission should conduct routine inspections and sometimes take a surprise visit to universities to check for their compliance to their guidelines and requirements for each program of study.

ii. The Educational sector needs to be revamped with emphasis on the practical nature of Entrepreneurship Education. There is a need to change the mindset of young people to embrace self-employment.

iii. Entrepreneurship Education should become a mainstream course across all departments in the universities; this will enable transformations to take place very fast in the nation.

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