
Evaluation of Educational Policy Implementation for the Attainment of the Objectives of Entrepreneurship Education in the Public Universities in Rivers State

OJEKUDO, BEATRICE EMAMOKE (Ph.D.)

Department of Educational Management,
Ignatius Ajuru University of Education Port Harcourt, Rivers State.
beatriceojekudo@gmail.com

CHIMEKWELE, KINGSLEY (Ph.D.)

Research Scholar in Economics of Education,
Department of Educational Management,
Faculty of Education, University of Port Harcourt, Rivers State.
kchimekwele@gmail.com

Abstract

The study investigated evaluation of educational policy implementation for the attainment of the objectives of entrepreneurship education in the public universities in Rivers State. Descriptive survey design was adopted. The population of study comprised 2,590 academic staff of public universities in Rivers State. The sample size was 779 federal and state academic staff of public universities in Rivers State which was drawn using stratified random sampling technique in accordance with Taro Yamane's Technique for deriving minimum sample size. The instrument for data collection was the validated questionnaire titled 'Evaluation of Educational Policy Implementation for the Attainment of the Objectives of Entrepreneurship Education Questionnaire (EEIAOEEQ)'. The reliability index of 0.83 was established using Cronbach Alpha technique. Mean and standard deviation were the descriptive statistics used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The study revealed low extent of policy implementation for the attainment of the objectives of entrepreneurship education in public universities in Rivers State among others. Based on the findings, it was recommended among others that university administrators should provide enabling environment for the development of entrepreneurship education in the universities.

Keywords: Evaluation, Educational, Policy Implementation, Attainment, Entrepreneurship, Objectives, Public

INTRODUCTION

Unemployment, poverty, low standard of living, under-unemployment and starvation are some critical economic challenges militating against the government at all levels with serious multiplier effects on the society and the citizenry globally. In order to counteract these negative

trend, entrepreneurship education has been embraced by several countries like Canada, China, USA, Mexico and even Nigeria as a global best practice at all levels of education as a tool to fully equip the recipients with the proficiencies and skills for global competitiveness, empowerment, productivity and self-reliance. Entrepreneurship education is an indispensable tool for the acquisition and cultivation of useful virtues, skills and basic competences for the recipients to live a successful life in a competitive and dynamic society. It enhances the recipients' productive abilities in the world of work, improves their job creation capacities towards self-reliance with a multiplier effect of positive contributions to economic growth and national development. There is the likelihood of the output of any organization to increase with the contributions of graduates' workforce with the prerequisite entrepreneurship skills. Alabi et al. (2014) observed in this regard that entrepreneurship education plays a vital role in the social, political and economic development of any nation.

Nigerian educational planners and the National Universities Commission (NUC) need be commended for the effective plan and introduction of the entrepreneurship education in the universities. This is a bold step in the right direction in repositioning the universities towards a more focused and productive goal oriented institutions as witnessed in other developed countries of the world. The recent reports of increases in social-vices such as kidnapping, arm banditry, terrorism, cultism, prostitution, socio-political, cultural and economic hardship is an indicator of entrepreneurship deficiencies prevalent among the teeming Nigerian youths and universities' graduates. This is a clarion call to all university administrators in Nigeria to bridge the entrepreneurship gap among the Nigerian university graduates with the introduction of functional entrepreneurship education to reduce to the barest minimum hunger, unemployment, starvation and other socio-political and economic challenges bedeviling our society.

With the introduction of entrepreneurship education in the Nigerian universities curriculum, it is anticipated that university administrators should produce productive and self-reliant graduates that are well equipped with the basic entrepreneurship skills to contribute to ones wellbeing as well as societal growth and development. The present state of Asian countries economy that is presently competing with the economies of Germany, United Kingdom and even America etc, was attained through entrepreneurship activities of groups and individuals with their governments appropriate framework and policies for the thriving of entrepreneurial ventures (Alabi et al., 2014). The objectives of entrepreneurship education in the universities are multidimensional. It aims at equipping the young Nigerian graduates with vast array of skills amidst harsh economic realities of our contemporary society. Akpan (2021) stated that entrepreneurship education has been introduced into Nigerian education curriculum with the objectives of equipping learners with adequate or relevant entrepreneurial abilities. Njoku (2009) similarly noted that one of the major objectives of entrepreneurship education in Nigeria is to make students to be aware of other possibilities to help them see in new venture creation a possible career option and to develop in them positive and favourable attitudes towards entrepreneurship situations. Similarly, Nkang and Inyang (2009) opined that entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurship behaviours, skills and attitudes in widely different context.

Policy implementation is a precondition for the successful attainment of entrepreneurship education objectives in any university. No matter how admirable, captivating and fascinating university entrepreneurship objectives might be, the objectives will be a mirage on the long run if not vigorously pursued and implemented. The willpower of the government and the university administrators in providing the enabling environment, adequate fund, human and material resources is a precondition for the successful implementation of the entrepreneurship education objectives of the universities. Akpan (2021) perceived educational policies as initiatives of the government that determine the directions of entrepreneurship education. Tijani et al. (2014) however noted that entrepreneurship education as articulated in the National Policy on Education has suffered element of non-implementation due to lack of government commitment and sincere desire for educational development. Akpan (2021) concluded that the failure to implement the National Policy Education as articulated in it has really denied large population of the citizenry right to quality entrepreneurship studies, hence, the challenge of poverty eradication in Nigeria.

Entrepreneurship education like other admirable programmes by the Federal Government of Nigeria may not have been unassociated with several constraints impinging the successful accomplishment of the desired objectives. Gabadeen and Raime (2012) remarked that poor funding has adversely affected the implementation of entrepreneurship studies curricula a fact attested by National University Commission and counterpart supervisory agencies. In the same vein, Tijani et al. (2014) identified poor level of dilapidated infrastructure in tertiary institutions to constitute threat to entrepreneurship studies at tertiary institutions in Nigeria.

Accomplishment of the objectives of entrepreneurship education in the universities will undoubtedly foster and have significant impact not only on the university graduates, but also on the university community and the entire society. Despite the magnitudes of the constraints militating against the full implementation of the objectives of the entrepreneurship education in the universities, certain strategies need be adopted to improve the status of entrepreneurship education in the universities. Akpan (2021) observed that teachers are pivotal in the curriculum implementation process and that there is the need for effective implementation of the curriculum and engagement of qualified teachers in the teaching of entrepreneurship education at the universities. In the same vein, Ojeifo (2012) is of the view of the provision of adequate instructional materials to enhance teaching/learning effectiveness. This will tend to increase the inputs to the success of the tertiary institution programme.

STATEMENT OF THE PROBLEM

Entrepreneurship education was perceived by the Federal Government of Nigeria as a tool for societal catalyst, this led to its adoption in the National Education Policy. Accomplishment of the noble objectives of the entrepreneurship education in the universities requires deliberate and concerted effort of all stakeholders in education and the will power to implement the entrepreneurial objectives as embedded in the National Policy on Education. Entrepreneurial policies on their own no matter how laudable they might appear to be cannot produce the intended output or perform miracles without their effective implementation. The problem of the study therefore is to examine the extent of educational policy implementation for the attainment of the objectives of entrepreneurship education in the public universities in Rivers State.

AIM AND OBJECTIVES OF THE STUDY

The aim of the study was to examine the educational policy implementation for the attainment of the objectives of entrepreneurship education in the public universities in Rivers State. The specific objectives guiding the study are to:

1. determine the extent of policy implementation for the attainment of the objectives of entrepreneurship education in the public universities in Rivers State;
2. determine the constraints to the attainment of the objectives of entrepreneurship education in the public universities in Rivers State;
3. ascertain the strategies to improving the attainment of the objectives of entrepreneurship education in the public universities in Rivers State.

Research Questions

The following research questions guided the study:

1. What is the extent of policy implementation for the attainment of the objectives of entrepreneurship education in the public universities in Rivers State?
2. What are the constraints to the attainment of the objectives of entrepreneurship education in the public universities in Rivers State?
3. What are the strategies to improving the attainment of the objectives of entrepreneurship education in the public universities in Rivers State?

Hypotheses

H0₁: There is no significant difference between the mean scores in opinions of federal university academic staff and state universities academic staff on the extent of policy implementation for the attainment of the objectives of entrepreneurship education in the public universities in Rivers State.

H0₂: There is no significant difference between the mean scores in opinions of federal university academic staff and state universities academic staff on the constraints to the attainment of the objectives of entrepreneurship education in the public universities in Rivers State.

H0₃: There is no significant difference between the mean scores in opinions of federal university academic staff and state universities academic staff on the strategies to the attainment of the objectives of entrepreneurship education in the public universities in Rivers State.

LITERATURE REVIEW

The term 'entrepreneurship education' has in recent times appeared frequently in several Nigerian literature. This is as a result of several importance that accrues to it in the present economic realities and the effort made by the Federal Government of Nigeria that mandated all higher education institutions (HEIs) to include entrepreneurship education as a compulsory course for all students with effect from 2007/2008 academic session (Aliu, 2008). Adekunle and

Kayode (2014) opined that entrepreneurship education is the type of education designed to change the orientation and attitude of the recipients and the process will equip them with the skills and knowledge to enable them start and manage a business. Entrepreneurship education is made of all kinds of experiences that give students the ability and vision of how to access and transforms opportunities of different kinds. As such, it goes beyond creation of business (Enu, 2012). Entrepreneurship education is that type of quality education that transmit to the recipients the productive skills of being employable, self-employed and self-reliant so as to fit in appropriately and survive in any society.

Entrepreneurship education objectives in the Nigerian education curriculum was targeted to empower and to equip the recipients with the appropriate and adequate entrepreneurial competences. Paul (2015) remarked that entrepreneurship studies is aimed at achieving the following among others: to provide the graduate youths with enough training and support that will enable them to establish a career in small and medium scale businesses and to create smooth transition from traditional to modern industrial economy, to offer functional education for youths that will enable them to be self-employed and self-reliant, provide to serve as a catalyst for economic growth and development, to reduce high rate of poverty, to create job opportunities and reduction in rural-urban migration. Similarly, Osula (2010) itemized the objectives of entrepreneurship education to be: to provide meaningful education for young people which could make them self-reliance and subsequently encourage them to drive profit and be self-independent, to provide graduate with the training and support necessary to help them establish a career in small and medium size business, to provide graduates with training skills that will make them meet the manpower needs of society, to provide graduates with enough training in risk management to make uncertainty bearing possible and easy to stimulate industrial and economic growth of rural and less developed area, to provide graduate enough training which will make them creative and innovative in identifying new business opportunities and to provide small and medium sized enterprises with the opportunity to recruit qualified graduates who will receive training in the skills relevant to management of the business. Akpan (2021) concluded that entrepreneurship education was introduced to provide students in tertiary institution with the knowledge, skills and motivation and to encourage entrepreneurial success in a variety of ventures.

Policy implementation is imperative in the attainment of the objectives of the entrepreneurship education in the universities. Chigbu and Kolubowei (2019) viewed policy as the guiding statement or document that ensures the action of institutional management. They equally viewed educational policies as the government initiative plan of action towards the attainment of the educational objectives. One thing is for educational policies to be formulated, it is another for the policies to be implemented to yield the desired result. One of the major challenges of the university institutions is not that of policy formulation, but that of policy implementation. Lack of policy implementation has crippled so many laudable educational programmes in Nigeria. Akpan (2021) lamented in this regard that Nigerian universities do not have adequate and high level manpower for effective teaching and learning on entrepreneurship education in the country. In the same vein, Nwekeaku (2013) attributed lack of lecturers with practical entrepreneurial training and consciousness to one of the major constraints to the success of entrepreneurship education in Nigerian universities. Ibrahim et al. (2021) decried that many

laudable educational programmes came to a halt at the implementation stage and that they failed because the country has not reaped the benefit which the plans were meant to achieve.

The introduction of entrepreneurship education at the universities has not been devoid of some constraints militating against her successful attainment of the targeted objectives. Alabi et al. (2014) noted that one of the major challenges now confronting entrepreneurship in Nigeria is identifying and recruiting the qualified teachers who have the appropriate knowledge pedagogy to impart entrepreneurial skills and competencies on the learners. Tijani et al. (2014) posited that entrepreneurship education as articulated in the National Policy on Education has suffered element of non-implementation due to lack of government commitment and sincere desire for educational development. Gabadeen and Raimi (2012) attributed lack of adequate orientation and sensitization of students in our tertiary institutions to a factor causing dis-interest in entrepreneurship studies, resulting in wrong mindset and very weak participation in entrepreneurship activities.

The successful attainment of the entrepreneurial education in the universities do not appears to be without some impediments, these impediments could be addressed by adopting some proactive measures. Amadi and Amakodi (2019) avowed that an urgent need to provide facilities in terms of adequacy, appropriateness and gender sensitivity be considered because their use maximizes the benefits from educational programmes. Akpan (2021) asserted that for the officially designed curriculum to be fully implemented as per plan, the government or ministry of education should supply with adequate resource materials such as texts books, teaching aids and stationary in other to create an environment in which implementation can take place.

METHODOLOGY

Descriptive survey design was adopted to achieve the aim of the study. The population of the study comprised 2,590 academic staff of public universities in Rivers State; the population was made up of 1,472 academic staff from University of Port Harcourt, 674 from Rivers State University and 444 from Ignatius Ajuru University of Education. The sample size was 779 federal and state academic staff of public universities in Rivers State that was drawn using stratified random sampling technique in accordance with Taro Yamane's Technique of obtaining minimum sample size.

The instrument used for the study was the researchers designed questionnaire titled 'Evaluation of Educational Policy Implementation for the Attainment of the Objectives of Entrepreneurship Education Questionnaire (EEIAOEEQ)'. The instrument was made up of two (2) sections, A and B. Section A had the demographic information, while the various question items were covered in Section B. The response option pattern was organized on a 4-point modified scale. The face and content validity was established by experts in measurement and evaluation while an aggregate index of 0.83 reliability was established using Cronbach Alpha method.

A total number of seven hundred and seventy-nine (779) copies of questionnaire were administered to the respondents (442 and 337) for federal and state academic staff of the universities respectively. The researchers retrieved 400 and 320 copies of questionnaire from federal and state academic staff of the universities respectively; this represented 91% and 95%

rate of retrieval respectively. The data that was retrieved were used for analysis. Mean and standard deviation were used to answer the research questions while the null hypotheses were tested at 0.05 level of significance using t-test statistics.

Results and Discussion

Research Question One: What is the extent of policy implementation for the attainment of the objectives of entrepreneurship education in the public universities in Rivers State?

Table 1: Mean Scores and Standard Deviation Analysis on the Extent of Policy Implementation for the Attainment of the Objectives of Entrepreneurship Education in The Public Universities in Rivers State

S/N	Items: Elements of Policy Implementation	Federal University Academic Staff (n=400)		Rmk.	State Universities Academic Staff (n=320)		Rmk.
		Mean	SD		Mean	SD	
1	Entrepreneurship education has been adopted as a tool to reposition the society by Nigerian government	3.29	1.07	HE	3.05	0.98	HE
2	Entrepreneurship education policies focuses on providing the recipients adequate entrepreneurship skills	3.03	0.93	HE	3.35	1.10	HE
3	Entrepreneurship education policies are in line with the contemporary societal needs	3.24	0.92	HE	3.22	1.12	HE
4	Entrepreneurship education policies have the potentials to transform the graduates from theory base education to pragmatic education oriented	3.21	1.00	HE	3.35	1.08	HE
5	Entrepreneurship education objectives have been pursued with every seriousness/commitment	1.22	0.49	VLE	1.27	0.47	VLE
6	Polices of entrepreneurship education have yielded the desired result	1.48	0.68	VLE	1.33	0.57	VLE
7	Elements of poor implementation have been witnessed in the implementation of entrepreneurship education objectives	1.28	0.55	VLE	1.40	0.66	VLE
Grand mean and standard deviations		2.39	1.25	LE	2.42	1.30	LE

NB: SD = Standard Deviation, VLE = Very Low Extent, LE = Low Extent, HE = High Extent, VHE Very High Extent while Rmk. = Remarks.

Range: 1.00 – 1.49: Very Low Extent, 1.50 – 2.49: Low Extent, 2.50 – 3.49: High Extent, 3.50 – 4.00: Very High Extent

Data on Table 1 represented the responses of the respondents on the extent of policy implementation for the attainment of the objectives of entrepreneurship education in the public universities in Rivers State. Their responses on item 1 to 4 showed that entrepreneurship education has been adopted as a tool to reposition the society by Nigerian government,

entrepreneurship education policies focuses on providing the recipients adequate entrepreneurship skills, are in line with the contemporary societal needs and have the potentials to transform the graduates from theory base education to pragmatic education oriented; while their responses on items 5 to 7 showed that entrepreneurship education objectives have not been pursued with every seriousness/commitment, have not yielded the desired result and that elements of poor implementation have been witnessed in the implementation of entrepreneurship education objectives. The grand mean scores of 2.39 and 2.42 for federal and state universities academic staff shows that entrepreneurship education objectives have been implemented to a low extent in the public universities in Rivers State.

Research Question Two: What are the constraints to the attainment of the objectives of entrepreneurship education in the public universities in Rivers State?

Table 2: Mean Scores and Standard Deviation Analysis of the Constraints to the Attainment of the Objectives of Entrepreneurship Education in the Public Universities in Rivers State

S/N	Items: Elements of Constraints to the Attainments of Entrepreneurship Objectives	Federal University Academic Staff (n=400)		Rmk.	State Universities Academic Staff (n=320)		Rmk.
		Mean	SD		Mean	SD	
1	Lack of provision of state-of-the-art facilities for Entrepreneurship education	3.08	0.93	HE	3.02	1.26	HE
2	Poor students/societal attitudes towards entrepreneurship hinders attainment of education	3.14	0.95	HE	3.25	1.10	HE
3	Inadequacy of lecturers with deep commitment to pragmatic and entrepreneurship education constitute a constraint to attaining entrepreneurship education objectives	3.19	0.88	HE	3.25	1.15	HE
4	Lack of will the power to provide enabling environment for entrepreneurship education affects the attainment of entrepreneurship education	3.08	1.00	HE	3.18	1.15	HE
5	Corruption of the political leaders in implementing entrepreneurship education mars the attainment of entrepreneurship education objectives	3.10	0.97	HE	3.13	1.19	HE
Grand mean and standard deviations		3.12	0.95	HE	3.17	1.17	HE

NB: SD = Standard Deviation, LE = Low Extent, HE = High Extent while Rmk. = Remarks. Range on Table 1 applicable

Data on Table 2 showed the responses of respondents on the constraints to the attainment of the objectives of entrepreneurship education in the public universities in Rivers State. Their remarks

indicated that they are in agreement to all of the items. This signifies that lack of provision of state-of-the-art facilities, poor students/societal attitudes towards entrepreneurship, inadequacy of lecturers with deep commitment to entrepreneurship education, lack of the will power to provide enabling environment for entrepreneurship education and corruption of the political leaders in implementing entrepreneurship education constitute the constraints to the attainment of entrepreneurship education objectives in the universities. The grand mean scores of 3.12 and 3.17 for the respondents indicate that there are constraints to the attainments of the objectives of the entrepreneurship education in the universities.

Research Question Three: What are the strategies to improving the attainment of the objectives of entrepreneurship education in the public universities in Rivers State?

Table 3: Mean Scores and Standard Deviation Analysis of the Strategies to Improving the Attainment of the Objectives of Entrepreneurship Education in the Public Universities in Rivers State

S/N	Items	Federal University Academic Staff (n=400)		Rmk.	State Universities Academic Staff (n=320)		Rmk.
		Mean	SD		Mean	SD	
1	Proper curriculum planning and implementation	3.11	0.94	HE	3.08	1.16	HE
2	Adequate provision/utilization of fund for entrepreneurship education	3.14	0.95	HE	3.25	1.11	HE
3	Value reorientation of students and the members of the society on the benefits of entrepreneurship education	3.03	0.97	HE	3.16	1.12	HE
4	Provision and maintenance of the entrepreneurship education state-of-the-arts facilities and centers	3.08	0.98	HE	3.26	1.11	HE
5	Deep passion/commitment towards entrepreneurship education policy implementation	3.15	0.92	HE	3.11	1.18	HE
6	Employment of skilled manpower with adequate entrepreneurship competences to handle entrepreneurship education	3.09	0.97	HE	3.18	1.13	HE
Grand mean and standard deviations		3.10	0.96	HE	3.17	1.13	HE

NB: SD = Standard Deviation, LE = Low Extent, HE = High Extent while Rmk. = Remarks.

Range on Table 1 applicable

Data on Table 3 revealed the respondents responses on the strategies to improving the attainment of the objectives of entrepreneurship education in the public universities in Rivers State. The respondents' remarks illustrated that they are in agreement to all of the items. This implies that

proper curriculum planning and implementation, adequate provision/utilization of fund for entrepreneurship education, provision and maintenance of the entrepreneurship education state-of-the-arts facilities and centers, deep passion/commitment towards entrepreneurship education policy implementation and employment of skilled manpower with adequate entrepreneurship competences to handle entrepreneurship education are some of the strategies that could improve the attainment of the objectives of entrepreneurship education in the public universities in Rivers State. Moreover, the grand mean scores of 3.10 and 3.17 for the federal and state universities' academic staff respectively shows their agreement of the strategies.

Test of Hypotheses

H0₁: There is no significant difference between the mean scores in opinions of federal university academic staff and state universities' academic staff on the extent of policy implementation for the attainment of the objectives of entrepreneurship education in the public universities in Rivers State.

Table 4. T-Test Analysis of Difference Between the Mean Opinion Scores of Federal University and State Universities' Academic Staff on the Extent of Policy Implementation for the Attainment of the Objectives of Entrepreneurship Education in the Public Universities in Rivers State.

Groups	N	Mean	Std.	df.	t-value	p-value	Remarks
Federal University Academic Staff	400	2.39	1.25				Not Significantly different (Failed to reject Ho1)
State Universities Academic Staff	320	2.42	1.30	718	-0.35	0.729	
p>0.05							

Table 4 illustrated the summary of the t-test analysis of the difference between the federal university academic staff and state universities' academic staff on the extent of policy implementation for the attainment of the objectives of entrepreneurship education in the public universities in Rivers State. From the table, the calculated t-value stood at -0.35. Since the p-value of 0.729 is greater than 0.05 alpha level that was used in testing the null hypothesis, the researchers concluded that no significant difference exists, hence, the null hypothesis was failed to be rejected. This implies that there is no significant difference between the mean scores in opinions of federal university academic staff and state universities' academic staff on the extent of policy implementation for the attainment of the objectives of entrepreneurship education in the public universities in Rivers State.

H0₂: There is no significant difference between the mean scores in opinions of federal university academic staff and state universities academic staff on the constraints to the

attainment of the objectives of entrepreneurship education in the public universities in Rivers State.

Table 5. t-test Analysis of Difference Between the Mean Opinion Scores of Federal University and State Universities' Academic Staff on the Constraints to the Attainment of the Objectives of Entrepreneurship Education in The Public Universities in Rivers State.

Groups	N	Mean	Std.	df.	t-value	p-value	Remarks
Federal University Academic Staff	400	3.12	0.95				Not Significantly different (Failed to reject Ho1)
				718	-0.60	0.551	
State Universities Academic Staff	320	3.17	1.17				
p>0.05							

Table 5 illustrated the summary of t-test analysis of the difference between the federal university academic staff and state universities' academic staff on the constraints to the attainment of the objectives of entrepreneurship education in the public universities in Rivers State. From the table, the calculated t-value stood at -0.60. Since the p-value of 0.551 is greater than the value of the alpha level of 0.05 that was used in testing the null hypothesis, the researchers concluded that no significant difference exists. Hence, the null hypothesis was failed to be rejected signifying that there is no significant difference between the mean scores in opinions of federal university academic staff and state universities academic staff on the constraints to the attainment of the objectives of entrepreneurship education in the public universities in Rivers State.

H0₃: There is no significant difference between the mean scores in opinions of federal university academic staff and state universities academic staff on the strategies to the attainment of the objectives of entrepreneurship education in the public universities in Rivers State.

Table 6. T-Test Analysis of Difference Between the Mean Opinion Scores of Federal University and State Universities' Academic Staff on the Strategies to the Attainment of the Objectives of Entrepreneurship Education in the Public Universities in Rivers State.

Groups	N	Mean	Std.	df.	t-value	p-value	Remarks
Federal University Academic Staff	400	3.10	0.96				Not Significantly different (Failed to reject Ho1)
				718	-0.90	0.367	
State Universities Academic Staff	320	3.17	1.13				
p>0.05							

Table 6 demonstrated the summary of the t-test analysis of the difference between the federal university academic staff and state universities' academic staff on the strategies to the attainment of the objectives of entrepreneurship education in the public universities in Rivers State. From the table, the calculated t-value stood at -0.90. Since the p-value of 0.367 is greater than the value of the alpha level of 0.05 that was used in testing the null hypothesis, the researchers concluded that no significant difference exists. Hence, the null hypothesis was failed to be rejected portraying that there is no significant difference between the mean scores in opinions of federal university academic staff and state universities academic staff on the strategies to the attainment of the objectives of entrepreneurship education in the public universities in Rivers State.

DISCUSSION OF FINDINGS

The findings from the study showed a low extent of policy implementation for the attainment of the objectives of entrepreneurship education in the public universities in Rivers State. More so, there was no significant difference established to exist between the mean scores in opinions of federal university academic staff and state universities academic staff in this regard. The findings are in conformity with the findings of Akpan (2021) who found that the failure to implement the National Policy Education as articulated in it has really denied large population of the citizenry right to quality entrepreneurship studies, hence, the challenge of poverty eradication in Nigeria. The findings also corroborated the findings of Ibrahim et al. (2021) who established that many laudable educational programmes came to a halt at the implementation stage and that they failed because the country has not reaped the benefit which the plans were meant to achieve.

The findings from the study indicated the following as constraints to the attainment of entrepreneurship objectives in public universities in Rivers State: lack of provision of state-of-the-art facilities, poor students/societal attitudes towards entrepreneurship, inadequacy of lecturers with deep commitment to entrepreneurship education, lack of the will power to provide enabling environment for entrepreneurship education and corruption of the political leaders in implementing entrepreneurship education. These findings are in line with the findings of Tijani et al. (2014) who found that entrepreneurship education as articulated in the National Policy on Education has suffered element of non-implementation due to lack of government commitment and sincere desire for educational development. The findings also corroborated with the findings of Gabadeen and Raimi (2012) who in their findings attributed lack of adequate orientation and sensitization of students in our tertiary institutions to a factor causing dis-interest in entrepreneurship studies, thereby resulting in wrong mindset and very weak participation in entrepreneurship activities.

The following were presented as strategies to improving the attainment of the objectives of entrepreneurship education in the public universities in Rivers State. They include proper curriculum planning and implementation, adequate provision/utilization of fund for entrepreneurship education, provision and maintenance of the entrepreneurship education state-of-the-arts facilities and centers, deep passion/commitment towards entrepreneurship education policy implementation and employment of skilled manpower with adequate entrepreneurship

competences to handle entrepreneurship education. Correspondingly, no significant difference was found to exist between the mean scores in opinions of the respondents on the strategies to the attainment of the objectives of entrepreneurship education in the public universities in Rivers State. The findings are in agreement with the study of Amadi and Amakodi (2019) who accentuated that an urgent need to provide facilities in terms of adequacy, appropriateness and gender sensitivity be considered because their use maximizes the benefits from educational programmes. The findings also conforms to the findings of Akpan (2021) who established that for the officially designed curriculum to be fully implemented as per plan, the government or ministry of education should supply with adequate resource materials such as texts books, teaching aids and stationary in other to create an environment in which implementation can take place.

CONCLUSION

Based on the findings of the study, it was concluded that entrepreneurship objectives in the universities are yet to be significantly achieved. This is as a result of poor extent of entrepreneurship policy implementation in the public universities in Rivers State. The study however, identified some significant strategies that could enhance the attainment of entrepreneurship education objectives in the public universities in Rivers State.

RECOMMENDATIONS

Based on the findings, the researchers recommended the following:

1. The government should carryout comprehensive value re-orientation to the university stakeholders of the benefits accruing from entrepreneurship education.
2. The university administrators should employ competent entrepreneurship lecturers to teach entrepreneurship education, train and equip students (recipients) with the basic entrepreneurship competences to enable them fit into the dynamic society appropriately.
3. The university administrators should provide enabling environment for the development of entrepreneurship education in the universities.

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