

Assessment of Entrepreneurship Education Programme in Pre-Service Teacher Education in Oyo Metropolis of Oyo State

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Abstract

This study examined the assessment of entrepreneurship education programme in pre-service teacher education in Oyo Metropolis of Oyo State. Descriptive survey research design was adopted for this study. The population of this study covers all graduating students and lecturers of Federal College of Education (Special), Oyo and Emmanuel Alayande College of Education, Oyo. Purposive sampling technique was used to select fifty (50) lecturers from each College who are actually willing to participate in the study why random sampling technique was used to select three hundred (300) level NCE final year students from each college of education. Therefore, the sampled population for this study comprised of one hundred (100) lecturers and six hundred (600) students making a total of seven hundred (700) respondents. A twenty-four item questionnaire titled Entrepreneurship Education Programme Questionnaire (EPPQ) was used to depict the information used for the study. Descriptive statistics were used to analyze the data. This study revealed that the majority of the respondents agreed that the justification for entrepreneurship education is for the acquisition of skills and ideas for the sake of creating employment for oneself and others; to reduce poverty rate with visible increment of employment rate among the youths and to provide practical application of knowledge to students among others. This study also revealed that the challenges posed to entrepreneurship education are inadequate entrepreneurship teachers, materials and equipment; poor concept of entrepreneurship; lack of funds and Lack of adequate implementation of Entrepreneurship education curriculum among others. This study further revealed that the strategies for promoting entrepreneurship education are introducing entrepreneurial activities at the early stage of the youths; adoption of practical/field training scheme; training and retraining of teachers/lecturers of entrepreneurship education periodically; provision of funds by governments for schools and universities for entrepreneurship education and organize curricular integration of entrepreneurship education and community development among others. This study therefore recommends that there is a need for Government through National Commission of Colleges of Education (NCCN) to harmonize curriculum for entrepreneurship education in Nigeria.

Keywords: Entrepreneurship Education, Curriculum, Teacher and Implementation.

Introduction

Entrepreneurship came to lime-line in Nigeria because of the need to redirect the educational system for relevance and for national growth and development from what used to be known as colonial system of education. The Nigeria school curricula since independence has been until in recent times was criticized of void of entrepreneurship

education hence the dire need to include entrepreneurship education in the schools' curricula across the three tiers of education; the primary, secondary and higher institution. Entrepreneurship education was then introduced in the Nigerian schools including the universities education. Davwet, Damar, Goyit & Kajang (2019) observed that the curriculum of tertiary education has not properly included philosophy of self-reliance that is, the value of dignity in work and self-discipline have not been encouraged in the learners that would promote new sets of attitudes and culture for the attainment of future goals especially in entrepreneurship. Entrepreneurship is now widely accepted as a field of study as it provides students with motivation, knowledge and skills essential for launching successful venture companies. Entrepreneur as one who chooses or assumes risks, identifies business opportunities, gathers resources, initiates action and establishes an organization or enterprise to meet such demands or market opportunities and equally seeks and exploits employment opportunities, applies creativity aggressively and takes initiative as he seeks market opportunities which further awakens his ability to maximize his potentials through discovery of new and existing business ideas as he uses proven principles in managing small, medium and sometimes large scale businesses and in turn, help in building and developing the nation (Okeke & Edikpa, 2014). Entrepreneurship also reduces poverty rate with visible increments of employment rates among youths. An entrepreneur uses strategies for idea generation, manages risk, translates problems into opportunities and applies principles of human relations management (Okeke & Edikpa, 2014).

The word entrepreneurship came into use since the 16th century. Entrepreneurship was coined from the French word "*entrepredre*" which initially means the organizer of musical or other entertainments (Aladejebi, 2018). The word entrepreneurship was extended to economic aspects in the 18th century. The French economist Richard Cotillion is generally accredited as being the first to come up with the term in the context of what is known today as "entrepreneurship" in about 1730 and the importance of entrepreneurship to society has been identified, discussed since the 15th Century which remains topical till today (Aladejebi, 2018). There is no universally acceptable definition of entrepreneurship however; an entrepreneur refers to an individual who can turn ideas into action. It includes creativity, innovation, and risk-taking, as well as the ability to plan and manage projects to achieve objectives (Aladejebi, 2018). Entrepreneurship is a concept that is being widely studied and can be referred to as the individual motivation and willingness to take a risk, create and sustain a growth-oriented and profit-making enterprise or an art of setting up and running an enterprise profitably and sustainably. An entrepreneur is a person that is never satisfied with the status quo but is ready and able to turn new ideas or invention into a successful innovation (Aladejebi, 2018). A person who perceives a business opportunity through risks analysis and takes advantage of the situation to make a profit is an entrepreneur (Aladejebi, 2018). Entrepreneurship plays a critical role in boosting economic growth and development (Ho, Uy, Kang, Chan, 2018).

Entrepreneurship Education in Nigeria amongst other things seeks to provide students in tertiary institutions with the knowledge, skills and motivation to encourage entrepreneurial

success in a variety of ventures. Variations of entrepreneurship education are offered at all levels of schooling in Nigeria, from primary to secondary schools through the graduate university programs. It is a lifelong learning process. The concept of lifelong learning is essential to the competitiveness of the knowledge economy. It applies to all levels of education and training and concerns all stages of life as well as the different forms of apprenticeship (Kulo, Agbogo & Okudarie, 2018). Therefore, the move by the government through the Federal Ministry of Education to make entrepreneurship education one of the compulsory general studies for students in universities across the country should be seen as a positive step in the right direction. This is to inculcate in the youths the spirit of self-reliance. This development will not only address the problem of unemployment and underemployment but will also ensure an entrepreneurial human capacity for national development. It is the hope that with the introduction of entrepreneurial education in our tertiary institutions the universities will better be repositioned to become centre of excellence with the equipping of technical laboratories both at secondary and tertiary levels. This will put the country on the path to join communities of nations that have fought poverty through strengthening of small scale businesses (Kulo et al, 2018).

Entrepreneurship is seen as a vehicle that fast-track economic development in nations. Many developed nations have acquired economic development through investing in entrepreneurship. This is to say that, a lot of benefits has been attached to entrepreneurship education which worth investing in it. Davwet, Damar, Goyit & Kajang (2019) outlined such benefits as: reduces rural-urban migration, reduces poverty and generates employment opportunities. It also increases productivity through innovation and facilitates transfer and adaption of technology. To a great extent, encourages economic dynamism in line with rapid changing in global scene as well as encouraging individuals to use their potentials and talents to create wealth for themselves and the society.

Consequently, most of the graduates of Nigerian universities are still roaming the streets seeking for job opportunities even when they had undergone training in entrepreneurship education. Students who had gone through these courses are expected to demonstrate their interest in becoming entrepreneurs by maintaining even small trades while they are still on campuses. In addition, students are to exhibit their entrepreneurial thinking capacity by designing their future business plans to be actualized after graduation. These evidences would convince anyone that the programme is achieving its objectives. It is surprising that most of these students after graduation are unable to be self-employed. Studies have shown that the implementation of entrepreneurship education has been constrained by challenges. Davwet et al (2019) also outlined these challenges as: teachers' heavy workload, ineffective use of teaching methods, untrained and incompetent teachers, inadequate understanding of the curriculum by teachers, inadequate instructional materials and infrastructural facilities, poor funding, and lack of students' interest. Also, Essien (2014) posited that poor business environment in Nigeria has generated entry barriers to new firms and has discouraged young entrepreneurs who are proactive and innovative.

Today, higher education institutions are responsible for the construction of a knowledge economy and society in all nations yet higher education in Nigeria has continued to battle with some challenges emanating from her policy on education which lither to did not agree with the development of skills for self-reliance. Higher educational institutions have continued to produce graduates who roam about without jobs and equally lack skills for self-reliance (Ubogu, 2020). Despite the government's effort at job creation, there seems to be no headway to solving the employment problem among graduates in Nigeria. Most graduates in the country roam the streets in search of jobs with little or no success, regardless of policy programmes such as National Directorate of Employment (NDE) and others (Ubogu, 2020). Entrepreneurship education, therefore, seems to be a solution. However, this necessitated the federal government in 2006 to give a directive to Nigeria Higher Education Institutions (HEIs) to include Entrepreneurship Education (EEd) as a mandatory course for all the students.

The curriculum of tertiary education in Nigeria, for a long time, has been criticized for its insensitivity to the dynamic experiences and contemporary life of the society. Poverty, unemployment, change of jobs and loss of employment has become a common occurrence. Nigeria inherited its educational system from the colonial government which prepares students strictly for employment. Securing a government or private sector paid employment remains an index of measuring success. According to the National Bureau of Statistics report (2019), the state's unemployment rate indicates that 20.9million Nigerians are unemployed as in the third quarter of 2018, Akwa Ibom recorded the highest unemployment rate of 37.7% in the third quarter in 2018. The unemployment rate also surges in other Niger Delta oil-producing states, despite the rise in monthly allocation to all tiers of government. The unemployment problem in Nigeria varies by regions. While the South-West looks to be the hotbed of job creation, other parts of Southern Nigeria like the Niger Delta Region are lagging. It is hard to disassociate this reality from the perpetual state of political and social unrest. However, the neglect of this region invites economic crisis and its concomitants poverty and unemployment. Thus, for a nation/region to advance and witness development, it must offer the right value and education to grow young people into a sound and effective citizen and fully integrate the young people into the society while in all developed economies, education for self-reliance has taken the centre stage and is recognized as the driver of economic growth and competitiveness in the labour market (Ubogu, 2020). The success of a nation's economy depends solely on the quality of graduates which the educational system provides. There is, therefore, the need to equip citizens with life skills that will enable them to contribute productively to their personal, family lives and the society at large (Ubogu, 2020).

It is widespread knowledge that entrepreneurship education in pre-service teacher training is either absent or insufficient in many countries. Moreover, attention should be drawn to the fact that, with regard to entrepreneurship education, in-service teachers are frequently unprepared in terms of both theoretical knowledge and in-classroom experience. For example, teachers' attitudes have been shown to be one of the biggest barriers to the

practice of entrepreneurship education and the successful teaching of entrepreneurship (Gustafsson-Pesonen & Remes, 2012). At this juncture, it can be said that the biased approach of unprepared teachers with regard to entrepreneurship education practice in classrooms has adversely affected its classroom application. As a matter of fact, Kbatgate, Mostert, and Sandland (2013) state that teachers should step up to the plate in order to improve the entrepreneurial characteristics of students. In a similar manner, it is important that pre-service teachers understand the meaning of the concept of entrepreneurship and how it should be practiced. Unfortunately, it is pointed out that few teachers have information and experience of the educational infrastructure required for entrepreneurship education (Seikkula-Leino, (2020). Moreover, it has been seen that teachers need to have experience and knowledge regarding entrepreneurship education in order to teach to their students through experimental methods which can be said that the studies conducted regarding entrepreneurship education in teacher training are very important in informing teachers and educators about entrepreneurship education (Seikkula-Leino, (2020).

Furthermore, other studies also revealed that entrepreneurship education contributes to the development of entrepreneurial intention (Kulo et al, 2018). Employers desire graduates that have entrepreneurship mind which can be acquired through training and education. (Kulo et al, 2018). This shows that entrepreneurial attributes could be positively formed by the educational program that makes students are aware about entrepreneurship as a career choice and entrepreneurial intention summarizes the willingness of an individual to start his own business (Kulo et al, 2018). Entrepreneurship education will first strengthen students' positive attitudes towards entrepreneurial intention. Second, the level of students' reliance on social reference groups drops which affords them the opportunity to take clearer decisions. Third entrepreneurship education aims to assist students to develop the skills and competencies to take advantage of entrepreneurial opportunities (Kulo et al, 2018).

Entrepreneurship education, therefore, is not without its challenges. Despite the profound benefits (prospects) of entrepreneurship education it is still not fully blown in Nigeria (Okeke & Edikpa, 2014). Departments of Entrepreneurship Education are yet to be created in many tertiary institutions. EE is still trying to secure its academic credibility, which can create difficulties in efforts to embed entrepreneurship into the school systems. Securing the support of the heads of the academic institutions as well as governments, which are often the primary funders, is critical (Okeke & Edikpa, 2014). Often within academia, champions of entrepreneurship have to fight internal battles for support and funding of their activities. The programme proceeds through a rigorous process some of which are: identification of business activities, undertaking feasibility studies, sourcing the required funds, identifying the markets for the products of entrepreneurship activities, undertaking the production process where necessary, providing logistics and personnel (Okeke & Edikpa, 2014). A major challenge now confronting entrepreneurship education in Nigeria is identifying and recruiting qualified teachers who have the appropriate knowledge and pedagogy to impart enterprise skills and competence in the students (Okeke & Edikpa,

2014). Entrepreneurship education requires the use of active learning methods that place the learner at the centre of educational process and enable them to take responsibility for their learning environment and learn about themselves. Such learning methods have been shown to make learning experiences richer and have positive benefits for students in terms of improving their motivation. Thus, teachers need the professional competences to be able to guide students through the learning process.

Theoretical Framework

This study adopted the structural functionalism theory. The focus of this theory is that in every political system there are structures that perform certain functions for the survival and stability of the system. The structures, regardless of their nature still perform some specific functions. In every society, whether modern or traditional, specific functions are performed. These functions, according to Nwekeaku (2013) are political socialization and orientation, interest articulation and aggregation and political communication, which he calls, input functions. Others are rule making, rule application and rule adjudication, which fall under what he calls output functions. Generally, the structures ensure the surveillance, maintenance, stability and security of the system. Colleges of education perform the functions of education, orientation and socialization of the citizens in the society, but they can only perform these duties well when they have a challenging and stimulating environment.

Empirical Studies

Dakung, Orobia, Munene & Balunywa (2017), carried out a study on the role of entrepreneurship education in shaping entrepreneurial action of disabled students in Nigeria. This study adopted a cross sectional descriptive research design to examine the role of entrepreneurship education in shaping entrepreneurial action (EA) of disabled students of the Nigerian tertiary institutions. Also, an analytical survey with mixed methods and triangulation focus constituted the study's research design. A sample size of 286 disabled students was determined using Krejcie and Morgan sample size selection model. Data were analyzed using descriptive statistics, zero-order correlation and hierarchical regression. The findings revealed that pedagogy, course content and entrepreneurship education are significant predictors of EA. Entrepreneurship education that exposes students to life applicable issues is capable of boosting their confidence/capacity to risk into venture start-up. Second, the more lecturers' characteristics such as inspiring students, method of teaching, being approachable and displaying enthusiasm are applied in the teaching of entrepreneurship the better the EA of the students. This study indicates a number of implications for the tertiary institutions and policy-makers. Specifically, entrepreneurship education, pedagogy and course content make a significant contribution to EA for disabled students. This is a critical factor that tertiary institutions in Nigeria should consider in transmitting entrepreneurship knowledge to students. Policy-makers and other stakeholders need to develop keen interest in designing entrepreneurship curriculum to

cater/accommodate the specific needs of students with disabilities. The current study examined the assessment of entrepreneurship education programme in pre-service teacher education in Oyo Metropolis of Oyo State.

Botha & Bignotti (2016) also conducted a study on Internships enhancing entrepreneurial intent and self-efficacy: Investigating tertiary-level entrepreneurship education programmes. The aim of this study was to determine whether internships enhance entrepreneurial intent (EI) and entrepreneurial self-efficacy (ESE). Furthermore, to what extent South African tertiary institutions include internships in their entrepreneurship and management curricula and the obstacles to such inclusion. Setting: South Africa has made a concerted effort to insert an entrepreneurship component across tertiary curricula. The evolution of this entrepreneurship component to experiential learning approaches is, however, unclear. A qualitative research approach was followed. Firstly, it reviewed empirical evidence for the positive relationship between internships and EI and ESE. Secondly, it conducted a survey of entrepreneurship and business management programmes at all 23 South African tertiary institutions and content analysed the retrieved information to determine whether such programmes include internships. Finally, 10 experts were interviewed to unveil the constraints inhibiting the inclusion of internships in tertiary curricula. The results revealed empirical support for the positive influence of internships on both EI and ESE. Significant lack of inclusion of internships in tertiary curricula in South Africa emerged, owing mainly to administrative issues, curriculum re-design challenges, and lack of mentoring capacity. Tertiary-level entrepreneurship education programmes should include an internship component. The paper suggested that tertiary institutions pilot-test the inclusion of internships with a small number of students and a selected cohort of small business owners. The current study examined the assessment of entrepreneurship education programme in pre-service teacher education in Oyo Metropolis of Oyo State.

Another study by Nwambam, Nnennaya & Nwankpu (2018) assessed the entrepreneurship education programme in Nigerian Universities as a means for guaranteeing sustainable development in Nigeria. The study was a survey research designed guided by four research questions. All the students in Ebonyi State University, (EBSU) Abakaliki and Federal University, Ndufu Alike Ikwo (FUNAI) were used for the study. Simple random sampling technique was used to select twenty (20) students each from the eight faculties in EBSU and same from five faculties in FUNAI giving a total of 260 respondents as the sample size. Researcher-structured questionnaire was used for data collection. The data collected were analysed using mean scores. The findings of the study revealed that there are inadequate trained lecturers/instructors, instructional facilities/materials for teaching entrepreneurship education and the entrepreneurship curricular contents are relevant for sustainable development in Nigeria but does not fully equip students with adequate knowledge, resources and skills to establish on their own. Based on the findings, it was recommended that regular training and retraining of lecturers/instructors by the institution's authorities for competence in the teaching of entrepreneurship education, provision of requisite facilities and materials by the universities, government and individuals for instructional

efficiency and effectiveness as this is critical to national development. Also, government and private individuals and organisations should collaborate to provide necessary resources to university graduates in order to put the basic entrepreneurial skills they have acquired into practice. The current study examined the assessment of entrepreneurship education programme in pre-service teacher education in Oyo Metropolis of Oyo State.

Aladejebi (2018) also conducted a study on the effect of entrepreneurship education on entrepreneurial intention among tertiary institutions in Nigeria. The objective of this study is to show the effect of entrepreneurship education on entrepreneurial intentions of students among four tertiary institutions in Nigeria: a University, Polytechnic, College of education and a satellite campus of a University. Data was gathered from 381 students from the four institutions. SPSS was used to analyze the data gathered. Findings from the study reveal that the behavioral component of the students' attitude toward entrepreneurship education was positive. Many of the students enjoyed entrepreneurship education. Practical examples of entrepreneurship should be included more in classroom teaching. Many of the students show the intention of starting their own business when they graduate.

Statement of the Problem

Studies have shown that students that participated in entrepreneurship education are positively influenced to start a business. Despite the government's effort at job creation, there seems to be no headway to solving the employment problem among graduates in Nigeria. Most graduates in the country roam the streets in search of jobs with little or no success, regardless of policy programmes such as National Directorate of Employment (NDE) and others. Entrepreneurship education, therefore, seems to be a solution which necessitated the federal government in 2006 to give a directive to Nigeria Higher Education Institutions (HEIs) to include Entrepreneurship Education (EE) as a mandatory course for all the students. However, the high rate of youth and graduate unemployment has become a thing of concern to stakeholders in education and the general public. It against this background that this study assessed entrepreneurship education programme in pre-service teacher education in Oyo Metropolis of Oyo State.

Objectives of the Study

The following were the objectives that guided this study:

1. To identify the justification for entrepreneurship education in Colleges of Education in Oyo Metropolis of Oyo State.
2. To ascertain the challenges posed to entrepreneurship education in Colleges of Education in Oyo Metropolis of Oyo State.
3. To examine the strategies for promoting entrepreneurship education in Colleges of Education in Oyo Metropolis of Oyo State.

Research Questions

The following research questions were posed to guide this study:

1. What is the justification for entrepreneurship education in Colleges of Education in Oyo Metropolis of Oyo State?
2. What are the challenges posed to entrepreneurship education in Colleges of Education in Oyo Metropolis of Oyo State?
3. What are the strategies for promoting entrepreneurship education in Colleges of Education in Oyo Metropolis of Oyo State?

Methodology

Descriptive survey research design was adopted for this study. The population of this study covers all graduating students and lecturers of Federal College of Education (Special), Oyo and Emmanuel Alayande College of Education, Oyo. Purposive sampling technique was used to select fifty lecturers from each College who are actually willing to participate in the study why random sampling technique was used to select three hundred (300) level NCE final year students from each college of education. Therefore, the sampled population for this study comprised of one hundred (100) lecturers and six hundred (600) students making a total of seven hundred (700) respondents. A twenty-four item questionnaire titled Entrepreneurship Education Programme Questionnaire (EPPQ) was used to depict the information used for the study. Two Measurement and Evaluation experts validated the instrument. The reliability of the instrument was established using the Cronbach alpha-generating a coefficient of 0.82, indicating that the instrument was reliable. The EPPQ was designed to obtain the opinions of respondents in a 4-point Likert scale manner of Strongly Agree, Agree, Disagree and Strongly Disagree. The frequency distribution and descriptive statistics obtained were analyzed with the SPSS software version 22, while a mean score below 2.50 was interpreted as negative (disagreeing to the research question) and a mean score above 2.50 was interpreted as positive (agreeing to the research question).

Data Analysis

Research Question 1: What is the justification for entrepreneurship education in Colleges of Education in Oyo Metropolis of Oyo State?

Table 1: Mean Rating Justification for Entrepreneurship Education in Colleges of Education

S/NO	Items	Mean	Remark
1	It is an acquisition of skills and ideas for the sake of creating employment for oneself and others	3.24	Agree
2	It is development based on creativity	3.11	Agree
3	It leads to the development of small scale and large scale businesses based on creativity and innovation	3.42	Agree
4	It reduces poverty rate with visible increment of employment rate among the youths	3.68	Agree
5	It provides practical application of knowledge to students	3.24	Agree

Source: Field Survey (2023)

Result in Table 1 shows that all the 5 items were accepted by the respondents as the justification for entrepreneurship education in Colleges of Education in Oyo Metropolis of Oyo State with mean scores above 2.50.

Research Question 2: What are the challenges posed to entrepreneurship education in Colleges of Education in Oyo Metropolis of Oyo State?

Table 2: Mean Rating on Challenges Posed to Entrepreneurship Education in Colleges of Education

S/NO	Items	Mean	Remark
1	Poor concept of entrepreneurship	3.21	Agree
2	Inadequate entrepreneurship teachers, materials and equipment	3.48	Agree
3	Lack of funds	3.20	Agree
4	Insensitivity of government to entrepreneurship creation and expansion strategy	3.74	Agree
5	Lack of adequate implementation of Entrepreneurship education curriculum	3.62	Agree

Source: Field survey (2023)

Result in Table 2 revealed that the respondents agreed that all the 5 items are the challenges posed to entrepreneurship education in Colleges of Education in Oyo Metropolis of Oyo State with mean scores above 2.50.

Research Question 3: What are the strategies for promoting entrepreneurship education in Colleges of Education in Oyo Metropolis of Oyo State?

Table 3: Main Rating on Strategies for Promoting Entrepreneurship Education in Colleges of Education

S/NO	Items	Mean	Remark
1	Introducing entrepreneurial activities at the early stage of the youths	3.14	Agree
2	Adoption of practical/field training scheme	3.52	Agree
3	Training and retraining of teachers/lecturers of entrepreneurship education periodically	3.71	Agree
4	Provision of funds by governments for schools and universities for entrepreneurship education	3.63	Agree
5	Provision of relevant teaching materials and adequate infrastructural facilities like textbooks, good road	3.83	Agree

	network, pipe borne water, electricity and other technology to boost production		
6	Provision of an entrepreneurship education that will stir up the interest, knowledge, skills and attitudes of students	3.21	Agree
7	Organize curricular integration of entrepreneurship education and community development	3.57	Agree

Source: Field survey (2023)

Result in Table 3 shows that the respondents agreed that all the 7 items are the strategies for promoting entrepreneurship education in Colleges of Education in Oyo Metropolis of Oyo State with mean scores above 2.50.

Discussion of Findings

The findings of research question one revealed that majority of the respondents agreed that the justification for entrepreneurship education in Colleges of Education in Oyo Metropolis of Oyo State is for the acquisition of skills and ideas for the sake of creating employment for oneself and others; to reduce poverty rate with visible increment of employment rate among the youths and to provide practical application of knowledge to students among others. The finding of this study is in line with the findings of Davwet, Damar, Goyit & Kajang (2019) who outlined the benefits of entrepreneurship education to include among others the reduces rural-urban migration, reduces poverty and generates employment opportunities. It also increases productivity through innovation and facilitates transfer and adaption of technology. To a great extent, encourages economic dynamism in line with rapid changing in global scene as well as encouraging individuals to use their potentials and talents to create wealth for themselves and the society. This will put the country on the path to join communities of nations that have fought poverty through strengthening of small scale businesses (Kulo et al, 2018).

The findings of research question two revealed the challenges posed to entrepreneurship education in Colleges of Education in Oyo Metropolis of Oyo State are inadequate entrepreneurship teachers, materials and equipment; poor concept of entrepreneurship; lack of funds and Lack of adequate implementation of Entrepreneurship education curriculum among others. This finding is line with the views of Okeke & Edikpa (2014) who articulated that recruiting qualified teachers, funding EEd, dealing with poor power supply, among others are some of the challenges posing difficulties for the success of EEd. The scholars maintained that these should be seriously addressed. The knowledge of entrepreneurship enables recipients become self-employed, resourceful, creative, and innovative and enduring thereby overcoming the problems of unemployment and business challenges (Okeke & Edikpa, 2014). Subsequently, entrepreneurship education if seriously and adequately conducted in schools will obviously promote job creation by entrepreneurs as well as promote economic development. Entrepreneurship education, therefore, is not without its challenges. Despite the profound benefits (prospects) of entrepreneurship

education it is still not fully blown in Nigeria (Okeke & Edikpa, 2014). Departments of Entrepreneurship Education are yet to be created in many tertiary institutions. EE is still trying to secure its academic credibility, which can create difficulties in efforts to embed entrepreneurship into the school systems. Securing the support of the heads of the academic institutions as well as governments, which are often the primary funders, is critical (Okeke & Edikpa, 2014). Often within academia, champions of entrepreneurship have to fight internal battles for support and funding of their activities. The programme proceeds through a rigorous process some of which are: identification of business activities, undertaking feasibility studies, sourcing the required funds, identifying the markets for the products of entrepreneurship activities, undertaking the production process where necessary, providing logistics and personnel (Okeke & Edikpa, 2014). A major challenge now confronting entrepreneurship education in Nigeria is identifying and recruiting qualified teachers who have the appropriate knowledge and pedagogy to impart enterprise skills and competence in the students (Okeke & Edikpa, 2014).

The findings of research question three revealed that the strategies for promoting entrepreneurship education in Colleges of Education in Oyo Metropolis of Oyo State are introducing entrepreneurial activities at the early stage of the youths; adoption of practical/field training scheme; training and retraining of teachers/lecturers of entrepreneurship education periodically; provision of funds by governments for schools and universities for entrepreneurship education and organize curricular integration of entrepreneurship education and community development among others. This finding in line with the findings of a scholar who reported that citizens must be trained to be self employed through a well established entrepreneurship development (Unachukwu, 2009 and Ikeme, 2012). Training engagement and establishment of the youths in entrepreneurship education/ventures and at the early stage will greatly help to reduce the rate of robbery activities, prostitutions, kidnapping, bombings here and there, child abuse and of course, human trafficking which are in effect the aftermath of massive unemployment and poverty in the country (Paul, 2005; Banabo & Ndiomu, 2011). It will also enable entrepreneurs acquire the basic skills and knowledge that will help them face the risks and challenges of entrepreneurship activities. The study also revealed that exposing entrepreneurs to business opportunities through adequate training and development in workshops/seminars will better equip the trainees and enhance the program. But this involves a lot of money. On this note, Paul (2005) and Banabo and Ndiomu (2011) articulated that governments, private individuals, banks and non-governmental organizations (NGOs) should assist entrepreneurs with funds, logistics and facilities to be used for financing entrepreneurship activities.

Conclusion

Entrepreneurship is the creative and innovative ability that is used as the basis, tips, and resources to find opportunities for success. The essence of entrepreneurship is the ability to create something new and different through creative thinking and innovative action to

create opportunities (Suzanti & Maesaroh, 2017). For entrepreneurship education to be most useful, it must address and develop in students, the skills necessary as an entrepreneur. It must stimulate and challenge the students into creative and innovative ideas and concepts that result into setting-up and sustaining business ventures and other investment opportunities (Nwekeaku, 2013). Although the Nigeria's Federal Government adopted SMEs as the building block of the country's economy, the right entrepreneurs to realize the objective of setting up small and medium scale enterprises were not available despite the existence of millions army of unemployed youths, including university graduates. The ubiquitous armies of unemployed university graduates, regrettably, do not have the requisite skills and experiences for entrepreneurship in the country (Nwekeaku, 2013).

This study revealed that the majority of the respondents agreed that the justification for entrepreneurship education is for the acquisition of skills and ideas for the sake of creating employment for oneself and others; to reduce poverty rate with visible increment of employment rate among the youths and to provide practical application of knowledge to students among others. This study also revealed that the challenges posed to entrepreneurship education are inadequate entrepreneurship teachers, materials and equipment; poor concept of entrepreneurship; lack of funds and Lack of adequate implementation of Entrepreneurship education curriculum among others. This study further revealed that the strategies for promoting entrepreneurship education are introducing entrepreneurial activities at the early stage of the youths; adoption of practical/field training scheme; training and retraining of teachers/lecturers of entrepreneurship education periodically; provision of funds by governments for schools and universities for entrepreneurship education and organize curricular integration of entrepreneurship education and community development among others.

Recommendations

This study therefore recommends the followings:

- i. There is a need for Government through National Commission of Colleges of Education (NCCN) to harmonise curriculum for entrepreneurship education in Nigeria.
- ii. Student should be made to undergo at least three minimum of three months mandatory attachment on entrepreneurship.
- iii. Lecturers that lecture Entrepreneurship should have more practical knowledge and should be exposed to seminars and workshops on daily basis for effectiveness.
- iv. Organised private sector and government at various levels should assist in funding research on entrepreneurship education.
- v. Research should be carried out to find out the effect of entrepreneurship education on graduates that started their business after five years of graduation.

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