



## CHALLENGES AND MEASURES TO IMPROVE THE IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION PROGRAMME IN PUBLIC UNIVERSITIES IN ANAMBRA STATE

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### Abstract

The study examined the challenges and measures to improve the implementation of entrepreneurship education programme in public universities in Anambra State. Two research questions guided the study and two hypotheses were tested at the 0.05 level of significance. A descriptive survey research design was adopted for the study. The population of the study comprised all the undergraduates from the two public universities in Anambra State. A proportionate stratified sampling technique was used to draw 814 undergraduates for the study. A researcher developed an instrument titled “Challenges and Measures to Improve the Implementation of Entrepreneurship Education Programme Questionnaire (CMIIIEEPQ)” that was used for data collection. The face validation of the instrument was determined by three experts who are lecturers, two from the Department of Educational Management and Policy and one from Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. The internal consistency of the instrument's items was established using Cronbach's alpha, yielding reliability coefficients of 0.81 and 0.84 for clusters I and II, respectively, with an overall coefficient of 0.83. The researcher, together with one research assistant who is a university lecturer in the study area, collected data. The data were analyzed using means and standard deviations to answer the research questions and a t-test to test the hypotheses. The study's findings revealed, among others, that numerous challenges hinder the implementation of the entrepreneurship education programme in public universities in Anambra State. It was also found that there is no significant difference in the mean scores of male and female students on the strategies to improve the implementation of entrepreneurship education programme in public universities in Anambra State. Based on the findings, it was recommended, among other things, that the Federal and State Governments should set aside specific funds from annual budgets for the implementation of entrepreneurship education programme in public universities.

**Keywords:** Challenges, Measures, Implementation, Entrepreneurship Education, Programme, Universities.

### 1.1 Introduction

Economic growth and development of a nation largely depend on the education sector, which trains and supplies the needed manpower to society. The education system plays a crucial role in shaping the character, improving the skills, advancing the knowledge and developing the

potential of individuals. The education system is made up of the basic, secondary and tertiary institutions. This study focused on a tertiary institution. Tertiary institutions include Colleges of Education, Polytechnics, Universities and other degree or diploma awarding institutions. The apex of the tertiary learning institutions is the university. The university is an educational institution that engages in research, community services, teaching and learning to produce and supply a skilled and high-level workforce required for the economic growth of a nation. Akpoguma and Nwogbo (2024) opined that a university is an institution of learning where teaching, learning, research and community service are provided to individuals to produce skilled manpower to contribute to the economic and technological growth of the nation.

One of the credible concerns and mandates of universities is to equip students with employable skills and proficiencies for venturing into business ventures for self-sufficiency and reliance. The increasing concern for equipping students with employability skills is due to the fact that the majority of the graduates from Nigerian universities remain unemployed after graduation. Balarabe and Usman (2022) pointed out that the increase in the rate of crimes today, such as kidnapping, armed robbery, cybercrime, fraud, as well as an increase in social problems such as prostitution, drug abuse, political thuggery, among others, can be attributed to mass unemployment among youth. Furthermore, Balarabe and Usman asserted that a good attempt towards addressing the problem of unemployment among youth, as well as ensuring economic growth and development, is the introduction of entrepreneurship education in the curriculum of tertiary institutions in Nigeria.

The Federal Government of Nigeria has introduced entrepreneurship education programme in the curriculum of tertiary institutions in an attempt to produce highly skilled and self-reliant graduates. Ubogu (2020) asserted that this necessitated the federal government in 2006 to give a directive to Nigerian Higher Education Institutions (HEIs) to include Entrepreneurship Education (EEd) as a mandatory course for all the students with effect from the 2007/2008 academic session. Consequently, the National Universities Commission (NUC) mandates all universities to offer entrepreneurship education as a compulsory course for all university undergraduates. Akpan (2021) noted that the introduction of entrepreneurship education into the University Curriculum is an empowerment strategy for graduate self-employment, self-reliance and poverty reduction. The author added that where appropriate skills, attitude and knowledge accompanied by appropriate practical work are taught to the students, they would, on graduation, become self-employed and employers of labour. Similarly, Sulaimon (2020) stated that the mandatory inclusion of entrepreneurship education into Nigerian universities is an enabling mechanism to promote self-employment, self-reliance and efforts to reduce poverty. The author added that in most higher educational institutions, entrepreneurship education is introduced at 200 and 300 levels as (GST) General Studies courses. The Federal Government of Nigeria also directed the establishment of an entrepreneurial development centre in each tertiary institution for skills acquisition among students.

Entrepreneurship education programmes are practical learning contents that equip students with skills and ideas to venture into business or productive activities for self-reliance. Aneke,

Aduaka and Ezeh (2022) defined entrepreneurship education as a formalized programme to equip students with the needed skills and knowledge to recognize business opportunities, create an idea, develop a plan and run businesses. The authors added that entrepreneurship education was introduced in tertiary institutions with the aim that, at the end of students' programmes of study, graduates of the tertiary institutions would be able to set up their own business with a view to contributing to the economy. Entrepreneurship education programme enables students to acquire the requisite knowledge and skills for self-employment and self-dependence. Eretan and Omotoso (2024) asserted that entrepreneurship education programme is aimed at equipping the students with academic knowledge, requisite skills of creativity, innovation, and risk-taking, the ability to turn ideas into action and the capacities needed in the world of work, as well as the ability to plan and manage projects in order to achieve objectives.

Entrepreneurship education programme is designed to equip students with the skills and knowledge of identifying and engaging in productive activities to create wealth for themselves. Amaechi (2022) pointed out that entrepreneurial education programme is designed to encourage and improve students' ability to work with others in a team, acquire joint-venture initiatives and start-up business ventures and play an important role in job creation among others for the overall development of the society. According to Adetayo and Oloruntoba (2024), entrepreneurship education programme aims to equip individuals with the knowledge, skills, and mindset necessary for business creation and management. Okechukwu (2025) maintained that entrepreneurship education (EE) curricula in Nigerian universities, which largely conform to the mandates set by the NUC, typically cover foundational business concepts such as business plan development, marketing, financial management, and legal aspects of business.

Gender is behavioural patterns, social and cultural expectations that define what is appropriate for males and females in a given setting or environment. Gender defines the expected behavior and perception of male and female students toward an issue, rather than being naturally adjudged. Therefore, gender can influence the attitude, behaviour and perceptions of students regarding entrepreneurship education programmes in universities. Nwangene and Osuji (2022) revealed that there was no significant difference in the mean responses of male and female respondents on the extent of the implementation of entrepreneurship education. Also, Rambe and Ndofirepi (2016) reported that there were no significant differences between male and female students in their perceptions of the implementation of entrepreneurship education programme hindrances in higher institutions. In the same vein, Gope (2025) showed that there were no statistically significant differences between male and female students on statements regarding the strategies for the implementation of entrepreneurship education. On the contrary, Jing, Subadrah and Wei (2023) reported that female college students have significantly lower views regarding the challenges to the implementation of entrepreneurship education than male college students. The inconsistency in research findings prompted the need to integrate gender in investigating the challenges and measures to improve the implementation of the entrepreneurship education programme.

Students who have undergone entrepreneurship education programmes should be able to become self-sufficient. Despite the inclusion of entrepreneurship education programmes in Nigerian universities, many graduates roam about without jobs and equally fall short of the relevant skills to venture into businesses. However, years after the introduction of entrepreneurship in the Nigerian educational system, many graduates at different levels still move around with their certificates looking for jobs (Balarabe & Usman, 2022). The authors added that many of them lack the knowledge and skills to start on their own, even when they are given capital to start, an indication of the failure of the programme. Okechukwu (2025) averred that while many Nigerian universities have introduced entrepreneurship courses, often mandated by regulatory bodies like the National Universities Commission (NUC), their impact is frequently constrained by limited infrastructure, large class sizes, a shortage of qualified faculty with practical entrepreneurial experience, inadequate funding for experiential learning resources, outdated curricula that do not reflect contemporary market realities and a predominant focus on theoretical instruction rather than practical application. Amaechi (2022) opined that for effective implementation of entrepreneurship education programmes to take place in the school system, certain infrastructures, laboratories, workshops and facilities, such as chairs and tables, white boards/markers, projectors, public address system, fans and or air conditioners, instructional materials must be put in place. Given these problems, the study investigated the challenges and measures to improve the implementation of entrepreneurship education programme in public universities in Anambra State.

### **1.2 Purpose of the Study**

The purpose of the study is to investigate the challenges and measures to improve the implementation of entrepreneurship education programme in public universities in Anambra State. Specifically, the study sought to examine the:

1. Challenges to the implementation of entrepreneurship education programme in public universities in Anambra State.
2. Measures to improve the implementation of entrepreneurship education programme in public universities in Anambra State.

### **1.3 Research Questions**

The study was guided by the following two research questions:

1. What are the challenges to the implementation of entrepreneurship education programme in public universities in Anambra State?
2. What are the measures to improve the implementation of entrepreneurship education programme in public universities in Anambra State?

### **1.4 Hypotheses**

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

1. There is no significant difference in the mean scores of male and female students on the challenges to the implementation of entrepreneurship education programme in public universities in Anambra State.

2. There is no significant difference in the mean scores of male and female students on the measures to improve the implementation of entrepreneurship education programme in public universities in Anambra State.

## 2. Method

A descriptive survey research design was adopted for the study. The study was conducted in the two public universities in Anambra State, Nigeria. The study population comprised all the lecturers from the two public universities in Anambra State, Nigeria. A proportionate stratified sampling technique was used to draw 814 undergraduates for the study.

A researcher developed an instrument titled “Challenges and Measures to Improve the Implementation of Entrepreneurship Education Programme Questionnaire (CMIEEPQ)” that was used for data collection. The instrument was structured by the researcher from an in-depth literature review and consultation with experts in the field. CMIEEPQ has Sections A and B. Section A focuses on respondents' personal information, such as gender. Section B has Clusters I and II. Cluster 1 contained 10 items on the challenges to the implementation of entrepreneurship education programme and Cluster II equally contained 10 items on the measures to improve the implementation of entrepreneurship education programme. CMIEEPQ contained 20 items, structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), with weights of 4, 3, 2, and 1, respectively. Three experts, all lecturers, determined the instrument's face validity: two from the Department of Educational Management and Policy and one from Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. Cronbach's alpha method was used to determine the internal consistency of the instrument's items, which yielded reliability coefficients of 0.81 and 0.84 for clusters I and II, respectively, with an overall coefficient of 0.83.

The researcher, together with one research assistant who is a university lecturer in the study area, collected data for the study. A total of 814 copies of the questionnaire were distributed, while 794 copies were properly completed and successfully retrieved, yielding a 98 percent return rate. Mean and standard deviation were used to answer the research questions and a t-test to test the hypotheses. The decision rule for the research questions was that mean ratings of 2.50 or above were considered agreement, and any mean rating below 2.50 was considered disagreement. Standard deviation was used to assess the homogeneity of the respondents' mean ratings. The p-value and the alpha level ( $\alpha = 0.05$ ) were compared to determine whether to accept or reject the null hypotheses. When the exact probability value is greater than 0.05, the null hypothesis is accepted; when it is less than or equal to 0.05, the null hypothesis is rejected.

### 3. Results

Research Question 1: What are the challenges to the implementation of entrepreneurship education programme in public universities in Anambra State?

**Table 1:** Mean Ratings and Standard Deviation Scores of Undergraduates on Challenges to the Implementation of Entrepreneurship Education Programme in Public Universities

| S/N               | ITEMS   | Undergraduates (n =794) |             |              |
|-------------------|---|-------------------------|-------------|--------------|
|                   |   | Mean                    | SD          | Decision     |
| 1                 | Poor funding of entrepreneurship education  | 2.99                    | 0.98        | Agree        |
| 2                 | Inadequate facilities for teaching entrepreneurship education                                   | 2.83                    | 1.05        | Agree        |
| 3                 | Shortages of competent lecturers  | 2.54                    | 1.10        | Agree        |
| 4                 | Poor attitude of students towards entrepreneurship education programmes                         | 2.52                    | 1.00        | Agree        |
| 5                 | Limited access to credit to start up business after graduation                                  | 3.04                    | 0.97        | Agree        |
| 6                 | Irregular monitoring of implementation of entrepreneurship education programme                  | 2.65                    | 1.08        | Agree        |
| 7                 | Limited time for teaching entrepreneurship education  | 2.60                    | 1.11        | Agree        |
| 8                 | Failure to the entrepreneurship education curricular to meet current reality of the society     | 2.90                    | 1.00        | Agree        |
| 9                 | Poor motivation of lecturers for teaching entrepreneurship education                            | 2.62                    | 1.04        | Agree        |
| 10                | Absence of entrepreneurship education centre for students to engage in practical during holiday | 3.01                    | 1.00        | Agree        |
| <b>Grand Mean</b> |   | <b>2.77</b>             | <b>1.03</b> | <b>Agree</b> |

Table 1 indicates that the mean scores of students for all the items are above the cut-off mean of 2.50, which indicates their agreement with the items as the challenges to the implementation of entrepreneurship education programme. The overall standard deviation scores of 1.03 indicates homogeneity in the mean scores of students. The grand mean of 2.77, which is above 2.50, indicate that there are numerous challenges hinder the implementation of entrepreneurship education programme in public universities in Anambra State?

Research Question 2: What are the measures to improve the implementation of entrepreneurship education programme in public universities in Anambra State?

**Table 2:** Mean Ratings and Standard Deviation Scores of Undergraduates on the measures to Improve the Implementation of Entrepreneurship Education Programme in Public Universities

| S/N | ITEMS  | Undergraduates (n =794) |      |          |
|-----|--|-------------------------|------|----------|
|     |  | Mean                    | SD   | Decision |
| 11  | Improved budgetary allocation to enhance funding for entrepreneurship education programmes                             | 3.11                    | 1.00 | Agree    |
| 12  | University partnerships with venture capitalists, alumni networks and stakeholders to improve provision of facilities. | 2.91                    | 1.10 | Agree    |
| 13  | Investment in annual in-service training of staff to acquire practical skills of teaching entrepreneurship education   | 2.64                    | 1.03 | Agree    |

|                     |   |             |             |              |
|---------------------|---|-------------|-------------|--------------|
| 14                  | Orientation of students to inculcate positive attitude toward entrepreneurship education programme          | 2.60        | 1.02        | Agree        |
| 15                  | Granting of students' access to credits after graduation to start up business                               | 3.13        | 0.94        | Agree        |
| 16                  | Regular monitoring of the implementation process of entrepreneurship education by the University management | 2.70        | 1.01        | Agree        |
| 17                  | Allocation of more time for teaching entrepreneurship education   | 2.81        | 1.03        | Agree        |
| 18                  | Revamp of entrepreneurship education curricula to be more dynamic and practical                             | 2.81        | 0.97        | Agree        |
| 19                  | Fair compensation of lecturers for teaching entrepreneurship education                                      | 3.01        | 1.09        | Agree        |
| 20                  | Building of entrepreneurship education centre for students to engage in practical during holiday            | 3.14        | 1.06        | Agree        |
| <b>Cluster Mean</b> |   | <b>2.89</b> | <b>1.03</b> | <b>Agree</b> |

Results in Table 2 shows that the mean scores of students for all the items are above the cut-off mean of 2.50, which indicates their agreement with the items as the measures to improve the implementation of entrepreneurship education programme. The students recorded overall standard deviation scores of 1.03, which implies homogeneity in their mean scores. The grand mean of 2.89, which is above 2.50, indicate that there are numerous measures to improve the implementation of entrepreneurship education programme in public universities in Anambra State?

Ho<sub>1</sub>: There is no significant difference in the mean scores of male and female students on the challenges to the implementation of entrepreneurship education programme in public universities in Anambra State.

Table 3: The Summary of t-test Analysis no Significant Difference in the Mean Rating of Male and Female Students on the Challenges to the Implementation of Entrepreneurship Education Programme

| Group           | N   | X    | SD   | p-value | Df  | ∞    | Remark          |
|-----------------|-----|------|------|---------|-----|------|-----------------|
| Male Students   | 315 | 2.73 | 1.01 | 0.220   | 792 | 0.05 | Not Significant |
| Female Students | 479 | 2.79 | 1.06 |         |     |      |                 |

Result in Table 3 revealed that the p-value of 0.220 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean scores of male and female students on the challenges to the implementation of entrepreneurship education programme in public universities in Anambra State.

Ho<sub>2</sub>: There is no significant difference in the mean scores of male and female students on the measures to improve the implementation of entrepreneurship education programme in public universities in Anambra State.

Table 4: The Summary of t-test Analysis no Significant Difference in the Mean Rating of Male and Female Students on the Measures to Improve the Implementation of Entrepreneurship Education Programme

| Group           | N   | X    | SD   | p-value | Df  | $\alpha$ | Remark          |
|-----------------|-----|------|------|---------|-----|----------|-----------------|
| Male Students   | 315 | 2.81 | 1.04 | 0.171   | 792 | 0.05     | Not Significant |
| Female Students | 479 | 2.90 | 1.01 |         |     |          |                 |

As shown in Table 4, the p-value of 0.171 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean scores of male and female students on the measures to improve the implementation of entrepreneurship education programme in public universities in Anambra State.

### 3. Discussion

The finding of the study indicated that there are numerous challenges that hinder the implementation of entrepreneurship education programme in public universities in Anambra State. The numerous challenges that hinder the implementation of entrepreneurship education programme in public universities in Anambra State were poor funding of entrepreneurship education, inadequate facilities for teaching entrepreneurship education, shortages of competent lecturers, poor attitude of students towards entrepreneurship education programmes, limited access to credit to start up business after graduation, irregular monitoring of implementation of entrepreneurship education programme, limited time for teaching entrepreneurship education, failure to the entrepreneurship education curricular to meet current reality of the society, poor motivation of lecturers for teaching entrepreneurship education and absence of entrepreneurship education centre for students to engage in practical during holiday. Isiozori (2020) noted that the challenges of entrepreneurship education for sustainability of universities include: inadequate provision of fund for entrepreneurial research and carry out practical works for students, gross lack of instructional materials for teaching entrepreneurship education, gross lack of entrepreneurship teaching staff, teaching staff to the course are not well equipped with the practical aspect of teaching it, no regular visits to companies and factories to acquire on the spot experience and Lectures on entrepreneurship education receive equal amount of time like all other courses. Eretan and Omotoso (2024) who reported that the challenges that hinder the implementation of entrepreneurial education programme include (amongst others): low lecturers' capacity; lack of vocational equipment; inadequate facilities; poor funding; inadequate training hours or periods; lack of continuity after the school years; half-baked entrepreneurship facilitators, lack of financial aids from government to actualize the dream, lack of necessary infrastructures and lack of government political wills. The agreement between the findings could be attributed to the fact that the studies were conducted in tertiary institutions in the same country. It was also found that there is no significant difference in the mean scores of male and female students on the challenges to the implementation of entrepreneurship education programme in public universities in Anambra State. This affirmed the finding of Nwangene and Osuji (2022), which revealed that there was no significant difference in the mean responses of male and female respondents on the extent of the

implementation of entrepreneurship education. This also supported the finding of Rambe and Ndofirepi (2016), who reported that there were no significant differences between male and female students in their perceptions of the implementation of entrepreneurship education programme hindrances in higher institutions. This disagreed with the finding of Jing, Subadrah and Wei (2023), who reported that female college students have significantly lower views regarding the challenges to the implementation of entrepreneurship education than male college students. The inconsistency in research findings prompted the need to integrate gender in investigating the challenges and measures to improve the implementation of entrepreneurship education programme.

The result of the study indicated that there are numerous measures to improve the implementation of entrepreneurship education programme in public universities in Anambra State. The numerous measures to improve the implementation of entrepreneurship education programme in public universities in Anambra State were improved budgetary allocation to enhance funding for entrepreneurship education programmes, university partnerships with venture capitalists, alumni networks and stakeholders to improve provision of facilities, investment in annual in-service training of staff to acquire practical skills of teaching entrepreneurship education, orientation of students to inculcate positive attitude toward entrepreneurship education programme, granting of students' access to credits after graduation to start up business, regular monitoring of the implementation process of entrepreneurship education by the University management, allocation of more time for teaching entrepreneurship education, revamp of entrepreneurship education curricula to be more dynamic and practical, fair compensation of lecturers for teaching entrepreneurship education and building of entrepreneurship education centre for students to engage in practical during holiday. This is in line with the finding of Alegieuno (2025), who showed that strategies for enhancing the implementation of entrepreneurship education in universities were curriculum review, promotion of the development and sustenance of entrepreneurship centers and centers of excellence, promotion of science, technology and innovation by providing incentives for students and lecturers, sensitization, advocacy and mobilization of support for entrepreneurship education and adequate funding. Okeke and Edikpa (2014) which indicated that the strategies for improving entrepreneurship education in Nigeria include: adoption of practical/field training scheme, adoption of practical/field training scheme, provision of credit facility by banks or take-off grants from government, intensive monitoring of the projects, provision of interest free loans to youths to start up their own businesses, provision of funds by governments for schools and universities for entrepreneurship education, training and retraining of teachers/lecturers of entrepreneurship education periodically and provision of relevant teaching materials and adequate infrastructural facilities like textbooks, good road network, pipe borne water, electricity and other technology to boost production among others. The similarities in the tertiary institutions in which the studies were conducted could contribute to the agreement between the findings. Further results indicated that there is no significant difference in the mean scores of male and female students on the measures to improve the implementation of the entrepreneurship education programme in public universities in Anambra State. This upheld the finding of Gope (2025), which showed that there were no

statistically significant differences between male and female students on statements regarding the strategies for implementation of entrepreneurship education.

#### **4. Conclusion**

Based on the findings, it was concluded that the implementation of entrepreneurship education programme has been confronted by many challenges in public universities in Anambra State. These challenges range from poor funding, inadequate facilities, insufficient skilled lecturers and irregular training of staff, among others. These challenges can be tackled through a range of measures, which include improved funding, provision of adequate facilities, recruitment of sufficient skilled lecturers and regular training of staff, among others.

#### **Recommendations**

Based on the findings, the following recommendations were made:

1. The federal and state governments should set aside specific funds from annual budgets for the implementation of entrepreneurship education programme in public universities.
2. University management should partner with alumni, non-governmental organizations, philanthropists and stakeholders to source funds for the procurement of instructional materials, facilities and development of infrastructures for enhancing the implementation of entrepreneurship education programme in public universities.
3. University management should organize periodic workshops for lecturers to acquire practical skills and knowledge of teaching entrepreneurship education in public universities.
4. The National Universities Commission should review and modify the curricula of entrepreneurship education programme in public universities to make them practice-oriented, enabling students to acquire skills for self-employment and employability in organizations.
5. The Federal Government of Nigeria should make credits accessible to graduates with business plans and proposals to enhance self-employment after undergoing of entrepreneurship education programme.

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