

Resource Management of Nigerian Universities for Entrepreneurship Education in Ebonyi State

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Abstract: This study focused on Resource management of Nigerian universities for entrepreneurship Education in Ebonyi State. The work was guided by three research questions. Descriptive survey design was adopted for the study. The population consisted of 102 teaching staff. There was no sample size since the population is not large. The instrument for data collection was “Resource management of university for entrepreneurial education programme”. It comprised part one and two. Part one sought demographic information about the respondents. Part two was used to elicit information through questionnaire which comprised of 36 items in three clusters (A & B). A four point rating scale of VGE, GE, LE and VLE was provided for the respondents to make their responses to the questionnaire. The statistical tools used to analyze the data were mean and standard deviation. From the findings, it was discovered that Resource management influence entrepreneurship education in universities.

Key words: Resource management • Nigerian Universities and Entrepreneurship Education

INTRODUCTION

Education is a means to an end and also an instrument through which people acquire necessary knowledge and skills for the improvement of one's life and sustenance of economic growth in the society. The realization of this singular objective has moved Nigerian government in her national policy on Education to stress among others the need to achieve self reliant individual/nation. This came up especially in the mid 80s when Nigeria economy is at the verge of collapse and youth/graduate unemployment had already hit the roof. Arogundade [1] puts that during this period, entrepreneurship, which would have salvaged the situation was not encouraged. He went further to stress that tertiary education has not been properly included in the philosophy of self – reliance such as creating a new cultural and productive environment that will promote new set of attitudes and culture for the attainment of future challenges [1]. In the same vein, Nwangwu [2] argued that the failure of tertiary education to imbibe the above philosophy in students has led to wastages in terms of both human and natural resources. This is because the youths and graduates from tertiary institutions are not equipped with the skills with which to

exploit the natural resources abound in the country, Nigeria. Hence, appear non – functional to Nigeria economic and societal needs/aspirations.

Mukhtar and Redman [3] maintained that the fast pace of development recorded in such nations like Malaysia, Indonesia, Brazil and India among others have clearly shown that development is driven by the innovativeness, creativity and enterprise of the people. Unfortunately, Nigeria has not been able to enact similar feat owing to poor linkage between knowledge and development and between the private and public sector of the economy. Probably, this may have been due to lack of appropriate skills development and sufficient entrepreneurial culture in the Nigerian educational system.

One practical strategy towards reducing rate of unemployment and eradicating poverty is by scaling up investments in infrastructure and human capital. Human capital development is further facilitated through a well structured academic curriculum that is entrepreneurial focused. A nation with increased number of self sustained and self – dependent graduates will record less numbers of unemployed graduates. It is on the basis of this that the National University Commission [4] came out with a draft curriculum for entrepreneurial Education in Nigerian Universities. The objectives of the draft curriculum seek

among other things to enable our graduates, irrespective of their specialization, with the skills that will increase their venture creation. Nigeria University Commission [5] made it mandatory for all Nigerian universities to mount entrepreneurship education for all undergraduates beginning from 2007/2008 academic year [6]. On the heels of this directive, Ebonyi State University introduced entrepreneurship education as one of university general course in 2010/2011 academic year.

Importantly, the objectives of Nigerian universities entrepreneurial education programme appear farfetched as a result of poor availability and poor management of resources. The concept of resources has been applied in diverse realms, but the concern here is the infrastructure, human, financial and material of school resources. In an organization, management is needed to make resources productive so as to achieve organizational goals, [7]. Griffin [8] viewed management as functions carried out by individuals to achieve organizational objectives. Etuk [9] saw it as a catalyst that arranges organizational resources for the achievement of educational goals. For an administrator to desire for effectiveness he or she must use indices of management while carrying out his/her administrative task [10]. These involve building trust, visionary leadership and communication, seeking self improvement, making nice decision, being role model, risk taker and being innovative [11],[12],[13]. Also for sustenance of viable entrepreneurial education in schools, resources have to be well managed by the educational administrator/management.

Resource management is the marshalling and application of resources needed for effective achievement of goals and objectives within an organization. It is the efficient and effective deployment of an organizational resource when and where the need arises. Resource management also involves allocating and sharing of resources. Resource management has an effect on schedules and budgets as well as resource leveling and smoothing [14].

It is a known fact that the essence of administration in educational institution is the enhancement of teaching and learning processes.

Entrepreneurial education focused on tertiary institution, therefore plays a very vital function in inculcation of skills for the growth of economy of a country. This is because the more the number of graduates to be self reliant and self employed, the more poverty and unemployment will be eradicated so as to make the nation move towards self sufficiency. More so, Oyibe and Eluu [15], opined that the indication of

unemployment has been one of the problems affecting developing countries of the world like Nigeria. The economic conditions of most families are declining to alarming rate. According to them it is disheartening noticing that Nigeria as a sovereign state cannot fend for her citizens, as a larger proportion of her human population lives below half United State of American Dollar as a result of dwindling economy of economic recession [15].

The main trends in our dear country Nigeria are to create more meaningful jobs for the unemployed youths. The idea would only be effective if there is positive change of attitudes of behaviors toward entrepreneurial education in the school system. Adegun and Akomolafe [16] maintained that many countries have suffered from economic backwardness and high rate of unemployment as a result of their neglect of entrepreneurial education in their various school systems. Therefore, the entrepreneurial studies and its effective implementation are required by our curricula formulators or developers. Again, it is pertinent to note that the entrepreneurship education mission will only be achieved not by mere policy making but by providing human, financial and material resources in our various levels of education system especially in universities.

In view of the above, Nwosu, Oforka and Omeje [17] observed that the main tools for efficient management of entrepreneurship education are human resources, financial resources, instructional resources and facility resources.

Available research evidence (Nigeria University Commission), [5] revealed that most of educational administrators that are in charge of entrepreneurship education most often lack the expertise skills of fund management, some hardly show transparency and accountability in their stewardship especially to fund allotted to programme and procurement of equipment needed for effective teaching of entrepreneurship. This therefore makes it difficult to produce individuals with desired skills. In the same vein, some university administrators lack the prerequisite of effective management of manpower and may not be able to adequately utilize the available human resources (potentials) for entrepreneurship education to be more effective. It is on this on ground that Onele [18] observed that school administrators have been known to exhibit their inability in managing human potentials. She also emphasized that some school administrators have joined politicians in exhibiting financial fraud, hence appears to be lacking basic knowledge of accounting for fund

entrusted into their care. Ogbuebulu [19] also noted that financial resources for the realization of the goals of entrepreneurship education are limited; therefore, it calls for prudence in its management if the desired goals are to be achieved.

Also, considering the lecturers/administrators performances in instructional management in Nigeria universities, it must be understood that while some lecturers appear to be prudent in instructional resources management, others appears to be imprudent. This shows that the argument put by Onele [20], that instructional resources management practices exhibited in universities may vary according to portfolio ought not to be taken for granted. She further disclosed that instructional management approaches needed for the actualization of entrepreneurship education goals are to large extent dependent upon instructional management abilities exhibited by the lecturers of entrepreneurship education. Adirika [21] argues that proper management of instructional resources might be quite necessary in the assessment of resource management approaches that may enhance the learning and management of entrepreneurship education in Nigeria universities. In a related view, Adirika [21] stressed that resource management approaches in universities will to a large extent be x – rayed in lecturers/administrators approach in facility resources management. This will invariably showcase the extent to which funds are being controlled towards a targeted goal in schools.

Currently, unsuccessful implementation of school programs as well as poor acquisition of desired skills at higher education level have been attributed to inadequate provision of resources Onyekanwa [22]. More so, government appreciate the fact that the major managerial lapses in schools ranges from poor management of human and material resources as well as fund related issues [17]. Looking at the fact that resources available for educational management are always limited, efficient management of resources at the university level becomes paramount if the aim of entrepreneurship education must be achieved. Therefore, the assessment of resources management in universities for entrepreneurship education becomes the major focus, hence the need for this investigation.

Statement of the Problems: The present challenges of unemployment and non – implementation of programmes, as well as the university's inability to produce self – reliant individuals have been linked to poor management of resources available for the implementation of

entrepreneurship education in Nigeria Universities. This has been an issue of great concern not only to Anambra State Government but the entire Nigerian society. This ugly situation coupled with university graduate inability to acquire the skills prerequisite for self employment tend to generate doubts as whether university administrators/lecturers actually execute their resources management functions effectively for the realization of entrepreneurship education goals.

Although, authorities in Education, Onele [20], Nwosu *et al.* [17]; Onye Kanwa [22] and Oyibe and Eluu [15] have linked these problems to government oversight in the identification of the level to which the available resources are being managed. More so, in this era of shrinking economic activities, government seems to have failed in providing necessary infrastructural resources and policies that are required for entrepreneurial skills acquisition, self – reliance and non – independent on only the government for provision of all social amenities in Nigeria universities especially in Ebonyi State. This is because without appropriate resources management and technological skills, entrepreneurial spirit which drives economic development through job creation will be lacking. Also, the fast pace of development is driven by innovativeness, creativity and enterprising skills of people in their institution of higher learning. Unfortunately, Nigeria has not been able to enact similar facts owing to poor linkage between knowledge and development and public and private sector of the economy. Probably these fit may have been due to lack of appropriate entrepreneurial skill development and sufficient entrepreneurial culture in Nigerian Universities.

Owing to the above fact, the problem of unemployment of graduates in Ebonyi state has worsened the poverty level among the populace. Unemployment has resulted to the crime or drug abuse in a futile attempt to escape from humiliation of being poor. Many able bodied and unemployed qualified graduates from Nigeria universities could not be gainfully employed and some economically dependent on their parents for survival. This may be as a result of poor resources management of the school system to effectively equip the graduates with entrepreneurial skills to enhance self employment in today's world of work.

Therefore, the problem of this study is “what are the influence of resource management of Nigerian universities for entrepreneurial education programme in Ebonyi State.

Research Questions: The following three research questions rooted in the specific purpose of the study were formulated to guide this study. These include:

1. What are the influences of human resources management of Nigeria universities for entrepreneurial education programme in Ebonyi State?
2. What are the influences of financial resource management of Nigeria universities for entrepreneurial education programme in Ebonyi State?
3. What are the influences of material resource management of Nigeria universities for entrepreneurial education programme in Ebonyi State?

Hypotheses: The following hypotheses were formulated to guide study and it was tested at 0.05 levels of significance.

- HO₁: There is no significance difference in the mean scores of Lecturers and Educational Administrators on the influence of human resource management of Nigerian universities for entrepreneurial education programme in Ebonyi state.
- HO₂: There is no significance difference in the mean scores of Lecturers and Educational Administrators on the influence of financial resource management of Nigerian universities for entrepreneurial education programme in Ebonyi state.
- HO₃: There is no significance difference in the mean scores of Lecturers and Educational Administrators on the influence of instructional resource management of Nigerian universities for entrepreneurial education programme in Ebonyi state.

Methodology: Descriptive survey research design was adopted in this study. The population of the study comprised 102 lecturers in the faculty of education, Ebonyi state university Abakaliki. There was no sample since the number was not large. The instrument for data collection was “Resource management of university for entrepreneurial education programme”. It comprised part one and two. Part one sought demographic information about the respondents. Part two was used to elicit information through questionnaire which comprised of 36 items in three clusters (A & B). A four point rating scale of VGE, GE, LE and VLE was provided for the respondents to make their responses to the questionnaire.

The questionnaire was validated by two experts in educational foundations and one from measurement and evaluation, all from the faculty of education, Ebony state university, Abakaliki. In other to establish the reliability of the instrument, it was pilot tested using 10 lecturers in faculty of education in Enugu state university of science and technology ESUT, Enugu state. Data obtained after pilot testing were analyzed using split half method and also pearson product moment correlation were used as the statistical tool. The Alpha values for the three clusters were 0.72, 0.68 and 0.71 respectively. These were high enough to consider the instrument reliable. Copies of the questionnaire were administered to the respondents by the researcher and three other research assistants who were trained for this purpose. The respondents were asked to indicate their responses with a tick on the appropriate column corresponding to items of the various sections of the instrument. The data collected through the administration of the questionnaire were analyzed with respect to each research questions using mean (\bar{x}). A mean of 2.50 was adopted as cut – off point or acceptable level for the items and research questions. The t – test of difference was employed in testing the null hypotheses.

Table 1: Mean Responses of the Respondents on the Influence of Human Resource Management

S/N	ITEMS	\bar{x}	SD	Decision
1	Good management of human resource management aided achievement of organizational goals and objectives	3.38	0.47	Great Extent
2	Recruiting of the best qualified lecturers can lead to the achievement of entrepreneurial education programme.	3.47	0.50	Great Extent
3	Training of staff can improve educational programme	3.32	0.69	Great Extent
4	Proper maintenance of human resources can improve educational standard	3.33	0.47	Great Extent
5	Regular payment of staff salary increases lecturers performance in entrepreneurial educational programme	2.74	0.50	Great Extent
6	Poor management of human resources can lead to failure of entrepreneurial education promote peaceful learning environment	3.14	0.69	Great Extent
7	Good communication promote peaceful learning environment	3.47	0.87	Great Extent
8	Involving staff seminar workshop and conferences increases entrepreneurial skills	3.46	0.89	Great Extent
9	Inviting professional resource person improve entrepreneurial skills and ideas among students	3.09	1.00	Great Extent
10	Monitoring and evaluation of staff can lead to improvement of entrepreneurial education goals	3.21	0.53	Great Extent
11	Planning ability and good human relation skills in universities increase job performance in entrepreneurial education	3.09	0.51	Great Extent
12	Frequent Supervision and organization of lecturer can lead to effective universities increase job performances in entrepreneurial education	3.55	0.82	Great Extent
13	Providing conducive learning environment promote entrepreneurial educational goals and objectives	3.36	0.84	Great Extent
14	Motivation and encouragement can posit positive attitude of lecturers towards entrepreneurial skills	3.40	0.89	Great Extent
15	Payment of hazard allowances increases job performances in entrepreneurial education	3.35	0.89	Great Extent
16	Regular payment of lecturers allowance motivates them to be innovative	3.37	0.84	Great Extent

Summary of table one above revealed that human resource management influence entrepreneurship education to a great extent. This is because from item 1 to item 16 shows a mean score of 2.74 to 3.55 (on 4-point rating scale) in all the aspects of human resource management practices.

Table 2: Mean Responses of the Respondents on the Influence of Financial Resource Management for Entrepreneurship Education in Imo State Universities

S/N	ITEMS	\bar{x}	SD	Decision
17	Funding of universities lead to a better operational entrepreneurial education	3.04	1.00	Great Extent
18	Fund increases acquisition of materials and facilities for entrepreneurship programme in school	3.15	0.53	Great Extent
19	Funds are used for payment of staff salary in university to improve teaching and learning of the entrepreneurship skills	3.22	0.51	Great Extent
20	Embarking on external fund raising increases entrepreneurship education development	3.10	0.82	Great Extent
21	Fund help the management of school in setting up infrastructural facilities	3.14	0.84	Great Extent
22	Financial investment in education makes university funds available for facilities maintenance	3.35	0.89	Great Extent
23	Creating access loan and other financial services promote entrepreneurship education	3.08	0.89	Great Extent
24	Fund increase the standard of educational development in my school	3.14	0.47	Great Extent
25	Funding from external bodies such as ETF, MDGs and Alumni aided development of entrepreneurial education in my university	3.35	0.50	Great Extent
26	Keeping good records of financial expenditure by the management promote further entrepreneurial education development in my institution	3.08	0.69	Great Extent
27	Government provides sufficient funds for educational administrators to produce instructional materials for entrepreneurship education in my school	3.52	0.87	Great Extent
28	Lack of finance and technological facilities lead to negative attitude of lecturers towards entrepreneurial education in my institution	3.64	0.89	Great Extent

Summary of table 2 above revealed that financial management influence entrepreneurship education to a great extent. This is because from item 17 to item 28 shows a mean score of 3.04 to 3.64 (on 4-point rating scale) in all the aspects of financial resource management practices.

Table 3: Mean Responses of the Respondents on the Influence of Material Resource Management for Entrepreneurship Education in Imo State Universities

S/N	ITEMS	\bar{x}	SD	Decision
29	Using relevant material stimulates lecturers' interest in entrepreneurial class	3.47	0.47	Great Extent
30	Using up date material encourages lecturers in teaching entrepreneurial education	3.46	0.50	Great Extent
31	Instructional material encourages lecturers in teaching entrepreneurial education	3.09	0.69	Great Extent
32	Sufficient availability of instructional materials increases enterprising skills acquisition and ideas among lecturers	2.74	0.87	Great Extent
33	Instructional materials improves entrepreneurship education	3.14	0.86	Great Extent
34	Instructional material leads to attainment of education programme in my university	3.47	0.54	Great Extent
35	Lack of material leads to inefficiency in teaching and learning of entrepreneurial education	3.46	0.53	Great Extent
36	Non availability of resource material discourages lecturers' interest towards entrepreneurial education	3.09	0.68	Great Extent

Summary of table 3 above revealed that material resource management influence entrepreneurship education to a great extent. This is because from item 17 to item 28 shows a mean score of 3.04 to 3.64 (on 4-point rating scale) in all the aspects of financial resource management practices.

Table 4: t- Test of Difference in the Mean Responses of Lecturers and Educational Administrators on the Influence of Human Resource for Entrepreneurial Education in Universities.

Items	Category of respondent	N	\bar{x}	SD	t- cal	Alpha	t- CV	Decision
1	Lecturers	99	3.38	0.47	1.40	0.050.05	1.96	Uphold
	Educational administrators	3	3.47	0.50				
2	Lecturers	99	3.32	0.69	0.07	0.05	1.96	Uphold
	Educational administrators	3	3.33	0.87				
3	Lecturers	99	2.74	0.89	3.25	0.05	1.96	Reject
	Educational administrators	3	3.14	1.00				
4	Lecturers	99	3.47	0.53	0.27	0.05	1.96	Uphold
	Educational administrators	3	3.46	0.51				
5	Lecturers	99	3.09	0.82	1.12	0.05	1.96	Uphold
	Educational administrators	3	3.21	0.84				
6	Lecturers	99	3.09	0.89	2.05	0.05	1.96	Reject
	Educational administrators	3	3.55	0.89				
7	Lecturers	99	3.36	0.50	0.71	0.05	1.96	Uphold
	Educational administrators	3	3.40	0.49				

Table 4: Continued

Items	Category of respondent	N	\bar{x}	SD	t- cal	Alpha	t- CV	Decision
8	Lecturers	99	3.35	0.67	0.33	0.05	1.96	Uphold
	Educational administrators	3	3.37	0.82				
9	Lecturers	99	3.31	0.57	0.16	0.05	1.96	Uphold
	Educational administrators	3	3.34	0.81				
10	Lecturers	99	3.39	0.22	3.78	0.05	1.96	Uphold
	Educational administrators	3	3.28	1.06				
11	Lecturers	99	3.17	0.72	0.61	0.05	1.96	Uphold
	Educational administrators	3	3.04	0.56				
12	Lecturers	99	3.15	0.87	0.72	0.05	1.96	Uphold
	Educational administrators	3	3.22	0.86				
13	Lecturers	99	3.10	0.54	0.51	0.05	1.96	Uphold
	Educational administrators	3	3.14	0.53				
14	Lecturers	99	3.35	0.68	0.62	0.05	1.96	Uphold
	Educational administrators	3	3.08	0.52				
15	Lecturers	99	3.52	0.88	1.22	0.05	1.96	Uphold
	Educational administrators	3	3.64	0.89				
16	Lecturers	99	3.33	1.07	0.76	0.05	1.96	Uphold
	Educational administrators	3	3.36	0.81				

Table 4 shows that there is no significant difference in the mean rating of lecturers and educational administrators as it relates to human resource management of universities for entrepreneurship education in all the items except in items 3 and 6. Since the average t-calculated value is less than t-critical value, it upheld that human resource management influence entrepreneurship education of Nigerian universities to a great extent

Table 5: t- Test of Difference in the Mean Responses of Lecturers and Educational Administrators on the Influence of Financial Resource for Entrepreneurial Education in Universities.

Items	Category of respondent	N	Mean	SD	t- cal	Alpha	t- cv	Decision
17	Lecturers	99	3.38	0.47	1.40	0.05	1.96	Uphold
	Educational administrators	3	3.47	0.50				
18	Lecturers	99	3.32	0.69	0.07	0.05	1.96	Uphold
	Educational administrators	3	3.33	0.87				
19	Lecturers	99	2.74	0.89	3.25	0.05	1.96	Reject
	Educational administrators	3	3.14	1.00				
20	Lecturers	99	3.47	0.53	0.27	0.05	1.96	Uphold
	Educational administrators	3	3.46	0.51				
21	Lecturers	99	3.38	0.47	1.40	0.05	1.96	Uphold
	Educational administrators	3	3.47	0.50				
22	Lecturers	99	3.32	0.69	0.07	0.05	1.96	Uphold
	Educational administrators	3	3.36	0.81				
24	Lecturers	99	3.36	0.50	0.71	0.05	1.96	Uphold
	Educational administrators	3	3.40	0.49				
25	Lecturers	99	3.35	0.67	0.33	0.05	1.96	Uphold
	Educational administrators	3	3.37	0.82				
26	Lecturers	99	3.31	0.57	0.16	0.05	1.96	Uphold
	Educational administrators	3	3.34	0.81				
27	Lecturers	99	3.38	0.47	1.40	0.05	1.96	Uphold
	Educational administrators	3	3.47	0.50				
28	Lecturers	99	3.32	0.69	0.07	0.05	1.96	Uphold
	Educational administrators	3	3.33	0.87				

Table 5 shows that there is no significant difference in the mean rating of lecturers and educational administrators as it relates to human resource management of universities for entrepreneurship education in all the items except in item 19. Since the average t-calculated value is less than t-critical value, it upheld that financial resource management influence entrepreneurship education of Nigerian universities to a great extent.

Table 6: t- Test of Difference in the Mean Responses of Lecturers and Educational Administrators on the Influence of Material Resource for Entrepreneurial Education in Universities.

items	Category of respondent	N	Mean	SD	t- cal	Alpha	t- CV	Decision
29	Lecturers	99	3.38	0.47	1.40	0.050.05	1.96	Uphold
	Educational administrators	3	3.47	0.50				
30	Lecturers	99	3.32	0.69	0.07	0.05	1.96	Uphold
	Educational administrators	3	3.33	0.87				
31	Lecturers	99	3.47	0.53	0.27	0.05	1.96	Uphold
	Educational administrators	3	3.46	0.51				
32	Lecturers	99	3.38	0.47	1.40	0.05	1.96	Uphold
	Educational administrators	3	3.46	0.51				
33	Lecturers	99	3.09	0.82	1.12	0.05	1.96	Uphold
	Educational administrators	3	3.21	0.84				
34	Lecturers	99	3.09	0.89	2.05	0.05	1.96	Reject
	Educational administrators	3	3.55	0.89				
35	Lecturers	99	3.38	0.47	1.40	0.05	1.96	Uphold
	Educational administrators	3	3.47	0.50				
36	Lecturers	99	3.32	0.69	0.07	0.05	1.96	Uphold
	Educational administrators	3	3.33	0.87				

Table 5 shows that there is no significant difference in the mean rating of lecturers and educational administrators as it relates to human resource management of universities for entrepreneurship education in all the items except in item 34. Since the average t-calculated value is less than t-critical value, it upheld that material resource management influence entrepreneurship education of Nigerian universities to a great extent

DISCUSSION

From the Findings the Following Discussion Are Presented: Resource management influence entrepreneurship education in universities. in all the aspects of human resource management the respondents reported up to a mean of on the 4–points rating scale. Also in table two result of data analysis reveals that financial resource management of universities influence entrepreneurship education to a great extent. Finally, it was revealed that material resources have great influence on the implementation of entrepreneurship education in Nigeria universities especially in Ebonyi state.

The findings of this study were strengthened with the observation of Nwosu, Oforka and Omeje [17]. In their view they observed that the main tools for efficient management of entrepreneurship education are human resources, financial resources, instructional/facility

resources. According to them there is need to make provision for procurement of this resources if entrepreneurship education objectives is to be achieved.

More so, it was revealed from the finding that lecturers and educational administrator do not differ in their mean ratings as it relates to the extent to which human, financial and material resource of universities influence entrepreneurship education programme in Nigeria.

Significant differences were noted only in items 3,6,19 and 34. Although, Onele [20] in her comprehensive note on human resources management practices in secondary school administration observed that school administrators have been exhibiting their inability in managing human potentials, hence the actualization of most education objectives appears paralyzed. She also discovered that there is no significant difference in the views of male and female administrators. Therefore, the null hypotheses were upheld in this regard[22].

CONCLUSION

From the result obtain in the study on influence of resource management of universities for entrepreneurship education programme, the researcher sought for the extent to which human, finance and material resources required for effective teaching of entrepreneurship education in Nigerian universities.

Recommendations: In view of the findings of this study the following recommendations were made:

- Government should make adequate provision for recruitment of qualified personnel and ensure that the available ones are subjected to train and retrain especially on the areas of entrepreneurship education.
- The government and university authorities should emphasize more on the procurement of adequate financial resources. This will enhance the procurement of appropriate materials for entrepreneurship education in universities.

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