



Business Educators and programme administrators' perception on the challenges to entrepreneurship skills acquisition in universities in Rivers State

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ABSTRACT

This study determined Business Educators and programme administrators' perception on the challenges to entrepreneurship skills acquisition in universities in Rivers State. To achieve this, the main purpose was broken down into two specific purpose, translated in to two research questions and two hypotheses tested at 0.05 level of significance to guide the study. Descriptive survey research design was adopted for the study. The entire population of Business Educators and programme administrators which is 139 were also used as the sample of the study because it is of a manageable size. The researcher designed an instrument "Titled Business Educators and Programme Administrators Perception of the Challenges of Entrepreneurship Skills Acquisition Questionnaire" (BEPAPCESAQ)". Face and content validation was done by three experts, two from Business Education and the other in the field of Measurement and Evaluation all from the Faculty of Education, Rivers State University, Port-Harcourt. Cronbach alpha reliability was used to test for the reliability of internal consistency. The computation gave reliable indexes for the clusters of the instrument as 0.69, 0.79 and an average reliability coefficient of approximately 0.74 for all the clusters. Data collected were analyzed using descriptive statistics such as mean and standard deviation to answer the research questions while the hypotheses were tested using z-test since determining the significant difference in the opinion of two groups of respondents was involved. SPSS was used for the purpose of all computations. The results revealed that Business Educators and programme administrators opined that to a high extent overemphasis on theories and administrative policies constitute challenges facing entrepreneurship skills acquisitions in universities in Rivers State. The results also show that there is significant difference in the mean response of Business Educators and programme administrators on the extent to which overemphasis on theories and inadequate funding constitute a challenge to entrepreneurship skills acquisition in universities in Rivers State. It also shows there is no significant difference in the mean response of Business Educators and Programme Administrators on the extent to which inadequate curriculum implementation and administrative ineffectiveness constitute a challenge to entrepreneurship skills acquisition in universities in Rivers State. Based on the findings, the following recommendations were made among others: Business Educators and programme administrators should collaborate on innovative means of ensuring adequate implementation of entrepreneurship education curriculum to ensure both conceptual knowledge and skills acquisition.

Introduction

Entrepreneurship education as a deliberate policy of the federal government was implemented by the National Universities Commission (N.U.C) as a compulsory program component in all disciplines in Nigerian Universities. The is designed to equip Nigerian graduates with relevant skills and competencies for self-employment. This policy was geared towards ensuring that Nigerian students after graduation are able to possess some skills and attitudes that will enable them to become economically independent and self-reliant. Consequently, developing students' entrepreneurship skills becomes necessary if the objective of introducing this educational programme is to be met. However, the attainment of the objective is not without challenges. The challenges could be driven either by intrinsic or extrinsic factors as entrepreneurship education programme is implemented within an ecosystem.

In any educational programme, observed challenges may hinder the actualization of skills acquisition. Challenges within the context of this work could be vividly described as those elements, situations or events that make it difficult or impossible for entrepreneurship education administrators and educators to drive the attainment of skills acquisition. They can either be internal or external and could be seen as those social and structural situations that are capable of standing in the way of acquiring entrepreneurial skills and meeting the objectives of entrepreneurship education. Challenges to entrepreneurship education programme in relation to entrepreneurship skills acquisition maybe copious and varied.

The challenges experienced by each stakeholder in a particular education programme may differ significantly due to context of operations and their perception. This is because no two situations or experiences are interpreted same by two different persons. This fact can be more appreciated from the

understanding of the meaning of the construct 'perception'. According to Irrissappane and Yasodha, (2014), perception refers to the process of being aware of one's environment through the senses. This means how an individual perceives the world largely determines how one reacts to it. Perception involves analysing and interpreting information identified by the senses in order to attach meaning to them. How one analyses and interprets a sensory reception depends on many factors which include cultural setting, memories, values, imaginations and past experiences. Consequently, different individuals will perceive the same object in different lights because the content and degree of these influences are not the same. Generally, perception is the way an individual thinks about the reality which is subjective (Barringer & Ireland, 2010). On this note, it is expected that each stakeholder in entrepreneurship education in Business Education such as Programme Administrators, Business Educators and Business Education students, would all have their different perceptions of challenges affecting entrepreneurship skills acquisition in tertiary institutions. To proffer solutions to such challenges it is important to understand stakeholders' perceptions.

Programme administration of entrepreneurship education in universities in Rivers State is very essential for the effective planning, organizing and coordinating of entrepreneurship skills acquisition among students. Entrepreneurship education is that educational process that inculcates in one the ability to create, organize, supervise, plan and bear the risk of a business or a profitable enterprise profit. According to Douglas, Olali and Nneji (2018), Entrepreneurship education is a programme of study that has the benefit of providing graduates with the training and support necessary for them to establish a career in small and medium size businesses. Iha-Jonathan and Osere (2017), opined that Entrepreneurship education helps individual to create self-employment, provide meaningful employment to the youths that will make them become self-reliant and to improve or elevate their standard of living as opposed to ravaging in poverty as noticed today among business education graduates.

Just like the programme administrators, Business Educators saddled with the responsibility of implementing entrepreneurship education curriculum in tertiary institutions are also important because they significantly drive the attainment of programme's objectives. This is because as stipulated in Section 8, sub-sections 70 (a) and 71 (a) - (e) of the Federal Republic of Nigeria (2014), no educational system can rise above the quality of its teachers. Consequently, the quality of entrepreneurial skills development in each Business Education programme rests upon the quality of the educators who by definition are professionals engaged to help their students develop skills relating to the programme (Nwachukwu, 2014; Ozuruoke & Abdulkarim, 2016). These professionals are also confronted with challenges in the process of executing their responsibilities; hence, it is important to know what they are facing when it comes to finding solutions to the problems associated with entrepreneurial skills development in tertiary institutions.

Entrepreneurship education is the kind of education given to people with a view to developing entrepreneurial qualities properly followed up with support services for smooth take-off and successful running of businesses. Nnebe (2019) stated that entrepreneurship education is an orientation towards different ways of identification and recognition of opportunities. Consequently, entrepreneurship education could be described as the teaching and learning process aimed at providing learners with the ability to recognize market opportunities, create business enterprises and operate such business outfit successfully. Entrepreneurship education is that aspect of education specially designed to prepare the individual for the world of work in specific areas and to develop a level of maturity to be able to manage resources and create more wealth. Also entrepreneurship education is a programme that provides the students with knowledge, skills and motivational needs to start up a business. It is a conscious effort geared towards the education and development of entrepreneurial knowledge, skills and abilities essential in the management of an economic venture.

Entrepreneurial skill is said to be necessary set of abilities required of every would-be entrepreneur. This is because entrepreneurship as the main engine for the economic growth and development of nations rests upon the abilities of entrepreneurs. The acquisition and development of entrepreneurial skills by entrepreneurs in the opinion of Agoha (2011) has to do with the process of acquiring the ability to perform entrepreneurial activities that are related to some form of economic venture. Entrepreneurial skills are those theoretical and practical skills that can be impacted by the teacher or instructor and acquired through learning process or transferred from one person (instructor) to another person (the trainee). It has to do with practicability, creativity, innovations, managerial skills, leadership skills, among others that bring about self-confidence and positive attitude in students.

Entrepreneurial skills refer to skills acquired by Business Education graduates to enable them carry out business transactions (Akpomi & Amadi, 2010). The implication of the views of Akpomi and Amadi is that; entrepreneurial skills acquisition as an organized process meant to inculcate in the individuals those skills and attitudes that will enable them start business and create for themselves and others employment opportunities. This also means that entrepreneurial skills acquisition as an organized learning process empowers learners to seek self-employment opportunities after graduation. Thus, entrepreneurial skills are therefore all skills which an entrepreneurship education student acquires during his educational training which enable him to feature competently and professionally for the enhancement of his capacity to boost business productivity.

Entrepreneurial skills acquisition can be made possible through school-industry partnership. Entrepreneurial skills acquisition can be ascertained through impartation of entrepreneurial knowledge on students using efficacious teaching and learning experiences within the classroom and school premises. Entrepreneurial skills acquisition provides lucrative benefits to members of the society even beyond their application to business activity. These acquired personal qualities that are relevant to entrepreneurship such as, creativity, innovativeness and a spirit of imitiveness can be considered useful to everyone in their working responsibilities and in their daily existence (Akpomi & Amadi, 2010).

Over the years, good number of researchers have made conscious attempts to find out or discover some elements impeding entrepreneurship skill acquisition in Rivers state (Nwekeaku, 2013; Ordu, 2015; Okiridu, Azuma & Godpower, 2017; Ohaka & Akpomi, 2018; Bupo & Ohaka, 2019). Bonabo and Ndiomu (2011) while identifying some of the challenges to entrepreneurship education for skill acquisition observed that most institutions in the

South-South geopolitical zones lacked adequate facilities and equipment to teach entrepreneurship education. Bonabo and Ndiomu further maintained that in this zone, students are mostly subjected to learning and teaching of entrepreneurship education through the lecture, textbook and chalkboard approach.

This approach however, only makes the students to be theoretically sound but practically inefficient and inadequate for professional practice in the world of work (Ordu, 2015). Ordu (2015) also added that overemphasis on theoretical teaching of entrepreneurship education for skill acquisition can be considered to be another major hindrance (impediment) to successful skill acquisition of students in entrepreneurship education. He observed that due to the existing nature of teaching entrepreneurship education in Nigeria, most students end up becoming only theoretically sound while in practice, they tend to possess little or no practical experience.

One of the core challenges of entrepreneurship education programme for the promotion of skills acquisition is dearth of professional manpower with adequate practical skills and experience in the different aspects of the skills to be acquired. It has also been observed that the paucity of lecturers and instructors with practical training in entrepreneurship education has mostly resulted in the inability of students to adequately acquire skills in institutions of learning (Nwekeaku, 2013). Also, Adekola (2010) who noted that availability and utilization of instructional materials are some of the factors influencing functional education in Nigeria, regretted to observe that the instructional materials used in teaching entrepreneurship education are not adequate in quality and quantity required to effectively address the issues of skill acquisition through practical entrepreneurship.

Inadequate funding from government and other relevant stakeholders can also be considered to be a major impediment to teaching entrepreneurship education for entrepreneurial skill acquisition in tertiary institutions. This has limited the capacity of universities in providing quality entrepreneurship education practical opportunities for students. Negative perceptions and attendant false impression of entrepreneurship education for entrepreneurial skill acquisition by the society and majority of students in particular is another significant challenge to entrepreneurship education that must not be taken for granted by all relevant stakeholders in the field of education at all levels of education (Okiridu, Azuma & Godspower, 2017).

Several studies over the years and in recent times have been embarked upon as it relates to skills acquisition (Okiridu, Azuma & Godspower, 2017, Nnebe, 2019, Stewart, 2020). Regrettably, none of these studies has focused on finding out the challenges that are faced by educators and entrepreneurship administrators themselves in course of impacting these skills acquisition programmes in universities in Rivers State. Following this, the researchers saw the need to embark on this study to examine entrepreneurship skills acquisition challenges: Perception of Business Educators and Programme Administrators in universities in Rivers State.

Purpose of the Study

The purpose of the study was to determine Business Educators and programme administrators' perception on the challenges of entrepreneurship skills acquisition in universities in Rivers State. Specifically, the study sought to:

1. Determine Business educators' and programme administrators' perception on the extent to which over-emphasis on theory constitutes a challenge to entrepreneurship skills acquisition in Universities in Rivers State.
2. Determine Business educators' and programme administrators' perception on the extent to which inadequate funding constitutes a challenge to entrepreneurship skills acquisition in Universities in Rivers State.

Research Questions

The following research questions were raised to guide the study:

1. To what extent is overemphasis on theories perceived to constitute a challenge to entrepreneurial skills acquisition in universities in Rivers State.
2. To what extent is inadequate funding perceived to contribute a challenge to entrepreneurial skills acquisition in universities in Rivers State.

Hypotheses

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

1. There is no significant difference in the mean response of Business Educators and Programme Administrators on the extent to which overemphasis on theories constitute a challenge to entrepreneurship skills acquisition in universities in Rivers State.
2. There is no significant difference in the mean response of Business Educators and Programme Administrators on the extent to which inadequate funding is perceived to constitute a challenge to entrepreneurship skills acquisition in universities in Rivers State.

Methodology

The research design adopted by the researcher for this study is descriptive survey research design and the population of the study comprises the entire 79 Business Education lecturers and 51 programme administrators, which comprise HODs and Entrepreneurship Directors in Faculty of Education, Agriculture and Management science in the 2020/2021 academic year.

The entire population was adopted for the study since the researchers considered the population to be small and very manageable. Consequently, there

was no need for sampling for the study. A self-structured questionnaire was developed from existing literature and the questionnaire is titled "Business Educators and Programme Administrators Perception of the Challenges of Entrepreneurship Skills Acquisition Questionnaire (BEPAPCESAQ)". The instrument contains two parts: part "A" and "B". The part 'A' contains the demographic data of the respondents while part B contains the expected responses of the lecturers and administrators regarding the research questions: part 'B' also contains two clusters with a total of 13 questionnaire items. Cluster A seeks to get responses from the respondents on the extent to which emphasis on theories constitutes challenge to entrepreneurship skills acquisition in universities in Rivers State. Cluster B elicits responses from the respondents on the extent to which administrative policies constitutes challenge to entrepreneurship skills acquisition in Rivers State. The questionnaire was designed with five-point rating scale of: Very High Extent (VHE) = 5 Points, High Extent (HE) = 4 Points, Moderate Extent (ME) = 3 Points, Low Extent (LE) = 2 Points and Very Low Extent (VLE) = 1 point with numerical values of 5, 4, 3, 2 and 1 respectively. To establish the validity of the instrument, the questionnaire was subjected to face and content validation by three experts; Two in Business Education and the other in the field of Measurement and Evaluation all from the Faculty of Education, Rivers State University, Port Harcourt. In order to establish the reliability of the instrument, 13 copies of the questionnaire were administered on a sample of 15 Business Educators and programme administrators of University of Uyo (Uniuoyo), Akwalbom State who are not a part of the entire population for the study. Cronbach Alpha was used to test as used to test the reliability of the instrument.

The entire 130 copies of the questionnaire were administered directly by the researcher through face to face interactions and indirectly by the researcher through the use of research assistants who helped in administering and retrieving the questionnaire in order to ensure that responses were adequately provided. All the copies were retrieved and utilized for analysis using mean and standard deviation statistics to answer the research questions. While z-test was used to test the hypotheses at 0.05 level of significance.

In terms of taking decision, mean score of 4.5 and above were accepted as VHE, mean score of 3.5 to 4.49 was accepted as HE, mean score of 2.5 to 3.49 was accepted as ME, mean score of 1.5 to 2.49 was accepted as LE, while any mean below 1.5 was regarded as the VLE. Also, the decision for the hypotheses is when the calculated z-value is less than the critical value of +1.96, the null hypotheses is accepted and rejected when the calculated z-value was greater than the critical z-value of +1.96

3. Results

Research Questions 1: To what extent is overemphasis on theories perceived to constitute a challenge to entrepreneurial skills acquisition in universities in Rivers State.

Table 4.1: Summary of Mean and Standard Deviation on the Extent to which Overemphasis on Theories Constitute a Challenge to Entrepreneurship Skills Acquisition in Universities in Rivers State

| S/N | Items | Business Educators (n = 79) | | | Programme Administrator (n = 51) | | |
|-----|--|--------------------------------|------|----------|----------------------------------|------|----------|
| | | Mean | SD | Decision | Mean | SD | Decision |
| 1 | It gives room for students to perceive entrepreneurship education programme as theory-based. | 4.44 | 0.50 | HE | 4.49 | 0.65 | HE |
| 2 | It makes for the inadequate development of the entrepreneurial mindset of the students. | 4.44 | 0.77 | HE | 4.19 | 0.78 | HE |
| 3 | It does not encourage a balanced delivery of the instructional contents of entrepreneurship education. | 4.23 | 0.99 | HE | 4.27 | 0.80 | HE |
| 4 | It does not allow entrepreneurship education administrators to plan the curriculum in-tandem with the needs of the industry. | 4.53 | 0.70 | VHE | 3.78 | 0.79 | HE |
| 5 | It brings about the training of students with insufficient practical entrepreneurial competencies. | 4.49 | 0.50 | HE | 4.11 | 0.94 | HE |
| 6 | It negates the acquisition of technical skills among students in entrepreneurship education | 4.41 | 1.01 | HE | 4.32 | 0.67 | HE |

programme.

| | | | | | | | |
|-------------------|--|-------------|-------------|-----------|-------------|-------------|-----------|
| 7 | It limits the level at which the vocational skills of students in entrepreneurship education programme are enhanced. | 4.28 | 0.62 | HE | 4.16 | 0.60 | HE |
| Grand Mean | | 4.40 | 0.73 | HE | 4.19 | 0.98 | HE |

Source: Field Survey, 2021

Table 1 shows that Business educators opined that to Very high extent overemphasis on theories constitute a challenge to entrepreneurship skills acquisition because it does not allow entrepreneurship education administrators to plan the curriculum in-tandem with the needs of the industry with mean scores of 4.53 and standard deviation of 0.70; while programme administrators opined that to a high extent this same issue constitute a challenge in entrepreneurship skills development with mean score of 3.78 and standard deviation of 0.79. The table also shows that both Business educators and programme administrators opined that to a high extent overemphasis on theories constitute a challenge to entrepreneurship skills acquisition because it gives room for students to perceive entrepreneurship education programme as theory-based; makes for the inadequate development of the entrepreneurial mindset of the students; does not encourage a balanced delivery of the instructional contents of entrepreneurship education; brings about the training of students with insufficient practical entrepreneurial competencies; negates the acquisition of technical skills among students in entrepreneurship education programme and limits the level at which the vocational skills of students in entrepreneurship education programme are enhanced with a grand mean scores of 4.40, 4.19 and standard deviation of 0.73, 0.98 respectively. It can be concluded that both the Business educators and programme administrators opined that to a high extent overemphasis on theories constitute a challenge to entrepreneurship skills acquisition in Universities in Rivers State.

Research Questions 2: To what extent is inadequate funding perceived to contribute a challenge to entrepreneurial skills acquisition in universities in Rivers State.

Table 4.2: Summary of Mean and Standard Deviation on the Extent to which Inadequate Funding Constitute a Challenge to Entrepreneurship Skills Acquisition in Universities in Rivers State

| S/N | Items | Business Educators (n = 79) | | | Programme Administrator (n = 51) | | |
|-------------------|--|--------------------------------|-------------|------------|----------------------------------|-------------|-----------|
| | | Mean | SD | Decision | Mean | SD | Decision |
| 1 | It hinders the procurement of necessary material resources required for the promotion of skills acquisition among students. | 4.65 | 0.51 | VHE | 4.38 | 0.75 | HE |
| 2 | It negatively affects the ability of the administrators and educators to adequately plan the manpower required for the enhancement of skills acquisition programmes. | 4.59 | 0.50 | VHE | 4.41 | 0.82 | HE |
| 3 | Funding makes it difficult for programme administrators and educators to maintain the available facilities for skills acquisition programmes in the school. | 4.62 | 0.71 | VHE | 4.57 | 0.94 | VHE |
| 4 | It brings about the inability of the administrator and educators to cater for the welfare of the trainers which discourages the sustainability of skills acquisition programmes. | 4.67 | 0.47 | VHE | 4.35 | 0.90 | HE |
| 5 | Funding tends to hinder my ability to procure raw material required for skills acquisition programmes. | 4.71 | 0.69 | VHE | 4.76 | 1.01 | VHE |
| 6 | It affects the day-to-day administrative operational cost and planning of the skill acquisition programmes. | 4.51 | 1.03 | VHE | 4.46 | 1.26 | HE |
| Grand mean | | 4.63 | 0.65 | VHE | 4.49 | 0.95 | HE |

Source: Field Survey, 2021

Table 2 reveals that both Business Educators and programme administrators opined to a very high extent that inadequate funding constitutes a challenge

to entrepreneurship skills acquisition because it makes it difficult for programme administrators and educators to maintain the available facilities for skills acquisition programmes in the school and it tends to hinder the ability to procure raw materials required for skills acquisition programmes with a mean scores of 4.62, 4.57, 4.71, 4.76 and standard deviation of 0.71, 0.77, 0.69 and 0.60 respectively. Business Educators also opined that to a very high extent inadequate funding is a challenge to entrepreneurship skills acquisition because it hinders the procurement of necessary material resources required for the promotion of skills acquisition among students; it negatively affects the ability of the administrators and educators to adequately plan the manpower required for the enhancement of skills acquisition programmes; it brings about the inability of the administrator and educators to cater for the welfare of the trainers which discourages the sustainability of skills acquisition programmes and it affects the day-to-day administrative operational cost and planning of the skill acquisition programme with grand mean scores of 4.63, 4.49 and standard deviation of 0.65 and 0.95 respectively. It can be concluded that both the Business educators and programme administrators opined that to a high extent that inadequate funding constitute a challenge to entrepreneurship skills acquisition in Universities in Rivers State.

Hypothesis 1: There is no significant difference in the mean response of Business Educators and Programme Administrators on the extent to which overemphasis on theories is perceived to constitute a challenge to entrepreneurship skills acquisition in universities in River State.

Summary of Independent t-test on the Difference in the Mean Response of Business Educators and Programme Administrators on the Perceived Extent to which Overemphasis on theories Constitute a Challenge to Entrepreneurship Skills Acquisition in Universities

| Variable | N | Mean | Std. Deviation | Df | z-cal | z-crit | Decision |
|--------------------------|----|------|----------------|-----|-------|--------|-------------|
| Business Educators | 79 | 4.40 | 0.73 | 128 | 2.10 | +1.96 | Ho Accepted |
| Programme Administrators | 51 | 4.19 | 0.75 | | | | |

Table 3 reveals $z\text{-cal} = 2.10$, while $z\text{-crit} = +1.96$, $df = 128$, $p < 0.05$. Since the $z\text{-crit}$ is less than $z\text{-cal}$ is less at 0.05 level of significance, the null hypothesis is accepted. Therefore, there is no significant difference in the mean response of Business Educators and programme administrators on the extent to which overemphasis on theories constitute a challenge to entrepreneurship skills acquisition in universities in River State.

Hypothesis 2: There is no significant difference in the mean response of Business Educators and Programme Administrators on the extent to which inadequate funding is perceived to constitute a challenge to entrepreneurship skills acquisition in universities in Rivers State.

Summary of Independent t-test on the Difference in the Mean Response of Business Educators and Programme Administrators on the Perceived Extent to which Inadequate Funding Constitute a Challenge to Entrepreneurship Skills Acquisition in Universities

| Variable | N | Mean | Std. Deviation | df | t-cal | t-crit | Decision |
|--------------------------|----|------|----------------|-----|-------|--------|-------------|
| Business Educators | 79 | 4.63 | 0.65 | 128 | 0.47 | +1.96 | Ho Rejected |
| Programme Administrators | 51 | 4.49 | 0.72 | | | | |

Table 4 reveals $z\text{-cal} = 0.47$, while $z\text{-crit} = +1.96$, $df = 128$, $p < 0.05$ level of significance. Since the $z\text{-cal}$ value is less than the $z\text{-crit}$ at 0.05, the null hypothesis is rejected. Therefore, there is no significant difference in the mean response of Business Educators and programme administrators on the extent to which inadequate funding constitute a challenge to entrepreneurship skills acquisition in universities in Rivers State.

Discussion of Findings

The major findings of this study are discussed under each of the specific purposes they addressed:

Determine the Perceived Extent to which over- Emphases on Theory Constitute a Challenge to Entrepreneurship Skills acquisition in Universities in Rivers State.

The results related to this specific purpose show that Business educators and programme administrators opined that to a high extent overemphasis on theories constitutes a challenge to entrepreneurship skills acquisition in Universities in Rivers State. The results of test of hypothesis related to this specific purpose also show that there is significant difference in the mean response of Business Educators and programme administrators on the perceived extent to which overemphasis on theories constitutes a challenge to entrepreneurship skills acquisition in universities in Rivers State. These results emanated from the fact that even though both Business educators and programme administrators opined that to a high extent overemphasis on theories constitutes a challenge to entrepreneurship skills acquisition in Universities in Rivers State, there were some variations in their opinion on some of the items measured. For instance, while Business educators opined that to a very high extent overemphasis on theories constitutes a challenge to entrepreneurship skills acquisition because it does not allow entrepreneurship education administrators to plan the curriculum in-tandem with the

needs of the industry, the programme administrators opined this constitutes a challenge to high extent. The findings of this study are supported by the position of Onojetha and Amiaya (2013) when they noted that without emphasis placed more on practice, students and young Nigerian graduates will not be equipped with relevant skills and competencies for self-employment, employment generation and diversification of the national economy which no doubt, can enthrone sustainable national development. The findings of this study are also supported by the position of Sunday & Dauda (2015) when they noted that unemployment rate in Nigeria is caused by problem of too much theory over practice in the entrepreneurship education.

Determine the Perceived Extent to which Inadequate Funding Constitute a challenge to Entrepreneurship Skills Acquisition in Universities in Rivers State.

The results relating to this specific purpose show that Business Educators opined that to a very high extent inadequate funding constitutes a challenge to entrepreneurship skills acquisition; while programme administrators opined that to a high extent inadequate funding constitute a challenge to entrepreneurship skills acquisition in universities in Rivers State. The results of test of hypothesis relating to this specific purpose show that there is significant difference in the mean response of Business Educators and programme administrators on the perceived extent to which inadequate funding constitutes a challenge to entrepreneurship skills acquisition in universities in Rivers State. The results emanated from the variation in the opinions of the two groups of respondents on the extent to which inadequate funding constitutes a challenge to entrepreneurship skills acquisition, for instance, Business Educators opined that to a very high extent inadequate funding is a challenge to entrepreneurship skills acquisition because it hinders the procurement of necessary material resources required for the promotion of skills acquisition among students; it negatively affects the ability of the administrators and educators to adequately plan the manpower required for the enhancement of skills acquisition programmes; it brings about the inability of the administrator and educators to cater for the welfare of the trainers which discourages the sustainability of skills acquisition programmes and it affects the day-to-day administrative operational cost and planning of the skill acquisition programme; while programme administrators opined this constitutes challenge to a high extent. The findings of this study are supported by the position of Duze (2010) when the author noted that inadequate funding being experienced in the running of entrepreneurship education programme for skills acquisition is regrettable as funds are being returned to the nation's treasury by institutions. The findings are also supported by the findings of Ugwoke, Basake, Diara and Chukwuma (2010) when they reported inadequate provision of funds as factor affecting entrepreneurship education programme. The findings are also supported by the finding of Olaniran and Mncube (2018) when they reported uncertainty of funding for self-establishment as the major barrier to entrepreneurship education in Nigeria.

Conclusion

Based on the findings of this study, it can be concluded that Business Educators and programme administrators opined that to a high extent overemphasis on theories, inadequate funding, administrative policies, inadequate training facilities, inadequate curriculum implementation and administrative ineffectiveness constitute challenges facing entrepreneurship skills acquisitions in universities in Rivers State. It can also be concluded that Business educators and programme administrators differ in their opinion on the extent to which inadequate funding constitutes a challenge to entrepreneurship skills acquisition. This means that while it will be easy for both stakeholders to form synergy in tackling the challenges relating to overemphasis on theories, administrative policies, inadequate training facilities, inadequate curriculum implementation and administrative ineffectiveness; it would be difficult for them to agree on how to tackle inadequate funding due to difference in opinions.

Recommendations

Based on the findings and the conclusions drawn, the following recommendations are put forward for implementation:

1. Business Educators should collaborate with programme administrators in finding lasting solution to overemphasis on theories during the implementation of entrepreneurship education curriculum by introducing lots of practical learning exercises in order to promote skills acquisition amongst students in universities in Rivers State.
2. Business Educators and programme administrators should form a synergy in canvassing for training facilities through different educational intervention agencies like Tertiary Education Trust Fund and international donors organization.

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