

Entrepreneurship Education and Development in Nigerian Tertiary Institutions: Challenges and Prospects

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Abstract

This paper focused on entrepreneurship education and development in Nigeria tertiary institutions, challenges and prospects. The historical backgrounds of education in Nigeria were used to bring to the forefront the need for entrepreneurship to meet the challenges of the societies where self-reliance and self-employment are the order of the day. Entrepreneurship education is regarded as a means through which the government could attain development. It involves preparing, training, developing and upgrading the operational efforts and other competencies required for effective self-employment practices especially in a school setting. Several observations have been made about the increasing numbers of unemployed graduates roaming in the streets of Nigeria's cities in search of non-existent white-collar jobs. It became necessary for Nigeria's tertiary institutions and relevant authorities to support entrepreneurial education. Basically, the paper focused on reviewing of literatures under the following: objectives of entrepreneurship, concept of entrepreneurship, concept of entrepreneurship development, model of entrepreneurship education for national development, entrepreneurship education courses contents in the universities and relevance of entrepreneurship and development. Also, entrepreneurial skills needed by students, potential income generating entrepreneurial activities, challenges restraining effective entrepreneurship education and development, possible ways to enhance and promote entrepreneurship education as well as review of empirical studies. The paper concludes that to salvage the country out of high rate of unemployment, there is the need for an articulated and integrated entrepreneurship education programme streaming from the school setting to the business environment and industry. However, this would help in curbing social vices such as burglaries, violence, occultism, prostitution, political thugs, hoodlums, unknown gunmen, religious bigotry, drug addiction and insecurity in Nigeria. Recommendations were made that the various tertiary institutions authorities should ensure that adequate time is allotted and specified for effective teaching of entrepreneurship education in practical-oriented approach, to guarantee quality assurance that could boost employment generation.

Keywords: Entrepreneurship Education, Entrepreneur, Entrepreneurial Development, Tertiary Institutions, National Development, Challenges and Prospects.

Introduction

The position of entrepreneurial skills in the economy of developed and developing countries would continue to

lead to a review of their roles in the economy of nations. However, realization of entrepreneurial ventures requires experienced skills. The extent to which graduates possess entrepreneurial skills would finally help them to be

successful entrepreneurs. Entrepreneurs are people who constantly discover new markets and exploit these markets to make earnings. They are people that search for change respond to the change and exploit the change by converting it into a profitable opportunity. According to Awojobi, (2011) an entrepreneur is a risk taker, an innovator who in spite of any odds, uses focus, devotion and commitment to achieve the desired goal. Entrepreneur plays a dominant role in the development of business opportunities. Ezirim, Okeke and Ebiriga, (2010) said an entrepreneur is any person who uses skills to discover hidden business opportunity and exploits it for a profit. Similarly, entrepreneur is a change agent, an innovator and a risk taker, who exploits business opportunities within the environment by utilizing the resources effectively to develop new technologies, produce new products and services to maximize profit and contributing significantly to societal development. This desire of an entrepreneur to maximize profit and contribute to economic and social wellbeing of the society shows the entrepreneur's great ability to organize in business. Thus the activities of the entrepreneur is called entrepreneurship.

Entrepreneurship is a process of bringing together creative and innovative ideas, connecting them with management and organization skills in order to syndicate people, money and resources to meet an identified need and thereby create wealth. It is the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully. Entrepreneurship skills are simply business skills which individuals should possess to enable them effectively function in the turbulent business environment as self-employed. Entrepreneurship development however is an important tool that could combat unemployment and alleviate poverty and it is highly recognized globally as the engine of economic growth and transformation. For instance, engineering students would become engineers who should possess an entrepreneurial attitude who are called entrepreneurial engineers. They should be entrepreneurially minded and innovative who could become entrepreneurs to take leadership roles in companies (Kriewall and Mekemson, 2010). Unfortunately, many engineers are learning entrepreneurship on their own after graduation.

Entrepreneurial education is the type of education given to a person to acquire the competencies necessary to explore and exploit an opportunity into a viable venture, to establish and manage the venture successfully. The general overview of entrepreneurial course contents should indicate students be taught the followings: concept and meaning of enterprise, entrepreneur and entrepreneurship, how to generate business ideas, identify business opportunities, start a business, successful business management and evaluating the business operations. Arogundade. (2011) describes entrepreneurial education as the type of education that equips the learners with the cognitive, psychomotor and affective abilities to desire, seek, recognize and utilize available opportunity to do something new to create wealth for self and others consequently contribute effectively to the society in general.

The problem is that Nigeria's tertiary institutions are churning out mostly unemployable graduates because most students pass through the tertiary institutions and take away everything except functional technical and nontechnical skills that could enable them fit into the society (Eze, Ezenwafor and Igberaharha, 2016). Accordingly, Agbakuru, (2012) reported that Sanusi Lamido, Governor of Central Bank in his speech at the annual University of Calabar lecture series attributed the increasing rate of unemployment in Nigeria to the mass production of graduates from the increasing number of tertiary institutions without corresponding increase in job opportunities and noted that it would increase if no critical step is taken to salvage the present situation. Entrepreneurship education in Nigeria came as a means of proffering solution to the challenges of severe unemployment facing young school graduates. The available information by the National Universities Commission (NUC), (2004) restated that the massive unemployment of Nigerian universities' graduates in the country is traceable to the disequilibrium between labour market requirements and lack of essential employable skills by the graduates (Danabia, 2013).

The dearth of employment opportunities in Nigeria arising partly from the proliferation of tertiary institutions and the mass production of graduates which were not targeted at the available job opportunities or the creation of new ones whether in public or private sector of the economy as well as the economic recession resulted in high unemployment rate. Consequently, social vices such as robbery, fraud, prostitution, kidnapping amongst others have become rampant among youths. In order to abate the ugly trend of high unemployment challenges soaring amongst young tertiary school graduates in Nigeria, education curricula were reviewed over time and series of efforts were equally made to ensure quality service delivery for quality assurance in the education programmes yet the prevailing trend of unemployment still seems intractable. Nigeria needs an effective workforce to salvage this unemployment situation and this calls for education and skill based training in entrepreneurship education in order to prepare the Nigerian undergraduates to become self-reliant and job creators after graduation, in a situation where paid jobs are unavailable or less lucrative. In other words, the aim of entrepreneurship education is to adequately equip students of tertiary institutions with entrepreneurial competencies and skills necessary for successful business venture prior to graduation to enable them contribute their quota to individual and national economic survival and transformation. Therefore, this study is to bridge the existing gaps in literature amongst graduates of tertiary institutions in Nigeria to possess the requisite entrepreneurial skills before graduation to become self-reliant, job creators and employers of labour. The researchers therefore are interested in entrepreneurship education and development in Nigerian tertiary institutions, challenges and prospects to see if the existing gaps in skills acquisition and review of related empirical studies could be properly filled in entrepreneurship programme.

Objectives of Entrepreneurship Education

1. To provide students with the required skills (psychomotor and affective) to develop viable enterprise that are capable of competing in the global market environment.
2. To nurture entrepreneurship knowledge among students with the hope of creating greater economic and social value to the society.
3. Correct wrong attitudes and mind-sets and develop high entrepreneurial potential in students.
4. Analyses the historical perspective of unemployment, underemployment and job dissatisfaction; personal, national and global economic recession.
5. Select possible business ideas and cultivate the spirit of entrepreneurship
6. Build the capacity to develop business plan to start a business.
7. Provide meaningful education for the youth which could make them self-reliant and subsequently encourage them to derive profits and be self-independent,
8. Provide graduates with training and the necessary support that will help them establish a career in small and medium size businesses,
9. Offer graduates adequate training in risk management to make uncertainty bearing feasible,
10. Serve as a catalyst for economic growth and development by stimulating industrial development in less developed areas.
11. Provide graduates with training that will help them to be creative and innovative in identifying new business ventures.
12. Create a modern industrial economy where there will be opportunities for graduates to receive training, tutoring as well as employment.

The attainment of the objectives of this course offering will require diligent instructional delivering and regular monitoring since the fact remains that the implementation status of any academic content is the major factor that determines its effectiveness. If the delivering practice of any course is not effective, it may render the objectives unattainable. The objective of entrepreneurship education which is for graduates of tertiary institutions to acquire adequate understanding of the intricacies of business operation and the skills for entrepreneurship success may become unachievable.

Concept of Entrepreneurship

The term entrepreneurship has historically referred to the efforts of an individual who takes risks in creating a successful business enterprise. Entrepreneurship is a vector that helps economic growth, social scaling, and job generation. In entrepreneurship, the individual or the entrepreneur develops a business activity to sustain the socio-economic environment by genuinely utilizing resources in more innovative ways. Ejiogu, (2013) defined

entrepreneurship as practical creativeness which manipulates opportunities and resources for advantage in new ways. Also, recently entrepreneurship has been conceptualized as a process that can occur in of all types of organizations and sizes. Also it is the process of assuming risk of uncertainty in a business venture. This is to encourage self-employment that will enable them live a more productive and independent future lives after graduation. Ezenwafor (2010); Esene, (2011) stated that entrepreneurship emphasized innovations such as new product, new production method, new market and new forms of organization. According to Aruwa, (2004), entrepreneurship is seen as the willingness and ability of any individual to seek out investment opportunities to establish and to run an enterprise. Ajari and Ayelotan, (2011) posited that entrepreneurship is an ability that some people have to accept risks and combine factors of production in order to produce goods and services. Entrepreneurship has gained global recognition in facilitating employment generation and economic transformation. Many experts have recognized it as a veritable tool for achieving the Millennium Development Goal (MDG) objectives of poverty eradication and curtail social vices. Umoru, (2011) opined that the Federal Government has recognized entrepreneurship as a driving force behind economic growth and job creation. Entrepreneurship education is conceived as a means through which the government could attain meaningful development. It involves preparing, training, developing and upgrading the operational efforts and other competencies required for effective self-reliance and self-employment practices especially in a school setting. Entrepreneurship goes through stages; namely: conception of business idea, evaluating business opportunities, initial starting of the business, nurturing business to grow to maturity, maintaining stability of business growth, expansion of business and improving standard/quality to avoid business deterioration.

Concept of Entrepreneur

Entrepreneurs are business people who can detect and sense the availability of business opportunities in any given scenario. They will utilize these opportunities to create new products by employing new production methods in different markets. They will also function in different ways by using various resources who will give them profit. It is important to note that although most entrepreneurial businesses start small, the owners of such businesses need not be small scale owners. They could in fact be big business owners, who first try and test the waters before investing big time in the business. Small business owners dread risk, but successful entrepreneurs are very innovative and know how to operate profitably in a business environment, even if the risk is very high. In fact, innovation is the life blood of any kind of entrepreneurs; this is one of the tools that helps them gain an advantage over established players in the market. Similarly, an entrepreneur is a person who undertakes to organize and combine other factors of production to create utility for man's satisfaction and make profit. (Oriazowanlan and Jimoh-Kadiri, (2010); Oriazowanlan

and Iyekekpolo, (2010) posited that the role of entrepreneurs is crucial in entrepreneurship development and without them other factors of production would be impotently idle no matter how sophisticated they may seem to be. The level of production is dependent on the entrepreneur who is the active factor that galvanizes the other factors of production that are passive

Entrepreneurs are individuals or groups of individuals who carry out entrepreneurship activities that are based on their innovative approaches to solving real-world problems. Through active involvement in creative and innovative entrepreneurial ventures, an entrepreneur can develop and transform the nation's economy to generate employment opportunities, stem rural urban drifts, develop local technologies, alleviate poverty and could even contribute to corporate social responsibility for community development. Cases of entrepreneurs who have generated employment opportunities for millions of Nigerians are numerous; they include Alhaji Aliko Dangote, Mike Adenuga and Mrs Stella Okolie; the great entrepreneur who built entrepreneurial studies centre for Nnamdi Azikiwe University, Awka, Anambra State, Sir Gabriel Igbinedion in Edo State and a host of others.

Concept of Entrepreneurship Development

Entrepreneurship development is the process of enhancing entrepreneurial skills and knowledge through structured training and institution- building programmes. Entrepreneurship development is a strategic process which incorporates various tools that concentrate on skill development of the individual in an array of ways. It deals with study of entrepreneurial behaviour, dynamics of business and its expansion. It aims to enlarge the base of entrepreneurs to speed up the pace at which new ventures are created. The main purpose of the development process is to strengthen and increase the number of entrepreneurs. This entrepreneur development process helps new firms or ventures get better in achieving their goals, improve business and the nation's economy. Another essential factor of this process is to improve the capacity to manage, develop, and build a business enterprise keeping in mind the risks related to it. In simple words, the entrepreneurship development process is about supporting entrepreneurs to advance their skills with the help of training and coaching classes. It encourages them to make better judgments and take a sensible decision for all business activities.

To build an effective entrepreneurship development programme for an entrepreneur to organize and launch the new ventures. The following steps are imperative:

1. **Discover:** Any new process begins with fresh ideas and objectives, wherein the entrepreneur recognizes and analyzes business possibilities. The analyzing of opportunities is a risky task, and an entrepreneur looks out for inputs from other persons, including channel partners, employees, technical people, consumers, etc. to reach an ideal business opportunity.
2. **Evaluation:** The evaluation of an opportunity can be done by asking several questions to oneself.

For instance, questions like whether it is worth taking a chance and investing in the idea, will it attract the consumer, what are the competitive advantages and the risk linked with it are asked. A reasonable and sensible entrepreneur will also analyze his skills and whether it matches his entrepreneurial objectives or not.

3. **Developing a plan:** After the identification of an opportunity, an entrepreneur has to build a complete business plan. It is the most important step for new business as it sets a standard and the assessment criteria and sees if a company is working towards the set goals.
4. **Resources:** The next step in the process of entrepreneurial development is resourcing. Here, the entrepreneur recognizes the source of finance and from where the human resource can be managed. In this step, the entrepreneur also tries to find investors for his new business.
5. **Managing the company:** After the hiring process and funds are raised now it's time to start the operation to accomplish the desired goals. All the entrepreneur will decide on the management structure that will be assigned to resolve the operational problems whenever it occurs.
6. **Harvesting:** The last step in this process is harvesting, where an entrepreneur determines the future growth and development of the business. Here, real-time development is compared with the projected growth, and then the business security or the extension is initiated.

Model of Entrepreneurship Education for National Development

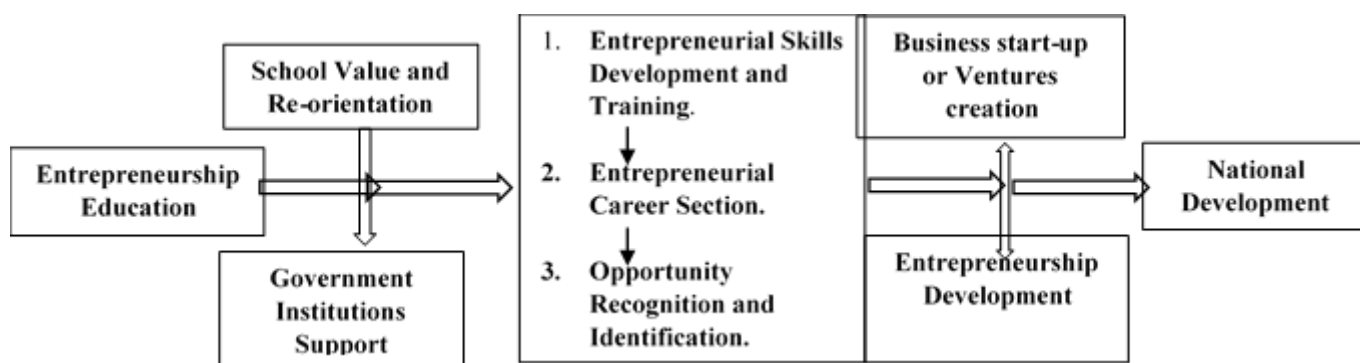
Entrepreneurship education will equip students with relevant competencies, skills and knowledge to assume the risk of uncertainty in business venture. Entrepreneurship education is the training given to individuals or groups to develop their innate entrepreneurial tendencies to acquire knowledge, skills, attitudes and values needed for lucrative business ventures in their immediate environment in order to earn a sustainable living. Okolocha and Ile, (2011) described entrepreneurship education as an educational programme designed to prepare young people to acquire appropriate business skills, ideas and knowledge that will help them to live a fulfilled life, increase their economic status and contribute to the development of the society. Entrepreneurship education is to equip graduates with entrepreneurial skills not only to make them to become self-reliant but to be more employable and to contribute their quota meaningfully to economic development. The right skills and values could be inculcated into our youths to urge them for an enterprise culture through entrepreneurship education. Such training which should be objective driven must be empowered with motivational strategy, appropriate guidance, reinforcement and active participation of the learners. In the view of Nnamdi, (2010) entrepreneurship education is about learning skills needed to assume the risk of establishing and managing a business successfully. Nwankwo, Nwachukwu and

Chinedu, (2010) posited that entrepreneurship education as a renewed process of achieving self-reliance is centrally focused on the acquisition of entrepreneurial competencies.

According to the European Commission, (2008) stated that the aim of entrepreneurship education and training should be to develop entrepreneurial capacities and mindsets that benefit economies by fostering creativity, innovation and self-employment. The training in entrepreneurship education could be viewed from the generic approach to teaching and learning which emphasizes the formation of optimal entrepreneurial actions based on existing market forces. Therefore, institutions of learning are to gear towards proffering solution to societal needs, yearnings and aspiration. Also, the government, individuals and corporate bodies' supportive services are crucial for it to thrive and attain the set objectives. Therefore, graduates could acquire entrepreneurial skills to have values re-orientation and take advantage of the numerous business opportunities in

their immediate environment; able to identify a viable and lucrative business opportunity, establish the business in an enabling environment and manage it successfully.

Nevertheless, they would be able to apply the Strength, Weakness, Opportunities and Threat (SWOT) analysis to identify a viable business opportunities and make appropriate choice. This analysis will acquaint them with the appropriate knowledge to assume risk within their level of capabilities. The business can grow and expand with the supporting services of financial institutions and provide ultimate satisfaction to the society's needs. This could go a long way to checkmate the prevailing circumstances of unemployment challenges and economic quagmire in the society. Figure1 shows a model of entrepreneurship education for national development showing the process of entrepreneurship education and development, supported by social values and institutions to provide impetus for job creation and national development Ofuasia, Nwalado and Dede, (2010).



Model of entrepreneurship for National development

Entrepreneurship Education Course Contents in the Universities

The teaching of entrepreneurship actually started in the University of Benin in the year 2000 in the faculty of management sciences amongst the business and accounting students before the federal government intervention. Information revealed that entrepreneurship education emanated from the decision on the proposal on a 2-hour credit course by the above named faculty which was approved at the University Senate Council meeting held in 1999. The objectives of the proposed course as stated in Idogho, and Akhigbe, (2012) include: (a) creating an entrepreneurship culture among students of the university and society in general, (b) ensuring that the undergraduates are knowledgeable and motivated to establish their own businesses on completion of their degree programmes, (c) assisting students to identify opportunities and avenues for successful entrepreneurial pursuits. A centre for entrepreneurship development was established to coordinate and facilitate the wide programme. Envisioned in their plan is to inculcate career skill and consciousness unto the students in order to stimulate them to run their own businesses in reality after

graduation to solve the prevailing perennial unemployment challenges facing young school graduates.

The general objectives of the programme as revealed in University of Benin 2000-2012 strategic plan are outlined thus: provide an enabling environment for the growth and sustenance of entrepreneurship education, to encourage the commercialization of innovation and inventions as well as the growth and development of enterprises to promote a greater sensitivity to business opportunities whenever they occur. Available records showed that the Centre for Entrepreneurship Development (CED) was established in 2002/2003. It became fully operational in 2004/2005 as a GST course whereby all the faculties join in the league of training their students in entrepreneurship no matter the discipline. The entrepreneurship course is offered by undergraduate students at the penultimate level and lecturers who teach the course are drawn from across all the faculties in the university mainly from business administration and accountancy. The specific objectives to be accomplished at the end of the course as stated in the prospectus (2010-2012) include to: explain the nature and responsibilities of an entrepreneur in starting an enterprise, identify and analyze business opportunities, develop a viable business plan, identify, secure and manage resources effectively,

situate the prospective entrepreneur in the national, international and global setting, tour and appreciate industrial operational sites and interact with industry in selected area and the curriculum content to accomplish the above objectives.

It is now well-recognized that education and training opportunities play a key role in cultivating future entrepreneurs and in developing the abilities of existing entrepreneurs to grow their business to greater levels of success. The inability of graduates to acquire the relevant entrepreneurship skills is therefore due to deficiency in curriculum which also lead to the problem of poor growth and high incidence of business failure and unemployment in the study area. Entrepreneurship usually results in establishing a micro, small and medium scale enterprise which comprises manufacturing and distributive service or trade. Education as the bedrock of civilization is a qualitative tool for a sustainable economic growth and development. National Policy of Education (NPE, 2004) stated the following objectives;

- a. Education should aim at the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies or equipment for the individual to live and contribute to the development of the society.
- b. It equally states that educational activities shall be centered on the learners for maximum self-development and self-employment.
- c. In particular, quality of instruction should be oriented towards acquisition of competencies necessary for self-reliance.

Relevance of Entrepreneurship Education and Development

The serious effects of unemployment could adversely affect any nation and could be adequately cushioned through entrepreneurship education by way of establishment of cottage industries, small and medium scale enterprises (SMEs)Ejiogu, (2013) noted that government efforts in most developing countries, particularly Nigeria, have failed because graduates of educational institutions lack the practical entrepreneurial skills nor do they acquire the type of education that enhances their employability in the new age labour market. The present state of Nigeria's depressed economy and high rate of unemployment and poverty demand that entrepreneurship education be strengthened at all levels of education but most especially at the tertiary education level in Nigeria. Entrepreneurship education has become a strategy to salvage the present problem of unemployment. Therefore, it could be said that entrepreneurship is relevant to the Nigerian economic development in the following diverse ways: it helps to create job opportunities, it curtails social vices, it will put Nigeria in the league of 20 largest economies, create wealth for individuals and nation, re-orient value for the utilization of local resources, it helps in the development of local technology, it aids the expansion of local market to global competitiveness, it is an off-shoot of small and medium scale enterprises, it inculcates self-reliant motive

on individual and nation and it could increase productivity by harnessing local resources.

i. Employment Generation

Entrepreneurship eventually emerged as the corner stone for employment generation to abate the incidence of high rate of unemployment among tertiary school graduates in Nigeria. It could be said that the Nigeria government was misled into investing in human capital development through liberal education which lacks sense of direction and self-reliant motive. Observation showed that the nation's economic growth rate became adversely affected and unemployment rate increased in geometric progression because there were no sufficient ministries nor industries to absorb the graduates neither could they be self-employed because of ineptitude and mass production of graduates without a corresponding increase job opportunities. More devastatingly, Nigeria become over-dependent on an oil - driven economy at the expense of developing indigenous manpower to harness the endowed rich natural resources

ii. Poverty Eradication and Millennium Development Goals (MDGs) Achievement through Entrepreneurship

Poverty which is the involuntary deprivation of basic needs and necessity is an epidemic to the nation because of its attendant risks of social vices, epidemic diseases (HIV & AIDS, Tuberculosis, Cholera and so on) and malnutrition amongst others. Many Nigerians have endangered and lost their lives in an attempt to leverage themselves and families from abject poverty. Instances of these were the fire disasters of both Ijese in Delta State and Epe in Lagos State which was caused by canalization of oil pipeline. More so, many Nigerian youths lost their lives in the desert in an attempt to travel abroad for greener pasture to alleviate abject poverty. The case of Nigerians' detention in Libya was another awful plight. The scourge of kidnapping in our society today which poses insecurity to lives and properties to well-meaning Nigerians could be traceable to poverty. Why is poverty rate in Nigeria so high? It could be due to unemployment, corruption, non-diversification of the economy, income inequality, laziness, and a poor education system can be considered to be some of the key factors contributing to poverty in Nigeria. Entrepreneurships education may eradicate poverty in Nigeria through skills acquisition programmes among the youths.

iii. Curbing Social Vices through Entrepreneurship Development

The menace of social vices is a scourge in our society and it calls for concerted efforts of well-meaning Nigerians and the government to tackle it with urgency. Government in her quest to curb social vices has put series of measures in place but despite these efforts, it is still repugnant with high level of insecurity to lives and property in the country. Reports from the World Global Monitoring declared Nigeria as the 108th corrupt nation in the world. Nigeria's image needs to be redeemed and salvaged through effective indigenous technical manpower development in entrepreneurship education. Social vices which became rampant among youths in our society could be traceable to unemployment and poverty.

Today, kidnapping is now a lucrative business for some hoodlums as prominent Nigerians are abducted for ransom. All well-meaning and God fearing individuals have condemned the nefarious act; describing it as barbaric, repugnant to human justice and it is against the custom of the land. Kidnapping is obnoxious to natural justice, equity, good conscience and is against good governance.

Entrepreneurial Skills Needed by Tertiary Institution Graduates

The deficiency of entrepreneurship skills has resulted in the inability of graduates in industries to compete in an increasingly complex business environment, which is due to default in the curriculum module in which the graduates were trained with. The inability of engineers/fresh graduates to acquire the relevant entrepreneurship skills is therefore due to deficiency in curriculum which also lead to the problem of poor growth and high incidence of business failure and unemployment in the study area. Ajari and Ayelotan, (2011); Mukoro, (2019); Olise, (2011) stated the following as the skills required in entrepreneurship for engineers:

- a. **Technical Skills:** They include electrical and solar installation, automobile repair and merchandizing, blocks/bricks and concreting, fabrication/welding, carpentry and furniture making, painting and decoration. Also, refrigeration and air conditioner works, wheel alignment and wheel balancing, vulcanizing works, plumbing/pipe fittings and computer craft works.
- b. **Personal Entrepreneurial Skills:** They include inner control, discipline, risk-taking innovative and creativity as well as leadership and resourcefulness. Also, multi skilled, change oriented, energy and drive, endurance and balance, self-confidence and ability to manage change.
- c. **Business Management Skills:** They include planning and goal setting, decision making, human relationship, marketing, finance/accounting management and control, negotiation venture launch and managing growth.

- d. **Teamwork and leadership skills:** Becoming a successful entrepreneur can also mean taking on leadership roles and working as part of a team? Being a business owner means you will most likely act as both a supervisor and as part of a team, and you will need to rely on effective leadership skills to help motivate your team
- e. **Effective Communication and Listening Skills:** Business owners and entrepreneurs should also develop effective communication skills. From active listening to discussions during meetings, being able to communicate effectively could help you work with others to build your business. Likewise, effective communication can also translate to how you promote awareness of your brand. For instance, effective and clear messages through emails, content marketing, social media and other advertising methods can positively influence how you reach your target market.
- f. **Customer service skills:** No matter the industry you venture into as an entrepreneur; you may still need to develop effective customer service skills. From talking with potential clients to discussing opening partnerships, effective customer service skills can help you connect with your customer base and ensure your brand is providing the products or services your market needs.
- g. **Strategic thinking and planning skills:** Critical thinking skills can also translate into strategic thinking skills. Entrepreneurs who have built brands and businesses most likely applied their strategic planning skills to develop strategies for growing and developing their businesses. To be successful as an entrepreneur, it takes planning and being able to think strategically, grow your market reach or implement effective strategies to reach your goals
- h. **Time management and organizational skills:** Time management and organization are also important skills for entrepreneurs to have. Strategies that can help develop these skill sets include breaking down tasks into manageable to-do lists and setting deadlines and achievable objectives for yourself and for your team. Additionally, you might implement technology to help keep business files organized or employ an office assistant to help you keep paperwork, business records and customer files organized.
- i. **Branding, marketing and networking skills:** Entrepreneurs may spend the majority of their time marketing and networking with other professionals to promote and grow their brands. Being able to implement successful branding and marketing strategies can be an essential aspect of becoming an entrepreneur. You might take a free online course to get started with branding and marketing basics, and you can also meet with other entrepreneurs to help grow your network.
- j. **Analytical and problem-solving skills:** Successful entrepreneurs may also have exceptional analytical and problem-solving skills. This is because there can be many aspects of

building a brand or business that may perhaps require difficult decisions, finding solutions to obstacles and using creative thinking to develop plans and strategies that will help you achieve your business goals.

- k. **Critical thinking skills:** Critical thinking skills, like analytical skills, could be necessary for developing your overall entrepreneurial skills. Being able to look at problems, situations, projects and operations from different perspectives may help in decision-making and problem solving. Critical thinking skills may be necessary for strategic planning and evaluating the approaches you're using to make changes or improve your business strategies as needed.

Potential Income Generating Entrepreneurial Activities

There are several income generating enterprises that the engineers could engage themselves and become productive and self-employed. In this context, enterprise refers to innovation as well as entrepreneurship. This is because being enterprising is not limited to new venture creation but also includes the ability to understand how to develop an idea into a new product or a new business area within an existing company. It also refers to understanding how to commercialize research and technology towards new product development as well as the management of research, technology and engineering projects. The income generating enterprise are:

- i. **Agriculture Enterprises:** cassava and yam farming, rice and beans farming, maize and wheat farming, catfish and fisheries, plantain and palm oil-production, cocoa nut and rubber plantation, poultry and snail keeping, rabbit and goat rearing as well as mushroom farming etc.,.
- ii. **Service Enterprises:** video, audio and photography studio services, computer training services, hotel, restaurant and guest house services, event management services, entertainment (comedy, dance and drama) services. Equally, barbing and hair services, laundry services, GSM and computer repair services etc.
- iii. **Commercial Enterprises:** book sales, drug sales, sales of animal and poultry feeds, textiles and fashion accessories sales, sales of building materials (cements, rods, plates, graves and sand) and sales of plumbing/pipe fitting. Furthermore, sales of motor vehicle parts, sales of phones accessories and sales of electrical parts etc.,.
- iv. **Manufacturing Enterprises:** block molding and interlocking production, welding /fabrication vocation, portable water production, garment making, bread and confectionary baking. Additionally, aluminum works, soap making, palm oil and kernel processing, furniture making and upholstering design etc.

Challenges of Entrepreneurship Education in Tertiary Institutions in Nigeria

Entrepreneurship education is confronted with myriad of challenges which include the followings:

a. Government Factor

The role of the government is crucial in the successful implementation of any educational programme. The government is responsible for the funding of education and provision of educational resources, educational policies and setting of standard for ensuring quality assurance through delegated agencies such as NUC, NBTE and NCCE. Regrettably the condition of higher institutions in Nigeria is in shamble due to numerous problems; the incessant controversy between Federal Government and Academic Staff Union of University (ASUU) in various institutions resulting full blown strike actions. For instance, in February, 2022 the union when on strike for over nine months it paralyze academic activities cross the Nigeria universities. Anyachebelu and Izuchi, (2010) attributed virtually all the problems of universities education to inadequate funding by the Federal and State government; such as dilapidated structures, lack of facilities and equipment, poor staff remuneration and student's welfare. Prof. Edward Adedeji, Vice Chancellor of Novena University, Ogume, Delta State; in his address at the convocation ceremony, urge the government to create enabling environment for entrepreneurship to thrive for employment generation since government alone cannot provide job for the entire workforce (Adesulu, 2011). The government lacks the zeal to enforce monitoring control in her established programmes and projects. This is one of the reasons why vocational education in Nigeria failed. Thus, government's poor disposition towards entrepreneurship education has hampered effective entrepreneurship education implementation to a very large extent.

b. Poor Funding

Finance is a major resource in a productive venture which cannot be glossed over in any sector. It has been observed that entrepreneurship education programme is poorly financed by the government who enunciated it to solve the prevailing unemployment challenges facing young school graduates. Students pay a token to institutions to augment the financial requirement to successfully provide entrepreneurship education. Chukwumezie, (2011) pointed out that entrepreneurship education lacked basic facilities and equipment because government did not provide adequate funds for the procurement of requisite facilities and equipment. The case of entrepreneurship education is not different, the same as other disciplines; students need more practical training

than theory. Effective practical training has been hindered due to lack of facilities and equipment.

c. Lack of Practical Training Skills

Practical training develops the psychomotor skill of learners through real-life experiences. If practical training approach is adopted in teaching and learning in entrepreneurship education, students will develop reflective and analytic entrepreneurial intention. Such learning could be thought provoking which will make them to be more committed and self-regulated through effective training. Agbamu, (2011) maintained that experiential learning is one of the best learning strategies to equip students with life-long skills. Since there is no practical training in entrepreneurship education, students do not have such reflective and analytical opportunities and this hinders their ingenuity and pauperizes them. Students need more practical training than theory in entrepreneurship education which can expose them to their future roles and expectations in the world of work but there are no facilities and equipment for the practical training. Ezemoyih and Nwaiwu, (2011) are of the view that teaching should be dynamic, practice-oriented and activity based. Since teaching in entrepreneurship studies is theory based because of lack of facilities and equipment, how can the objective be realized optimally? So, lack of practical training hinders effective learning in entrepreneurship education programme.

d. Ineffective Monitoring and Evaluation Mechanism

Monitoring is a continuous periodic and systematic collection of data which provides the indication of the extent of progress and achievement of objectives in relation to the use of allocated fund and resources while evaluation is the process of determining the worth of a programme in relation to the efficacy of design, implementation, efficiency in resource utilization and the results obtained on the overall desired impact. Monitoring and evaluation are symbiotic, but monitoring provides an input for the evaluation process. The basic indicator or parameter in evaluation is input measurement on the overall success of the programme goals and sub-goals. Monitoring and evaluation which are integral parts of any programme must be well planned for to cater for exigencies of any probable risk. They emphasized that prediction is essentially a problem of forecasting or extrapolating with the goal of achieving a high degree of external validity. Omorige. (2010) advocated that internal consistent monitoring will guarantee quality assurance if members of academic community recognize and accept the need to set and attain defined level of performance and scholastic achievement. Due to ineffective risk management actions in entrepreneurship education, the

effective operation to make the significant impact desirable on the recipients and the larger society becomes hampered. In Nigeria, ineffective monitoring and evaluation of programmes and projects are the major nuisances to the successful implementation to achieve the desired result. Monitoring and evaluation plans must be subject to continuous review and adjustment due to probable future changes in the implementation process of any programme using internal consistency approach.

e. Incompetent Personnel

Nigeria lacks competent policy programme entrepreneurs' hence ineffective monitoring mechanism of the process. Previous entrepreneurship policies and programmes in Nigeria failed because of this basic fact particularly, past poverty alleviation programmes e.g. NAPEP, Better Life for Rural Women, Green Revolution and so on. The focus of entrepreneurship for economic transformation in Nigeria is left in the hands of business entrepreneurs which ought to have started from good policy making. The lecturers whose roles are crucial in the implementation process of teaching and learning in entrepreneurship education are dearth to the required competent skills to impart adequate knowledge and the desirable skills for employment. Some of them appeared not to be innovative and creative in the teaching and learning rather they are conservative and adhered strictly to lecture method of imparting knowledge. Mustapha in Nwankwo, Emeka and Chinedu. (2010) opined that most teachers are not familiar with the philosophy and principles of entrepreneurship education. Most of the teachers do not use continuous assessment neither are they motivational in their teaching strategies because the government has failed in her proposition to train special teachers specifically to teach the course, before the commencement neither are the lecturers trained and retrained through regular in-service training programme, or seminars, workshops, conferences, symposia for their career development. All these could hinder the acquisition of competent entrepreneurial skills needed to guide the students in gainful employment

f. Students' Apathy to Entrepreneurship

Due to personal and external factors most of the students seem not to acquire competent entrepreneurial skills for employment prior to graduation this is because students display nonchalant altitude while some develop lazier-affair attitude to studying by aiming at passing the examinations through examination malpractice or other means without mastery of the necessary knowledge and skills required for employment and effective job performance. It has been observed that most of them engage in rote learning to pass

their exams and rote learning involves memorization without in-depth understanding of the concept. In addition, most of the female students are distracted in the direction of social goal attainment. All these consistently hinder competent entrepreneurial skills acquisition required for profitable employment.

g. Poor Innovative and Creative Teaching Techniques

Lecturers need to be vigorous in their teaching process. They should use modern teaching techniques which entail creativity and innovation. Imogie, (2007) posited that modern learning system involves basic innovation in both contents and methodology, especially through the application of a systematic approach to instructional planning, development, implementation and evaluation. Lecturers are expected to be motivational in their teaching strategies. Unfortunately, many of them fail in this direction especially in the challenge of managing students' high population explosion in entrepreneurship education. Some are still conservative and adhere strictly to ancient rules without resorting to the dynamics of socio-technological changes in teaching. They do not conduct enough research to be abreast with current trends in teaching pedagogy. Most of them still constantly and continuously use the lecture method of teaching, hence the graduates' poor acquisition of entrepreneurial skills required for their employment are really lacking.

h. Excessively Reliance on Foreign goods

Relying on foreign goods as being superior to locally made goods has constituted an obstacle to entrepreneurial development. Goods made in the country are termed inferior by consumers who prefer goods produced abroad which they erroneously believe are of high quality.

i. Laissez-fair Attitude of the Students towards the programme

Some students see the entrepreneurial activities as tedious tasks, hence do not want to get involved with the activities forgetting that hard work pays and there is dignity in labour. These students are influenced by get wealthy quick syndrome which has ruined some of our youths. They involved themselves in human sacrifices called (Yahoo plus). The young girls run after them giving themselves to strong drinks, immorality, night clubs as well as indecent dressings is now the order of the day.

largely on the teacher; the principal factor in the curriculum implementation process. The lecturers whose roles are crucial in entrepreneurship education need training and re-training through in-service training programmes such as seminars, workshops, conferences and symposia to update and upgrade their knowledge and skills to be innovative, creative and vigorous in entrepreneurship curricula delivering. NPE, (2004) stated that in-service training is an integral part for continuing teacher's development. When teachers are re-trained on a continuous basis, their teaching proficiencies will greatly improve and quality assurance will be guaranteed. They could vary their methods of teaching and will be acquainted with current trends that emerge from research findings to meet the needs of socio-economic and technological changes in the society.

Teachers should not be conservative to lecture method of teaching and learning rather they should become inspirational, motivational, objective driven to impel students' ingenuity. They could as well use such motivational strategy like predictive expectancy which spurs students' motive drive to become autonomous, strategic and highly committed towards academic goal attainment. Also teachers should no longer stick to summative assessment techniques as the best method of assessing student's performances rather they could use Continuous Assessment (CA) which is formative and guidance oriented to monitor students' academic progress as well as assess the efficacy of their instructional strategies. In addition, teachers should make teaching and learning more practical oriented in approach rather than theory-based. Lecturers could promote active engagement of the learners in which their independence and autonomy could be guaranteed to allow their ingenuity. A proficient lecturer who has need assessment congruent with learning to achieve maximum validity could have firm grip of the subject matter as an authority and confidently deliver his lesson with ease.

ii. Academic – Industrial Synergy

Academic–industrial synergy is the symbiotic relationship that exists between school and industries for mutual benefits based on agreeable goals and plans of action. The purpose of education is to equip individuals with knowledge, skills, attitude and values desirable in the society. Entrepreneurship education aims at equipping its recipients with skills and values to become self-reliant and more employable in the world of work. Okolocha and Ile, (2011) posited that entrepreneurial ideas and activities could be developed, learned, practiced and demonstrated through instructional strategy to stimulate students' entrepreneurial spirit to think critically, create awareness of business opportunities and skills in a new way or modify existing one. The

Possible Ways to Enhance Entrepreneurship Development in Nigeria

i. The Teachers' Factor

No matter how good a curriculum may look like its impact on the behaviours of students depends

functional entrepreneurial skills, knowledge and values which are prerequisites for employment opportunities are observed to be lacking in young school graduates. The theoretical nature of training in schools without students' exposure to work-based skills could hamper learning. Okoh, (2010) stated that institutions of higher learning spend tremendous time on theories at the expense of developing practical skills because of lack of teaching materials and facilities needed to impart on the students the essential skills needed in the industries. In the effort of government to encourage and promote skill indigenous technical manpower development, Students Industrial Work Experience Scheme (SIWES) was introduced in 1974 to bridge the existing gap between classroom theory and practical training in schools but the resultant effect seemed not to be remarkable. Since students need a more functional experiential learning than what SIWES could provide in entrepreneurship education to facilitate entrepreneurial skills acquisition, school-industrial synergy would be a good platform to improve the process

iii. Lecturers' Collegiality

Lecturers' collegiality is the relationship that exists between them to engage in professional dialogue and share ideas, knowledge, techniques, observe one another's work and solve teaching problems and difficulties together to ensure effectiveness in their teaching careers. Through collegial relationship lecturers improve their instructional techniques, have staff development and increase productivity. The relationship could be collegial pair, collegial group or mentoring. Abdallah, (2011) stated that through collegiality teachers pursue a course of action together involving such things as team teaching, collaborative planning, peer-coaching, mentoring and at times action research. If lecturers engage in collegiality in entrepreneurship education, it will motivate them and enhance their in-depth understanding of subject matter and improve their instructional strategies. Collegiality which is highly neglected by lecturers could sustain them through difficulties and impel them to test and compare new practices to develop new approach to teaching. Enduring collegial relationship needs the support of good lecturers and school organizational structure and norms that frowns at the barrier of uncertainty and isolation of teaching. More so, quality time is needed to foster good lecturers' collegial relationship to enable them to meet and have meaningful discussion in order to think, reflect, analyze and take useful decision. When lecturers work together collaboratively and cooperatively as colleagues it would produce greater coherences and integration to the daily work of teaching. Lecturers should develop the tendency to work cooperatively together rather than competing, thereby rendering the work environment unsafe.

Abdallah, (2011) opined that collegiality could help newer and less-experienced teachers build on their strengths and develop the ability to turn their weaknesses into strengths.

iv. Follow – Up Service

Follow-up service is guidance oriented service given to students who have successfully completed participation to ensure successful transition to employment or further education. It is keeping track record of graduates who have transitioned to employment or further education after participation in a school programme. It could take the form of leadership and supportive service activities, regular contact with youth's employers, assistance in addressing work-related problems that may arise, assistance in securing better paid jobs, support for career development and promotion, adult mentoring, proactive and reactive intervention to encourage job retention, helping them overcome barriers that may affect the attainment of their career objectives. More importantly it would provide feedback information regarding the effectiveness or deficiencies of the curriculum. Unfortunately, these awesome services are grossly lacking in our educational system, including entrepreneurship education. The purpose of follow-up services could be said to provide graduates a continuous assistance to ensure their successful transition and retention in employment. It would equally provide feedback information about the effectiveness or deficiencies of the programme. In the view of James and Pollard, (2010) the role of educational policy is to provide guidance, resources and accountability to support high quality teaching and learning. Through the feedback information from former students, deficiencies identified could be rectified to ensure better instructional delivering that could guarantee quality assurance in entrepreneurship education. So, follow-up service is therefore needed in entrepreneurship education to ensure effective instructional delivery that could guarantee quality assurance and accountability.

Review of Related Empirical Studies

In this section the empirical studies that are relevant to the present study was reviewed as follows:

Ezenwafor, (2010) carried out study on the assessment of managerial challenges of entrepreneurs: Implication for entrepreneurship education at Enugu. The researcher investigated the level with which different aspects of general business and financial management posed challenges to entrepreneurs. She employed the survey research design for the study and the population comprised 306 entrepreneurs in the Enugu metropolis registered as members of the Enugu Chamber of Commerce, Industry, Mines and Agriculture (ENCIMA) as listed in the Brochure for the 20th Enugu International Trade Fair of 2009. The sample size was 115

entrepreneurs representing more than one third of the population selected by stratified sampling procedure. A 36-items questionnaire was used as instrument for data collection. The mean and standard deviation were used as instruments for analyzing the data gathered in respect of two research questions and t-test statistics was used for testing the three hypotheses raised. The findings indicated that all the entrepreneurs faced the same challenges such as poor power supply, poor infrastructure, and lack of government support among others and that the experience and type of business have no significant effect on the level of challenges different aspects of financial management posed to the entrepreneur. She therefore recommended that entrepreneurship education should be vigorously pursued to adequately equip present and prospective entrepreneurs for entrepreneurial survival and success and gender equality should be encouraged. The study reviewed covered a small geographical area (Enugu) and content although it emphasized on the assessment of managerial challenges of entrepreneurs: Implication for entrepreneurship education at Enugu which covered a wider area (south- south zone of Nigeria) while the present study deals with the entrepreneurship education and development in Nigeria tertiary institutions: challenges and prospects.

Agbamu, (2011) carried out study on the approaches considered effective for teaching entrepreneurship in Business education in Delta State. Specifically, the study examined how effective experiential, reading and listening activities can enhance teaching/learning entrepreneurship. The researcher adopted the survey research design on a population of 70 business educators. No sampling was done. Three research questions guided the study. A 26-item structured questionnaire was used as instrument for data collection. The data gathered were analyzed using mean statistics. The findings revealed that effective experiential, reading and listening activities can enhance teaching/learning entrepreneurship. Particularly, student's entrepreneurial spirit can be developed through effective experiential activities while reading and listening are compliments. The study concluded by advocating that since experiential activities are crucial to develop student's entrepreneurial spirit to enable them engage and participate actively in entrepreneurial ventures, the traditional method of teaching/learning should not be the major focus in entrepreneurship education rather a compliment. The study reviewed covered a small geographical scope, precisely Delta State while the present study deals with the entrepreneurship education and development in Nigeria tertiary institutions: challenges and prospects.

Olumese and Clark, (2010) carried out study on the assessed the effectiveness of entrepreneurship education as a general course in a university in the South-South zone of Nigeria in the University of Benin, Edo State. The population of their study comprised of 65 final year students of the department of Vocational and Technical education, University of Benin, Benin-City. They adopted the survey research design for the study and used a 22-items structured questionnaire to collect the data. The study was guided by six research questions and one hypothesis while the mean and standard deviation were

employed to analyze the data gathered in respect of six research questions and t-test technique for testing the formulated null hypothesis at 0.05 level of significance. The study revealed that entrepreneurship education as a general studies course is adequately offered and that the objectives are goal oriented and achievable but facilities and equipment are grossly inadequate for effective teaching/learning. More so, lecture method was the most employed teaching method but had low level of motivation resulting from lack of practical training opportunities. Arising from the findings, they recommended that adequate facilities/materials should be provided to expose students to practical opportunities and that they should equally be expose to varying teaching methods to enhance learning. The study reviewed identified deficiencies in entrepreneurship education. Nevertheless, it covered only the Department of Vocational and Technical Education in the University of Benin, an institution in south-south zone of Nigeria while the present study covered entrepreneurship education and development in Nigeria tertiary institutions: challenges and prospects.

Anyamene, Anyachebelu, Nwokolo and Izuchi, (2010) carried out study on strategies for promoting entrepreneurship education among undergraduates: The perception of counsellors in South East of Nigeria. They adopted the survey design to carry out the study on a population of one hundred and fourteen (114) counsellors from the nine (9) universities in South East Nigeria. They used a 29-item structured questionnaire to gather data while two research questions and two hypotheses each guided the study. The data gathered were analyzed using simple mean, standard deviation and Z- test statistics was adopted in testing the formulated hypotheses. The findings revealed that government financial support, training and mentoring students through effective programmes, seminars, workshop, enlightenment campaigns, exposing them to job hunting skills, information, guidance workshop and seminars among others are crucial for entrepreneurship education success and survival. It was recommended that counsellors should organize regular workshops and seminars on entrepreneurship education. More so, teachers should be vigorous in their training techniques and government should provide all the necessary supports in entrepreneurship education. The study emphasized strategies to promoting entrepreneurship education but the current study is on entrepreneurship education and development in Nigeria tertiary institutions: challenges and prospects.

Ezemoyih and Nwaiwu, (2011) carried out study on strategies for effective teaching of entrepreneurship education in tertiary institutions in Imo and Anambra States. They adopted the survey design on a population of two hundred and ten (210) teachers teaching entrepreneurship course. They used 14-item structured questionnaire to gather data. One research question and one hypothesis guided the study. The data collected were analyzed using mean and standard deviation and the hypothesis was tested using the t-test technique at 0.05 level of significance. The findings revealed that appropriate organization of learning and materials will

guarantee effective teaching in entrepreneurship course in tertiary institutions. The study recommended that frequent seminars, workshops and conferences and in-service training should be organized by authorities to improve the teaching of entrepreneurship education. The study reviewed looked at the strategies for effective teaching of entrepreneurship course which is an aspect of entrepreneurship education but the current study took a holistic approach to determine the entrepreneurship education and development in Nigeria tertiary institutions: challenges and prospects.

Conclusion

The clarion call to revitalize the Nigerian work-force became imperative due to the increasing rate of unemployment and training the youths in entrepreneurship education and development was recognized as a viable option. Adequate time and resources should be provided to enable lecturers effectively deliver the course contents. Therefore, the training should not theory-base only at the expense of practical training and lecturers should shift from the use of conventional lecture method of delivering the course contents too practically-oriented teaching method. Since the lecturers face numerous challenges to effectively deliver the course contents using limited time and resources for the teeming students' population it becomes imperative to employ strategies that could enhance their effectiveness in instructional delivering exercise. The study provided an insight of entrepreneurship education and development in Nigerian tertiary institutions, challenges and prospects. It is an index to the problems and prospects of sustaining the course in the various institutions in Nigeria in order to attain the overall set objectives. Self-employment among graduates could help to reduce societal problems such as burglaries, armed robbery, aggression, frustration, occultism, prostitutions, political thugs, hoodlums, unknown gun men, drug addiction and insecurity. Therefore, Nigerians must not relent in their paddles to continuously search for better means to enhance entrepreneurship education in our tertiary institutions since it has been highly acknowledged to generate employment for young school graduates and to rejuvenate the economy now and in the future

Recommendations

Entrepreneurship education is the key driver to shaping the entrepreneurship environment which will bring about national development. Against this background, the following recommendations are proffered.

1. The entrepreneurial educational policy of the federal government of Nigeria should be strictly and practically embraced. There should be commitment, accountability and integrity on the part of the policy makers, implementers and other stake holders in education to ensure that this is not another lofty idea on paper. This will involve the development of a viable curriculum for entrepreneurship education, which is practical in

approach at all levels of education. This should also be supported with adequate funding from the government.

2. There should be the establishment of entrepreneurship institutes in academic institutions and adoption of public private partnership to sustain such centres. This will encourage school-based enterprises where students will identify their potentials and begin to ravage the opportunities in it for themselves.
3. There should be the creation of friendly business environments for entrepreneurs in order to encourage graduates to discover their business potentials, key into it to create wealth.
4. The government should ensure adequate provision of material resources that could facilitate effective teaching and learning of the course considering its significance to address the unemployment challenges facing young tertiary school graduates.
5. Authorities of tertiary institutions should make conscious efforts to engage in a synergetic and symbiotic relationship with industries to ensure students effective practical training particularly those industries within their immediate locality and environs whether formal or informal.
6. Lecturers should endeavour to make conscious efforts to engage in collegiality that could remove sentiment; break the barrier of privacy and isolation in their teaching career. This could enable them have professional dialogue and solve teaching problems collaboratively that would have lowered their attrition rate with maximum cooperation and ensure their effectiveness in instructional delivering.
7. Authorities of tertiary institutions should establish a well-organized follow-up service programme which is guidance oriented to keep track record of students and get feedback information that could help to enrich the course content and its delivering practice.
8. Authorities of tertiary institutions should endeavour to make serious and conscious effort to ensure consistent internal monitoring and evaluation of the course delivering in order to provide immediate redemptive measure to observe deficiencies to ensure quality assurance.

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