



**MANAGERIAL STRATEGIES, LECTURERS' ACADEMIC ROLE PERFORMANCE
AND STUDENTS' POTENTIALS DEVELOPMENT IN ENTREPRENEURSHIP
EDUCATION IN FEDERAL UNIVERSITIES IN NORTH CENTRAL, NIGERIA**

By

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ABSTRACT

The study investigated managerial strategies, lecturers' academic role performance and students' potentials development in entrepreneurship education in Federal Universities in North Central, Nigeria. Nine research objectives, nine research questions, and nine null hypotheses were raised to guide the study at 0.05 level of significance. Literatures related to this study were reviewed under conceptual framework. Correlational survey research design was adopted by the researcher and the population was 2,441, comprising 7 Universities Heads of Departments, 168 lecturers and 2,273 students from seven Federal Universities in North Central States, Nigeria. A sample size of 373 students and 60 lecturers were used for the study. The researcher developed three instruments for data collection which were structured by the researcher. They included: Managerial Strategies for Student Potential Development in Entrepreneurship Education Questionnaire (MSSPDEEQ). Lecturers' Academic Role Performance (LARP) and Students' Potential Development in Entrepreneurship Education Questionnaire (SPDEEQ). Data collected were analyzed using mean scores, standard deviation and the hypotheses were tested at 0.05 level of significant using simple linear regressions statistics. Findings from the study showed that management adopted effective curriculum development strategies for students' potentials development in entrepreneurship education to a high extent in Federal Universities in North Central, Nigeria. Management used institutional framework strategy to a high extent for students' potentials development in Entrepreneurship Education in Universities in North Central, Nigeria, Management adopted resource allocation managerial strategy to a high extent for students' potentials development in



Entrepreneurship Education in Federal Universities in North Central, Nigeria, Management used student support service managerial strategy to a high extent for students' potentials development in entrepreneurship education in Federal Universities in North Central, Nigeria, Management adopted monitoring and evaluation managerial strategy to a high extent for students' potentials development in entrepreneurship education in Federal Universities in North Central, Nigeria, Management adopted digital infrastructural managerial strategy to a high extent for students' potentials development in entrepreneurship education in Federal universities in North Central, Nigeria. The researcher recommended that based on the study findings, management should continue to adopt effective curriculum development strategy to develop student potentials in entrepreneurship education in Federal Universities in North Central, Nigeria. Management should also continue to use institutional framework strategy to develop= student potentials in entrepreneurship education in Federal Universities in North Central, Nigeria etcetera. The researcher concluded based on the study findings that management should adopt all the managerial strategies for student potentials development in entrepreneurship education in Federal Universities in North Central, Nigeria. It was also concluded that lecturers' academic role performance was in high extent for student potentials development in Entrepreneurship Education. Student potentials development in entrepreneurship education was concluded to be in high extent in Federal Universities in North Central, Nigeria.

Keywords: Managerial Strategies; Lecturers' Academic Role Performance; Students' Potential Development; Entrepreneurship Education

1.0 Introduction

The 21st-century global economy is knowledge-driven and innovation-led, placing Universities at the centre of human capital development and socio-economic transformation. In developing nations like Nigeria, higher education is increasingly expected not only to produce graduates with academic knowledge but also to nurture entrepreneurial mindsets and practical skills capable of addressing unemployment, underemployment, and poverty (Adebayo & Kolawole, 2021). This reality has compelled governments, policymakers, and academic institutions to integrate entrepreneurship education into University Curricula as a deliberate strategy for equipping students with self-reliance competencies.

In Nigeria, the introduction of Entrepreneurship Education (EEd) as a compulsory course in all tertiary institutions in 2006 by the National Universities Commission (NUC) was in response to the alarming youth unemployment rate and the perceived disconnect between university training



and labour market demands (NUC, 2006; Olorundare & Kayode, 2014). The policy aimed to stimulate students' creativity, innovation, risk-taking ability, and business start-up skills before graduation. However, nearly two decades after this policy implementation, concerns persist about the adequacy of managerial strategies adopted by universities to institutionalize EEd effectively, the performance of lecturers in delivering it, and the actual level of entrepreneurial skills students acquire.

Managerial strategies refer to the deliberate administrative, organizational, and pedagogical approaches university management adopts to ensure effective planning, implementation, and evaluation of entrepreneurship programmes. In well-performing systems, such strategies include adequate funding, recruitment of qualified entrepreneurship educators, provision of incubation centres, industry partnerships, curriculum review, and continuous lecturer training (Oborah, 2020). In the North Central zone of Nigeria, which includes states such as Benue, Kogi, Kwara, Nasarawa, Niger, and Plateau, the effectiveness of these managerial strategies varies widely due to disparities in institutional resources, leadership commitment, and external economic realities. Weak managerial strategies often lead to inadequate teaching infrastructure, poorly contextualized curricula, and insufficient experiential learning opportunities factors that limit the intended outcomes of entrepreneurship education.

Lecturers are pivotal in translating institutional goals for entrepreneurship education into tangible learning outcomes. Their academic role performance encompasses course preparation, delivery using innovative pedagogies, mentoring, student assessment, and research activities that feed into entrepreneurial knowledge development. In the context of entrepreneurship education, this role extends beyond classroom teaching to include fostering creativity, guiding business plan development, linking students with industry, and modelling entrepreneurial behaviour (Okoli & Igbokwe, 2022). However, in many Federal Nigerian universities, especially in the North Central zone, lecturers face constraints such as high teaching loads, limited access to training in modern entrepreneurship pedagogy, inadequate teaching aids, and weak motivation systems factors that may affect their effectiveness.

Moreover, the ultimate test of entrepreneurship education lies in the extent to which it equips students with employable and self-reliance skills. These skills ranging from opportunity recognition, business planning, problem-solving, and financial literacy to digital competencies are essential for graduates to thrive in today's competitive economy. In Nigeria, graduate unemployment rates have remained high despite widespread entrepreneurship education, raising questions about the quality and depth of students' skills acquisition. In the North Central region, socio-economic challenges such as low industrial presence, limited start-up funding, and political instability in some areas seemed to further limit students' opportunities to practice and refine entrepreneurial skills before and after graduation.



The North Central zone is socio-economically diverse, with agricultural potential, mineral resources, and emerging small-scale industries. Universities in the region, both federal and state-owned play a crucial role in human capital development. However, the region also faces developmental challenges, including infrastructural deficits, frequent industrial disputes in the education sector, and security concerns. These factors influence the managerial capacity of universities, lecturers' work conditions, and students' exposure to practical entrepreneurship experiences.

Despite the policy push for entrepreneurship education, the persistent gap between graduates' skills and labour market demands suggests that managerial strategies in many universities may be insufficient or poorly implemented. Where managerial structures are weak, lecturers may not receive adequate support to perform optimally, thereby limiting students' skill development. Empirical investigations in Nigeria (e.g., Okojie, 2019; Ajayi, 2021) have shown that while students often gain theoretical exposure to entrepreneurship, they lack the practical competencies to start and sustain businesses post-graduation. This situation calls for an indepth study of how managerial strategies and lecturers' academic role performance jointly influence students' entrepreneurial skills acquisition, particularly in the North Central zone where resource and policy constraints are acute, hence the urge to investigate the extent

Managerial strategies for entrepreneurship education and Lecturers' academic role performance relate with Students' skills development in entrepreneurship education in Federal Universities in North central Nigeria.

1.2 Purpose of the Study

The main purpose of this study was to investigate the relationship between managerial strategies, Lecturers' academic role performance, and Students' potentials development in entrepreneurship education in Federal Universities in North Central States of Nigeria.

Specifically, the objectives of the study were to:

- i) examine the extent to which management adopts effective curriculum development strategy for students' potentials development in entrepreneurship education in Federal Universities in North Central, Nigeria;
- ii) assess the extent to which management uses institutional framework strategy for students' potentials development in entrepreneurship education in Federal Universities in North Central, Nigeria;
- iii) examine the extent to which management adopts resource allocation strategy for students' potentials development in entrepreneurship in Federal Universities in North Central, Nigeria;



iv) find out the extent to which management uses students support service strategy for students' potentials development in entrepreneurship education in Federal Universities in North central, Nigeria;

1.3 Research Questions

The following research questions were raised to guide the study;

1. To what extent do management adopt effective curriculum development strategy for students' potentials development in entrepreneurship education in Federal Universities in North Central, Nigeria?2. To what extent does management use institutional framework strategy for students' potentials development in entrepreneurship education in Federal Universities in North

Central, Nigeria?

3. To what extent does management adopt resource allocation strategy for students' potentials development in entrepreneurship education in Federal Universities in North

Central, Nigeria?

4. To what extent does management use student support service strategy for students' potentials development in entrepreneurship education in Federal Universities in North

Central, Nigeria?

1.4 Hypotheses

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

Ho1: There is no significant relationship between management adoption of effective curriculum development strategy and students' potentials development in entrepreneurship education in Federal Universities in North Central, Nigeria.

Ho2: There is no significant relationship between management adoption of institutional framework strategy and students' potentials development in entrepreneurship education in Federal Universities in North Central, Nigeria.

Ho3: There is no significant relationship between management adoption of resource allocation strategy and students' potentials development in entrepreneurship education

in Federal Universities in North Central, Nigeria.

Ho4: There is no significant relationship between management adoption of student support service strategy and students' potentials development in entrepreneurship education in

Federal Universities in North Central, Nigeria.



2.0 Method

Research Design

This study employed a descriptive survey and correlational research design. The use of these research designs was justified in this study as it provided a comprehensive understanding of managerial strategies, lecturer' academic role performance and students 'potentials development in entrepreneurship education in Federal Universities in North Central, Nigeria. The research designs also shaded light on the relationships between the variables. These designs were suitable because the researcher collected and described the characteristics or facts about the population under study. The survey design offered the research subjects the opportunity to express their opinions based on their experiences. The researcher collected data from the sample drawn from the population in order to draw inferences. The design is also suitable for the study because the study investigated more than one variable. The survey design provided a clearer picture of trends within the population of study. The designs allowed the researcher to generalize findings and made informed decisions. Similarly, the designs were used to study changes over time and served as the foundation for more in-depth studies during the course of the research.

Population of the Study

The total population of the study was 2441 which comprised of 168 Lecturers and 2,273 students from Seven Federal Universities in the North Central, Nigeria namely; Joseph Sarwuan Tarka University, Makurdi, Federal University Lafia, Lafia, Federal University of Technology, Minna, University of Abuja, Abuja, Federal University Lokoja, Lokoja, University of Ilorin, Ilorin, University of Jos, Jos. The reason for using 400 level students for the study is because the students have a good understanding of Entrepreneurship Education. The final year students have stayed long and have acquired enough experience from the University. They are not either being freshly introduced in to the course and they are matured enough to face the challenges of research work and academic activities, hence the researcher found them suitable as subjects for the study.

3.4 Sample Size and Sampling Procedures

The sample size for this study was 373 students and 60 lecturers. A multistage sampling procedure was employed to determine the sample size. First, the proportionate random sampling technique was used to select three States: Secondly, balloting was used to select one department in each of the Universities selected, namely Joseph Sarwuan Tarka University Makurdi, Benue State; Federal University Lafia, Nasarawa State; and Federal University of Technology Minna. Thirdly, the researcher employed Taro Yamane's formula of 35% to sample of 373 students from the three universities' departments. And 60 lecturers for the study. A sample of 373 students was selected for the study.



Instrumentation

The study adopted three researcher designed instruments for data collection.

(1) Managerial Strategies Questionnaire (MSQ) for students' responses. (2) Lecturers' Academic Role Performance Questionnaire (LARPQ) for HODs responses. (3) Students' Potentials Development Questionnaire (SPDQ) for students' responses.

The managerial strategies questionnaire was divided into three sections. Section A was divided into seven parts. Part 1 elicit information on managerial strategies for entrepreneurship education available for students in the universities. Section B was on Lecturers academic role performance for implementation entrepreneurship education. Section C was on the level of students' entrepreneurial potentials development. The instruments had responses High Extent (HE) 4points, Moderate Extent (ME) 3 points, Low Extent (LE) 2 points, Very Low Extent (VLE) 1 point was used for managerial strategies. While High Level (HL) 4 points, Moderate Level (ML) 3 points, Low Level (LL) 2 points, Very Low Level (VLL) 1 point was the responses for Lecturers academic role performance and Students potentials Development respectively.

Validity and Reliability of Instruments

The instrument was subjected to face and content validation by presenting them to two senior Lecturers in the Faculty of Education, University of Abuja. The experts' advice was sought in terms of content relevance, scope of coverage, ambiguity and vagueness of expression.

In addition, they checked for the appropriateness of the instructional packages designed for the study. Corrections and suggestion were made by these experts and compiled. Items considered ambiguous were re-structured, while those that were not relevant were eliminated based on the experts' advice. After this review, the corrected items were used in the pilot testing.

For the reliability of the instruments, a pilot test was conducted using 30 Lecturers of Federal University Lokoja, who were not included in the sample for the main study. Split half method was used to analyze their responses. Their responses were collated and analyzed using Pearson Product Movement Correlation (PPMC) statistics to determine its reliability. The reliability index of 0.91 and 0.83 was obtained for Managerial strategies Questionnaire, Lecturers' academic role performance Questionnaire and Students' potentials development Questionnaire respectively using Persons Product Moment Correlation Coefficient. Olaiya (2007) posited that a reliability coefficient of 0.50 and 0.60 is appropriate for the Pilot Test.

Data Collection Procedure

The Head of Department Administration and Planning, Faculty of Education gave Letters of Introduction of the researcher to the Three Universities – Joseph Sarwan Tarka Federal University, Benue State, Federal University Lafia, Nassarawa State and Federal University of Technology



Minna, Niger State. The Instruments were administered by the researcher with the help of four (4) research assistants. Permission was sought from the Heads of the identified departments in the four universities. The researcher assistants were trained for the period of two days on how to administer the instruments. The researcher with the assistants visited the Universities Departments to administer the Instruments. Completed copies of the instruments were retrieved within an interval of one Week.

Method of Data Analysis

The data obtained from the study were analysed using descriptive and inferential statistics. Mean and standard deviation and percentages were used to answer the research questions. The bench mark for this was 2.50 ($4+3+2+1=10/4=2.50$). Linear regression was used for testing the null hypotheses. The decision to use regression analysis for this study was because it helped the researcher to know whether or not there was significant relationship between the variables in the study. The decision rule was: any related item with a calculated value less than a table value at 0.05 was regarded as significant while any calculated value more than a table value at 0.05 was considered as not significant.

3.0 Data Analysis and Results

The information on data analysis and results are shown on the tables as follows on corresponding pages:

Answers to Research Questions

Research Question One: To what extent does management adopt effective curriculum development strategy for students' potentials development in entrepreneurship education in Federal Universities in North Central, Nigeria?

**Table 1: To What Extent Does Management Adopt Effective Curriculum Development strategy for students' potentials development in Entrepreneurship Education.**

N=373

| S/ N | STATEMENT | HE E | M E | LE E | VL E | Mea n | Std Dev | Remarks |
|---|---|---------|--------|---------|---------|----------|------------|-------------|
| A CURRICULUM DEVELOPMENT AND IMPLEMENTATION: RELEVANCE AND CONTENT | | | | | | | | |
| | | | | | | | | |
| 1 | The entrepreneurship curriculum is relevant to the needs of students and the industry. | 91 | 36 | 54 | 0 | 3.20 | 0.87 | High extent |
| 2 | The curriculum incorporated covers essential topics and skills required for entrepreneurship, such as business planning and financial management. | 90 | 72 | 19 | | 2.61 | 0.67 | High Extent |
| 3 | The curriculum is effective in developing students entrepreneurial knowledge and skills | 10 0 | 54 | 19 | 0 | 3.30 | 0.96 | High Extent |
| 4 | Students are able to apply theoretical concept to study practical entrepreneurial problems | 13 6 | 36 | 9 | 0 | 3.34 | 0.92 | High Extent |
| 5 | The curriculum incorporates interdisciplinary approaches, combining entrepreneurship with other fields. | 55 | 90 | 9 | 27 | 2.96 | 0.98 | High Extent |
| 6 | Students are exposed to diverse perspectives and ideas from various disciplines. | 99 | 55 | 18 | 9 | 3.35 | 0.85 | High Extent |
| 7 | The curriculum is flexible and adaptable to changing industry needs and trends. | 9 | 54 | 10 9 | 9 | 2.35 | 0.64 | Low Extent |
| 8 | The curriculum allows for innovation and creativity in entrepreneurship education. | 45 | 118 | 9 | 9 | 3.10 | 0.70 | High extent |



| | | | | | | | | |
|---|---|----|-----|----|---|-------------|-------------|--------------------|
| 9 | The curriculum includes effective assessment and evaluation methods to measure students' learning outcomes. | 54 | 54 | 63 | 9 | 2.85 | 0.91 | High |
| 10 | Students receive constructive feedback on their entrepreneurial projects, ideas ,progress and programme. | 9 | 36 | 11 | 0 | 2.00 | 0.70 | Low extent |
| 11 | Students are encouraged to think creatively and develop entrepreneurial mind-set such that they start their own businesses as part of the curriculum. | 18 | 163 | 0 | 0 | 2.10 | 0.30 | Low extent |
| 12 | The curriculum incorporates innovative teaching methods such as experiential learning and project-based learning in entrepreneurship courses. | 36 | 108 | 28 | 9 | 2.94 | 0.74 | High extent |
| Cluster Mean/ Standard Deviation | | | | | | 2.84 | 0.82 | High Extent |

Table 1 shows the extent to which management adopt effective curriculum development strategy for students' potential development in entrepreneurship education in Universities in North Central Nigeria. An overview of results showed that the mean values are high. The cluster mean value is 2.84. This value is above the benchmark value of 2.50 for a 4-point likert scaled questionnaire. Hence, management adopt effective curriculum development strategy to a high extent for students' potential development in entrepreneurship education in Universities in North Central States, Nigeria.



Research Question Two: To what extent does management use institutional framework strategy for students' potentials development in entrepreneurship education in Federal Universities in North Central, Nigeria?

Table 2: Mean and Standard Deviation on Extent to Which Management Use Institutional Framework Strategy for Students' Potentials Development in Entrepreneurship Education

N=373

| | STATEMENT | HE | ME | LE | VL | Mea | Std | Remark |
|---|---|-----|-----|----|----|------|------|-------------|
| | | | | | | E | n | Dev |
| B INSTITUTIONAL FRAMEWORK FOR ENTREPRENEURSHIP EDUCATION | | | | | | | | |
| 13 | The university's leadership provides strong support for entrepreneurship education. | 54 | 45 | 64 | 18 | 2.25 | 0.99 | Low extent |
| 14 | Students are able to apply theoretical concept to study practical entrepreneurial problems | 36 | 45 | 64 | 36 | 2.45 | 1.02 | Low extent |
| 15 | The university provides sufficient resources and funding for entrepreneurship education. | 27 | 100 | 54 | 0 | 1.85 | 0.65 | Low extent |
| 16 | There are adequate facilities and infrastructure to support entrepreneurship education. | 91 | 36 | 54 | 0 | 3.20 | 1.17 | High extent |
| 17 | The university's policies and regulations support entrepreneurship education and innovation. | 19 | 72 | 90 | 0 | 2.61 | 0.67 | High extent |
| 18 | Intellectual property rights are protected and supported. | 100 | 54 | 9 | 18 | 3.30 | 0.96 | High extent |
| 19 | The university has strong partnerships with industry and entrepreneurs to support entrepreneurship education. | 130 | 36 | 90 | 0 | 2.61 | 0.67 | High extent |



| | | | | | | | | |
|---|---|-----|----|----|----|-------------|-------------|--------------------|
| 20 | Industry partners are involved in curriculum development and teaching. | 55 | 90 | 9 | 27 | 2.96 | 0.98 | High extent |
| 21 | The university has a functional incubation and acceleration program to support student startups. | 91 | 36 | 54 | 0 | 3.20 | 0.87 | High extent |
| 22 | Students have access to mentorship, networking, and funding opportunities. | 19 | 72 | 90 | 0 | 2.61 | 0.67 | High extent |
| 23 | The university regularly monitors and evaluates the effectiveness of its entrepreneurship education programs. | 100 | 54 | 9 | 18 | 3.30 | 0.96 | High extent |
| 24 | Feedback from stakeholders is used to improve entrepreneurship education. | 136 | 36 | 90 | 0 | 2.61 | 0.67 | High extent |
| Cluster mean/ Standard Deviation | | | | | | 2.75 | 0.86 | High Extent |

Table 2 shows the extent to which management use institutional framework strategy for students' potential development in entrepreneurship education in Universities in North Central Nigeria. The results showed that most of the mean values based on the responses of respondents are high. The cluster mean value is 2.75. This value is above the benchmark value of 2.50 for a 4-point rating scaled questionnaire. Hence, management adopt use institutional framework strategy for students' potential development in entrepreneurship education to a high extent in Universities in North Central Nigeria.

Research Question Three: To what extent does management adopt resource allocation strategy for students' potentials development in entrepreneurship education in Universities in North Central Nigeria?

Table 3: Mean and Standard Deviation on Extent to which Management Adopt Resource Allocation Strategy for Students' Potentials Development in Entrepreneurship Education

N=373

| | STATEMENT | HE | M | LE | VL | Mea | Std | Remark |
|---|--|-----|----|-----|----|------|------|-------------|
| | | E | E | E | n | Dev | s | |
| C RESOURCE ALLOCATION FOR ENTREPRENEURSHIP EDUCATION | | | | | | | | |
| 25 | The university allocates sufficient funds to support entrepreneurship education initiatives. | 55 | 90 | 9 | 27 | 2.96 | 0.98 | High extent |
| 26 | Funding is available for entrepreneurship-related projects and activities. | 99 | 55 | 18 | 9 | 3.35 | 0.85 | High extent |
| 27 | The university has appropriate number of qualified faculty and staff to support entrepreneurship education. | 9 | 54 | 109 | 0 | 2.35 | 0.85 | Low extent |
| 28 | Faculty and staff receive adequate training and support to teach entrepreneurship courses. | 91 | 30 | 540 | 0 | 2.35 | 0.65 | Low extent |
| 29 | The university has adequate infrastructure (e.g., classrooms, labs, incubators) to support entrepreneurship education. | 19 | 72 | 90 | 0 | 2.61 | 0.67 | High extent |
| 30 | Students have access to necessary resources and equipment to develop entrepreneurial skills. | 100 | 54 | 9 | 18 | 3.30 | 0.96 | High extent |
| 31 | The university provides access to relevant technology and tools to support entrepreneurship education. | 91 | 72 | 90 | 0 | 2.61 | 0.67 | High extent |
| 32 | Students have access to software, hardware, and other tools necessary for entrepreneurial projects. | 19 | 72 | 90 | 0 | 2.61 | 0.61 | High extent |



| | | | | | | | | |
|---|--|-----|----|----|----|------|--------------------|---------------|
| 33 | The university allocates resources to support networking and partnerships with industry and entrepreneurs. | 100 | 54 | 9 | 18 | 3.30 | 0.96 | High extent |
| 34 | Students have opportunities to connect with entrepreneurs, investors, and industry experts. | 136 | 36 | 9 | 0 | 3.70 | 0.56 | High extent s |
| 35 | The resource allocation process for entrepreneurship education is transparent and fair. | 55 | 90 | 9 | 27 | 2.96 | 0.65 | High extent |
| 36 | Resources are allocated based on clear criteria and priorities. | 99 | 55 | 18 | 9s | 3.35 | 0.85 | High extent |
| Cluster mean/ Standard Deviation | | | | | | | 2.95 | 0.77 |
| | | | | | | | High Extent | |

Table 3 shows the extent to which the use of institutional framework strategy for management adopt resource allocation strategy for students' potential development in entrepreneurship education in Universities in North Central Nigeria. The results showed that most of the mean values based on the responses of respondents are high. The average mean value is 2.95. This value is above the benchmark value of 2.50 for a 4-point likert scaled questionnaire. Hence, management adopt resource allocation strategy for students' potential development in entrepreneurship education to a high extent in Universities in North Central Nigeria.

Research Question Four: To what extent does management use student support service strategy for students' potentials development in Entrepreneurship Education in Federal Universities in North Central, Nigeria?

**Table 4: Mean and Standard Deviation on Extent to which Management Use Student Support Service Strategy for Students' Potentials Development in Entrepreneurship Education**

N=373

| | STATEMENT | HE | ME | LE | VL | Mea | Std | Remark |
|---|--|-----------|-----------|-----------|-----------|------------|------------|---------------|
| | | E | n | Dev | s | | | |
| D STUDENTS' SUPPORT SERVICES IN ENTREPRENEURSHIP EDUCATION | | | | | | | | |
| 37 | Students have access to experienced mentors who can provide guidance on entrepreneurial ventures. | 9 | 54 | 109 | 9 | 2.35 | 0.65 | Low extent |
| 38 | Mentors provide valuable feedback and support to students' entrepreneurial projects. | 45 | 118 | 9 | 9 | 3.10 | 0.70 | High extent |
| 39 | The university provides incubation and acceleration services to support student startups. | 54 | 55 | 63 | 9 | 2.85 | 0.91 | High extent |
| 40 | Students have access to resources and facilities to develop and launch their startups. | 9 | 36 | 118 | 8 | 2.20 | 0.68 | High extent |
| 41 | Students have access to funding opportunities and financial support for their entrepreneurial ventures. | 18 | 163 | 0 | 0 | 2.10 | 0.30 | High extent |
| 42 | The university provides resources and guidance on fundraising and financial management. | 36 | 108 | 28 | 9 | 2.94 | 0.74 | High extent |
| 43 | The university provides opportunities for students to network with entrepreneurs, investors, and industry experts. | 54 | 45 | 64 | 18 | 2.25 | 0.99 | High extent |
| 44 | Students can attend events and conferences that support entrepreneurial growth. | 36 | 45 | 64 | 36 | 2.45 | 1.02 | Low extent |

| | | | | | | | | |
|---|--|-----|-----|----|---|-------------|-------------|--------------------|
| 45 | The university provides career guidance and counseling to support students' entrepreneurial aspirations. | 27 | 188 | 54 | 0 | 1.85 | 0.65 | High extent |
| 46 | Students receive support in developing entrepreneurial skills and competencies. | 91 | 36 | 54 | 0 | 3.20 | 0.87 | High extent |
| 47 | Support services are easily accessible and convenient for students. | 19 | 72 | 90 | 0 | 2.61 | 0.67 | High extent |
| 48 | Support services are effective in helping students achieve their entrepreneurial goals. | 100 | 518 | 9 | 0 | 3.30 | 0.96 | High extent |
| Cluster mean/ Standard Deviation | | | | | | 2.60 | 0.76 | High Extent |

Table 4 shows the extent to which management use students' support services strategy for students' potential development in entrepreneurship education in Universities in North Central Nigeria. The results showed that most of the mean values based on the responses of respondents are high. The average mean value is 2.60. This value is above the benchmark value of 2.50 for a 4-point scaled questionnaire. Hence, management use students' support services strategy for students' potential development in entrepreneurship education to a high extent in Universities in North Central Nigeria.

3.0 Discussion of Findings

Research Question One revealed that the management adopted effective curriculum development strategy for entrepreneurship education in Universities in North Central States of Nigeria. Findings on hypothesis 1 showed there is significant relationship between management adoption of effective curriculum development strategy and entrepreneurship education in Universities in North Central States of Nigeria.

The study by Dawet, Damar, Goyit and Kajang (2019) carried out an evaluation of the implementation of undergraduate general studies entrepreneurship curriculum in Federal

Universities in North-Central Geo-Political Zone, Nigeria. The findings revealed that the implementation of the curriculum on GST studies in entrepreneurship had low impact on the entrepreneurship education programme. According to Byers (2014), integrating entrepreneurship education tactics into the curriculum is one of the most important parts of their adoptions in higher education. University curricula now include entrepreneurship education with the goal of giving graduates the tools they need to effectively contribute to society and reduce unemployment.



Research Question Two indicated that management used institutional framework strategy to a high extent for entrepreneurship education in universities in North Central States of Nigeria.

Findings on hypothesis two showed that there was significant relationship between management use of institutional framework strategy and entrepreneurship education in

Universities in North Central Nigeria. Findings of the study was in corroboration with those of Wey-Amaewhule, Epelle and Pamogho (2024) which investigated management strategies for promoting entrepreneurship education for job creation among undergraduate students in Rivers

State University in post Covid-19 era. Findings from the study indicated that management strategies significantly promoted the use of institutional framework such as university's leadership providing strong support, students applying theoretical concept to study practical entrepreneurial problems, providing of sufficient resources and fund etcetera for entrepreneurship education for job creation among undergraduate students in Rivers State University in post Covid-19 era. Furthermore, Ubogu (2023) posited that the implementation of entrepreneurship education in Nigerian higher education has made great strides in institutional initiatives and government policies. According to Shitu, Sunday, and Kehinde (2020), the majority of post-secondary institutions set up a coordinating center for entrepreneurship education to assist students' training and growth in order to guarantee the comprehensive implementation of entrepreneurship education.

Research Question Three revealed that management adopted resource allocation strategy to a high extent for entrepreneurship education in Universities in North Central States of Nigeria. Hypothesis three indicated that there was a significant relationship between management adoption of resource allocation strategy and entrepreneurship education in Universities in North Central States of Nigeria. The present study corroborated with the study of Praawanti and Harsono (2025) who emphasized that entrepreneurship education must be treated as a strategic area investment hence resource allocation should be guided by measurable objectives and performance indicators. This to the researchers indicated setting budget for lecturers' training, students' funding, incubation facilities and periodic evaluation studies. The researchers also maintained that strategic resource allocation can ensure that universities financial inputs can be translated into tangible educational outcomes. Onnoghen (2020) observed that many universities struggle to provide adequate resources and facilities for entrepreneurship training due to underfunding, thereby limiting the effectiveness of the programmes. In order to reduce the risk of entrepreneurial failure in resource allocation, encouraging students to pursue entrepreneurship, financial literacy becomes crucial in Umoh, Ekpo, Effiong, and Asangausung, (2023).

Proficiency in financial management is essential for enhancing students' employability abilities. Employability skills are the fundamental transferrable abilities required for almost every job. Akyol (2012) asserted that financial management is best taught through participatory learning



strategy that provides opportunities for work experience. Students' leadership, critical thinking, and collaborative skills are enhanced by this variety of learning opportunities (Dania, Bakar and Mohamed, 2014).

Research question four revealed that management used students support service strategy to a high extent for entrepreneurship education in Universities in North Central States of Nigeria. Hypothesis four showed that there was a significant relationship between management use of student support services strategy and entrepreneurship education in Universities in North Central States of Nigeria. Usman & Abubakar (2022) advised that students should engage in supportive services in career counselling, mentoring, psychological support and coaching mechanisms to reduce entrepreneurial anxiety and failure. Eze & Nwankwo (2020) affirmed that students could be supported through mentoring funding schemes competitions that offer students practical opportunities to test their ideas.

4.0 Conclusion and Recommendations

The following findings have been made in this study.

1. Management adopted effective curriculum development managerial strategy for entrepreneurship education to a high extent in Federal universities in North Central States. There was a significant relationship between management adoption of effective curriculum development strategy and students' potential development in entrepreneurship education in Universities in North Central Nigeria.
2. Management used institutional framework managerial strategy to a high extent for students' potentials development in entrepreneurship education in Universities in North Central Nigeria. There was significant relationship between management use institutional framework strategy and students' potential development in entrepreneurship education in universities in North Central States, Nigeria.
3. Management adopted resource allocation managerial strategy to a high extent for students' potentials development in entrepreneurship education in Federal universities in North Central States of Nigeria. There was significant relationship between management adoption of resource allocation strategy and students' potential development in entrepreneurship education in Universities in North Central Nigeria.
4. Management used student support service managerial strategy to a high extent for students' potential development in entrepreneurship education in Federal universities in North Central States of Nigeria. There was significant relationship between management use of student support services strategy and students' potential development in entrepreneurship education in Federal Universities in North Central Nigeria.
5. In line with the findings of this study, the following recommendations were made:



1. An effective curriculum development strategy should be adopted by the management of Federal universities in order to facilitate the effective entrepreneurship education in Universities in North Central States, Nigeria
2. Management restriction to the use of institutional framework strategy should be discarded. Rather, there should be a review of frameworks that will help enhance entrepreneurship education in Universities in North Central Nigeria
3. Adequate manpower and material resources should be deployed by the management of universities in order to facilitate the effectiveness of entrepreneurship education in Universities in North Central, Nigeria.
4. The University management should mobilize student support services such as career support, financial support and counselling in order to improve entrepreneurship education in Universities in North Central, Nigeria. Heads of Departments should ensure they properly monitor and supervise Lecturers towards being committed to lecture plan preparation so that they can effectively deliver lectures.

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