

Students' Perception on the Challenges of Entrepreneurship Education in Producing Self-Reliant Graduates in Anambra State

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Abstract- The study investigated students' perception on the challenges of entrepreneurship education in producing self-reliant graduates in Anambra State. Four purpose and research questions guided the study. A descriptive survey design was adopted. The total population of the study comprised of 1,483-degree science students in the two degree awarding universities in Anambra State. 360 science students were sampled using stratified sampling techniques. 220 science students were used for Nnamdi Azikiwe University, Awka and 140 science students were used Anambra State University, Igbariam. Copies of questionnaire were administered to the respondents by the researchers. Data was analyzed using mean and standard deviation to answer the research questions while t-test was used to test the formulated hypothesis at 0.05 level of significance. The benchmark for the acceptance value is 2.50 and above any item with the mean of 2.50 and above is accepted while the items with the means of 2.49 and below are not accepted. The findings of the study revealed that there are some entrepreneurial competencies needed for producing self-reliant graduates which are business management, communication, financial management, time management, creative thinking, entrepreneur training and also there are some problems that affect the effective teaching and learning of entrepreneurship studies, which include lack of interest in the course, negative attitude of students towards entrepreneur, poor attendance of students to lecture, inadequate facilities and equipment, inadequate exposure of students to practical work and insufficient time allocated to entrepreneurship studies. Finally, the study recommended that

entrepreneurship studies should be introduced at both primary and secondary education level so that a solid foundation would be laid at lower level before tertiary education, government should increase the budget for entrepreneurship education to allow the provision of necessary equipment for teaching in this area and also the students should involve themselves in some entrepreneurial training and skills. In conclusion, it is hoped that government, society and school administrators and lecturers will look into the identified problems with the view to adopting remedies/solutions suggested.

I. INTRODUCTION

The scourge of graduates' unemployment in Nigeria is blamed on the university curriculum which has been geared towards stereotype goals and jobs without adequate practical work. In other words, graduates from our universities, polytechnic and colleges acquire knowledge without entrepreneurial skills which would enable them, on graduation to practice what was learnt in school, create jobs for themselves and others and participate in economic development in Nigeria (Ikoya, 2011).

The growing size of unemployed graduates produced by our tertiary institutions yearly is due to the fact that the training which tertiary students receive has not been fully adequate in equipping them with desirable skills and competencies required for job creation and self-employment. However, the increasing rate of unemployment among graduates has led to high level of corruption in Nigeria (Ekpoh and Aniefok 2011, Ajola 2011 and Nwangwu 2007).

In order to make tertiary institutions functional, relevant and practical, the federal government of Nigeria, through the National University Commission (NUC) made entrepreneurship education compulsory course for all undergraduate students in Nigeria universities. The aim of the policy is to ginger in the students, entrepreneurial spirit that will help to curb the increasing rate of graduate unemployment.

Currently, entrepreneurship education is being offered in all universities and other higher institutions. The introduction of entrepreneurship education. The introduction of entrepreneurship education into the higher institutions' curriculum is an empowerment strategy for graduates' self-reliance and poverty reduction. This will reduce the rate of unemployment if not completely eradicate and move Nigeria from a consumer to producer nation (Okah and Odelola, 2007).

Entrepreneurship education has the capability and efficiency for springing up Economics. In the sense that when many people engage in self-employment, they tend to bring out their skills and put in their best to achieve a certain objective and thus reduce poverty in the nation, thereby increasing and the economy at large. However, entrepreneur is a person who organises and manages any enterprise especially a business with considerable initiative and risk (Nwangwu 2007).

Entrepreneurship promotes employment rather than seeking for an empowerment, quality entrepreneurship education could be used as the tools for fighting the war against poverty and reduce unemployment in Nigeria (Ojeifor, 2013).

According to Akamobi and Madichie (2014), entrepreneurship education should be targeted towards achieving certain objectives which may include:

1. To open and expand new market and explore new source of materials.
2. To produce graduates who will provide job creation wealth and help in upliftment of the country's economy.
3. To lay solid foundation for achieving one of the objectives of millennium development goals, which is poverty alleviation.

4. To provide graduates with enough training in risky management to make uncertainty bearing possible and easy.
5. Economic development. Stakeholders in education have constantly lamented the unfortunate trend in which our tertiary institutions annually turn graduates who roam our streets daily in search of non-existing jobs and they have.

With the increase in number of those who are not gainfully employed or adequately educated in the country, they remain preys as political tools of violence. However, the current administration is also to recognize that the future of the country may vary depending on the economy of its people (the youths), which is possibly the only untapped, ill harnessed, most lucrative resources of the country, if it remains this way in the next ten years putting into consideration the effect of increased poverty, lack of unemployment, poor educational system, it is unpredictable what the result will be.

It was on this premise that the researcher is motivated to find out the challenges of entrepreneurship education in providing self-reliant graduates and the skills students should acquire to empower them for job creation on graduation. The word empowerment as used in the context of this study involves equipping the students; write the knowledge, the competencies that will enable them to function adequately as entrepreneur after graduation and by teaching them relevant skills. It is the recognition of the need to empower youths for self-reliance that has necessitated the inclusion of entrepreneurship education in the higher education curriculum.

Perception means view of a group of people or individual about a subject of concern. This can be viewed as what one sees in a given topic, program or outcome. The topic x-rays the science students' perception on the challenges of entrepreneurship education in producing self-reliant graduates in tertiary institutions in Anambra state.

- Statement of the Problem

Education in Nigeria is devoid of the element critical to averting the surging rate of unemployment in the country. Entrepreneurship education which is sort of intervention programme which was introduced into

Nigeria's tertiary education sub-sector in 2006 to remedy the unemployment challenge, and redirect the attention of our youths or graduates towards job creation by instilling in them relevant entrepreneurial skills that positively grow and develop the economy (Araba 2012, Akarue and Adogboji 2013).

Many graduates seem to be roaming the streets in search of white collar jobs, the rate of poverty, corruption and so many other social vices have become worrisome to the government and very well meaning citizens despite the introduction of entrepreneurship education.

The state of affairs is of great concern to the researcher and if this trend continues, it will have no one in doubt to question the contribution of entrepreneurship education.

Therefore, the problem of the study is to find out the challenges of entrepreneurship education in producing self-reliant graduates.

- Purpose of the Study

The main purpose of the study is to investigate students' perception on the challenges of entrepreneurship education in producing self-reliant graduates in Anambra state. Specifically, the study sought to find out:

- i. The extent to which entrepreneurship education has reduced unemployment in tertiary institutions as perceived by the science students.
- ii. Possible solution to entrepreneurship challenges.
- iii. Challenges of inadequate supply of equipment for skill development constitute challenges to entrepreneurship education.
- iv. Challenges of inadequate practical exposure to entrepreneurship constitutes challenges to entrepreneurship education.

- Significance of the study

The findings of this study will be of immense advantage to the students, most especially science students, graduates of higher institutions, government, employers, curriculum planners and society at large in the following ways:

1. The students (especially science students) will be encouraged to develop interest and positive

attitude in the entrepreneurship education and become more serious in entrepreneurship courses.

2. Graduates will become aware of knowledge, attitude and skills available to be explored in the entrepreneurship education. These will translate into making the graduates to have abilities and skills identifying needs in the environment and earning through the provision of satisfaction of the needs.
3. Government will become equipped in using this information contained in this study in tackling unemployment. This is achievable through the ministry of education in formulation of policies that will encourage this growth and development of small scale enterprise. Government will also be encouraged to increase finding of entrepreneurship education to produce more vibrant job creators, self-employment and employers.
4. Employers will be happy to have workers who are business conscious, who will implement curriculum packages that will equip graduates of schools with entrepreneurial skills upon becoming aware of the implication of this study.
5. Curriculum planners will be oriented on the extent to which entrepreneurship education can reduce unemployment and incorporate it into all levels of education giving it a special impetus in the Nigeria educational curriculum. Curriculum planners shall also be assisted by government in encouraging entrepreneurial related courses that will spur graduates towards starting up their business.
6. Society, due to finding of this study will have lesser numbers of unemployed graduates to take care of. This will translate into increase in manpower supply with capacities for starting up small scale, medium scales and large scale business. It will also lead to reduction in the consequences of unemployment.

- Scope of the study

The study particularly focused on the students' perception on the challenges of entrepreneurship education in producing self-reliant graduates in Anambra state.

- Research Questions

1. What are the perceptions of science students on the use of entrepreneurship education as a tool for reducing unemployment among graduates?

2. At what extent have curriculum contents constituted challenges to entrepreneurship education?
3. What are the challenges to entrepreneurship education caused by inadequate supply of equipment for skill development?
4. What are the challenges to entrepreneurship caused by inadequate practical exposure to entrepreneurship?

- Research Hypothesis

H0¹: There is no significant difference between the mean and responses of federal institution students and state institution students on entrepreneurial competencies needed by the graduates for self-reliance.

H0²: There is no significant difference between the mean responses of federal institution students and state institution students on the problems that affect the effective teaching and learning of entrepreneurship studies.

II. METHODOLOGY

The research procedures adopted by the researcher this study is as follows:

- Research Design

The researcher used survey research design in which a group of people is studied by collecting and analyzing data from only a few people considered to be representative of the entire group.

In sample survey research design, the response drawn from the sample population can be used to infer or make generalization to the whole population (Udegbe and Mbah, 2014).

- Area of the study

The area of the study includes higher institution of study in Anambra state namely: Nnamdi Azikiwe University, Awka and Chukwuemeka Odumegwu Ojukwu University, Igbariam.

- Population of the study

The population of the study consists of all the final year physical science students of Nnamdi Azikiwe

University, Awka and all the final year physical science students of Chukwuemeka Odumegwu Ojukwu University, Igbariam. This amounts to the population of 1,438 students.

- Sample and sampling Technique

The sample population for this study was selected using a proportionate stratified sampling in which students were sampled from each school 220 were sampled from Nnamdi Azikiwe University, Awka, 140 were sampled from Chukwuemeka Odumegwu Ojukwu University, Igbariam and the total sample was 360 students representing about 27% of the entire population.

- Instrument for Data Collection

The instrument for data collection was a structured questionnaire to elicit responses on the challenges of entrepreneurship education in producing self-reliant graduates in in Anambra state.

The researcher used a four scale to quantify these responses and the following keys were provided:

SA	-	Strongly Agree	-	4 points
A	-	Agree	-	3 points
D	-	Disagree	-	2 points
SD	-	Strongly Disagree	-	1 point

- Validation of the Instrument

The draft copies of the questionnaire were given to experts from different departments. Their criticisms and comments were finally used to modify and correct the instrument for quality assurance.

- Method of Data Collection

The researcher administered the questionnaires personally to the respondents in their schools and their various levels (direct delivery technique) to ensure complete return of all questionnaires administered.

Method of Data Analysis

Data collected from the study were analyzed using arithmetic mean, standard deviation and the hypothesis was tested using z-test.

- Decision Rule

Hence, any response having a mean score rating of 2.5 and above is accepted while any response having a mean score rating below 2.5 is rejected.

- Hypothesis Testing
Z-test was used to analyze the hypothesis at alpha level of significance 0.05.

students’ perception on the challenges of entrepreneurial education in producing self-reliant graduates Anambra State.

III. PRESENTATION AND ANALYSIS OF RESULTS

Research Question One: What are the entrepreneurial competencies needed by the science graduates for self-reliance?

This chapter deals with the presentation, analysis and discussion of results of data collected on “science

Table 1: Mean responses of respondents on the entrepreneurial competencies needed by the science graduates for self-reliance

S/N	ITEMS	SA	A	D	SD	N	X	SD	Remark
1	Business management skill/competency	180	144	24	12	360	3.36	0.78	Accepted
2	Communication skill/competency	132	192	24	12	360	3.23	0.73	Accepted
3	Financial management skill/competency	168	132	48	12	360	3.27	0.80	Accepted
4	Time management skill/competency	180	120	48	12	360	3.30	1.1	Accepted
5	Risk management skill/competency	80	60	70	150	360	2.20	1.10	Rejected
6	Organizational skill competency	120	180	48	12	360	3.13	0.78	Accepted
7	Personnel management skill	132	180	36	12	360	3.21	0.71	Accepted
8	Creative thinking	228	84	24	24	360	3.5	0.67	Accepted
9	Opportunity & exploration skills (observation skill)	168	120	36	36	360	3.2	0.95	Accepted
10	Problem identification and problem solving skills	144	180	24	24	360	3.26	0.83	Accepted
11	Motivational skills	168	132	24	24	360	3.2	0.94	Accepted
Grand =3.16; Grand SD = 0.85									

The results presented in the table 4.1 showed that all correspondents agreed on items 1, 2, 3, 4, 6, 7, 8, 9, 10, 11 with mean value of 3.36, 3.23, 3.27, 3.30, 3.13, 3.21, 3.5, 3.12, 3.26 and 3.20 respectively and disagreed on item 5 with a mean of 2.20 which is below 2.5.

Test for Hypothesis

Summary of the table for z-test

Respondents	Mean	SD	N	Significance level	Z-cal	Z-crit	Decison
Federal	3.07	0.88	140	0.05	0.53	1.96	NS
State	3.12	0.85	220				

Decision rule: Since $z\text{-cal} < z\text{-crit}$, the null hypothesis is accepted.

competencies needed by the science education graduates for self-reliance.

Conclusion: There is no significant difference between the mean responses of Federal science students and State science students on the entrepreneurial

Research Question Two: What are the importance of entrepreneurial development to the science graduates?

Table 2: Mean response on the respondent on importance of entrepreneurial development to the education graduates

S/N	ITEMS	SA	A	D	SD	N	X	SD	Remark
12	Entrepreneurial development has been responsible for generating employment opportunities for science education graduates.	156	156	24	24	360	3.23	0.74	Accepted
13	Entrepreneurial development improves the living standard of science education graduates.	144	180	12	24	360	3.23	0.82	Accepted
14	Helps discover and harness talents & areas of interest of science students.	132	132	72	24	360	3.03	0.92	Accepted
15	Science education graduates through their entrepreneurial development have opportunities to make independent decisions.	192	144	12	12	360	3.43	0.73	Accepted
16	Equip science students with skills needed for adaptation in other spheres of life.	168	168	12	12	360	3.37	0.69	Accepted
Grand Mean = 3.26; Grand SD = 0.78									

The results presented in this table of 5 items showed that all correspondents agreed on all the items (items 12, 13, 14, 15 and 16) with mean value of 3.23, 3.23, 3.03, 3.43, 3.37 respectively having a grand mean of 3.26.

Research Question Three: What are the problems that affect the effective teaching and learning of entrepreneurship studies?

Table 3: Mean response on the respondents on the problems that affect the effective teaching and learning of entrepreneurship studies.

S/N	ITEMS	SA	A	D	SD	N	X	SD	Remark
17	Lack of interest in a subject by the science students makes learning to be ineffective, difficult and slow.	180	108	36	36	360	3.20	0.98	Accepted
18	Science students negative attitude and Interest towards entrepreneurship affects effective teaching and learning.	144	180	12	24	360	3.23	0.82	Accepted
19	Poor attendance of students to lectures also affects effective teaching and learning.	156	144	24	36	360	3.16	0.95	Accepted
20	Poor instructional delivery and communication in the classroom affects entrepreneurship studies.	70	70	80	140	360	2.19	1.16	Rejected
21	Inadequate exposure of students to practical work affects entrepreneurship studies.	132	192	24	12	360	3.23	0.73	Accepted
22	Inadequate facilities and equipment affect entrepreneurship studies.	192	120	36	12	360	3.37	0.78	Accepted
23	Inadequate supply of qualified entrepreneurship lecturers affects entrepreneurship studies.	156	180	12	12	360	3.33	0.71	Accepted
24	Insufficient time allocated to entrepreneurship course affects entrepreneurship studies.	156	132	60	12	360	3.20	0.83	Accepted
25	Lack of entrepreneurship centers in schools. affects entrepreneurship studies.	120	180	36	24	360	3.10	0.83	Accepted

26	Inadequate funding of entrepreneurship education affects entrepreneurship studies.	180	120	36	24	360	3.27	0.88	Accepted
Grand Mean = 3.13; Grand SD = 0.867.									

The results presented in this table of ten (10) items showed that all correspondents agreed on items 17, 18, 19, 21, 22, 23, 24, 25 and 26 with mean scores of 3.20, 3.23, 3.16, 3.23, 3.37, 3.33, 3.20, 3.10 and 3.27; and disagree on item 20 with mean of 2.19 which is below 2.5

Test for Hypothesis II

Summary of the table for z-test

Respondents	Mean	SD	N	Significance level	Z-cal	Z-crit	Decision
Federal	3.094	0.77	140	0.007	1.19	1.96	NS
State	3.19	0.80	220				

Decision rule: Since $z\text{-cal} < z\text{-crit}$, the null hypothesis is accepted.

Research Question Four

What are the strategies for improving entrepreneurial development among science graduates?

Conclusion: There is no significant difference between the state science education students on the problems that affect the effective teaching and learning of entrepreneurship studies.

S/N	ITEMS	SA	A	D	SD	N	X	SD	Remark
27	Strengthen science education academic programs through advocate facilities and practical training skills.	180	120	24	36	360	3.23	0.97	Accepted
28	Provision of advocated infrastructure for entrepreneurship programs.	156	156	24	24	360	3.23	0.86	Accepted
29	Government, banks, etc should provide loans to science education students.	180	132	24	24	360	3.30	0.86	Accepted
30	Science education students must avail themselves to training opportunities in their disciplines through participation at seminars, workshops, purchase of justice and trade books.	180	72	84	24	360	3.13	1.00	Accepted

31	Science education students should develop altitude towards having an alternative source of job.	50	60	70	180	360	1.94	1.11	Rejected
32	Maintaining favorable business policies.	156	132	36	36	360	3.13	0.95	Accepted

The results presented in this table of 6 items showed that all correspondents agreed on items 27, 28, 29, 30 and 32 with mean 3.23, 3.23, 3.30, 3.13, and 3.13 respectively and disagreed on item no 31 having a mean of 1.9.

Summary of Findings

From the analysis of the result, the researcher observed the following:

1. Business management skill, communication skill, financial management skill, time management skill, organizational management skill. Organizational skill, personal management skill, creative thinking. Opportunity recognition and exploration skills which is observation skills. Problem identification and problem solving skills, motivational skills are the entrepreneurial competencies needed by the science graduates for self-reliance.
2. Importance of entrepreneurial development to science education graduates includes generating employment opportunities, improves the living standard, helps discover and harness talents and areas of interest. Creates opportunities to make independent decisions and equip science students with skills needed for adaptation in other spheres of life.
3. Lack of interest in a subject by the science students, science student negative attitude and interest towards entrepreneurship, poor attendance of students to lecture, poor instructional delivery and communication in the classroom, inadequate facilities and equipment, inadequate supply of qualified entrepreneurship lecturers, insufficient time allocated to entrepreneurship course, lack of entrepreneurship centres in schools and inadequate funding of entrepreneurship education are the problems that affect the effective teaching and learning of entrepreneurship studies.
4. The strategies for improving entrepreneurial development among science education graduates

include: strengthen science education academic programs through advocate facilities and practical training skills, provision of advocate infrastructure for entrepreneurship programs. Governments, banks, etc. should provide loans to science education students

5. Science education students availing themselves to training opportunities in their disciplines through participation at seminars, workshops, purchase of journals and trade books and maintaining favorable business policies.

IV. DISCUSSION OF FINDINGS

The result of the investigations analyzed above are discussed below: Taking the research questions in turns. In addition, the conclusion of the study, educational implications, recommendations, limitations, suggestion for further studies and summary of the study were included.

Discussion of Findings

In research question one, the findings show that there are entrepreneurial competencies needed by the science education graduates for self-reliance. These entrepreneurial competencies include business management competency. Communication competency, financial management competency, organizational competency. Personnel management and creative thinking, opportunity recognition and exploration skills, problem identification and problem-solving skills and motivational skills. These findings were in line with No 12 Vol 6 December, 2014 (JTET) titled “enhancing entrepreneurial skills of undergraduate science vocational and technical” which ascertained that students' participation in the entrepreneurship education during their undergraduate education stimulates the acquisition of entrepreneurial skills.

In research question two, it was observed that entrepreneurial development has been responsible for generating employment opportunities for science education graduates, improves their living standard, helps discover and harness talents and areas of their interest, help them to make independent decisions, equip them with skills needed for adaptation in other spheres of life. These findings were in line with Vipin Kumar (2017) who maintained that the success of an entrepreneur is governed by entrepreneurial competency if he has all these competencies, he can also be expected to achieve his entrepreneurial goals. Also, Caitlin Leishman (2017) maintained that entrepreneurial behavior can be learnt and developed through competencies that provide a foundation for vital business skills, through practice, aspiring entrepreneurs can apply key business knowledge using their competencies to gain essential habits. With enough practice, their habits become the driving force of successful entrepreneurial ventures: Also. Educational Research International Volume 2017 maintained that acquiring entrepreneurial skills can help in preparing students for a working life characterized uncertainty and complexity.

In research question three. findings shows that lack of interest in a subject by the science student, science students' negative attitude and interest towards entrepreneurship, poor attendance of students to lecture, inadequate exposure of students to practical work, inadequate facilities and equipment, inadequate supply of qualified entrepreneurship lecturers, insufficient time allocated to entrepreneurship course, lack of entrepreneurship centres in schools and inadequate funding of entrepreneurship education are the problems that affect the effective teaching and learning of entrepreneurial studies which are the challenges of entrepreneurship education. Daugherty (2006) was in agreement with this idea when he posited that lack of interest in a subject affects students learning Ifedili (2003) stated that many students see entrepreneurship course as one of the unnecessary courses imposed on them to fulfil graduation requirements. Omolayo (2006) stated that inadequate exposure of students to practical works affects effective teaching and learning. Longsaw (2009) stated that insufficient time allocated to entrepreneurship course affects the effective teaching and learning. Also, Odoh (2010) was in agreement

with this idea when the stated that inadequate supply of facilities and equipment also affects effective teaching and learning of entrepreneurship studies.

In research question four, it was discussed that the strategies for improving entrepreneurial development among science education graduates includes strengthen science academic programs through advocate facilities and practical training skills, provision of advocate infrastructure for entrepreneurship programs, government, banks, etc. should provide loans to science education students, science education students must avail themselves to training opportunities in their disciplines through participation in seminars. workshops, purchase of justice and trade books and maintaining favourable business policies. This is in line with Wanjuku & Mkala (2013) who maintained that innovation and economic growth depend on being able to produce future leaders with the skills and attitudes to be entrepreneurial in their professional lives. whether by creating their own companies or innovating in larger organizations. It is imperative to develop entrepreneurial skills, attitudes and behaviours in school systems (primary, secondary, higher and vocational education) reaching across all ages as part of a lifelong learning process.

Implications of the Study

With evidence available to the researcher, the challenges of entrepreneurial education have a break down in the educational system, embedding entrepreneurship in education and providing greater access are the first and arguably most important steps for building an innovative culture and creating a new wave of entrepreneurs, entrepreneurial individuals and organizations. The field of entrepreneurship education is still relatively young and it is therefore, important and necessary that public and private support is continued until entrepreneurship is embedded in a sustainable manner in schools and universities as well as through informal education systems Entrepreneurship is still trying to secure its academic credibility, which can create difficulties in efforts to embed entrepreneurship into the school systems.

Entrepreneurship education has problem of inadequate funding. This creates a lot of problem in school as it affects the provision of equipment and facilities in the

school. This implication of this challenge is that without adequate facilities and equipment, the students cannot be exposed to practical works and the lecturers will not be able to give their best to the students.

If the challenges of entrepreneurship is not tackled, they will be high rate of unemployment because the graduates will not be self reliant, and once there is high rate of unemployment of graduates, there will be high rate of robbery and kidnapping causing damage to the society

RECOMMENDATIONS

From the findings of this study, the following recommendations were made by the researcher:

1. Introduction of entrepreneurship studies at both primary and secondary education level so that a solid foundation would be laid at lower level before tertiary education. This will make it embracing and comprehensive for the desired solid foundation to the tertiary level.
2. More entrepreneurship textbooks, journals and other related materials should be provided in adequacy to ease the identified difficulties in teaching and learning of entrepreneurship education.
3. School time-table officers should allocate more time for entrepreneurship studies.
4. The school should support and sponsor the lecturers involved in teaching of the entrepreneurship courses in order to enhance their teaching performances towards achieving the goals of instilling entrepreneurial culture to the youths.
5. Government should increase the budget for entrepreneurship education to allow the provision of necessary equipment for teaching in this area.
6. Students should involve themselves in some entrepreneurial training and skills both in the school and in the society and should have a creative thinking towards entrepreneurship.
7. The society should support entrepreneurship education by providing entrepreneurial centers with adequate facilities and competencies training.

Limitations of the Study

In the course of this research, the researcher encountered many problems. Some of which were

little time available to the researcher and financial constraints.

Suggestion for Further Studies

This research cannot guarantee that all have been said and done in this work as there may be other crucial and related aspects to look into, therefore the researcher gave the following suggestions for further studies on

- Management and delivery of entrepreneurship education in tertiary Institutions.
- Problems of entrepreneurship education in tertiary institutions.
- Challenges of small business enterprises in tertiary institutions.
- Students' perception on the causes of factors influencing entrepreneurship education.

CONCLUSION

In conclusion, the findings of this research work "science students' perception on the challenges of entrepreneurship education in producing self-reliant graduates in colleges of education in Anambra state", shows that business management skill, communication skill, financial management skill. Time management skill, organizational skill, personnel management skill and creative thinking are the entrepreneurial competencies needed by the students for self-reliance, which should be provided by the government and school management and that the problems affecting the effective teaching and learning of entrepreneurship studies include lack of interest in the subject by the students, negative attitude and interest towards entrepreneurship, poor attendance of students to lecture, inadequate exposure of students to practical work, inadequate facilities and equipment, inadequate supply of qualified entrepreneurship lecturers, insufficient time allocated to entrepreneurship studies, lack of entrepreneurship centers in schools and inadequate funding of entrepreneurship education. The necessary learning materials including modern facilities and equipment should be provided by government for a stimulating and challenging learning environment so that the product of the system will be job makers rather than job seekers.

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