



ENTREPRENEURSHIP AND ENTERPRISE DEVELOPMENT IN NIGERIAN UNIVERSITIES: MOVING BEYOND VOCATIONAL SKILLS TEACHING

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Abstract:

Entrepreneurship and enterprise development in Nigerian universities have been on the increase considering their potential to create jobs and reduce the rise of unemployment. This approach that universities have embraced is largely focused on the teaching of vocational skills which has a thin impact on reducing graduate unemployment and meeting the strategic objective of repositioning the universities. The focus of this study is to examine whether entrepreneurial and enterprise teaching in Nigerian universities is slanted toward the acquisition of vocational skills. The study adopts the theory of Planned Behaviour and Kolb experiential learning theory to explain the concepts of entrepreneurship and enterprise development in stimulating the entrepreneurial spirit. The study adopts a descriptive research design and data was collected using a structured questionnaire that was administered physically and online to elicit information from respondents. The sample size for the study is 300 students that were randomly selected from 10 universities made up of 5 public and 5 private universities in South West Nigeria. Data collected were analysed using regression analysis. Findings revealed that the current practice of teaching vocational skills is not effective as shown by the perennial increase in graduate unemployment. The study recommends the teaching of entrepreneurship and enterprise development anchored on value addition, opportunity, and wealth creation with a view to repositioning university graduates for the 21st century's challenges and opportunities.

Keywords: *Entrepreneurship, Enterprise Development, Repositioning, 21st Century*

INTRODUCTION

The desire to enforce entrepreneurship skills into higher education has been on ascendancy globally. In Nigeria, the National Universities Commission (NUC) the agency charged with the responsibility of overseeing the activities of universities has encouraged the teaching of entrepreneurship courses and vocational skills training in universities. This embrace reflects the increasing appreciation that university-based entrepreneurship, and enterprise education and development will help achieve some useful entrepreneurial outcomes (Nabi, Linan, Fayolle, Krueger & Walmsley, 2017; Rideout & Gary, 2013). Some of the anticipated outcomes include enhanced entrepreneurial mindset, knowledge, and graduate venture creation, and employment generation, ultimately leading to economic growth, and enhanced societal resilience and improved school engagement (Greene & Saridakis, 2008; Rideout & Gary, 2013; Kamovich & Floss, 2017; Lackeus 2015). However, it is important we make some clarification concerning two of the most used terms in the field of enterprise education and entrepreneurship education. Enterprise education is the preferred term in the United Kingdom and in some Scandinavian countries, such as Denmark and Norway, and is understood to be focused essentially on personal development, mindset, skills and competencies required

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to effect disruptive innovations. Entrepreneurship education on the other hand is used commonly in the United States of America and is defined as focusing more on the specific context of starting a venture and becoming self-employed (QAA, 2012; Rae, & Woodier-Harris, 2012). However, Erkkila (2000) suggested an embracing word, entrepreneurial education as consisting of both enterprise education and entrepreneurship education. The paper will adopt the term.

The implementation of entrepreneurial education in Nigerian universities seeks to imbibe entrepreneurial culture and mindsets in students; with the intention of creating new entrepreneurs, generate employment opportunities and start-up ventures. Unfortunately, it does not appear that this goal is being achieved considering the perennial increase in unemployment in the country.

The National Bureau of Statistics (NBS) a Nigerian government agency that collect data on different sectors of the economy reported 53.40% youth unemployment in their report released on 2022 and published online on April 11, 2023. The Bureau also reported that between 2006 to 2020 unemployment in Nigeria increased from 5.10% to 33.30% www.nigerianstat.gov.ng

Furthermore, it will seem that the current Nigerian universities curriculum as provided by the Nigerian Universities Commission is not achieving the desired goal considering its inability to address entrepreneurial education in a manner that will enable it to achieve the sets objectives. In Nigerian universities, basically, students are trained to become employees in organisations, as the only career option. For example, the curriculum of existing entrepreneurship courses is devoid of requisite content such as problem-solving skills; creativity and innovation; acquisition and utilisation of resources; ability to build organisations, networking, sales and marketing skills which are necessary to function as an entrepreneur (Rideout & Gray, 2013). This situation clearly shows a deficiency that needs addressing.

First, the existing entrepreneurship curriculum is slanted heavily towards vocational skills acquisition instead of entrepreneurial development anchored on knowledge, attitude and a problem-solving mindset. Second, most universities offer entrepreneurship courses in one or two semesters for the duration of the four-year degree programme. A duration that is not likely sufficient to understand the principles, philosophy, and practice of entrepreneurship.

Third, weak capacity of entrepreneurship educators to train students on entrepreneurial development and provide a new paradigm on its importance and relevance.

Fourth, entrepreneurship centres across Nigerian universities do not have any set standard, structure, and format for developing entrepreneurship education.

These challenges indicate the many factors working against entrepreneurial development in Nigerian universities. The specific objectives of the study, therefore, are to:

- i. determine whether existing entrepreneurship development learning programs in Nigerian universities are slanted towards vocational skills;
- ii. investigate if the existing curriculum on entrepreneurial teaching impacts student entrepreneurial intention;
- iii. ascertain if existing entrepreneurial educators have the requisite skills to effectively teach entrepreneurship courses; and
- iv. examine if universities have the set standard and structures for entrepreneurial development.

CONCEPTUAL REVIEW

Entrepreneurship Development

The four factors of production namely land, labour, capital and entrepreneurship were suggested by early political economists such as Adam Smith, David Ricardo, Karl Marx and Joseph Schumpeter. The factor that coordinates all the other factors and makes meaning out of them is the entrepreneur. It is the factor that is considered the engine room of economic development, improved standard of living and prosperity (Wang & Chugh, 2014). It is perhaps in the realisation of this that entrepreneurship development has been on the ascendancy and assumed prominence in universities curriculum. Lackeus (2015) noted that interest in entrepreneurship development cuts across several disciplines hence a single definition of the concept is difficult. Baptista and Ania (2015) submit that while economists may consider self-employment as entrepreneurship, organisational theorists view it from the perspective of growth-oriented ventures. Drucker (2006) sees it from the prism of capacity for innovation, while Baron and Shane (2008)

believe it is all about creativity. In this study, we will prefer to explain entrepreneurship from the angle of value creation, opportunity creation and wealth creation. As the study will show, this position is informed by the fact that entrepreneurship is deeper than technical/vocational skills acquisition or self-employment. It is more than mere product development or having an idea. Entrepreneurship is a problem-solving mindset that focuses on building a business around a solution that will result in value creation, opportunity creation and wealth creation. Therefore, entrepreneurship development implementation in universities should be designed to infuse entrepreneurial culture and mindset in students. Rideout and Gray (2013) believe that entrepreneurship development should be able to create entrepreneurs and startup ventures leveraging science and technology.

The Theory of Planned Behaviour (TPB) propounded by Ajzen (1991), is an extension of the theory of reasoned action (Ajzen & Fishbein, 1980). The theory argued that human behaviour is a product of human intention. The general rule of the theory is that the performance or outcome of an intention is largely dependent on the strength of the desire to engage in the behaviour. In this respect, scholars such as Verzat and Bachelet, (2006) have proposed that prior to the intention to set up a venture, there is the desire to become an entrepreneur. Similarly, researchers such as Iwu, Muresherwa, Nchu, and Erasia-Eke (2020) noted that when individuals are confident that they have acquired the right resources and ability to engage in a certain behaviour they will be more likely to engage in it. Basically, the intention is for universities to produce graduates that will create jobs thereby reducing unemployment. However, it will seem that the implementation of entrepreneurship development in Nigerian universities is ineffective considering the low intention to become entrepreneurs, as graduates appear inclined towards seeking jobs in government offices and private organisations. This outcome could be linked to an entrepreneurship curriculum that is weak on key essentials of entrepreneurship knowledge but high on vocational skills. Although the study agrees that there is nothing wrong with acquiring vocational skills, it should not be equated to mean entrepreneurship. Vocational skills are part of entrepreneurship studies as it will still require entrepreneurial skills to build a business around vocational skills to be able to achieve the desired outcome. Furthermore, the challenge of inexperienced entrepreneurial educators, paucity of funds and inappropriate pedagogy are also factors for consideration.

Enterprise Development

Enterprise development is one of the two most frequently used terms in entrepreneurship while the other is entrepreneurship development. Enterprise development is the preferred term in the United Kingdom and is described as focusing generally on mindset, personal development, skills and competencies. The United States use the term entrepreneurship development which focuses on setting up of a business concern and becoming self-employed (QAA, 2012; Rae, Martin, Antcliff & Hannon, 2012). Enterprise development includes acquiring competences, capacity and capability required to implement new ideas that will create value customers including small business or community ventures (Rae, et al, 2012).

Entrepreneurship education

In recent years entrepreneurship education has been on the ascendancy in Nigerian tertiary institutions and has also experienced global exponential growth in higher institutions (Kuratko, 2005). There seems to be widespread acceptance that it has the capacity to deal with the challenges of unemployment and poverty. Entrepreneurship education has been defined by various scholars such as Okiti, (2009) who described it as a "gateway to job opportunities and job creation"; while Fashua, (2006) defines it "as the willingness and ability in a person to seek out investment opportunities in a society". Scholars such as Santoso, Junaedi, Priyanto, and Santoso (2021), believe that entrepreneurship education focuses more on preparing students to be good employees. Uche, Nwabueze and Ememe, (2009), reported that university students lack entrepreneurial skills. This is supported by Rideout and Gray, (2013) who noted that students who are offered entrepreneurship courses are not taught the basic skills an entrepreneur needs such as thinking outside the box, obtaining and utilising resources, building ventures, networking, sales, and building teams. Therefore, Shulte, (2004) suggested that entrepreneurship education in universities should produce job creators and not job seekers.

In Nigeria, the National Universities Commission (NUC), a body charged with the responsibility of superintending over universities, has encouraged universities to embrace entrepreneurship education by way of vocational skill acquisition. This approach it is believed will help curtail rising graduate unemployment. However, this does not seem to be the case as graduate unemployment has been on the increase in Nigeria for the past ten years. The National Bureau of Statistics (NBS) estimated that the Youth unemployment rate will reach 42.5% in the fourth quarter of 2020 as against 38.3% recorded in the same period in 2019 (<https://nigerianstat.gov.ng/>). Considering the lack of up-to-date data in developing countries including Nigeria the study is unable to access specific unemployment data for graduate unemployment. However, from the statistics obtained from NBS, it is safe to assume that graduates will fall within the bracket of Youths.

Entrepreneurship education can be divided into three approaches – educating about, for, and through entrepreneurship (Heinonen & Hytti, 2010; O'Connor, 2013). Educating “about” entrepreneurship refers to a content-laden and theoretical approach directed at giving a broad understanding of the phenomenon. This is the approach often adopted by universities (Mwasalwiba, 2010). Entrepreneurship training is focused on vocational skills acquisition aimed at giving young graduates the requisite knowledge and skills. This is close to what Nigerian universities refer to as vocational skills. Teaching “through” entrepreneurship is a process driven and often experiential approach. It is where students go through a practical learning process (Kyro, 2005). This approach relies on the broader articulation of entrepreneurship by connecting entrepreneurial characteristics, processes and experiences (Lackeus, 2015). While the “about” and “for” approaches are relevant to students at the lower level of education and the embedded design of teaching methodology of teaching “through” entrepreneurship appears relevant to all students, especially at the university level. However, some challenges have been confronted in trying to embed entrepreneurship into education in this manner, including resource and time constraints, uncooperative attitude from teachers, evaluation challenges and cost issues (Smith et al., 2006).

Finally, the role entrepreneurship plays in proffering solutions to issues (Rae, 2010) has demonstrated that entrepreneurial education is a strategic approach to empowering people and organisations to create social value for the populace (Volkman et al., 2009; Austin et al., 2006).

Vocational skills acquisition

The term vocational skills acquisition has been defined jointly with technical education by some authors such as Anyaogu (2009), and Okorocho, (2012), while others such as Tsang (1997), define them separately. The focus of this study is on vocational skills acquisition as it relates to entrepreneurship study in tertiary institutions in Nigeria. The government of Nigeria through the National Universities Commission (NUC) for over a decade has mandated universities in Nigeria to integrate entrepreneurship training into their curriculums. The goal of this policy is to encourage students to acquire at least a vocational skill during the course of their programme in the university to enable them to become self-employed and even become employers of labour especially if they are unable to get a white-collar job after graduation. Some of the vocational skills being taught as entrepreneurship in Nigerian universities include carpentry and furniture works, shoe-making, tie and dye, photography, cosmetology, event-planning management, catering and hotel management, etcetera. These are certainly good skill sets that are designed to help in reducing youth unemployment. But the perennial increase in graduate unemployment over the past years does not indicate the effectiveness of these trainings and policies. Data from Statistica.com indicate that in the fourth quarter of 2020, the unemployment rate in Nigeria hit 42.5% as against 38.3% in 2019. Between 2015 and 2020, the unemployment rate grew by 22.8%. In 2017, the country’s unemployment experienced the fastest increase of 6% during the year. If this is the outcome of vocational skills acquisition in Nigerian universities, it will seem that the policy is ineffective in tackling youth unemployment. This ineffectiveness perhaps is traceable to the short duration of training students are exposed to. For a 4-year degree programme, what the vocational training students are exposed to often does not exceed an hour a week or in some cases an hour every fortnight. In Nigeria, an academic session may not exceed a maximum of 28 weeks.

Kolb (1984), building on earlier work by Dewey and Lewin, provides "a comprehensive theory which offers the foundation for an approach to education and learning as a lifelong process and which is soundly based in intellectual traditions of philosophy and cognitive and social psychology". Kolb's model can be adopted in prescribing a learning process in general, but the theory is focused on ensuring a link between theory and practice which can be useful in vocational skills teaching and acquisition in Nigerian universities.

Taking the totality of the meaning of entrepreneurship, which is the ability to create value, create opportunity and create wealth, it seems focusing on vocational skills without teaching students how to build a business around the skills may not be effective. The study believes this might be the reason why despite the vocational skills training graduates still wait for someone to hire them to apply the skills.

METHODOLOGY

The focus of the study is to investigate whether the teaching of entrepreneurship in Nigerian universities is slanted towards acquisition of vocational skills. The study adopts a descriptive research approach to collect primary data from students across 10 public and private universities in Nigeria. An online questionnaire using Google form was

adopted and sent to 300 students to collect data from the respondents (university students). The questions were structured in such a way to elicit responses in line with the objectives of the study. Of the 300 online questionnaires sent out, 210 responses were received from students across different levels from 100 – 500 levels who have been offered basic modules in entrepreneurship and vocational skills-related courses. Statistical Package for the Social Sciences (SPSS) was used to analyse the data collected. Based on the research objectives simple percentages, frequency tables, and mean and standard deviation were used in analysing and interpreting the data obtained.

1.1 Demographic Profile of Respondents

Table 1: Showing the Demographic profile of respondents

Variables	Categories	Frequency (F)	Percentage (%)	
Gender	Female	123	58.6	
	Male	87	41.4	
	Total	210	100.0	
Age last birthday	16 years – 20 years	100	47.6	
	21 years – 25 years	81	38.6	
	26 years – 30 years	20	9.5	
	31 years and above	9	4.2	
	Total	210	100.0	
Choice of university	Adeleke University	11	5.2	
	Chrisland University	35	16.7	
	KolaDaisi University	53	25.2	
	University of Lagos	27	12.8	
	University of Ilorin	3	1.4	
	Lead city University	4	1.9	
	Obafemi Awolowo University	39	18.5	
	University of Ibadan	12	5.7	
	Nile University	20	9.5	
	Federal University of Tech.	6	2.8	
	Total	210	100.0	
	Level of study	100 Level	17	8.1
		200 Level	20	9.5
300 Level		89	42.4	
400 Level		67	31.9	
500 Level		17	8.1	
Grand Total		210	100.0	

Source: Authors' Field Report, 2023

Table 1 reveals the demographic profile of the participants. The finding indicates that 123 (58.6%) were female students while 87(41.4%) were male respondents in the distribution. The result shows that female students were more represented in the distribution.

The respondents' last birthday is an essential pointer for the study. Findings reveal that between 16 years – 20 years were 100 (47.6%) participants, between 21 years – 25 years were 81 (38.6%) participants, between 26 years – 30 years

were 20 (9.5%) participants and finally, between 31 years and above were 9 (4.2%) participants in the distribution. It was concluded that between 16 years - 20 years were more represented in the distribution. Meanwhile, the respondents' years of study (level) reveal that students in the 100 level were 17 (8.1%), 200 level 20 (9.5%), 300 level 89 (42.4%), 400 level 67 (31.9%) and finally, 500 level were 17 (8.1%) participants in the distribution. It, therefore, shows that 300-level students were more represented in the study.

1.2 Testing of Research Questions

The research questions that were answered in the course of the study are:

RQ 1: Determine whether existing entrepreneurship development learning programmes in Nigerian universities are slanted toward vocational skills.

Table 2: Existing entrepreneurship development learning programmes in Nigerian universities toward vocational skills

S/N	Question Statement	SA	A	N	D	SD	X	SD
1	Entrepreneurship courses I have taken have stimulated my interest sufficiently to start my business after graduation	15 7.4	22 10.8	44 12.6	69 33.8	54 26.5	3.61	1.19
2	Entrepreneurship education in Nigerian universities is more of vocational skill acquisition	7 3.4	25 12.3	32 15.7	90 44.1	50 24.5	3.74	1.07
3	Entrepreneurship development training is not necessarily same thing as vocational skills acquisition	8 3.9	33 16.2	51 25.0	76 32.3	35 17.2	3.48	1.08
Weighted mean							3.61	1.11

Source: Authors' Field Report, 2023

Regarding the question on whether entrepreneurship courses taken have stimulated sufficient interest to start a business after graduation, 18.2 % of the respondents agree with the statement, 60.3% disagree and 21.6% were neutral. These responses show that the majority of the respondents believe that the entrepreneurship courses they are exposed to have not sufficiently stimulated their interest to start a business after graduation.

The responses on entrepreneurship education in Nigerian universities relate more to vocational skill acquisition, 15.7% of the respondents agree with the statement, 68.6% of the respondents disagree and 15.7% were neutral. This outcome shows that a preponderant of the respondents are of the view that entrepreneurship education in Nigerian universities is not really so much of vocational skills. However, this outcome is at the heart of the study and perhaps helps explain why instead of unemployment being reduced with the teaching of entrepreneurship in Nigerian universities, it is on the increase as earlier stated in this study.

On whether entrepreneurship development training is not necessarily the same thing as vocational skills acquisition, the responses indicate that 20.1% of the respondents agree with the statement, 54.5% disagree while, 25.0% were neutral.

Meanwhile, the study also revealed a negative result as shown by the weighted mean score of 3.61 and a standard deviation of 1.11 in the distribution. This implies that there are not enough existing entrepreneurship development learning programmes in Nigerian universities that will sufficiently develop an entrepreneurial mindset in the students. This finding is at variance with the study by Etor et al, (2009), which revealed that students believe their entrepreneurship studies were relevant and met their learning needs for entrepreneurship. Tulgan, (1999) also noted that entrepreneurship education in universities enables students to acquire the requisite entrepreneurship skills and mindset. These differences in outcome could be as a result of other factors including the quality of facilitators and curriculum content.

RQ2: Investigate if the existing curriculum on entrepreneurial teaching has an impact on student entrepreneurial intention.

Table 3 containing research question 2 shows that 42.6% of the respondents agree that the number of times students received lectures/training on entrepreneurship development is sufficient to make them entrepreneurs,

Table 3: Showing whether existing curriculum on entrepreneurial teaching has an impact on student entrepreneurial intention

S/N	Question Statement	SA	A	N	D	SD	X	SD
1	The number of times I received lectures/training on entrepreneurship development is sufficient to make me an entrepreneur	28 13.7	59 28.9	44 21.6	55 27.0	18 8.8	2.8 8	1.2 1
2	My university curriculum on entrepreneurship development is adequate to make me an entrepreneur.	30 14.7	41 20.1	51 25.0	59 28.9	23 11.3	3.0 2	1.2 4
3	Considering the training I have received; I am ready to start a venture after graduation	12 5.9	45 22.1	54 26.5	67 32.8	26 12.7	3.2 5	1.1 2
Weighted mean							3.0 5	1.1 9

Source: Authors' Field Report, 2023

35.8% disagree while 21.6% were neutral. Regarding the statement on the adequacy of university curriculum on entrepreneurship development to produce an entrepreneur, 34.8% of the respondents agree, 40.2% disagree and 25% were neutral. On the question of the readiness of respondents to start a venture upon graduation from university, 28% agree with the statement, 45.5% disagree, and 26.5 were neutral.

Overall, the findings revealed a negative result as shown with a weighted mean score of 3.05 and a standard deviation of 1.19 in the distribution. This implies that the existing curriculum on entrepreneurial teaching has no impact on student entrepreneurial intention in the study. However, respondents indicated a positive desire to start a venture after graduation. This outcome is supported by several studies such as Akpan and Etor, (2013) and Anyaogu, (2009) who reported that Nigerian university entrepreneurship curriculum content and method are insufficient to create entrepreneurial intention in students. Similarly, a study by Mentoor and Friedrich, (2007) recorded a negative link between entrepreneurship education and entrepreneurial intention among South African students, while Lanero, Vazquez, Gutierrez and Garcia, (2011) also observed the absence of a significant link between entrepreneurship curriculum and entrepreneurial intention among Spanish students.

RQ 3: Ascertain if existing entrepreneurial educators had the pre-requisite skills to effectively teach entrepreneurship courses.

Table 4: Showing the extent to which existing entrepreneurial educators had the pre-requisite skills to effectively teach entrepreneurship courses

S/N	Question Statement	SA	A	N	D	SD	X	SD
1	Entrepreneurship educators in my university have the requisite competencies to teach the courses	11 5.4	16 7.8	67 32.8	78 38.2	32 15.7	3.64	1.04
2	My university has a sufficient number of entrepreneurship educators to teach all relevant courses	13 6.4	33 16.2	65 31.9	73 35.8	20 9.8	3.21	1.02
3	Notwithstanding my vocational skills acquisition, I look forward to seeking employment in an existing organisation	10 4.9	19 9.3	42 20.6	96 47.1	37 18.1	3.39	1.18
4	Entrepreneurship courses should be taught every semester across all levels as against the current practice	10 4.9	23 11.3	44 21.6	69 33.8	58 28.4	3.15	1.14
Weighted mean							3.35	1.11

Source: Authors' Field Report, 2023

Table 4 reflects the respondents' responses to research question 3. Of the statement on whether entrepreneurship educators have the requisite skills to effectively teach entrepreneurship courses, only 13.2% agreed, 53.9% disagree

with the statement, while 32.8% were neutral. What can be deduced is that respondents (students) do not believe that entrepreneurship educators have the requisite skills to teach. On the question of whether the respondent's university has the sufficient number of entrepreneurship educators to teach all relevant courses, 22.6% agree with the statement, 45.6% disagree while 31.8% were neutral. Regarding the suggestion that entrepreneurship courses should be taught every semester across all levels, 16.2% agree with the statement, 62.2% disagree while 21.6% were neutral. However, the study is concerned with the high percentage of respondents who took a neutral position on the research question. Perhaps a lower percentage will lead to a different outcome. Overall, the study indicates a negative result with a weighted mean score of 3.35 and a standard deviation of 1.11 in the distribution. It therefore implies that the existing entrepreneurial educators in the opinion of the respondents do not possess the pre-requisite skills to effectively teach entrepreneurship courses in the study. This outcome agrees with the work of Nwangwu (2007), who lamented the high paucity of experts in entrepreneurship education, and Etor et al, (2009) who suggested that entrepreneurial studies should be taught by professionals in the relevant aspects of the program in order to achieve the desired objective.

RQ 4: Examine if Nigerian universities set standards and structures for entrepreneurial development.

Table 5: The extent to which universities set the right standard and structures for entrepreneurial development

S/N	Question Statement	SA	A	N	D	SD	X	SD
1	Entrepreneurship education should be made compulsory for students in Nigerian universities.	7 3.4	11 5.4	32 15.7	78 38.2	76 37.3	4.01	1.03
2	My university has set standards for entrepreneurial development	11 5.4	26 12.7	53 26.0	81 39.7	33 16.2	3.69	1.14
3	My university has structures that support entrepreneurial development	16 7.8	28 13.7	39 19.1	89 43.6	32 15.7	3.48	1.07
4	Overall, I am satisfied with the way and manner entrepreneurship education is being taught in my university.	19 9.3	35 17.2	55 27.0	59 28.9	36 17.6	3.46	1.15
Weighted mean							3.36	1.09

Source: Authors' Field Report, 2023

The outcome of the finding with respect to the extent universities set the right standard and structures for entrepreneurial development is shown in Table 5.

Regarding the question on whether entrepreneurship education should be made compulsory for students in Nigerian universities, only 8.8% of the respondents agree with the statement, 75.5 disagree while 15.7 were neutral. Respondents' responses to the question of whether universities set standards for entrepreneurial development, 18.1% agree, 55.9% disagree while 26.0% were neutral. In responses on whether universities have structures that support entrepreneurial development, 21.5% agree, 59.3 disagree and 19.1% were neutral. It will seem from the pattern of responses that perhaps the lack of set standards and structures are responsible for why the students do not see the need to make entrepreneurship compulsory in Nigerian universities. This view also reflected on the question of whether respondents were satisfied with how the entrepreneurship program was being taught in the university. While 26.5% agree, 46.5% disagree and 27.0% were neutral.

Responses to RQ 4 revealed a negative outcome with a weighted mean score of 3.66 and a standard deviation of 1.09 in the distribution. This implies that Nigerian universities are failing to set standards and structures for entrepreneurial development for students. This finding is supported by Akpan and Etor, (2013) who identified decayed infrastructure, and Akpomi, (2009) who faulted the current approach of mechanistic teaching of entrepreneurship by moving beyond rhetoric which does not support entrepreneurship development. The finding also helped throw more light on why entrepreneurship studies in Nigerian universities have not been effective in creating entrepreneurs that could create jobs and not job seekers.

Conclusion, recommendations, and future research direction

In conclusion, the study has revealed that entrepreneurship and enterprise development in Nigerian universities may not necessarily be slanted towards vocational skills but is certainly not meeting the expectations of students. This is so because not only did the study reveal that Nigerian universities neither have standards nor structures to effectively support entrepreneurship and enterprise development, but it also shows that students are not satisfied with the competency level of entrepreneurship educators. Similarly, the study has shown that the existing entrepreneurship curriculum in Nigerian universities is not primed to produce entrepreneurs, which perhaps explains why a significant number of the respondents are not looking forward to starting their businesses after graduation.

Based on the findings of the study, it is our recommendation that steps including the following should be taken so as to achieve the desire of using entrepreneurship development to create jobs, reduce unemployment and improve standards of living.

- A comprehensive review of the current curriculum by introducing entrepreneurship and enterprise development courses across all levels in Nigerian universities.
- Train entrepreneurship educators to effectively teach the courses. Entrepreneurship is a specialised discipline and needs to be taught by properly trained educators.
- Universities should set standards and put appropriate structures in place to support the teaching and learning of entrepreneurship courses.

Having vocational skills acquisition centres is not enough. More important is the ability to build a business around such skills. Meanwhile, a key limitation of the study is the fact that the study is focused on universities in southwestern part of Nigeria of which data was only collected from 10 universities (5 government owned and 5 private-owned universities). As of February 2023, Nigeria had 170 universities made up of 79 private and 91 public (43 federal and 48 state universities). Therefore, future studies may wish to expand the scope to include universities from Northern Nigeria and also increase the sample size to make for better generalisation.

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