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MANAGING ENTREPRENEURIAL EDUCATION: AN IMPERATIVE FOR SUSTAINABLE DEVELOPMENT GOALS IN NIGERIA

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ABSTRACT

This paper examines the impact of effective managing of entrepreneurial education on achieving sustainable development goals in Nigeria. A Simple random sampling technique was used to select Fifteen (15) lecturers and one hundred and fifty (150) final year student from each of the five (5) federal universities in south east Nigeria, namely University of Nigeria Nsukka, NnamdiAzikiwe University Awka, Federal University of Technology Owerri, Michael Okpara University of Agriculture Umudike and Alex Ekwueme Federal University Ndufu-Alike, totaling Eight hundred and twenty five (825). Self-structured questionnaire was the instrument used for collection of data. The study used the econometric technique of Ordinary Least Square (OLS) in form of single and multiple linear regression. The regression model was estimated through the use of E-view software. The results showed effective entrepreneurial education management has positive and significant effect on achieving sustainable

development goals in Nigeria. And that Identified militating factors against entrepreneurial education have a significant effect on effective entrepreneurial education management. The study concluded that if entrepreneurship education is properly managed in Nigeria, it will contribute to the nation's economic growth and sustainable development by contributing immeasurable towards talent discovery, new job creation, poverty reduction, wealth creation and income generation for both government and individuals. Recommendations: (I) There should be urgent need for Government to provide materials and well-furnished and equipped entrepreneurship centers for teaching in institutions of learning, while Centre for entrepreneurship education should be mandatorily established in all Nigerian tertiary institutions. (II) More awareness on the value of entrepreneurship education on the part of tertiary institutions and government at all level so that youths can understand the importance of entrepreneurship education. (III) Lecturers and instructor for entrepreneurship courses should be adequately recruited and regularly trained in area of entrepreneurship education, and always sponsored to attend local and international conferences as to acquire more knowledge by strengthening the capacity to create ideas and innovation (IV) Government and other relevant stakeholders' needs to revisit, review and redesign entrepreneurship education curriculum and policies in line with our developmental needs as to come up with quality curriculum content and policies that will create more entrepreneurship education programs. (V) There should be sanctions for institutions and lecturers who fails to take entrepreneurship education serious. Also Government and other relevant stakeholders should try as much they can to make entrepreneurship education corruption free.

Introduction

Entrepreneurship which is the creation or extraction of value, has been long recognized as is a vital component in the process of economic growth in both developed and developing economics. A high level of entrepreneurship is what has led to the economic development of many nations we see today.In the last decades, Entrepreneurship has sparked salient interest and is considered an important driver of economic development, inclusive society, welfare and as a source of innovation creation.

According to International Trade Centre (2017), entrepreneurs have been instrumental in promoting domestic led growth in new and existing industries,

strengthening regional economic expansion while fostering international competitiveness, global value chains and enable trade relations. This is the reason why countries pay special attention to the needs of entrepreneurs by creating strong legal protections, improving access to capital and protecting intellectual property rights and infant industries and technologies from unfair competition.

Entrepreneurial education has seen worldwide exponential growth in higher education institutions (Kuratko, 2005), and was in 2001 offered at around 1200 business schools only in United States (Katz, 2008). Today entrepreneurial education has become an important part of both industrial and educational policy in many countries (Hytti and O'Gorman, 2004). According to Shane andVenkataraman (2000) and Schumpeter (1934), talents developed through Entrepreneurship Education has been considered as an essential engine for the development of the national economy. Entrepreneurship education is a catalyst for economic development and job creation in any society and it involves rebranding the education culture to the end of guaranteeing a comprehensive educational system re-engineering arising from the obvious deficiencies of the existing educational system (Lee and Wong, 2008).

As a growing economy and a country with high rate of unemployment, high rate of inflation, low saving ratio, low level productivity, high consumption ratio, high poverty rate, low economic growth rate, high level of insecurity of lives and property, Nigeria government has come to recognize the importance of entrepreneurship in economic development as entrepreneurial ventures have the inbuilt capacity to promote employment and economic growth, as It has been globally noted that entrepreneurial deficient economy experiences low economic growth, while the entrepreneurially driven economy tends to enjoy high economic growth. This is why Nigeriagovernment at all level have been doing a lot to encourage entrepreneurship and particularly the growth of small and medium enterprises in Nigeria. They do this by offering start-up incentives and taking steps to create a business friendly environment. These steps include tax credits, workers training, free land, zoning changes, low interest loans, infrastructure improvements and help with fast tracking licensing and permitting.

As part of its effort to encourage entrepreneurship and worried by the soaring unemployment rate, declining per capita income, youth's restiveness in various part of the country, the federal government of Nigeria directed all higher institutions in the country to run entrepreneurship studies programme as a compulsory course for all students irrespective of their disciplines with effect from 2007/2008 academic session (Idris and Baba, 2016). Magaji(2019), stated that by making entrepreneurship education compulsory, government was aiming at producing opportunity or knowledge-based entrepreneurs who are expected to be critical growth drivers of Nigerian economy. The introduction of entrepreneurship education into the university curriculum was an empowerment strategy for graduate self-employment, self-reliance and poverty reduction. Where appropriate skills, attitude and knowledge accompanied with appropriate practical work are taught to the students, they would on graduation become self- employed and employers of labor (Amadi and Amakodi, 2019).Okah and Odelola (2009), went further to state that it will reduce the rate of unemployment if not completely eradicated and move Nigeria from a consumer to producer nation.

Amini and Ikibo (2019) stated that the objectives of entrepreneurship education are central to knowledge creation, skills acquisition, training, teaching and practice in order to be self-reliant in the society. They went further to state that entrepreneurship education is an embodiment of great importance in the social-political development of the nation and that entrepreneurship education has remarkable and acceptable potentials in the reduction of crime, prostitution, kidnapping, militancy and other social ills. To Oloko (2015) entrepreneurship education is the process of developing understanding and capacity for pursuit of entrepreneurial behaviors, skills and attributes in widely different contexts. Enu (2012) observe that entrepreneurship education is essential not only to shape the mindsets of young people but also to provide the skills, knowledge and motivation to start up their own businesses. Suleiman (2010) believes that entrepreneurship education seeks to prepare people particularly the youths to be responsible, enterprising individual who became entrepreneurs or entrepreneurial thinkers by immersing them in real life learning experience whereby they can take risks, manage result and learn from the outcome.But Thompson (2004), believed

that entrepreneurship could not be taught because it is more of personality and psychological traits because talent and temperament cannot be taught.

Statement of the problem

Despite the profound benefits of entrepreneurship education, twelve (12) years after making entrepreneurship education compulsory in tertiary institutions, it seems that aims and objectives entrepreneurship education have not been met as many graduates still remain unemployed for a long time after graduation, this ugly situation has resulted in economic poverty among graduates. Most of the graduates had no access adequate teachers to provide the needed appropriate skills, entrepreneurship training and equipment, entrepreneurial learning environment and support tools were not available. Agbonlahor (2016), identified five practical challenges faced by Entrepreneurship education in Nigeria, these include capacity of lecturers/instructors, absence of curricular capacity to support the training, limited infrastructural support, limited government support, and overemphasis on theory delivery. A study carried out by Forsman in 2014, found that university entrepreneurship education does not provide students with resources to assist them, neither did they provide strong network for investors. He found also that there is inadequacy of instructional materials and facilities in the universities. Also, Adenike (2016) stated that the challenges entrepreneurship education in Nigeria includes capacity of lecturers/instructors, absence of curricular capacity to support the training lack of infrastructural support, overemphasize on theory delivery and absence of research support and linkages. All these challenges have been identified as what is militating against the effective management of entrepreneurial education in Nigeria.It is against this backdrop that this study seeks to found out how entrepreneurial education can be managed in Nigeria, as a well-managed entrepreneurial education is an imperative for sustainable development goals in Nigeria.

Purpose of the study

The main purpose of this study is to access the impact of entrepreneurial education management on achieving sustainable development goals in Nigeria

Specifically, the study sought to:

1. To evaluate the effect of effective entrepreneurial education

management on achieving sustainable development goals in Nigeria

2. To examine the extent identified challenges of Entrepreneurial education, affect effective entrepreneurial education management

Research questions

The research questions for the study are:

1. What is the effect effective entrepreneurial education management onachieving sustainable development goals in Nigeria?
2. To what extent do identified militating factors against entrepreneurial education affect effective entrepreneurial education management?

Research hypotheses

The research hypotheses formulated in null form are as follows:

H_o1 Effective entrepreneurial education management has no significant effect on achieving sustainable development goals in Nigeria.

H_o2 Identified militating factors against entrepreneurial education have no significant effect on effective entrepreneurial education management.

Conceptual Review

Entrepreneurship

Entrepreneurship constitutes a vital engine for economic, social, practical and all round development of any country. This been identified by many; both globally and nationally; as a tool for a sustainable, virile and stable economy. Wikipedia (2020) sees entrepreneurship as the creation or extraction of value. Entrepreneurship is the capacity to harness the right quantity, quality and combination of resources that are consistent with profit making under risks and uncertainty (Amadi and Amakodi 2019).

Also, Entrepreneurship contribute to advancing social and environmentally sustainable development areas with positive impacts in the areas of financial inclusion, empowerment of women, sustainable farming, and minority integration, among many others(Apostolopoulos, Al-Dajani, Holt, Jones, and Jones, 2018). It has the potential to reduce poverty, stimulate economic growth and boost innovation, in addition to enhancing social and environmental sustainability (Lubna,

2019). According to Aggarual and Eposito (2001), Entrepreneurship in each society is linked with a large number of benefits either independently or within an organization. These benefits include economic growth and development, productivity, and creation of new technology.

Entrepreneurship Education

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Wikipedia 2020). It focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attributes in widely different context (Amadi and Amakodi 2019). Entrepreneurship education's main focus is to provide the students with requisite skills and capacities needed in the world of work (Oseni2017).

According to Unachukwu (2009), entrepreneurship education is a relatively new academic discipline, it is multidisciplinary in nature, having strong emphasis in economics, covering business disciplines like management, marketing, and finance; and closely linking with other disciplines like psychology, sociology, anthropology, teacher and business education. It goes beyond textbooks teachings and involves a wide spectrum of life ideas drawing practically from life experiences. Olorundare and David (2014), stated that entrepreneurship education is the type of education designed to change the orientation and attitude of the recipients and the process will equip them with the skills and knowledge to enable them start and manage a business.Brown (2000), noted that entrepreneurship should not only be learned by reading textbooks and then taking a test, but should include practical examples.Okebukola (2011) reported that entrepreneurship education has the power to reduce poverty and raise the standard of living and life value

According to Osuala (2010) in Alabi, Alanana and Bahal (2014) objectives of entrepreneurship education are:

1. To provide meaningful education for young people which could make them self- reliance and subsequently encourage them to drive profit and be self-independent;
2. To provide graduate with the training and support necessary to help them establish a career in small and medium size business;

3. To provide graduates with training skills that will make them meet the manpower needs of society;
4. To provide graduates with enough training in risk management to make uncertainty bearing possible and easy;
5. To stimulate industrial and economic growth of rural and less developed area;
6. To provide graduate enough training which will make them creative and innovative in identifying new business opportunities; and
7. To provide small and medium sized enterprises with the opportunity to recruit qualified graduates who will receive training and tutoring in the skills relevant to management of the businesses.

Aig-Imoukhuede (1988) in Olorundare and David (2014) identified ten of the attitudes and skills that would-be entrepreneurs have developed, as well as the corresponding objective of entrepreneurship education. These skills and attitudes include:

1. Positive attitudes, high aptitude for rational critical thinking and timely decision making.
2. Clear vision, generation of progressive ideals, drive and passion for success.
3. Ability to convert vision in concrete reality.
4. Creativity, innovativeness, courageousness and self-confidence.
5. Ability to assume reasonable risk.
6. Mercurial ingenuity, resourcefulness, patience and/or opportunities insight.
7. Confidence and good judgment, which involves taking decisions and making choices.
8. Prudence, which means due care in the management of resources especially financial.
9. Willingness to learn and develop a disposition to pick-up, store knowledge and use it.
10. Hard work an indispensable ingredient of success in business and other sectors.

Sustainable Development Goals (SDGs)

Sustainable development goals (SDGs), also known as global goals, are sets of seventeen (17) well-articulated global goals put together by the United Nations in conjunction with various

governments and agencies of member countries to ensure global sustainable development in the year 2030.

At the exit of the Millennium Development Goals (MDGs) in September 2015, the world leaders came together at the 70th session of the United Nations General Assembly (UNGAS) in New York to sign a new global partnership for development tagged – SDGs. It consists of 17 goals and 169 targets to be achieved by the year 2030.The 17 goals to be implemented basically is to ensure; zero hunger, good health and well-being, quality education, gender equality , clean water and sanitation, affordable and clean energy, decent work and economic growth, industry innovation and infrastructure, reduction of inequalities, urgent action to combat climate change and its impacts, promoting peaceful and inclusive societies for Sustainable Development amongst others. These goals capture the essence of development in any nation and have as its slogan to "Leave no one behind".

Amongst the vision of the goals is to improve standard of living and protect the planet for future generations as well to realize the future we want. While in Nigeria the prospect of achieving SDGs is expected to be pursued in an inclusive and people centered manner, thereby focus on institutional and policy strengthening supportive of the programme and projects.

Sustainable development entails the designing of a social and economic system that ensures that standards of education continues to improve, the rise in the real income is maintained, the economic growth of the nation continues to improve as well as other aspect of life continues to increase (Kyro, 2015).

Theoretical Framework

This study is anchored on human capital theory.

Human capital theory:

Human capital is seen as a stock of habits, knowledge, social and personality attributes embodied in the ability to perform labour so as to produce economic value. OECD (2008), sees human capital as the knowledge, skills, competencies and other attributes embodied in individuals or groups of individuals acquired during their life and used to produce goods, services or ideas in market circumstances. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically

productive human capability, which is a product of innate abilities and investment in human beings.

Empowering individuals with sufficient academic education creates the necessary human capitalto enhance product and process innovation while entrepreneurship education enhances entrepreneurship-related human capital, skills and behaviours

Empirical Review

Some existing studies carried out in the areas entrepreneurship education and sustainable developments were reviewed.

Ifedili and Ofoegbu (2011) in their study managing entrepreneurship education in Nigerian universities, investigated the management and delivery of Entrepreneurship Education, common percentage statistical method was used to analyze the data. The study found out that students have positive attitude towards entrepreneurship courses but the packaging and delivery of the knowledge was porous due to so many challenges faced by the lecturers. Its recommendations were better funding of the entrepreneurship courses by the government and upgrading of lecturers' knowledge. Ogundele, Akingbade and Akinlabi (2012) examined Entrepreneurship training and education as strategic tools for poverty alleviation in Nigeria, Using a stratified random sampling technique, 250 entrepreneurs and apprenticeships were selected as our respondents. Data were gathered through a self-monitored questionnaire survey. Simple regression analysis was used to test the relationship between the entrepreneurship training and education and poverty alleviation. The study confirmed that entrepreneurship training and education are significantly related to the youth empowerment and social welfare services. Findings revealed that youth empowerment are influenced by their acquired technical skill, and recommends effective technical education, youth empowerment, and social welfare service as a catalyst for poverty alleviation. Sanusi (2015) investigated entrepreneurship education as strategy for sustainable development in Nigeria. The paper discusses the need for Entrepreneurship Education in Nigeria geared towards enhancing sustainable development in the country and argued that entrepreneurship education will equip the students with the skills with which to be self-reliant.it recommended that education programmes at all levels of education

should be made relevant to provide the youth the needed entrepreneurial skills. Also, Uchehara F. O. (2016) in her study which investigated the effect of entrepreneurial education on sustainable development inemerging economies of Nigeria, Brazil and Malaysia between 1989 and 2013. The variables of thestudy were entrepreneurial education (EDU) proxied by the number of start-up procedures to register abusiness as the dependent variable and Gross Domestic Product (GDP), Assess to Fund (FUND), ForeignDirect Investment (FDI) Self Employment (SE) and Inflation rate (INFLR). The results showedthat long run relationship are found among the variables of entrepreneurial education and sustainable development in emerging economies. The study concluded that entrepreneurs with high entrepreneurial ability could contribute positively to sustainable economic development by triggering investment in modern sector once they perceive profit opportunities while entrepreneurs with low entrepreneurial ability undermine sustainable economicgrowth.

In addition, Bolatito and Nakazalle (2017), in their study which dwells on revitalizing entrepreneurship education for sustainable development in Nigeria. It critically examined the effort of government in curbing youth unemployment through establishment of entrepreneurship training and skill acquisition centers forunemployed youths to reduce the level of poverty and social vices that have become the order ofthe day with regards to Nigerian youths. It found out that entrepreneurship education gives people exposure to a wide range of activities, helping developed a broad skill set, creativity, innovation and self-reliance. And that the issue of funding has been the major challenging of entrepreneurship education in Nigeria. The study suggested that government at all levels need to intensify effort by providing adequate funds for sustainability of entrepreneurship education in Nigerian institutions of learning. Aladejebi (2018), investigated the effect of entrepreneurship education on entrepreneurial intention among tertiary institutions in Nigeria. The objective of the study was to show the effect of entrepreneurship education on entrepreneurial intentions of students among four tertiary institutions in Nigeria: University, Polytechnic, College of education and satellite campus of a University. Data was gathered from 381 students from the four institutions. SPSS was used to analyze

the data gathered. Findings from the study reveal that the behavioral component of the students' attitude toward entrepreneurship education was positive. Many of the students enjoyed entrepreneurship education. It recommended that practical examples of entrepreneurship should be included more in classroom teaching, because many of the students show the intention of starting their own business when they graduate.

Furthermore, Onyido and Duru (2019), in their study entrepreneurship education for sustainable development in Nigeria, which focused on entrepreneurship education as a mechanism for achieving sustainable development in Nigeria. Called on stakeholders to recommit themselves towards development of entrepreneurship through the provision of adequate resources for teaching as well as well-equipped empowerment development centers. The paper emphasis that based on the shared responsibilities for entrepreneurship development it can be employed as a viable tool for sustainable development in Nigeria. Magaji (2019), examined the role of entrepreneurship education in job creation for sustainable development in Nigeria. The study examined the concept of entrepreneurship education, sustainable development, role of entrepreneurs in sustainable development, challenges militating against entrepreneurial skills acquisition in Nigerian tertiary institutions and strategies for effective entrepreneurial skills acquisition for sustainable national development. And argued that effective implementation of entrepreneurship education in training institutions has the potentials of equipping the graduates with adequate training that will enable them to be self-employed and self-reliant, which will go a long way in job creation, reducing joblessness among the teeming youth and promoting economic growth and sustainable development in the country.

Methodology

This study adopted a survey research design. The population for the study consisted of all lecturers who lectures entrepreneurial courses and the final year students of the five (5) federal Universities in South East Nigeria namely,University of Nigeria Nsukka, NnamdiAzikiwe University Awka, Federal University of Technology Owerri, Michael Okpara University of Agriculture Umudike and Alex

Ekwueme Federal University Ndufu-Alike. A Simple random sampling technique was used to select Fifteen(15) lecturers and one hundred and fifty (150) final year student from each of the five (5) universities, totaling Eight hundred and twenty five (825).

According to Ezejelue and Ogwo (1990), there is no satisfactory generalization on what the sample size should be, but that an appropriate sample size should be determined with reference to the level of precision desired by the researcher and the use to be made of the results from the study.

The data for the study was collected by the use of the questionnaire. The questionnaire consisted of structured questions applicable to both lecturers and students. It was constructed in such way that all relevant data needed for testing the hypotheses were supplied. Simple and Multiple regression was used to analyze and achieve all the objectives of this study.

This Simple and Multiple linear Regression Model was adopted the study.

$$Y = \alpha + \beta X + \mu$$

$$EEEM = \beta_0 + \beta_1 SDG + \mu$$

$$EEEM = \beta_0 + \beta_1 AF + \beta_2 AM + \beta_3 QCC + \beta_4 ATIF + \beta_5 PAEE + \beta_6 CF + \mu$$

Where:

β_0 = estimated of the true intercept, β_0

β_1 β_2 β_3 β_4 β_5 and β_6 = Are parameters to be estimated

μ = stochastic term.

EEEM= Effective Entrepreneurial Education Management

SDG=Sustainable Development Goals

AF= Adequate Funding

AM= Adequate Manpower

QCC= Quality Curriculum Content

ATIF=Adequate Training/Infrastructure Facilities

PAEE= Proper Awareness of Entrepreneurship Education

CF= Corruption Free.

Result and Discussion

H_o1 Effective entrepreneurial education management has no significant effect on achieving sustainable development goals in Nigeria.

Dependent Variable:SDG
Method: Least Squares
Date: 10/14/20 Time: 13:25
Sample: 1 825
Included observations: 825

Variable	Coefficient	Std. Error	t-Statistic	Prob.
EEEM	0.897584	0.028611	31.37171	0.0000
C	0.295516	0.096659	3.057300	0.0023
R-squared	0.544595	Mean dependent var		3.267879
Adjusted R-squared	0.544042	S.D. dependent var		0.813866
S.E. of regression	0.549560	Akaike info criterion		1.643023
Sum squared resid	248.5593	Schwarz criterion		1.654455
Log likelihood	-675.7471	F-statistic		984.1844
Durbin-Watson stat	2.054297	Prob(F-statistic)		0.000000

The regression result showed that the estimated co-efficient of the regression parameter have positive sign. This sign means that the dependent variable is positively influenced by the independent variable. The result showed that effective entrepreneurial education management, will contribute a lot to achieving sustainabledevelopment goals in Nigeria, a unit increase in effective entrepreneurial education management will lead to achieving sustainable development goals in Nigeria. The value of 0.295516 for c. represents what achievingsustainable development goals in Nigeria will be without the independent variable in the model which is effective entrepreneurial education management. The value 0.897584 for β_1 implies that holding all other factors constant, a unit increase in effective entrepreneurial education management will lead to 0.897584 increases in

achieving sustainabledevelopment goals in Nigeria.

The R^2 stood at 0.054. The R^2 otherwise known as the coefficient of determination shows the percentage of the total variation of the dependent variable (SDG) that can be explained by the independent or explanatory variable (EEEM). It means that the R^2 value of 0.054 indicates that 54% of variation in achievingsustainable development goals in Nigeria is explained by effective entrepreneurial education management, while 46% is unexplained. This remaining percent could be caused by other factors or variables not built in the model.

The estimated F-value is significant at 1 % level (because the p value is zero), with this, we can reject the null hypothesis thateffective entrepreneurial education management has no significant effect on achieving sustainable development goals in Nigeria. We therefore conclude thateffective entrepreneurial education management has a significant and positive effect on achieving sustainable development goals in Nigeria.

From the result of data analyzed, it showed that effective entrepreneurial education management has a significant effect on achieving sustainable development goals in Nigeria. This means that if entrepreneurial education is effectively manage in Nigeria, it will lead to creation of jobs, increase wealth creation, enhance balanced regional development, improve per capita income, the standard of living, exports and ultimately improve GDP which sustainable development goals are all about.

H_o2 Identified militating factors againstentrepreneurial education have no significant effect on effective entrepreneurial education management.

Dependent Variable: EEEM
Method: Least Squares
Date: 10/14/20 Time: 18:13
Sample: 1 825
Included observations: 825

Variable	Coefficient	Std. Error	t-Statistic	Prob.
AF	0.357149	0.027680	12.90274	0.0000
AM	0.306814	0.030293	10.12830	0.0000
QCC	0.022496	0.030872	0.728682	0.0006
AITF	0.165965	0.029482	5.629303	0.0000
PAEE	0.137572	0.029946	4.593985	0.0000
CF	1.230049	0.052475	23.44084	0.0000
C	-3.156287	0.202329	-15.59976	0.0000
R-squared	0.587494	Mean dependent var		3.311515
Adjusted R-squared	0.584469	S.D. dependent var		0.669136
S.E. of regression	0.431337	Akaike info criterion		1.164594
Sum squared resid	152.1901	Schwarz criterion		1.204603
Log likelihood	-473.3949	F-statistic		194.1671
Durbin-Watson stat	2.810761	Prob(F-statistic)		0.000000

The regression results showed that the estimated co-efficient of the regression parameters have only positive signs. This signs means that the dependent variable is positively influenced by the independent variable and are significant. The value of -3.156287 for c. represents effective entrepreneurial education management will be without all the independent variables in the model which include adequate funding, adequate, quality curriculum content, adequate training/infrastructures facilities, proper awareness and corruption free. The value 0.357149 for β_1 implies thatholding all other factors

constant, a unit increase in AF (Adequate Funding) will lead to 0.357149 increases in Y (effective entrepreneurial education management). This means that if there is adequate funding, it will lead to effective entrepreneurial education management. And this applies to other independent variables in the model.

The R^2 tells the percentage variation in EEEM explained by AF, AM, QCC, ATIF, PAEE and CF. By implication, the value 0.587494 means that about 59% of the total variation in the dependent variable is as a result of changes in the independent variables, while 41% is unexplained. This remaining percent could be caused by other factors or variables not built in the model. The estimated F-value is significant at 1 % level (because the p value is zero) we can reject the null hypothesis that Identified militating factors against entrepreneurial education have no significant effect on effective entrepreneurial education management, we therefore conclude that Identified militating factors against entrepreneurial education have a significant effect on effective entrepreneurial education management.

The result shows that if all the Identified militating factors against entrepreneurial education such as corruption, inadequate funding inadequate manpower, poor curriculum content, inadequate infrastructures facilities lack of training facilities and low level of awareness of value of entrepreneurship education are tackle, it will contribute a to effective entrepreneurial education management in Nigeria.

Conclusion

The importance of entrepreneurship education cannot be over-emphasized, as it has continued to be critically discussed topic among scholars, as a result of its impact on sustainable development. Its Impacts will be better felt amongst developing nations such as Nigeria, where there is urgent need for economic, technological and industrial transformation as well as to reduce poverty to its minimum.

If entrepreneurship education is properly managed in Nigeria, it will contribute to the nation's economic growth and sustainabledevelopment by contributing immeasurable towards talent discovery, new job creation, poverty reduction, wealth creation and income generation for both government and individuals.

Recommendations

Based on the findings of this study and since entrepreneurship education remain vital in the real sector and the sustenance of economic development, it has become necessary for Nigerian Government to pay more attention to this sector.

1. There should be urgent need for Government to provide materials and well-furnished and equipped entrepreneurship centers for teaching in institutions of learning. And Centre for entrepreneurship education should be mandatorily established in all Nigerian tertiary institutions.
2. There is need for more awareness on the value of entrepreneurship education on the part of tertiary institutions and government at all level so that youths can understand the importance of entrepreneurship education.
3. Lecturers and instructor for entrepreneurship courses should be adequately recruited and regularly trained in area of entrepreneurship education, and always sponsored to attend local and international conferences as to acquire more knowledge by strengthening the capacity to create ideas and innovation
4. Government and other relevant stakeholders' needs to revisit, review and redesign entrepreneurship education curriculum and policies in line with our developmental needs as to come up with quality curriculum content and policies that will create more entrepreneurship education programs.
5. There should be sanctions for institutions and lecturers who fails to take entrepreneurship education serious.Also Government and other relevant stakeholders should try as much they can to make entrepreneurship education corruption free.

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