

MANAGERIAL STRATEGIES AND LECTURERS' ACADEMIC ROLE PERFORMANCE AS PREDICTORS OF STUDENTS' ENTREPRENEURIAL POTENTIAL DEVELOPMENT IN FEDERAL UNIVERSITIES IN NORTH-CENTRAL NIGERIA

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Abstract

This study investigated the extent to which managerial strategies and lecturers' academic role performance predict students' potential development in entrepreneurship education in Federal Universities in North-Central Nigeria. The study was guided by nine research objectives, nine research questions, and nine null hypotheses, all tested at the 0.05 level of significance. Relevant literature was reviewed under conceptual and empirical frameworks to provide a theoretical foundation for the study. A correlational survey research design was adopted to determine the nature and strength of relationships among the variables. The population of the study consisted of 2,441 respondents,. Data were collected using three researcher-developed instruments: the Managerial Strategies for Students' Potential Development in Entrepreneurship Education Questionnaire (MSSPDEEQ), the Lecturers' Academic Role Performance Questionnaire (LARPQ), and the Students' Potential Development in Entrepreneurship Education Questionnaire (SPDEEQ). The instruments were validated by experts, and their reliability coefficients were found to be adequate for the study. Data obtained were analyzed using mean and standard deviation to answer the research questions, while simple linear regression analysis was used to test the null hypotheses at the 0.05 level of significance. The findings revealed that university management adopted several strategies to a high extent, including curriculum development, institutional and policy frameworks, resource allocation, student support services, monitoring and evaluation mechanisms, and digital infrastructural strategies, all of which significantly enhanced students' entrepreneurial potential development. The results also showed that lecturers' academic role performance particularly in teaching effectiveness, mentoring, supervision, assessment, and practical skill facilitation significantly contributed to students' potential development in entrepreneurship education. Furthermore, managerial strategies and lecturers' academic role performance jointly emerged as significant predictors of students' entrepreneurial potential development. The study concluded that effective managerial strategies and high-quality lecturers' academic role performance are critical determinants of successful entrepreneurship education outcomes in Federal Universities in North-Central Nigeria. It was therefore recommended that

university management should sustain and strengthen supportive managerial strategies, while lecturers should be continuously trained and motivated to enhance their academic role performance. Such measures would improve students' entrepreneurial competencies, self-reliance, and readiness for productive engagement in the labour market.

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

1.0 Introduction

The introduction of compulsory entrepreneurship education in Nigerian Universities by the National Universities Commission (NUC) in 2006 was envisioned as a strategic policy intervention to equip graduates with entrepreneurial competencies, reduce unemployment, and foster self-reliance. Nearly two decades after this initiative, however, the unemployment rate among Nigerian graduates remains high, and the capacity of university graduates to create sustainable businesses is still in question. The mismatch between the objectives of entrepreneurship education and the observable entrepreneurial outcomes among graduates suggests that there may be critical gaps in how universities manage and deliver such programmes.

In the North Central geopolitical zone of Nigeria, this challenge is even more pronounced. Federal Universities in this region seem to operate within a complex socio-economic environment characterised by infrastructural deficits, inconsistent funding, political instability, and limited industrial linkages. While entrepreneurship education is integrated into curricula, its effective delivery depends largely on two interrelated factors: The managerial strategies employed by Federal University authorities to plan, resource, and monitor entrepreneurship programmes. The academic role performance of lecturers, who must translate curricular goals into practical, skill-oriented learning experiences.

Evidence from recent empirical studies (Ajayi, 2021; Oborah, 2020) reveals that in many Nigerian Federal Universities, entrepreneurship education is plagued by inadequate teaching facilities, insufficiently trained Lecturers, lack of industry partnerships, and limited opportunities for experiential learning. These constraints may undermine lecturers' ability to deliver quality instruction and, in turn, hinder students' potentials development.

Furthermore, there appears to be limited empirical evidence specifically examining how managerial strategies and lecturers' role performance jointly influence students' potentials development in the North Central zone. Most available studies either focus on entrepreneurship education in general or examine one variable in isolation, without considering the combined and interactive effects of institutional management and lecturer performance on students' potentials development.

The gap in understanding raises a crucial problem: If the managerial strategies in Federal Universities are not effectively aligned with Lecturers' pedagogical delivery, then entrepreneurship education may remain largely theoretical, producing graduates who are illequipped for the demands of a competitive, innovation-driven economy. Addressing this problem requires a systematic investigation into the interplay between university managerial strategies, Lecturers' academic role performance, and the development of entrepreneurial skills among Students in the North Central region of Nigeria. The study aimed to answer the question: To what extent do management adopt strategies for entrepreneurship education and Lecturers' academic role performance enhance or inhibit students' potential development in Federal Universities in North central Nigeria?

1.2 Purpose of the Study

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

- 1) ascertain the extent to which management adopt monitoring and evaluation strategy to provide infrastructure and incubation centres for students' potentials development in entrepreneurship education in Federal Universities in North Central, Nigeria;
- 2) investigate the extent to which management adopts Digital infrastructure strategy for students' potentials development in entrepreneurship education in Federal Universities in North Central, Nigeria;
- 3) ascertain the lecturers' academic role performance for students' potentials development in entrepreneurship education in Federal Universities in North Central, Nigeria;
- 4) examine the extent of students' potentials development in entrepreneurship education in Federal Universities in North Central, Nigeria; and
- 5) investigate the extent to which managerial strategies, lecturers' academic role performance affect students' potentials development in entrepreneurship education in Federal Universities in North Central, Nigeria.

1.3 Research Questions

The following research questions were raised to guide the study;

- 1) To what extent does management adopt monitoring and evaluation strategy for students' potentials development in entrepreneurship education in Federal Universities in North Central, Nigeria?

- 2) To what extent does management adopt digital infrastructure strategy for students' potentials development in entrepreneurship programs in Federal Universities in North Central, Nigeria?
- 3) What is the extent of lecturers' academic role performance for students' potentials development in entrepreneurship in Federal Universities in North Central, Nigeria?
- 4) What is the extent of students' potentials development in Entrepreneurship Education in Federal Universities in North Central, Nigeria?
- 5) Have managerial strategies, lecturers' academic role performance influenced students' potentials development positively in entrepreneurship education in Federal Universities in North Central, Nigeria?

1.4 Hypotheses

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

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

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

Ho3: There is no significant relationship between lecturers' academic performance and students' potentials development and entrepreneurship education in North Central, Nigeria.

Ho4: There is no significant relationship between students' potentials development and entrepreneurship education in North Central, Nigeria.

Ho5: There is no significant canonical relationship among managerial strategies, lecturers' academic role performance students' potentials development and entrepreneurship education in North Central, Nigeria.

2.0 Method

Below is a more concise, clear, and academically polished restructuring of the methodology section, with redundancies removed and ideas streamlined while preserving the original meaning and research rigor.

Research Design

The study adopted a descriptive survey and correlational research design. These designs were appropriate because they enabled the description of managerial strategies, lecturers' academic role performance, and students' entrepreneurial potentials, as well as the examination of relationships among the variables. The survey design allowed respondents to express opinions based on their experiences, while the correlational design facilitated the determination of relationships among multiple variables and supported generalization of findings.

Population of the Study

The population comprised 2,441 respondents, consisting of 168 lecturers and 2,273 final-year (400-level) students from seven Federal Universities in North Central Nigeria: Joseph Sarwuan Tarka University, Makurdi; Federal University Lafia; Federal University of Technology, Minna; University of Abuja; Federal University Lokoja; University of Ilorin; and University of Jos. Final-year students were selected because of their adequate exposure to entrepreneurship education and sufficient academic experience.

Sample Size and Sampling Procedures

The sample consisted of 373 students and 60 lecturers. A multistage sampling procedure was employed. First, proportionate random sampling was used to select three states. Second, balloting was used to select one department from each of the selected universities—Joseph Sarwuan Tarka University, Makurdi; Federal University Lafia; and Federal University of Technology, Minna. Third, Taro Yamane's formula (35%) was applied to determine a sample of 373 students, while 60 lecturers were purposively selected.

Instrumentation

Three researcher-designed questionnaires were used for data collection:

- 1 Managerial Strategies Questionnaire (MSQ) for students,
- 2 Lecturers' Academic Role Performance Questionnaire (LARPQ) for Heads of Departments, and
- 3 Students' Potentials Development Questionnaire (SPDQ) for students.

The instruments were structured into sections measuring managerial strategies, lecturers' academic role performance, and students' entrepreneurial potentials. Responses were rated on a 4-point Likert scale ranging from High to Very Low for all variables.

Validity and Reliability of Instruments

Face and content validity were established by two senior lecturers in the Faculty of Education, University of Abuja, who assessed relevance, clarity, and coverage of the items. Their suggestions were incorporated, ambiguous items revised, and irrelevant items removed.

Reliability was determined through a pilot test involving 30 lecturers from Federal University Lokoja, who were excluded from the main study. The split-half method and Pearson Product Moment Correlation (PPMC) were used, yielding reliability coefficients of 0.91, 0.83, and 0.85 for MSQ, LARPQ, and SPDQ respectively, which were considered adequate.

Data Collection Procedure

Letters of introduction were obtained from the Faculty of Education, University of Abuja. The researcher, assisted by four trained research assistants, administered the instruments in the selected universities after obtaining permission from Heads of Departments. Completed questionnaires were retrieved within one week.

Method of Data Analysis

Data were analysed using descriptive and inferential statistics Mean, standard deviation, and percentages were used to answer the research questions, with a benchmark mean of 2.50. Linear regression analysis was employed to test the null hypotheses at 0.05 level of significance. Decisions were based on whether calculated values were significant at the stated level.

3.0 Data Analysis and Results

Research Question One: What extent do management adopt monitoring and evaluation strategy for students' potential development in entrepreneurship education in Universities in North Central, Nigeria?

Table 1: Mean and Standard Deviation on Extent to which Management Adopt Monitoring and Evaluation Strategy for students' potentials development in Entrepreneurship Education

N=373

E	STATEMENT	M E	LE E	VL E	Mea n	Std Dev	Remark
							s
MONITORING AND EVALUATION IN ENTREPRENEURSHIP EDUCATION							
49	The university uses effective evaluation methods to assess the impact of entrepreneurship education programs.	100	54	9	18	3.30	0.96
50	Evaluation methods include both quantitative and qualitative measures.	55	90	9	27	2.96	0.98
51	Students and stakeholders provide regular feedback on entrepreneurship education programs.	91	36	54	0	3.20	0.87
52	Feedback is used to improve and refine entrepreneurship education programs.	19	72	90	0	2.61	0.67
53	The university tracks relevant performance metrics to measure the success of entrepreneurship education programs.	100	54	9	18	3.30	0.96
54	Metrics include startup success rates, job creation, and entrepreneurial skills development.	136	36	9	0	3.70	0.56
55	The university regularly reviews and updates entrepreneurship education programs based on evaluation findings.	55	90	9	27	2.96	0.96
56	Changes are made to programs to ensure they remain relevant and effective.	99	55	18	9	3.35	0.85
57	Stakeholders, including industry partners and alumni, are involved in the evaluation and monitoring process.	9	54	10	9	2.35	0.65

58	Stakeholder feedback is incorporated into program development and improvement.	91	36	54	0	3.20	0.87	High extent
59	Evaluation findings and results are transparent and accessible to stakeholders.	19	72	90	0	2.61	0.67	High extent
60	The university is accountable for the effectiveness of its entrepreneurship education programs.	190	54	9	18	3.30	0.96	High extent
Cluster Mean/ Standard Deviation						3.07	0.83	High Extent

Table 1 shows the extent to which management adopt monitoring and evaluation strategy for students' potential development in entrepreneurship education in Universities in North Central Nigeria. The results showed that most of the mean values based on the responses of respondents are high. The average mean value is 3.07. This value is above the benchmark value of 2.50 for a 4-point scaled questionnaire. Hence, management adopt monitoring and evaluation strategy for students' potential development in entrepreneurship education to a high extent in Universities in North Central Nigeria.

Research Question Two: To what extent does management adopt digital infrastructure strategy for student potentials development in entrepreneurship education in Universities in North Central, Nigeria?

Table 2: Mean and Standard Deviation on Extent to which Management Adopt Digital Infrastructure Strategy for student potentials development in Entrepreneurship Education

N=373

	STATEMENT	HE	ME	LE	VLE	Mean	Std Dev	Remark
G	DIGITAL INFRASTRUCTURE IN ENTREPRENEURSHIP PLATFORMS EDUCATION							
61	The university provides access to relevant digital tools and platforms to support entrepreneurship education.	54	45	64	18	2.25	0.99	High extent

62	Digital tools and platforms are integrated into entrepreneurship courses and programs.	27	100	54	0	2.45	1.85	High extent
63	The university offers online resources, such as databases, e-books, and online courses, to support entrepreneurship education.	254	110	9	0	1.85	0.65	High extent
64	Students have access to online resources to develop their entrepreneurial skills.	91	36	54	0	3.20	0.87	High extent
65	The university provides virtual collaboration tools to support teamwork and project-based learning.	19	72	90	0	2.61	0.67	High extent
66	Students can collaborate remotely with peers and industry partners.	100	54	9	18	3.30	0.96	High extent
67	The university provides training and support to develop students' digital literacy skills.	136	36	9	0	3.70	0.56	High extent
68	Students are equipped with the skills to leverage digital technologies for entrepreneurship.	33	90	9	0	2.96	0.98	High extent
69	The university offers e-learning and online courses to support entrepreneurship education.	91	36	54	0	3.20	0.87	High extent
70	Online courses are flexible and accessible to students. Technical Support	19	73	90	0	2.61	0.67	High extent
71	The university provides technical support for digital infrastructure and tools.	100	54	9	18	3.30	0.96	High extent
72	Technical issues are resolved promptly to minimize disruptions.	136	36	9	0	3.70	0.56	High extent
Cluster Mean/Standard Deviation						2.93	0.88	High Extent

Table 2 shows the extent to which management adopt digital infrastructure strategy for students' potential development in entrepreneurship education in Universities in North Central Nigeria. The results showed that most of the mean values based on the responses of respondents are high. The average mean value is 2.93. This value is above the benchmark value of 2.50 for a 4-point Likert scaled questionnaire. Hence, management adopt digital infrastructure a strategy for students' potentials development in entrepreneurship education to a high extent in Universities in North Central Nigeria.

Research Question three What is the extent of lecturers' academic role performance for students' potentials development in entrepreneurship education in Universities in North Central, Nigeria?

Table 3: Mean and Standard Deviation on Lecturers Academic roles Performance for students' potentials development in Entrepreneurship Education

N=373

S/ N	STATEMENT	HE	ME	LE	VLE	Mean	Std Dev.	Remar ks
Lecturers:								
1	use practical examples and case studies to teach entrepreneurship concepts.	279	76	18	0	3.18	0.87	High extent
2	apply innovation teaching methods (e.g., simulations projects, business plan competitions).	248	72	36	17	2.60	0.60	High extent
3	clearly explain entrepreneurship theories and their practical applications.	254	110	9	0	3.31	0.95	High extent
4	encourage students to participate actively in class discussion.	211	111	19	33	3.70	0.64	High extent
5	mentor students on how to generate and refine business ideas.	279	76	18	0	2.96	0.97	High extent
6	provide guidance on developing business plans and proposals	248	72	36	17	3.35	0.95	High extent
7	are approachable and accessible for entrepreneurial advice.	246	127	0	0	2.66	0.91	High extent

8 conduct research that contributes to entrepreneurship education.	299	85	0	0	2.86	0.91	Low extent
9 integrate findings from research into classroom teaching.	277	88	8	0	2.20	0.67	Low extent
1 collaborate with industry in research and innovation	155	133	9	6	2.10	0.29	Low Extent
1 share entrepreneurial knowledge through publications and seminars.	172	47	34	120	1.72	0.74	Low Extent
1 use diverse methods to assess students' entrepreneurial skills (projects, presentations, business plans).	132	26	68	147	2.27	0.99	High extent
1 provide constructive feedback on students' entrepreneurial performance.	190	140	26	17	2.45	1.02	Low extent
1 assessments reflect both theoretical and practical aspects of entrepreneurship.	110	155	49	59	1.85	0.65	Low extent
1 encourage students to learn from their mistakes and improve.	228	59	17	69	3.18	0.87	High extent
1 link students with entrepreneurs and business networks.	183	26	43	121	1.85	0.65	Low extent
1 organize industrial visits, internships, or field trips for students.	321	17	17	18	3.18	0.87	High extent
1 invite successful entrepreneurs as guest speakers in class.	243	17	17	18	2.60	0.66	High extent
1 facilitate partnerships between students and incubation centres.	139	78	80	76	2.96	0.97	High extent

2 use ICT tools (e-learning platforms, digital simulations) in teaching entrepreneurship.	18	76	27	90	3.19	0.87	High extent
2 encourage students to use online platforms for market research.	248	72	36	17	2.60	0.66	High extent
2 Lecturers integrate digital marketing tools into entrepreneurship training.	254	110	9	0	3.31	0.95	High extent
2 promote the use of technology in developing start-up ideas.	211	111	18	33	3.70	0.55	High extent
Sectional mean				2.76	0.79	High Extent	

Table 3 shows the level of lecturers' academic role performance for students' potentials development in entrepreneurship education in universities in North Central States of Nigeria. The results showed that most of the Means value based on the responses of the Respondents are high. The analysis of this table sowed that most of the mean value according to the respondents' responses was high. The sectional mean score of 2.76 with a standard deviation of 0.79. the mean score of 2.76 was higher than the bench mark of 2.50. The respondents accepted that the level of lecturers' academic role performance for students' potential development in entrepreneurship education was high in the universities in North Central States of Nigeria.

Research Question Four What is the extent of students potentials development in entrepreneurship education in Federal Universities in North Central, Nigeria?

Table 4: Mean and Standard Deviation on Students' Potential Development in Entrepreneurship Education

N=373

S/N	STATEMENT	HL	HE	LL	VLL	Mean	Std Dev.	Remarks
Entrepreneurial Knowledge and Skills								
1	Students have acquired the necessary entrepreneurial knowledge to start their own businesses.	45	12	3	0	3.70	0.87	High extent

2 Students demonstrate practical skills in business planning, marketing, and financial management	40	13	5	2	3.52	0.60	High extent
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Confidence and Motivation

3 Students show increased confidence in their ability to become entrepreneurs	41	17	2	0	3.65	0.95	High extent
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4 Students are motivated to pursue entrepreneurial careers after completing the program	34	18	3	5	3.35	0.64	High extent
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Networking and Support

5 The entrepreneurship program provides opportunities for students to network with entrepreneurs and industry experts.	40	12	3	5	3.45	0.97	High extent
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6 Students receive adequate mentorship and guidance from lecturers and program coordinators.	37	13	4	6	3.35	0.95	High extent
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Career Preparedness

7 Students are adequately prepared for the challenges of starting and managing businesses.	32	11	7	10	3.08	0.66	Low extent
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8 The entrepreneurship education program enhances students' employability and readiness for the job market	39	20	1	0	3.63	0.91	High extent
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Entrepreneurial Intentions

9 Students express strong intentions to start their own ventures after graduation	48	12	0	0	3.80	0.91	Low extent
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10 The program inspires students to explore entrepreneurial opportunities in their chosen fields	44	13	3	0	3.68	0.67	Low extent
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Career Confidence

I feel confident in my ability to pursue a career in entrepreneurship.	155	133	9	6	2.10	0.29	Low extent
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The program has prepared me well for the workforce, whether I choose to start my own business or work for an existing organization. 172 47 34 120 172 0.74 Low extent

Industry Connections

The entrepreneurship education program has provided me with valuable networking opportunities. 132 26 68 147 2.27 0.99 High extent

I have developed connections with industry professionals through this program. 190 140 26 17 2.45 1.02 Low extent

Personal Development and Attributes

The program has helped me develop essential entrepreneurial attributes, such as creativity, resilience, and proactivity. 110 155 49 59 1.85 0.65 Low extent

Cluster mean 3.30 0.79 High extent

Table 4 showed the level of students' potentials development in entrepreneurship education in Federal Universities in North Central States of Nigeria. The table analysis results showed that most of the mean values were high according to the respondents' response. The cluster mean score was 3.30 higher than the bench mark of 2.50. All the respondents with the cluster mean score of 2.84 accepted that there was a high level of students' potential development in entrepreneurship education in Federal Universities of North Central States of Nigeria.

Research Question five: What is the level of lecturers' academic role performance for students' potentials development in entrepreneurship education in Federal Universities North Central, Nigeria?

Table 5: Mean and Standard Deviation on Extent to which Management Adopt managerial strategies, lecturers' academic role performance, for students' potentials development in Entrepreneurship Education

N=373

S/N	STATEMENT	HE	ME	LE	VLE	Mean	Std Dev	Remark
31	Curriculum development	279	76	18	0	3.18	0.87	High extent
32	Institutional framework	248	72	36	17	2.60	0.60	High extent
33	Resource allocation	254	110	9	0	3.31	0.95	High extent
34	Students' support services	211	111	19	33	3.70	0.64	High extent
35	Monitoring and evaluation	279	76	18	0	2.96	0.97	High extent
36	Digital infrastructure	248	72	36	17	3.35	0.95	High extent
37	Lecturers Academic Role Performance	2.46	127	0	0	2.66	0.91	High extent
Cluster Mean/Standard Deviation				3.11	0.84	High extent		

Table 5 revealed the extent in which management adopts effective curriculum development, institutional framework, resource allocation, student support service, monitoring and evaluation and digital infrastructure strategies, to influence student potentials in entrepreneurship education. The results showed that most of the Mean values based on the responses of respondents are high. Lecturers academic role performance contributed to student potentials development in entrepreneurship education in North Central States of Nigeria. The average mean score of 3.11 and standard deviation of 0.84 were obtained. The average mean score of 3.11 was above the bench mark value of 2.50 proving that management strategies and lecturers' academic role performance contributed to a high extent to students' potentials in entrepreneurship education in North Central States of Nigeria.

Discussion of Findings

Research Question One revealed that management adopted to a high extent monitoring and evaluation curriculum strategy in entrepreneurship education in Universities in North Central States of Nigeria. Hypothesis one indicated that there was a significant relationship between management adoption of monitoring and evaluation strategy and entrepreneurship education in Universities in North Central States of Nigeria. This findings is contrary to that of Dawet, Damar, Goyit and Kajang (2019) who carried out a study on evaluation of the implementation of

undergraduate general studies entrepreneurship curriculum in Federal Universities in North-Central Geo-Political Zone, Nigeria. The study's findings showed that there was a low influence of the evaluation of curriculum on implementation of undergraduate general studies entrepreneurship curriculum in Federal Universities in North-Central Geo-Political Zone, Nigeria. In addition, Wey-Amaewhule, Epelle and Pamogho (2024) investigated management strategies for promoting entrepreneurship education curriculum for job creation among undergraduate students in Rivers State University in post Covid-19 era. Findings of the study showed that there was a significant impact of the management strategies for promoting entrepreneurship education curriculum on job creation among undergraduate students in Rivers State University in post Covid-19 era.

Research Question Two revealed that management adopted digital infrastructure strategy for entrepreneurship education in a high extent in Universities in North Central States of Nigeria.

Hypothesis 2 showed there is a significant relationship between management adoption of digital infrastructure strategy and entrepreneurship education in Universities in North Central States of Nigeria. Downes (2007) posited that the digital strategy for enhancing entrepreneurship education utilizes online resources such as videos, podcasts, and blogs, to supplement entrepreneurship education. Simulation-based learning is also used to teach entrepreneurship concepts and strategies.

Research Question Three proved that lecturers academic role performance was at a high extent for students' potentials development in entrepreneurship education. It was indicated that lecturers used practical examples and case study to teach entrepreneurship concepts for students to understand. They innovative teaching method examples: simulation, business competition, they clearly explained entrepreneurship theories, they encourage to participate actively in class discussion etcetera. The study of Ogunyemi & Adediran (2021) was in line with the present study finding. The researchers proved that lecturers who were actively engaged in entrepreneurial practices and lecturing through business incubation programmes consultancy and industry collaboration were effectively shaping students to have knowledge skills and be confident in executing entrepreneurial educational practices. Ekpikem & Akpaio (2015) advised that for lecturers to be well lettered in their academic role performance the management should make provision for them to be trained in digital pedagogy and that they should also provide resources for them to e ale to design virtual entrepreneurial practice for the students.

Research Question four revealed that there is high extent of students' potentials development in entrepreneurship education in universities in North Central States of Nigeria. Macarthur (2023) posited that Student entrepreneurship skill development is essential for preparing individuals to succeed in the business world, whether they choose to launch their own ventures or contribute innovatively to existing organizations. Developing entrepreneurship skills goes beyond theoretical knowledge and involves a mix of practical, cognitive, and interpersonal abilities. Similarly, Umoh, Ekpo, Effiong and Asangausung, (2023) examined how entrepreneurship

education enhanced students' potentials. Nigeria. Furthermore, Decker- Lange, Lange and Walmsley (2024) examined the underexplored link between entrepreneurship education (EE) and graduate potential in the higher education (HE) sector in the United Kingdom (UK) and found that student potentials has a high correlation with entrepreneurship education.

Findings on research question five showed that management strategies and lecturers academic role performance contribute significantly to student potentials development in North Central States in Nigeria. The study of Iwu, Maziriri, Sibanda & Makwara (2025) corroborated with the present study finding. The researchers' maintained that lecturers' competencies, teaching styles and classroom strategies aid students acquisition of entrepreneurship skills. The finding of Mbatha and Ndovela (2025) averred that managerial strategies and effective teaching helped students to develop and acquire practical entrepreneurship skills. The study finding of Joensuu- Salo, Peltonen, Hamalainen (2023) revealed that strong managerial strategies and culture enhanced lecturers teaching innovation and helped students gain entrepreneurship skills and competencies.

Conclusion and Recommendations

1. Management adopted monitoring and evaluation managerial strategy to a high extent for students' potentials development in entrepreneurship education in Federal universities in North Central States of Nigeria. There was significant relationship between management adoption of monitoring and evaluation strategy and students' potential development in entrepreneurship education in Federal Universities in North Central Nigeria.
2. Management adopted digital infrastructural managerial strategy to a high extent for students' potentials development in entrepreneurship education in Federal universities in North Central States of Nigeria. There was significant relationship between management adoption of digital infrastructural managerial strategy and students' potentials development in entrepreneurship education in Federal Universities in North Central Nigeria.
3. There was a high extent of lecturers' academic role performance for students' potentials in entrepreneurship education in Federal universities in North Central States of Nigeria.

There was significant relationship between lecturers' academic role performance and students' potentials development in entrepreneurship education in North Central States of Nigeria.

4. Students' potentials development was at a high extent in entrepreneurship education in Federal universities in North Central States of Nigeria.
5. Managerial strategies and lecturers' role performance significantly influenced students' potentials development in entrepreneurship education in North Central States Nigeria.

Based on the findings, the study recommends the following:

- 1) The management of universities should establish a well-organized and experienced monitoring and evaluation team that will oversee, scrutinize and regulate the allocation of resources as well as monitor progress for the purpose of improving entrepreneurship education in Universities in North Central, Nigeria.
- 2). The digital infrastructure of Universities in the North Central should be improved upon in order to facilitate the smooth and effective learning and application of entrepreneurship education in Universities in North Central, Nigeria.
- 3). Management should avail themselves with digital training to equip them with the knowledge for easy and in-depth further use of managerial strategies.
- 4). Lecturers should be funded by the government and school management to help them, attend Conferences to acquire more knowledge on entrepreneurship education which in turn will enrich students' knowledge capacity both theoretically and practically.
- 5). Students should be supported psychologically effectively for them to be able to develop their potentials maximally.

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