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AVAILABILITY AND ADEQUACY OF RESOURCES FOR ENTREPRENEURSHIP STUDIES IN UNIVERSITIES IN SOUTH-EAST, NIGERIA

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ABSTRACT

The study determines availability and adequacy of resources for entrepreneurship studies in universities in South-East, Nigeria. The study adopted survey design. Two research questions and two hypotheses guided the study. The Population of the study consisted of two hundred and eighty-two (282) respondents. The study made use of all the population of the study as a result, no sample was made since the population is a manageable size. The instrument for data collection was a self-constructed instrument developed by the researcher titled "Availability and Adequacy of Resources for Entrepreneurship Education Scale (AAREES)". The instrument consisted of two sections, A & B. Section A was designed to elicit personal information about the respondents while section B contains 10 items which focus on eliciting information on availability and adequacy of fund for entrepreneurship education in Universities in the South-East Nigeria. The options of the responses for research question one was based on four points rating scale of; Strongly Agree (SA)=4; Agree (A)=3; Disagree (D)=2 and Strongly Disagree (SD)=1. While that of research question two was based on Very Adequate (VA)=4; Adequate (A)=3; Inadequate (I)=2 and Very Inadequate (IV)=1 respectively. Cronbach alpha reliability coefficient was used to determine the reliability of the instrument. The two clusters showed reliability co-efficient of 0.88 and 0.90 with an overall reliability of 0.89. The data collected were analyzed using weighted mean (x) to answer the research questions. In analyzing the mean (x), value of 2.50 and above were regarded as agreed while those of below 2.50 were regarded as disagreed. ANOVA was used to test the hypotheses at 0.05 level of significant. Findings revealed that the respondents agreed that through government allocation, money is allocated to the universities for entrepreneurship education among others. It is recommended among others that fund provided in the universities in South East Nigeria for entrepreneurship education be prudently used for optimal goal feat.

Keywords: Availability, Adequacy, Resources, Entrepreneurship education, University

Introduction

Education is the process of acquiring knowledge, skills and experiences by an individual for effective adaptation to the environment. Education is the most effective means available to society to challenge the future (UNESCO cited in Valentin & Calin 2017). Without education, youth participation in the cultural and socio-economic life is impossible. Education will obviously not solve all the problems that humanity faces today, but it is essential in the effort to connect the members of the society, generate new relationships and respect to environmental needs (Bucovală & Dezvoltarea durabilă cited in Valentin & Calin, 2017).

Nigeria is faced with myriad of problems among which are graduate unemployment, poverty, crime, and other social vices, which are as a result of economic meltdown or unsustainable development in the country, which needs urgent attention. In the present economic situation, having knowledge of an academic subject is no longer sufficient for a new graduate. Students are increasingly required to have skills and abilities which will increase their employability.

Education has been the focal point for social, economic and political transformation in all societies. It acts as an integrative force in society, imparting values that foster individual excellence, social cohesion and national development (Gautam & Singh, 2015). Recognizing the importance of education in national development, the policy makers (European Union, 2006; UNESCO, 2013; QAA, 2012) have placed an unprecedented focus on a recently identified concept in the field of education across all levels named as "entrepreneurial skill development through education".

Students after graduating finds it difficult to get jobs. This is as a result of lack of jobs and inadequate job opportunities in our country. According to Ejere and Tende (2012), states that a major defect in the Nigerian educational system, inclusive of the universities, is its theoretical inclination. For instance, most Nigerian universities produce graduate who are at best only suited for white collar jobs and have little or no basic skills of any other vocational relevance. Naturally, such a situation will lead to high unemployment rate especially among university graduates (Ejere & Tende, 2012). Graduate unemployment and under employment have resulted in youth restiveness, vices and insecurity of lives and property. When the youth are gainfully employed all these vices will be a thing of past. To curb these vices, the Federal Government dim it fit to introduce entrepreneurship studies in the universities.

Entrepreneurship is a process of change, vision and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Entrepreneurship has been simply captured as the use of human courage

to seek investment opportunities and establish a profit-oriented enterprise (Ikeme & Onu, cited in Sunday 2012). Entrepreneurship is generally viewed as a process of creating something new. Doing this involves a lot of time and effort devoted to ensure the tasks at hand and the resultant effects include monetary and personal satisfaction as well as independence. Entrepreneurship is a service rendered by anyone who starts a new business (Ogundele, Sofoluwe & Kayode, 2012). In order to achieve the aim of entrepreneurship, there is need for entrepreneurship education.

Entrepreneurship education is a lifelong learning process, starting as early as primary and secondary school as vocational education and progressing through all levels of education, adult education inclusive. Entrepreneurship education is based on the fact that a body of knowledge, skill, and attitude could be learnt and applied by our youths. It recognizes that many individuals have potential or invisible talents that enable them to exploit these potentials. The Federal Government of Nigeria, through the National University Commission (NUC) in 2006 directed that entrepreneurship education be mandatory for every university student, which is aimed at equipping tertiary students with entrepreneurial skills, attitudes and competencies in order to be job creators and not job seekers. The overall objective of the programme was to reduce youths' unemployment; especially among school leavers, in Nigeria. The Federal Government directed Nigerian Higher Education Institutions (HEIs) to include Entrepreneurship Education (EEd) as a compulsory course for all students with effect from the 2007/2008 academic session (Aliu, 2008). This led to the inclusion of EEd in the curriculum of all universities and other higher education in Nigeria. Most of the universities in Nigeria now have a centre for entrepreneurship education in their respective institutions. Since then, it has been introduced as General Studies (GST). In some institutions, they are introduced at 200 and 300 levels. Interestingly some universities have mounted mandatory entrepreneurship education programme in their schools. Such universities like Nnamdi Azikiwe University Awka, Imo State University Owerri, Federal University of Technology Owerri, Michael Okpara University of Agriculture Umudike and University of Nigeria Nsukka, to mention but a few. Some Universities undertake it as a full course while some take it as a general study.

Entrepreneurship education was introduced at tertiary level of education with the aims of making students acquire specific skills despite their area of study. Universities adoption of these approaches depends on the institutional decision and programme signed. Ukpiken and Ukpabio cited in Salihu, Audu, Ibrahim and Mohammed (2020) described entrepreneurship education as the acquisition of skills, ability, competence which equip the recipients with initiative, creativity, risk taking ability, enthusiasm, independence,

vision for business venture. This means that entrepreneurship education makes graduates in schools to have enterprising skills, competencies of owning and managing a business. According to Adenike (2016), entrepreneurship education plays a vital role in social, political economic development of any nation. This is because a graduate of entrepreneurship would acquire enough knowledge and skills relevant to establish and manage small business. According Adenike, graduate of entrepreneurship education does not provide jobs for himself alone, but also provides for others too. This in turn helps the individual to increase per capital income and hence improve standard of living. Operationally, entrepreneurship education is the process of acquiring the necessary skills, knowledge and experiences that will enable the individual to fit into the environment. The skills acquired in entrepreneur education will enable entrepreneur to identify the specific wants of people and the types of goods and services that would satisfy those wants more comfortable (Salihu, et. al., 2020). Therefore, Entrepreneurship stimulates rural, economics and industrial development. This is because small and medium scale would be established in the rural area which provides goods and services to the rural dwellers as well as jobs opportunities. This will discourage rural migration and attract infrastructural development (Salihu, et. al., 2020).

Entrepreneurship education equips the youth with knowledge for a better vision. Alex, Ike and Ikeme (2012) stated the following benefits of entrepreneur Education: Understand essential steps in starting a business, Enhance awareness of career and entrepreneurial options, Understand basic financial concepts and management, Increase awareness of social responsibility and entrepreneur contribution to the society, It developed students' creativity and increase their performance in schools, It makes students developed interest in school subjects and aids the realization of general goal of education, It creates employment opportunities for people, It improves business start-up plan and management, It gives people skills of business management and It increases level of economic competition among people. Adah (2008) states that entrepreneurship education is the art of organizing business opportunities and mobilizing resources. Adah further enumerated the aims of entrepreneurship education in tertiary institutions as follows:

1. Providing meaningful education to the youth to be self-employed and self-reliant.
2. To providing graduate with enough skills that will make them to be creative and innovative in identifying new business opportunities.
3. Providing graduates with enough training in risk management, to make uncertainty bearing more possible and easier to give young graduates

training to establish a career in small and medium scale business.

4. Providing graduates with training skills that will enable them meet the societal manpower needs which will help to stimulate industrial and economic growth of rural and less developed areas.

To make entrepreneurship education a success in Nigerian tertiary institutions especially at the universities, resources are crucial. A resource can be defined as a useful or valuable possession or means of support for man in making a living. Resources in the universities for entrepreneurship education consist of human resources, material resources and financial resources. Entrepreneurship education has taken off in many institutions in Nigeria and there is the need to provide adequate resources to effectively implement the curriculum in schools. Resources specially needed to handle the teaching of entrepreneurship education in the universities are: human, material resources and funds.

In this study, availability and adequacy of resources such as fund was discussed. Funds are necessary in any administration; it aids in providing all the necessary materials needed in a system. Chukwuma and Nwaham (2007), states that money provides the essential purchasing power with which education acquires its human and material input. In the absence of fund in an educational establishment, the educational objective will be a mirage. The University cannot perform optimally without funding in its entire administrative ramification. Ajibola (2008) notes that, no organization functions effectively without funds: The issue of poor funding has its manifestations in problems such as shortage of academic staff, dearth of library books and journals, dilapidated building and obsolete equipment. Izuagba (2010) observed that "the education industry is usually the first and easiest victim of budget-cuts during reforms". Also, Ayodele (2006) identified inadequate capital to be one of the principal factors hindering entrepreneurship education in the country. Adenike (2016) reviewed the challenges of entrepreneurship education in Nigeria as: poor capacity of teachers/lecturer, absence of curricular capacity to support the training, Lack of infrastructural support, overemphasize on theory delivery and absence of research support and linkages. Osuala and Oviawe (2010) stated the following challenges of entrepreneurship education as follows: poor funding by government and non- governmental organization, inadequate qualify teachers and instructors as well as supporting staff, Inadequate facilities and equipment for teaching and learning, Poor planning, supervision and evaluation of the programme, Emphasis on theoretical knowledge rather practical knowledge due to lack of entrepreneurship education centers, High level of corruption and poor maintenance culture, Poor enabling business

environment, Non-inclusion of entrepreneurship in the school subject curricular, Poor knowledge based economy and low spirit of competition and Poor societal attitude to entrepreneur education development. Brown (2012) highlighted nine basic factors that hinder entrepreneurship education in our universities in Nigeria. These are: Poor knowledge based economy and low spirit of competition; Poor enterprising culture; Lack of entrepreneurship teachers, materials and equipment; Unavailability of relevant funds; Non-inclusion of entrepreneurship program in the general school curricula; Poor societal attitude to technical and vocational education development; Inadequate facilities and equipment for teaching and learning in practical-related courses; Insensitivity of government to enterprise creation and expansion strategy; and Poor planning and execution of processes of action.

The Nigerian university system lacks the financial resources to maintain entrepreneurship education. It has been observed that too much is spent on large programmes and projects, particularly at tertiary levels, but not enough on facilities maintenance, instructional materials and teachers (Ekpo 2005). Besides, the resources required to implement this programme is not much. Hence the researcher investigated availability and adequacy of resources for entrepreneurship studies in universities in the South-East, Nigeria.

Statement of the Problem

Over the years, the implementation of entrepreneurship education has been in doubt to the public and as it concerns universities in the South-East Zone. The state of worry ranges from the aspect of the fact that despite the compulsory entrepreneurship education in the Universities, many graduates are still unemployed for a long time after graduation. The entrepreneurship education delivered to undergraduates at 200 levels seems not to be meeting the objectives for the compulsory course as a general studies course. The content delivery and management of the course seems to be porous. There is high failure rate and many students struggle for a minimum pass mark of 40%. No wonder then, why the problem of unemployment is still lingering. Now that this laudable course of entrepreneurship education programme has been mounted in the Universities for job creation and skills, the problem of unemployment is still ravaging the society. One may ask if these problems are as a result of resource availability or adequacy in the Universities. This research work therefore focuses on availability and adequacy of resources for entrepreneurship studies in universities in South-East, Nigeria.

Research Questions

The following research questions guided the study:

1. What are the mean rating scores of Directors of Academic

Planning/(DAP)/Directors/Coordinator of Entrepreneurship Programme (DCEP) and Lecturers of Entrepreneurship Education (LEE) in the Universities on availability of fund?

2. What are the mean rating scores of Directors of Academic Planning/(DAP)/Directors/Coordinator of Entrepreneurship Programme (DCEP) and Lecturers of Entrepreneurship Education (LEE) in the Universities on availability of fund?

Research Hypotheses

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

Ho_1: There is no significant difference between the mean rating scores of Directors of Academic Planning/(DAP)/Directors/Coordinator of Entrepreneurship Programme (DCEP) and Lecturers of Entrepreneurship Education (LEE) in the Universities on availability of fund.

Ho_2: There is no significant difference between the mean rating scores of Directors of Academic Planning/(DAP)/Directors/Coordinator of Entrepreneurship Programme (DCEP) and Lecturers of Entrepreneurship Education (LEE) in the Universities on the adequacy of fund.

Research Method

The purpose of this study is to find out the availability and adequacy of resources for entrepreneurship studies in universities in South-East, Nigeria. The study adopted survey design. Nworgu (2015) defined survey research as one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The study was carried out in South-East Nigeria. The State that makes up the South East Nigeria includes; Ebonyi, Enugu, Anambra, Imo and Abia. The Universities as they occur in each state are; Ebonyi: Ebonyi State University, Abakaliki and Federal University Ndufu - Alike Ikwo. Enugu: University of Nigeria Nsukka and Enugu State University of Technology, Enugu. Anambra: Anambra State University of Science and Technology Uli and Nnamdi Azikiwe University Awka. Imo: Imo state University Owerri and Federal University of Technology Owerri. Abia: Abia State University Uturu and Michael Okpara University of Agriculture Umudike Umuahia. Two research questions and two hypotheses guided the study. The Population of the study consisted of two hundred and eighty-two (282) respondents. This includes all the Directors of Academic Planning (DAP)/Directors/Coordinators of Entrepreneurial Programme (DCEP) (20) and

262 Lecturers of Entrepreneurship Education (LEE) in all the government owned Universities in South East, Nigeria. The study made use of all the population of the study as a result, no sample was made since the population is a manageable size.

The instrument for data collection was a self-constructed instrument developed by the researcher titled "Availability and Adequacy of Resources for Entrepreneurship Education Scale (AAREES)". The instrument consisted of two sections, A & B. Section A was designed to elicit personal information about the respondents while section B contains 10 items which focus on eliciting information on availability and adequacy of fund for entrepreneurship education in Universities in South-East Nigeria. The response options for research question one was based on four points rating scale of; Strongly Agree (SA)=4; Agree (A)=3; Disagree (D)=2 and Strongly Disagree (SD)=1. While that of research question two was based on Very Adequate (VA)=4; Adequate (A)=3; Inadequate (I)=2 and Very Inadequate (IV)=1 respectively.

The reliability of the instrument was determined through trial testing of the questionnaire on 12 respondents, made up of 2 Directors of Academic Planning/Directors/coordinators of entrepreneurship progrmme and lecturers of entrepreneurship education in a government owned university which is outside South-East, Nigeria. Cronbach alpha reliability coefficient was used to determine the reliability of the instrument. The two clusters showed reliability co-efficient of 0.88 and 0.90 with an overall reliability of 0.89.

The data collected were analyzed using weighted mean (x) to answer the research questions. In analyzing the mean (x), value of 2.50 and above were regarded as agreed while those of below 2.50 were regarded as disagreed. ANOVA was used to test the hypotheses at 0.05 level of significant.

Results Presentation

Research Question 1: What are the mean rating scores of Directors of Academic Planning (DAP)/Directors/Coordinator of Entrepreneurship Programme (DCEP) and Lecturers of Entrepreneurship Education (LEE) in the Universities on the availability of fund?

Table 1: Mean rating scores of the responses of the Directors of Academic Planning (DAP)/ Directors/Coordinator of Entrepreneurship Programme (DCEP) and Lecturers of Entrepreneurship Education (LEE) on the availability of fund in the Universities. N=282

S/N	Availability of fund for:	DAP/DCEP Mean	LEE Mean	Grand Mean	Remark	Rank order
1.	Workshops for students	2.6	2.6	2.6	Agreed	5th
2.	Seminars	2.6	2.8	2.7	Agreed	2nd
3.	Exhibition	2.8	2.5	2.65	Agreed	4th
4.	Industrial training	2.6	2.8	2.7	Agreed	2nd h
5.	Materials needed for practical during classes	2.7	3.0	2.85	Agreed	1st
	Grand mean	2.66	2.74			

Table 1 shows that Directors of Academic Planning (DAP)/Directors/Coordinators of Entrepreneurship Programme (DCEP) and the Lecturers of Entrepreneurship Education (LEE) agreed on the fund availability for entrepreneurship education in the universities in South East Nigeria with all the item's mean fallen above the criterion mean of 2.5. This is in respect of fund for workshops for freshers and other students, seminars, exhibition, industrial training, and materials needed for practical during lectures. The rank order indicates that item 5 ranked 1st, the 2nd position went to items 2 and 4, item 3 ranked 4th and item 1 ranked 5th accordingly.

Research Question 2: What are the mean rating scores of Directors of Academic Planning (DAP)/ Directors/Coordinator of Entrepreneurship Programme (DCEP) and Lecturers of Entrepreneurship Education on the adequacy of fund in the Universities?

Table 2: Mean scores and rank order of the responses of Directors of Academic Planning/Directors/Coordinator of entrepreneurship education and Lecturers of entrepreneurship education on the adequacy of fund in the Universities. N=282

S/N	Adequacy of fund for entrepreneurship education in your university.	DAP/DCEP Mean	LEE Mean	Grand Mean	Remark	Rank order
1.	Workshops for refreshers	2.2	2.2	2.2	Inadequate	1st
2.	Seminars	22.	2.0	2.1	Inadequate	2nd
3.	Exhibition	2.0	2.0	2.0	Inadequate	5th
4.	Industrial training	1.8	2.4	2.1	Inadequate	2nd
5.	Materials needed for practical during classes	1.8	2.3	2.05	Inadequate	4th
	Grand mean	2.0	2.18			

Table 2: shows that all the items 1-5 have their grand mean below the criterion mean of 2.5 and as such conceded on the inadequacy of fund for entrepreneurship education in South East Nigeria such as fund for workshops, seminars, exhibitions, industrial training and materials for practical classes are provided but grossly inadequate. It is also observed that item 1 ranked first, seconded by item 2, and 4 followed by items 5 and 3 respectively.

Test of Statistical Hypothesis

Hypothesis 1: There is no significant difference between the mean scores of Directors of Academic Planning (DAP)/Directors/Coordinator of Entrepreneurship Programm (DCEP) and Lecturers of Entrepreneurship Education (LEE) in the Universities on availability of fund.

Table 3: Significant difference between Directors of Academic Planning (DAP)/Directors/Coordinator of Entrepreneurship Programme (DCEP) and Lecturers of Entrepreneurship Education (LEE) in the Universities on availability of fund.

Source of variation	Sum of square	DF	Mean of square	F-cal	F-crit	P-Value	Remark
Between groups	12.068	2	6.034	1.18448	3.00	..2558	Not sig.
Within groups	1687.507	279	6.048				
Total	1,699.575	281					

As shown in table 3, if the P-value is less than the level of significance, the hypothesis is rejected but if otherwise, it is retained. The calculated F-Value is 1.18448 is less than the critical value of 3.00 while the P-Value 2.558 is greater than the significant value of 0.05 which indicates that there is no significant difference in the opinions of the respondents on availability of fund in the universities for entrepreneurial education.

Hypotheses 2: There is no significant difference between the mean rating scores of Directors of Academic Planning (DAP)/ Directors/Coordinator of Entrepreneurship Programme (DCEP) and Lecturers of Entrepreneurship Education (LEE) in the Universities on the adequacy of fund.

Table 4: Summary of ANOVA on the opinion of respondents on the adequacy of fund in the universities for entrepreneurship education

Source of variation	Sum of square	DF	Mean of square	F-cal	F-crit	P-Value	Remark
Between groups	10.6500	2	5.325	0.4197	3.00	. 0.093	Not sig.
Within groups	1332.88	279	4.777				
Total	1,343.53	281					

Table 4 shows the calculated F-Value of 0.04197 is less than the critical value of 3.00 while the P-value of 0.093 is greater than the significant value of 0.05 which is an indication that there is no significant difference between the opinions of the respondents on the adequacy of fund in the universities for entrepreneurship education.

Discussion of Findings

From the result analysis, the findings revealed that the respondents agreed that through government allocation, money is allocated to the universities for entrepreneurship education among others this is because money is the life-wire of every organization with which other resources are procured including human resources. This is inconformity with what Chukwuma and Nwaham (2007) slated that money provides the essential purchasing power with which education acquires its human and material input. In the absence of fund in an educational establishment, the educational objective will be a mirage. The corresponding hypothesis 1 on table 3 declared that there is no significant difference between the mean scores of the respondents on the availability of fund for entrepreneurship education in South East Nigeria.

The second finding of the study revealed that there is inadequate provision of fund for entrepreneurship education in universities in South East Nigeria. There is inadequate fund for seminar and workshop for refresher course among others thus crippling the practical nature of entrepreneurship education which is set out to generate creativity and resourcefulness among the products to enable them become job creators rather than job seekers. This is in line with what previous researchers like, Osuala and Oviawe (2010), stated that poor funding by government and non- governmental organization among others is the challenges of entrepreneurship education. Similarly, Brown (2012) highlighted nine basic factors that hinder entrepreneurship education in our universities in Nigeria of which unavailability of relevant funds is among.

With this inadequate of fund, entrepreneurship education which aims to promotes creative and innovative thinking thus stimulate industrial and economic growth will be affected. Inversely, the nation will continue to wallow in the ocean of unemployment and depend on other nations for survival. The corresponding hypothesis 2 testing on table 4 concludes that there is no significant difference between the mean scores of the respondents on the adequacy of fund for entrepreneurship education in South East, Nigeria.

Conclusion

Based on the result and findings, it is concluded that fund, lecturers and facilities available for entrepreneurship education in South East, Nigeria are inadequate thus hampers educational delivery process. The hypotheses testing indicated that there are no significant differences on the mean scores of the respondents on the funding, number of lecturers and facilities provision of the entrepreneurship education in South East, Nigeria.

Recommendations

The following recommendations were made:

1. It is recommended that fund provided in the universities in South East Nigeria for entrepreneurship education be prudently used for optimal goal feat.
2. The government and its allied agency should ensure that money is not just made available but should be sufficient enough to procure quality entrepreneurship education apparatus and other necessary materials for smooth running of the programme to enable school leavers be self-employed and self-reliant.

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