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FUNDING-RELATED ADMINISTRATIVE IMPEDIMENTS TO THE EFFECTIVE IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION PROGRAMME IN UNIVERSITIES INSOUTH-EAST NIGERIA

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Abstract
The laudable objectives of entrepreneurship education have not been achieved because of the chunk of graduates unemployed, seemingly due to lack of requisite skills for employment in modern offices. This problem prompted this study to investigate funding-related administrative impediments to the effective implementation of entrepreneurship education programme in universities insouth-east Nigeria. One research questions guided the study while two null hypotheses were formulated. The study adopted a descriptive survey research design. The entire population of 79 administrative staff of entrepreneurship development centres in universities in South East, Nigeria was used for data collection. Questionnaire was used to collect data. The questionnaire was validated by three experts, and its internal consistency yielded a co-efficient value of 0.79 using Cronbach Alpha Method was obtained. Mean and standard deviation was used to answer the research questions while t-Test was used to test the null hypotheses at 0.05 level of significance. Findings revealed that administrative staff of entrepreneurship development centres agreed on funding-related administrative impediments to the effective implementation of the entrepreneurship education programme in universities in South East Nigeria.
Keywords. Funding, administration, impediments, entrepreneurship education.

Introduction

Education is the bedrock of every society and a tool for nation building. The worth of any education system as an investment lies in its capability to continuously serve its recipients (students, parents, employers of labour, and society at large) better and functionally. In Nigeria today, university education is a focal point for knowledge, skills acquisition and manpower development for socio -economic transformation and development. According to the Federal Republic of Nigeria (2014), university education shall make optimum contribution to national development by; (i) intensifying and diversifying its programme for the development of the higher level manpower within the context of the needs of the nation; (ii) making professional courses to reflect our national requirements; (iii) making all students, as part of a general programme of all – round improvement in university education, to offer general study courses such as history of ideas, philosophy of knowledge and nationalism. One of the programmes approved for universities in Nigeria by the NUC is entrepreneurship education.

Entrepreneurship education is a programme that equips individuals with skills, knowledge, attitudes and competences needed to discover business opportunities in a dynamic environment, venture into the risk of business, create an enabling business relationship and

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become successful entrepreneur. According to Abdulkadir (2011), entrepreneurship education equips children and young people with the knowledge, skills and understanding to help them make good use of the economic, business and financial environments in which they live. If institutions that offer entrepreneurship education programme must achieve their aims, they must put inplace appropriate and qualitative administrative policies that will help them to overcome the likely administrative impediments which may hinder the achievementsof the programme objectives. For any administrative style to suit effectively in keeping the overall educational programme flowing smoothly, such administrative style should ensure that there isadequate funding, effective monitoring and evaluation, review of programme, recruitment of qualified staff (Duze, 2016). In addition, no considerable achievements can be recorded in any system and programme without finance (money in its different forms), hence funding-related constraints becomes an impediment to the effective implementation of entrepreneurship education.

Educational funding for the purpose of this work is used synonymously withfinance, money, funds; and financial resources. According to Onojeteh (2013), fundingdeals with the act of financing a project. It is related to budgeting in which provision is made for all activities based on input and output that can be measured or mentioned. Financial resources in the view of Alumode (2012) refers to a sum of money saved or made available for a particular purpose, which could include; setting up infrastructures, payment of staff salaries, payments of allowances, provision of school equipments, purchase of appropriate instructional materials and establishing projects.Supporting the above, Nwosu and Ibe (2015) stressed that funding can be regarded as the act of providing money or financial resources for the execution of pre-determined projects and programmes.

To achieve the objectives of entrepreneurshipeducation, fund is highly needed. It is used in various ways like purchase of instructional materials, payment of workers, purchase of other administrative equipment needed for running school programmes and solving other educational problems. If any programme of an institution is poorly financed, it can lead to ineffective implementation of the programme in such institution. Entrepreneurship education as a programme is capital intensive and as such, requires money to finance the procurement of relevant materials, maintain existing ones, recruit staff, develop and build capacity, construct state-of-the-art offices, build and maintain classrooms, build workshops and laboratories for practicals and install technological devices (ICT) of global standards without which efficient administration may not be attained (Okeke and Eze, 2015).

The funding of entrepreneurship education before the takeover of schools by thegovernment in 2009 was the responsibility of missionaries, voluntary organizationsand payment of school fees by students. Immediately the government took over theschools, responsibility of running the schools turned back on governments (Nwosu and lbe 2015). This responsibility however seems to be difficulty for thegovernment to meet. Onuoha (2013) noted that the federal government through theNational Universities Commission (NUC), has continuously directed universities to explore ways of generating revenue internally such that the managements would notlook up to government for solving all their financial problems. However, Umezurike and Ile (2015) listed some other sources through which entrepreneurship education canfinance their programme to include;local , state and federal Government grants especially the Tertiary Education Fund (Tet-Fund) and Education Development Levies as an intervention to financial strategies to boost funding of Nigerian tertiary institutions for research, publications, infrastructural development as well as staff development and other eminent projects/programmes (Opara, 2014),donations from non-governmental organizations (NGOs) and philanthropic organizations/foundations, clubs and religious bodies, support or donations in cash or kind from

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students' unions and Alumni Associations, consultancy services, shift systems, work and study programme, social activities, workshops, conferences and school enterprise activities and rentals, occasional launching for specific projects, gifts from wealthy private individuals and establishments and grants from international bodies and countries especially for scholarship research and development (P. 56).

Supporting the above views, Utoware and Kren- Ikidi (2015) among other points added that money can be sourced for quality entrepreneurship education programme through the establishment of endowment funds/donations. Akangboa (2012) added that prominent citizens can donate to institutions for recognition and perpetual honors through the immortalization of the donor's names by the recipient institution(s).

Inadequate funding in the views of Nwaiwu, Dikeocha, and Nwagu (2015) canlead to: inadequate provision of laboratories, workshops, classrooms and lecture hallswhich undermines one of the imperatives of entrepreneurship education. Thisimperative states that; learning environment should reflect or be a replica of what is obtainable in the workplace (Azuka, Nwosu, Kanu and Agomuo, 2012). Due to insufficient financing, only few entrepreneurship lecturers have access to research grants (Jimoh- Kadiri, 2010). It can also result in lack of staff training as well as retraining and low-capacity building. On their part, Utoware and Kren-ikidi (2015) added that inadequate funding of entrepreneurship education programme can result in poor remuneration of staff, brain drain of high level entrepreneurship lecturers, ill-equipped offices, poor learning environment and experiences, inadequate maintenanceculture of existing facilities, obsolete technological appreciation by staff therebyoperating behind global standards, unskilled entrepreneurship education graduates due to inadequate exposures and training as well as dearth of modern technologicaldevices. In furtherance of the views above, Ogunwole (2015) opined that the effect ofpoor educational funding includes; loss of varieties in teaching and research works, dilapidated infrastructures, reduced attendance to workshops, conferences, and students field trips/excursions, obsolete references materials, inadequate number of: rained entrepreneurship education employees (no frequent fresh employment).

Entrepreneurship education programme is aimed at empowering the recipients with the needed educational and business competencies in terms of knowledge and skills that are relevant for employment. Entrepreneurship education programme administrators and implementers are the pathway to the realization of these goals/objectives. Unfortunately, a close observation of entrepreneurship education graduates indicates that the objectives seem not to be realized. This may be as a result of the poor state of instructional materials used in teaching them as provided by the school management in addition to the irregular school activities caused by poor management policies. Many entrepreneurship education graduates still find it difficult to live and maintain their life in terms of employability.This question the efficiency of graduates when confronted with the challenges of the labour market for which they assume to have been prepared to handle considering the skills they should have acquired from entrepreneurship education. lt is therefore normal to assume that some identifiable fund-related impediments are militating against the effective implementation of entrepreneurship education programme. It is on this backdrop thatthe researcher examined the fund-related impediments to the effective implementation of entrepreneurship education programme in universities in South East Nigeria.

Research Questions

The following research questions guided the study:

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1. What are the planning-related administrative impediments to the effective implementation of the entrepreneurship education programme in universities in South - East Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Male and female respondents will not differ significantly in their mean ratings on funding-related administrative impediments to the effective implementation of entrepreneurship education programme in universities in South-East Nigeria.
2. There will be no significant difference in the mean ratings of respondents on the funding-related administrative impediments to the effective implementation of entrepreneurship education programme in universities in South-East Nigeria base on ownership of institution (federal and state universities).

Methods

Descriptive survey research design was utilized for the study. According to Nworgu (2015), a survey design is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The design was considered appropriate for the study because the study aims at finding out the opinions of administrative staff of entrepreneurship development centres on funding- related impediments to the effective implementation of entrepreneurship education programme in universities in South East, Nigeria. The population of this study comprised 79 administrative staff of entrepreneurship development centres in universities in South East, Nigeria.This population figure was made available by Directors ofEntrepreneurship Development Centres in the various universities offering entrepreneurship education. There was no sampling due to the relatively small size of the population of the study. Researchers' developed questionnaire was used for data collection. The questionnaire is divided into two sections of A and B. Section A sought to elicit respondents' personal data such as gender and institution ownership, while section B consisted of 7 items on funding-related impediments, with response options of Strongly Agree (SA); Agree (A); Disagree (D), and Strongly Disagree (SD) weighed 4, 3, 2 and 1 respectively.

Face and content validity of the instrument was determined by three experts. The Cronbach's alpha approach was used to check the internal consistency of the instrument and reliability coefficient value of 0.79 was obtained. The researchers with the help of four research assistants collected the data for the study. The four research assistants were briefed on the modalities for the administration of the questionnaire. Copies of the questionnaire distributed were 79 and all were properly filled and retrieved indicating 100 percent return rate. Thus, 79 copies of the questionnaire successfully retrieved were used for data analysis. Mean and standard deviation were used for answering the research question and decision was based on the real limits of numbers on a four-point rating scale. The null hypotheses were tested using t-test. Where the t-calculated is equal to or greater than the t-critical at 0.05 level of significance at a given degree of freedom, the null hypothesis was rejected, but where otherwise, is was not rejected.

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Results

Research Question 1. What are the funding-related administrative impediments to the effective implementation of the entrepreneurship education programme in universities in South East Nigeria?

Table 1. Respondents' Ratings on Funding-related Administrative Impediments to the Effective Implementation of the Entrepreneurship Education Programme

S/N	Funding-related administrative impediments	X	SD	Remarks
1	Over dependency on statutory allocation	2.79	0.46	Agree
2	Inexperienced administrators managing available funds	2.47	0.77	Disagree
3	Misappropriation of funds meant for entrepreneurship education programme	2.87	0.61	Agree
4	Low internally generated revenue for funding entrepreneurship education programme	2.79	1.03	Agree
5	Poor financial accountability	2.58	1.06	Agree
6	Brain drain of highly qualified entrepreneurship lecturers due to poor conditions of service	2.53	0.97	Agree
7	Inadequate maintenance of equipment due to lack of funds	2.57	0.86	Agree
	Cluster Mean	**2.57**		**Agree**

Data presented in Table 1 revealed the item by item mean of funding-related administrative impediments to the effective implementation of the entrepreneurship education programme in universities in South East Nigeria. The result revealed that items 1, 3, 4, 5, 6 and 7 with mean scores 2.79, 2.87, 2.79, 2.58, 2.53 and 2.57 were rated agreed by the respondents while item 2 with a mean score of 2.49 was rated disagreed. The cluster mean of 2.57 summarized that administrative staff of entrepreneurship development centres agreed on funding-related administrative impediments to the effective implementation of the entrepreneurship education programme in universities in South East Nigeria. The standard deviation scores ranging from 0.46 – 1.06 shows that respondents do not vary too much in their ratings on funding-related administrative impediments.

Hypothesis 1. Male and female respondents do not differ significantly in their mean ratings on funding-related administrative impediments to the effective implementation of entrepreneurship education programme in universities in South-East Nigeria.

Table 2: The t-Test Analysis of Male and Female differences on funding-related administrative impediments to the effective implementation of entrepreneurship education programme in universities

Variables	N	$\overline{X}$	SD	Df	t-cal	p-value	Remark
Male	25	20.16	2.41	77	3.73	0.000	Significant
Female	54	17.83	2.65				

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Data presented in Table 2 show that at 0.05 alpha level with p-value of 0.000, t-cal of 3.73 and 77df, the null hypothesis is rejected t(77) = 3.73, p < 0.05. Since the p-value of 0.00 is less than the alpha value of 0.05, this therefore means that male and female respondents differ significantly in their mean ratings on funding-related administrative impediments to the effective implementation of entrepreneurship education programme in universities in South-East Nigeria.

Hypothesis 2. There is no significant difference in the mean ratings of respondents on the funding-related administrative impediments to the effective implementation of entrepreneurship education programme in universities in South-East Nigeria base on ownership of institution (federal and state universities).

Table 3: The t-Test Analysis on funding-related administrative impediments to the effective implementation of entrepreneurship education based on ownership of institution (federal and state universities)

Variables	N	$\overline{X}$	SD	Df	t-cal	p-value	Remark
Federal	48	18.98	2.87	77	1.646	0.104	Not significant
State	31	17.94	2.56				

Data presented in Table 3 show that at 0.05 alpha level with p-value of 0.000, t-cal of 1.646 and 77df, the null hypothesis is not rejected (t(77) = 1.646, p > 0.05). Since the p-value of 0.104 is greater than the alpha level of 0.05, this therefore means that there is no significant difference in the mean ratings of respondents on the funding-related administrative impediments to the effective implementation of entrepreneurship education programme in universities in South-East Nigeria base on ownership of institution (federal and state universities).

Discussion of Findings

The finding revealed that administrative staff of entrepreneurship development centres agreed on funding-related administrative impediments to the effective implementation of the entrepreneurship education programme in universities in South East Nigeria. This means that entrepreneurship education programme still faces challenges such as over-dependency on statutory allocation, low internally generated funds, and brain drain and inadequate maintenance of equipment. This finding was in line with the finding of Ololube (2014) that funds and inadequate ICT are hindrances to administration, planning and the standard of teacher education in Nigeria. This finding was in line with the finding of Agbo (2012) that the present method of sourcing fund for the entrepreneurship education programme was not adequate and effectively followed. Utoware and Kren-Ikidi (2015) also agreed that under-funding of entrepreneurship education progrmme by the government brought a lot of problems which included poor remuneration of staff, brain drain, insufficient infrastructures, inadequate facilities, poor maintenance culture, poor programme implementation, and that there was need for alternative strategies to finance qualitative entrepreneurship education programme.

The finding revealed that male and female respondents differ significantly in their mean ratings on funding-related administrative impediments to the effective implementation of entrepreneurship education programme in universities in South-East Nigeria. This finding was in line with the finding of Agbo (2012) that gender differ significantly on strategies for funding entrepreneurship education programme in tertiary institutions in Enugu State.

The finding revealed that there is no significant difference in the mean ratings of respondents on the funding-related administrative impediments to the effective implementation

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of entrepreneurship education programme in universities in South-East Nigeria base on ownership of institution (federal and state universities). This means that administrative staff responses on funding-related administrative impediments to the effective implementation of entrepreneurship education programme are similar irrespective of institution ownership.

Conclusion

Base on the findings of the study, it is clear that funding-related administrative impediments hinders the effective implementation of the entrepreneurship education programme in universities in South East Nigeria. Entrepreneurship education programme still faces challenges such as over-dependency on statutory allocation, low internally generated funds, and brain drain and inadequate maintenance of equipment. These poses a serious challenge to entrepreneurship education programme if not tackled appropriately.

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