

Educational Administration and Exploring New Trends in the Funding Strategies for Improving Entrepreneurship Education for Sustainable National Development

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Abstract

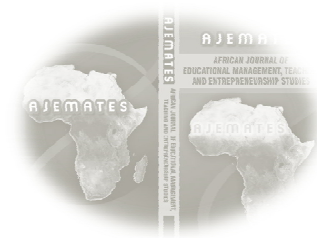
This study investigated the educational administration and exploring of new trends in the funding strategies for improving entrepreneurship education for sustainable national development. The study was a descriptive survey guided by 2 research questions. 1139 respondents selected randomly from the population of 2379 head teachers and teachers using the stratified and simple random sampling technique respectively. An instrument titled “Exploring new trends in the funding strategies of entrepreneurship education (ENTFSEE)” was used in gathering data for the study. 1139 questionnaires administered by the research with the help of research assistant. Only 1137 questionnaires were returned for analysis using the mean, standard deviation and independent t-test. The findings revealed that inadequate financing, government subvention not equal with student growth delay of other charges, lack of workshop equipment etc. were the factors that hinder entrepreneurship education programme. The findings further showed that regular seminar and workshop for teachers, adequate staff motivation, innovation of teaching methods, partnership with NGOS etc. are desired strategies for improving entrepreneurship education programme. There was no significant difference between the mean rating of school head and teacher on both factors and strategies for improving entrepreneurship education in Cross River State. Based on the study conclusion and recommendation were made.

Introduction

Education is an expensive social service and requires adequate financial provisions from all tiers of government, non-governmental organisations, companies and the general public for a successful implementation of educational programmes most especially

financing, as it affects entrepreneurship education in Nigeria.

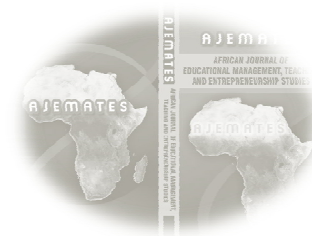
Entrepreneurship education being relatively an emerging discipline and a deliberate strategy for creating opportunities for youth empowerment and national development is presenting being neglected in Nigeria



lamenting on the poor manner in which it is being handled in Nigeria. It was noted that career education has continue to thrive in served societies, it is unfortunately is an area neglected in Nigeria. Ogudo in Offem (2016) proposed for a nation to grow and develop thus, for a nation to progress and witness development, she must give the right values and education that can develop the youth into a sound and effective citizen and fully integrate the individual youth into the community. The need for entrepreneurship education started emerging in Nigeria when education was seen as a good strategy to tackle the socio-economic problems in the society. In the 1980's the Nigerian economic collapsed as a result to political instability and in consistencies in socio-economic policies of successive government in the country. Entrepreneurship education is perhaps the most neglected in the provision of research work and thus an area of priority in Nigeria in view of its relevance role in the empowerment of youth and sustainable national development. To this end, national policy on education (FRN, 2004) stated it clearly, the need for functional education that has to be relevant, practical for acquisition of appropriate skills and development of competencies as equipment for the individuals to live in and contribute to the development of the country. Adegbesan in Onyesomet *al.* (2013) stressed that education today must have effect of making it possible for a country to have a steady supply of highly creative citizens who help to improve the living conditions of the general citizenry, and to solve existential problems that are thrown up from time to time. Therefore, education aims at raising the

intellectual tone of society, cultivating the public mind, purifying national taste, supply the right mix of human resources and giving enlargement and sobriety to the ideas of the age. Entrepreneurship education is fast growing area in tertiary institution in Nigeria. According to Obikeze (2008) entrepreneurship education is about learning the skills needed to assume the risk of establishing a business. Entrepreneurship education is the inculcation of entrepreneurship skills, ideas and principles into individuals through a well-structured teaching and learning programme. Abukakar (2010) opined that education is a sure pathway to liberation of the mind and the improvement of socio-economic status of people. He further explained that education and training help individuals to be empowered and escape poverty by providing them with necessary skills and knowledge to raise their output, income and wealth.

There should be deliberate national policy to integrate entrepreneurship education content into national curriculum like other countries such as Europe and USA. In these countries, attempts are being made to fashion its content to become acceptable and receive integration into national curricula (European Commission, 2006) articulated the following as ideal curriculum for the education; Basic skills, economic concepts; personal interest and investment; Business planning; partnership/merger formalities; Risk management, Ethical behaviour; Entrepreneurship as economic force; concept development; Resourcing; management information, Technical knowhow; market information profile; social environment;



economic environment and physical resources management.

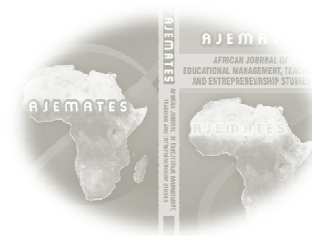
Fund is necessary for the provision of infrastructures, employment, retraining and payment of staff salaries, provision of materials and equipment, and for conduct of researches. Funding therefore can make or mar the realization of any educational programme. Any nation that wants to tap reasonably the dividends of education must be willing to invest reasonably in it (). Also Ogbonnaya (2000) described fund as one of the important factors or resources for the realization of educational objectives.

In many tertiary institutions of higher learning where entrepreneurship education programme are offered, little or no funds are made available for the smooth running of the programme and the quality has neglected impact in teacher-learner interaction. Therefore, funding is a vital mechanism in maintaining and ensuring effective and adequate implementation of entrepreneurship education programme in tertiary institution in Nigeria. In accordance with UNESCO (2006) recommended 26% and above of nations' budget for the development of education. Hence education funds according to Samuel (2006) refer to budgetary allocations that are readily available or that are going to be made available at a stated time by governments or institutions for the purpose of paying salaries, allowance and benefits, and the building and provision of education infrastructure to aid teaching and learning.

Funding, The Federal Public of Nigeria (2004) has conceded that education is an expensive social service, one that requires adequate

financing support from all tiers of government for the successful implementation of the educational programmes. According to Egwuella in Kuloet *al* (2018) in the wake of the global economic recession and mass youth unemployment, who impacts are more pronounced in developing economics, the need for vocational and technical education is increasingly apparent, as is the need for adequate funding. The education funding policies of any nation are a reflection of its value, choices, its order priorities in the allocation of its resources and its political philosophy. The issue of inadequate fund as considered by Towe (2000) as regards government declaration of free tuition which it has not provided adequate funds from its budget for capital subventions to the colleges. Funding to colleges or institution of learning is below expectation. To Awodi in Agomuoet *al*. (2013) which has resulted to poor or lack of necessary workshops, training facilities and consequently dearth of entrepreneurship teachers.

Education funding in Nigeria has gradually been on the raise culminating in an eleven percent allocation in the year 2006 budget. This is however a far cry from the projected 26% recommended by UNESCO. Despite this attempt at meeting the UNESCO recommendation to the education sector in Nigeria, the condition of the sector remains worrisome. Conditions of facilities are still a far cry from acceptable basic standards. This is due to under-funding and systematic corruption. Education is on essential service that must be scrutinized, monitored, constantly evaluated and fully exorcised from the grip of



corruption if we are ever going to attain the education for All (EFA) goals. This realization has elicited stringent call for effective utilisation of funds to solve the myriad of problems in the education sector. The impact of corruption is pervasive both in terms of the drain on national resources and its corrosive influence on institutional efficiency and service delivery in all sectors including teacher education (Samuel, 2006). Similarly, with harsh economic implications the world over, this could however be seen as a tall dream, particularly when government are faced with how to ensure judicious distribution of the available resources among every other sector. Although the federal government of Nigeria has received recommendations from stakeholders for appropriating ₦426.53 billion to education in the 2013 budget, a critical examination of the entire ₦4.92 trillion in 2012. Relying on the benchmark advocated by UNESCO, it is still implicit that the education sector still faces the problem of inadequate funding (Udo, 2013).

According to Unegbu et al (2014) apart from the traditional funding sources such as appropriate to education sector by the federal government, block grant funding by the federal government, subvention by state government from appropriation on education, deduction from local governments' allocating accruing from federation Account and IGR which have been grossly inadequate in the provision of education services and facilities.

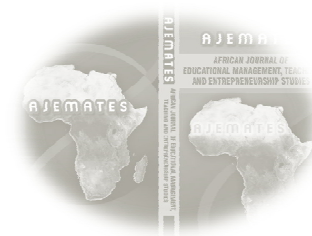
The new trend in the funding of entrepreneurship education is the entire education system are;

- Integrative funding which indicates that the funding of education is a joint responsibility of the federal, state and local governments
- Creative funds generation strategies such as supplementary, consultancy, rent of facilities, Cybercafes, interest earnings on short-term bank deposits, community participation, NGO etc.
- Education tax is another option that entails companies to supplement government funding of education by paying education tax. This is necessary because the business enterprises are also beneficiaries of the education acquired.
- Public – private participation (PPP) is also another funding strategy. This is necessary because financing education appears to have become a heavy burden on government and thus requires participation from other stakeholders.

Hence, there is the need for partnership participation among stakeholders in the education sector, non-governmental agencies as well as other philanthropic organization and individuals.

Based on the above new trend, the successful of implementation of entrepreneurship education programme and the overall educational policy at all levels in Nigeria especially requires combine efforts of public and private sectors in the provision of adequate funding.

Omolewa (2004) maintained that partnership should and must be formed at the widest level, between and among government, civil society, private sector and the



international community, nation and regional levels as well as at grassroots levels.

Research questions

1. What are the funding strategies of improving entrepreneurship education programme?
2. What are the funding constraints affecting entrepreneurship education programme?

Hypotheses

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

H₀: There was no significant difference between the mean rating of male and female head of entrepreneurship education unit and teachers on finding constraints affecting entrepreneurship education programme.

H₂: There was no significant difference between mean rating of male and female head of entrepreneurship education unit of funding strategies of improving entrepreneurship education programme.

Research Method

The study was a descriptive survey. The design was adopted because it provided the researchers the opportunity of sampling opinion from a significant representative number of respondents in the area of study.

This study was carried out in the two education zones out of three education zones in Cross River State of Nigeria. The zones used for the study are Calabar and Ikom zones. Due to time factor Ogoja zone was not used for the study.

Presentation of Results

Results from the data collected and analyzed were presented according to the research questions and hypotheses.

The population is made up of all heads of entrepreneurship education units and teachers in the two education zones used for the study. The sample of three hundred (300) respondents was used for the study. Stratified sampling was used to select two zones. This was based on already existing zones. The random sampling technique was used to select entrepreneurship education heads and teachers. The instruments used for data collection was a questionnaire on exploring new trends in the funding strategies of entrepreneurship education (ENTFSEE). The questionnaire was structured on 5 – point rating scale of strongly agree (SA) = 4 points, agreed (A) = 3 points, Disagree (D) = 2 points and strongly disagree (SD) = 1 point. The instrument was validated by adhering to the corrections given by three experts in the department of foundation, measurement and evaluation, University of Calabar. The instrument reliability co-efficient was established by Cronbach Alpha that yielded 0.75 which was considered high for the study. The researchers and three research assistants distributed a (4000) four hundred questionnaire instrument and three hundred (300) were retrieved for analysis. Mean score were used in answering the two research questions. Mean score of 2.50 and above were considered accepted while below 2.50 were unaccepted. The null hypotheses were tested using t-test analysis.



Table 1: Mean Score of unit head and teachers on funding constraints affecting entrepreneurship education programme

S/N	Items	Head of Units			Teachers		
		X	SD	Remark	X	SD	Remark
1.	Inadequate funding affect the effective entrepreneurship education programme implementation	3.60	0.8	SA	3.70	0.51	SA
2.	Government subvention of equal with students growth	3.61	0.61	SA	3.40	0.51	SA
3.	The subvention granted to high institution not adequate	3.61	0.62	SA	3.64	0.55	SA
4.	The subvention do not come on time	3.81	1.01	SA	3.70	0.51	SA
5.	Dalliance of other charges for smooth running of entrepreneurship education	3.70	0.63	SA	3.80	0.52	SA
6.	Cost entrepreneurship education running teaching and learning aid are too little for unit learn financial resources	3.90	0.20	SA	3.86	0.31	SA
7.	Lack of workshop and equipment due to poor funding	3.90	0.23	SA	3.90	0.50	SA
8.	Lack of funding renders teaching equipment inadequate	3.58	0.78	SA	3.69	0.66	SA
Grand mean (x)		3.71	0.68	SA	3.69	0.51	SA

Table 1 shows the grand means scores of 3.71 and 3.69 with standard deviation of 0.68 and 0.51 for the head of units and teachers respectively. This means that the respondents strongly agree that the factors listed above hinder entrepreneurship education.



Table 2: Mean rating and standard deviations of respondents on strategies of improving entrepreneurship

S/N	Items	Head of Teachers			Units		
		X	SD	Remark	X	SD	Remark
1.	Regular organizing of seminars and work sleep for teachers	3.04	0.84	SA	3.68	0.54	SA
2.	Adequate staff motivation	3.56	0.64	SA	3.78	0.48	SA
3.	Application of innovation in teaching methods	3.56	0.64	SA	3.78	0.48	SA
4.	Making curriculum important through reformation	3.36	1.58	SA	3.84	1.02	SA
5.	Students exposure to technical skills	3.06	0.74	SA	3.80	0.99	SA
6.	Priority attention to entrepreneurship education	3.48	0.48	SA	3.67	0.99	SA
7.	Provision of adequate infrastructural facilities	3.58	0.68	SA	3.31	0.66	SA
8.	Adoption of team teaching	3.87	0.92	SA	3.33	0.92	SA
9.	Partnership with NGO in administration of entrepreneurship	2.86	0.89	SA	2.93	0.95	SA
Grand mean (x)		3.71	0.68	SA	3.69	0.51	SA

Table 2 revealed the grand mean of 3.40 with 0.75 standard deviation for head units and 3.33 with 0.86 standard deviation for teachers respectively. The rating shows that the respondents strongly agree on the identified strategies for improving entrepreneurship education programme.

Table 3: T-test of mean difference of unit heads and teachers on factors that hinder entrepreneurship education

Groups	N	X	SD	DF	Sign Level	t-cal	t-table	Decision
Unit heads	999	3.71	0.62					
Teachers	140	3.69	0.51	1137	0.05	0.27	1.96	P<0.5 accepted



The data in table 3 revealed that the calculated t-value 1137 degree of freedom and 0.05 significance level is 27. Since the

calculated value is less than the critical table value of 1.96, the null hypothesis of no significant difference is there sustained.

Table 4: T-test of mean difference of unit heads and teachers on strategies for improving entrepreneurship education

Groups	N	X	SD	DF	Sign Level	t-cal	t-able	Decision
Unit heads	999	3.40	0.75					
Teachers	140	3.3	0.86	1137	0.05	0.27	1.96	P<0.5 Accepted

Table 4 shows the calculated t-value of 0.27 and table value f 1.96. Since the calculated t-value is less than the critical table value, the

null hypothesis is accepted at 1137 degree of freedom and 0.05 significance level.

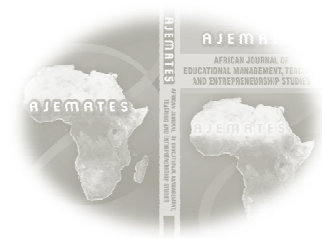
Discussion of the findings

From the analysis in the table above, it is evident that entrepreneurship education programme in Cross River State has been greatly hindered by several factors such as inadequate finding, inadequate government subvention not equal with students growth, cost of running teaching and learning aid, lack of workshop and equipment etc. poor funding by state and federal government and irrelevant school curriculum including qualities of human and material resources that contribute to high level of good education are lacking. No school can function effectively under such condition. Upiagbe (2007) reported that in spite of positive gains of entrepreneurship as the provider of necessary tool for self-employment in Nigeria, there are numerous problems affecting the development of entrepreneurship culture and

these include: inadequate/under funding of tertiary institutions, shortage of equipment/facilities, epileptic supply of electricity power, wide scale competition, student moral laxity, population upsurge and differences between theory and practical worm and shortage of entrepreneurship lecturers.

Daodu (2007) reported that inadequate facilities and equipment constitute some of the problems hindering the development of entrepreneurship education in tertiary institutions.

Research question two states that what strategies can be used to improve the entrepreneurship education programme from the analysis on table 2, it was found that the respondents strongly agree that regular organizing of seminars and workshops, adequate staff motivation, curriculum



reformation, students exposure to technical skills, adoption of team teaching, application of innovation in teaching methods, provision of infrastructure/facilities and partnership with NGO are effective strategies to improve entrepreneurship education.

Research hypothesis 1 states that there is no significant difference between the mean ratings of unit heads and teachers on the factors that hinder entrepreneurship education. The result in table 3 revealed that the calculated t-value of 0.27 was greater than the critical value of 1.96 at df 1135 at 0.05 significance level. Since the calculated t-test was less than the critical t-value, the null hypothesis was upheld. This implies that there is no significant difference between the mean rating of unit heads and teachers. This shows that both unit heads and teachers accepted that the factors listed above hinder entrepreneurship education programme.

Hypothesis 2 states that there is no significant difference between the mean rating of unit heads and teachers on the suggested strategies for improving entrepreneurship education. From the analysis on table 4, it was found that the independent t-value calculated was less than the critical t-value. This shows that the null hypothesis was upheld. Equally, this implies that the unit heads and teachers revealed no difference on the proposed strategies for improved entrepreneurship education. and the both parties are support of reform in the education programme.

Conclusion

In conclusion, the study has revealed that entrepreneurship education in Cross River State has been hindered by several factors

such as inadequate funding, cost of teaching and learning aid, irrelevant curriculum, lack of workshops and equipment etc. These challenges could be prevented or solved if the educational administrators explore new trends in funding strategies mentioned are addressed effectively in the education sector.

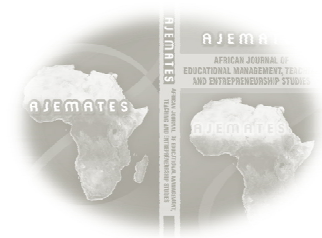
Recommendation

There is need for educational administrators to explore new trends in the funding strategies for improving entrepreneurship education for sustainable national development.

1. Government should provide more resources for learning of entrepreneurship education also organize periodic supervision of the existing ones
2. Students should be introduced to entrepreneurship education which is a source of self-dependent.

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