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ABSTRACT

The paper undertakes a theoretical discussion on the concept of entrepreneurship education, as well as indices/strategies for effective planning in management of entrepreneurship education programmes. The study adopts an exploratory discussion on the pattern of entrepreneurship funding in Nigeria and its implications on the employable graduates. The study discovers that federal government allocates less 10% of its yearly budget to education. This article notes with concern that low level of funding will have a serious impact on the socio-economic development of the country due to increased rate of armed robbery, prostitution, kidnapping etc resulting from unemployment. Therefore, the paper concludes that things needed to be done with money in order to improve on entrepreneurship education (such as investing on the score skills and the promotion of entrepreneurship as interdisciplinary learning, improving on the quality and quantity of experiential activities across disciplines that develop applied knowledge and experiences in self-employment etc, could be done if the sector is adequately funded.

Keywords: Finding, Entrepreneurship, Education, Nigeria.

INTRODUCTION

Funding i Nigeria is a huge challenge to stakeholders, especially when it comes to entrepreneurship education programmes in this 21st century. It is pertinent to note that funding entrepreneurship education in Nigeria has

not been given the necessary attention by the government and other stakeholders. On average, the federal government allocates less than 10% of its yearly budget to Education. Bolaji (2012) declares that about 67 million young Nigerians (youths) are jobless, a figure which represent about 80% of those who do not possess a university degree. Bolaji attributes high unemployment rate to years of failure at different levels: lack of job or unemployment which is consequence of lack of entrepreneurial skills which leads to cyclical poverty, Perelman (1990) believes that the country's educational system has been wasteful, inefficient and technologically backward; thus, producing unemployable graduates. This is also an indictment on the curriculum of the educational system which is characterized as not functional and hence deficient (Okafor, 1984).

To address these perceived shortcomings, the issue of engaging the teeming population especially the youths in one gainful venture or the other becomes imperative. Mojekwu; Nwankwo & Mojekwu (2016) strongly advocate for Technical and Vocational education (TVE) programmes (an aspect of entrepreneurship education activity) which have been integral parts of development strategies in many countries because of its impact on productivity, economic and national development. According to the authors, it is, therefore, a veritable tool to stem the tide of youth employment and widespread poverty. The educational system operated in Nigeria at post-independence placed emphasis on academic excellence rather than acquisition of technical vocation skills which prepare individuals for a more useful and fulfilling life within society. This, according to Mojekwu; Nwankwo & Mojekwu, partly explains the unnecessary attachment placed on paper qualification rather than competency and proven know-how in the country. Many school leavers at all levels of education in Nigeria are constantly faced with the problem of unemployment.

Against this background, skills training and entrepreneurial empowerment which are critical for sustainable industrialization and national development of any country, is therefore, examined in retrospect (Mojekwu; Nwankwo, 2016). In view of this problem, the campaign for entrepreneurship education becomes most necessary at this time at least to prepare the youth for self-reliance (Okoye, 2016). Duze (2010) stressed that entrepreneurship education is capital intensive, and if not properly funded, will result into another investment in frustration which seems to characterize Nigerian's development programmes. Hence, emphasis on entrepreneurial programmes for youths in tertiary institutions remains a task for the stakeholders in the Nigerian education system.

Concept of Entrepreneurship and Entrepreneurship Education

An entrepreneur is a person who organizes, manages and assumes risk of a business or enterprise. He performs the crucial functions of moving his enterprise higher to a better standard of performance. The reward for his effort and abilities may attract profits or losses. An entrepreneur has the ability to initiate new ideas and new products which create business and many job opportunities (Steinhoff & Burgess, as cited in Okpala & Asiegbu, 2016).

Entrepreneurship is the ability to set up an enterprise rather than seeking to be employed. Entrepreneurship is the performance of combining productive factors by drawing labour, capital and science together for purposes of production. It involves the ability of being self-reliant and being able to employ others. Many entrepreneurial studies in recent years have suggested that small firm formation is a major source of new job creation (Carter, as cited in Okpara & Asiegbu, 2001).

Entrepreneurship education is the type of education tailored towards producing a self-reliant person. It aims at instilling into the learner such traits as innovativeness, ingenuity, resourcefulness and endurance (Federal Republic of Nigeria, as cited in okoye, 2016). Entrepreneurship is a lifelong

learning process. Some benefits of entrepreneurship education include development of business awareness, management acumen and ability to take risks, economic empowerment, self-reliance and reduction in social menace (Okoye, 2016). Entrepreneurship education prepares an individual to become an entrepreneur. In as much as Majekwu, et al (2016) favours the entrepreneurship education, they also lamented on the funding pattern of such programmes in Nigeria.

According to the authors, huge funds and financial resources are required to mount certain trainings, skills acquisition and entrepreneurial empowerment programmes especially in technical and vocational education at any level of education in the country. Due to competing demands for projects requiring government's attention coupled with lip service attention by the government to education programmes in the country, entrepreneurial empowerment, training and skills acquisition programme are often abandoned or poorly executed. Entrepreneurial empowerment, training and skill acquisition programmes in the educational institutions in the country should be adequately funded and closely monitored to ensure judicious use of funds allocated to such programmes.

Therefore, Nigerian's challenges is to expand educational opportunities and enhance such opportunities of entrepreneurship to young people and adults in order to empower millions them to get out of poverty. The major obstacle to this need is finance. Funding entrepreneurship education programmes requires funding but the government seem to be slow in the planning, implementation and full funding of the programme across the states.

Research questions

What is the level of awareness of the people on entrepreneurship Education in Anambra state?

What are the funding needs of tertiary institutions for entrepreneurship education in Anambra state?

What are the finding resources for entrepreneurship education programmes in tertiary institutions in Anambra state?

Methodology:

The study was a descriptive survey. The population was comprised of educational administrators and lecturers in tertiary institutions in Anambra state. These are Nnamdi Azikwe University , Awka; Nwafor Orizu college of Education, Nsugbe; Chukweemeka Odumegwu Ojukwu University (COOU), Ibdariam, Federal college of Education (Technical) Umunze, and Madonna University, Okija, Anambra State. Through random sampling, total number of 100 respondents were selected for the study.

S/N	Names	Lecturers	Administrators	Total
	Nnamdi Azikwe University	14	10	24
	Nwafor Orizu college of education	12	5	17
	COOU	10	7	17
	Madonna University	11	11	22
	FCET	14	6	20
	Total	61	39	100

Method of data collection

The questionnaire was designed and distributed by the researchers for the study. A total of 100 copies of the questionnaire were personally distributed and collected from the respondents at the areas of study. Thus, a 100% return rate.

Method of data analysis

The primary data was tabulated in the frequency table. In Section A, simple percentage was used for the presentation and analysis of the data while in Section B weighted mean score was used to present and analyzed the responses of the respondents. Strong Agree (SA) 4 points, Agree (A) 3 points, Degree (D) 2 points, Strongly Disagree (SD) 1 point.

Decision rule: Any mean score that is up to 2.5 and above was accepted while mean score below 2.5 was rejected.

Presentation and analysis of data

In this section the collected data from the study are presented in the table and analyzed below:

Table 2: Frequency Distribution of Respondents by Sex

Sex	No. of Respondents	Percentage
Male	15	15.0
Female	85	85.0
Total	100	100

Table 2 indicates that females were 85 and (85.0 percent) were majority of the respondents. This was followed by males who were 15 or (15.0 percent). This result showed that there were more female than males in the study.

Table 3: Frequency Distribution of Respondent by Marital Status

Marital Status	No. of Respondents	Percentage
Married	55	55.0
Single	30	30

Divorced	10	10
Widowed	5	5.0
Total	100	100.0

Table 3 shows that 55 percent of the respondents were married; 30 percent respondent were single; 10 respondent representing (10 percent) were divorced, while 5 (5 percent) of the respondents were widowed. It indicates that majority of the respondents were married.

Table 3: Frequency Distribution of Respondents by Age Range

Age Range	No. of Respondent	Percentage
18-25	15	15.0
26-35	10	10.0
36-45	35	35.0
46 & above	40	40.0
Total	100	100

Table 3 shows that 10 respondents which gave us 10.0 percent were between the ages of 26-35 years while 18-25 years of the respondents were 15(15.0 percent); and the range between 36-45 years was 35 percent giving the score card for the range of 46 and above as 40 percent. This indicates that majority of the respondent fall between the ages of 46 and above years.

Research question one

What is the level of awareness of people on entrepreneurship education?

Table 4: Mean responses on the level of awareness of Nigerians on the entrepreneurship education?

S/N	Level of awareness of Entrepreneurship education	Respondent options	Mean score	Decision
		4 3 2 1 SA A D SD		
1	Information from the media Bulletins, flyers and posters	180 90 14 18	3.0	Accepted
2	Tertiary institutions' programmes Workshops, seminars & conference	80 15 5 2	2.9	Accepted
3	Lecturer research and lectures	70 15 10 5	3.7	Accepted
4	Government policies & pronouncement	22 30 20 28	3.5	Accepted
5		20 15 35 30	2.4	Rejected

6		70 20 7 3	2.2	Rejected
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From the analysis on Table 4 which aimed at ascertaining the level of awareness of people on entrepreneurship education in Anambra state. Item 1 has a mean score of 3.0; this indicates that through information from the media, people become aware of entrepreneurship education. Item 2, with a mean score of 2.9 agreed that bulletins, flyers and posters are among the means of awareness on entrepreneurship education. Item 3 states that tertiary institution programmes create awareness on entrepreneurship education. This was agreed with a mean score of 3.7. Item 4 was accepted with a mean score of 3.5, thus, workshops, seminars & conferences, create awareness to people on entrepreneurship education.

Item 5 rejected the statement that Lecturer research and lecturers create awareness on entrepreneurship education. It has a mean score of 2.4 which postulates a disagreement to the question. Item 6 have a mean score of 2.2 showing that Government policies and pronouncement are not creating adequate awareness to the people.

Research Question Two

What are the funding needs of tertiary institutions for entrepreneurship education in Anambra state?

Table 5: Mean Response on the funding needs of tertiary institutions for entrepreneurship education.

S/N	Funding needs of tertiary institutions for entrepreneurship education	Respondent options	Mean score	Decision
1	Building of entrepreneurship training centres establishing entrepreneurship education research centres	4 3 2 1 SA A D SD 265 54 12 3	3.4	Accepted
2	Development of appropriate entrepreneurship education curriculum for tertiary and secondary schools	77 14 6 3	3.2	Accepted
3	Organizing entrepreneurship seminars, workshops and conference training	308 42 12 3	3.4	Accepted
4		80 5 5 2	2.9	Accepted

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The result of data analysis in Table 5 which was used to ascertain the funding needs of tertiary institutions for entrepreneurship education; Item 1 of the table which states that funds are needed for the building of Entrepreneurship training centres had a mean score of 3.4 which was accepted and agrees with the respondent answer, Item 2 answer gave us the mean score of 3.2 showing acceptance to the statement which states that funds are needed for the establishment of Entrepreneurship education research centres. Item 3 had a mean score of 3.4 which stated that funds are needed for the development of appropriate entrepreneurship education curriculum for tertiary and secondary schools; while Item 4 have a mean score of 2.9 showing that respondents agree with the statement that funds are needed for organizing entrepreneurship seminars, workshops, conference and trainings programmes for youth skill acquisition and employment in Anambra state.

Research Question Three

What are the funding sources for entrepreneurship education programmes in tertiary institutions in Anambra state?

Table 6: Mean Resources on the funding sources for entrepreneurship education programmes in tertiary institutions.

S/N	Funding needs of tertiary institutions for entrepreneurship	Respondent options	Mean score	Decision
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	education						
		4	3	2	1		
		SA	A	D	SD		
1	Government budget allocation to tertiary institutions Educational Trust Fund (ETF)	70	15	10	5	3.7	Accepted
2	Institutional Endowments from public/private companies	48	18	17	7	3.6	Accepted
3	Donor agencies Institutional from philanthropists	20	15	35	30	2.2	Rejected
4	Institutional fundraising	37	22	25	16	2.4	Rejected
5	NGOs & Charity organizations	20	15	35	30	2.2	Rejected

6		308	42	12	3	3.4	Accepted
7		20	15	35	30	2.2	Rejected

Table 6 above has a total of seven items numbering from 1-7. itemed at finding the sources of funding of entrepreneurship education programmes in tertiary institutions. item 1 has a mean score of 3.7 which shows that Government budget allocation is among the funding patterns; Item 2 with a mean score of 3.6 indicates that the ETF assists in funding entrepreneurship education programmes in tertiary institutions. The respondents rejected the statement in item 3 with mean score of 2.2 which stated that Institutional Endowments from public/private companies fund entrepreneurship education programmes. Item 4 of the table was rejected with mean score of 2.4 because the respondents did not agree that donor agencies fund entrepreneurship education programmes in Anambra state. Item 5 mean score shows 2.2 which were also rejected showed that there are no Institutional Endowments from Philanthropists to fund entrepreneurship education. Item 6 had a mean score of 3.4 which accepted that institutions organize fundraising to support entrepreneurship education programmes; while Item 7 had a mean score of 2.2 which

rejected that NGOs and Charity organizations fund entrepreneurship education programmes in tertiary institutions.

SUMMARY OF FINDINGS

Funding entrepreneurship programmes in tertiary institutions are fundamental requirements for any progressive institutions. From analysis study conducted has shown most of the respondents were females, married and fall between the ages of 46 and above years. The people of Anambra state according to the findings of the study, are much aware of entrepreneurship education programmes in the state through information from the media; bulletins, flyers and posters; tertiary institutions workshops, seminars and conferences. This is in line with Okoye (2016) who emphasizes on the campaign for entrepreneurship education campaign for entrepreneurship education which is viewed as most necessary at this time at least to prepare the youth for self reliance.

All the respondents in the study agreed that the funding needs of tertiary institutions for entrepreneurship education are vital for the following: the building of entrepreneurship training centres; establishment of entrepreneurship education research centres; development of appropriate entrepreneurship education curriculum for tertiary and secondary schools; and for organizing entrepreneurship seminars, workshops, conferences and trainings programmes for youth skill acquisition and employment in Anambra state. These views fall in line with Mojekwu; Nwankwo & Mojekwu (2016) who also attributes the funding need to aid sustainable industrialization and national development of any country, as well as youth development and poverty alleviation. Among the sources of funding according to the respondents include, monies from tertiary institutions via government budget allocation; Educational Trust Fund assistance and institutional fund raising to support entrepreneurship education programmes.

Conclusion and Recommendations

Entrepreneurship revolves around people's insight, creativity, innovations and wealth creation which are for sustainable development of the society and individual. When entrepreneurship education is funded appropriately and adequately, individuals in the communities acquire unique training, skills and motivation to encourage entrepreneurial success in a variety of settings and at different levels of their development.

The authors recommended more financing of entrepreneurial programmes and projects in tertiary institutions in order to empower young people for a self-fulfilling life and independence. It is a great way to involve youths in self development and creative growth. Private corporations should invest in entrepreneurial innovations and trainings so as to equip the manpower-base of the nation.

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