



Influence of Managerial Skills on Resource Management of Nigerian Universities for Entrepreneurial Education Programme in Taraba State

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ABSTRACT

The study was aimed at solving the problem of human, financial, material and facilities resources of entrepreneurial education programmes in institutions of learning in Taraba State as a sample studied. The study specifically investigated the nature of human, financial, material and facilities resource management of Nigerian universities entrepreneurial education programmed in Taraba State. The theory used for this research was: 'Z' (System theory) and Need Achievement theory (NAT). Stratified random sampling technique was used to determine the sample size for each category of the respondents (Administrators and Lecturers) from the three Universities in Taraba State. This resulted in getting 85 respondents from Taraba State University, 82 respondents from Federal University Wukari and 55 respondents from Kwararafa University Wukari totaling 222 respondents. The study used cross-sectional survey as research design. The instrument used for data collection was researchers structured questionnaire tagged (IMRMNUEEQ) and data collected were analyzed using mean and standard deviation. The study revealed that staffs motivation among others were elements of human resources management, proper funding of universities by government and non-governmental agencies were the elements of financial resources management, provision of relevant and updated instructional materials were key to provision of conducive learning environment to entrepreneurial education programmed in Taraba State Universities. The implication of the study is that universities administrators and lecturers need to be retrained in order to effectively manage the resources. In conclusion, the Government and other education agencies should provide funds to the universities and other institutions for the success of entrepreneurship education programmed.

Keywords: Resources, Management, Entrepreneurial Education, Universities, Taraba State

INTRODUCTION

Entrepreneurial education is the type of skills training given to an individual who will become an entrepreneur and contribute to the economic development of the society. Dickson, Solomon and Weaver (2008) defined entrepreneur education as the training to develop entrepreneurial skills, ideas and values among individual youth which will enable them to be skillful in identifying business opportunities that will contribute to the development of the society. The need for entrepreneurship education started emerging in the mid 1980s. In the mid 80s, the Nigeria economy collapsed while youth and graduate unemployment hit the roof. There was large-scale layoff of workers and retirements as a result of Structural Adjustment Programmes and bad economic trends in the country (Arogundade, 2011). During this situation, entrepreneurship, which would have salvaged the situation, was not encouraged. It has been observed that tertiary education has not been properly included in the philosophy of self-reliance such as creating a new cultural and productive environment that will promote pride in primitive work and self-discipline, encouraging people to actively and freely take part in discussion and decision affecting their general welfare, promoting new set of attitudes and culture for the attainment of future challenges (Arogundade, 2011). Nwangwu (2007) argued that the failure of tertiary education to imbibe the above philosophy in students has led to wastages in terms of both human and natural resources. This is because the youths and graduates from tertiary intuitions are not equipped with the skills with which to exploit the natural resources that abound in Nigeria. The education which most individuals received before the introduction of the 6-3-

3-4 educational system in Nigeria was criticized as it focused mainly on preparing students for white collar jobs, neglecting skill training and development. (National Planning Commission, 2004). Consequently a typical Nigeria graduate could only have a general idea of the opportunities and requirements of occupations, but may not possess any remarkable skills, which could enable them, function and contribute effectively to the development of the society. The situation has given rise to jobless youths in Nigeria, with a total of 80% unemployment rate of graduates produced from tertiary institutions in the country (Olasunkammi, 2008).

The non existence of white collar jobs in Nigeria public and private sectors to remedy the high increase of unemployment in Nigerian society has been a thing of utmost concern to parents, stakeholders, authorities and even general public. In recent time Nigeria has been witnessing over increasing number of graduates that leave school especially from universities with little or no hope of securing employment either in public or private establishments (Mukhtar and Redman, 2004). They maintained that the fast pace of development recorded in such nations like Malaysia, Indonesia, Brazil and India among others have clearly shown that development is driven by the innovativeness, creativity and enterprise of the people. Unfortunately, Nigeria has not been able to enact similar feats owing to poor linkage between knowledge and development and between the private and public sectors of the economy. Probably, these may have been due to lack of appropriate skills development and sufficient entrepreneurial culture in the Nigerian educational system.. One practical strategy towards reducing rate of unemployment and eradicating poverty is by scaling up investments in infrastructure and human capital. Human capital development is further facilitated through a well structured academic curriculum that is entrepreneurial focused. A nation with increased numbers of self sustained and self dependent graduates will record less numbers of unemployed graduates.

It is on the basis of this that the Nigerian Universities Commission (NUC 2004) came out with a draft curriculum for entrepreneurial Education in Nigeria Universities. The objectives of the draft curriculum to among other things enable our graduates, irrespective of their specialization to acquire the skills that will increase their venture creation. NUC (2007) made it mandatory for all Nigerian universities to mount Entrepreneurship education for all undergraduates beginning from 2007/2008 academic year (Nwite and Alumode, 2011). On the heels of this directive, in 2009/2010 the Taraba State University started a pilot program in entrepreneurial studies in the department of Educational Foundations for all students as a Departmental course, the university has also extended the programmes to all students as undergraduate students take the program as general study (GST). Importantly, the objectives of Nigerian universities entrepreneurial education programme cannot be actualized in the absence of resources.

Resources are assets that can be used by a person or organization in order to achieve a goal. It can refer to financial, material/facilities and human resources. Resources are also sources transformed to produce benefits, (Wikipedia, 2013). In human society, commercial or non-commercial factors require resource allocation for effective management (Wikipedia, 2014). The researcher, believe that the available resources in an organization helps to produce and achieve a high and quality student who will be functional members in the society.

Statement of the Problem

Resource management is one of the complex functions of any school organization with particular reference to universities administration. In Nigerian Universities both staff and students need proper resource management for effective actualization of the organizational and managerial objectives of university education. Research has shown that, the extent of attainment of any organizational goals and objectives rely more on how well the available resources are being managed by the Educational administrators to cause changes in the system, (Nwafor, 2004).In this era of shrinking economic activities, government seems to have failed in providing necessary infrastructural resources and policies that are required for entrepreneurial skills acquisition, self-reliance and non-dependent on only the government for provision of all social amenities in Nigeria universities especially in Taraba State. This is because, without appropriate resource management and technological skills, entrepreneurial spirit which drives economic development through job creation is lacked.

Owing to the above fact, the problem of unemployment of graduates in Taraba State has worsened the poverty among the populace. Many able bodied and unemployed qualified graduates from Nigeria universities could not be gainfully employed, and some economically dependent on their parents for survival. This may be as a result of poor resource managements of the school system that resulted to the inability of the school system to effectively equip the graduates with entrepreneurial skills to enhance self-employment in today's world of work. Notwithstanding, Nigerian University

Commission (NUC, 2007) directive that entrepreneurial education should be made compulsory in Nigerian universities, most graduates in Taraba State were unemployed. This has motivated the researcher to investigate the resource management by the universities in Taraba state in the management of entrepreneurial education for possible youth employment.

Purpose of the Study

The main purpose of this study was to find out the resource management of Nigerian Universities for entrepreneurial education programme in Taraba State. Specifically, the study,

1. Investigated the Nature of human resource management of Nigerian Universities for entrepreneurial education programme in Taraba State.
2. Ascertained financial resource management of Nigerian Universities for entrepreneurial education programme in Taraba State.
3. Found out Material resource management of Nigerian Universities for entrepreneurial education programme in Taraba State.
4. Determined facilities resource management of Nigerian Universities for entrepreneurial education programme in Taraba State.

Significance of the Study

The findings of this study would provide information on resource management of Nigerian Universities for entrepreneurial Education programme in Taraba, which will be useful to Educational administrators and lecturers for the purpose.

The findings of this study will benefit the government by creating awareness on the effort being made by various Nigerian Universities on the implementation and achievement of NUC policy on Entrepreneurship Education which the government has great interest. The findings will aid the policy makers to implement reasonable policies that will help in supplying and improving resources in Nigerian universities for effective delivery of entrepreneurial education.

Research Questions

The following four research questions rooted in the specific purposes of the study were formulated to guide the conduct of this study. These include:

1. What is the nature of human resource management of Nigerian universities for entrepreneurial education programme in Taraba State?
2. What is the financial resource management of Nigerian universities for entrepreneurial education programme in Taraba State?
3. What is the material resource management of Nigerian universities for entrepreneurial education programme in Taraba State?
4. What is the facilities resource management of Nigerian universities for entrepreneurial education programme in Taraba State?

Conceptual Framework

Entrepreneurial Education

Dickson, Solomon and Weaver (2008).Pribadi (2005) referred entrepreneurial education as the training to develop entrepreneurial, skills, ideas and values which involve developing new business and minimizing failure and the risk of being entrepreneur. The Consortium for Entrepreneurship Education (CEE, 2003) defined entrepreneurial education as one that prepares people especially youths, to be enterprising individuals who will become entrepreneurs and who would contribute to development of the communities.

Objectives of Entrepreneurial Education

Entrepreneurial education is structured to achieve the following objectives. (Paul, 2005), to;

1. To offer functional education for the youth which enable them to be self-employed and self-reliant.
2. Provide the youth graduates with adequate training that will enable them to be skillful in identifying novel business opportunities
3. To serve as a catalyst for economic growth.
4. To offer tertiary institution graduates with adequate training and risk management.
5. To decrease high rate of poverty
- 6 To Create employment opportunity
7. To minimize peoples' movement from rural –urban area.
- 8 To Provide the young graduate with enough training and support.

9 To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.

10 To create smooth transition from traditional to a modern economy

Theoretical frame work

The researcher used Theory 'Z' (System Approach) propounded by Ludvig Von Bertalanffy (1975) Theory 'Z' (System Approach)

Theory Z concentrates on the organizational behavioural side of management which has its basic premise on using workers as the key to increase production through motivation and participatory decision-making. The theory advocates friendly co-existence and social relationship in production. Under this theory, direct process of motivation is used to initiate corrective action when the achievement of organization is poor. The theory further permits free flow of information and exchange of ideas among members.

Theory Z is primarily based on the assumption that staff are individuals with varying goals and needs, and should not be treated as mere machine, (Wikipedia, 2007). The implication of this theory looked into interaction, that is human relation of a particular organization has a great impact towards employees, it should not be so tyrannical as to scare employers, for example, social issues as pertaining workers welfare should be consider and other indices of motivation should be put in place.

This theory is related to the present work because the theory focused on how different system in an organization can jointly work together to achieve common objectives of the organisation and the present focused on the efforts of Lecturers and administrators on proper resource management of entrepreneurial education in Taraba State.

Need Achievement Theory (NAT) propounded by David, McClelland (1965) to support the study.

This theory was propounded by David, McClelland (1965). It is a psychological theory that looks into the activities of the relationship between need achievement, economic development and entrepreneurial activities. He stated that the society would experience a greater entrepreneurial activities if the need achievement is high among the people, and that Nigerians have the urge and enthusiasm for the achievement of economic development but incentive and enabling environment is poor, (Raimi, 2010). The relationship of this theory to the present study was that both of them talks about the needs of an organisation to be catered, if entrepreneurial education in our university today would be effectively achieve

Application of Managerial skills on Resource Management of Nigerian Universities for Entrepreneurial Education Programme

Looking at the benefits of entrepreneurial education in Nigeria as discussed, one would embrace the introduction of entrepreneurial education at all levels of tertiary institution irrespective of discipline. Therefore in organizing the structure, the university authorities will have to situate the programmes where it will have a wide spread effect in boosting the student's job creation and that of the entire university community.

A broad base of support from the university leadership and the surrounding community can to some extent facilitate the success of a budding university- wide functional entrepreneurship education. Although the level of administrative support supervision and type of involvement may vary, the entrepreneurship education programmes at the universities should be guided by university leaders who are to provide a rich range of perspectives; experts and assistance so as to make resource management more effective, David (2001) stated that to introduce entrepreneurship discipline especially in universities is difficult because of different mindset, funding mechanism, materials and facilities. Educational Administrator's terms of reference is to capture the most attractive training opportunities such as appropriate policy guidelines, human resources, financial resources, material resources and infrastructure and other support services arrangement.

Therefore, if university Educational administrators are to play their expected oversight role in the supervision of entrepreneurial education that will ensure student venture creation, it is important they become more proactive and innovative in bringing existing incentives to the programme that will motivate the interest of teachers (Gilbert, 2000).

Human Resource

Universities administrators are the highest ranking officers in the institution, Okafor (2008) stated that administrator is the chief executive/manager of all programmes in the school. As administrator, they are in charge of finance, staff and student scheduling, public relations, coordination, instructional programmes and overall school matters (Akomolafe 2005, Akpa, 2002).

The implication of the above is that educational administrators are supposed to stimulate staff and students to work co-operatively for better performance. Adetoro (2009) believed that managing the schools resources represents considerable challenges which demands administrative acumen, planning ability and human relation skills which include relationship with staff and students. Obi (2007) opined that experienced administrators work co-operatively with members of their staff and provides conducive climate to ensure achievement of goals and objectives. This means that for the actualization of entrepreneurial educational goals and objectives, the administrations must be experience in understanding oneself and group members which are indispensable to goal accomplishment.

Financial Resource

Financial resources as indicated by Omoregbe (2004) is one of the resources that economically improve the standard of living and educational life of her fast growing population, organizations or institutions which strong financial management are better able to fulfill their missions and deliver high standard services, strong financial management which involves planning, monitoring operations and governance.

Financial management has been defined from different perspectives. Akinsulire (2006) saw it as a specialized function of general management which is related to procurement of finance and its effective utilization for the achievement of common goal of the organization and educational improved services.

For Qualitative Nigerian universities entrepreneurial education, the need for adequate funding is necessary. According to Tiwari (2002) and Okoroma (2006) inadequate finance and ineptitude in administrative and management practices and very stiff opposition to university entrepreneurship are the three major devastating issues that have kept Nigeria university education crisis ridden for the past years. As Nigerian universities grew, funding became very chaotic, epileptic and dwindling. The funding operation of the federal government was characterized by continuous short fall and drastic cut backs, (Oghenekohwo, 2004; Ekundayo, 2008). However, Tiwari (2002) in his Studies stated that funding is critical to the survival of the university system. For universities to be able to carry out the functions for which they were established effectively, such as setting up of programmes like entrepreneurship education that will lead to wealth creation and economic growth of the nation, there is need for them to be properly funded.

Instructional Materials/Facilities

Asodike (2005) stated that the availability, maintenance and adequacy of the necessary teaching materials/facilities are vital to the attainment of the articulated entrepreneurial educational programmes.

This may be why Murphy, Hallinget, Wiel and Mixman (2007) opined that lack of instructional facilities lead to lopsidedness in teaching and learning. Powel (2002) attributed this problem of inadequate materials / facilities to educational administrators' neglect of their instructional functions. Mgbodile (2004) revealed that educational administrators who lack instructional materials do not even deem it necessary to make improvisation neither do they encourage their teachers to improvise. Concisely put, adequate provision of instructional facilities stimulate classroom control, discipline and harmony which facilitate the actualization of entrepreneurial educational goals and objectives hence national development. These facilities such as chalk/white boards, seats, equipped libraries, laboratories, and workshops make teaching and learning easier for both teachers and students; while their absence make the whole environment boring and uninteresting for all involved (Chukwu, 2009). Ivowi (2000) opined that the provision of adequate facilities ensures that proper teaching goes on and as a result meaningful learning takes place.

METHODOLOGY

This study adopted a cross-sectional survey. The cross-sectional survey research design was considered most appropriate for the study because it sought responses from a cross-section of educational administrators and lecturers in Taraba State Universities regarding the resources they manage. The researcher used stratified random sampling technique to determine the sampling size for each category of the respondents (administrators and lecturers) in Taraba State Universities . This resulted in getting 14 administrators and 71 lecturers from Taraba state university, 70 lecturers and 12 administrators from Federal University Wukari, and 12 administrators and 43 lecturers from Kwara University Wukari: totaling 222 respondents from Taraba State Universities. The instrument used for data collection in this study was a structured questionnaire on Managerial skills on resource management of Nigerian Universities entrepreneurial education

programme in Taraba state (MSRMNUEEQ) designed by the researcher to elicit information from the respondents based on the research questions that guide the study.

The 50-items was face validated by five experts, three from Educational Foundations and the other two from science department (measurement and evaluation) all in Taraba State University, Jalingo. The experts vetted the items in terms of content, sentence structure and adequacy of the instrument. The contributions of these experts were used to produce the final version of the instrument.

A test-retest method was used to determine the reliability of the questionnaire. The questionnaire was administered to a group of teachers considered to be equivalent to the respondents. The scores of the items were analyzed using Cronbach Alpha procedure. The coefficient of 0.93 was obtained as the reliability of the questionnaire. The index of 0.93 indicated high reliability of the questionnaire which indicates that the instrument is reliable to be use.

Copies of the questionnaire were distributed to the 222 respondents in their respective universities in Taraba State by the researcher and two research assistants. The respondents filled the questionnaire by ticking (√) the extent they agree or disagree with the items made and the researcher with research assistants waited to collect the questionnaire at completion.

Data Analysis

The returned copies of the Questionnaire filled by the respondents were cross checked for completeness of responses. Copies of the completed Questionnaire were used to analyze the items. Research questions 1-4 were analyzed on individual item basis using mean and standard deviation. Four point rating scale were used in rating the responses of the respondents. The mean used for decision making is 2.5. Scores from 2.5 and above were accepted as a resource management while scores below 2.5 were rejected as resource management.

RESULTS

The results of data analysis were presented based on the four research questions that guided the conduct of this study.

Research Question 1: *What is the nature of human resources management of Nigerian universities for entrepreneurial education programme in Taraba State?*

Data collected from item 1-16 were used to answer the research question. Summary of data analysis were presented on table 4.

Table 4: Mean Ratings of Respondents on Human Resources Management

S/N	Statement	\bar{X}	SD	Decision
1	Good management of human resources aided achievement of organizational goals and objectives	3.59	0.54	Accepted
2	Recruiting of best qualified lecturers can lead to the achievement of entrepreneurial education programme	3.55	0.59	Accepted
3	Training of staff can improve educational programme	3.41	0.70	Accepted
4	Proper motivation of human resources can improve educational standard	3.40	0.58	Accepted
5	Regular payment of staff salaries can increase lecturers' performances in entrepreneurial education programme	3.42	0.65	Accepted
6	Poor management of human resources can lead to failure of entrepreneurial educational goals/programme	3.47	0.64	Accepted
7	Good communication promote peaceful learning environment	3.38	0.60	Accepted
8	Involvement of staff in seminar, workshop and conference increases entrepreneurial skills	3.55	0.65	Accepted
9	Inviting professional resource person improve entrepreneurial skills and ideas among students	3.39	0.64	Accepted
10	Monitoring and evaluation of staff can lead to improvement of entrepreneurial educational goals	3.46	0.66	Accepted
11	Planning ability and good human relationship skills in universities increase job performances in the entrepreneurial education	3.47	0.56	Accepted
12	Frequent supervision and organizational of lecturers can lead to effective universities entrepreneurial education programme	3.44	0.60	Accepted
13	Providing conducive learning environment promote entrepreneurial educational goals and objectives	3.44	0.62	Accepted
14	Motivation and encouragement can posit positive attitudes of lecturers towards entrepreneurial education	3.49	0.61	Accepted
15	Payment of hazard allowances increases job performances in entrepreneurial education	3.44	0.62	Accepted
16	Regular payment of lecturers' allowances motivate them to be innovative in teaching entrepreneurial education	3.46	0.57	Accepted
	Grand Mean	3.46		

result of data analysis presented on table 4 showed that each of the items on the table has a mean (range 3.59-3.38) which implies that respondents rated all the items as elements of human resources management in Nigerian universities especially in Taraba State. The grand mean of 3.46 implies that the items on table 4 were elements of human resource management and the standard deviations (range 0.54-0.70) indicated that responses of the respondents do not vary so widely.

Research Question 2: *What is the financial resource management of Nigerian universities for entrepreneurial education in Taraba State?*

Data collected from item 17-28 were used to answer the research question. Summary of data analysis were presented on table 5.

Table 5: Mean Ratings of Respondents on Financial Resources Management

S/N	Statement	\bar{x}	SD	Decision
17	Funding of universities lead to a better operation of entrepreneurial education	3.44	0.63	Accepted
18	Funds increases acquisition of materials and facilities for entrepreneurial education programme in my school	3.42	0.73	Accepted
19	Funds are used for payment of staff salaries in my university to improve teaching and learning of entrepreneurship skills	3.38	0.65	Accepted
20	Embarking on external fund raising increases entrepreneurial educational development	3.41	0.66	Accepted
21	Funds help the management of my school in setting up infrastructural facilities	3.51	0.61	Accepted
22	Financial investment in education makes university funds available for facilities maintenance	3.42	0.65	Accepted
23	Creating access loan and other financial services promotes entrepreneurial education	3.44	0.59	Accepted
24	Funding increases the standard of educational development in my school	3.41	0.73	Accepted
25	Funding from external bodies such as ETF, MDGS and Alumni aided development of entrepreneurial education in my university	3.38	0.75	Accepted
26	Keeping good records of financial expenditure by the management promote further entrepreneurial educational development in my institution	3.64	0.59	Accepted
27	Government provides sufficient funds for educational administrators to procure instructional materials for entrepreneurial education in my school	3.51	0.71	Accepted
28	Lack of finance and technological facilities lead to negative attitudes of lecturers toward entrepreneurial education in my institution	3.42	0.69	Accepted
Grand Mean		3.45		

The result of data analysis presented on table 5 showed that each of the items on the table has a mean (range 3.64-3.38) which implies that respondents rated all the items as elements of financial resources management in Nigerian universities in Taraba State. The grand mean of 3.45 implies that the items on table 5 were elements of financial resource management and the standard deviations (range 0.59-0.75) indicated that responses of the respondents do not vary so widely.

Research Question 3: *What is the material resource management of Nigerian universities for entrepreneurial education programme in Taraba State?*

Data collected from item 29-36 were used to answer the research question. Summary of data analysis were presented on table 6.

Table 6: Mean Ratings of Respondents on Material Resources Management

S/N	Statement	\bar{x}	SD	Decision
29	Using relevant materials stimulate lecturers' interest in entrepreneurial class	3.52	0.63	Accepted
30	Using updated materials promote entrepreneurial education	3.45	0.67	Accepted
31	Instructional material encourage lecturers in teaching entrepreneurial education	3.51	0.59	Accepted
32	Sufficient and availability of instructional materials increase enterprising skill acquisition and ideas among lecturers	3.46	0.68	Accepted
33	Instructional materials improve entrepreneurship skills	3.48	0.67	Accepted
34	Instructional materials lead to attainment of educational programmes in my university	3.47	0.65	Accepted
35	Lack of materials lead to lopsidedness in teaching and learning of entrepreneurial education	3.38	0.69	Accepted
36	Non availability of resource materials discourage lecturers' interest towards entrepreneurial education	3.46	0.76	Accepted
Grand Mean		3.46		

The result of data analysis presented on table 6 showed that each of the items on the table has a mean (range 3.52-3.38) which implies that respondents rated all the items as elements of Material resource management in Nigerian universities in Taraba State. The grand mean of 3.46 implies that the items on table 6 were elements of financial resource management and the standard deviations (range 0.59-0.76) indicated that responses of the respondents do not significantly varied.

Research Question 4: *What are the facilities resource management of Nigerian universities for entrepreneurial education programme in Taraba State?*

Data collected from item 37-50 were used to answer the research question. Summary of data analysis were presented on table 7

Table 7: Mean Ratings of Respondents on Facilities Management

S/N	Statement	\bar{x}	SD	Decision
37	Better provision of infrastructural facilities lead to entrepreneurial educational achievement	3.41	0.61	Accepted
38	Equipped entrepreneurial development centre increases entrepreneurial education	3.32	0.55	Accepted
39	Epileptic power supply increase positive attitude towards entrepreneurial education	3.27	0.72	Accepted
40	Adequate maintenance of facilities increase entrepreneurial skills and ideas	3.33	0.59	Accepted
41	Equipping your school with modern facilities increase lecturers' interest in entrepreneurial skills acquisition	3.27	0.85	Accepted
42	Adequate facilities in schools make learning environment conducive	3.45	0.63	Accepted
43	Infrastructural facilities make the teaching of entrepreneurial education easier for lecturers in my school	3.29	0.79	Accepted
44	Instructional facilities increase staff commitment to job performance	3.38	0.71	Accepted
45	Instructional facilities enhance lecturers' confidence in teaching entrepreneurial skills	3.42	0.71	Accepted
46	Overcrowded classroom affect the teaching of entrepreneurship skills	3.46	0.64	Accepted
47	Provision of uninterrupted power supply increases interest in entrepreneurial education in my school	3.38	0.72	Accepted
48	Learning facilities are adequately provided by the government to enhance entrepreneurial education	3.34	0.77	Accepted
49	Some facilities are available but not adequate in my school	3.42	0.73	Accepted
50	Quality and quantity of infrastructural facilities promote entrepreneurial educational goals and objectives	3.41	0.68	Accepted
Grand Mean		3.37		

The result of data analysis presented in table 7 showed that each of the items on the table has a mean (range 3.46-3.27) which implies that respondents rated all the items as elements of facilities management in Nigerian universities especially in Taraba State. The grand mean of 3.37 implies that the items in table 7 were elements of facilities management and the standard deviations (range 0.55-0.85) indicated that responses of the respondents do not significantly varied on facilities management of universities entrepreneurial education in Taraba State.

DISCUSSION

In this area, the discussions of the findings of the study are made by the researcher with regard to the major issues of the study. The findings of the study on table 4 shows that, the respondents accepted that good management of human resources were one of the elements of management of entrepreneurial education programme in Taraba State. This is in line with the findings of Adetoro (2009) who discovered that managing the human resources represents considerable challenges which demands administrative acumen, planning ability and human relation skills which include relationship with staff and students. In the same line of thought,

The findings of data analysis on table 5 showed that the respondents accepted that proper funding of universities by government is one of the channels for generating fund for the management of entrepreneurial education. The findings echoed the view of Omoregbe (2004) who maintained that funding is one of the resources that economically improve the standard of living and educational life of her fast growing population organizations or institutions which strong financial management are better able to fulfill their missions and deliver high quality services strong financial management involves planning, monitoring operations and governance.

The findings of data analysis as presented on table 6 showed that the respondents accepted provision of adequate instructional material resources as one for the management of entrepreneurial education programme. These findings supports prior findings of Asodike (2005) and Murphy, Hallinget, Viel, and Mixman (2007) who stated that the availability, maintenance and adequacy of the necessary teaching materials/facilities are vital to the attainment of the articulated entrepreneurial educational programmed objectives at all levels of education.

The findings of data analysis as presented on table 7 showed that the respondents accepted provision of adequate infrastructural facilities in schools is one for the management of entrepreneurial education programme. These findings are in congruence with the findings of Chukwu (2009) who opined that good and adequate facilities make learning environment conducive. In addition, Ivowi (2000) also agreed that provision of adequate facilities ensure that proper teaching goes on and as a result meaningful learning takes place

CONCLUSION

The findings of the study have revealed that good management of human resources, regular payment of staff salaries, training of staff, and motivation among others were the elements of human resources management for entrepreneurial education programme, that proper funding of universities by government, embarking on external fund raising, financial aid from cooperate bodies and financial investment were the elements of financial resources management of entrepreneurial education programme, that provision of relevant and updated instructional materials, effective maintenance of instructional materials regularly were elements of management of entrepreneurial education programme and that provision of conducive learning environment, entrepreneurial education programme centre, provision of uninterrupted power supply and maintenance of the available facilities were elements of management of entrepreneurial education programme in Taraba State. It is the researcher's opinion that if the available resources are properly managed, the objectives of entrepreneurial education in Nigerian universities will be achieved.

Educational Implications of the Study

The findings of the study have Educational implications for lecturers and educational administrators. From the study, it is obvious that lecturers and administrator should take training and development as important as any other aspect of the organizational activities, lecturers should be sent on in-service training courses, seminars, workshops, conferences etcetera. The training enables the lecturers to improve in their worth to the attainment of the entrepreneurship goals and objectives. The school administrators should embark on fund raising programme so as to improve on the financing and purchase of materials/ facilities for entrepreneurial education in their institutions.

RECOMMENDATIONS

Based on the findings of the study, and the implications drawn, the following recommendations are made:

- The National Universities Commission (NUC) should go beyond prescribing the minimum academic standard with respect to entrepreneurship Education.
- Government and Ministry of Education should organize seminars and workshops with the aim of enhancing the knowledge of University administrators on the importance of entrepreneurial education programme in job creation and poverty reduction
- Government, NUC and Agencies should provide funds to the universities and other institutions for the purpose of entrepreneurship Education.
- Lecturers should be supported, motivated, trained and retrained periodically for effective human resource management.
- Educational administrators should be flexible, democratic and not laissez-fair as to carry lecturers along to achieve entrepreneurial education programme in their institutions of learning,

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