Analysis of Effects of Infrastructural Facilities on Development of Entrepreneurship Education in Universities in Rivers State

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ABSTRACT
The study analysed the effects of infrastructural facilities on the development of entrepreneurship education in universities in Rivers State. It adopted the descriptive research design and was guided by one research question and one null hypothesis tested at 0.05 level of significance. The population for the study consists of all Deans, Head of Departments, and Directors of Entrepreneurship centers in the three universities in Rivers State. It was made up of 175 respondents. The entire population was used because it was small. The research instrument was a questionnaire developed by the researchers based on the insight gained from the review of related literature. The instrument was designed on a 4-point Likert rating scale. Three experts validated it. A correlation co-efficient of 0.76 was ascertained through the split-half method. Data collected were analysed using mean and standard deviation for the research question, and z-test for the null hypothesis. The finding revealed that poor state of infrastructural facilities has debilitating effect on the development of entrepreneurship education in universities in Rivers State. It was recommended that government should support the development of entrepreneurship education by providing modern facilities for the purpose.

Keywords: Analysis, Effects, Infrastructural Facilities, Development, Entrepreneurship Education.

INTRODUCTION
Education is indisputably recognized as the bedrock of any meaningful development. Section 1 of the Nigerian National Policy on Education (FRN, 2004) stress the need for functional education, and acquisition of appropriate skills for the individual to live and contribute to the development of his society. This is where entrepreneurship as a course of study comes in. Entrepreneurship is the term used broadly in connection with innovation and creation of modern industrial business establishments. It is often defined by reference to the functions of an entrepreneur: the man who perceives business opportunities and exploits them, using scarce resources efficiently with profit as a motive. It is he alone who bears the non-insurable risks in his enterprise, and it is he who directs the human and material resources in his business objective (Akinbode, 2007)

In a similar vein, Kroom and Moolman (2009) define entrepreneurship as the act of being an entrepreneur or undertaking innovations, finance in an effort to transform transactions into economic goods. This may result in new organizations or may be a part of revitalizing mature organizations in response to a perceived opportunity. To Nwokolo (2012) entrepreneurship is the ability to find and evaluate business opportunities, gather the necessary resources, initiate appropriate actions to ensure success. Entrepreneurship education is therefore that aspect of education specifically designed to prepare the individual for the world of work in specific areas and to develop a level of maturity to be self-employed,
to manage resources and create more wealth (Obasi, 2010). This implies that entrepreneurship education is an educational programme that provides the students with the knowledge, skills and motivation needed to start up a business. It is a conscious effort geared towards the education and development of entrepreneurial knowledge, skills and ability essential in the management of an economic venture (Nwokolo, 2012).

The recent global economic woes of Nigeria compelled the federal government to formally adopt entrepreneurship education as the engine of the country’s transformation. Despite this, the universities still turn out on army of unemployed graduates. Pihie (2009) opined that these graduates do not possess the requisite skills, knowledge and experience for entrepreneurship due to poor state of infrastructural facilities, lack of sufficient skilled manpower, inadequate funding and overemphasis on theory, which stands out to be a bottleneck to the development of entrepreneurship education in Universities. Naturally, the federal government turned to the National Universities Commission (NUC) for solution. Consequently, the federal government directed the universities in the country to commence entrepreneurship education.

However, since the inception of entrepreneurship education in the universities, there is no evidence that the objectives of the programme are being satisfactorily realised. Research evidence actually indicates that the programme is not fully developed, and that, the subjects are not being effectively taught because students do not perform well in the examination neither do graduates of the programme secure employment easily, nor being able to set-up their private enterprise effectively. Attempting to account for the obvious ineffectiveness of the programme, Azikiwe (2010) identified poor state of infrastructural facilities as a major factor.

Infrastructures are simply the resources used for effective development and implementation of any educational programme of which entrepreneurship education is not an exception. These include equipment, physical facilities, which are laboratory/clinic/studio, classroom facilities and equipment, safety and environmental sanitation as well as financing of the programme. Infrastructures in entrepreneurship education are those basic requirements for the attainment of the objectives of the programme (Abayomi, 2009).

In order to effectively develop and run any programme the required minimum academic standards, physical facilities are among the several resources required. Their importance to the overall success of any educational enterprise has never been in doubt (Ekpenyon, 2002). Even for business education (Entrepreneurship education and materials) this cannot be over-emphasized (Umumadi, 2009). If entrepreneurship education must realise its objective or the use of the right and proper machines, tools, equipment and environment that is replica of the world of work must be emphasized Ihimekpen, (2003). Shehu (2003) pointed out that teaching facilities help learners substantiate their career choice before moving into their world of work and motivate learners towards self-reliance in the teaching and learning process and for Oyeniyi (2010), they help to stimulate learners’ interest whenever they are utilized. They generate greater students interest in the learning process and also enhance retention of ideas. Learning will therefore be less meaningful without the use of teaching and learning facilities (Babalola, 2003) and students would grope in the dark for long before they could get a grasp of what the teacher says (Tsang & Ding, 2005).

**Statement of the Problem**

There is considerable concern by the government and the society that the objectives of introducing entrepreneurship education as a compulsory course for all students irrespective of their major discipline in tertiary institutions are not being satisfactorily achieved (Pihie, 2009). This is largely attributed to the claims that entrepreneurship education development in universities is faced by a number of constraints (Gibb & Hannon, 2006). Adequate knowledge, skills and attitudes needed for effective development of entrepreneurship education in tertiary institutions in Rivers State may be lacking. Also, poor state of infrastructural facilities in the opinions of Daramola (2005), Ekamede (2005), Ekpenyon (2005), Akpomi (2009), is prevalent. Under these circumstances, it would appear that entrepreneurship education may not be meeting the needs, aspirations and expectations of the society.
To address this, there is need to empirically study and ascertain the extents these factors affect the development of entrepreneurship education in universities in Rivers State so as to know how to address any of the factors. This study is needed since research study in this area is not common particularly in Rivers State. On this premise, a gap in knowledge therefore exists which needs to be filled empirically through this study.

Purpose of the Study
The purpose of this study was to analyse the extent of effects of deficit in infrastructural facilities has on the development of entrepreneurship education in universities in Rivers State. Specifically, the study sought to:
1. Determine the extent to which poor state of infrastructural facilities affects the development of entrepreneurship education in universities in Rivers State.

Research Question
The following research question guided the study.
1. To what extent does poor state of infrastructural facilities affect the development of entrepreneurship education in universities in Rivers State?

Hypothesis
The study was guided by the null hypothesis formulated and tested at 0.05 level of significance.
1. There is no significant difference in the mean rating of male and female lecturers on the effect of poor state of infrastructural facilities on the development of entrepreneurship education in universities in Rivers State.

METHODS
The study adopted the expost-facto research design. The population of the study consisted of 175 respondents, which include: all Deans, Heads of Department, and Directors of entrepreneurship centers in the three universities in Rivers State. The entire population was used for sample because the population is small. One research question and one null hypothesis guided the study. The research instrument used was a questionnaire developed by the researchers based on the insight gained from the review of related literature. It was designed on a 4-point Likert scale of Very High Extent (VHE-4) 3.50-4.00, High Extent (HE-3) 2.50-3.49, Low Extent (LE-2) 1.50-2.49, and Very Low Extent (VLE-1) 0.50-1.49 point, for the research questions. A Cronbach Alpha method was used to measure the internal consistency which yielded co-efficient value of 0.87. The data collected were analysed using mean statistics and standard deviation to answer research questions, and z-test to test the hypothesis.
RESULTS

Research Question 1
To what extent does poor state of infrastructural facilities affect the development of entrepreneurship education in Universities in Rivers State?

Table 1: Mean and Standard Deviation on the Mean Ratings of Lecturers on the Effect of Poor State of Infrastructural Facilities on the Development of Entrepreneurship Education in Universities in Rivers State.

<table>
<thead>
<tr>
<th>S/No</th>
<th>Item-Statement</th>
<th>X</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lack of computer systems</td>
<td>2.94</td>
<td>0.88</td>
<td>High Extent</td>
</tr>
<tr>
<td>2.</td>
<td>Lack of internet facilities</td>
<td>2.95</td>
<td>0.89</td>
<td>High Extent</td>
</tr>
<tr>
<td>3.</td>
<td>Power enhances entrepreneurship development</td>
<td>2.77</td>
<td>0.86</td>
<td>High Extent</td>
</tr>
<tr>
<td>4.</td>
<td>Lack of entrepreneurship centres</td>
<td>2.95</td>
<td>0.89</td>
<td>High Extent</td>
</tr>
<tr>
<td>5.</td>
<td>Non-availability of right tool</td>
<td>2.89</td>
<td>0.88</td>
<td>High Extent</td>
</tr>
<tr>
<td>6.</td>
<td>Poor state of physical facilities</td>
<td>2.73</td>
<td>0.90</td>
<td>High Extent</td>
</tr>
<tr>
<td>7.</td>
<td>Learning will not be meaningful without adequate infrastructural facilities</td>
<td>2.79</td>
<td>0.77</td>
<td>High Extent</td>
</tr>
<tr>
<td>8.</td>
<td>Well equipped entrepreneurship workshop enhances development</td>
<td>2.91</td>
<td>0.79</td>
<td>High Extent</td>
</tr>
<tr>
<td></td>
<td>Aggregate</td>
<td>2.87</td>
<td>0.89</td>
<td>High Extent</td>
</tr>
</tbody>
</table>

The data presented in table 1 revealed that the mean scores of respondents ranged from 2.73 to 2.95 with grand mean of 2.87, indicating that respondents rated all the items concerning the effect of poor state of infrastructural facilities to a high extent. Since the grand mean is 2.87, it implies that respondents regarded poor state of infrastructural facilities as an impediment to the development of entrepreneurship education in universities in Rivers State. This therefore has demonstrated the extent entrepreneurship education is affected by the deficit in each of infrastructural items.

Hypothesis 1
There is no significant difference in the mean ratings of male and female lecturers on the effect of poor state of infrastructural facilities on the development of entrepreneurship education in Universities in Rivers State.

Table 2: Z-Test Analysis of the Mean Ratings of Male and Female Lecturers on the Effect of Poor State of Infrastructural Facilities on the Development of Entrepreneurship Education in Universities in Rivers State

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>Df</th>
<th>Z-cal</th>
<th>Z-crit</th>
<th>α</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Lecturers</td>
<td>107</td>
<td>2.18</td>
<td>0.50</td>
<td>173</td>
<td>-9.26</td>
<td>1.96</td>
<td>0.05</td>
<td>Accepted</td>
</tr>
<tr>
<td>Female Lecturers</td>
<td>68</td>
<td>3.56</td>
<td>1.21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data on Table 2 shows scores, mean standard deviation and z-test analysis of the mean ratings of male and female lecturers on the effect of poor state of infrastructure on the development of entrepreneurship education in Universities in Rivers State. The calculated z-value stood at -9.23 while the z-critical value stood at 1.96, using 173 degree of freedom at 0.05 level of significance. The calculated z-value of -9.23 was less than the z-critical value of 1.96. Hence, there was no significant difference in the mean ratings of male and female Lecturers on the effect of poor state of infrastructural facilities on development of
entrepreneurship education in Universities in Rivers State. Based on this finding, the researchers upheld the null hypothesis.

**DISCUSSION**
The result of the analysis of the research question on the effect of poor state of infrastructural facilities revealed that poor state of infrastructural facilities affect the development of entrepreneurship education in Universities in Rivers State to a high extent. The finding agrees with the report of Abayomi (2009) that found that poor state of infrastructure hinders the teaching and learning process in entrepreneurship education. The present study shows the extent each of the items of the infrastructural facilities when in deficit contributes to negative effects on entrepreneurship education development. The test of hypothesis indicates that there was no significant difference in the mean ratings of male and female lecturers on the effect of poor state of infrastructural facilities on the development of entrepreneurship education in universities in Rivers State.

**CONCLUSION**
Based on the findings of the study, the researchers concluded that many factors constitute an impediment to entrepreneurship education development in Universities in Rivers State. The deficiency has to do with the area of poor state of infrastructural facilities which effects have been found to be high.

**RECOMMENDATIONS**
Based on the findings of this study, the following recommendations were made.
(1) Government at all levels and business organizations should support the development of entrepreneurship education in universities by providing modern, relevant and adequate facilities for entrepreneurship development and training.
(2) Government should provide adequate funding to enhance the smooth and effective running of the programme.
(3) Lecturers of undergraduate entrepreneurship education programme should adopt a more practical skills approach in teaching entrepreneurship education courses in universities.

**REFERENCES**


