ADEQUACY OF INFRASTRUCTURAL FACILITIES FOR SKILL ACQUISITION IN ENTREPRENEURSHIP DEVELOPMENT CENTRES IN TERTIARY INSTITUTIONS IN ENUGU STATE

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Abstract

Graduate unemployment is a serious problem facing the Nigerian society for several years. This became a topical issue in the national discourse on how to come out of the problem. The quest to proffer solution to the problem of graduate unemployment gave way for the introduction of entrepreneurship education in tertiary institutions in Nigeria. Entrepreneurship education is an educational programme that creates awareness of entrepreneurship as a career option to enhance the understanding of the process involved in initiating and managing a new business enterprise. To achieve this at the entrepreneurship development centres, infrastructural facilities for skill acquisition at the centres should be adequate for effective entrepreneurial skills acquisition among undergraduates. This study determined the adequacy of infrastructural facilities for skill acquisition in entrepreneurship development centres in tertiary institutions in Enugu State. The study was a descriptive survey carried out with 39 management staff of entrepreneurship development centres and 98 entrepreneurship lecturers in tertiary institutions in Enugu State. One research question guided the study and two null hypotheses were tested at 0.05 level of significance. A validated structured questionnaire was used to collect data for the study. The reliability of the instrument was established using Cronbach Alpha which yielded the coefficient value of 0.73. Mean and standard deviation were used to analyze data to answer the research questions, z-test and ANOVA to test the null hypotheses. The findings of the study revealed among others that there are inadequate infrastructural facilities for skill acquisition in entrepreneurship development centres in tertiary institutions in Enugu State. It was recommended among others that the management of tertiary institutions in Enugu State should source for fund beyond government budgetary allocations through internal generated revenues and external grants to ensure adequate provision of infrastructural facilities for skill acquisition in Entrepreneurship Development Centres.

Key Words: Adequacy, Infrastructural facilities, Skill Acquisition, Entrepreneurship Development Centres and Tertiary Institutions.

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Introduction

The need for adequate provision of infrastructural facilities at the Entrepreneurship Development Centres is imperative to enhance training on skills acquisition among tertiary institutions undergraduates. Infrastructuralfacilities are the physical structures provided in an academic environment to give conducive atmosphere that support teaching, learning and training processes (Twiggs, 2014). Infrastructural facilities in Entrepreneurship Development Centres consist of a hall, classrooms, seminar rooms, lecturers/staff offices, laboratory block, furniture facilities and toilet facilities. Observation shows that these facilities are not adequate in our tertiary institutions (Izuagba & Enwereuzo, 2010). The population explosion in the tertiary institutions has resulted in over-crowding of the classrooms. In most cases, the laboratories and libraries are not functional. Where they are functional, they are equipped with outdated textbooks and other obsolete equipment (Anioke, 2011). The adequacy of infrastructural facilities do influence to a large extent, the quality of entrepreneurship skills acquisition programme provided. Adesina (2009) agreed that the adequacy of infrastructural facilities within an educational system has positive relationship with the standard and quality of educational system. According to Ikegwuani (2015), infrastructural facilities can be said to be the basic structure of entrepreneurship development centres in particular which is necessary for its operation. Jumbo and Nwokocha (2015) stated that infrastructural development is the basis for measuring the performance of entrepreneurship development centres in tertiary institutions and that it is the foundation of the good performance of any institution. It is the basis for measuring effectiveness of entrepreneurship programme of any institution. Okike and Abraham-Ibe (2015) agreed that infrastructural facilities are the basic necessities that should be put in place before other necessities could stand. These are physical structures required at the entrepreneurship development centres to enhance the process of learning entrepreneurship education/ training.

The infrastructural facilities are hall, classrooms, seminar rooms, lecturers/staff offices, furnitur, laboratory/workshop block, e-library block and toilet facilities (NUC, 2006). Akighgbe (2014) asserted that entrepreneurship development centres are facilities-based. Therefore the necessary facilities must be provided to realize the goals of improved quality in the centres. This will make graduates relevant and competent entrepreneurs. Onwukwe and Aliche (2012) alerted that where the facilities are inadequate, teaching and learning of entrepreneurship education/ training will hardly take place. Enyekit and Enyekit (2015) stressed that the adequacy of infrastructural facilities at the entrepreneurship development centres are important for the effective running of entrepreneurship education programme. Owoeye and Yara (2011) postulated that adequacy of infrastructural facilities are major determinant of positive learning outcomes in entrepreneurship education/ training. Enyekit, Amaehule, Onyeche and Enyekit (2011) articulated that infrastructural facilities apart from providing comfort to learning are equally essential for improving learning

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environment better performance. This means that the quality of entrepreneurship educational services provided at the entrepreneurship development centres is to a large extent, determined by the quality of the infrastructural facilities in the centres.

Adequate infrastructures promote good learning environment and support learners' interest. Ezeani (2012) affirmed that adequately infrastructured entrepreneurship development centre gives room for empowering of undergraduates with entrepreneurial skills, knowledge and values to perform specific functions within the spectrum of their training so as to become self-reliance. Igboke and Chinedu (2015) described entrepreneurship education as a practical oriented discipline that requires adequate educational infrastructures for effective implementation of the programme. To ensure optimum entrepreneurial training under the best of conditions, entrepreneurship development centres are expected to have good infrastructures adequately and sufficiently provided with requisite human resources and equipment (Enyekit & Enyekit, 2015). Ikegwuani (2015) pointed out that entrepreneurship education is a 'doing course' and so needs basic necessary infrastructures to facilitate acquisition of skills and competencies that benefit graduates. Twiggs (2014) stated that the nature of infrastructure needed at the entrepreneurship development centres are the infrastructures that promote learning because the face of infrastructure affects the learning environment. Inadequate infrastructure in the learning environment cannot promote good learning. Adequate infrastructures make for better performance. Since entrepreneurship education is skilled based orientated programme, there is need for adequate infrastructures for successful delivery of entrepreneurial skill and knowledge at the centre (Jumbo & Nwokocha, 2015).

Furthermore, the provision of adequate infrastructural facilities enable the entrepreneurship study learning environment to be amicable and interesting to achieve the expected outcomes. The effect of this will help in producing graduates who are efficient with entrepreneurial skills to set up successful business enterprises. This agrees with the highlight made by the Federal Republic of Nigeria (2004) which indicated that the quality of education that undergraduates receive bear direct relevance to the adequacy of school infrastructures and facilities in which learning takes place. This means that tertiary institutions must hold the adequate provision of infrastructural facilities at the entrepreneurship development centres to high esteem. In support of this, Enyekit, Onuekwu and Silas-Dikibo (2011) stated that need for infrastructural facilities are particularly greater in the running of entrepreneurship development centres in tertiary institutions. Enyekit and Enyekit (2015) in agreement stressed that the need for infrastructures at the entrepreneurship development centres is because entrepreneurship is a practical training programme. Enyekit and Enyekit further pointed out that the programme is aimed at achieving the primary goal of providing students with the necessary skills required to have a successful self-employment on graduation. This means that adequate provision of infrastructures at the entrepreneurship development centres pave way for empowering the students with

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entrepreneurial knowledge, skills and attitude that promote problem-solving pedagogical approach among others which is a major source that provides conducivelearning environment. In support of the above, Igboke and Chinedu (2015) stressed that adequacy of entrepreneurship educational infrastructure significantly enhance students' entrepreneurial achievement in one way or the other. Owoeye and Yara in Onyesom, Egbule and Okwuokenye (2012) submitted that the smooth running of entrepreneurship development centres depends largely on the adequacy of infrastructures put in place at the centre.

However, provision of infrastructural facilities requires huge capital. This calls for the involvement and assistance of the Federal government, State government and agency like Tertiary Education Trust Fund (TETFund). The huge capital required for the provision of infrastructures entails while the basic infrastructural facilities needed to equip entrepreneurship development centres in some tertiary institutions are short-supply or insufficient (Abdularim, 2011). Idialu in Okike and Abraham-Ibe (2015) maintained that inadequate infrastructural facilities could affect quality of teaching and learning. This means that quality of teaching and training in entrepreneurial skills diminishes when the infrastructural facilities required at the entrepreneurship development centres are inadequate. Anioke (2011) noted that even where the infrastructures are available, they are too few for students use. Corroborating with this view, Desai (2012) re-emphasized that inadequate entrepreneurship educational infrastructures at the centres have been a serious issue since the past few decades, even though governments have tried to reform the education sector to embrace the desired changes in the system, without much success. According to Igbuzor (2016) dilapidated buildings and inadequate educational facilities in some educational institutions are some of the major challenges facing entrepreneurship education achieving its major goals and objectives. Abdularim (2011) discovered that most of the facilities needed to equip students with basic entrepreneurial skills for self-reliance through entrepreneurship education training are not adequately provided in tertiary institutions. Jumbo and Nwokocha (2015) reported that inadequate provision and poor maintenance of infrastructures are regular features in our tertiary institutions. This underscores the need for proper planning and adequate budgeting to provide adequate infrastructural facilities in the tertiary institutions entrepreneurship development centres because of the increase in demand for education.

In spite of the importance of infrastructural facilities, there are challenges facing infrastructural development in our tertiary institutions. These include finance for development and maintenance. Others are quality requirements of projects to meet international standard and to be sustainably developed (Agoha, 2015). The adequacy of infrastructural development in our tertiary institutions directly affects the quality of entrepreneurship training given to the graduates. Akpan and Etor (2013) stressed that the quality of graduates produced in Nigeria for the past years were theoretical based. This is due to inadequate provision of entrepreneurial facilities required to equip them with entrepreneurial competence. The challenge of inability to demonstrate

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entrepreneurial competence among graduates from tertiary institutions in Enugu State contributes to high rate of unemployment among tertiary institutions in the state. This could be attributed to inadequacy of basic infrastructures at the Entrepreneurship Development Centres (EDCs) for entrepreneurial skill training of students in tertiary institutions in Enugu State. Meanwhile, Ezeani (2012) pointed out that one of the proficient functions of entrepreneurship education is to produce graduate entrepreneurs who are to be more innovative, able to display self-confidence, and derive satisfaction in solving problems. To ensure high professional quality achievement in EDCs better performance on equipping students with necessary entrepreneurial skills for self employment requires adequate provision of infrastructural facilities at the centres.

Theoretical Framework

This study hinged on system resources organizational effectiveness theory. The system resources organizational effectiveness theory was propounded by Stanly and Ephraim in 1967. This theory demonstrates an organization's ability to secure an advantageous bargaining position in its environment and to capitalize on the position to acquire scarce and valued resources. The systems resources organizational effectiveness theorists viewed organizational effectiveness as synonymous with the organizations ability to secure scarce and valuable resources for her activities. In relating the theory to this study, tertiary institutions that establish entrepreneurship development centres are formal organizations with defined goals that the centres are to achieve. The achievement of these goals depends on the ability of the entrepreneurship development centres to secure adequate infrastructural facilities to ensure entrepreneurial skills acquisition by students. If infrastructural facilities for skill acquisition in entrepreneurship development centres in tertiary institutions in Enugu State are not adequate the centres cannot function effectively to achieve the goals of equipping students with entrepreneurial skill for self-independence. This means that inefficiency and ineffectiveness will become the order at the centres which will result in inability of the centres to stimulate entrepreneurial mindset in the students and equip them with skills for entrepreneurial endeavours on graduation.

Research Question

How adequate are infrastructural facilities for skill acquisition in entrepreneurship development centres in tertiary institutions in Enugu State?

Research Hypotheses

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

1. Respondents from federal and state owned tertiary institutions in Enugu State do not differ significantly in their mean ratings on the adequacy of infrastructural facilities for skill acquisition in their entrepreneurship development centres.

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2. Respondents do not differ significantly in their mean ratings on the adequacy of infrastructural facilities for skill acquisition in entrepreneurship development centres in tertiary institutions in Enugu State based on institution type.

Method

The design adopted for the study was a descriptive survey research design. The population comprised 39 management staff of Entrepreneurship Development Centres and 98 entrepreneurship lecturers in the tertiary institutions in Enugu State. The instrument used to elicit response from the respondents was a validated structured questionnaire titled "Questionnaire on Adequacy of Infrastructural Facilities for Skill Acquisition in Entrepreneurship Development Centres" (QAIFSAEDCs). The questionnaire is structured on a five point rating scale of Very Adequate (VA), Adequate (A), Fairly Adequate (FA), Inadequate (IA), and Very Inadequate (VIA). Internal consistency of the instrument was checked by administering copies of the questionnaire on 20 respondents from tertiary institutions in Abia State. Cronbach alpha was used to analyze the data collected and a reliability coefficient of 0.73 was obtained. Copies of the research instrument were administered to the respondents by the researchers with the help of six research assistants who were selected from the tertiary institutions in Enugu State and briefed on the procedure. Out of the 137 copies of the questionnaire distributed, 120 of them represented 88 percent were retrieved and used for analysis.

Mean was used to analyze data related to the research question and standard deviation to determine the homogeneity or otherwise of the respondents' responses. Decision on the items was based on the real limit of numbers as follows:

Response Options	Rating	Boundary Limits
Very Adequate (VA)	5	4.50 – 5.00
Adequate (A)	4	3.50 – 4.49
Fairly Adequate (FA)	3	2.50 – 3.49
Inadequate (IA)	2	1.50 – 2.49
Very Inadequate (VIA)	1	0.50 – 1.49

z-test and analysis of variance (ANOVA) were used to test the null hypotheses at 0.05 level of significance. A hypothesis was not rejected where the calculated z or f-ratio is less than the critical z or f-ratio otherwise the hypothesis was rejected.

Results

Research Question: How adequate are infrastructural facilities for skill acquisition in Entrepreneurship Development Centres in tertiary institutions in Enugu State?

Data collected with the questionnaire on adequacy of infrastructural facilities for skill acquisition in Entrepreneurship Development Centres in tertiary institutions in Enugu State were analysed descriptively and result shown in the table 1 below.

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Table 1
Respondents' mean ratings on perceived adequacy of infrastructural facilities for skill acquisition in Entrepreneurship Development Centres in tertiary institutions in Enugu State
N=120

S/N	Infrastructural Facilities	Mean	SD	Remarks
1.	Entrepreneurship Lecture Halls	1.64	0.48	Inadequate
2.	Entrepreneurship Classroom Blocks	1.43	0.50	Very Inadequate
3.	Entrepreneurship Seminar-room Blocks	1.74	0.44	Inadequate
4.	Staff Offices	2.40	0.50	Inadequate
5.	Entrepreneurship Laboratory	2.32	0.46	Inadequate
6.	Furniture Fittings Facilities	2.29	0.46	Inadequate
7.	Toilet Facilities	2.30	0.46	Inadequate
	Cluster Mean	**2.02**		

Inadequate

Data contained in the table 1 shows that all the seven items rated on adequacy of infrastructural facilities were inadequate. Therefore, with a cluster mean of 2.02, it was affirmed that infrastructural facilities for skill acquisition in Entrepreneurship Development Centres in tertiary institutions in Enugu State are inadequate. The standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

Hypothesis 1. Respondents from federal and state owned tertiary institutions in Enugu State do not differ significantly in their mean ratings on the adequacy of infrastructural facilities for skill acquisition in their entrepreneurship development centres.

Hypothesis on adequacy of infrastructural facilities for skill acquisition in Entrepreneurship Development Centres was tested at 0.05 level of significance based on institutions ownership and the result shown in table 2.

Table 2.
z-test analysis of respondents' mean ratings on perceived adequacy of infrastructural facilities for skill acquisition in Entrepreneurship Development Centres in tertiary institutions in Enugu State based on institutions ownership

Institution	N	X	SD	α	df	z-cal	z-crit	Remarks
Federal	61	2.02	0.41					
				0.05	118	0.42	1.96	Not Significant
State	59	1.99	0.38					

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Data in table 2 shows that the z-value of 0.42 is less than the critical z-value of 1.96 (0.42 < 1.96) at 0.05 level of significance and 118 degree of freedom. This means that respondents from federal and state owned tertiary institutions in Enugu State do not differ significantly in their mean ratings on the adequacy of infrastructural facilities for skill acquisition in their Entrepreneurship Development Centres. Therefore, the null hypothesis is not rejected.

Hypothesis 2. Respondents do not differ significantly in their mean rating on adequacy of infrastructural facilities for skill acquisition in entrepreneurship development centres in tertiary institutions in Enugu State based on institution type.

Hypothesis on adequacy of infrastructural facilities for skill acquisition in Entrepreneurship Development Centres was tested at 0.05 level of significance based on institutions type and the result shown in table 3.

Table 3.ANOVA summary of respondents' mean ratings on perceived adequacy of infrastructural facilities for skill acquisition in Entrepreneurship Development Centres in tertiary institutions in Enugu State based on institutions type

		Sum of Squares	Df	Mean Square	Fcal	Fcrit	Sig.	Remark
University on adequacy of Infrastructural Facilities	Between Groups	1.30	3	0.43	0.83	2.86	0.49	
	Within Groups	18.71	54	0.52				
	Total	20.00	57					
College of Education on adequacy of Infrastructural Facilities	Between Groups	0.66	3	0.22	0.50	2.86	0.69	NS
	Within Groups	16.11	44	.45				
	Total	16.78	47					
Polytechnic on adequacy of Infrastructural Facilities	Between Groups	1.50	3	0.50	1.12	2.86	0.36	
	Within Groups	16.10	13	0.45				
	Total	17.60	16					

Data in Table 3 shows that the calculated ANOVA values of 0.83, 0.49 and 1.12 for Universities, Colleges of Education and Polytechnics are less than the critical ANOVA value of 2.86 indicating that the respondents do not differ significantly in their mean ratings on the adequacy of infrastructural facilities for skill acquisition in Entrepreneurship Development Centres in tertiary institutions in Enugu State based on institution type. Therefore, the hypothesis is not rejected.

Discussionof Findings

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The findings of the study revealed that infrastructural facilities for skill acquisition in Entrepreneurship Development Centres in tertiary institutions in Enugu State are not adequate. This was shown by the cluster mean of 2.02 which fell under inadequate boundary limit of 1.50 – 2.49. The findings of this study is in line with that of Sopuruchi and Nnoka (2013) which reported that infrastructural facilities for teaching and learning entrepreneurship education were not adequate. They further stated that inadequacy of the infrastructural facilities affected the effectiveness in teaching and learning entrepreneurship education among tertiary institutions undergraduates. In agreement, Salami (2016) disclosed in a related study that infrastructural facilities needed for effective implementation of the entrepreneurship education programme in Kwara State were not adequate. In agreement, Nwokocha (2015) reported that inadequate provision and poor maintenance of infrastructures are regular features in our tertiary institutions. Ukaegbu (2015) in a related study disclosed that available infrastructures in college of education in Delta State were grossly inadequate for both students and lecturers. According to Igbuzor (2016) dilapidated buildings and inadequate educational facilities in some educational institutions were some of the major challenges facing entrepreneurship education achieving its major goals and objectives. This affected the transfer of knowledge and entrepreneurial skill in entrepreneurship development centres in tertiary institutions.

In addition, the result of the test of hypothesis showed that respondents in tertiary institutions in Enugu State do not differ significantly in their mean ratings on the adequacy of infrastructural facilities for skill acquisition in Entrepreneurship Development Centres in tertiary institutions owned by federal and state governments in Enugu State. This concurred with the findings of Sopuruchi and Nnoka (2013) which revealed that institutions ownership did not differ significantly in their mean rating on adequacy of infrastructural facilities for teaching entrepreneurship education in universities in Imo State. Since entrepreneurs are the bed rock to the growth and development of any economy, the EDCs should be adequately provided with the basic infrastructures for the training of future-graduate entrepreneurs that will contribute to job creation and enhance economic viability of the state.

Conclusion

In the light of the findings of this study, it could be concluded that Entrepreneurship Development Centres in tertiary institutions in Enugu State do not have adequate infrastructural facilities for skill acquisition in entrepreneurship. Type and ownership of institutions did not influence the opinion of the respondents regarding the adequacy of infrastructural facilities for skill acquisition in the Entrepreneurship Development Centres. Efforts should be made to enhance the effectiveness of the centres for entrepreneurship skill acquisition among undergraduates. Nigeria is facing increased youth unemployment, enhancement of entrepreneurship development centres effectiveness through provision of requisite

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resources at the centres will boost the acquisition of entrepreneurial skill among undergraduates who will venture into their own enterprises upon graduation for self-employment and job creation in the country. This could be possible through the provision of adequate infrastructural facilities to remedy deficiencies in the EDCs in tertiary institutions in Enugu State.

Recommendations

Based on the findings and the conclusion reached in this study, the following recommendations are made:

1. The management of tertiary institutions in Enugu State should create room for the provision of infrastructural facilities such as entrepreneurship lecture halls, entrepreneurship classrooms blocks, entrepreneurship seminar-rooms block, and entrepreneurship laboratory facilities in their Entrepreneurship Development Centres. These will provide conducive learning environment for skill acquisition among the undergraduates.
2. The management of tertiary institutions in Enugu State should source for fund beyond government budgetary allocations through internal generated revenues and external grants to ensure adequate provision of infrastructural facilities for skill acquisition in Entrepreneurship Development Centres.

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EFFECT OF PROJECT TEACHING METHOD ON STUDENTS' ACADEMIC ACHIEVEMENT IN BUILDING/WOODWORK

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