

## MANAGEMENT OF ENTREPRENEURSHIP PROGRAMMES IN THE UNIVERSITY FOR SUSTAINABLE DEVELOPMENT

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### Abstracts

*The main objective of the study was to examine management of entrepreneurship programmes in the University for sustainable Development. The study adopted a descriptive and survey design and was guided by three research questions and three null hypotheses. A sample of 121 lecturers was drawn from selected departments from three Universities-namely, University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education was drawn from a total population of 2,422. The data collected from the respondents through a questionnaire titled managing entrepreneurship programmes for sustainable development in Universities (MEPSDURSN) was the instrument used for data collection. Mean scores and standard deviation were used to analyze the research questions, while t-test was used to test the hypotheses at 0.05 Alpha level of significance. Summary of findings revealed that (1) Male and female lecturers of University agreed on the ways entrepreneurship programme be managed for sustainable development in Nigeria Universities in Rivers State. (2) Male and female lecturers of University agreed that student's participation can enhance a successful entrepreneurship programme for sustainable development in Nigerian Universities. (3) Male and female lecturers of University agreed on the factors that militate against effective entrepreneurship programme for sustainable. Based on the findings, recommendations were made which include; Experts in various field of discipline be employed; every undergraduate student should be practically involved in the programme; adequate funds be made available by both government(s) and the institution. There should be proper monitoring and supervision of the programme in the light of SWOT, work -school programme be introduced and motivate participated schools. The programme should be practically oriented and periodic training by the trainers for sustainability.*

Keywords: Managing, Entrepreneurship, Sustainable development, University, Programmes.

### Introduction

#### Background of the Study

Investment in education, especially university education is a critical aspect of human capital development and nation building. Education generally is the key to all forms of development, be it economic, socio-cultural or political, it permeates all forms of life. Nigerian government has described education as an instrument "par excellence" for national development (FRN, 2014). In view of the above assertion, Madumere-Obike and Uchechi, (2009), argued that any nation that

denies her citizen access to qualitative education invariably denies herself progressive development. That means, the development and future of every nation lies on the type and quality of education given to her citizenry. University being one of the major arms of education is regarded as the most important levels of the system in Nigeria especially in human capital development.

The development (training) must be relevant and functional to the needs of the citizens as well as the society. Education is functional when it is able to achieve its set goals. To further buttress this fact, Olumma; Onye; Anyaorgu and Obizue, (2016) opined that for education to be functional, it must bring about manpower development, political sanity and survival, economic progress, cultural development and transformation. Therefore, functional education is an all round developments and sustainability. The quality of instruction at all levels especially the university curriculum has to be oriented or tailored towards inculcating appropriate values and acquisition of competencies and skills necessary for self-reliance.

The Nigerian government has tried to put in place several policies and programmes to bridge the gap of unemployment but has not been sustainable. New education reforms also are constantly evolving to better the education system especially at university level by the mandatory introduction of entrepreneurship programme into their curriculum; yet the situation of unemployment and poverty in Nigeria continue to persist. The fact is that for any educational change to be a reform, it must involve implementing policies that will equip youths and adults with skills that has market flexibility which can enable them become gainfully employed or self-employed. Such reform must provide for entrepreneurship education in the university curriculum.

University curriculum should be designed to expose students for practical skill acquisition. The pedagogy should emphasizes students involvement in skills training that are sustainable after graduation. Apprenticeship model with assessment, devoid of formal examination pedigree be adopted.

It is therefore important that the resources put in place in the universities for the realization of this educational reform (entrepreneurship education) be properly harnessed and coordinated towards the production of potential entrepreneurs. Entrepreneurs are usually the backbone of any

economy. As noted by Igbo, (2016:15), "Entrepreneurial activities ensures sustainable development in any given nation and sustainable growth, and eradicates poverty". There us need for proper management of entrepreneurship programme for sustainable development in the universities in Nigeria in general, and Rivers State in particular.

Quality instruction that is oriented towards skills necessary for self-reliance and for poverty reduction be put in place. This implies that learners should be properly trained in their chosen career and skill relevant to the individual and society for self-employment and self-sustenance. However, where some of these vocational, technical and business courses are introduced to students, they are not properly integrated in the University Curriculum for optimal utilization. For instance, there are no provisions for students excursions, manage or run campus' Kiosk or business/ventures. The students have no idea of how to enter into contract, neither organized group nor co-operative societies that exist for students for firsthand experience in team work.

Even students industrial work Experience Scheme (SIWES) is not properly monitored by university authority. The inability of students to access training fund provided by the industrial fund and others, set the students below par at practical skill acquisition. They are therefore eluded from gaining pre-requisite basic skill that would make them self-reliant and self-employed, for self-sustenance on graduation.

Couple with the above, is the pedagogy of teaching these courses by the lecturers – some lack the technical know-how to involve the students in practical aspect of these courses. For instance some engineering students could not perform the practical aspect of their training after graduation. A graduate of civil engineering could not interpret building plan for two stories building. Students in the university acquire only the periphery packages in ICT without the main or core industrial packages such as AutoCAD, ArchiCAD, Coral Draw, for oil and gas, website

design, Graphic design, Ethical Hacker Security and etc that will make them work in multinational companies, are not provided.

Similarly, graduates in business studies, management and agribusiness, find it difficult to present a comprehensive feasibility study or business plan template for an undertaking without recourse to extra-hand(s). The same is true of student in other areas of engineering, science and technology, who could not distinguish genuine engine (machine) parts from fake ones, vis-avis chemical that is adulterated, from original, or read measurement on simple calibrated instrument; just to mention but a few. These, coupled with the precarious state of the nation economy rendered the university graduate unemployable. The situation had further led many people especially the youths to be jobless (idle), therefore precipitated the tendencies of social vices to be on the high side. Issues of miscreants, hooliganism, cultism, armed robbery and others will abound, as the popular axiom goes, "an idle mind is the devil workshop".

Some commentators in their contributions on the negative effect of joblessness revealed in the media and have attributed the rising crime wave in the society in recent times such as armed robbery, kidnapping, cultism, political thugury, Boko Haram insurgency and recent Fulani herdsmen's mass killing in the country to the inability of government and private sectors to provide employment to the people... It becomes critical and pathetic as there seems to be no visible effort or even sign on the part of government to provide employment opportunities for the teeming populace.

In the bid to proffer solution to this ugly trend, the Federal Government of Nigeria through the National Universities Commission (NUC), had directed all tertiary institutions in the countries (universities inclusive) to chart a better and sustainable way to realize its man power potentials. What the nation needs is the education that would be thought provoking – (thinking outside the box). The educations that will combat unemployment, drive, develop and sustain the

economy. Such education is fundamental to overcome these challenges of unemployment syndrome, and fight poverty to the barest minimum, especially at this era of global economy recession. Hence Entrepreneurship education becomes imperative. Entrepreneurship has to do with physical and intellectual skill acquisition. Entrepreneurship education is timely and relevant to the present situation of Nigeria, whereby, no matter what you read in higher institution you will still look for job. On the relevance of entrepreneurship education, Agih & Offer (2009; 159) opined that the advocacy and development of entrepreneurship education by the nation's tertiary institutions by their mandate is therefore an inward looking to ameliorate the high rate of unemployment for graduates.

#### **Statement of the Problem**

University organization is one of the agents that shape the destiny of man and that of a nation. The university system through its curriculum do expects its products to fit into the main stream of the society.

However, in the recent time, the products of the university system seem not to be gainfully employed in the industry. The crux of the matter is that there is a high level of unemployment among the university graduates in Nigeria, particularly Rivers State. It is obvious that the present university curriculum has not been redesigned over the years and as such stakeholders to university education has expressed warmly that the university system could not integrate entrepreneurship into learning. Despite the response by universities to NUC directives on integrating entrepreneurship education in their curriculum, the number of university graduate unemployment continues to rise year by year. Apparently, there is no tertiary institution in the country that had not embarked on entrepreneurial programmes and activities, but unfortunately the present university curriculum have not been reviewed to meet the present needs of the society.

They put forward rigorous and flamboyant advertisement, inscriptions of bill boards of

different magnitude at their gates, ranging from construction of entrepreneurship centres to provision of skills acquisition training, admission of candidates for short, medium and long term programmes in skill acquisition (for certificates, diplomas and degree respectively). However, some of these sign posts only show direction to abandon old dilapidated buildings covered with grasses, and few rusted equipment. One is poised to ask the purpose of the bill boards. Are they mere ways of avoiding sanction from the NUC? On the whole, it could be seen that the entrepreneurship education delivered in Nigerian Universities seems not to be practical oriented, for their products to be technically fit in their respective task or discipline. It is against this backdrop that this study seek to examine how the policy programmes and activities on entrepreneurship for sustainable development have been implemented in Universities in Nigeria, particularly the three universities in Rivers State.

### **Purpose of the Study**

The purpose of the study is to examine the management of entrepreneurship programmes in the University for Sustainable Development in Rivers State. Specifically, the objective included to:

- (1) Find out the ways entrepreneurship programmes could be successfully managed in Nigerian Universities for sustainable development, especially in Rivers State.
- (2) Find out how students' participation can enhance successful entrepreneurship programmes in Nigerian universities for sustainable development in Rivers State.
- (3) Find out likely factors that inhibits the management of entrepreneurship programmes for sustainable development.

### **Research Questions**

The following research questions are raised to guide the study;

- (1) In what ways can entrepreneurship programme be managed in the University

for Sustainable Development in Rivers State?

- (2) How does student participation enhance the management of entrepreneurship for sustainable development in Rivers State.
- (3) What are the factors that militate against entrepreneurship programmes for sustainable development in University in Rivers State?

### **Hypotheses**

The following hypotheses are postulated and statistically tested at 0.05 level of significance.

- Ho<sub>1</sub>:** There is no significant difference between the mean score of male and female lecturers of university on the ways entrepreneurship programmes could be managed for Sustainable Development in Rivers State.
- Ho<sub>2</sub>:** There is no significant difference between the mean score of male and female lecturers of university on how students participation can enhance a successful entrepreneurship programme for sustainable development in Rivers State.
- Ho<sub>3</sub>:** there is no significant difference between the mean scores of male and female lecturers of the university on the factors that militate against the effective entrepreneurship programme for sustainable development in university in Rivers State.

### **Significance of the Study**

The study was significant, this is because the findings of this study is hoped to educate and guide the university system to introduce programmes that will provide employment after graduation. It will encourage government to formulate policies and programmes on entrepreneurship that will be functional, practical, self-reliance, sustainable and developmental. Private sector will benefit, by having graduate that have critical thinking and employable. Similarly, parents will be free from the burden of caring for their children and wards on graduation from entrepreneurship programmes especially in the universities.

The students and general public will have a viable economy as quality manpower will be available to utilize its available natural resources. Income per capital will increase, so the GDP and GNP will appreciate the standard of living will attain those of overseas countries such as in Japan, China etc.

### **The Scope of the Study**

The study was delimited to the three universities in Rivers State only. These universities are the University of Port Harcourt, the Rivers State University and the Ignatius Ajuru University of Education. The content of the study was managing entrepreneurship programmes for sustainable development in universities in Rivers State, the study specifically examined some variables such as ways of managing entrepreneurship for sustainable development, how students participation enhance entrepreneurship and factors that militate against sustainable development.

### **Conceptual Clarification**

#### **The Concept of Management**

The concept of management has many connotations depending on the context of its usage. The word management according to Oxford dictionary is the act of running and controlling a business or similar organization. Thus, management is getting things done through and with people Drucker, (1994). This is supported by Nwachukwu (2006), who asserted that whenever people work together, there is generally a need for the co-ordination of efforts in order to attain expected result in reasonable time and with minimum amount of money, discomfort or energy. All people who oversee the function of other people who work in subordinate positions are managers, he maintained. He further defined management as getting things done through and with others.

Nwachukwu (2006) contended that scientifically management "as the co-ordination of all the resources of an organization through the process of planning, organizing, directing and controlling in order to attain organizational goals or objectives".

In similar vein, the definition by Fayol is still held by modern writers and remain valid till date. According to Henri Fayol, (1916), "To manage is to forecast and plan, to organize, to command to co-ordinate and to control".

When management is view as a social process it means that management is a process enabling organizations to set and achieve their objectives by planning, organizing and controlling the commitment of their employees through motivation as in Cole and Kelly, (2011). Similarly, management is seen as involving people looking beyond themselves and exercising formal authority over the activities and performance of other people (Staff and University Students inclusive). According to Mullins, (2011: 425), "Management is active, not theoretical. It is about changing behaviour and making things happen. It is about developing people, working with them, reaching objectives and achieving results".

From the above, management is the activity of getting things done with the aid of people and other resources [wps.prenhall.com/wps/media/objects/213/218150/glossary Ltml](http://wps.prenhall.com/wps/media/objects/213/218150/glossary Ltml). These definitions focus on management as the process of accomplishing work through the efforts of others. These definitions further buttressed that skilled managers can accomplish much more through others than they can through their own single efforts.

Effective utilization and co-ordination of resources such as capital, plant, materials and labour to achieve defined objectives with maximum efficiency as stated in [www.ecbp.org/glossary.htm](http://www.ecbp.org/glossary.htm). However, management is not just getting from point A to point B. it is getting there by choice of the best possible path. Hence management is seen in five functional process as planning, leading, organizing and controlling people within a group in order to achieve goals. The five process are part of the three major components of management which are plan, execute and measure [www.crfonline.org/orc/glossary/m.html](http://www.crfonline.org/orc/glossary/m.html). Management is homogenous and multipurpose organ that manage business and manages

managers, manages workers and work (Peter Drucker, 2011). It takes place in different ways at different levels of organization. In the university system, it starts with the council to Senate. The different committees down to Dean and HOD as well as the lecturers and etc.

Management therefore is the co-ordination of men, women, materials, machines, methods and money (5ms) of the organization to achieve the desired output, goal or result. Similarly, Sherkelar in Igwe (2006:1) defines management as guidance, leadership and control of the efforts of a group of people towards some common objectives. On the whole, management must function in an organization with predetermined objectives. That is why Fayol in Okorie, (1989) proposed that there are primary functions of management and fourteen principles of management.

The four basic principles of management make up the management process are planning, organizing, directing, co-ordinating and controlling that gave the acronym PODSCORB, staffing and budgeting inclusive. Eferekaya added evaluation.

### **Entrepreneurship**

The concept of entrepreneurship has developed, viewed and discussed over the years by many authorities based on their understanding, experience and involvement. The term entrepreneurship is derived from a French word entrepreneur meaning one who undertakes tasks in a production process. Entrepreneurship is seen as the dynamic process of creating wealth by individuals who assume the risks involved in providing value for some products services for the benefit of the society, while learning the skills needed to assume the risk of establishing a business Ahiauzu in Ogedengbe, Okhakhu, and Adekunle (2015).

This is in support of Olorunda and Kayode (2014) that view entrepreneurship as no doubt a dynamic process of vision, change and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. He further buttressed this by

stating the characteristics of entrepreneurship policies to include the willingness to take calculated risks in terms of time, equity or career; ability to formulate effective venture teams; involvement of creative skills to Marshall needed resources; and fundamental skills of building solid business plan.

In support of these characteristics, Kuratko and Hodgetts in Olorundare and Kayode, (2014) asserted recognizing opportunity where others see chaos, contradiction and confusion is also an important priority for entrepreneurship driven policies. All these characteristics of entrepreneurship such as taking risks beyond security and the tenacity to push an inborn idea to reality account for the variation in the definitions.

Hence Histrich and Peters in Nwosu and Ohia (2009) defines entrepreneurship as the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks and receiving the resulting monetary and personal satisfaction and independence. The new things with value are of economic importance that will eventually create job opportunities for self and others. It implies that entrepreneurship is the gateway to job opportunities and job creation.

According to Owugbuta, (2017) Entrepreneurship is the art of starting a new enterprise or reactivating it to meet up with new opportunities. Similarly, entrepreneurship is the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit, Ebong and Asodike (2015). They went further to say, in economics, entrepreneurship combined with other factors of production land, labour and capital can produce profit, Fauchart, and Gruber, in Ebong and Asodike (2015). Entrepreneurship is the process of combining all the factors of production in order to provide product and service to the public consumption.

As earlier said, entrepreneurship is derived from entrepreneur. An entrepreneur also a French word

is a person who bears risks of profit or loss in a fixed price contract. According to Joseph Schumpeter (2002), described an entrepreneur as an innovator who develops an untried technology. While Peter Drucker (1964) stated that an entrepreneur is an individual who maximizes opportunities. With many definitions on who is an entrepreneur, so is the process of activities varies. Therefore, to the economists, entrepreneurship is the process of bringing resources, labour, materials and other assets into combination that make their value higher and may introduces changes and innovation in the process. To a businessman, entrepreneurship is a threat process to competitors and other entrepreneurs. But a psychologist sees it as a person driven by certain force(s) to obtain or achieve something or experiment to accomplish.

Therefore entrepreneurship is the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully – Inegbebor, in Nwankwo and Uzoezia (2016: 197). This view is important to the university students, training in entrepreneurship programmes and activities. Since entrepreneurship underscore willingness, the entrepreneurship mind set must be in place before other variables.

### **Sustainable Development**

The concept of sustainable according to the Oxford dictionary is defined as the “ability to support, uphold, backup, keep it in being, cause to continue in a certain state, keep up an action or process, provide for the up-keep of an institution or establishment, endure without giving way, holding in position” Olumma, Anyaorgu and Obizue, (2016: 229).

Sustainable development is the development that helps the present generations to meet their own needs Dike, (2013). This goes to support Farrant (1975) who asserted that education must be sustainable, looking at the past, satisfy the present with an eye on the future. Sustainable development implies economics growth at the same time protect the environment from pollution

and degradation. It is to engage in economic activities that will be environmental friendly.

According to Obizue, (2016) sustainable development has to do with such development that is geared towards satisfying today’s needs with the desire to better the future and it requires balancing environmental, societal and economic considerations in the pursuit of development and improved quality of life. To improve quality of life, sustainable development disallow the use of dangerous chemical, tools and weapons by human being in its activities that does not balance the ecosystem.

Commencing on this, Ijchukwu (2013) attributed the essence of this form of development to a stable relationship between human activities and the natural world, which does not diminish the prospects for future generations to enjoy a quality life at least as good as our own. According to the world commission on Environment and Development (2011) defines Sustainable Development as the development which meets the needs of the present without compromising the ability of the future generation to meet their own needs. Sustainable development has to do with positive change or innovation, sound health environmental compatibility (friendly), poverty reduction, eradication of disease and hunger, job creation and other 17 points of sustainable development Goals (SDGs), and the ability for critical thinking.

As Kendason (2012) puts it, sustainable development demands that as we make effort to better the society today, we should also think about how the next generation will benefit from our activities of today. That is why there is the need to embark on environmental impact assessment before carrying out any operation or project by individual, enterprise or government. Your activities be it for economic purpose or social should not affect others negatively. The activities of shell (SPDC) and other multi-national companies should be guided by sustainable development goals (SDGs).

### **Universities**

University education is one of the components of tertiary education given after secondary education universities are saddle with the responsibilities of teaching, research and community, services in human capital development. Universities are to achieve this by intensifying its programmes for the development of high level man power within the context of the needs of the nation. The term university is from Latin word "Universitas" meaning a whole. The word university is a short form of the Latin sentence Universitas magistrorum et scholarium", which roughly means "community of teachers and scholars". As at then, higher education or universities were places of teaching, research and other services of learning such as school of dental, nursing and etc as medical colleges Nwidedu (2013). However, tertiary education (Universities inclusive) in Nigeria has gone through various stages and forms of transformation; with the hope that it will be suitable for meeting the contemporary and dynamic needs of the Nigerian society, especially in the post-colonial era Nwidedu (2013).

It is the highest level of the education system, where the highest level of manpower development and capacity building in Nigeria are produced. The efficient and effective management of both human and material resources are developed to enhance social, political and economic growth integration and security Meenyinkor, (2014). For university to be efficient and effective in its mandate, universities are expected to operate in academic freedom and institutional autonomy Micah, (2013) there are both public and private universities in Nigeria like other sister nations. Since the establishment of private university was liberalized, their numbers has almost doubled that of the public. The total number of universities in Nigeria as at 2011 is 117 Osakwe, (2012). No matter the proliferation of tertiary education, standard remains a sacrosanct for approval.

### **Theoretical Framework**

The theory used to guide this study is the human capital theory propounded by Becker in (1964). The human capital theory is a model developed to deal with the issue of education and employability

(Okafor, Uchenna, Nwafor, Njideka, Ighofirwioni and Peter, in Agabi and Akpomi 2017). The human capital theory perceives that individuals in the work environment serve as indispensable to bring about efficient and effective use of resources. The theory postulates that the higher the level of education and specialized training possessed by a worker, the higher the worker's level of productivity. Thus, investment in human capital will lead to greater economic outputs. Human capital theory asserts that human capitals is a key determinant of economic success in all industries, universities inclusive.

Human capital theory is also defined as the knowledge, skills, assets and experiences that an individual has, which add value to a company or establishment. They explain that not every employee has the same value; it depends on their knowledge, skills and assets, Agabi and Akpomi, (2017). That means, the human capital is concern with the knowledge, skills or assets, the individual brings to bear on the establishment and not the very individual.

The human capital theory is an extension of the classical capital economic theory by Adam Smith in (1776). It describes the capitalist as an owner – manager who converts basic resources into successful industrial enterprise. The theory gives the conceptual framework to enhance the allocation of resources to education in the bid to improve the productive manpower.

Accordingly, human capital refers to both mental and physical abilities (skills acquired, knowledge and dexterity) of human population of a society, which enhance productivity, Agabi and Akpomi (2017). This is in support of the need for entrepreneurship for sustainable development in universities. The knowledge and skill in entrepreneurship will equip the beneficiary in both mental and physical skill to enhance their services in establishment or industry. However, some economists had argued that, human capital theory does not explain the cost involved in developing the human capital. In spite of the cost implication, returns on investment has multiplicity benefits



when it comes to human capital training. A trained entrepreneur can articulate and turn around a stagnated industry to blossom that is the cases of Henri Fayol (1841-1925) and F.W. Talyor (1856 – 1915). They were both celebrated entrepreneurs (industrialists) that grow their companies from bankruptcy to buoyancy (Cole and Kelly, 2004).

The knowledge and skill in entrepreneurship will equip the beneficiary in both mental and physical skills thereby enhance his or her service in any industry or establishment. That goes to confirm the assertion by Micah, (2013) “that no matter the cost implication, returns on investment on human capital out weight its cost”.

### Methodology

The study adopted a descriptive and survey design the survey sought opinions of the numbers of the study population based on the variables under investigation. This is done through the use of questionnaire. The population of this study was drawn from the Rivers State University Port Harcourt, University of Port Harcourt and Ignatius Ajuru University of Education. The elements of the population are the male and female lecturers drawn from same departments in these universities, there was a total of 2,422 lecturers consisting of 1,415 lecturers drawn from University of Port Harcourt, 580 lecturers from Rivers State University, and 427 lecturers from Ignatius Ajuru University of Education, Rumuolumeni; thereby bringing the total population of the study to 2,422. The sample of the study was 121 making a 5 percentage of the total population of the study. In this regard 71 persons were drawn from University of Port Harcourt, 29 persons were drawn from Rivers State University and 21 persons were drawn from Ignatius Ajuru University Education.

The technique was stratified random sampling techniques as well simple random techniques. A questionnaire titled managing entrepreneurship

programmes for sustainable development in Universities in Rivers State, Nigeria (MEPSDURSN) was the instrument used for data collection. The instrument was structured on four point likert scaling pattern. The instrument was given to experts in the educational management for validation. It is properly validated. Test retest method was adopted for reliability test and Pearson Product Moment Correlation used to effect and a reliability index of 0.78 was established. Means scores and standard deviation were used to analyze the research question; t-test was used to test the hypotheses at 0.05 alpha level of significance, as stated. A total of 100 copies of the questionnaire were distributed personally to the respondents and they were collected on the agreed date, this is to ensure that the retain rate is high.

### Method of Data Analysis

The responses to questionnaire were weighted thus:

SA	-	4 point
A	-	3 point
D	-	2 point
SD	-	1 point

t test was used = testing the hypothesis at 0.05 level of significance. The mean and rank order scores were used as the statistically to answer the research questions. Based on this, a criterion mean of 2.5 determine by the acceptance of the value or its rejection.

### Results

**Research question one:** In what ways can entrepreneurship programme be managed for sustainable development in Nigerian Universities?

**Table 1: Descriptive statistics of mean and standard deviation on the ways entrepreneurship programme can be managed for sustainable development in Nigerian Universities**

S/N	Item	SA	A	D	SD	Mean	Std	Decision
1.	By employing training experts in various aspects of entrepreneurship	85	23	8	5	3.55	0.80	Agreed
2.	Involve the students in more practical work than classroom rhetoric's	39	61	16	5	3.11	0.78	Agreed
3.	Provision of adequate factories/workshops for special'	42	44	26	9	2.98	0.93	Agreed
4.	Provision of proper equipment for factories and workshops.	42	53	10	16	3.00	0.98	Agreed
5.	Provision of opportunities for students to manage small business on the campus.	54	45	14	8	3.20	0.89	Agreed
6.	Provide stipends to students as they train/work.	33	63	18	7	3.01	0.81	Agreed
7.	Provide proper monitoring and supervision of programme.	50	40	17	14	3.04	1.01	Agreed
8.	Provide uninterrupted power supply to university campus	58	53	5	5	3.35	0.75	Agreed
9.	Ensure that entrepreneurship programme is compulsory to all undergraduate students to participate.	18	59	17	27	2.56	1.00	Agreed
10.	There should be adequate funding of the programmes.	34	32	24	31	2.57	1.15	Agreed
<b>Grand Mean</b>						<b>3.04</b>	<b>0.91</b>	Agreed

The table above shows that with item mean 3.55, 3.11, 2.98, 3.00, 3.20, 3.01, 3.04, 3.35, 2.56, and 2.57 and standard deviation of 0.80, 0.78, 0.93, 0.98, 0.89, 0.81, 1.01, 0.75, 1.00, and 1.15 that all the items responses are agreed as the ways of entrepreneurship programme can be managed for sustainable development in Nigerian Universities.

The grand mean (3.04) indicated a high extent entrepreneurship programmes can enhance sustainable development in Nigerian Universities

**Research question two:** how can student participation enhance successful entrepreneurship programme in universities for sustainable development in Rivers State?

**Table 2: Descriptive statistics of mean and standard deviation on how student participation enhance successful entrepreneurship programme in universities for sustainable development in Rivers State**

S/N	Item	SA	A	D	SD	Mean	Std	Decision
11.	Students acquire practical skills to make them self-reliant and self-employed on graduation.	40	38	23	20	2.81	1.07	Agreed
12.	Remunerated practical work experience will act as motivator to students.	37	52	24	8	2.98	0.88	Agreed

13.	The mere fact that students are involved in practical entrepreneurial experience will lead to programme success.	34	54	27	6	2.96	0.84	Agreed
14.	The practical experience by students will encourage many graduates to set up small scale business from experience as students.	32	40	37	12	2.76	0.96	Agreed
15.	It will stimulate innate entrepreneurial talents.	39	54	18	10	3.01	0.90	Agreed
16.	It will enable students to think and identify business opportunities.	36	57	19	8	3.28	2.86	Agreed
17.	It will lead to the development of creativity and innovativeness in students.	44	53	11	13	3.07	0.94	Agreed
18.	Graduates unemployment rate will drop.	38	59	18	6	3.07	0.81	Agreed
19.	It will help students, especially in Rivers State, to attain sustainable development goals (SDGs).	36	51	28	6	2.97	0.86	Agreed
20.	It will improve the economy and the general welfare of citizen and creation of jobs.	34	41	30	16	2.77	1.01	Agreed
<b>Grand Mean</b>						<b>2.97</b>	<b>1.11</b>	<b>Agreed</b>

The table above shows that with item mean 2.81, 2.98, 2.96, 2.76, 3.01, 3.28, 3.07, 3.07, 2.97, and 2.77 and standard deviation of 1.07, 0.88, 0.84, 0.96, 0.90, 2.86, 0.94, 0.81, 0.86 and 1.01 that all the items responses are agreed as the how student participation enhance successful entrepreneurship programme in universities for sustainable development in Rivers State. The grand mean (2.97) indicated a high extent student

participation enhance successful entrepreneurship programme in universities for sustainable development in Rivers State.

**Research question three:** What are the factors that militate against effective entrepreneurship programme for sustainable development in universities in Rivers State?

**Table 3: Descriptive statistics of mean and standard deviation on the factors that militate against effective entrepreneurship programme for sustainable development in universities in Rivers State**

S/N	Item	SA	A	D	SD	Mean	Std	Decision
21.	Lack of student interest in the entrepreneurship programme.	34	56	22	9	2.95	0.87	Agreed
22.	Irregular power supply.	30	51	32	8	2.85	0.87	Agreed
23.	Inadequate funding.	35	59	19	8	3.00	0.85	Agreed
24.	Inadequate training facilitators	38	54	21	8	3.01	0.87	Agreed
25.	Insufficient financial commitment on the path of government.	40	55	18	8	3.05	0.86	Agreed
26.	Inadequate monitoring.	39	61	19	2	3.13	0.73	Agreed
27.	Lack of factories and workshops.	38	56	21	6	3.04	0.83	Agreed
28.	Mismanagement of fund voted for the programme.	38	57	22	4	3.07	0.79	Agreed
29.	Mismanagement of financial returns on investment from the commercialized programme.	39	52	23	7	3.02	0.87	Agreed

30.	The possibility of making thr programme look like a traditional classroom affair.	35	62	20	4	3.06	0.77	Agreed
<b>Grand Mean</b>						<b>3.02</b>	<b>0.83</b>	Agreed

The table above shows that with item mean 2.95, 2.85, 3.00, 3.01, 3.05, 3.13, 3.04, 3.07, 3.02, and 3.06 and standard deviation of 0.87, 0.87, 0.85, 0.87, 0.86, 0.73, 0.83, 0.79, 0.87 and 0.77 that all the items responses are agreed that all the items are factors militate against effective entrepreneurship programme for sustainable development in universities in Rivers State. The grand mean (3.02) indicated a high extent the

factors militating against effective entrepreneurship programme for sustainable development in universities in Rivers State.

**Ho1:** There is no significant difference between the mean score of male and female lecturers of university on the ways entrepreneurship programme could be managed for sustainable development in Nigerian Universities.

**Table 4: Summary of t-test on the no significant difference between the mean score of male and female lecturers of university on the ways entrepreneurship programme could be managed for sustainable development in Nigerian Universities**

Sex	N	Mean	Std	df	t-cal	t-crit.	Sig.	Decision
Male	54	3.06	0.80	119	1.68	1.98	0.362	NS
Female	67	3.01	0.90					

The table above shows that the t-calculated value is 1.68 while the t-critical value is 1.98. Since t-calculated value (1.68) is less than t-critical value (1.98), this means that there is no significant difference between the mean score of male and female lecturers of university on the ways entrepreneurship programme could be managed for sustainable development in Nigerian Universities. Hence the null hypothesis is retained

and the alternate rejected at 0.05 level of 119 degree of freedom.

**Ho2:** There is no significant difference between the mean score of male and female lecturers of university on how student participation can enhance a successful entrepreneurship programme for sustainable development in Nigerian Universities.

**Table 5: Summary of t-test on the difference between the mean score of male and female lecturers of university on how student participation can enhance a successful entrepreneurship programme for sustainable development in Nigerian Universities**

Sex	N	Mean	Std	df	t-cal	t-crit.	Sig.	Decision
Male	54	2.91	0.80	119	1.12	1.98	0.266	NS
Female	67	3.01	1.10					

The table above shows that the t-calculated value is 1.12 while the t-critical value is 1.98. Since t-calculated value (1.12) is less than t-critical value (1.98), this means that there is no significant difference between the mean score of male and female lecturers of university on how student participation can enhance a successful entrepreneurship programme for sustainable

development in Nigerian Universities. Hence the null hypothesis is retained and the alternate rejected at 0.05 level of 119 degree of freedom.

**Ho3:** There is no significant difference between the mean score of male and female lecturers of university on the factors that militate against effective entrepreneurship programme for sustainable development in Nigerian Universities.

**Table 6: Summary of t-test on the difference between the mean score of male and female lecturers of university on the factors that militate against effective entrepreneurship programme for sustainable development in Nigerian Universities**

Sex	N	Mean	Std	df	t-cal	t-crit.	Sig.	Decision
Male	54	2.95	0.82	119	1.59	1.98	0.266	
Female	67	3.07	0.83					

The table above shows that the t-calculated value is 1.59 while the t-critical value is 1.98. Since t-calculated value (1.59) is less than t-critical value (1.98), this means that there is no significant difference between the mean score of male and female lecturers of university on the factors that militate against effective entrepreneurship programme for sustainable development in Nigerian Universities. Hence the null hypothesis is retained and the alternate rejected at 0.05 level of 119 degree of freedom.

### Summary of Findings

The findings of this study showed that:

- (1) Male and female lecturers of university agreed on the ways entrepreneurship programme could be managed for sustainable development in Nigerian universities.
- (2) Male and female lecturers of university agreed that students' participation can enhance a successful entrepreneurship programme for sustainable development in Nigerian Universities.
- (3) Male and female lecturers of university agreed on the factors that militate against effective entrepreneurship programme for sustainable development in Nigerian universities.

### Discussion and Implication

The ways entrepreneurship programmes could be managed for sustainable development in Nigerian universities.

Result from table 1 revealed that all the 10 components agreed on the way entrepreneurship programme be managed for sustainable development in Nigerian Universities. The grand mean of (3.04) indicated a high extent of male and female lecturers understanding of

entrepreneurship programmes to enhance sustainable development in Nigerian Universities.

The implication is that management of university authority is committed to a successful implementation of entrepreneurship programme as the panacea for solving university graduate unemployment and self-employment. Entrepreneurship as a versatile concept is not just for skill acquisition only, but leads further to the development of small, medium and sometimes large scale business based on creativity and innovation. It also reduces poverty rate, with a visible increment of employment rate among the youths Kaegon, (2009:133).

### Student participation enhance successful entrepreneurship programme in universities for sustainable development.

The result from table II, also revealed that all the components/respondents agreed that students participation enhance successful entrepreneurship programme in universities for sustainable development in Nigerian Universities.

The implication is that, it is mandatory for all the students to participate. The compulsory entrepreneurship programme in universities in Nigeria is aimed at both helping to achieve this goal, and through it, reduce the rate of graduate unemployment in the country Abraham and Nwogu (2009:123).

### Factors that militate against effective entrepreneurship programme for sustainable development.

Information on table III reveals that all the components agreed to all the items raised. The grand mean (3.02) indicated a high extent of the factors militating against effective entrepreneurship programme for sustainable

development in Universities in Rivers State. The implication is that, the respondents perceive irregular supply, lack of factories and workshops due to inadequate funding by government as a major constrains to the programme. Others agreed that finance (returns) on investment proceeds are mismanaged by those entrusted with the programme.

While some, (3.06) mean score agreed that there is the possibility of handling the programme like mere classroom teaching on the practical aspect. This is in line with Akpomi in Abraham and Nwogu (2009:129) that supports the de-emphasizing of classroom rhetoric's. She notes that the current classroom delivery method is too mechanistic, using the lecture method which do not promote or encourage entrepreneurial behaviour" she further asserted.

The implication is that, the results of the study revealed that lecturers and students in university have positive attitude towards the integration of entrepreneurship programme into the university curriculum. The result is in agreement with that of Undiyaundeye in Ughamadu, (2009) who postulated that "lecturers and students in tertiary institutions have demonstrated positive attitude towards the introduction of entrepreneurship education".

The three hypotheses of the study showed that there is/are no significant difference between the mean score of male and female lecturers of university.

- (i) On the ways entrepreneurship programme could be managed for sustainable development.
- (ii) On how student participation can enhance a successful entrepreneurship programme for sustainable development; and
- (iii) The factors that militate against effective entrepreneurship programme for sustainable development in Nigerian Universities. Their attitude towards integration of entrepreneurship education into the Nigerian university. It is a welcome development, showing that both lecturers

and students are very supportive to adopt the programme into the university's curriculum.

### Conclusion

The integration of entrepreneurship programme and demonstration by both male and female lecturers willingness, will prepare the students for a better future. The student will have the opportunity to be self-employed and self-reliance through its practical session, financial distress will be drastically reduced after graduation from the programme. By the active participation of students in the programme, sustainable development will be guarantee.

From the foregoing findings, and conclusions, the following recommendations are made.

- Experts in various field careers be employed such as a talented musician be engaged to handle music, film, and drama trainees etc.
- Every undergraduate student should be practically involved in the programmes of the chosen discipline.
- Adequate funds be made available by both government and the management authority for the programme.
- Uninterrupted power supply be provided.
- There should be proper monitoring and supervision of the programme.
- Work-school programme be introduced. School who participated should be given a stipend as incentive.
- The programme should be more practical oriented.
- There should be periodic training of the trainers among other professional development for sustainable development.
- Indigenous entrepreneurship should be stimulated and incorporated to global standard, to contribute their quota to industrial, economic and sustainable development as in waste to wealth.
- Potential entrepreneur should develop the mind set for entrepreneurship. Entrepreneur is not born but made. Attitude for entrepreneur is everything that will transform the country achieves sustainable development.

- Hence the 21<sup>st</sup> century break-through in sustainable development goals requires investment in our perspiration through passion, not only in education.
- Investment in Network marketing system for a democratic way of having wealth. The system is open to anyone who has driven, determination and perseverance Kiyosaki (2010). That is the secrets of the millionaire mind.

The investment can be done in ICT activities ranging from e-businesses for financial freedom to software Architect and internet entrepreneur (network marketing inclusive).

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**Questionnaire on Managing Entrepreneurship Programmes for Sustainable Development in Universities in Rivers State, Nigeria (MEPSDURSN)**

Department of Educational Management  
Faculty of Education  
Ignatius Ajuru University of Education  
Rivers State  
July 25, 2018

Dear Respondent

**REQUEST TO RESPOND TO AN ACADEMIC QUESTIONNAIRE**

I am a Post graduate student of the Department of Educational Management of the above stated institution, carrying out a research on the topic: Managing Entrepreneurship Programme for Sustainable Development in Universities in Rivers State, Nigeria.

You are kindly requested to give candid response to the questionnaire items which will be used purely for academic purpose.

Thank you.

Yours faithfully,

**Micah Timothy Epbabari**  
(Researcher)



**PART I: PERSONAL DATA**

(1) Name of Institution (University)-----

(2) Type of Institution -----

(3) Sex: Male  Female

(4) **Status**

(a) Snr Lecturer

(b) Lecturer I

(c) Lecturer II

(d) Associate Professor

(e) Professor

(5) **Highest Qualification**

(i) First Degree

(ii) Master Degree

(iii) Ph.D

(iv) Others, Specify

(6) **Years of Experience**

(i) Less than 5 years

(ii) Above 5 years

(iii) Less than 10 years

(iv) 20 years and above

**PART II:**

Please kindly tick in the appropriate box in this section against each item below using the modified likert rating scale of

Strongly Agree (SA)

Agree (A)

Disagree (D)

Strongly disagree (SD)

S/No	Section A: In what ways can entrepreneurship programme be managed for sustainable development in Nigerian Universities?	SA	A	D	SD
1.	By employing training experts in various aspects of entrepreneurship				
2.	Involve the students in more practical work than classroom rhetoric's.				
3.	Provision of adequate factories/ workshops for practical.				
4.	Provision of proper equipment for factories and workshops.				
5.	Provision of opportunities for students to manage small				

	business on the campus.				
6.	Provide stipends to students as they train/work.				
7.	Provide proper monitoring and supervision of programme.				
8.	Provide uninterrupted power supply to university campus.				
9.	Ensure that entrepreneurship programme is compulsory to all undergraduate students to participate.				
10.	There should be adequate funding of the programmes.				

S/No	Section B: How can student participation enhance successful entrepreneurship programme in universities for sustainable development in Rivers State?	SA	A	D	SD
11.	Students acquire practical skills to make them self-reliant and self-employed on graduation.				
12.	Remunerated practical work experience will act as motivator to students.				
13.	The mere fact that students are involved in practical entrepreneurial experience will lead to programme success.				
14.	The practical experience by students will encourage many graduates to set up small scale business from experience as students.				
15.	It will stimulate innate entrepreneurial talents.				
16.	It will enable students to think and identify business opportunities.				
17.	It will lead to development of creativity and innovativeness in students.				
18.	Graduate unemployment rate will drop.				
19.	It will help students, especially in Rivers State, to attain sustainable developing goals (SDGS).				
20.	It will improve the economy and the general welfare of citizens and creation jobs.				
S/No	Section C: What are the factors that militate against effective entrepreneurship programme for sustainable development in university in rivers state?	SA	A	D	SD
21.	Lack of student interest in the entrepreneurship programme.				
22.	Irregular power supply.				
23.	Inadequate funding				
24.	Inadequate training facilitators				
25.	Insufficient financial commitment on the path of government.				
26.	Inadequate monitoring.				
27.	Lack of factories and workshops.				

28.	Mismanagement of fund voted for the programme .				
29.	Mismanagement of financial returns on investment from the commercialized programme.				
30.	The possibility of making the programme look like a traditional classroom affair.				