NEED FOR APPROPRIATE DOMICILIATION OF ENTREPRENEURSHIP EDUCATION IN TERTIARY INSTITUTIONS IN NIGERIA

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Abstract
The purpose of the study was to ascertain the need for appropriate domiciliation of entrepreneurship education in tertiary institutions in Nigeria. Specifically, the study determines the affect inappropriate domiciliation of entrepreneurship education has on utilization of funds, administrative skills and provision of relevant equipment and facilities for entrepreneurship education. The study adopted a descriptive research design and a total of one hundred and twenty lecturers in business education programmes were used. Three research questions and three null hypotheses guided the study. A total of 120 copies of the questionnaire were administered and 100% collection achieved. Data relative to the research questions were analyzed using mean and standard deviation while z-test at 0.05 level of significant was used to test the null hypotheses. The result showed that the respondents accepted that inappropriate domiciliation of entrepreneurship education affected the utilization of funds for entrepreneurship education, administrative skills needed for effective entrepreneurship education and the provision of necessary equipment and facilities for the training on entrepreneurship. It was concluded that inappropriate domiciliation of entrepreneurship education affects the utilization of funds, administrative skills and provision of relevant equipment and facilities. Consequently, the study recommends among others that entrepreneurship education should be most appropriately domiciled in Faculty of Education under Business Education Department.

KEYWORDS: Domiciliation, Entrepreneurship, Education, Tertiary Institution

Introduction
Entrepreneurship is a process of equipping individuals with appropriate skills, creativity, initiative, values and attitudes that can help them develop a positive mindset towards implementation of business plans or otherwise creation of various opportunities for living. According to Kayode (2006) entrepreneurship is the willingness and ability of an individual to seek out investment and be able to establish and run an enterprise successfully based on identifiable opportunities. This implies that a lot of opportunities abound but the most important thing here is for the individual to have the interest and ability to explore these identifiable opportunities. Entrepreneurship plays a vital role in
the economic growth and development of a nation. No nation can thrive economically without inculcating and implementing to large extent entrepreneurial activities to their citizenry. No wonder Ifeanacho and Ifeanacho (2014) stated that entrepreneurship has been used as a strategy to solve societal problems of unemployment, poverty and unbalanced technological development. Entrepreneurship is a necessary ingredient for catalyzing economic growth and employment opportunities in all societies through the formation of business enterprise. In other words entrepreneurship is mainly concerned with opening doors of opportunities, reaching out to individuals and societal needs and identifying areas of concern in one’s immediate environment and proffering positive solutions to eradicate those needs through pulling together of resources wisely.

Entrepreneurship education aims at orienting students/ individuals in various ways of realizing opportunities. It seeks to provide or equip students with the knowledge, skills and motivation to encourage entrepreneurship activities in a setting. Ojejio (2013) stated that entrepreneurship education is structured to achieve the following objectives among others;

1. To offer functional education for the youth that will enable them to be self employed and self-oriented.
2. Provide the youth/graduates with adequate training that will enable them to be creative and innovative in identifying new business opportunities.
3. To serve as a catalyst for economic growth and development.
4. To reduce high rate of poverty
5. To create employment generation

Based on the following objectives, it could be observed that entrepreneurship education is a life long process that cut across all levels of education. This prompts the mandatory integration of this course of study in all the educational curriculum to achieve the stated aims of the Nigeria policy on education on the need for functional, to be relevant, practical and acquisition of appropriate skills and development of competencies as equipment for the individuals to live in and contribute to the development of his/her society (FRN, 2012).

Domiciliation of entrepreneurship education refers to location of entrepreneurship education in a particular department in tertiary institutions. The bone of contention in this study is very timely, though sensitive in nature. Serious thoughts should be given to the issue of where entrepreneurship education should be domiciled in the tertiary institutions, having in mind the objectives of entrepreneurship education as contained in FRN (2012). Then the main concern here is not to answer the question but whether entrepreneurship education should be domiciled in Faculty of Management Sciences or Faculty of Education. From the objectives of the vocational education, it is very clear to note that
Entrepreneurship education should be most appropriately located in Faculty of Education under Vocational Education Department without much argument.

Entrepreneurship education having been integrated into the tertiary institutions curricular is faced with major challenges of utilization of funds, lack of administrative skills and lack of equipment and facilities resulting from inappropriate domiciliation of entrepreneurship education in tertiary institutions. Funding plays a vital role in academic institutions and when not adequately provided and utilized have the tendency of incapacitating academic programmes. In line with this statement, Ekoh (2016) emphasized that the success of any system of education depends on sufficient funding, and where funds are not adequately provided to move the system forward, the system will not grow. This portrays that the provision of sufficient financial assistance for all educational programmes especially entrepreneurship education which is more of skilled programme is paramount. One would ask whether the fund made available/provided is being appropriately utilized by the stakeholders. It is not an overstatement to say that the funds are not properly utilized for the programme it is meant for.

On the provision of relevant equipment and facilities for entrepreneurship education, it was observed by the researchers that the equipment is inadequate for the entrepreneurship education, thereby depriving the students from learning the appropriate skills needed for self employment. Ezenwafor (2009) emphasized that if students are not trained with the equipment they will use in the work place after graduation, they cannot perform effectively. Chukwuemezie (2002) added that there is need to get richer and more effective learning resources, providing students with new exciting and challenging resources in the present dispensation.

An administrator is one who directs the activities of other persons and undertakes the responsibility for achieving certain objectives through this effort. Within this definition, successful administration appears to rest on three basic skills, which includes; technical, human and conceptual. Technical skill implies an understanding of and proficiency in, a specific kind of activity, particularly one involving methods, processes, procedures or techniques. Human skill is the executive’s ability to work effectively as a group member and to build cooperative effort within the team he leads. Conceptual skill involves the ability to see the enterprise as a whole, it includes recognizing how the various functions of the organization depend on one another and how changes in any one part affects all the others; and it extends to visualizing relationship of the individual business to the industry, the community and the political, social and economic forces of the nation as a whole (Robert, 2016). Skill is defined as the ability to do something well arising from talent, training or practice (Garry, 2002).
Statement of the Problem

Entrepreneurship is now a driving force in developing countries including Nigeria. The challenges of unemployment in our country have been addressed to a great extent through this medium. Entrepreneurship education since introduced to all the higher institutions in the country was expected to equip the graduates of higher institutions with the relevant skills, competencies, values and attitudes that will make them job producers and givers instead of job seekers. Entrepreneurship education will develop in the students’ sense of creativity, initiative and productivity towards job creation while running the programme. It will propel their entrepreneurial mindset after graduation. The entrepreneurship education has been successfully integrated in all the higher institutions and domiciled.

Unfortunately, it has been observed that most of these institutions have the problems of appropriate utilization of funds, lack of administrative skills and inadequate provision of equipment/facilities for entrepreneurship education programme. One could link these problems to inappropriate domiciliation; hence this study seeks to ascertain the need for appropriate domiciliation of entrepreneurship education programme in higher institutions.

Purpose of the Study

The purpose of this study is to ascertain the need for appropriate domiciliation of entrepreneurship education in higher institutions in Nigeria. Specifically the study sought to;

1. Determine how inappropriate domiciliation affects the utilization of funds for entrepreneurship education programme in higher institutions.
2. Ascertain how inappropriate domiciliation affects the administrative skills required for entrepreneurship education programme in higher institutions.
3. Determine how inappropriate domiciliation affects provision of equipment and facilities required for entrepreneurship education programme in higher institutions.

Research Questions

The following questions guided the study

1. How does inappropriate domiciliation affect the utilization of funds for entrepreneurship education in higher institutions?
2. How does inappropriate domiciliation affect the administrative skills required for entrepreneurship education programme in higher institutions?
3. How does inappropriate domiciliation affect provision of equipment and facilities for entrepreneurship education programme in higher institutions?
Hypotheses
The following null hypotheses were formulated and tested at 0.05 level of significance
1. There is no significant difference on affect of inappropriate domiciliation on utilization of funds for entrepreneurship education programme in higher institutions.
2. There is no significant difference on affect of inappropriate domiciliation on administrative skills required for entrepreneurship education programme in higher institutions.
3. There is no significant difference on affect of inappropriate domiciliation on provision of equipment and facilities for entrepreneurship education programme in higher institutions.

Methods
The study employed a descriptive research design. The higher institutions in southeast geo-political zones of Nigeria were covered, particularly, State and Federal Universities offering entrepreneurship education. The population for the study consisted of all the lecturers in business education programme in those universities. No sample was taken as the entire population was used for the study. The total population size was 120 lecturers. The instrument was a structured questionnaire with two sections, A and B and consisted of 24 items. The four response categories used were Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The data collected was analyzed using mean and standard deviation to answer the research questions while z-test was used to test the null hypotheses at 0.05 level of significance.

Result
Table I: Mean responses of lecturers in business education programme on the affect of inappropriate domiciliation of entrepreneurship education on utilization of funds for entrepreneurship education

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items for utilization of funds</th>
<th>( \bar{x} )</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Money for procuring equipment/facilities are properly managed</td>
<td>1.95</td>
<td>1.20</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>2</td>
<td>Money for procuring/purchasing materials for practical are properly managed</td>
<td>1.93</td>
<td>1.70</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>3</td>
<td>Money for equipping the classrooms with relevant facilities for teaching and learning adequately managed</td>
<td>2.37</td>
<td>1.12</td>
<td>Disagree</td>
</tr>
<tr>
<td>4</td>
<td>Money for equipping the laboratories with relevant facilities well managed</td>
<td>2.12</td>
<td>1.40</td>
<td>Disagree</td>
</tr>
<tr>
<td>5</td>
<td>Money for equipping the workshops with relevant tools</td>
<td>2.71</td>
<td>0.87</td>
<td>Disagree</td>
</tr>
</tbody>
</table>
properly utilized

6 Money for paying the resource persons adequately managed 3.94 0.84 Agree

7 Money for procuring modern ICT gadgets for teaching and learning properly utilized 1.94 1.20 Strongly Disagree

8 Money for buying relevant textbooks, journals periodic, e-copies for teaching and learning adequately utilized 2.64 0.98 Disagree

Table 1, shows that all the mean responses of the lecturers in business education programme are below 3.00 which indicate that funds are not adequately utilized as a result of inappropriate domiciliation of entrepreneurship education in tertiary institutions.

Table 2: Mean responses of lecturers in business education programme on the affect of inappropriate domiciliation on administrative skills required for entrepreneurship education.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items on Administrative</th>
<th>X</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Qualified personnel are adequately hired by the administrators</td>
<td>3.86</td>
<td>1.12</td>
<td>Agree</td>
</tr>
<tr>
<td>2</td>
<td>Relevant equipment are adequately procured by the administrators</td>
<td>1.93</td>
<td>1.70</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>3</td>
<td>Conducive environment provided for teaching staff by the administrators</td>
<td>2.59</td>
<td>0.73</td>
<td>Disagree</td>
</tr>
<tr>
<td>4</td>
<td>Appropriate coordination of staff and students guaranteed by the administrators</td>
<td>3.94</td>
<td>0.84</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>Appraisal of the programme adequately carried out by the administrators</td>
<td>2.64</td>
<td>0.98</td>
<td>Disagree</td>
</tr>
<tr>
<td>6</td>
<td>Motivation of staff and students ensured by the administrators</td>
<td>2.37</td>
<td>1.12</td>
<td>Disagree</td>
</tr>
<tr>
<td>7</td>
<td>Organizing seminars, workshops for both staff and students by the administrators.</td>
<td>2.71</td>
<td>0.87</td>
<td>Disagree</td>
</tr>
<tr>
<td>8</td>
<td>Staff development are encouraged/ sponsored by the administrators</td>
<td>2.37</td>
<td>1.12</td>
<td>Disagree</td>
</tr>
<tr>
<td>9</td>
<td>Field trips and excursion frequently organized by the administrators for students and staff.</td>
<td>2.64</td>
<td>0.98</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

Table 2, it shows that the mean responses of lecturers in business education programme are mostly below 3.00 except in items no 1 and 4 that is above 3.00. This indicates that inappropriate domiciliation affect the administrative skills required for entrepreneurship education.
Table 3: Mean responses of lecturers in business education programme on the affect of inappropriate domiciliation of entrepreneurship on provision of equipment and facilities required for entrepreneurship education

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items on provision of equipment and facilities</th>
<th>X</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ICT facilities are adequately provided for entrepreneurship education programme</td>
<td>3.32</td>
<td>1.01</td>
<td>Agree</td>
</tr>
<tr>
<td>2.</td>
<td>Textile facilities are adequately provided for entrepreneurship education programme</td>
<td>2.42</td>
<td>1.10</td>
<td>Disagree</td>
</tr>
<tr>
<td>3.</td>
<td>Decoration facilities are adequately provided for entrepreneurship education programme</td>
<td>3.14</td>
<td>1.83</td>
<td>Agree</td>
</tr>
<tr>
<td>4.</td>
<td>Office furnishing facilities are adequately provided for entrepreneurship education programme</td>
<td>2.71</td>
<td>0.87</td>
<td>Disagree</td>
</tr>
<tr>
<td>5.</td>
<td>House furnishing facilities are adequately provided for entrepreneurship education programme</td>
<td>2.59</td>
<td>0.73</td>
<td>Disagree</td>
</tr>
<tr>
<td>6.</td>
<td>Wielding equipment are adequately provided for entrepreneurship education programme</td>
<td>1.93</td>
<td>1.70</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>7.</td>
<td>Catering facilities are adequately provided for entrepreneurship education programme</td>
<td>3.82</td>
<td>0.82</td>
<td>Agree</td>
</tr>
<tr>
<td>8.</td>
<td>Wood work equipment are adequately provided for entrepreneurship education programme</td>
<td>1.95</td>
<td>1.20</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>9.</td>
<td>Saloon facilities are adequately provided for entrepreneurship education programme</td>
<td>2.43</td>
<td>0.98</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

Table 3, shows that the mean responses of the lecturers in business education programme are below 3.00 except in few items which indicates that inappropriate domiciliation of entrepreneurship affect the provision of equipment and facilities required for entrepreneurship education in tertiary institution.

Table 4: z-test on affect of inappropriate domiciliation of entrepreneurship education on utilization of funds required for entrepreneurship education programme in tertiary institutions.

<table>
<thead>
<tr>
<th>Response</th>
<th>X</th>
<th>SD</th>
<th>N</th>
<th>Z-cal</th>
<th>Z-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Education Lecturers</td>
<td>2.42</td>
<td>1.10</td>
<td>120</td>
<td>0.62</td>
<td>1.96</td>
<td>NS</td>
</tr>
</tbody>
</table>

Table 4, shows that the computed z value (0.62) is less than the table value of 1.96 at 0.05 level of significance indicating that null hypothesis is accepted.
Table 5: z – test on affect of inappropriate domiciliation of entrepreneurship education on administrative skill required for entrepreneurship education in tertiary institution.

<table>
<thead>
<tr>
<th>Response</th>
<th>X</th>
<th>SD</th>
<th>N</th>
<th>Z-cal</th>
<th>Z-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Education Lecturers</td>
<td>2.64</td>
<td>0.98</td>
<td>120</td>
<td>0.74</td>
<td>1.96</td>
<td>NS</td>
</tr>
</tbody>
</table>

Table 5, shows that the computed value (0.74) is less than the table value of 1.96 at 0.05 level of significance. This indicated that the null hypothesis is accepted.

Table 6: z-test on affect of inappropriate domiciliation of entrepreneurship education on adequate provision of equipment and facilities required for entrepreneurship education in tertiary institutions.

<table>
<thead>
<tr>
<th>Response</th>
<th>X</th>
<th>SD</th>
<th>N</th>
<th>Z-cal</th>
<th>Z-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Education Lecturers</td>
<td>2.59</td>
<td>0.73</td>
<td>120</td>
<td>0.74</td>
<td>1.96</td>
<td>NS</td>
</tr>
</tbody>
</table>

Table 6, shows that the z-calculated is less than z-critical. The null hypothesis at 0.05 level of significance is consequently supported.

Discussion

Findings relative to research question 1 revealed that the respondents strongly disagreed that funds provided for entrepreneurship education were adequately utilized as a result of inappropriate domiciliation. This agreed with Ekoh (2016) which emphasized that the success of any system of education depends on sufficient funding and probably adequate utilization. On the other hand the respondents do not differ significantly in their mean responses on the effect of inappropriate domiciliation of entrepreneurship education on utilization of funds.

Research question 2 findings revealed that the respondents disagreed that entrepreneurship administrators possess the administrative skills required for entrepreneurship education as a result of inappropriate domiciliation. This finding is in consonance with Garry (2002) which saw skills as the ability to do something well arising from talent, training or practice. Also Robert (2016) stated that administrator is one who directs the activities of other persons and undertakes the responsibility for achieving certain objectives through this effort.

The result of the testing of hypothesis 2 showed that there was no significant difference in the mean response of the respondents on the effects of inappropriate domiciliation of entrepreneurship education on administrative skills required.
Findings relative to research question 3 indicated that the respondents disagreed that equipment and facilities required for entrepreneurship education were adequately provided as a result of inappropriate domiciliation. This agreed with Ezenwafor (2009) which emphasized that if students are not trained with the equipment they will use in the work place after graduation, they cannot perform effectively. The respondents do not differ significantly in their mean response on the effect of inappropriate domiciliation of entrepreneurship education on the provision of the required equipment and facilities.

**Conclusion**

Based on the findings, the researchers concludes that inappropriate domiciliation of entrepreneurship education in tertiary institutions in Nigeria has adverse effects on utilization of funds, administrative skills and provision of relevant equipment and facilities which in all deprive the students from acquiring the appropriate skills and competencies required for self employment.

**Recommendations**

Based on the findings the following recommendations were made by the researchers;

1. The management of the Nigerian Tertiary Institutions should appropriately domicile entrepreneurship education in Faculty of Education under Vocational Education Department for effective implementation of entrepreneurship education
2. The management of the tertiary institutions should ensure that funds made available are properly utilized for effective facilitation of entrepreneurship education.
3. The management of the tertiary institutions should make sure that those employed to handle entrepreneurship education possess the relevant administrative skills for effective coordination of entrepreneurship education.
4. The management of the tertiary institutions should ensure adequate provision of relevant equipment and facilities required to enable the students acquire the appropriate skills required for self employment.
References


