



Appraisal of collaborative funding strategies of undergraduate business education programmes in tertiary institutions in Rivers State

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Abstract

The purpose of the study was to appraise the collaborative funding strategies of Undergraduate Business Education programme in tertiary institutions in Rivers State. The population for this study consisted of 20 respondents, made up of 4 bursars, 4 registrars, 4 Deans, 4 Heads of Departments, and 4 Librarians drawn from the institutions offering Business Education in Rivers State. Three experts from Department of Business Education validated the instrument. To establish reliability of the instrument, Cronbach Alpha was employed to arrive at the reliability coefficient of 0.76. The coefficients of the responses were computed using z-test statistics which is suitable for determining the reliability coefficient. In scoring the instrument tagged "Collaborative Funding of Business Education", the statements were rated on 4-point scale of Very High Extent (4-points), High Extent (3-points), Low Extent (2-points) and Very Low Extent (1-point). In order to determine the range of respondents' responses, scores below the mean score of 2.5 was used as cut off point for the decision rule for research questions and one-way ANOVA used in testing the hypotheses. It was revealed in the study that the respondents agreed on low collaborative funding strategies of undergraduate business education programme in Rivers State Institutions. Based on the findings in the study, it was recommended that; university authorities need to engage Non-governmental organizations within the institutions host communities to participate in funding of Undergraduate Business Education Programme; university authorities need to engage Rivers State government to participate in special fundraising strategy in funding of Undergraduate Business Education Programmes in Rivers State institutions.

Keywords: collaborative funding, strategies business education

Introduction

The realization of educational goals and objectives of any nation depends on the adequacy of funding from the government, private individuals and other resources. Collaborative funding of education especially Business Education programme in Nigeria is presently assuming a worrisome dimension. This could be due to the fact that funding sources seems to be slim and unrealistic. Funding has become a problematic issue in the administration of tertiary institutions in Nigeria. This to a large extent seems to grossly affecting the smooth running of Business Education programmes in tertiary institutions (Wokele, 2018) ^[24]. The education budget made available to institutions seems to be longer sufficient for the needs of schools thereby leading to decay of infrastructural facilities. On the part of students, lack of adequate resources for teaching and learning also leads to the production of graduates who cannot defend their certificate. In this discourse, a student is said to have failed to defend his certificates when he finds it difficult to secure a job placement months after his graduation. On one hand, he may have attended series of interviews without achieving results to qualify him for placement in the organization. Secondly, it may also mean that he had never been invited for job placement interview to showcase his knowledge from school.

Whatever would have been the case in these two scenarios, there is yet another phase where the student can be accused of failure to defend his certificate.

According to Dan-Abia (2017) ^[6], funding of educational programmes is not often easy when it is left in the hand of government. There are other strategies that could be adopted by university authorities to fund the institutions for them to achieve the educational set goals and objective. For instance, corporate or individual collaborative fundraising strategy is the process of involving private and corporate bodies in funding of educational programmes, facilities, etc. Winsto (2010) and Menebo and Gosh (2012) in their studies noted that school authorities need to make progressive improvement in facilitates building for educational development. On the issue of students involvement in collaborative fund raising strategy, it was revealed in the study of Maxwell and Fox (2011) that students could also be used as one of the collaborative fund raising strategies by either private or corporate bodies.

The importance of business education to the nation's economy cannot be over emphasized. Dogg (2013) ^[8] noted that business education is a functional education that is required to equip students with skills and competencies needed to realize Nigeria's presently grappling problems of huge challenges in human capacity development in the economy. This could be confirmed considering the numerous contributions of business education to the development of both individuals and the economy of many developed nations of the world. Umah (2010) ^[22] noted that Nigerian students need to be acquainted with business education skills as a way of life in order for them to live more prosperous and fulfilling lives.

According to Ordu (2014) ^[18] since the emerging trend of lack of skills in students, it has become pertinent that students must go entrepreneurial, it must be noted that the concept of entrepreneurship is more than the mere creation of business enterprise even though it is an important element. Kuratko (2003) ^[14] noted that those who teach entrepreneurship need to be conversant with emerging role of institution in encouraging business activities for the purpose of bringing forth creative ideas. This can be argued to mean that business education is an integrated concept that permeates an individual's business activities in an innovative manner aimed at seeing wealth generating facilities around him.

Collaborative Funding

Collaborative funding refers to the partners working together to achieve the purposes of achieving the goals and objectives of education. This essential task of collaboration involves decisions about which programme to be run in schools, colleges, and institutions. Atkinson, Springate. Johnson & Halsey (2007) explained that collaborative funding is initiated in a variety of ways, by local school authorities approaching parents, students and corporate bodies, by schools consulting with the stakeholders in sponsoring school activities and facilities development for effective teaching and learning process to take place.

Collaborative funding of education programme is therefore, the involvement of private individuals, corporate bodies and government in provision and allocation of funds necessary to cater for the running or overhead cost of educational inputs so as to enable an educational system to achieve its set objectives optimally. It is a fact that education is fundamental to the construction of a knowledge economy in all societies.

Matin in Jones (2018) noted that collaborative funding education is the process of bringing together top experts to help create a favourable school learning environment for the learners and teachers.

From the views of the authors on the concept of collaborative funding of education it could be explained to mean the process where stakeholders and other community members form an inclusive learning network to assist in contributing to the development of the educational programmes; this could be in form of contribution in terms of provision of facilities and equipment; training and development of human resources and curriculum development. Thus, for every nation to achieve her educational set goals and objectives, funding educational programmes should not be left in the hands of federal, state or local governments, but the involvement of the involvement and collaboration of all stakeholders as well as corporate organizations.

Educational finance describes the financial situation and manifestations of educational activities of the society at a point in time. In Nigeria, the priority for education seems displaced in the face of persistent shortfall in resource allocation, making it doubtful her ability to articulate developmental strategies for linking knowledge to economic growth. According to Ashyl (2016) ^[4] educational institutions have come increasingly to look towards collaboration as a way of meeting their objectives. It has been seen as a means of approving the delivery of services to pupils and their parents, as well as strengthening the links between schools and the communities in which they are situated. Such collaboration in funding is a particularly strong tradition in many areas of wide variety of activities that will lead to the benefit of all stakeholders in educational development (Akpomi & Kayii, 2021). The relationship that exist between stakeholders (parents, students and university authorities) have always produced either positive or negative outcome in the teaching and learning process. This also involves learning as personal development for individual members of university communities; learning to develop the community as a community; and learning to develop individual capabilities to facilitate their participation in public life.

Education is cost intensive and also a panacea to economic development. As the African adage goes 'delicious soup involves money'. Thus in the case of education where benefit is assured, it is worth paying for at any cost. Educational managers are still learning to cope with shouldering the responsibility of financing education. The task of financial management is crucial to the school administrator especially in this time of high inflation rates which have advertently affected the cost of education. This has added to the inadequate allocation from funding agencies. Finance is not only essential in carrying out all economic activities, but it is also a necessity.

Business Education

Business education has been defined in different perspectives as noted by different experts in the field. According to Nwaiwu. Nkeocha and Nwagu (2015) ^[15], noted that business education is concerned with teaching the skills, attitudes and knowledge needed for success in a business career. Also, Ugwoke (2011) ^[21] described business education as the components of vocational and technical education programme that prepares individuals for career in business and also to be intelligent consumers of economic goods and services. From the assumptions derived from the above

definitions, business education is a lifelong learning process that has different stages of development. Uche; Nwanbueze and Ememe (2009) ^[20], identified these stages of Business Education that are needed for the students to include;

Stage 1; Basics; The focus here is on understanding the basics of our economy, career opportunities and the need to master basic skills to be successful in a free market economy.

Stage 2: Competency Awareness: In this stage, the students learn to speak language of business and see the problems from the small business owner's point of view.

Stage 3; Creative Application; At this point, students can take time to explore business ideas and varieties of way to plan the business.

Stage 4; Start Up; This stage encourages students to start up a business and be their own boss enable them to have experiences on how to risk their own money, organize their own business in diversified economy.

Stage 5; Growth; At this point, some students when given money to start up a business cannot manage financial outcomes; therefore, there is the need for seminars and workshops to be organized for them as to enable them gain potential business ideas to deal with such seeming difficulties in business. Business Education therefore, seeks to provide undergraduate students with knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings.

Objectives of Business Education

Business education has been applied in various settings to achieve various objectives. These objectives according to Nwangwu (2007) ^[16], are to:

1. Offer functional education for the youths so as to enable them to be self-employed and self-reliant.
2. Offer graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
3. Provide Institutions, Polytechnics and Colleges of Education graduates with adequate training in risk management, to make certainty bearing feasible.
4. Provide the young graduates with enough training and support that will enable them to establish a career in small and medium size business.
5. Offer graduates adequate training in the acquisition of skills that enable them meet the manpower needs of the society.
6. Stimulate both individual and economic growth of rural and less developed areas'
7. Provide both small and medium business enterprises with the opportunity of recruiting graduates who will be trained and tutored in the skills relevant to the management and operation of small business centres.
8. Inculcate the spirit of perseverance in the youths and which will enable them to persist in any business venture they embark on.

From the afore-mentioned structures, the business education objectives could be classified under the following categorized as;

People Empowerment: Teaching people innovative ways to make a living enables them to take control of their circumstances in Nigeria, for example, business education is being used as a tool to empower youth, undergraduate and women.

Creation of Employment: Unemployment is a rampant problem in many societies. Business education aims at empowering people to create employment opportunities. The aim of this training is to enable these people to start small and medium enterprises, important in any country's growth.

Individual Competence: Business education imparts qualities such as self-motivation and financial responsibilities. In addition, this education empowers people to have self-discipline since business education involves taking will calculated risks. People who have gone through this kind of training are able to recognize opportunities that also encourage innovation in the running of organization.

Non-Governmental Organization and Funding of Business Education

All of these activities help individuals to develop leadership abilities and provide valuable practical experience in the democratic process, decision-making, and responsible democratic leadership. The operations of non-governmental organizations differ according to the setting of national and local traditions. The most effective way to demonstrate various nongovernmental organizations' operations is to provide examples from distinct country contexts. Non-governmental organizations' educational activities are aimed at providing possibilities for learning that the traditional educational system has been unable to provide. When these activities established their value and sustainability, public authorities began to support not only specific non-formal educational activities but also the activities of national youth and sports organizations, which are mandated by their statutes to "further the objectives of non-formal education." Since these non-formal educational activities took place, more than 20% of adults have had the chance to serve on a board of directors for a local or national voluntary group.

Theoretical Foundation

Social System Theory

This theory has helped in giving insight to the understanding of the relationship between and among the units and sub-units within the school system and between the school and larger environment. The school could be seen as an example of a social system that is made up of sub-system all working towards achieving a common goal of the organization. A social system can be defined as a plurality of individual actors interacting with each other in a situation which has at least a physical or environmental aspect. Furthermore, it could be said that a system is made up different components and different people. A social system just like the school is usually made up of the following features and characteristics (Nwamae & Kayii, 2018) ^[17].

1. Social system consists of people. People act in the roles of principals, teachers, students and so on.
2. Social system is structured. Different components are needed to carry out specific functions and allocate resources.

3. Social system is goal-oriented, and indeed may have a multiplicity of goals.
4. Social system is normative. Each person within is expected to behave in a particular manner.
5. Social system is generally open systems. The environment typically supplies inputs and outputs to the systems, there are exchanges between the system and its environment.
6. Social system is sanctioning bearing. The norms for behavior are enforced with rewards and punishment.

These assumptions suggest that the school consist of several sub-systems the formal school structure; group, and individuals, etc comprise the sub-system. Getzels and Guba in Enyekit (2017) conceived the school as a social system involving two classes of phenomena that are independent and at the same time interactive. From the assertions made in the theory, Hoy and Miskel, noted that this theory is a model of organization that possesses a distinctive total unity (creativity) beyond its component parts: it is distinguished from its environment by a clearly defined boundary. It is composed of sub-units, elements, and sub-systems that are at least interrelated within relatively stable pattern (equilibrium) of the social order.

In relating this theory to the study, the school is an example of a social organization that has been established by the society to accomplish certain imperative functions in order to ensure the survival of the society. Therefore various activities carried out in tertiary institution such as administrative duties, teaching and learning, improving the aesthetic value of the school, maintenance of school buildings, planning, budgeting, communication process, social interaction among members of the school etc, are all interrelated and independent.

Statement of the Problem

Collaborative funding of education especially teacher education in Nigeria presently is assuming a worrisome dimension. This is due to the fact that funding sources are growing less dependable and unreliable. In this respect, quality is now being sacrificed for quantity as equity in financial provision and outcome can no longer be guaranteed. Education, as a panacea, is one of the social welfare services the government of any country owes its citizenry. The provision of these services can only be calculated in monetary terms to make people aware of their full impart. Education, which is an essential social service as stated in the National Policy on Education (FRN, 2013) is placed on the concurrent legislative list and calls for adequate financial support.

To this end, many are blaming university authorities for her inability to provide adequate funding strategies for equipment and facilities in business education programme. Nwangwu (2007)^[16] noted that lack of adequate funding has resulted to graduates inability to acquire practical and viable skills in business education that would enable them establish as self-employed persons on graduation. At present, it seems that there are no facilities on ground in these institutions due to lack or small level of application of collaborative funding strategies by university authorities (Kaiyerem, 2019; Kayii & Dambo, 2018)^[17]. For the purpose of this study, the strategies of private individuals, students and internally generated revenue were the variables that were x-rayed and adopted for analysis. Therefore, based on the foregoing, it seems that there is gap in knowledge for appraisal of collaborative

funding strategies of undergraduate business education programmes in institutions Rivers State. It is against this background that it becomes necessary to conduct this study on the analysis of the appraisal of collaborative funding strategies of undergraduate business education programmes in institutions Rivers State.

Purpose of the Study

The purpose of the study was to appraise the collaborative funding strategies of undergraduate business education programmes in tertiary institutions in Rivers State. Specifically the study sought to:

1. Determine the extent of involvement of Non-governmental organization in funding Undergraduate Business Education programmes of tertiary institutions in Rivers State.
2. Determine extent of involvement of statutory agencies (TETFUND, NDDC etc.) in funding of Undergraduate Business Education programmes in tertiary institutions Rivers State.

Research Questions

The following research questions guided the study:

1. To what extent do non-governmental organizations involve in funding Undergraduate Business Education programme of tertiary institutions in Rivers State?
2. To what extent do statutory agencies (TETFUND, NDDC etc.) involve in funding of undergraduate Business Education programme in tertiary institutions Rivers State.

Hypotheses

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

1. There is no significant difference in the respondents' mean scores of the tertiary institutions in Rivers State on the involvement of Non-governmental organizations in funding Undergraduate Business Education programme.
2. There is no significant difference in the respondents' mean scores of the tertiary institutions in Rivers State on the involvement of statutory agencies (TETFUND, NDDC etc.) in funding of undergraduate Business Education programme.

Methodology

The study adopted descriptive survey research design. The study was carried out in the four tertiary institutions offering Business Education at undergraduate level in Rivers State, Nigeria. The population for this study consisted of 20 respondents, made up of 4 bursars, 4 registrars, 4 Deans, 4 Heads of Departments, and 4 Librarians drawn from the institutions in Rivers State, that is Rivers State University, Port Harcourt; Ignatius Ajuru University of Education, Port Harcourt; University of Port Harcourt, and Federal College of Education (Technical), Omoku affiliated to University of Nigeria, Nsukka. The choice of this population for the study is based on the fact that these institutions have graduated students in Business Education and current by running the programme a least for three academic sessions since establishment. Because of the small size of the population, the entire population is adopted as sample for the study. The research questionnaire was the instrument used for data collection in the study. The instrument was tagged "Collaborative Funding of Undergraduate Business

Education Programme, the statements were rated on 4-point scale of Very High Extent (VHE = 4-points), High Extent (HE = 3-points), Low Extent (LE = 2-points) and Very Low Extent (VLE = 1-point). Three experts validated the instrument. The experts were selected based on the fact that they acquired the expert knowledge and experience in test construction and have been using similar research instrument in eliciting information for the purpose of research study. Cronbach Alpha was employed to arrive at the reliability coefficient of 0.76; thus showing that the instrument was valid and reliable. In order to analyse the data obtained from

the respondents, mean with standard deviation was used to answer the three research questions, 2.5 was used as cut off point for the decision rule and one way ANOVA for the testing the corresponding hypotheses.

Results

Research Question 1: What is the extent of involvement of Non-governmental organization in funding Undergraduate Business Education programme of institutions in Rivers State?.

Table 1: Mean Ratings on the Extent of Non-governmental Organizations in Funding Undergraduate Business Education programme of Institutions in Rivers State N =20

S/NO	Item	RSU (n = 4)		IAUE (n = 4)		UNIPHC(n = 4)		FCE(T)(n = 4)		Rmk
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
1.	University/college authority does invite Non-governmental organizations for collaborative fundraising for building of classrooms for running of business education programmes.	2.2	1.1	3.4	0.55	2.8	1.3	3.4	0.89	LE
2.	University/college authority collaborates with Non-governmental organizations to raise fund for excursions in business education programmes.	1.8	0.84	3.2	0.84	2.2	1.64	3.6	0.89	“
3.	University/college authority invites and collaborates with Non-governmental organization in fundraising for the procurement of equipment for effective teaching in business education programmes.	2.8	1.1	2.6	0.55	2	1	2.6	0.89	“
4.	Collaborate with Non-governmental organizations for fundraising for sponsorship in seminars in business education programme.	2.4	0.55	3	1	3.4	0.89	2.4	0.55	“
5	Collaborate with Non-governmental organizations for fundraising for special education programme in teaching the course to enhance learning in business education programmes.	2.6	1.34	2.2	1.64	2.6	1.52	3.2	1.3	“
Grand (X) and Std		2.36	0.98	2.18	0.92	2.2	1.27	2.38	0.91	LE

Key; LE = Extent, HE= High Extent, Grand Mean = **2.27**

Table 1, above showed the mean responses and standard deviations scores of the respondents on the extent of involvement of Non-governmental organization in funding undergraduate Business Education programme of institutions in Rivers State. With grand mean of 2.27 below the cut off mean of 2.50. The result therefore implied that there is low extent of involvement of non-governmental organizations in

funding undergraduate Business Education programme of institutions in Rivers State.

Research Question 2: What is the extent of involvement of statutory agencies (TETFUND, NDDC etc.) in funding of undergraduate Business Education programme in tertiary institutions Rivers State?

Table 2: Mean Ratings on the extent of the Involvement of Statutory Agencies (TETFUND) in Funding of Undergraduate Business Education Programme in Institutions Rivers State N = 20

S/N	Item	RSU (n = 4)		IAUE (n = 4)		UNIPHC(n = 4)		FCE(T) (n = 4)		RMK
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
7.	Statutory agencies collaborate with university authority in fundraising for equipment and facilities for effective running of business education programmes.	2.5	1.22	2.6	0.89	2.8	1.33	1.6	0.55	LE
8.	Statutory agencies collaborate with university authority in fundraising for special education programme in teaching and learning in business education programmes.	2.8	0.84	2.5	1.41	3.0	1.22	2.4	1.14	“
9.	Statutory agencies collaborate with university authority for fundraising for sponsorship in seminars in business education programmes.	2.8	1.33	2.8	1.34	2.2	1.31	2.8	0.84	“
10.	Statutory agencies collaborate with university authority for fundraising for sponsorship excursions programme in business education programme.	2.6	1.34	2.7	1.25	2.6	1.34	2.4	1.52	“
11.	Statutory agencies collaborate with institutions authority for fundraising for sponsorship in conferences in business education programmes.	2.8	0.84	2.6	1.14	3.4	0.54	1.8	1.33	“
Grand (X) and Std		2.7	1.11	2.6	1.21	2.8	1.15	2.2	1.08	HE

Key; LE = Extent, HE= High Extent, Grand Mean = **2.50**

Table 2, above showed the mean responses and standard deviations scores of the respondents on the extent of involvement of statutory agencies in funding undergraduate Business Education programme of institutions in Rivers State. With the grand mean of 2.50, the results showed to a high extent the involvement of statutory agencies in funding

undergraduate Business Education programme of institutions in Rivers State.

Hypothesis 1: There is no significant difference in the respondents’ mean scores of the tertiary institutions in Rivers State on the involvement of non-governmental organizations

in funding undergraduate Business Education programme.

Table 3: Summary of ANOVA data on the involvement of Non-governmental Organizations in Funding Undergraduate Business Education Programme

Sources of variation	Sum of squares	Df	Mean of SS	F-ratio Cal	F-ratio Crit	Decision
Between Group	23.17	3	8.24	82.4	3.24	NS
Within Group	1.54	16	0.10			
Total	24.71	19				

N = 20 P > 0.05 df = (8.24) NS= Not Significant

Table 4 shown that for between groups, the sum of squares is 23.17 with 3 degrees of freedom and 8.24 mean squares. Within groups has 1.54 sum of squares, 16 degrees of freedom and 0.10 mean squares. The total sum of squares is 24.71 with 19 degrees of freedom and calculated F of 82.4.

Table 4: Summary of Scheffe test Absolute F- values

Compared Groups	Represented by	Absolute F	Results
Group 1 & 2	RSU VS IAUE	0.12	NS
Group 1 & 3	RSU VS UPHC	0.02	NS
Group 2 & 4	IAUE Vs FCE	0.01	NS
Group 4 & 3	FCE Vs UPHC	0.08	NS

Table 5: Summary of ANOVA data on the involvement of statutory agencies in funding Undergraduate Business Education programme

Sources of variation	Sum of squares	Df	Mean of SS	F-ratio Cal	F-ratio Crit	Decision
Between Group	14.36	3	4.79	12.28	3.24	NS
Within Group	6.3	16	0.39			
Total	20.66	19				

N = 20 P > 0.05 df = (4.79) NS= Not Significant

Table 5 shown that for between groups, the sum of squares is 14.36 with 3 degrees of freedom and 4.79 mean squares. Within groups has 6.3 sum of squares, 16 degrees of freedom and 0.39 mean squares. The total sum of squares is 20.66 with 19 degrees of freedom and calculated F of 12.28.

Table 6: Summary of Scheffe test Absolute F- values

Compared groups	Represented by	Absolute F	Results
Group 1 & 2	RSU VS IAUE	0.00	NS
Group 1 & 3	RSU VS UPHC	0.00	NS
Group 2 & 4	IAUE Vs FCE	0.00	NS
Group 4 & 3	FCE Vs UPHC	0.04	NS

Discussion of Findings

The findings of the study corroborated with earlier studies of Enyekit; Ogwunte and Enyekit (2018) ^[10] that noted that business education programmes are poorly funded in tertiary institutions in Rivers State. Also, the finding of Ordu (2014) ^[18] observed that hardly do corporate bodies to collaborate in funding educational programmes. Nevertheless, Dan- Jumbo, (2016) ^[7], observed that only few social entrepreneurs and private individuals accept sponsoring educational programmes in Nigeria as compared to other developed and developing countries. The results and findings of the authors therefore imply that a collaborative funding strategy of undergraduate business education programmes in institutions in Rivers State is low.

Conclusion

The importance of business education to the nation's economy cannot be over emphasized. The results and findings of the study showed low collaboration funding, it

From Table 4, no significant difference exist between the paired mean. Therefore, it is concluded that there is no significant difference in the respondents' mean scores of the tertiary institutions in Rivers State on the involvement of Non-governmental organizations in funding Undergraduate Business Education programme.

Hypothesis 2: There is no significant difference in the respondents' mean scores of the tertiary institutions in Rivers State on the involvement of statutory agencies (Tet-fund, NDDC etc.) in funding of undergraduate Business Education programme.

therefore imply that a collaborative funding strategy of undergraduate business education programmes in institutions in Rivers State is low. Thus, it is pertinent for government, corporate bodies and federal government agencies to collaborative in funding of undergraduate business education programmes in institutions in Rivers State.

Recommendations

Based on the findings in the study, the following recommendations were made therein;

1. University authorities need to engage the government at all levels to participate in special fundraising strategy in funding of undergraduate Business Education programmes in Rivers State institutions.
2. The university authority should create a synergy with TETFUND in funding of Undergraduate Business programme in Rivers State institutions.

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