



**IMBIBING THE ENTREPRENEURIAL BEHAVIOUR: UNIVERSITY ADMINISTRATORS
STRATEGY FOR ADDITIONAL FUND GENERATION IN PUBLIC UNIVERSITIES IN
CROSS RIVER STATE**

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Abstract

The study investigated the entrepreneurial behaviour that could be imbibed by University administrators for additional fund generation in Public Universities in Cross River State. Survey research design was adopted for the study. One research question and two hypothesis guided the study. The population of the study comprised 32 university administrators made up of 28 Dean of Faculties (20 from University of Calabar, 8 from University of Cross River State), 2 Deputy Vice Chancellors administration and 2 deputy bursars (1 each from both universities). The 32 university administrators were all involved in the study as there was no sampling technique since the population is small and manageable. 20 item likert type questionnaire titled “entrepreneurial behaviour and additional fund generation questionnaire” (EBAFGQ) was the instrument used for data collection. The instrument yielded a reliability coefficient of 0.88 in Cronbach alpha test. Mean scores and t-test statistics were used for data analysis. The findings of the study revealed that the entrepreneurial behaviour to be adopted by university administrators are creativity, innovativeness, opportunity identification, opportunity exploration, risk taking, information exploration, visionary and flexibility. The study also revealed that there is no significant difference in the perception of administrators of unical (a federal university) and Unicross (a state university) on the entrepreneurial behaviour to be imbibed by university administrators. There is also no significant difference in the perception of administrators of UNICAL and UNICROSS on the extent to which imbibing entrepreneurial behaviour could lead to additional fund generation in public universities in Cross River State. Based on the findings it was recommended among others that university administrator should religiously imbibe the entrepreneurial behaviour put forward in the study to enhance their institutions financial base.

Keyword: Imbibing, Entrepreneurial Behaviour, University Administrators, Additional fund generation

Introduction

Universities are recognized all over the world as veritable formal organizations that supply manpower to the labour market. The growth and sustainability of industries and economies of countries depends largely on trained manpower churned out by the

universities. Developed economies earmark substantial part of their budgets to funding of their university system so as to ensure that the goals of these universities are realized.

In the Nigerian context, the Federal Republic of Nigeria (FRN, 2013) outlined the goals of university education to include; the



contribution to national development through high level relevant manpower training, developing the intellectual capacity of individuals and the society at large, to development of the intellectual capacity of individuals to understand their local and external environments; to acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society. The policy document further states that universities just like other tertiary institutions in Nigeria should vigorously pursue these goals through teaching, research and development, knowledge generation and dissemination and international cooperation and dedicated services to the communities through extra-mural and consultancy services. Governments at both the federal and state level also have the responsibility of funding public universities. This implies that funds for the running of government owned universities are provided by the government while university administrators are tasked with responsibility of judicious management of these funds to accomplish university goals. The finding of schools at any level of education is solely the responsibility of the proprietors (Ujoh, 2022). Funds are needed to provide teaching and learning facilities, development and maintenance of infrastructures, research projects, staff trainings and other university demands. University administrators are therefore expected to appropriate funds efficiently to ensure that all facets of the university system are up and running. Nzebe (2018) noted that fund availability and its proper management is the key to effective university system. Universities thrive in meeting her goals when finances are adequate and well managed, Ruki, (2020).

However, the major obstacle to universities is the way funds are allocated and managed (Momo, 2021). Udom (2020) stated that the major challenge facing universities

today is the problem of inadequate funding. According to Udoma, lack of adequate funds is limiting universities from achieving its laudable goals. Nzebe (2018) added that university staff are not well paid and public universities lack the necessary facilities and infrastructure to engage in effective teaching, learning and research. Universities in Nigeria cannot compete effectively with their counterparts in other countries because of the problem of inadequate funding, (Otite, 2021). When funds are inadequate, university administrators may find it difficult to embark on provision or procurement of teaching resources such as computers, interactive white boards, projectors, textbooks, chairs and desks. Library resources, office equipments, sports facilities, and other classroom resources are lacking in most Nigerian universities due to government's inability to adequately provide funds for these schools (Umeh, 2021).

Oben (2020) made it known that university management in Nigeria is nothing but crises management as Nigerian university system is in deep crises as a result of government neglect in terms of funding. Ibeh (2018) observed that the intervention of the private sector in the university education provision has not made the desired impact as most of the challenges faced in public universities are replicated in private universities. Prominent among the problems confronting public university management in Nigeria include inadequate funding, shortage of faculty members and high achievement gaps among students, (Durnjiji, 2022). The funding inadequacy in public universities has continually given rise to periodic increase in tuition fees by the management with the resultant incidence of violent demonstrations by students and strike action by university staff. Momo (2022) however viewed students demonstrations and staff strike actions as counter-productive to the problem of funding education institutions because governments



ineptitude towards educational funding has not changed.

Onen (2022) remarked that school administrators must have to exhibit some level of flexibility by considering other sources of funding their institutions instead of overdependence on the government for every penny. Adeniyi (2019) advocated that since government who are the sole proprietors of public schools are not completely committed to funding their schools, school administrators must have to explore other sources to complement government allocation. Ogono (2021) in a study revealed that school administrators of the 21st century need to develop the entrepreneurial spirit if they must succeed in attaining school goals. In view of the plethora of challenges emanating from inadequate funds in educational institutions in Nigeria, emphasis on entrepreneurial creativity by school administrators has become inevitable (Moses, 2020).

Byjus (2022) views entrepreneurship is the ability and reediness to develop, organize and run a business enterprise along with any of its uncertainties in order to make profit. The individual who engages in this type of venture is called an entrepreneur. An entrepreneur is an individual who possess the drive, ambition, foresight and imagination to break through traditional barriers, recognize business opportunities, overcome social inertia and transform ideas into reality with the aim to make profit. According to Ugbo (2019), the main goal of every entrepreneur is to make profit.

Byjus (2022) stated that entrepreneurs are often known as a source of new ideas or innovators who brings new ideas in the market by replacing old with a new invention. Byjus further stated that the entrepreneurial vision is defined by discovery and risk-taking and is an indispensable part of a nations capacity to succeed in an ever changing and more competitive global market place. From the above descriptions of entrepreneur and

entrepreneurship, it can be deduced that the characteristics of an entrepreneur includes; innovativeness, creativity, risk taking, opportunity identification, opportunity exploitation, information gathering, courage, being visionary and flexibility.

Creativity is the ability to generate new ideas or ways of doing things. Innovativeness is the ingenuity to take newly created ideas and developing them into something new, unique useful and practical (Tuvey, 2013). Risk taking is any consciously or non-consciously controlled behaviour with a perceived uncertainty about its outcome, and/or about it's possible benefits or costs for the physical, economic or psychosocial wellbeing of oneself or others. Entrepreneurs are always willing to make decisions and take actions that involve uncertainty with the sole aim of making profits in financial terms (Ugodi, 2022). Opportunity identification is the ability of entrepreneurs to search and identify business opportunities or needs to be solved while opportunity exploration means taking proactive actions to maximize profits from identified opportunities. Information exploration is the ability of entrepreneurs to search for and gather information about societal needs that requires immediate solution. It is through information exploration that business opportunities are identified. Being visionary is the ability to project and plan for the future with purpose and positive imagination. A visionary entrepreneur visualizes the amount of money needed for a project and takes action steps to achieve it.

Etoti (2021) discovered in a study that developing the attitude and mindset of an entrepreneur is the key for managers to enhance cash inflow in every organization. Daniel (2018) in study revealed that there is a relationship between administrative behaviour and revenue generation in schools. Nwandu (2019) also found out in her own study that exploring alternative funding sources like an entrepreneur will to a great extent enhance a



schools asset base. In a related study, Samahil (2019) examined the contributions of school administrators in school funding and discovered that principals of both private and public secondary schools agreed that they usually seek for financial assistance from the immediate school community, alumni associations and parents teachers associations. This can be regarded as entrepreneurial action and Otite (2020) stated that every school head should expedite effort to seek ways of generating funds for their schools (Otite, 2020). Edoho (2020) discovered in his study that school administrators who were entrepreneurial in their approach to school management drew far-reaching financial supports during the pandemic. Ojei (2020) was emphatic when he stated that the days of waiting patiently for government financial allocation before initiating beneficial school projects will be over if school administrators will be smart, courageous and difficult enough to adapt the entrepreneurial character.

Statement of the Problem

Educational institutions such as universities need funds to sustain itself. However, poor funding has characterized the Nigerian university system. Public universities lack basic teaching and learning facilities. Lecturers rarely receive research grants and scholarships. Hostels classrooms and staff offices are either grossly dilapidated, ill-equipped or are totally lacking especially in public universities in Cross River. This scenario has resulted to strike actions and students violent demonstrations on university campuses in recent times, which is a way to show their dissatisfaction of the ugly situation. While the government have always called for calm and made promises for increased funding, these promises have not been fulfilled and that has become a source of worry to stakeholders in education. Stakeholders in education are also worried over the poor

quality of graduates charmed out of universities that do not have the necessary teaching and learning facilities and infrastructure, it is against this background that the present study seeks to examine the entrepreneurial behaviours that could be imbibed by university administrators and the extent to which these behaviours may lead to additional fund generation in universities.

Research Question

What are the entrepreneurial behaviours to be imbibed by university administrators.

Hypotheses

- 1) There is no significant difference between the perception of administrators of federal university (Unical) and a state university (Unicross) on the entrepreneurial behaviours to be imbibed by university administrators.
- 2) There is no significant difference between the perception of federal university administrators and state university (Unicross) administrators (Unicross) on the extent to which imbibing entrepreneurial behaviours can lead to additional fund generation in public university.

Methodology

The study adopted a survey research design. The research area was Cross River State which is hosting two government owned universities: University of Calabar (Unical) and university of Cross River State (Unicross). The population of the study comprised all dean of academic faculties in both universities unical (20 deans, unicross 8 deans) and the 2 deputy bursars and 2 deputy vice chancellors administrator of both universities. This gave a total of 32 administrators. The 32 administrators were all involved in the study as there was no sampling technique because the population was small and manageable. The instrument used for data collection was a self-developed questionnaire titled "entrepreneurial behaviour and additional fund generation



questionnaire (EBAFGQ). The instrument is a 4 point likert-type scale divided into two sections. Section A contained 6 items used to answer the research question 1 and it is scaled into: strongly agree (SA)- 4 points, Agreed (A)-3 points, disagree (d)-2points and strongly disagree (SD)-1 points. Section B contained 12 items used to elicit responses on the extent to which imbibing entrepreneurial behaviour by university administrators can lead to additional fund generation. It is scaled into: very high extent (VHE)-4 points, high extent (HE)-3 points, low extent (LE)-2 points and very low extent (VLE)-1 point. The reliability of the instrument was established using Cronbach Alpha Analysis and the reliability coefficient value yielded ‘r’ 0.87 which was considered

adequate for the study. A total of 32 copies of the questionnaire were distributed personally by the researcher to the respondents. The researcher chose one month for the administration of the questionnaire. This was to give the busy respondents ample time to fill the questionnaire. The 32 completed questionnaire were all retrieved from the respondents. The data was analysed using mean rating and t-test statistics for the research questions and hypothesis respectively. Any mean score equal to or high than 2.50 represents agreed whereas any mean score lower than 2.50 represents disagree. Thus, 2.50 is the decision rule while the hypothesis was tested at 0.05 significant level.

Results and Findings

Research Question: What are the entrepreneurial behaviours to be imbibed by university administrators?

Table 1: Mean ratings on the perception of university administrators on the entrepreneurial behaviours to be imbibed by university administrators

S/N	Item	\bar{X}	SD	Decision	\bar{X}	SD	Decision
1	Creativity	3.65	0.63	Agreed	3.72	0.59	Agreed
2	Innovativeness	3.44	0.48	Agreed	3.55	0.56	Agreed
3	Opportunity identification	3.82	0.61	Agreed	2.91	0.33	Agreed
4	Opportunity exploration	3.00	0.40	Agreed	3.08	0.28	Agreed
5	Risk taking	3.33	0.52	Agreed	2.82	0.63	Agreed
6	Information exploration	2.72	0.37	Agreed	3.58	0.43	Agreed
7	Visionary	2.80	0.39	Agreed	3.16	0.41	Agreed
8	FLEXIBILITY	3.25	0.55	Agreed	2.88	0.38	Agreed

Table 1 above revealed that items 1-8 obtained mean scores above the criterion mean of 2.50 for both UNICAL Administrators and UNICROSS administrators. This implies that administrators from both universities agreed that creativity, innovativeness, opportunity identification, opportunity exploration, risk taking, information exploration, visionary and flexibility are entrepreneurial behaviours to be imbibed by university administrators for additional fund generation.

Hypothesis One: There is no significant difference between the perception of UNICAL AND UNICROSS Administrators on the entrepreneurial behaviours to be imbibed by university administrators for additional fund generation.

Table 2: Independence t-test analysis of the difference in perception of UNICAL and UNICROSS administrators on the entrepreneurial behaviours to be imbibed by university administrators for additional fund generation

Respondents	N	\bar{X}	SD	Df	t-cal	t-crt	Prob.	Decision
UNICAL Administration	22	3.38	0.58	30	1.47	2.63	.05	H ₀ Accepted
UNICROSS Administrators	10	3.27	0.63					

Table 2 showed that t-calculated value of 1.47 is less than the t-critical value of 2.63. The null hypothesis therefore accepted. This means that there is no significant difference between the opinion of Unical and Unicross administrators on the entrepreneurial behaviours to be imbibed by university administrators for additional fund generation.

Hypothesis Two: There is no significant difference in the perception of Unical and Unicross administrators on the extent to which imbibing entrepreneurial behaviour could lead to additional fund generation.

Table 2: Independence t-test analysis of the difference between the perception of UNICAL and UNICROSS administrators on the entrepreneurial behaviours to be imbibed by university administrators for additional fund generation

Respondents	N	\bar{X}	SD	Df	t-cal	t-crt	Prob.	Decision
UNICAL Administration	22	3.23	0.59	30	1.58	1.96	.05	H ₀ Accepted
UNICROSS Administrators	10	3.58	0.89					

Table 3 showed that t-calculated value of 1.58 is less than t-critical value of 1.96. The null hypothesis is therefore accepted. This means that there is no significant difference between the perception of Unical and Unicross administrators on the extent to which imbibing entrepreneurial behaviour by university administrators could lead to additional fund generation.

Discussion of Findings

The results in table 1 revealed that creativity, innovativeness, opportunity identification, opportunity exploration, risk taking, information exploration, visionary and flexibility are entrepreneurial behaviours to be imbibed by university administrators for additional fund generation. Also among the behaviours mentioned, creativity and flexibility were favoured most by university administrators as behaviours to be imbibed for additional fund generation. This finding agrees with Ogono (2021) who revealed in his study that school administrators of the 21st century need to develop the entrepreneurial spirit if they must succeed in attaining school goals.

The finding is also supported by Moses (2020) who stated that in view of the plethora of challenges emanating from inadequate funds in educational institutions in Nigeria, emphasis on entrepreneurial creativity by school administrators has become inevitable. Onen (2022) also remarked that school administrators must have to exhibit a level of flexibility by considering other sources of funding their institutions instead of overdependence on the government for every penny. This implies that university administrators must endeavor to adapt the mindset and character of entrepreneurs in order to generate additional funds for their institutions.



Result of hypothesis one revealed that there is no significance difference in the perception of UNICAL administrators and UNICROSS administrators on the entrepreneurial behaviour to be imbibed by university administrators. This finding corroborates that of Ajan (2020) who discovered in a study that administrators of both state and federal educational institutions in Nigeria agreed that they need to adopt an effective administrative behaviour in order to transform their schools. This administrator behaviour should be imbibing the entrepreneurial behaviour. This finding also agrees with (Etoti, 2021) who discovered in a study that developing the attitude and mindset of an entrepreneur is the key for managers to enhance cash inflow in every organization. This implies that administrators of both federal and state universities need adequate funds to effectively run their schools and therefore need to imbibe behaviours that can propel them into taking actions that can generate funds for their institutions.

Findings of hypothesis two revealed that there is no significant difference in the perception of Unical and Unicross administrators on the extent to which imbibing entrepreneurial behaviour by university administrators could lead to additional fund generation. This finding is in tandem with that of Nwandu (2019), who found out in his study that exploring alternative funding sources like an entrepreneur will to a great extent enhance a schools asset base. This finding is also in agreement with that of Edoho (2020) who discovered in his study that school administrators who were entrepreneurial in their approach to school management drew far reaching financial supports during the covid-19 pandemic. This implies that university administration can have adequate funds at their disposal if they can discipline themselves to imbibe the entrepreneur behaviour in the process of carrying out their administrative functions.

Conclusion

Based on the findings of this study, it was concluded that strong agreement exist between administrators of UNICAL (federal university) and UNICROSS (a state university) on the entrepreneurial behaviour to be imbibed by university administrators. Also imbibing these entrepreneurial behaviours will to a great extent lead to generation of additional funds to complement government funding and dismantle the limitations posed on university management because of inadequacy of funds.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were made:

- 1) For effective university system, university administrators should religiously imbibe the entrepreneurial behaviours put forward in this study to enhance the financial base of their institutions.
- 2) University administrators should attend business and entrepreneurial conferences, seminars and workshops in order to be well equipped in entrepreneurial skills.
- 3) University administrators should be flexible and not rigid in changing their mindset about overdependence on government funding by switching their mindset to using their creativity to attract funds for their institutions.
- 4) Government should give university administrators a level of autonomy in generating and managing additional funds to run their institutions.

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