

ADOPTION OF CREATIVE FUND GENERATION STRATEGIES IN BUSINESS EDUCATION FOR STUDENTS' SKILL ACQUISITION AND CAPACITY BUILDING IN TERTIARY INSTITUTIONS IN ANAMBRA STATE

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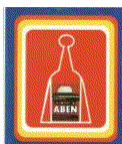
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Abstract

The study ascertained the adoption of creative fund generation strategies in business education for students' skill acquisition and capacity building. Two research questions and two null hypotheses guided the study. The study adopted descriptive survey design. A population of 107 business education lecturers in tertiary institutions in Anambra State was studied without sampling. Structured questionnaire containing 20 items, which were face and content validated by three experts in the field of education was used to collect data for the study. The reliability of the instrument was established using trial-testing and data collected were calculated using Cronbach Alpha formula which yielded correlation co-efficient of .79 and .88 were obtained for clusters B1 to B2 respectively with an overall value of .84. Data collected were analyzed using mean, standard deviation and t-test. The findings of the study showed that respondents disagreed that business education-industry partnership and business enterprises are adopted as creative fund generation strategies in business education for students' skill acquisition and capacity building. Ownership of Institution was not a significant factor on respondents' mean ratings on the adoption of business education-industry partnership as well as business enterprises as creative fund generation strategies in business education. The researcher concluded that business education-industry partnership, and business enterprises are not adopted as creative fund generation strategies in business education for students' skill acquisition and capacity building in tertiary institutions in Anambra State. It was recommended among others that Management of business education programmes in tertiary institutions in Anambra State should adopt and effectively implement well-articulated business education-industry partnership strategy to ensure that the actual funding needs of the programme are addressed. This will help in the provision of modern teaching resources needed for effective training students in skill acquisition and capacity building.

Key Words: Creative Fund Generation Strategies, Business Education, Skill Acquisition Capacity Building



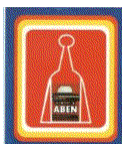
Introduction

Since Nigeria's independence in 1960, education is recognized as a veritable tool for personal and national development, and an inalienable right of the citizens. This is why the citizens continue to demand for quality education as they view it as a key to unlocking their economic doors, expanding their economic horizons and freedom, and a ladder by which they can escape unemployment and poverty. Education, according to Etuk (2012), is the process of acquiring new values and skills for the purpose of effective functioning in the society. The federal government of Nigeria recognizes that unemployment problems facing the country can best be addressed through functional education which can equip the youth with skills for self-reliance, and introduced business education into the school system right from the secondary to tertiary education level (Nwaukwa, Iloeje, Obianuju and Nwagu, 2018).

Business education is education for gainful employment or self-reliance. As a discipline, it is expected to expose its recipients to diverse curricula, hence, it is that type of vocational education programme that inculcates in its recipients attitudes, knowledge, skills and competencies required for gainful employment in modern organizations, and/or to teach business subjects/courses in secondary and tertiary institutions (Sani, Mohammed and Aliyu, 2017). The curriculum of business education focused on fostering students' acquisition of skills in managerial, communication, ethics and human relations, scientific and 21st century technological needs for administrative/clerical fieldwork and self-reliance (FRN, 2013). The programme offers various skills in Accounting, Marketing, Office Technology and Management (OTM). Edokpolor and Egbri (2017) stipulated that the main objectives of Business Education include to: prepare students for specific career in office occupation, equip students with the requisite skills for job creation and entrepreneurship, and expose students with knowledge about business, including a good blend of computer technology. Therefore, a graduate of business education is expected to have acquired relevant skills, as well as build their capacity to competently compete in the global workplaces.

Skill acquisition refers to the manifestation of idea and knowledge through training geared towards instilling in individuals, the spirit of entrepreneurship needed for meaningful development (Nwaukwa et al., 2018). Skill acquisition increases cooperation and performance among employees, and requires the accumulation of different skill sets that enhances task performance through the integration of both theoretical and practical forms of knowledge which can be provided in business education programme. Capacity building, according to Nwazor (2012) is a dynamic process that enables individuals and agencies to develop the critical social and technical capacities to identify and analyze problems as well as proffer solutions to them. Nwazor further defined it as the process by which individuals, irrespective of sex, are equipped with skills and knowledge needed to perform effectively and efficiently in their different callings. The author added that capacity building is the ability to enable the people to make use of their creative potentials, intellectual capacities and leadership abilities for personal as well as national growth and development. Capacity building therefore means planning for students (business education students inclusive) to acquire knowledge and advanced skills that are critical to gainful employment and self-employment, thus contributing to the nation's economic growth. It is the planned programmes that impart skills which will enable the recipient put the knowledge and skills acquired into productive uses to solve wide range of individual and national problems. Business education programme build the capacity of students to gain employment or become self-employed upon graduation (Nwazor, 2012).

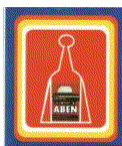
Business education is a capital intensive programme. For its benefits to students and the nation to be felt, adequate amount of funds must be made available for its execution. This is geared towards adequately meeting the cost of personnel, building, equipment and laboratories, studios, libraries, textbooks and re-training of lecturers for effective delivery. However, providing quality business education to all is daunting, considering the present economic situation that Nigeria finds itself, which is the worst in recent memories (Anele, 2020). The Nigeria's economy is in recession



which is visible in high rate of inflation, rising unemployment, and capital importation among others (National Bureau of Statistics (NBS), 2020). The economic recession is biting hard in the country, as government revenue fall and many states governors unable to pay salaries of staff for months or even years. The state governors are constantly reminding everyone that there are no funds to pay worker 's salaries. In support, Oyekunle (2016) stated that the effect of economic recession is felt most in the education system in Nigeria. Despite the recommendation of UNESCO of 15 - 20 percent of national budgets to be devoted to education (business education programme inclusive), a closer look at Nigeria's expenditure on education reveals that Nigerian government expends between 3 and 5 percent which is far below the UNESCO's set standard. The implication of this poor funding of education is the fact that it inhibits effective delivery of educational programme.

In Nigeria, business education programme depends largely on government budgetary allocations (Bamigboye, Ede and Adeyemi, 2016). However, the economic recession facing the nation has led to budget cuts by government which has significantly affected the quality of delivery of business education both at secondary and tertiary institutions' levels. In agreement, Oyekunle (2016) stated that the effect of the economic recession has hindered the quality of delivery of business education in Nigeria. Abubakar (2017) regretted that business education departments in some state and federal institutions lack conducive learning environment and teaching facilities resulting to teaching and learning being conducted in very unhealthy and poor conditions thus, affecting students' learning and acquisition of 21st century skills. In fact, the shortfalls in each school annual budgetary allocation is frustrating efforts at meeting the salary obligation of teaching and non-teaching staff, resulting in three to seven months of arrears in salary payment (Ahmed, 2017). It is also affecting the release of grant, payment of allowances to business education lecturers, purchase of books, subscription for journals needed for effective business education curriculum delivery, staff training through workshops, conferences and seminar as well as the rate of renovation of dilapidated buildings. The poor funding of tertiary institutions have resulted to incessant strikes by both the academic and non-academic staff in the Nigerian tertiary institutions. Yahaya (2017) posited that by not investing well in business education programme, Nigeria is invariably investing in its destruction. In agreement, Obonya (2019) noted that insufficient funding in public tertiary institutions was leading to the deterioration of physical facilities, internal and external brain drain among the intellectual class; and overstretching of teaching research and managerial capacities.

In view of the poor funding of tertiary institutions by the Nigerian government, the National Universities' Commission (NUC, 2019) has encouraged tertiary institutions in Nigeria to develop innovative strategies to source for funding to augment government declining budgetary allocation, rather than completely depending on government for funding. Thus, a lot of strategies can be adopted by business education departments to fund their programmes. Bongila in Eze (2016) listed innovative strategies for funding educational programmes (business education programme inclusive) in tertiary institutions to include; alumni association, university strategic planning, prestige communication techniques, advancement strategies, skills and team building, endowment income, stable enrollment and tuition increase. Others are capital campaigns, foundations, estate planning/deferred giving, intellectual property development and marketing through research commercialization, economic development, new venture creation, and spinning out commercial companies based on research inventions at the institutions. Similarly, Wallace in Eze (2016) stated that public tertiary institutions in Nigeria cannot continue to operate as they did in the 1950s, relying on federal and state appropriations to fund the majority of their educational costs. They must focus more on improving their fund activities through the adoption of marketing strategies such as segmentation, targeting, differentiation and positioning. Additionally, Ezenwafor (2015) mentioned business education-industry partnership as an innovative strategy for financing business education programme. However, this study focused on adoption of business education-industry partnership and business enterprises as creative fund generation strategies.

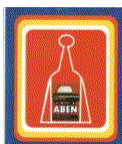


Business education-industry partnership refers to a mutual beneficial involvement of industries in the business education programme at tertiary institution level (Ezenwafor, 2015). This partnership, according to Ezenwafor is important to provide additional funds to support government funding. By engaging in industry partnership, business education department can stimulate the industries to provide financial support for the programme, financially sponsor lecturers to conferences, workshops and seminars nationally and internationally, provide funds for building or equipping department ICT laboratories, provide funds to build and equip departmental libraries, provide electricity for the department (solar/generators), provide pipe-borne water in the department, build classroom blocks and lavatories for the department, give financial grant to lecturers and students as well as give scholarship to students and lecturers of the department (Nwazor and Nwaukwa, 2015). Similarly, business education departments can fund their programme by engaging in business enterprises. Business education emphasizes wealth creation through entrepreneurship, it teaches self-reliance through innovation and creativity. Hence, the programme is expected to live up to its mantra by leading the way in area of adoption of business enterprises by establishing small scale enterprises to generate income to support the programme instead on waiting for government funding. These small businesses includes opening of stores and printing business, opening of bookshops, car wash business, food canteen (eatery), and chair and canopy for rent. Others are research consultancy services, transportation services, built up shops for rent, fee-for-service parking lots, laundrettes, renting of halls in idle time and ventures creating avenue for student-work programmes.

According to Eze (2016), while private tertiary institutions have been adopting creative fund generation strategies in funding their programmes for many years, the level of adoption of creative fund generation strategies by public tertiary institutions were still low. This supports the earlier observation by Okojie (2010) that only a handful of public universities in Nigeria are utilizing creative strategies in funding the cost of their educational delivery operations. In funding of tertiary institutions' programmes (business education programme inclusive), the involvement of the senior leadership such as Head of Departments and professors is crucial, as is engagement with the wider academic community. This is because; the planning and development of the strategies needs the vision, endorsement and involvement of the departments' leadership in order to be successful. Without it, the effort will lack credibility and will fail according to Sargeant and Jay (2014). Funding also needs the support of other academic staff to generate project ideas, inspire and engage potential donors and steward those who have given. It is an organizational commitment.

The extent of adoption of creative fund generating strategies in business education could be influenced by institutional ownership. Institutional ownership in this study is federal government-owned and state-owned tertiary institutions offering business education. While state-owned tertiary institutions are formed and administered by the state government, the federally owned institutions are owned by the federal government. The extent business education-industry partnership and business enterprises are adopted as creative fund generation strategies in business education may vary between federal and state institutions due to differences in budgetary allocations. Business education in federal institutions in Nigeria may be receiving more funds from the federal government which could influence their engagement in other sources of funding when compared to the state owned institutions that face lesser funding by governments. However, the incessant strike actions by the academic and non-academic staffs of both federal and state tertiary institutions in Nigeria over governments' inability to adequately fund education suggest that institutional ownership may not influence the adoption of creative fund generation strategies.

Strategies are the technique or mechanism put in place to maintain the degree of quality of excellence of a product or service (Okoye and Ashibogwu, 2018). As it applies to funding of business education, strategies are the mechanisms adopted to externally generate funds to support the financing of business education operations. In order words, it involves series of operational



techniques and activities which include all actions taken to provide funds from other sources apart from government so as to improve the quality of business education delivery. Given the capital intensive of running business education programme, and the poor funding of tertiary institutions by the Nigerian government, there is need for business education to improve its revenue by adopting creative fund generating strategies such as business education-industry partnership and small scale business. Thus this study sought to ascertain the adoption of creative fund generation strategies in funding business education for students' skills acquisition and capacity building in Anambra State.

Statement of the Problem

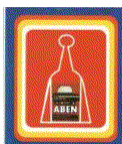
Funding in business education in Nigeria is regarded as a critical component of its quality delivery. In fact, fund is recognized as a fundamental component of the overall mission of business programme. In Nigeria, only few public tertiary institutions such as Lagos, University of Ilorin, University of Benin and Bayero University of Kano where business education programme is offered are developing creative funding strategies such as school-industry partnership and small scale enterprise such as building shop for rent, opening of cybercafés; fee-for-service parking lots, and transportation services among others. This cannot be said of most public institutions in the south east Nigeria especially in Anambra State whose efforts in generating funds through external funding seem not to be enough. As a result, business education programmes largely depend on government funding which is declining yearly. This often results in lack of conducive learning environment and teaching facilities resulting to teaching and learning being conducted in very unhealthy and poor conditions thus, affecting students' acquisition of skills. The prevailing challenges in the public tertiary institutions in Nigeria especially Anambra state calls for more emphasis on strategic planning, insightful understanding and appreciation of creative fund generation strategy and their adoption in dealing with the issue of poor funding. Most especially at this rapid growth and change in technology, which demands that business education programme must be acquiring modern or latest equipment and facilities for teaching and re-training of academic staff in order to equip students with relevant skills and build their capacity to face the challenges of the 1st century.

The problem of this study is that cursory observation by the researchers revealed that most public tertiary institutions in Anambra State seem not to have adopted creative fund generation strategies such as business education-industry partnership and small scale enterprise in funding activities. However, the researcher are worried that the inability of business education programme to highly adopt these strategies could worsen the already existing financial challenges faced by the programme and negatively affect the quality of their operations. Therefore, this study specifically ascertain (i) the adoption of business education-industry partnership as a creative funding strategy in business education in Anambra State (2) the adoption of business enterprises as a creative funding strategy in business education in Anambra State.

Research Questions

The following research questions guided the study:

1. What business education-industry partnership is adopted as a creative fund generation strategy in business education in Anambra State?
2. What business enterprises are adopted as a creative fund generation strategy in business education in Anambra State?



Research Hypotheses

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

- 1 There is no significance difference in the mean ratings of respondents on the adoption of business education-industry partnership as a creative fund generation strategy in business education based on ownership of institution (federal/state).
- 2 There is no significance difference in the mean ratings of respondents on the adoption of business enterprises as a creative fund generation strategy in business education based on ownership of institution (federal/state).

Method

This study adopted survey design which is the collection of information from a sample of individuals through their responses to questions (check and schutt 2012 pg 160)..It was conducted in Anambra State using a population of 107 business education lecturers in the four public tertiary institutions that offer business education in the State. These include 6 lecturers from Chukwuemeka Odumegwu Ojukwu University, 21 from Nnamdi Azikwe University, 64 from Federal College of Education (Technical) Umunze and 16 from Nwafor Orizu College of Education Nsugbe. The entire population was studied using census sampling technique since the population was manageable and accessible to the researchers. Structured questionnaire titled "Adoption of Creative Fund Generation Strategies of in Business Education for Skills Acquisition and Capacity Building (ACFGS-BESACB)" was used for data collection. The questionnaire consisted of two sections A and B. Section A contained item on demographic information of the respondents such as ownership of institution while Section B contained 20 items in clusters B1 and B2 in respect to the two research questions. Items on section B are structured on four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Face and content validity of the instrument was ascertained using three experts, two from the field of Business Education and one expert from Measurement and Evaluation. The reliability of the instrument was carried out using trial-testing and data collected were calculated using Cronbach Alpha formula to determine the internal consistency of the instrument, and correlation index of .79 and .88 were obtained for clusters B1 to B2 respectively with an overall value of .84. The researchers with the help of two research assistants adequately trained administered the instrument to the respondents in their offices. On the spot distribution and collection of questionnaires was deployed and those who did not fill theirs immediately were revisited on another agreed date. Out of 107 copies of questionnaire distributed, 101 were correctly filled and returned and used for data analysis. Descriptive mean and standard deviation were used to answer the researcher questions and determined the homogeneity of respondents' views while t-test were used to test the null hypotheses at .05 level of significance. A hypothesis was rejected where the p - value is less than the significant value. Otherwise, the null hypothesis was accepted. The data analysis was carried out using statistical package for Social Sciences (SPSS) version 23.

Results

What business education-industry partnership is adopted as a creative fund generation strategy in business education in Anambra State?

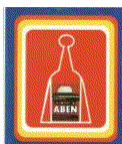


Table 1: Respondents’ Mean Ratings and Standard Deviation on the Adoption of Business Education-Industry Partnership as a Creative Fund Generation Strategy in Business Education (N = 101)

S/N	Adoption of Business Education-Industry Partnership as Creative Funding Strategy	\bar{X}	SD	Remarks
1.	Business education departments seek financial support from private support from industries	2.34	.84	Disagree
2.	Industries do sponsor lecturers in business education department to national conferences, workshops and seminars	1.48	.82	Strongly Disagree
3.	Industries do sponsor lecturers in business education department to international conferences, workshops and seminars	1.37	.61	Strongly Disagree
4.	Industries do provide funds to build and upgrade of business education departmental ICT laboratories	1.43	.77	Strongly Agree
5.	Industries do provide funds to build and equip business education departmental library	1.52	.68	Disagree
6.	Industries have donated/provided solar electricity to business education department to improve power supply	1.50	.72	Disagree
7.	Industries have donated/provided generator sets to business education department to improve power supply	2.13	.91	Disagree
8.	Industries have build classroom blocks for business education department	1.40	.69	Strongly Agree
9.	Industries have build lavatories for business education department	1.72	.72	Disagree
10.	Industries to give financial grant to business education lecturers and students for research purposes	1.41	.70	Strongly Disagree
Cluster mean		1.63	.78	Disagree

The analysis of data in Table 1 show that the respondents disagree that business education-industry partnership is adopted as a creative fund generation strategy in business education. This is shown by the cluster mean of 1.63 which fell within the agree category. The item by item analysis indicates that out of 10 items listed on adoption of business education-industry partnerships as a creative fund generation strategy, items 1, 5, 6, 7 and 9 are rated disagree with mean ranging from 1.50 to 2.34 while the remaining 5 items are rated disagree with mean ranging from 1.37 to 1.48. The cluster mean score of 1.63 shows that on the whole, the respondents disagree that business education-industry partnership is adopted as a creative fund generation strategy in business education. The standard deviation for all the items is within the same range meaning that the respondent are not wide apart in their mean ratings.

Research Question 2

What business enterprise are adopted as a creative fund generation strategy in business education in Anambra State?

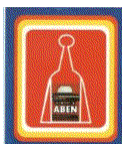


Table 2: Respondents’ mean ratings and standard deviation on adoption of business enterprises as a creative fund generating strategies in business education(N = 101)

S/N	Adoption of Business Enterprises as Creative funding Strategy	X̄	SD	Remarks
11.	My department have cybercafés that generate funds to support its programme	1.51	.80	Disagree
12.	My department operates photocopying and printing business that generate funds	3.49	.62	Agree
13.	My department have a bookshop that generate funds	2.21	.98	Disagree
14.	My department operates car wash center that generates funds	1.24	.61	Strongly Disagree
15.	My department operates food canteen (eatery) that brings in funds	1.30	.82	Strongly Disagree
16.	My department operates chair/canopy renting business that generate funds	2.14	.86	Disagree
17.	My department provide research consultancy services industries to raise funds	2.24	.71	Disagree
18.	My department has built up shops for rent	1.56	.92	Disagree
19.	My department engage in transportation services that bring in funds	1.49	.73	Strongly Disagree
20.	My department operates fee-for-service parking lots that brings income	2.10	.81	Disagree
Cluster mean		1.93	.92	Disagree

The analysis of data in Table 2 show that the respondents disagree that business enterprises are adopted as a creative fund generation strategy in business education. This is shown by the cluster mean of 1.93 which fell within the agree category. The item by item analysis indicates that of the 10 listed items on adoption of business enterprises as a creative fund generation strategy in business education, item 12 with mean of 3.49 is rate agree, items 11, 13, 16, 17, 18 and 20 with mean raging from 1.30 to 1.49 are rated disagree while the remaining three items (items 14, 15 and 19) with mean ranging from 1.51 are rated strongly disagree. The standard deviations for all the items are within the same range showing that the respondents are not wide apart in their mean ratings.

Hypothesis 1

There is no significance difference in the mean ratings of respondents on the adoption of business education-industry partnership as a creative fund generation strategy in business education based on ownership of institution (federal/state).

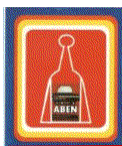


Table 3: Summary of t-test comparison of the mean ratings of respondents on the adoption of business education-industry partnership as a creative fund generation strategy in business education

Ownership of Institution	N	\bar{X}	SD	df	T-value	P-value	Decision
Federal	80	1.66	.58	99	.08	1.08	Not Significant
State	21	1.51	.73				

Data in Table 3 show that the t-value of .08 with 99 degree of freedom has p-value of 1.08 which is greater than the criterion value of .05 (P-value = 1.08 >.05). This means that there is no significance difference in the mean ratings of respondents on the adoption of business education-industry partnership as a creative fund generation strategy in business education based on ownership of institution (federal/state). Therefore, the null hypothesis is accepted.

Hypothesis 2

There is no significance difference in the mean ratings of respondents on the adoption of business enterprises as a creative fund generation strategy in business education based on ownership of institution (federal/state).

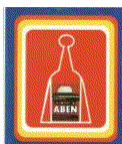
Table 4: Summary of T-Test Comparison of The Mean Ratings of Respondents on The Adoption Of Business Enterprises as a Creative Fund Generation Strategy in Business Education

Ownership of Institution	N	\bar{X}	SD	df	T-value	P-value	Decision
Federal	80	2.12	.71	99	1.28	.06	Not Significant
State	21	1.98	.83				

Data in Table 4 show that the t-value of 1.28 with 99 degree of freedom has p-value of .06 which is greater than the criterion value of .05 (P-value = .06 >.05). This means that there is no significance difference in the mean ratings of respondents on the adoption of business enterprises as a creative fund generation strategy in business education based on ownership of institution (federal/state). Therefore, the null hypothesis is accepted.

Discussion of Findings

Findings of this study revealed that respondents disagree that business education-industry partnership and business enterprises are adopted as a creative fund generation strategy in business education. The respondents indicated that business education departments in the area of the study hardly collaborate with the industries for funding of their programmes. Specifically, they indicated that business education departments are not collaborating with industries in areas of sponsorship of lecturers for national and international conferences, workshops and seminars, provision of funds for building and upgrading of ICT laboratories, departmental libraries, classroom blocks and lavatories. The finding of this study agrees with the assertion Eze (2016), that the level of adoption of creative fund generation strategies by public tertiary institutions in Nigeria was low. Eze noted that only a

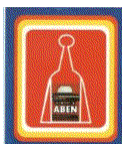


handful of public universities in Nigeria are utilizing creative strategies in funding the cost of their operations. Emeasoba (2017) stated that partnership between business education and industries are strategies for improving funding, as well as the quality of business education programme. In addition, Nzokurum and Agala (2019) reported that effective collaboration between business education and industries improves the quality assurance of the programme in tertiary institutions in Nigeria. The findings of this study is not far off from the researcher's cursory observations that business education departments in tertiary institutions in the area of the study are not effectively partnering with industries in raising funds to support their programmes, instead, depend solely on government's poor funding. This could be the reason for poor learning environments and unavailability of most modern facilities and equipment in the laboratories of most business education departments. Findings of the study also revealed that there was no significance difference between federal and state tertiary institutions in the mean ratings of respondents on the adoption of business education-industry partnership as a creative fund generation strategy in business education. This means that business education-industry partnership is not being adopted as a creative fund generation strategy in business education in both federal and state tertiary institutions in Anambra State.

Findings of the study showed that the respondents disagree that business enterprises is adopted as a creative fund generation strategy in business education in Anambra State. The respondents agreed that business education departments in the area of the study operates photocopying and printing business that generate funds while they do not engage in other small scale businesses listed to generate funds to support the cost of their programmes. In agreement, Okojie (2010) revealed that majority of tertiary institutions in Nigeria do not create wealth through smack business ventures. The findings of this study is surprising to the researcher in view of the fact that business education is entrepreneurial inclined and should be engaging in these small scale businesses to generate funds. Similarly, business education programme teaches students entrepreneurial skills to enable them become self-reliant upon graduation. However, the fact that business education departments do not put these trainings in practice by establishing business venture for students to see means that the entrepreneurial training of students is theoretical in nature. The findings also indicated that there was no significance difference in the mean ratings of respondents on the adoption of business education-industry partnership as a creative fund generation strategy in business education based on ownership of institution (federal/state). Famurewa (2014) stated that public tertiary institutions (federal and state) in Nigeria do not raise funds through business enterprises despite the fact that business enterprises are among the most effective funding strategies for tertiary institutions.

Conclusion

Business education is a capital intensive programme, and the burden of funding it should not be left entirely for the governments in effect to the current economic which have affected governments' funding of education. As a result, business education should build a strategic relationship with the public enterprises and industries to sponsor them in some certain areas especially training which emphasizes self-reliant. They should not be depending on government for all its funding, but should develop and adopt creative funding strategies to support the delivery of its programmes. The findings of this study revealed that respondents disagree that business education-industry partnership, and business enterprises are adopted as creative fund generation strategies in business education for students' skill acquisition and capacity building. Based on the findings of this study, the researcher concludes that business education-industry partnership as well as business enterprises are not adopted as creative fund generation strategies in business education for students' skill acquisition and capacity building in tertiary institutions in Anambra State.



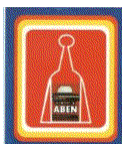
Recommendations

Based on the findings of this study, the following recommendations are made:

1. Management of business education programmes in tertiary institutions in Anambra State should adopt and effectively implement well-articulated business education-industry partnership strategy to ensure that the actual funding needs of the programme are addressed. This will help in the provision of modern teaching resources needed for effective training students in skill acquisition and capacity building.
2. Management of business education should urgently embark on the establishment of various small scale businesses to generate regular income for the programme. This will enable them to provide new and modern teaching facilities and equipment needed in the department, hence, an improvement in students' learning, acquisition of skills and capacity building.

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