



ADEQUACY OF HUMAN AND MATERIAL RESOURCES FOR TEACHING CORE BUSINESS EDUCATION SKILL COURSES IN ENTREPRENEURIAL CENTRES IN TERTIARY INSTITUTIONS IN SOUTH-EAST, NIGERIA.

Paul-Mgbeafulike V. S. (Phd)

benjaminike05@mail.com
Department of Technical and
Vocational Education,
Nnamdi Azikiwe University,
Anambra State.

Abstract

The study examined the adequacy of human and material resources for teaching core business education courses in entrepreneurial centers in tertiary institutions in South-East, Nigeria. Two research questions and two hypotheses were developed to guide the study using descriptive survey research design. The population for the study comprised all the 226 Business educators (lecturers/instructors) across public tertiary institutions that offer Business Education in South-East, Nigeria. The entire 226 Business educators were involved as respondents, hence, there was no sampling for the study. Instrument for data collection was a structured questionnaire titled "Adequacy of Institutional Entrepreneurial Centers for Effective Instructions in Business Education programme Questionnaire (AIECEIBEPQ)". The instrument was face-validated by three experts, two from Business Education Department and one from measurement and evaluation, all from Ebonyi State University Abakaliki. The reliability of the instrument was ascertained by trial testing 15 copies of the questionnaire on Business educators from University of Benin, Edo State. Data collected from the trial testing were analyzed using Cronbach Alpha reliability technique which yielded reliability coefficient of 0.83 for cluster one and 0.76 for cluster two. Out of the 226 copies of questionnaire administered to the 226 Business educators, 215 were completely filled and returned indicating 95.1% return rate. The data collected were analyzed using mean and t-test statistics. The study found that the quality of available Business educators for instruction in entrepreneurship centers and equipment are grossly inadequate. There is no significant ($p < 0.05$) difference in the mean ratings of the responses of Business Educators from Universities and Colleges of education on adequacy of Business educators and required equipment in entrepreneurial centers for teaching core Business Education skill courses. The study recommended that: there should be increased involvement of highly competent and experienced Business educators and adequate provision of relevant equipment for quality instruction in entrepreneurial centers in favour of business education programme in the tertiary institutions in South-east Nigeria.

Keywords: *Human, material resources, business education, entrepreneurial, tertiary institutions.*

Introduction

Business education is the type of vocational education that bothers about businesses, training of learners to use his head, heart and hand to earn a living either as self or paid employee in business careers. According to Edokpolor and Owenvbiugie (2017), Business education is one of the occupational areas that are richly provided by vocational and technical education in Nigeria. It is referred to as a programme of instruction that offers various skills in accounting, marketing and Office Technology and Management (OTM). According to Ajisafe, Bolarinwa and Edeh (2015), major topics in Business education include: office practice, book keeping, business mathematics, business communication, secretarial duties, word processing, advertising, among others. Edokpolor and Egberi (2017) had stipulated that the actual goals of business education include: preparation of students for specific career in office occupations, exposing



students with knowledge about business and equipping students with the requisite skills for job creation and entrepreneurship.

Entrepreneurship deals with effort to equip trainees with the willingness and ability to seek for investment opportunities, to establish and to run an enterprise successfully. Entrepreneurship in the opinion of Baba (2013) deals with the teaching of starting a business, arranging the business deals and take risks in order to make profit through the education skills. Entrepreneurship skills prepare learners to be accountable and innovative persons who become entrepreneurs and contribute to development and sustainability of their communities. It provides opportunities for youths to be experienced, acquire entrepreneurial knowledge, skills, and attitudes including opportunity recognition, idea creation and marshalling resources in face of risk to chase opportunities, venture creation and operation, creativity and critical thinking (Okolie, et al, 2014). According to Akhuemonkhan, Raimi and Sofoluwe (2013), acquisition of entrepreneurship skills has continued to feature as a captivating theme in local summits and international conferences because of its potency as tool for mitigating unemployment and other social-economic challenges inhibiting sustainable development in all parts of the globe. Inyannah (2002) described entrepreneurship skills as skills related to creativity, innovation, personal characteristics, invention, practical skills and marketing. These skills enable graduates to become self-employed entrepreneurs in the management of small and medium scale businesses on graduation. The achievement of the goals of business education cannot be realized without adequate supply of human and material resources for programme implementation.

At tertiary institution level, the human resources are lecturers, instructors and other school personnel that constitute the central figure in the curriculum implementation process. Hence, any issue bothering on the quality and competence of the human resources has direct effects on the quality of service they render to ensure effective curriculum implementation process in Business education and entrepreneurship skill training. Olayide and Heady (1982) described human resources as labour and entrepreneur which are responsible for decision making and planning of activities in organization. Bediako (2019) affirmed that the assumption behind the success of educational instruction is a function of the abilities and skills of the academic staff. The performance and efficiency of human resources in school can among other things depend on the extent of adequacy of required equipment and facilities which constitute the material resources for work. On the other hand, Ezenwa and Patrick (2000) defined material resources as assets in form of material possessions or anything of material value or usefulness that is owned by a person, an enterprise or company for production of goods and services. These include; buildings, machines, tools, instructional materials, equipment, finance, time and so on.

Dickson and Weaver (2008) observed that the increasing rate of unemployment among Nigerian graduates seems to be a cross and a burden to the three tier of government as they continuously initiate different programmes aimed at creating jobs and reducing unemployment and poverty. One of such programmes is the directive given to National Universities Commission to encourage all universities and tertiary institutions to establish entrepreneurship centers and linkage programmes (Ogundale, Akingbade & Akinlabi, 2012). Entrepreneurship centers are targeted to provide necessary skill training to students of tertiary institutions for gainful, self and paid employment on graduation. Unfortunately, the above objectives appear to be far from reality. Despite the establishment of entrepreneurship centers, instructions in Business education seem not to be producing the desired expectations which call for query of the adequacy of the human and material resources in the system. It is the quest for the cause of



this failure that this study was instigated to investigate adequacy of human and material resources for teaching core Business education skill courses in entrepreneurial centers in tertiary institutions in South-East, Nigeria.

Purpose of Study

The broad purpose of the study was to examine the adequacy of human and material resources for teaching core business education courses in entrepreneurial centers in tertiary institutions in South-east, Nigeria. Specifically, the study examined the:

1. Adequacy of Business educators for teaching core Business education skill courses in entrepreneurial centers in tertiary institutions in South-East, Nigeria.
2. Adequacy of required equipment in entrepreneurial centers for teaching core Business Education skills in tertiary institutions in South-East, Nigeria

Research Questions

In line with the specific purposes of the study, the following research questions were answered:

1. How adequate are Business educators for teaching core business education skill courses in entrepreneurial centers in Tertiary Institutions in South-East, Nigeria.
2. How adequate are required equipment in entrepreneurial centers for teaching core business education skill courses in Tertiary Institutions in South-East, Nigeria?

Hypotheses

The following research hypotheses were tested at 0.05 level of significance:

H0₁: There is no significant difference in the mean ratings of Business educators from Universities and Colleges of education on adequacy of Business educators for teaching core business education skill courses in entrepreneurial centers in Tertiary Institutions in South-East, Nigeria.

H0₂: There is no significant difference in the mean ratings of Business educators from Universities and Colleges of education on adequacy of equipment in entrepreneurial centers teaching core Business education skill courses in tertiary institutions in South-East, Nigeria.

Methods

The study was carried out to examine the adequacy of human and material resources for teaching core Business education courses in entrepreneurial centers in Tertiary Institutions in South-East, Nigeria. To achieve the broad purpose, two research questions were developed and answered by the study while two hypotheses were formulated and tested ($p < 0.05$). The study adopted descriptive survey research design. Descriptive survey, according to Rouse (2019) is a research design that deals with collection of data by asking individuals questions either in person, on paper, by phone or online using questionnaire through primary research which is the gathering of first-hand data from its source. Tanny (2018) described survey research design as a procedure in quantitative research in which investigators administer questionnaire to a sample or to the entire population of people to describe the attitudes, opinions, behaviours, or characteristics of the population. In this study, structured questionnaire was administered to Business educators from Tertiary Institutions in South-East Nigeria for data collection.

The population for the study comprised all the 226 Business educators (lecturers/instructors) across public tertiary institutions that offer Business education in South-East, Nigeria. Due to the manageable size of the population, the entire 226 Business educators were involved as respondents, hence, there was no sampling for the study. The data for the



study was collected using a structured questionnaire titled “Adequacy of Institutional Entrepreneurial Centers for Effective Instructions in Business Education programme Questionnaire (AIECEIBEPQ)”. The instrument consists of two parts, (A and B). Part A was designed to elicit data on the adequacy of Business educators in the entrepreneurial centers while Part B was designed to elicit data on the adequacy of required equipment in entrepreneurial centers. The response options for the instrument are: Very Adequate (VAD); Adequate (AD); Inadequate (IA) and Very Inadequate (VIA) with corresponding values of 4, 3, 2 and 1 respectively. The instrument was subjected to face validation in order to ensure its proper wordings as well as to determine its adequacy and appropriateness for the study. Three experts, two from Business Education Department and one from Measurement and Evaluation, all from Ebonyi State University Abakaliki, were used for the face validation exercise. After the validation, the instrument was amended to reflect the experts’ opinions, contributions, suggestions, comments and recommendations to improve the quality of the instrument for data collection.

The reliability of the instrument was ascertained by trial testing 15 copies of the questionnaire to 15 Business educators from University of Benin, Edo State. Data collected from the trial testing were analyzed using Cronbach Alpha reliability technique which yielded reliability coefficient of 0.83 for cluster one and 0.76 for cluster two. Data were collected using personal contact approach with the help of 9 research assistants. Out of the 226 copies of questionnaire administered to the 226 Business educators, 215 were completely filled and returned indicating 95.1% return rate. The data collected were analyzed using mean and standard deviation for answering the two research questions while t-test statistics was used to test the hypotheses at 0.05 level of significance. Using boundary limit of numbers, mean values on items within the real limit of 3.50 – 4.00 were interpreted as Very Adequate (VAD); those mean values within 2.50–3.49 were interpreted as Adequate (AD); mean values within 1.50–2.49 were interpreted as Inadequate (IA) while those items with mean values of 1.00 – 1.49 were regarded as Very Inadequate (VIA). The hypothesis of no significant difference was accepted when the p-value was greater than the 0.05 level of significance but rejected when the p-value was less than the 0.05 level of significance but rejected.

Results

Research Question One

How adequate are Business educators for teaching core business education skills courses in Entrepreneurial Centers in Tertiary Institutions in South-East, Nigeria.

The data for answering research question one are presented in table 1.

Table 1: Mean Ratings of Respondents on Adequacy of Business Educators for Teaching Core Business Education Skill Courses in Entrepreneurial Centers in Tertiary Institutions in South East, Nigeria (N =215)

SN	How adequate are:	\bar{x}	SD	Rmks
1	Highly experienced Business education lecturers (Professors and Chief Lecturers) involved in teaching core business education skilled Courses	2.34	0.84	INA
2	Associate Professors of business education involved in teaching core business education skilled courses	2.22	0.67	INA
3	Senior Lecturers in business education involved in teaching core business education skill courses	2.20	0.82	INA
4	Lecturer 1 in business education involved in teaching core business education skill courses	2.27	0.86	INA



5	Lecturer II in business education involved in teaching core business education skillcourses	2.58	0.78	ADQ
6	Assistant Lecturers in business education involved in teaching core business education skillcourses	2.67	0.75	ADQ
7	Business Education Graduates Assistants involved in teaching core business education skillcourses	2.72	0.73	ADQ
8	Business Education Technologists involved in teaching core business education skillcourses	2.80	0.60	ADQ
GrandMean		2.48 0.76INA		

Note: \bar{x} = Mean, SD = Standard Deviation, ADQ = Adequate; INA = Inadequate.

The data presented in Table 1 above revealed that the mean ratings of the responses of the respondents on items 1, 2, 3 and 4 are 2.34, 2.22, 2.20 and 2.27 respectively which fell within the boundary limit of 1.50 - 2.49 on 4-point rating scale. This indicates that the four items of business educators are "inadequately" provided for teaching core business education skill courses in entrepreneurial centers in Tertiary Institutions in South-East, Nigeria. On the other hand, the mean values of the remaining four items in the table, specifically, items, 5, 6, 7 and 8 are 2.58, 2.67, 2.72 and 2.80 respectively which are within the boundary limit of 2.50-3.49 on 4-point rating scale. This implies that the remaining four items of business educators are "adequately" provided for teaching core business education skill courses in entrepreneurial centers in Tertiary Institutions in South East, Nigeria. The standard deviation values of the 8 items in the table ranged from 0.60 to 0.86 which indicated that the responses of the respondents were close to the mean and one another.

Hypothesis One

H₀₁: There is no significant difference in the mean ratings of Business educators from Universities and Colleges of education on adequacy of Business educators for teaching core Business education skills courses in entrepreneurial centers in tertiary institutions in South-East, Nigeria.

Data for testing hypothesis one are presented in Table 2 below

Table 2: Test of Significant Difference in the Mean Ratings of Business educators from Universities and Colleges of education on adequacy of Business educators for teaching core Business education skills courses in entrepreneurial centers.

Variables	N	X	SD	DF	Std. Error	t-cal	P-value	Level of sig.	Remarks
Bus. Ed in Universities	92	2.48	0.76	213	0.18	0.37	0.51	0.05	NS
Bus. Ed in COE	123	2.46	0.74						

Note: NS = Not Significant at 0.05.

The result presented on the t-test statistics in Table 2 shows the p-value of 0.51 was greater than 0.05 level of significance and at 213 degree of freedom. This indicates that there was no significant ($p < 0.05$) difference in the mean ratings of the responses of Business Educators from Universities and Colleges of education on adequacy of Business educators for teaching core Business education skills courses in entrepreneurial centers in tertiary institutions in South-East, Nigeria. Hence, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the



responses of Business educators in Universities and Colleges of education is accepted on hypothesis one.

Research Question Two

How adequate are required equipment in entrepreneurial centers for teaching core Business education skill courses in tertiary institutions in South-East, Nigeria?

The data for answering research question two are presented in Table 3 below.

Table 3: Mean Ratings of Respondents on Adequacy of Required Equipment for Teaching Core Business Education Skill Courses in Entrepreneurial Centers in Tertiary Institutions in South East, Nigeria (N =215)

SN	How adequate are:	\bar{x}	SD	Rmks
1	Desktop computers	2.29	0.74	INA
2	Adding machines	2.22	0.72	INA
3	Photocopiers	3.34	0.55	ADQ
4	Fax machines	2.47	0.92	INA
5	Digital cameras	2.30	0.55	INA
6	Electronic market presentation machine	2.44	0.64	INA
7	Shredding machines	2.28	0.57	INA
8	Multimedia projectors	2.68	0.65	ADQ
9	Product branding machines	2.43	0.57	INA
10	Laptops	2.39	0.70	INA
11	Video conferencing	2.43	0.77	INA
12	Applications software	2.72	0.75	ADQ
13	Magnetic tapes	2.23	0.83	INA
14	Franking machines	2.40	0.93	INA
15	Guillotine machines	2.26	0.98	INA
16	Printers	3.35	0.81	ADQ
17	Machines audio-video tape	2.34	0.62	INA
18	Electronic chalkboards	2.27	1.03	INA
19	Dictating machines	2.39	0.96	INA
20	Internet facilities	2.30	0.74	INA
	Grand mean	2.47	0.75	INA

Note: \bar{x} = Mean, SD = Standard Deviation, ADQ = Adequate; INA = Inadequate.

From the data presented in table 3 above, it was showed that the mean ratings of the responses of the respondents on items 16 out of the 20 items in the table ranged from 2.22 to 2.47 which fell within the boundary limit of 1.50 - 2.49 on 4-point rating scale. This implies that 16 identified equipment are “inadequately” provided in entrepreneurial centers in tertiary institutions in South-East, Nigeria. On the other hand, the mean values of the remaining four equipment in the table, specifically items 3, 8, 12 and 16 are 3.34, 2.68, 2.72 and 3.35 respectively which are within the boundary limit of 2.50 - 3.49 on 4-point rating scale. This indicates that the remaining four equipment are “adequately” provided in entrepreneurial centers in Tertiary Institutions in South East, Nigeria. The standard deviation values of the 20 items in the table ranged from 0.55 to 1.03 which indicated that the responses of the respondents were close to the mean and one another.

Hypothesis Two

H0₂: There is no significant difference in the mean ratings of Business educators from Universities and Colleges of education on adequacy of equipment in entrepreneurial center for teaching core Business Education skill courses in tertiary institutions in South- East, Nigeria.

Data for testing hypothesis two are presented in Table 4 below



Table 4: Test of Significant Difference in the Mean Ratings of Business Educators from Universities and Colleges of education on adequacy of required equipment for teaching core Business education skill courses in entrepreneurial centers.

Variables	N	X	SD	DF	Std. Error	t-cal	P-value ofsig.	Level	Rmks
Bus. Ed in Universities	92	2.50	0.75	21	0.47	0.53	0.54	0.05	NS
Bus. Ed in COE	12	2.47	0.76	3					

Note: NS = Not Significant at 0.05.

The result presented on the t-test statistics in Table 4 reveals the p-value of 0.54 was greater than 0.05 level of significance and at 213 degree of freedom. This indicates that there was no significant ($p < 0.05$) difference in the mean ratings of the responses of Business Educators from Universities and Colleges of education on adequacy of required equipment in entrepreneurial centers for teaching core Business Education skill courses in tertiary institutions in South-East, Nigeria. Therefore, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of Business Educators in Universities and Colleges of education is accepted on hypothesis two.

Discussion of Findings

The findings of this study on research question one showed that there is relatively inadequate provision of business educators for teaching core business education skill courses in entrepreneurial centers in Tertiary Institutions in South East, Nigeria. This is because the number of required highly experienced Professors, Chief Lecturers, Associate Professors, Principal lecturers and Senior Lecturers for teaching business education skills courses are inadequate for quality instruction in entrepreneurial centers'. This connotes inadequacy of competent human resources for effective instructional delivery. Bassi (2004) observed that about 45% of Nigerian professional teachers including technical educators have left the Nigerian shores over the years for greener pastures overseas causing gross inadequacy of competent hands in some areas of instructions. The findings of this study agreed with that of Esene (2015) who examined the implementation of entrepreneurship development education curriculum of polytechnic education in South-South Zone of Nigeria and found that highly experienced senior colleagues such as professors, associate professors and senior lecturers are not adequate for quality instructions. Similarly, the findings of this study on adequacy of lecturers in teaching entrepreneurship education supported that of Undiyaundey and Ekpungu (2015) who identified challenges of entrepreneurship education in Nigeria to include: poor entrepreneurial culture among Nigerians, lack of skilled entrepreneurial teachers and resources and non-inclusion of practical entrepreneurship programme in school curricula among others.

The findings of this study in respect to research question two found that there is gross inadequacy of provision of Business education equipment in the entrepreneurial centers in tertiary institutions in South East, Nigeria. Specifically, the equipment's are found inadequate in entrepreneurship centers include: desktop computers, adding machines, fax machines, digital cameras, electronic market presentation machine, shredding machines, product branding machines, laptops, video conferencing, magnetic tapes, franking machines, guillotine machines, machines audio-video tape, electronic chalkboards, dictating machines and internet facilities. Ojimba (2012) observed that equipment and facilities for teaching and learning in Nigerian schools are lacking and where they exist, they are grossly inadequate. Okoye and Arimonu (2016) reported that equipment for implementing programmes in Nigerian schools today are inadequate quantitatively and qualitatively and besides the available ones are outdated. The



findings of this study supported that of Oghojafor, Kuye, Sulaimon and Okonyi (2009) who reported that insufficient infrastructural facilities are one of the major constraints to the achievement of the goals of entrepreneurial education. Hence, the authors emphasized that the goals of business education cannot be achieved without the availability of well-equipped entrepreneurial centers. The findings of this study also substantiated that of Adejimola and Tayo-Olajubutu (2009) who observed gross inadequacy in equipment and facilities in teaching and learning entrepreneurship education in Nigerian and then recommended that one of the ways of ensuring effective teaching and learning of entrepreneurship education in Nigeria tertiary institutions is by making entrepreneurship centers available and equipped with needful equipment. In addition, the findings of this study conformed with the report of Azih (2013) who identified technology resources that can be used in training business education students to include word processor, computer, internet, cell phone, photocopies, cyclostyle litho press, micrograph among others, but which are often not available for use in instructional delivery.

Conclusion and Recommendations

This study examined adequacy of human and material resources for teaching core Business education skill courses in entrepreneurial centers in tertiary institutions in South-East, Nigeria. This was necessitated by the observed failure in achievement of entrepreneurial education objectives on Business education programme in Tertiary Institutions in the study area. Based on the data collected and analyzed, the study found that the quality of available Business educators for instruction in entrepreneurship centers and equipment are grossly inadequate. In addition, there is no significant ($p < 0.05$) difference in the mean ratings of the responses of Business educators from Universities and Colleges of education on adequacy of Business educators and required equipment in entrepreneurial centers for teaching core Business education skill courses in Tertiary Institutions in South-East, Nigeria. Hence, the study concluded that the observed inadequacy of Business educators and equipment in entrepreneurial centers are cogent factors responsible for continued to turn out of business education graduates without entrepreneurial work skills for self or paid job in Nigerian labour market. Based on the findings and conclusion, the study recommended that:

1. There should be increased involvement of highly competent and experienced business educators to handle instruction in entrepreneurship centers of Tertiary Institutions in South East and Nigeria as a whole. This will guarantee production of quality and employable graduates of business education among other graduates of other discipline in Nigerian education system.
2. The government through its channels should make adequate provision for relevant instructional materials and equipment for quality instruction in entrepreneurial centers in favour of business education programme in the tertiary institutions.

References

- Adejimole, A. S. & Tayo-Olajubutu, O. (2009). Spinning of an entrepreneurship culture among Nigeria University students: Prospect and challenges. *Journal Business Management*, 1(3), 80-88.
- Ajisafe, O. E., Bolarinwa, K. O., & Edeh, T. (2015). Issues in business education programme: Challenges to national transformation. *Journal of Education and Practice*, 6(21), 208- 212.
- Akhuemonkhan, I. A., Raimi, L. & Sofoluwe, A. O. (2013). Entrepreneurship education and employment stimulation in Nigeria. *Afro Asian Journal of Social Sciences*, 4(1), 1-22.
- Azih, N. (2013). Repositioning business education for alleviating university in Nigeria: Business education perspective. *Nigeria Journal of Business Education*, 2(2), 19-29.
- Baba, G. K. (2013). The challenges of entrepreneurship development in Nigeria and way forward. *Journal of Business and Organizational Development*, 5(1), 54-64.
- Bassi, S. Y. (2004). The role of the directorate of technical cooperation in Africa (DCTA) in technology transfer and acquisition in countries. *Proceeding 2nd African Regional Conference on Engineering Education; University of Lagos, 20th - 22nd Sept, 35 - 42.*
- Bediako, S. (2019). Models and concepts of curriculum implementation, some definitions and influence of implementation. *Unpublished Manuscript, University of Cape Coast.*



- Dickson, P. H. & Weaver, K. M. (2008), Entrepreneurial selection and success: Does education matter? *Journal of Small Business and Enterprise Development*, 15(2), 18-23.
- Edokpolor, J. E. & Egbri, J. N. (2017). Business education in Nigeria for value re-orientation: a strategic approach for poverty alleviation and national development. *Journal of Educational Research and Review (JERR)*, 5(3), 41 - 48.
- Edokpolor, J. E. & Owenvbiugie, R. O. (2017). Business education in Nigeria: Issues, challenges and way forward for national development. *Journal of Collaborative Research and Development (JCRD)*, 5(1), 1-25.
- Esene, R. A. O. (2015). Challenges facing office educators in the implementation of office technology and management curriculum and new technologies in the polytechnic in South – South geopolitical zone of Nigeria. *World Educators Forum*, 3(1), 191-194
- Ezenwa, V.I. & Patrick, S. (2000). A focal assessment of the human, physical and material resources development for universal basic education. *Journal of Nigerian Association of Technical Teachers (NATT)*, (Y2K), 186-192
- Inyamah, P. N. (2002). Entrepreneurial content of business education curriculum. *Book of Reading in Business Education*, 1(1), 242 - 252.
- Ogundele, O. J., Akingbade, K. W., & Akanbi, H. B. (2012). Entrepreneurship training and education as strategic tools for poverty alleviation in Nigeria. *American International Journal of Contemporary Research*, 2(1).
- Ojimba, D. P. (2012). Vocational and technical education in Nigeria: Issues, problems and prospects dimensions. *Journal of Education and Social Research*, 2(9), 202-210.
- Okolie, U. C., Elom, E. N., Ituma, A., Opara, P. N., Ukwa, N. J., Inyiagu, E. E., & Ndem, J. U. (2014). Influence of entrepreneurship education on students attaining business development awareness and skills acquisition in Nigeria. *IOSR Journal of Research & Method in Education*, 4(3), 37-44.
- Okoye, R. & Arimonu, M. O. (2016). Technical and vocational education in Nigeria: Issues, challenges and a way forward. *Journal of Education and Practice*, 7(3), 113-118.
- Olayide, S. O. & Heady, E. O. (1982). *Introduction to agricultural production economics*. Ibadan: University of Ibadan Publishing Press.
- Rouse, M. (2019). Survey research. Retrieved 8th August, 2019 from <https://www.whatis.techtargget.com>
- Tanny, T. F. (2018). Survey research design. *Unpublished Lecture Note, Department of Public Administration, Jagannah University, Dhaka*.
- Undiyaundege, F. & Ekpungu, A. (2015). Counselling implications of entrepreneurship education in tertiary school programme. *Journal of Counseling Association of Nigeria*, 2(2), 21-30.