

**INTEGRATION OF ENTREPRENEURIAL OPTION IN TEACHING AND LEARNING OF  
BUSINESS EDUCATION PROGRAMMES IN TERTIARY INSTITUTIONS  
IN DELTA STATE**

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**ABSTRACT**

*This study is on the integration of entrepreneurial option in teaching and learning of business education programmes in tertiary institutions in Delta State. Two research questions and hypothesis guided the study. The study adopted a descriptive survey research design. The target population for the study was 155 students and teachers in Business education programmes across two Tertiary institutions in Delta State. All 155 students and teachers were sampled for the study since the population was relatively small. Data was collected using self-structured questionnaire which was validated by three experts and yielded a reliability coefficient score of 0.81 during a pilot study. Mean and standard deviation were used to answer the research questions while ANOVA statistics was used to test the stated hypothesis at 0.05 level of significance. Findings of the study revealed that there is a low extent to which entrepreneurial options are integrated into the teaching and learning of business education programme in Tertiary institutions. The challenges of integrating entrepreneurial option were found to include; insufficient provision of funds by the government, insatiable thirst for white collar jobs by the Nigerian populace, business educators' capacity, lack of infrastructural support, inadequate instructional facilities, absence of curricular capacity to support the integration of entrepreneurial skills, excessive workload on business educators, improper timetable planning in tertiary institutions, and lastly, absence of research support and linkages. It was recommended among others that, the curriculum of Business education programmes should be refined to include entrepreneurial option integration into teaching and learning activities in classroom so as to enable students grasp practical entrepreneurial skills and enhance their functional knowledge of entrepreneurship.*

**Keywords: Entrepreneurial option, Business Education Programmes, Teaching and Learning Activities.**

**INTRODUCTION**

Graduate unemployment is now a major cause of social vices perpetrated by the youths in this generation of ours. Lack of entrepreneurship skills as well as the absence of opportunity for employment has been frequently cited as some of the causes of graduate unemployment in Nigeria. It is on this evidence that UNESCO (2006) stated that if youths are educated in such a way that they are exposed to some knowledge and skills expertise in entrepreneurship, they would be able to create jobs and be gainfully employed, rather than seek for jobs from non-existent white collar jobs and limited industries. This will empower graduates to become job makers, rather than job seekers, thereby improving the economic sector of the nation. Hence, in developing countries like Nigeria where the problem of graduate unemployment is predominant, the focus of teaching and learning in educational programmes like business

education programmes call for another approach. This clearly indicates the need of refocusing business education programmes in Nigeria through the integration of entrepreneurial skills acquisition in teaching and learning.

It is without doubt that business education is a multi-disciplinary field of study aimed at equipping individuals with requisite skills which enhances their relevance and participation in the society. According to Federal Republic of Nigeria (FRN) (2004) National Policy on Education, business education is central in the acquisition of skills and techniques in various business disciplines to enable the individual earn a living. Hence, business education programmes is indispensable in inculcating entrepreneurship skills and in combating graduate unemployment. Emphases now have to be shifted to teaching and learning activities whereby entrepreneurship skills are integrated into the curriculum of business education programmes in order to fit with the current realities. To this effect, a qualified graduate of business education programme with relative entrepreneurship skills is expected to find it relatively easier to be self – employed than graduates without entrepreneurial skills. In line with this, Osakwe (2012) opined that “for a country to advance socially, economically and technologically, its citizens must be creative and productive with a majority becoming job creators rather than job seekers”. To achieve the aforementioned, entrepreneurial skills learning should be included in business education strategic plan, policy, and institutional arrangements of the education system, as a means to play a role in addressing the problems of society, its commitment to knowledge transfer and exchange, and its focus on graduate employability. It is on this backdrop that this study examines the integration of entrepreneurial skills in teaching and learning of business education programmes in tertiary institutions in Delta State.

### **Concept of Entrepreneurship Skills and its Usefulness**

Entrepreneurship means different things to different people. However, the term entrepreneurship is a derivative of the French word "entrepreneur" meaning a person who undertakes the development of a new enterprise or a new venture at some risks (Hindle, 2006). According to European Commission (2010), entrepreneurship focuses on recognizing a business opportunity, starting a business based on the recognized opportunity as well as operating and maintaining that business. Entrepreneurship leads to the development of small, medium and sometimes large scale businesses based on creativity and innovation. The success of these businesses in turn helps in developing the nation’s economy. It equally reduces poverty rate with visible increment in employment rate among the youths. Entrepreneurship shifts young people from being "job seekers" to "job creators" and also from social dependence to self-sufficient people (Nwogu & Nnorom, 2013).

However, the propensity to be entrepreneurial is not exclusive to certain individuals. Different individuals will have a different mix of capabilities for demonstrating entrepreneurial skills. These capabilities can be practiced, developed and learned; hence it is important to expose all students to entrepreneurship skills. Agweda and Abumere (2008) asserted that the goals of wealth creation or generation, poverty reduction and value re-orientation can only be attained and sustained through an efficient education system which impacts the relevant skills, knowledge, capacities, attitudes and values. Thus, having entrepreneurial skills will enable one recognize a genuine opportunity when he/she comes across such.

Entrepreneurial skills are needed for one to succeed in a business enterprise. Entrepreneurial skills according to Ighalo (2011) include but not limited to, book keeping, risk management, market analysis, planning, goal setting and problem solving. This was in line with Mitchell and Chesteen (2005) who reported that there are four skillset that an entrepreneur

needs to develop in order to become a strong manager. These include planning, organizing, leading and coordinating, and controlling. The authors further explained that planning involves the establishment of goals and ways to achieving them, organizing involves arranging people and work to accomplish objectives, leading involves encouraging the human factor in performance while controlling involves making sure performance conforms to plan. These entrepreneurial skills are vital to business education students and entrepreneurs who wish to succeed in their enterprises.

Entrepreneurial skills provide benefits to the society, even beyond their application to business activity. Obviously speaking, personal qualities that are relevant to entrepreneurship, such as creativity and a spirit of initiative, can be useful to everyone, in their working responsibilities and in their daily existence. If entrepreneurial programmes is well planned and properly executed, it will ensure that the issue of youth self-employment and job creation will increase. Also, menaces usually visible due to youth unemployment and restiveness will be highly reduced. Therefore, it is imperative to integrate entrepreneurial skills into business education programmes in Nigeria's tertiary institutions so as to avail the students the opportunity of acquiring entrepreneurial skills in school for value addition. This will subsequently avail the students in business education programmes the much needed competencies to apply what they have learnt in school into business enterprise after graduation.

### **Integrating Entrepreneurial Skills in Teaching and Learning Activities**

Education is a process that aims to bring changes to an individual in accordance to the norms and values of a society. In this modern age, educators are responsible for providing education and producing changes in the behaviour of a person through the activities of teaching and learning. However, a major defect in the Nigerian educational system, inclusive of the tertiary institution, is its theoretical inclination. For instance, most Nigerian tertiary institutions produce graduates who are at best only suited for white collar jobs and have little or no basic skills of any entrepreneurial relevance. Naturally, such a situation will lead to high unemployment rate especially among graduates of tertiary institutions (Momoh, 2010). That is why in 2006, the Federal Government directed all Nigerian Tertiary Institutions to include Entrepreneurship Education as a compulsory course for all students with effect from the 2007/2008 academic session (Agweda & Abumere, 2008) which led to the inclusion of Entrepreneurship education in the curriculum of all tertiary institutions in Nigeria. Most of the higher institutions in Nigeria now have a Centre for Entrepreneurship Education (CED) in their respective institutions.

Despite Federal Government's directive in place, it is a well-known fact that 12 years after the introduction of Entrepreneurship Education in Nigeria tertiary institutions, many Nigerian graduates are still found roaming the streets unemployed. Nwogu and Nnorom (2018) reported that the reason for this poor outcome is due to the fact that entrepreneurial learning environment and support tools were not available in Tertiary institutions in Nigeria and that adequate teachers to provide the needed appropriate skills and right attitude were not available and where they were available, they were in shortfall. This ugly posture has resulted in economic poverty among graduates of tertiary institutions, thus requiring an urgent action. This is due to the fact that the level of success made by an entrepreneur greatly depends on the extent they are informed in the area they venture. Being informed means being capacitated in terms of knowledge, skills and competencies. Education and training particularly business education has always and will continue to be the most acceptable and surest measure for

capacitating entrepreneurs. Hence, this calls for the integration of entrepreneurial skills in the teaching and learning process of business education programs.

However, the kind of entrepreneurship skills integration that is been suggested in this empirical paper is the type that requires experiential learning styles, creative problem solving and learning by doing in order to engage students. In line with this point, Zimmerer and Scarborough (2006) has affirmed that entrepreneurial teaching through practical training and education are likely to have a strong and direct impact on the development of entrepreneurial knowledge. In order to achieve this deep learning, some educators and researchers suggests that entrepreneurship education should be connected to practice and be seen by students to be practical so that they are encouraged to develop skills essential for success as an entrepreneur (Garavan & O'Connell, 2008; Hindle, 2006).

Integration of entrepreneurial skills in teaching and learning of business education programmes has to do with expanding the main course contents of each business education programme to include application of entrepreneurship skills (European Commission, 2010). Here for every topic treated, its entrepreneurship application is also examined. This entrepreneurship application has to do with skills to be developed through the topics treated by business educators. Equally, these skills include those needed by entrepreneurs both as firms and as people. In integration, the content of what needs to be integrated is added to the main contents of each course thereby widening the scope of coverage of the course content. In line with this, Mitchell and Chesteen (2005) suggested that entrepreneurial skills training can be integrated into carrier subjects through common or strongly related topics. Apart from integrating the various features of entrepreneurship in classroom activities in the various courses of business education, asking students to come up with mini projects, or draw up business proposals covering an area or areas taught within a semester or session can also be integrated into the class activities (Tebmobe, 2009).

Similarly, entrepreneurial skills like innovation, decision-making and problem-solving skills needed in daily life can equally be introduced in the classroom in various business education disciplines through the integration approach discussed earlier. In integrating the entrepreneurial skills of innovation, decision-making and problem-solving, students can be actively engaged in carrying out mini projects, drawing up business plans or even discussing how topics learnt after each class can be of practical benefit to them and the society. Business educators can initiate other innovative classroom activities along this direction. In addition, the classroom activities should at all times, provide opportunities for movement in stages, should have a structure and create in learners' expectations for the lesson. In presenting the day's topic, business educators can find ways of bringing in examples or instances where these qualities are displayed or are required. This should be made such that the students get the entrepreneurial message behind the day's lesson.

In addition, other entrepreneurial skills like skills on self-advocacy can be taught through encouraging students' active participation in class, encouraging them to ask and answer questions, encouraging them to even challenge answers, make oral presentations and engage in open discussions which are all forms of integration. Materials selected for instruction should be such that these skills are projected. In addition to skills on self-advocacy are skills on personal strengths and capabilities. This can be carried out with greater ease using course contents that emphatically emphasize these (UNESCO, 2006). This is useful as it will help students act responsibly at school and eventually at work.

Social skills are also part of entrepreneurial skills because they develop positive relationships between individuals, their immediate community and the society generally

(Osakwe, 2012). Developing social skills in the students through integration in teaching and learning can be done by presenting this skill at the application stage of a lesson. The teacher can, during the lesson, create an activity that will require competition, team work and cooperation. The teacher can equally present illustrations on the two sides of life, collective cooperation, joint effort, shared responsibility and so on, using stories, instructional materials or even real life experiences. This can be done before, during or after the main lesson on whatever topic. It should be noted that social interaction can be encouraged as much as possible through group work, practical projects and community projects (Garavan & O'Connell, 2008). A typical example is a group project where the students will be asked to identify a need in the school community and work in groups to meet the need. The result can be a toilet facility built by a group of students or the development of software that aids accountants, secretaries, or entrepreneurs keep track of their daily activities in an enterprise. Other skills to be developed include; organizational skills, study skills for school and career development skills for work. All areas of entrepreneurship skills mentioned here are elements of entrepreneurship which can be integrated into business educational programs. To achieve the goals of developing students towards entrepreneurship, the activities that go on in the classroom should be channeled towards these highlighted goals and objectives.

### **Purpose of Study**

The main purpose of the study is to examine the integration of entrepreneurial skills in teaching and learning of business education programmes in tertiary institutions in Delta State. Specifically, the study seeks to:

- i. determine the extent at which entrepreneurial skills are integrated into the teaching and learning of business education programmes in tertiary institutions in Delta State.
- ii. ascertain from business educators and students on their views regarding the challenges of integrating entrepreneurial skills into the teaching and learning of business education programmes in tertiary institutions in Delta State.

### **Research Questions**

- i. To what extent is entrepreneurial skills integrated into the teaching and learning of business education programme in Tertiary institutions in Delta State
- ii. What are the views of business educators and students regarding the challenges of integrating entrepreneurial skills into the teaching and learning of business education programmes in tertiary institutions in Delta State?

### **Hypothesis**

- **H<sub>0</sub>**: There is no significant difference between the opinions of business educators and students on the extent of entrepreneurial skills integration into the teaching and learning of business education programme in Tertiary institutions in Delta State.

**H<sub>1</sub>**: There is a significant difference between the opinions of business educators and students on the extent of entrepreneurial skills integration into the teaching and learning of business education programme in Tertiary institutions in Delta State.

### **Methods**

The study was carried out using descriptive survey design. The survey design was considered appropriate because the study sought information and opinions of business

educators and students regarding the integration of entrepreneurial skills in teaching and learning of business education programmes in tertiary institutions. The population of the study comprised all the teachers and students in business education programmes across two tertiary institutions, namely; Delta State University, Abraka and College of Education, Warri, both in Delta State. From the records of these institutions, there are a total of 11 permanent business educators and 144 students in business education programmes across the two selected tertiary institutions in this study. The total population of the study was therefore 155 business educators and students in these institutions. There was no need for sampling since the target population was relatively small; hence, all 155 business educators and students were sampled for the study. A self-structured questionnaire was developed by the researcher on a four point rating scale. The instrument was validated by three experts from the field of study. The reliability of the instrument was determined using Cronbach alpha coefficient method and had a reliability coefficient of 0.81. Statistical package for social sciences (SPSS version 24) was used to analyze the data collected. Mean and standard deviation were used to answer the research questions while the analysis of variance (ANOVA) statistics was used to test the null hypothesis at a significance level of 0.05.

## Results

**Research Question 1:** To what extent is entrepreneurial skills integrated into the teaching and learning of business education programme in Tertiary institutions in Delta State?

**Table 1:** Descriptive Statistics on the extent of entrepreneurial skills integration into the teaching and learning of business education programme in Tertiary institutions in Delta State

S/N	ITEMS	Sum	Mean	Standard deviation	Decision
1	Innovation skills are integrated into classroom activities	140	2.27	0.81	Low Extent
2	Decision-making skills are often highlighted while delivering course contents	140	2.41	0.86	Low Extent
3	Study goals and ways of establishing them are always highlighted during each class activity	140	2.93	0.94	High Extent
4	Class activities are organized in such a way that performance conforms to plan	140	2.91	0.82	High Extent
5	Students are asked to draw up business proposals covering an area or areas taught within a semester	140	1.99	0.73	Low Extent
6	Course contents are delivered in such a way that it encourages problem solving skills	140	2.75	0.71	High Extent
7	Business educators often give the entrepreneurial message behind the day's lesson	140	2.22	0.89	Low Extent
8	Students are encouraged to participate in class by engaging in open discussions	140	2.86	1.01	High Extent
9	Course contents that emphasize on personal strengths and capabilities are highlighted	140	2.37	0.92	Low Extent
10	Instructional materials in business education programmes often projects entrepreneurial skills	140	2.41	0.87	Low Extent
11	Course contents are delivered in such a way that it promotes career development skills	140	2.09	0.91	Low Extent

12	Course contents are delivered through joint effort and shared responsibility	140	2.15	0.99	Low Extent
13	Competition, team work and cooperation in classroom activities are encouraged	140	2.61	1.10	High Extent
14	Students are asked to come up with mini projects at the end each semester	140	1.97	0.91	Low Extent
<b>Average mean 33.94/14 = 2.42</b>					<b>Low Extent</b>

\*Mean Scores  $\geq 2.50$  = high extent while mean Scores  $< 2.50$  = low extent

**Source:** Field Survey, 2020

Responses to the items in Table 1 showed the extent of entrepreneurial skills integration into the teaching and learning of business education programme in Tertiary institutions in Delta State. The result showed that 14 items were rated with mean scores between 1.91 and 2.93 with standard deviations within the range of 0.71 to 1.10, all of which are less than the standard deviation threshold value of 1.96 indicating that the responses of the respondents are clustered around the means. Five items out of the 14 items had mean scores of above 2.50 while 9 of the remaining items had mean scores of less 2.50. The averaged mean score to all 14 items in table 1 was computed as 2.42, thus indicating that the respondents are of the general opinion that there is a low extent at which entrepreneurial skills are integrated into the teaching and learning of business education programme in Tertiary institutions.

**Research Question 2:** What are the views of business educators and students regarding the challenges of integrating entrepreneurial skills into the teaching and learning of business education programmes in tertiary institutions in Delta State?

**Table 2:** Descriptive Statistics on the challenges of integrating entrepreneurial skills into the teaching and learning of business education programmes in tertiary institutions in Delta State

S/ N	ITEMS	Sum	Mean	Standard deviation	Decision
1	Lack of awareness and sensitization on administrators of higher institutions	140	2.07	0.83	Disagree
2	Insufficient provision of funds by the government	140	3.12	0.77	Agree
3	Insatiable thirst for white collar jobs by the Nigerian populace	140	2.79	0.81	Agree
4	The harsh business environment of Nigeria	140	2.14	0.92	Disagree
5	Insufficient provision of training to business educators	140	3.27	0.72	Agree
6	Business educators' capacity	140	2.75	0.84	Agree
7	Lack of infrastructural support	140	2.99	0.91	Agree
8	Inadequate instructional facilities	140	3.08	0.83	Agree
9	Absence of curricular capacity to support the integration of entrepreneurial skills	140	3.31	0.69	Agree
10	Excessive workload on business educators	140	2.79	0.99	Agree
11	Improper timetable planning in tertiary institutions	140	2.53	1.10	Agree
12	The nature of the school environment	140	2.16	0.82	Disagree
13	Lack of government support	140	3.17	0.91	Agree
14	Over emphasis on theory delivery	140	2.90	0.65	Agree

15	Absence of research support and linkages	140	2.83	0.76	Agree
<b>Average mean 41.90/15 = 2.79</b>					<b>Agree</b>

\*Mean Scores  $\geq 2.50$  = Agree while mean Scores  $< 2.50$  = Disagree

**Source:** Field Survey, 2020

Table 2 revealed that the mean responses to 12 out of the 15 items were above the decision point of 2.50, thus indicative that these 12 accepted items were the challenges associated with the integration of entrepreneurial skills into the teaching and learning of business education programmes in tertiary institutions in Delta State

**Hypotheses Testing:** There is no significant difference between the opinions of business educators and students on the extent of entrepreneurial skills integration into the teaching and learning of business education programme in Tertiary institutions in Delta State.

**Table 3:** ANOVA statistics on the differences in mean responses between the opinions of business educators and students on the extent of entrepreneurial skills integration into the teaching and learning of business education programme in Tertiary institutions in Delta State.

	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	12.341	3	6.171	2.509	.092
Within Groups	115.579	136	2.459		
Total	127.920	139			

Result:  $F(139) = 2.509$ ,  $p = 0.092$ . Since  $p > 0.05$ , we do not reject the null hypothesis, hence we conclude by saying that there is no significant difference between the opinions of business educators and students on the extent of entrepreneurial skills integration into the teaching and learning of business education programme in Tertiary institutions in Delta State.

### Discussion of Findings

Findings on research question 1 as regards the extent of entrepreneurial skills integration into the teaching and learning of business education programme in Tertiary institutions revealed that the respondents are of the general opinion that there is a low extent at which entrepreneurial skills are integrated into the teaching and learning of business education programme in Tertiary institutions. This is in line with the study findings of UNESCO (2006) which found that students of tertiary institutions are educated in such a way that they are not exposed to some knowledge and skills expertise in entrepreneurship. Also, Momoh (2010) study revealed that there is a low level of extent at which entrepreneurial knowledge is inculcated into students in tertiary institutions. In line with this, Mitchell and Chesteen (2005) suggested that entrepreneurial skills training can be integrated into carrier subjects through common or strongly related topics.

Study findings in respect to research question two revealed that the challenges of integrating entrepreneurial skills into the teaching and learning of business education programmes in tertiary institutions in Delta State include; insufficient provision of funds by the government, insatiable thirst for white collar jobs by the Nigerian populace, business educators' capacity, lack of infrastructural support, inadequate instructional facilities, absence of curricular capacity to support the integration of entrepreneurial skills, excessive workload on business educators, improper timetable planning in tertiary institutions, lack of government support, over emphasis on theory delivery, and lastly, absence of research support and linkages. In line with this finding, Nwogu and Nnorom (2018) reported that some of the challenges confronting the

integration of entrepreneurial skills into the teaching and learning of educational programmes include the unavailability of entrepreneurial learning environment and support tools in Tertiary institutions and the lack of adequate teachers to provide the needed appropriate skills.

The results of hypothesized relationship tested using ANOVA statistics at an alpha level of 0.05 revealed that there is no significant difference between the opinions of business educators and students on the extent of entrepreneurial skills integration into the teaching and learning of business education programme in Tertiary institutions in Delta State.

## **CONCLUSION**

It is not in doubt that present graduates of tertiary institutions cannot get employment or create jobs for themselves. This is because they lack entrepreneurial skills. Findings in this study showed that entrepreneurial skills are not fully integrated into the teaching and learning of business education programme in Tertiary institutions. Hence, school curriculums can be remodeled in such a way that a link is created between activities carried out in the school and the world of work. Apart from introducing entrepreneurship education as a compulsory subject in the school particularly at the tertiary level, there is the need to have students exposed to entrepreneurship skills on daily bases and in different course areas. This can be done using the infusion and integration approaches where the students will encounter the various skills they need in different course areas and topics in business education programmes as a result of which the students will be exposed to opportunities where they can apply such skills learnt in classroom to a variety of entrepreneurship avenues.

## **RECOMMENDATIONS**

- i. The curriculum of Business education programmes should be refined to include entrepreneurial skills integration into teaching and learning activities in classroom so as to enable students grasp practical entrepreneurial skills and enhance their functional knowledge of entrepreneurship.
- ii. There should be a linkage between seasoned business educators and Industry/Guest lecturers on the application of different pedagogical approach in entrepreneurial skills acquisition in teaching and learning in tertiary institutions. The approach should emphasize simulation and role play experimentation, that is, exposure of students to grasp close to reality experiences.
- iii. Government at all levels is encouraged to provide sufficient funds for infrastructural support of entrepreneurial activities in tertiary institutions as well as provide adequate instructional facilities for schools.
- iv. Business educators as well as administrators of business education programmes need to be trained on entrepreneurship skills integration in order for them to understand the skills needed by their students for entrepreneurship.
- v. Business educators should ensure that for every topic or most of the topics learnt in class, work opportunities that are entrepreneurial in nature are explored, presented and even discussed in class together with the students.

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