

Assessment of Educational Resources For The Implementation Of Undergraduate General Studies Entrepreneurship Curriculum In Federal Universities In North Central Geo-Political Zone, Nigeria

Hulda Maxwell Davwet (Ph.D.)^{1*}; Dorah Nanman Damar (Ph.D.)¹; Meshach Gomam Goyit (Ph.D.)²; Yakubu Gorah Kajang (Ph.D.)³

¹Department of Science and Technology Education, Faculty of Education, University of Jos

²Department of Business Administration, Faculty of Management Sciences, University of Jos

³Department of Physical and Health Education, Faculty of Education, University of Jos

***Corresponding Author**

Hulda Maxwell Davwet (Ph.D.)

ABSTRACT

This study assessed the educational resources available for the Implementation of Undergraduate General Studies (GST) Entrepreneurship Curriculum in Federal Universities in North Central Geo-Political Zone, Nigeria. A cross-sectional survey research design was used for the study. Two research questions and two hypotheses were raised to guide the study. The population constituted of seven federal universities and 25,087 four hundred level undergraduate students. Five Federal Universities and 1,826 undergraduate students were drawn from the population using a multi-stage stratified sampling technique. The instruments for data collection were Observations Checklists on Adequacy of Facilities for Implementing General Studies Entrepreneurship Education (OCAFIGSTEE) and Observation Checklist on Availability of Materials for Implementing General Studies Entrepreneurship Education (OCAMIGSTEE). The instruments were subjected to face and content validity and scrutinized by three experts in Curriculum Studies, Business Management and Test, Measurement and Evaluation. A reliability coefficient of 0.957 was obtained using Cronbach Alpha Correlation Coefficient Method. Instruments were administered by the researchers and research assistants. Data was analysed using chi-square of independent samples. The study implore the use of SPSS version 23.0. The results revealed that the facilities and materials for the implementation of the undergraduate GST entrepreneurship were grossly inadequate resulting to most of the entrepreneurship skills not learned. Hence, it was recommended that more funds to be raised to support entrepreneurship activities through the GST department of each university to collaborate with Industrial Training Funds (ITF), World Bank Intervention Programmes and Tertiary Educational Trust Funds (TET-Funds). Also, through the Federal Government of Nigeria increasing the yearly budget on tertiary education.

Keywords: *Implementation, Educational Resources, GST Entrepreneurship*

INTRODUCTION

General Studies Entrepreneurship (GST) Education in the Nigerian Universities is to redirect education for relevance and quality which is to be achieved by developing in Undergraduate Students Entrepreneurship skills, thus equipping them to start and run enterprises successfully. It is hence, designed to be a re-orientation, from take-a-job mentality to make-a-job mentality. Through Entrepreneurship Education, the Undergraduates acquire the necessary skills to be responsible enterprising individuals who will become entrepreneurs or entrepreneurial thinkers that contribute significantly to the economic development of the country through job creation [1]. To this end, GST Entrepreneurship Curriculum has been implemented in all the States, Private and Federal Universities in Nigeria for more than a decade from its inception, with specific objectives to be achieved under two major phases

Entrepreneurship Education (EE) in the Nigerian Universities is taught in the General Studies Department with other courses as: GST 101, 102, 103, 104, 222 and 223. These courses are compulsory to all Undergraduate students, though in some Universities the codes may be tagged different but the contents remain the same. General Studies are programmes offered in the Universities and are compulsorily taught by all the universities and learned by all undergraduate and post-graduate students irrespective of their areas of specializations. These programmes are implemented in the Universities to inculcate values that are core to the society that students need to acquire to enable them function well when they graduate from the university environment (National Universities Commission [1]).

Thus, the focus of Entrepreneurship Education in Nigerian Universities is to bridge the gap between theory and practice as the schools curricula in the past were void of Entrepreneurship skills. Jimah and Unuigbokhai[2] faulted the University Curriculum in the past as oriented towards making graduates suitable only for white collar-jobs. Hence, the introduction of Entrepreneurship Education was seen as an intervening scheme by the Federal Government of Nigeria to provide a functional education to all citizens. The Federal Government through the National Universities Commission (NUC) and Ministry of Education introduced Entrepreneurship Education at all levels of education in Nigeria, including tertiary education. This is because it has been observed that, tertiary education has not properly included the philosophy of self-reliance [3]. That is, the value of dignity in work and self-discipline has not been inculcated in the learners that would promote new sets of attitudes and culture for the attainment of future goals, especially in Entrepreneurship.

Entrepreneurship Education can be seen as a life-long education that is learned from early childhood through one's life. This education does not have age limit, as one can start at any point in one's life. Jimah and Unuigbokhai[2] viewed Entrepreneurship Education as a medium through which learners acquired skills that will help them develop the capacity and willingness to organise and manage venture, having fore knowledge of the profits and risks. Similarly, Kuratko[4] defined Entrepreneurship Education as a process of bringing together creative and innovative ideas, which are joined together with management and organisational skills, in order to combine people, money and resources to meet an identified need and create wealth. Entrepreneurship skills, ideas, knowledge and motivation are learnt to make learners proactive, to become venture creators and manage their enterprises. To this end, GST Entrepreneurship Curriculum has been implemented in all States, Private and Federal Universities in Nigeria for more than a decade from its inception.

There are many benefits accrued to Entrepreneurship Education. Dollinger[5] asserted that entrepreneurship can lead to creation of an innovative economic organisation (net-work) for the purpose of growth. It is a positive force in economic growth serving as the bridge between innovation and application [6]. The duo maintained that entrepreneurship is an essential vehicle for economic development. In line with this, Durowoju[7] and Ojeifo[8] summarised the roles of entrepreneurship to economic development as: it reduces rural-urban migration, reduces poverty and generates employment opportunities. It increases productivity through innovation and facilitates transfer and adaption of technology. To a great extent, it stimulates growth in sectors which supply factor inputs, reinvigorates large-scale and public enterprises. Also, it encourages economic dynamism in line with rapid changing in global scene as well as encouraging individuals to use their potentials and talents to create wealth for themselves and the society.

However, it may be obvious that, despite the numerous benefits the individual and a nation stands to gain from Entrepreneurship Education, the implementation of this laudable programme may be constrained by some challenges that are capable of restraining the curriculum from achieving its objectives. These challenges may not be different from those outlined by Akarue and Eyovwunu[9] and Imeokaria and Ediagbonya[10] as: teachers heavy workload, ineffective use of teaching methods, untrained and incompetent teachers, inadequate understanding of the curriculum by teachers, inadequate instructional materials and infrastructural facilities, poor funding, and lack of students interest. Other studies include those of: Ugwoke, Basake, Diara, and Chukwuma[11] on Administrative Constraints to Implementation of Entrepreneurship Education and the finding revealed that, inadequate funds for the procurement of library facilities, instructional materials, and in-service training were the major constraint to the implementation of Entrepreneurship Education. Ezeani and Ugwu[12] study on Challenges of Entrepreneurship Education among Universities Graduates as viewed by Post-Graduate Students in two Universities. The finding revealed that the major challenges were inadequate infrastructure and facilities, lack of finance, low support services, unfriendly business policies and lack of self-confidence among the students.

Educational resources are the instructional materials and facilities that are for the attainment of educational goals. These resources are considered vital in the implementation process of any curriculum. Ajoke[13] study on the Importance of Instructional Materials in Teaching English as a Second Language revealed that, instructional materials have positive effect on students' academic achievement. While the study of Ekpo and Igiri[14] who sought to determine the Impact of Instructional Materials in Teaching and Learning Biology. The finding shows that inadequate instructional materials pose negative effect on teaching-learning. Thus, from the reviews, educational resources are necessitated factors for the implementation of GST Entrepreneurship curriculum as indicated in most studies on teaching and learning. Adjei, Baffoe, Ansah and Baffoe[15] posited that the availability of teaching and learning resources aid teaching and facilitate understanding. Consequently, the shortage or lack of educational resources for implementing undergraduate GST Entrepreneurship skills may pose a negative influence resulting to most of the skills not being learnt by the students.

However, the increasing poverty among Nigerian youths may be one of the reasons responsible for the involvement of most youths in different crimes such as arm robbery, insurgency, and militancy among others. Studies have shown that the lingering poverty among the Nigerian youths may not be unconnected to the inability of the youths to properly harness their potentials and abilities to adapt gainful tasks (creating wealth) that are available in entrepreneurship. Aiyedogbon and Ohwofasa[16], Ajaegbu[17], Agbodike, Justine and Uchenna[18], Adebowale's[19] studies on youths'

unemployment and challenges of job creation in Nigeria revealed that, there are millions of youths who are jobless in spite of the myriad policies and programmes initiated by government of Nigeria. These programmes and policies include; National Economic Empowerment and Development Strategy (NEEDS), Subsidy-Re-investment and Empowerment Programme (SURE-P) National Directorate of Employment (NDE), of which these laudable schemes seem not effective in curtailing unemployment in the country. Similarly, the implementation of undergraduate GST Entrepreneurship curriculum may not be yielding the desired outcome hence, being far from attaining its objectives of empowering the undergraduates with entrepreneurship skills to be self-dependent.

The study was anchored on discovery theory typically called the individual opportunity nexus theory propounded by Kirzner[20]. This theory is one among many theories of Entrepreneurship that is focused on the existence, discovery and exploitation of opportunities and the influence of individuals and opportunities. The theory suggests that, opportunities have an objective component and that these opportunities exist whether or not an individual recognises them. Opportunities are derived from the attributes of the markets within which an entrepreneur is contemplating action. That is, if an entrepreneur understands the attributes that exist in an industry, he/she will be able to anticipate the different kinds of opportunities that exist in that industry.

Hence, the study considers these objectives as its major focus: to ascertain the adequacy of facilities and availability of instructional materials for implementing GST Entrepreneurship Curriculum of Undergraduate students in North Central Geo-Political Zone, Nigeria. The study was guided by the following research questions:

1. What is the extent of adequacy of the learning facilities for implementing the GST Entrepreneurship Curriculum of Undergraduate students in the study area?
2. What is the extent of availability of instructional materials for implementing the GST Entrepreneurship Curriculum of Undergraduate students in the study area?

NULL HYPOTHESES

Ho₁: There is no significant difference in the rating of adequacy of learning facilities among Federal Universities for the Implementation of GST Entrepreneurship Curriculum in the study area.

Ho₂: There is no significant difference in the rating of availability of instructional materials for implementing Undergraduates GST Entrepreneurship Curriculum among Federal Universities in the study area.

METHOD

This study employed a survey research design, specifically the cross-sectional survey design which implored the use of a portion of the population to collect data. There are seven federal universities in the study area. A population of 25,087 four hundred (400) level undergraduate students was distributed across the different faculties in the five Federal Universities in North Central Geo-Political Zone, Nigeria who had undergone GST Entrepreneurship Education in 200 and 300 levels. The distributions of the population of the students according to their respective Universities are as follows: University 'A' 4,500, University 'B' 4,861, University 'C' 3,500, University 'D' 2,763 and University 'E' 9,463 undergraduate students (Source: GSTDepartments, 2018). A sample size of 1,826 consisted of 400 level undergraduate students drawn from the population of 25,087. A multistage sampling technique was used to select the sample from the population of the study. First, the researcher used a simple random sampling technique to select five Universities from seven Federal Universities in the study area. The second stage involves determining the sample size of 1,826 from the 400 level Undergraduate students using the Yamane (1967) formula. Thus, the universities were grouped into clusters and the sample size of the students was obtained from the five Universities as; A, B, C, D and E with their population as: 4500, 4861, 3500, 2763 and 9463 students respectively. Their sample sizes were obtained as: 367, 369, 358, 349 and 383 Undergraduate students respectively. At the third stage was the determining of the sample of the students according to their faculties in each University using a stratified sampling technique. Sampling fractions of 0.08, 0.08, 0.10, 0.12 and 0.04 were used for University A, B, C, D and E respectively to allocate the required sample size to each university based on the faculties. At stage four, a simple random sampling technique was employed to draw the sample of 1,826 Undergraduate students in the different faculties in each University. The instruments for data collection were: Observation Checklists on Adequacy of Facilities for Implementing General Studies Entrepreneurship Education (OCAFIGSTEE). The lists of the facilities were observed and ticked (✓) against the extent of the adequacy of each required workshop facility for the teaching of the chosen skills. Decision was taken by comparing the participants to the available facility using the West African Examination Council Guidelines for Reinspection/Recognition of Minimum Equipment of Trade Subjects for West African Senior School Certificate (WASSCE) guide for judging the adequacy of facilities. The facilities were ticked on five scales: Highly Available and Adequate (HAA), Available and Partially Adequate (APA), Available and Not Adequate (ANA), Available and Not Use (ANU) and Not Available (NA). The options ticked (✓) were discussed based on each university. The second instrument was on: Observation Checklist on Availability of Materials for Implementing General Studies Entrepreneurship Education (OCAMIGSTEE). The lists of the items were structured to be observed on three points scale: Highly Available (HA), Partially Available (PA) and Not Available (NA) of learning materials. The lists of items observed and ticked (✓) were constructed from the NUC GST Entrepreneurship

Education Curriculum. Three experts validated the instruments. One each from Business Management, Curriculum Studies and Test, Measurement and Evaluation who checked the appropriateness and comprehensiveness of each item in representing the content of the traits being measured. Five Research assistants were trained at different time and location for one day. The Research Assistants together with the researchers observed the items available on the lists of facilities and materials and were ticked (✓) appropriately. The materials and facilities observed were judged on the basis of the population of the students and the quantity available or adequate. Data obtained was analysed using chi-square (χ^2) for independent sample to test the null hypotheses. The chi-square value was calculated for each using SPSS version 23.0. Decisions were taken based on p-value at alpha 0.05 level of significance.

RESULTS

Research Question One: What is the extent of adequacy of the learning facilities adequate for implementing the GST Entrepreneurship Curriculum of Undergraduate students in the study area?

Table 1: Checklists on Adequacy of Learning Facilities for Implementing Undergraduate GST Entrepreneurship Curriculum in the Study Area with Reference to the Population of the Students

Facilities	University A=4,500					University B =4,861					University C =3,500					University D =2,763					University E=9463					
	H A A	A P A	A N A	A N U	N A	H A A	A P A	A N A	A N U	N A	H A A	A P A	A N A	A N U	N A	H A A	A P A	A N A	A N U	N A	H A A	A P A	A N A	A N U	N A	
Entrepreneurship Centre	✓					✓					✓					✓					✓					
Lecture halls (1000-1500) students	✓					✓					✓					✓					✓					
Facilities of cosmetology					✓			✓			✓								✓		✓					
Confectionaries					✓			✓				✓							✓		✓					
ICT					✓			✓						✓					✓		✓					✓
Culture/tourism					✓			✓			✓						✓				✓					
Construction					✓			✓			✓								✓		✓					
Agro-allied					✓			✓						✓					✓		✓					✓
Automobile					✓			✓						✓					✓		✓					✓
Horticulture/lands capping					✓			✓						✓					✓		✓					✓
Power/energy					✓			✓						✓					✓		✓					✓
Film and photography					✓			✓						✓					✓		✓					✓
Environment					✓			✓						✓					✓		✓					✓

Key: HAA = Highly Adequate and Available, APA = Available and Partially Adequate, ANA = Available and Not Adequate, ANU = Available and Not Use, NA = Not Available

Table 1 shows the adequacy of learning facilities as judged by the population of the 400 level undergraduate students as obtained from each institution during (field studies, 2018). Observation shows that, all the universities have highly adequate entrepreneurship centres and lecture halls. University 'A' shows that there are no facilities available for implementing most of the entrepreneurship skills. University 'B' also shows that the institution had available facilities for cosmetology but are not adequate while the facilities for confectionaries, culture/tourism and information and communication technology were available and not used. For the remaining skills, the facilities were not available. On the contrary, University 'C' shows that there are available facilities for cosmetology, culture/tourism, and construction but are partially adequate while the remaining facilities were not available for the implementation of the remaining skills. Also, University 'D' shows that the facilities for implementing Culture/tourism were available but not adequate while the remaining skills lack the facilities for their implementation. More so, University 'E' shows that, the facilities for

implementing cosmetology, culture/tourism, confectionaries and construction were partially adequate while the facilities for the remaining skills were observed not available. This may be infer that, most of the entrepreneurship skills were not learned due to the facilities not adequate or not available for the implementation of the skills.

Research Question Two: Whatis the extent of Availability of Instructional Materials for Implementing the GST Entrepreneurship Curriculum of Undergraduate students in the study area?

Table 2: Observation Checklists on the Availability of Learning Materials for Implementing Undergraduate GST Entrepreneurship Curriculum in the Study Area with Reference to the Population of the Students

List of materials	University A = 4,500			University B = 4,861			University C = 3,500			University D = 2, 763			University E = 9,463		
	HA	PA	NA	HA	PA	NA	HA	PA	NA	HA	PA	NA	HA	PA	NA
Entrepreneurship journals		✓			✓		✓				✓			✓	
Entrepreneurship books	✓			✓			✓			✓			✓		
Business magazines		✓			✓			✓			✓			✓	
Business plans	✓			✓			✓			✓			✓		
Computer laboratory			✓			✓			✓			✓			✓
Documentary CDs on business/ Entrepreneurship			✓			✓			✓			✓			✓
Pictures of role models/investments			✓			✓			✓			✓			✓

Key: HA = Highly Available, PA = Partially Available, NA = Not Available

Table 2 shows the availability of learning materials judged by the population of the students. In all the five universities, entrepreneurship books and business plans were found to be highly available. The reason may not be far-fetched as it is mandatory for every student to have a business plan while books are produced on a yearly basis by the lecturers for the students to purchase. The remaining learning materials across the universities were either partially available or not available. This implies a grossly shortage of learning materials for the implementation of undergraduate GST entrepreneurship curriculum in the study area.

HO₁: There is no significant difference in the rating on Adequacy of Learning Facilities among Federal Universities for the Implementation of Undergraduate GST Entrepreneurship Curriculum in the study area.

Table 3: Chi-Square for Independent Sample on the Adequacy of Learning Facilities of Undergraduate Students in GST Entrepreneurship Education in Federal Universities

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.000 ^a	16	.220
Likelihood Ratio	16.094	16	.446
Linear-by-Linear Association	3.639	1	.056
N of Valid Cases	5		

Table 3 reveals the result of chi-square for independent sample conducted on the adequacy of learning facilities for implementing Undergraduate GST Entrepreneurship Curriculum. The result on the table shows no statistically significant difference exist among the universities with $X^2(1, 16) = 20.00, P > 0.05$. Since the p-value of 0.220 is greater than the 0.05 level of significance, we accept the null hypothesis and conclude that there is no significant difference in the adequacy of

learning facilities for implementing of Undergraduate GST Entrepreneurship Curriculum among the different Universities.

HO₂: There is no significant difference in the ratings of Availability of Instructional Materials for the Implementation of Undergraduate GST Entrepreneurship Curriculum among Federal Universities.

Table 4: Chi-Square for Independent Sample on the ratings of Availability of Instructional Materials for Implementing Undergraduate GST Entrepreneurship Curriculum in Federal Universities

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.000 ^a	12	.241
Likelihood Ratio	13.322	12	.346
Linear-by-Linear Association	.077	1	.782

Table 4 reveals the result of chi-square for independent sample rated on the availability of learning materials for implementing Undergraduate GST Entrepreneurship Curriculum in Federal Universities. The table shows no statistically significant difference existing among the Federal Universities with $X^2(1, 12) = 15.000, P > 0.05$. Since the p-value of .000 is greater than the 0.05 level of significance, we accept the null hypothesis and conclude that there is no significant difference in the availability of instructional materials for implementing Undergraduate GST Entrepreneurship Curriculum among the Federal Universities.

DISCUSSION

The finding concerning the adequacy of learning facilities for implementing GST Entrepreneurship Curriculum revealed that apart from Entrepreneurship centres and lecture halls which were highly adequate in the Universities, all the other facilities were observed to either be available and partially adequate, available but not adequate, available and not used or not available at all. It is not surprising that the Entrepreneurship centres are in state of decay. This situation could be blamed on poor funding and sometimes due to lack of proper initiative by the Directors of GST or their inability to source for funds to improve these institutions. This finding agrees with Bashir [21] whose finding revealed that lack of Entrepreneurship support is one of the greatest barriers to Entrepreneurship. Could this be one of the reasons why most of the entrepreneurship centres observed were used as offices rather than workshops? It is therefore not surprising that students' interest may not be spurred as the skills were not practically demonstrated. This idea supports the finding of Ezeani and Ugwu[12] that inadequate facilities, infrastructure and finance affect students' interest and performance in entrepreneurship.

The findings on availability of learning materials for implementing Undergraduate GST Entrepreneurship Curriculum revealed that, the Universities lack most of the learning materials for implementing the programme as most of the instructional materials were either partially available or not available. This may be a clear indication that the universities were underfunded by the federal government hence, constrained the management of the universities from procuring the required materials in the right proportion to the number of the students in the programme. The inadequacies of these learning materials may have been responsible for the poor attainment of objectives of GST entrepreneurship, making the undergraduate students unable to acquire the requisite skills for self-employment. This finding is in line with that of Ekpo and Igiri[14] and Ogaga, Wallace and Egbodo[22] who posited that the absence of instructional materials can affect students' performance. However, its availability, according to Ifeanyichukwu[23], Adaliku and Iorkpilgh[24], Adjei, Baffoe, Ansah and Baffoe[15] and Ajoke[13], can facilitate students' performance.

CONCLUSION

Based on the outcomes of the findings, it was concluded that Federal Universities in North Central Geo-Political Zone, Nigeria are underfunded; as a result, they are faced with the challenges of procuring adequate learning materials and facilities that would enhance the Implementation of the GST Entrepreneurship Curriculum. Consequently, most of the skills were not acquired for practice after graduation even though students showed positive interest in Entrepreneurship Education. Hence, these challenges had constrained the effective Implementation of Undergraduate GST Entrepreneurship Curriculum in Federal Universities in North Central Geo-political Zone, Nigeria. The study concluded that the Implementation of GST Entrepreneurship Curriculum to a large extent has failed to achieve the desired objectives.

RECOMMENDATIONS

1. The Management of the Universities in the zone should develop alternative source of funding the programme through the National Universities Commission (NUC) by collaborating with Industrial Training Fund (ITF), World Bank Intervention Programme and Tertiary Educational Trust Fund (TET-Funds) to access funds to sponsor the Implementation of the Entrepreneurship activities in the Universities.

2. Federal Government should increase its yearly budgets on tertiary education (especially university education) to have the highest allocation. Through this, there will be adequate funds for Federal Universities in the zone to procure learning materials and facilities for smooth Implementation of undergraduate GST Entrepreneurship curriculum.

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