
Entrepreneurship Skills Development and Self Reliance Motive

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Abstract

This study was conducted to examining entrepreneurial skills development and self-reliance motive. To achieve the aims of the study, two research questions were raised and two null hypotheses were formulated to guide the study. Survey research design was adopted for the study. A total sample of two hundred eight (280) respondents was selected from the population of twenty-five thousand, eight hundred and five (25,805) secondary school students comprising of twelve thousand, six hundred and seventeen (12,617) male and thirteen thousand, one hundred and eighty-eight (13,188) female. The selection was done through simple random sampling technique. The main instrument used was research questionnaire titled: “Entrepreneurial Skill Development and Self-Reliance Motive Questionnaire (ESDSMQ)” validated by two experts in test and measurement unit of educational foundation department, and department of vocational education, University of Calabar. The questionnaire was administered by the researchers. To test the hypotheses, Pearson product moment correlation statistical analysis was used. All the hypotheses were significant with critical values and 278 degree of freedom. It was discovered that, carpentering and tailoring are significantly relate with self-reliance motive in secondary schools in Calabar Municipality. Based on this finding of the study it was recommended that: Teachers should be effectively supervised in order to effectively implement Entrepreneurship/Vocational studies curriculum. Works stations should be provided in secondary schools and as such the work stations should be adequately staffed and equipped to facilitate the implementation of its objectives.

Introduction

Entrepreneurship education is “the individual ability to turn ideas into action”. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives and to master one’s own life. Entrepreneurship education according to this description is the kind of training given to awaken sense of initiative of individuals and their ability to turn ideas into reality. Entrepreneurship education in a school curriculum ensures that each learner has a chance to become an entrepreneur and each student is the architect of his/ her fortune. Entrepreneurship education is an approach to stimulate students to be curious and creative. Towobola and Raimi (2011) explained that entrepreneurship education as pragmatic and meaningful interaction between learner and instructor developing the ability of the learners to identify, evaluate and generate ideas and solving business problems in a unique way. UNESCO (2008) stated that entrepreneurship education is all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation. It is about increasing student’s ability to anticipate and respond to societal changes. It is seen by UNESCO as education and training which allows students to develop and use their creativity

and to take initiatives, responsibility and risks. To Lee and Wong (2008), entrepreneurship education is a catalyst for economic development and job creation in any society. This is because it seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Okafor, 2014).

Entrepreneurship education is the kind of education given to people with a view of developing entrepreneurship qualities properly followed-up with support services for smooth take-off and successful running of business (Idada, Okosun, Anolu, Atagana and Aiwansedo, 2011). According to Mauchi *et al.* (2011), entrepreneurship education is defined as the process of providing individuals with the ability to recognize commercial entrepreneurship education as a specialized training to the students or trainees to acquire skills, ideas, managerial abilities and capabilities for self-employment than employed for wage pay.

In a similar vein, Ekankumo and Kemebaradikumo (2011) stressed that entrepreneurship education seeks to provide students (especially those in tertiary schools) with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of setting. From these assertions, it is obvious that a well implemented entrepreneurship education will climax in economic empowerment and development. The above views show that entrepreneurship education in scope, nature and characteristics is a rebranding education culture meant to guarantee a comprehensive educational system re-engineering obvious deficiencies of the existing education system. It aims at equipping the students with requisite skills and capacities needed for the global workforce.

Self-employment refers to a situation where an individual creates, begins and takes control of the business decision rather than working for an employer. Abdulkarim (2012) described self-employment as act of working for oneself. Self-employment is the act of generating one's income directly from customers, clients or other organizations as opposed to being an employee of a business or person. When one is self-employed, it means one is carrying on one's own business rather than working for an employer (Citizens Information, 2014). This implies that self-employment is a situation in which an individual works for him/ herself instead of working for an employer that pays salary or wages.

Similarly, the acquired skill may not lead to self-employment if there is a negative social influence. Social influence involves the social ties, the influence of friends and family, role models and advisors. This could affect aspiring entrepreneur's decision for self-employment (Asikhia, 2010; Shastri & Sinha, 2010). Society's perception about, and attitude towards, entrepreneurship is poor (Mayer *et al.*, 2007); whereas social networks was found to be positively related to entrepreneurial opportunity for self-employment in USA, UK and Nigeria respectively (Carter & Shaw, 2006; Lawal *et al.*, 2009; Shane, 2003). Perceived social environment also had positive impact on students' entrepreneurial intentions in China (Yun & Yuan-qiong, 2010). A weak relation was found to exist between social norms and entrepreneurial intention, indicating that social environment affect individual's attitude to entrepreneurial intention (Ajzen, 1991; Kruger, 2004). On the other hand, Vob and Muller (2009) concluded that entrepreneur's behaviour towards entrepreneurial activity is influenced by a set of factors such as personality in form of attitude, resources and environment. Other studies concluded that the possession of education, right attitude to risk, motivation and work experience aside; social environment could hinder identification and exploitation of entrepreneurial opportunity (Ekpe & Mat, 2012; Shastri & Sinha, 2010).

The dissatisfaction with the skills and knowledge demonstrated by Entrepreneurial Development students' graduates (carpentering option) entering the workforce has been of

concern by employers for a number of years (Cory and Pruske, 2012). A question that often comes to mind is how academics can help entrepreneurial development students' graduates (carpentering option) meet the sets of skill demands both at recruitment and in their advanced for self-reliance (De Villiers, 2010; Kavanagh and Drennan, 2008). An understanding of the broad and complex set of skill demands of employers is therefore essential.

Tailoring is among the entrepreneurial jobs which are considered as an important sector in the reduction of poverty. In Zanzibar, the contribution for Growth and Reduction of Poverty (ZSGRP). The Cluster one of ZSGRP has broad outcome to achieve high and sustainable pro-poor growth as stipulated in Zanzibar Growth strategy. To a point that, IFAD has started taking measures to encourage the economic development of five African countries through tailoring. These countries include Burkina Faso, Senegal, Uganda, Zambia and Zimbabwe. Zimbabwe Women in Trade and Development (ZWITAD) is one example that tailoring sector in Zimbabwe Government has been encouraged.

Studies on skills acquisition for self-reliance in Entrepreneurial education have received a major focus in terms of research work in recent years by researchers. Researches similar to this study among others includes Zydgiunaite, Katiliute and Aisle (2006). They conducted a research titled "qualitative diagnostics of relationship between schooling and work. The study investigated the transition of people from school to work. The study aimed at investigating: how a person with more or less schooling with or without acquiring professional skills and knowledge at school attains or fails to attain a given level of professional career development; the possibility of acquiring professional skills at school that cause those with more of it to live the higher level of professional career. The study aimed at illuminating the elements from which consists the contents of relationship between schooling and work. Unstructured interviews were conducted and audio-taped was used for data collection and inferential statistics was used for data analyses, method oriented towards the interpretation of people's narrated experiences. Sample 10 Bachelor of Art first year students (social work, Industrial Training, business administration, nursing study programmed); 10 practitioners (representing the professional areas adequate to Bachelor of Art students study areas); 10 work organization executive (where interviewed professionals work), 10 school heads (where pupils acquire professionals' skills and knowledge). The researchers observed that what is learned in schools bears little relationship with what is needed to perform a job and professional career development. The researchers recommended among others that teaching techniques, evaluation and counseling processes as important in pupils learning and preparation to professional career development. The researchers convinced that building the relationship between acquiring of professional skills and knowledge helps, learners, work organization heads, and content of relationship between schooling and work consist of these phenomenon. The research helps in directing the current work on formulation of questionnaire items however the paper did not mentioned tools used in the analyses. Atah (2019) opined that, the motive of students toward the acquisition of skills that will enable them to self-reliance needs teachers to work willingly towards achieving organizational goals. Willingness to work, however, depends on how well the university management integrates the interest and needs of the teachers with the objectives of the school through performance incentives. The absence of performance incentives may hamper performance, because stress, discomfort, frustration, all of which subsequently reduce students' quality output.

Bolt-Lee and Foster (2003) see skills as the art of possessing the ability to have power, authority or competency to do the task required of an individual on the job. Ezeani (2012) stated that skills are not a person's fundamental, innate capacities but must be developed through training, practice and experience. Skill acquisition is the process of acquiring or gaining effective and ready knowledge in developing one's aptitude and ability in a particular field (Kikechi, Owano, Ayodo and Ejakait, 2013). The preparation of students for skill acquisition in order to be self-reliant is dependent on the acquisition of basic knowledge about employment opportunities, requirements and trends as well as the possession of marketable skills (Atah, Bessong, Fidel, 2017)

According to Ogundele, Oluwolara and Adegbelemi (2011) skills acquired by students would aid job creation, youth empowerment and poverty alleviation, which in turn has the capacity to solve various social problems. Mbionwu (2008) opined that students who adequate work-skills have better options to become entrepreneurs after graduation. In support of this, Kikechi et.al. (2013) maintains that skill acquisition provides a platform for technological excellence in the face of globalization of the world economy. Akpotowoh and Amahi (2006) confirm that the skills acquired through business related subjects promote training in entrepreneurship as well as equip students with the requisite skills to establish and run small businesses of their own. Edet and Atah (2018) opined that there acute shortage of jobs with its attendant consequential negative impact places consuming responsibilities on training institutions and their trainers to relevantly lay bare the truth to students that unemployment is present in the society, and that the easy way out is to be armed with job creation mentality right from school. Entrepreneurship skills development and self-reliance motive is essential to students because when it is taught with real jobs, real machines, real equipment, and likely situations as is or will be present in the world of work, they would have gained mastery of 'hands-on-skills' which is a sine qua non and leeway to escape poverty trap through cultivating the students' minds with possibilities for job creation.

Chukwurah and Atah (2019) agreed that the synergy and collaboration will help the students to acquire skills that will enable them to be job creator rather than job seeker. When institutions of learning collaborate with others organisations it would give room to opportunities to make available use of facilities and equipment from others institutions for teaching and learning process. This facilities refer to immovable property, physical structures, assets and facilities belonging to or allocated to an educational institution, used primarily for educational purposes and activities, these include classrooms, laboratories and equipment, libraries, hostel furniture, staff quarters, playground (Atah, 2019). Chukwurah and Atah (2018) affirmed that if institutions collaborated with one another, it will bring relationship among the institutions. Bessong, Atah and Ugbadu (2019) agreed that, skills could be acquired when facilities such as intranet and internet are share for effective teaching and learning process for the acquisition of skills for self-reliance motive. Agim, Ochui, & Atah (2020) opined that, technologies keeps on advancing and it is becoming very essential in our lives of graduates to improve on the way to accomplish specific tasks in the world of work.

Entrepreneurship education is inculcated into educational curriculum at all level of education to help the learners to improve on the way they learn (Agim, Ochui, & Atah, 2020). Entrepreneurship skills development on learners in all level of learner is highly needed especially in this season of global pandemic to give room to the learners to acquire vocational skills for self-reliance and skills competences (Atah, Ukah and Crossdale 2019). This could

also be done through partnering with relevant bodies to enhance effective teaching and learning to the learners with practical skill competencies and knowledge relevant to the contemporary society (Atah and Ukah, 2021). When schools collaborated, it may often help individuals or organizations work together towards some common aims and objectives to be achieved (Atah and Ukah, 2021). Edet and Atah (2019) opined that, Entrepreneurship education will help the learners to have Job creation mentality by engaging they brain in a deep-seated thought with positive ideas nurtured that could create jobs. Security is the dynamic condition which involves the relative ability of a state to counter threats to its core values and interest and their primary beneficiaries if Entrepreneurship skills are beloved among learners (Atah, 2019). It is necessary for the school to take advantage of Entrepreneurship education to inculcate the needed skills and attitude into the learners for the acquisition of skills needed to work in the contemporary society. Atah and Abeng (2019) also agreed that, skills development on learners is the key factor for self-sub-sustainability. Chukwurah & Atah (2019) looks at entrepreneurship education is an educational programme designed for the training of individual learners for the acquisition of skills. Agim, Ochui & Atah opined that, various skills like ICT, skills to operate gadgets and machines could be developed among the learners. Again, skills for record keeping and management for the sustainability of small scale business operators for national economy development could equally be develop in the learners for self-reliance or to be gainfully employed (Atah and Bessong, 2018)

The future and hopes of any nation is determined by the youths. The rates of resources invested in youths today have both immediate and long term benefits to individuals and the society at large. It's worth noting that equipping youths with desired skills for self-reliance has significant influence in curbing unemployment in the country particularly among secondary school leavers. The major reason for unemployment and the increase in social vices results from a lack of marketable skills on the part of most school graduates (Akpan & Udoh, 2014). In Nigeria today, there is an increasing rate of poverty, unemployment and other social problems that had bedeviled the Nigerian society. This has become worrisome to both the government and the Nigerian public. The incidence of poverty and unemployment is high as the number of students graduating from various levels of the education system is increasing. This may have resulted from the lack of employability skill acquisition by graduates in the education system especially in Calabar Municipal Local Government Area of Cross River State.

Purpose of the Study

The main purpose of this study was to examine entrepreneurial skills development and self-reliance motive. Specifically, the study sought to:

1. Ascertain whether entrepreneurial skills development relate with students acquisition of carpentering skill for self-reliance motive
2. Find out the extent to which entrepreneurial skills development relate with students acquisition of tailoring skill for self-reliance motive

Research Questions

The following research questions were raised to guide the study:

1. How does entrepreneurial skills development relate with students' acquisition of carpentering skills for self-reliance motive?
2. To what extent does entrepreneurial skills development relate with students' acquisition of tailoring skills for self-reliance motive?

Research Hypothesis

The following null hypotheses were raised for this study and tested at 0.05 level of significant.

1. There is no significant influence of entrepreneurial skills development on students acquisition of carpentering skills for self-reliance motive
2. There is no significant influence of entrepreneurial skills development on students' acquisition of tailoring skills for self-reliance motive.

Methodology

This study employs descriptive survey research design. The choice of the design is based on the opinion of Adegas (2002), who highlighted that descriptive survey design is the most dominant technique used for educational research. This research design enables the researcher to describe events, situation or phenomenon. Francis (2003), observed that descriptive survey design helps a researcher to systematically document current opinions and information on research work. Thus since this study is educational in nature and involves the collection of data through the use of questionnaire from the respondents in which the results of the analyses can be generalized, the researcher therefore adopted descriptive survey research design for the study. The study was carried out in Calabar Municipal Government Area of Cross River State. A total sample of two hundred eight (280) respondents was selected from the population of twenty-five thousand, eight hundred and five (25,805) secondary school students comprising of twelve thousand, six hundred and seventeen (12,617) male and thirteen thousand, one hundred and eighty-eight (13,188) female. The selection was done through simple random sampling technique. The main instrument used was research questionnaire titled: "Entrepreneurial Skill Development and Self-Reliance Motive Questionnaire (ESDSMQ)" validated by two experts in test and measurement unit of educational foundation department, and department of vocational education, University of Calabar. The questionnaire was administered by the researchers. To test the hypotheses, Pearson product moment correlation statistical analysis was used. All the hypotheses were significant with critical values and 278 degree of freedom.

Results of the finding

Hypothesis 1: There is no significant relationship between entrepreneurship skills development and students' acquisition of carpentering skills for self-reliance motive

Table 1: Summary of Correlation analysis of the relationship between entrepreneurship skills development and students' acquisition of carpentering skills for self-reliance motive (n=280).

Variables	Mean	Std.Dev.	r cal.	P-value
Acquisition of carpentering skills	15.99	2.651		
Students' self-reliance	15.95	2.535	.761**	.000

Significant at .05 level; df = 278 critical $-r.118$

The result in table 1 revealed that the calculated r-value of .761** was significantly greater than the critical value of .113 when tested at .05 level of significance with 278 degree of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between entrepreneurial skills development and students' acquisition of carpentering skills for self-reliance motive

Hypothesis 2: There is no significant relationship between entrepreneurship skills development on students' acquisition of tailoring skill for self-reliance motive. The calculated result is presented in Table two below.

Table 2: Summary of Correlation analysis of the relationship entrepreneurial skills development and students' acquisition of tailoring skills for self-reliance motive (n=280)

Variables	Mean	Std.Dev.	r cal.	p-value
Acquisition of tailoring skills	15.91	2.606		
Students' self-reliance	15.95	2.535	.787**	.000

- Significant at .05 level; df = 278 critical –r.113

The result in table 2 revealed that the calculated r-value of .787** was significantly greater than the critical value of .113 when tested at .05 level of significance with 278 degree of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between entrepreneurial skills development and students' acquisition of tailoring skills for self-reliance in secondary schools in Calabar Municipality.

Discussions of Findings

There is no significant influence of entrepreneurial skills development on student's acquisition of carpentering skills for self-reliance motive

The findings on the first hypothesis shows that, most secondary schools in Calabar Municipality are lacking beneficial infrastructural facilities such as workshop stations that creates enabling environment for effective teaching and learning of entrepreneurship skills. the shortage or unavailable of educational resources required for effective teaching and learning often result in overcrowding and stretching of available facilities and invariably translate to unwholesome behaviours by students and teachers. This finding agrees with UNESCO (2008) opinion, which states that, entrepreneurship education is all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation. It is about increasing student's ability to anticipate and respond to societal changes. It is seen by UNESCO as education and training which allows students to develop and use their creativity to take initiatives, responsibility and risks. Crowded classroom conditions not only make it difficult for students to concentrate on their lessons, but inevitably limit the amount of time teachers can spend on innovative teaching methods, because the teacher will be tired early as a result of burnout. This can result in higher absenteeism of students from school, reduced level of effort and effectiveness in the classroom, low morale and reduce job satisfaction.

There is no significant influence of entrepreneurial skills development on students' acquisition of tailoring skills for self-reliance motive

The finding on the third hypothesis indicates that most of the teacher who teach at the secondary school level in Calabar Municipality are not professionally qualified and therefore cannot deliver the content of entrepreneurship education curriculum. The finding is in line with Vob and Muller (2009), they assert that, entrepreneur's behaviour towards entrepreneurial activity is influenced by a set of factors such as personality in form of teachers, attitude, resources and environment. The finding also agrees with Odo (2000) opinion that in a bid to meet up with the increased demands for teachers, government may

recruit those less qualified to teach. As a matter of fact, this is already happening in the system. The implication of this is that, teachers will either be overloaded or they may be of the right caliber in terms of training and experience.

Conclusion

In a developing nation like Nigeria, fields or areas of education that equip their graduates with veritable skills for self-sustenance are needed for growth and development of such nation. Hence, such education is to either secure gainful employment for personal and family survival or become an entrepreneur who can also employ labour. Recipients of entrepreneurship skill acquisition programme have the benefit of these two options. In terms of entrepreneurship they can establish any type of these businesses for family empowerment. This translates to self-reliance through self-employment and takes considerable burden of unemployment off the shoulders of government. The study also concluded that, entrepreneurship studies is capable of equipping students with skills such as, carpentering and tailoring for self-reliance.

Recommendations

The following recommendations have been put forward, based on the findings of the study that:

1. Entrepreneurship studies curriculum contents should be properly taught so as to encourage acquisition of carpentering skill.
2. Entrepreneurship studies and vocational training at the secondary level should be encouraged through proper funding, provision of state of the art equipment for better acquisition of carpentering skill.
3. Students should be sensitized on the economic importance of acquiring tailoring skill
4. Entrepreneurship Studies curriculum contents should be accurately delivered in order to achieve the desired objective of students' acquisition tailoring skill

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