

**AVAILABILITY, ADEQUACY AND UTILIZATION OF INSTRUCTIONAL RESOURCES FOR
ENTREPRENEURSHIP DEVELOPMENT OF BUSINESS EDUCATION STUDENTS IN PUBLIC
UNIVERSITIES IN SOUTH-SOUTH, NIGERIA**

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ABSTRACT

The need to ensure effective teaching of entrepreneurship in business education necessitated this study on Availability, Adequacy and Utilization of Instructional Resources for Entrepreneurship Development in business education in universities in South-South Nigeria. Three research questions guided the study and three null hypothesis were tested at 0.05 level of significance. Descriptive survey research design was employed for the study. The population consisted of 141 business education lecturers from 10 universities in South-South Nigeria. The entire population was also taken as the sampling size since it was not too large. The instruments for data collection were a five-point rating scale questionnaire titled Availability, Adequacy and Utilization of Instructional Resources for Entrepreneurship Development in business education (AAUIREDBE). The questionnaire was validated by three experts. Method of internal consistency was used to determine the reliability of the instrument using Cronbach Alpha with SPSS and reliability coefficients of 0.762 and 0.761 were obtained for the two sections with an overall reliability coefficient of 0.782. Simple linear regression statistics was used to analyse data for the research questions and for testing the null hypothesis. Findings of the study revealed that availability, adequacy and utilization of instructional resources predicts entrepreneurship skill development. The study concluded that availability, adequacy and utilization of instructional resources significantly predicts entrepreneurship development in business education in public universities in South-South Nigeria. Based on the findings and conclusion, it was recommended among others that the government should increase the subvention funds to this programme so that adequate equipment and facilities needed are properly procured. Also, the Nigerian university commission should provide a viable curriculum that will promote relevant and adequate instructional resources.

Keywords: availability, adequacy, utilization, skills development, business education, entrepreneurship education

INTRODUCTION

Education is universally recognized as an instrument for social, political, scientific and technological development. For this reason, no society can afford to pay lip service to the education of its citizens as this could result in a snail speed development.

Education has continued to be important, and this is why there has been a growing concern in the last few years about the quality of education that is offered in the nation's schools, especially in tertiary level of education. This is because higher education is a prerequisite for the scientific and technological development of the nation. According to Peretomode and Chukwuma in Inibehe and Dankaro (2012), higher education is the facilitator, the bedrock, the powerhouse and the driving force for the strong socio-economic, political, cultural, healthier and industrial development of a nation. Higher education institutions, as key mechanisms are increasingly recognized as wealth and human capital producing industries. Antai and Anam (2009) asserted that education creates better citizens and helps to upgrade the general standard of living in a society. The education sector in any country

is very important because education supplies the skilled manpower needed for the achievement of national economic goals and objectives.

In the view of Adeogun (2010), education is a major instrument for tackling unemployment, poverty and ignorance. It is on this basis that the Federal Republic of Nigeria (FRN, 2014) outlined in her national policy on education, the cardinal aims of education which include among others the development of the intellectual capacity of individuals to understand and appreciate their environment and the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community. These skills are acquired in formal education settings from primary, secondary and tertiary institutions such as universities, polytechnics and colleges of education. For the purpose of this study, the focus will be on universities.

To reverse this ugly trend, especially as it affects graduate unemployment, the government of Nigeria in 2006 introduced entrepreneurial education as a compulsory course in tertiary institutions with the aim of preparing graduates for entrepreneurial success through private sector initiative (Agbonlahor, 2016). This was based on the notion that tertiary institutions should change their orientation as mills for job creator rather than job seekers. According to Agbonlahor, this initiative was to serve as the flagship to drive economic and social reconstruction against the backdrop of youth unemployment and the thousands of school leavers every year. Ojeifo (2013) earlier reported that the rising graduate unemployment and the low entrepreneurial drive among school leavers in Nigeria led to the repositioning of tertiary institutions as centres for building self-sustaining graduates that will be future captains of industries.

One of the measures taken by the government to reposition tertiary institutions towards producing self-sustaining graduates is the introduction of entrepreneurship education into the curriculum of all tertiary institutions including universities. Accordingly, Ordu (2019) reported that the introduction of entrepreneurship in tertiary education curriculum was followed by the directive from government in 2007 that all tertiary institutions should establish Centres for Entrepreneurship Development (CED). Ordu explained that the directive was given so that the Centres (CEDs) would co-ordinate teaching and learning of entrepreneurship education to achieve government objectives.

The Nigerian Universities Commission (2007) classified resources in business education into three namely: personnel, physical facilities and equipment. Ordu (2019) informed that personnel include: lecturers, instructors, secretaries, typists, technicians, cleaners and messengers; the physical facilities include: classroom blocks, workshops, laboratories/studios, libraries and staff offices, entrepreneurship garden, mentor's shops and/or workplaces, community business enterprises. He further added that equipment on the other hand includes typewriters, computers, stapling machines, perforators, tape-recorders, punching machines, photocopiers, stopwatches, telephones handsets, and so on. These instructional resources need to be available and adequate to enhance effective teaching and learning of entrepreneurship in business education.

According to Joseph and Philiass (2011), availability is a characteristic of a resource that is committable, operable, or usable upon demand to perform its designated or required functions. To enhance effective teaching and learning of entrepreneurship in business education in universities, there is need for provision of adequate instructional resources. Availability of instructional resources refers to the provision made in this regard to the universities for effective teaching and learning. Provision of instructional resources should be among the very first preparation necessary towards running any academic programme. Adeyemi (2014) corroborated this view by maintaining that administrators of institutions of learning should be aware of existing regulations on provision of instructional resources. For instance, Uzoechina (2014) opined that proprietors of both public and private universities ought to ensure that provisions are made for instructional resources such as lecture halls, classrooms, administrative blocks, students' hostels, football fields, lawns, paths among others.

The unavailability of these resources to teach the students are likely to lead to poor learning outcomes and also affects the lecturer's output thereby frustrating the managers of such institutions. However, in most universities especially in South-South, Nigeria, where these resources are likely to be available, there is also the question of their adequacy for effective instructional delivery especially in teaching entrepreneurship in business education.

Hornby (2015) defined adequacy as a state of something being sufficient or satisfying a requirement. Longman in Boma (2019) defined adequacy as a situation in which there is enough resources for a particular purpose. Manabete et al. (2016) opined that adequacy is a satisfactory condition of resources in an organization. Interestingly, instructional resources are expected to be adequately provided to create favourable environment for the management of institutions of learning, which will in turn enhance learning. The NUC according to Boma set out criteria for determining the adequacy of facilities. For instance, a standard chemistry laboratory is meant to serve only 50 students at a time and would be considered inadequate when utilized by more than that number of students. It is however not uncommon that facilities in most universities in South-South, Nigeria are dilapidated and inadequate to provide quality education service delivery. For instance, Afolabi (2018) reported that the classrooms in most of the schools were inadequate in terms of decency, space, ventilation and insulation from heat, the incinerators and urinal were not conveniently placed, and the school plant was poorly maintained; these combined deficiencies constituted a major gap in the quality of management of these institutions of learning, thus the attendant result of non-attainment of the set standards and goals of these institutions. the adequacy of most of these facilities, however, will only be meaningful if they are well utilized.

Utilization is the act or process of using a particular thing, idea or method to achieve a purpose (Dogo, 2008). Utilization of resources connotes the equitable use of resources of an enterprise especially education industry for effective implementation of the curriculum. Hornby (2015) explained utilization as to make use of available services at the individual's disposal. Educational resources include facilities, equipment and as well as personnel. Agwazie & Ordu (2022) opined that the process of managing and organizing resources is to ensure their adequate utilization. They explained that while teaching, the available resources should be utilized in a way that they will enable students to acquire the needed competencies. Utilization of resources in teaching brings about fruitful learning since it stimulates student's senses and motivates them. Utilization of instructional resources in entrepreneurship business education requires educators' knowledge in the subject area and understanding how students learn using varied instructional resources as well as good level of technical expertise. These authors further explained that the underutilization of these resources in teaching is the role responsibility the educator. However, their importance depends on what the teacher is able to make of them. They further asserted that one of the reasons why available materials in such schools are not used by many teachers is that they lack the necessary skills to operate them.

Ordu (2020) informed that skill development is a process that enables trainees gain access to dexterity, knowledge and competencies necessary to develop good working attitude. Through this training, business enterprises establish skill acquisition standards by inculcating related programme activities. That is to say that the services provided is intended to impart an ability or capacity to the member.

The acquisition of necessary skills through entrepreneurial education will create in students the needed awareness of the economic gaps in their societies and their entrepreneurial roles to close such gaps. The education will equally assist them to acquire skills and knowledge competencies needed for economic survival. To get this right, it would be necessary to look at the study of critical areas such as development of potential curriculum to reflect the study of critical skill areas such as development of their potentials for persistence, networking, collaboration as well as self-confidence. Knowledge of

these skills will ensure that students are assisted to generate enabling competencies in other areas of basic back-up skills that are necessary to start their own business enterprises.

Statement of the Problem

Entrepreneurship education is an educational process that is geared towards equipping students with creative and innovative ideas for self-employment and job creation. In order to achieve these objectives, instructional resources are to be adequately available and utilized to facilitate effective teaching and learning. Entrepreneurship in business education being skill-based course requires ample availability of instructional resources such as personnel, equipment and facilities as well as well-equipped laboratories and workshops for students' practice exercises. However, it is widely reported that this laudable programme in Nigerian institutions faces enormous challenges due to lack of relevant instructional resources (Okah & Odeola, 2009 & Ogundele, 2015) which on the long run affects negatively entrepreneurship delivery in business education.

The problem of this study therefore is that the extent of availability, adequacy and utilization of instructional resources for entrepreneurship development in business education within public universities in South-South Nigeria has not been given adequate attention. If the status is not determined through an empirical study such as this, relevant stakeholders may not take objective measures to ensure that the graduates are suitably empowered to succeed in self-employment and job creation.

Research Questions

The following research questions guided the study:

1. To what extent does availability of personnel predict entrepreneurial skills development of business education students in public universities in South-South, Nigeria?
2. To what extent does adequacy of personnel predict entrepreneurial skills development of business education students in public universities in South-South, Nigeria?
3. To what extent does utilization of personnel predict entrepreneurial skills development of business education students in public universities in South-South, Nigeria?

Hypotheses

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

1. Availability of personnel does not significantly predict entrepreneurial skills development of business education students in public universities in South-South, Nigeria.
2. Adequacy of personnel does not significantly predict entrepreneurial skills development of business education students in public universities in South-South, Nigeria.
3. Utilization of personnel does not significantly predict entrepreneurial skills development of business education students in public universities in South-South, Nigeria.

METHODOLOGY

This study adopted the descriptive survey research design. The descriptive survey research design, according to Nworgu (2015), is one in which a group of people or items is studied by collecting and analysing data from only a few people or items considered to be representative of the entire group using questionnaire or interview. The population for the study consisted of 141 business education lecturers in public universities in South-South, Nigeria. These include: ten public universities (5 federal and 5 state universities) in South-South, Nigeria where entrepreneurship education is being offered as a course in the business education programme. Out of the 141 business education lecturers from the area of study, the number of males were 90 while that of females were 51. The study was

carried out in the South-South geopolitical zone of Nigeria covering Akwa-Ibom State, Cross River State, Bayelsa State, Rivers State, Delta State and Edo State.

The study adopted a census or block sampling technique. Ogidi (2021) explained that census sampling technique is also called block sampling technique. This sampling technique is utilized in study in situation that the population is manageable or small. The entire population is therefore used as sample. The instrument for data collection in this study was a structured questionnaire titled Questionnaire on Availability, Adequacy and Utilization of Instructional Resources for Entrepreneurship Development in Business Education (QAAUIREDBE). The clusters used was structured on a five-point rating scale of very highly extent (VHE) = 5 points, high extent (HE) = 4 points, moderate extent (ME) = 3 points, low extent (LE) = 2 points and very low extent (VLE) = 1 point. With a mean criterion at 3.0.

The validity of the instrument was established using the opinion of three experts. Two of the experts were in business education and one expert in measurement and evaluation departments all in Ignatius Ajuru University of Education.

Data collected was analysed using Cronbach Alpha to determine the internal consistency of the instrument. The Nunnday's (1998) criterion of 0.70 was used to ascertain the reliability of the instrument. A coefficient below 0.70 was adjudged to indicate weak reliability while coefficient above 0.70 was adjudged to indicate high and acceptable reliability.

Simple regression analysis was used to answer the three research questions as well as test the three null hypotheses at 0.05 level of significance. Decision on the research questions shows that the Regression (R) reveals a positive moderate relationship between the variables. A null hypothesis was rejected because the p-value < .05

Data Analysis and Results

Research Question One

To what extent does availability of personnel predict entrepreneurial skills development of business education students in public universities in South-South, Nigeria?

Table 1: Analysis of the Extent to which Availability of Personnel Predict Entrepreneurial Skills Development of Business Education Students

Model	R	R-Square	Adjusted R-Square	Std Error of the Estimate
1	.483 ^a	.233	.231	3.89739

a. Predictors (Constant): Availability of Personnel

b. Dependent Variable: Entrepreneurial Skills Development

Table 1 presents the simple regression model summary on the extent to which availability of personnel predict entrepreneurial skills development of business education students in public universities in South-South, Nigeria. Table 1 reveals that R = .483^a which indicates a positive moderate relationship between availability of personnel and entrepreneurial skills development of business education in public universities in South-South, Nigeria. The adjusted R-Square is .231, which indicates that availability of personnel accounted for only 23.1% of the total variance observed in the prediction of entrepreneurial skills development of business education students in public universities in South-South, while the remaining 76.9% could be due to other variables and residuals in the availability of personnel prediction of entrepreneurial skills development of business education students in public universities in South-South, Nigeria not considered in this study.

Research Question Two

To what extent does adequacy of personnel predict entrepreneurial skills development of business education students in public universities in South-South, Nigeria?

Table 2: Analysis of the Extent to which Adequacy of Personnel Predict Entrepreneurial Skills Development of Business Education Students

Model	R	R-Square	Adjusted R-Square	Std Error of the Estimate
1	.513 ^a	.263	.262	3.95886

a. Predictors (Constant): Adequacy of Personnel

b. Dependent Variable: Entrepreneurial Skills Development

Table 2 presents the simple regression model summary on the extent to which adequacy of personnel predict entrepreneurial skills development of business education students in public universities in South-South, Nigeria. Table 2 reveals that $R = .513^a$ which shows a positive moderate relationship between adequacy of personnel and entrepreneurial skills development of business education students in public universities in South-South, Nigeria. The adjusted R-Square is .262 which reveals that adequacy of personnel accounted for 26.2% (.262 x 100) of the total variance observe dint he prediction of entrepreneurial skills development of business education students in public universities in South-South, Nigeria, while the remaining 73.8% could be due to other variables and residuals in the adequacy of personnel prediction of entrepreneurial skills development of business education students in public universities in South-South, Nigeria not considered in this study.

Research Question Three

To what extent does utilization of personnel predict entrepreneurial skills development of business education students in public universities in South-South, Nigeria?

Table 3: Analysis of the Extent to which Utilization of Personnel Predict Entrepreneurial Skills Development of Business Education Students

Model	R	R-Square	Adjusted R-Square	Std Error of the Estimate
1	.521 ^a	.271	.269	3.74648

a. Predictors (Constant): Utilization of Personnel

b. Dependent Variable: Entrepreneurial Skills Development

Table 3 presents the simple regression model summary on the extent to which utilization of personnel predict entrepreneurial skills development of business education students in public universities in South-South, Nigeria. Table 3 shows that $R = .521^a$ which reveals a positive moderate relationship between utilization of personnel and entrepreneurial skills development of business education in public universities in South-South, Nigeria. The adjusted R-Square is .269, which reveals that utilization of personnel accounted for only 26.9% of the total variance observed in the prediction of entrepreneurial skills development of business education students in public universities in South-South, Nigeria while the remaining 73.1% could be due to other variables and residuals in the utilization of personnel prediction of entrepreneurial skills development of business education students in public universities in South-South, Nigeria not considered in this study.

Hypothesis One

Availability of personnel does not significantly predict entrepreneurial skills development of business education students in public universities in South-South, Nigeria. The extent to which availability of personnel predict entrepreneurial skills development of business education students in public universities in South-South, Nigeria was subjected to simple regression analysis with the aid of Statistical Product for Service Solution (SPSS).

Table 4a: Regression Anova on the Prediction of Availability of Personnel and Entrepreneurial Skills Development

Model		Sum of Squares	Degree of Freedom	Mean Square	F _{cal}	p-value	Remarks
1	Regression	108.45	1	108.45	6.252	.000 ^b	H ₀ is rejected p < .05
	Residual	2411.18	139	17.347			
	Total	2579.63	140				

a. Dependent Variable: Entrepreneurial Skills Development

b. Predictors (Constant): Availability of Personnel

Table 4a presents the regression ANOVA on the prediction of entrepreneurial skills development of business education students from the availability of personnel in public universities in South-South, Nigeria. Table 4a indicates that availability of personnel significantly predicted the entrepreneurial skills development of business education students in public universities in South-South, Nigeria (F_{cal} = 6.252; Df = 1/140; p < .05). Thus, the null hypothesis is rejected. This indicates that availability of personnel significantly predicted the entrepreneurial skills development of business education students in public universities in South-South, Nigeria.

Table 4b: Regression Coefficient on Availability of Personnel and Entrepreneurial Skills Development

Model		Unstandardized Coefficients		Standardized Coefficient	T	Sig
		B	Std Error	<i>Beta</i>		
1	(Constant)	2.145	.102		22.136	.000 ^b
	Availability of Personnel	.176	.034	.259	5.172	.000

Table 4b presents the coefficient of the model. It showed a constant estimation of 2.143 and the estimation for the predictor (Availability of Personnel) (.176) showing that for each unit change of availability of personnel (.176), entrepreneurial skills development of business education students will change by 17.6% holding other variables at constant t estimated yielded 5.172 while p < .05 for availability of personnel. Thus, confirming that availability of personnel (the predictor variable) significantly predicts the outcome of entrepreneurial skills development of business education students in public universities in South-South, Nigeria.

Hypothesis Two

Adequacy of personnel does not significantly predict entrepreneurial skills development of business education students in public universities in South-South, Nigeria.

The extent to which adequacy of personnel predict entrepreneurial skills development of business education students in public universities in South-South, Nigeria was subjected to simple regression analysis with the aid of Statistical Product for Service Solution (SPSS).

Table 5a: Regression Anova on the Prediction of Adequacy of Personnel and Entrepreneurial Skills Development

Model		Sum of Squares	Degree of Freedom	Mean Square	F _{cal}	p-value	Remarks
1	Regression	175.282	1	175.282	10.656	.000 ^b	H ₀ is rejected p < .05
	Residual	2286.46	139	16.449			
	Total	2461.742	140				

a. Dependent Variable: Entrepreneurial Skills Development

b. Predictors (Constant): Adequacy of Personnel

Table 5a presents the regression Anova on the prediction of entrepreneurial skills development of business education students from the adequacy of personnel in public universities in South-South, Nigeria. Table 5a reveals that adequacy of personnel significantly predicted the entrepreneurial skills development of business education students in public universities in South-South, Nigeria (F_{cal} = 10.656; Df = 1/140; p < .05). Thus the null hypothesis is rejected and the alternate hypothesis is accepted.

Table 5b: Regression Coefficient on Adequacy of Personnel and Entrepreneurial Skills Development

Model		Unstandardized Coefficients		Standardized Coefficient	T	Sig
		B	Std Error	Beta		
1	(Constant)	2.238	.105		23.019	.000 ^b
	Adequacy of Personnel	.176	.036	.262	5.184	.000

Table 5b presents the coefficient of the model. It shows a constant estimation of 2.238 and the estimation for the predictor (adequacy of personnel) (.179) showing that for each unit change of adequacy of personnel (.179), entrepreneurial skills development of business education students will change by 17.9% holding other variables constant t estimated yielded 5.184 while p < .05 for adequacy of personnel. Thus confirming that adequacy of personnel (the predictor variable) significantly predict the outcome of entrepreneurial skills development of business education students in public universities in South-South, Nigeria.

Hypothesis Three

Utilization of personnel does not significantly predict entrepreneurial skills development of business education students in public universities in South-South, Nigeria. The extent to which utilization of personnel predict entrepreneurial skills development of business education students in public universities in South-South, Nigeria was subjected to simple regression analysis with the aid of Statistical Product for Service Solution (SPSS).

Table 6a: Regression Anova on the Prediction of Utilization of Personnel and Entrepreneurial Skills Development

	Model	Sum of Squares	Degree of Freedom	Mean Square	F _{cal}	p-value	Remarks
1	Regression	176.479	1	176.479	10.689	.000 ^b	H ₀ is rejected p < .05
	Residual	2294.88	139	16.51			
	Total	2471.359	140				

a. Dependent Variable: Entrepreneurial Skills Development

b. Predictors (Constant): Utilization of Personnel

Table 6a presents the regression Anova on the prediction of entrepreneurial skills development of business education students from the utilization of personnel in public universities in South-South, Nigeria (F_{cal} = 10.689; Df = 1/140; p < .05). Thus, the null hypothesis is rejected while the alternate hypothesis is accepted.

Table 6b: Regression Coefficient on Utilization of Personnel and Entrepreneurial Skills Development

Model		Unstandardized Coefficients		Standardized Coefficient	T	Sig
		B	Std Error	Beta		
1	(Constant)	2.154	.103		22.142	.000 ^b
	Utilization of Personnel	.176	.035	.261	5.174	.000

Table 6b presents the coefficients of the model. It revealed a constant estimation of 2.154 and the estimation for the predictor (utilization of personnel) (1.79) showing that for each unit change of utilization of personnel (.176) entrepreneurial skills development of business education students will change by 17.6% holding other variables constant t estimated yielded 5.174 while p < .05 for utilization of personnel. Thus, confirming that utilization of personnel (the predictor variable) significantly predict the outcome of entrepreneurial skills development of business education students in public universities in South-South, Nigeria.

Discussion of Findings

The result of the research question one (Table 1) indicated that availability of personnel moderately predicted entrepreneurial skills development of business education students in public universities in South-South, Nigeria. The result of the hypothesis one revealed that availability of personnel significantly predicted entrepreneurial skills development of business education students in public universities in South-South, Nigeria (Tables 4a and b). This result is in agreement with Usulor (2014) that availability of personnel predicted effective implementation of social studies curriculum in junior secondary schools in Ebonyi Central Education Zone of Ebonyi State. This result shows that personnel are very important in the entrepreneurial skills development of business education students in public universities in South-South, Nigeria. Their input helps to strengthen the programme when they are available.

The result of research question two (Table 2) revealed that adequacy of personnel to a moderate extent predict the entrepreneurial skills development of business education students in public universities in South-South, Nigeria. The result of the hypothesis two indicated that adequacy of personnel significantly predicted the entrepreneurial skills development of business education students in public universities in South-South, Nigeria (Tables 5a and b). This result is in agreement with Osarenren-Osaghae and Irabor (2012) that adequacy of personnel was related to the teaching and learning of skill-based courses in Nigeria public universities. The result of the study is also in agreement with Onyesom and Okolocha (2013) that adequacy of personnel is an important consideration of the effective development of business education in colleges of education in Nigeria. The result of this present study shows that adequacy of personnel (both teaching and non teaching staff) is very necessary and significantly predicted the entrepreneurial skills development of business education students in public universities in South-South, Nigeria.

The result of research question three (Table 3) indicated that the utilization of personnel moderately predicted entrepreneurial skills development of business education students in public universities in South-South, Nigeria. The result of the hypothesis three showed that utilization of personnel significantly predicted the entrepreneurial skills development of business education students in public universities in South-South, Nigeria (Tables 6a and b). This result is in agreement with Ndioma and Otobo (2013) that utilization of personnel significantly relate to acquisition of entrepreneurial skills among business education students. The result of the present study indicated that availability and adequacy of personnel are important to the acquisition of entrepreneurial skills or entrepreneurial skills development, the effective utilization of personnel is likely to impact more on entrepreneurial skills development.

CONCLUSION

Based on the findings made, it is very clear that the usefulness of instructional resources in teaching and learning of business education cannot be overemphasized. The instructional resources can be categorized into personnel, physical facilities and equipment. The availability, adequacy and utilization of instructional resources is very important in business education. The conclusion of the study is that the availability, adequacy and utilization of instructional resources (personnel) significantly predicted the entrepreneurial skills development of business education students in public universities in South-South, Nigeria.

RECOMMENDATIONS

1. The government should increase the funding of business education so that personnel, physical facilities and equipment are sourced for business education programmes in public universities particularly in the South-South, Nigeria.
2. National Universities Commission should always revisit instructional resources on a periodic basis to ensure its availability and adequacy to achieve set objectives.
3. National Universities Commission should conduct periodic review of instructional resources with the view to updating them in South-South as well as other geo-political zones in the country.

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