NASARAWA STATE UNIVERSITY

KNOWLEDGE FOR DEVELOPMENT

JOURNAL OF SCIENCE, TECHNOLOGY AND EDUCATION (JSTE)

A PUBLICATION OF THE DEPARTMENT OF SCIENCE, TECHNOLOGY & MATHEMATICS EDUCATION (STME), NASARAWA STATE UNIVERSITY, KEFFI

VOLUME 9

ISSN: 2651-5539

JOURNAL OF SCIENCE, TECHNOLOGY AND EDUCATION (JSTE) VOL. 9. NO. 36

JSTE PUBLICATIONS, 2025 www.nsukjste.com/

ISSN: 2651-5539

ASSESSMENT OF RESOURCES FOR EFFECTIVE DELIVERY OF ENTREPRENEURSHIP EDUCATION IN TECHNICAL COLLEGES IN RIVERS STATE

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Citation: Worlu, C. B. & Puyate, S. T. (2025). Assessment of Resources for effective delivery of entrepreneurship education in technical colleges in Rivers State. *Journal of Science, Technology, and Education (JSTE)*; www.nsukjste.com/ *9*(36), 505-521.

Abstract

The study assessed the resources for effective delivery of entrepreneurship education in technical colleges in Rivers State. Three specific objectives, three research questions and three corresponding hypotheses guided the study. The study adopted a descriptive survey research design with a population of 412 respondents (346 Vocational students-3-equivalent to SSS 3 and 66 teachers of engineering trades) out of which 124 respondents consisting of 42 teachers and 82 students selected through clustered sampling technique. Instrument for data collection was a questionnaire titled, "Availability of Resources for Effective Delivery of Entrepreneurship Education" which was validated by three experts and with reliability coefficient of 0.82. Data collected were analysed using mean and z-test. The results show that material resources, human resources and financial resources were available to a low extent as perceived by students and teachers in technical colleges in Rivers State. Based on the result, it was recommended that the government and relevant education authorities should significantly increase budgetary provisions for entrepreneurship education in technical colleges. It was also recommended that government should prioritize the recruitment of qualified entrepreneurship education teachers and ensure regular professional development through workshops, seminars, and industry linkages.

Keywords: Entrepreneurship Education, Instructional Delivery, Technical Colleges, Resources.

Introduction

The relevance of entrepreneurship education to students and graduates inclusively can never be over flocked when it comes to its delivery (teaching) at all education level. Meanwhile, entrepreneurship as a concept was first established far back in the 1700s,

and the meaning has evolved ever since by scholars of that time. Although many scholars simply link it with starting one's own business, most economists believe it is more than that. Due to the importance of entrepreneurship in the world today, several definitions have been given in order to describe the concept. According to Allawadi (2007), entrepreneurship is that which involves evaluating business opportunities, development of a business plan, and determination of the required resources as well as management of resulting enterprise.

To Strydom and Nieuwenhuizen in Lekoko, Rankhumise and Ras (2012), entrepreneurship could be described as the ability of an entrepreneur (someone who manages a business) to combine natural resources, capital and labour with the aim of building a successful business. More so, Ogundele, Oluwalola and Adegbemi (2012) viewed entrepreneurship in the aspect of education where it is called entrepreneurship education where it is stated to mean the system of education which involves training of an individual student which inculcate and develops spirit of self-reliance, sufficiency and job creation right from youthful age. On another view, Amesi (2014) described entrepreneurship as the capability and willingness to develop, organize, and manage a business venture along with any of its risk to make a profit.

Entrepreneurship education is a process of acquiring the knowledge, attitude and psycho-productive skills for self-reliance, job creation and other forms of independent living in the absence of paid employment (Akaninwor in Ochogba, Johnwest, Isiodu & Igwe, 2017; Nwineh, Nwineh & Okwelle, 2024). Therefore, entrepreneurship education could be described as the type of education that develops individuals who can effectively manage resources and initiate ideas that can help in building a business (Isiwu & Romanus, 2015; Okolocha, 2010).

According to Dutta, Jun and Merenda (2011), entrepreneurship education plays a critical role in improving prospective entrepreneurs and steering them towards developing an enterprise by providing them with a combination of knowledge, skills, attitude and capability. Entrepreneurship education provides space and opportunities for individuals to work on the things they want to explore and creates opportunities that allow lucrative returns. It also provides an opportunity for all individuals to improve their economic situations and society.

However, this all-important subject of entrepreneurship education is taught in schools at all level even at the secondary school setting. The aim of entrepreneurship education will be defeated if the subject is not well taught to the students and in doing this, requires adequate resource. Looking at

the term adequacy, it means a state of being sufficient for the purpose to which a material or something or other resources like human is put to use in order to achieve purpose. Adequacy is an everyday occurrence associated with people which every individual is faced without actually knowing what he is doing. Adequacy can generally be used in various ways, based on the statement of the plan, and breaking of plan into various components. In an attempt to attain this objective, the various level of government in Nigeria have made huge expenditures towards procurement of tools and equipment relating to science education, engineering, agricultural education, home economic and allied courses for post primary and higher institutions. That is to state that, delivery resources in every education setting should be adequate for the students use. The resources for teaching and learning of entrepreneurship can be human resources, material resources and financial resources. Entrepreneurship is highly relevant to students of technical colleges, as it equips them with essential skills mindsets, and opportunities that extend beyond traditional technical training. Entrepreneurship education fosters innovation, self-employment, adaptability, and job creation, making technical graduates more versatile and competitive in the modern workforce (Kassim & El Ukosh, 2020).

To this end, Ndalo in Lang'at (2016) noted that both human and material resources guarantee accomplishment of purpose. The resources should be an integral part of learning as to achieve the highest level of understanding within the context of their subject matter. Mathis and Jackson (2003) affirmed that the human resources have several functions including determining the needs of the staff, supervision of work, ensuring high level of performance, ensuring equal opportunities to all learning, deal with performance issues among others. It can as well be referred to as human capital which includes manpower, talents, labour, personnel (Herbert & Judge, 2005). Human resources are professionals that help manage the people and materials in an institution or organisation (Morgan, 2016). Human resource is people who make up the workforce of an organisation, business sector, or the economy. It has to do with skills, knowledge and qualifications, geographical spread, occupational structure among others.

Material resources are those equipment found in the natural environment that can be used for practical/learning purposes that are considered to have values. Miller and Spoolman (2011) acknowledged that the materials students will learn with within their training ground should be a replica to that which the individuals will use at their

workplace after school. On another view, Adams (2015) stressed that in any given workshop setting; there are certain equipment that can be used to teach the students on what they will encounter at the world of work. Furthermore, availability and adequate materials in schools will aid practical works and experience which is very essential where adequate acquisition of skills is needed. Odu (2003) stated that one fundamental feature of practical skill development is that it entails functional experience, it is a performance art which can only be achieved through the use of materials. A study carried out by Nuru (2007) has shown that for skill demonstrations, using tools and machines must be an imperative. This also calls for repetition of manipulative exercises in order to acquire the needed competence.

The school workshop provides a unique learning environment where the learner may experiment, test, construct, repair, design and create images as well study. Ojimba (2012) agreed that practical work is essential where acquisition of skill is needed and also observed that practical work demands equipment for its effective delivery to the students. Material resources are that equipment found in the natural environment that can be used for practical/learning purposes that are considered to have values. Miller and Spoolman (2011) affirmed that the materials technical students will learn with within their training ground should be a replica to that which the individuals will use at their workplace after school. Odu (2003) stated that one fundamental feature of practical skill development such in entrepreneurship education is that it entails functional experience, it is a performance art which can only be achieved through the use of materials in its delivery.

Human resources are professionals that help manage the people and materials in an institution or organisation (Morgan, 2016). Human Resources are people who make up the workforce of an organisation, business sector, or the economy. Morgan (2016) further stated that the human resources have several functions including determining the needs of the staff, supervision of work, ensuring high level of performance, ensuring equal opportunities to all learning, deal with performance issues among others. It can as well be referred to as human capital which includes manpower, talents, labour, personnel (Herbert & Judge, 2005).

Human resources have to do with skills, knowledge and qualifications, geographical spread, occupational structure among others. The human resources ensures that every student is well and properly attended to as to achieve the aims to which they pursue by developing and implementing programmes at the institution. This group of people may

include principals, instructors, teachers, foremen, workshop attendants and many more (Radhakrishna & Raju, 2015). They play an important part in the developing and making an organisation a success at the end, as a result of the labour provided by employees. Furthermore, Elwood, Holton and James (1999) asserted that the human resources persons must have skills and should be qualified as well to handle responsibilities. They must have developed competencies that will enhance students' performance, increase the innovation, creativity and also enhance competitiveness among others. It is also intended to bring out the best from the learners thereby creating a good learning environment.

However, delivery resources, be it human or material, create a conducive atmosphere for learning since they make the learner discover and use their own knowledge. Digolo in Lang'at (2016), agreed that delivery resources do not only enable learners to be involved in their learning but more so offer a wide range of channels for proper dissemination of knowledge and ideas. Delivery resources help to create situations that make learning interesting because they serve to stimulate the learner's imagination and enhance learners memory of what has been learnt besides this resource must be adequate. Meanwhile adequacy of these resources have taken toe on many schools which has affected the effective delivery of entrepreneurship education in secondary schools in Rivers State. Adequacy is widely employee for control purpose. Adequacy also addresses numerical expressions or terms to formulate plans for a stated period in the future. These plans can be expressed in both technical and non-technical terms such as revenue income, expenditure, period, space area of production and materials. Delivery resources are very essential in secondary schools as to make the learning of entrepreneurship education effective and efficient.

Financial resources are also vital, as they enable the implementation of project-based and experiential learning activities, as well as the establishment of incubation programmes. These resources directly increase students' perceived ability to become entrepreneurs and positively influence their entrepreneurial intentions (Ahmed, Chandran, Klobas, Liñán & Kokkalis, 2020). Financial resources play a pivotal role in entrepreneurship education by equipping students with essential financial knowledge, supporting entrepreneurial intentions, and enhancing business management skills. The integration of financial education into entrepreneurship curricula is necessary to develop competencies such as financial planning, risk analysis, and capital management,

which are crucial for successful business development (Wahyuni, Aspan & Mauliza, 2023; Romadhon & Mulyadi, 2025).

Empirical studies consistently report that material resources for practical instructional delivery in entrepreneurship education are often inadequate in many Nigerian technical and tertiary institutions. Inadequate equipment, limited workshop facilities, insufficient teaching materials, and a lack of access to specialized tools undermine the effectiveness of practical skill acquisition. This inadequacy hampers hands-on learning, restricting students' ability to apply theoretical knowledge to real-world entrepreneurial scenarios. For instance, research involving students from federal and state universities concluded that material resources needed for entrepreneurship training were deficient, substantially limiting the intended benefits of such programs. Similar challenges have been noted repeatedly, indicating a widespread material resource gap in technical colleges (Eze & Eziolisa, 2022; Ibe & Chukwuma, 2024). The result from empirical studies also showed that even where human resources exist, the quality and specialization of staff in entrepreneurship are not adequate as there exists a mismatch between student numbers and instructor availability, often citing overburdened teaching staff and a shortage of personnel with practical entrepreneurial experience (Nwachukwu & Okpo, 2018; Offor & Major, 2014). Furthermore, financial resource is found to be insufficient (Nwachukwu & Okpo, 2018). Therefore, this study will assess the adequacy of resources for effective delivery of entrepreneurship education in selected secondary schools in Port Harcourt Metropolis in Rivers State.

Statement of the Problem

In the recent past, lesson delivery at schools has mostly been carried out by teachers without practical involvement by the students, especially in entrepreneurship education. Sometimes teachers use the talk chalk method popularly known as the lecture method where the students remain passive in the class. Students have been found not to possess the right skills that they are expected at graduation. They are faced with lack of basic fundamental skills and therefore have difficulties finding decent jobs or becoming self-employed. This issue often affects the young ones more than other groups, as some of them still depend on their parents for clothing, food and other needs after school instead of exploring their entrepreneurship skills learnt in the time of their study. However, it has been found that secondary school students should undergo entrepreneurial classes which is to sustain them and the economy of the nation. This can only be possible when there are

resources available in schools. Agbulu and Wever (2011), noted that effective teaching of entrepreneurship education requires the use of delivery resources. They further stated that absence of delivery resources in schools result in poor academic performance of students. Entrepreneurship education is very important to students of technical colleges as it could help them acquire skills for self-employment. Therefore, it was expedient to assess the resources for effective delivery of entrepreneurship education in technical colleges in Rivers State.

Purpose of the Study

The purpose of this study was to assess the resources for effective delivery of entrepreneurship education in technical colleges in Rivers State. Specifically, the study intended to:

1. find out the extent material resources are available for instructional delivery in entrepreneurship education in technical colleges in Rivers State.
2. determine the extent human resources are available for instructional delivery in entrepreneurship education in technical colleges in Rivers State.
3. ascertain the extent financial resources are available for instructional delivery in entrepreneurship education in technical colleges in Rivers State.

Research Questions

1. To what extent are material resources available for instructional delivery in entrepreneurship education in technical colleges in Rivers State.
1. To what extent are human resources available for instructional delivery in entrepreneurship education in technical colleges in Rivers State.
2. To what extent are financial resources available for instructional delivery in entrepreneurship education in technical colleges in Rivers State.

Hypotheses

The following null hypotheses were postulated and tested at the 0.05 level of significance.

1. There is no significant difference in the mean responses of teachers and students on the extent material resources are available for instructional delivery in entrepreneurship education in technical colleges in Rivers State.
2. There is no significant difference in the mean responses of teachers and students regarding the availability of material resources for instructional delivery in entrepreneurship education in technical colleges in Rivers State.
3. There is no significant difference in the mean responses of teachers and

students regarding the financial resources available for instructional delivery in entrepreneurship education in technical colleges in Rivers State.

Methodology

The study adopted a descriptive survey research design. This research design is a study which is aimed at collecting data for the purpose of describing systematically the characteristics, features and facts about a given population (Nworgu in Nwankwo, 2013). The present study is a descriptive survey because the researcher collected data from a large sample of teachers and students in the secondary schools in order to determine the adequacy of resources for effective delivery of entrepreneurial education. The population of the study consisted of 412 respondents. This consisted of 346 Vocational 3 students and 66 teachers of engineering trades from the four technical colleges in Rivers State (Source: Nominal role from administrative office of technical colleges in Rivers State). The sample of study was 124 respondents consisting of 42 teachers and 82 students selected through clustered sampling technique. Two schools were randomly selected and the students and teachers in these selected schools served as sample for the study. The instrument for the study was a survey questionnaire tagged "Availability of Resources for Effective Delivery of Entrepreneurship Education (AREDEE)". It was structured in the pattern of 4-point rating scale of (Very High Extent (VHE)-4, High Extent (HE)-3, Low Extent (LE)-2, and Very Low Extent (VLE)-1). The instrument was face and content validated by three experts in the Department of study in Rivers State University, Port-Harcourt. The instrument was validated in reference to its wordings, ambiguity, significance, and all necessary corrections were done. The reliability of the instrument was established using Cronbach Alpha Reliability Coefficient method which yielded reliability coefficient of 0.82. Mean and Standard Deviation were employed to answer the research questions while z-test was use to test the hypotheses at 0.05 level of significance. Mean values <2.50 were rejected, whereas, Mean values ≥2.50 was accepted. However, z-test statistical tool was used to test the hypotheses. The data was analyzed with SPSS 25.0 version and Excel software.

Result

Research Question 1: To what extent are material resources available for instructional delivery in entrepreneurship education in technical colleges in Rivers State.

Table 1: Mean Responses for Extent Material Resources are Available

S/N	Material Resources	Teachers (n = 42)			Students (n = 82)		
		M	S.D.	RMK	M	S.D.	RMK
1	Availability of textbooks and reference materials	1.95	0.96	LE	1.88	0.87	LE
2	Availability of entrepreneurship manuals and guides	1.76	0.98	LE	1.82	0.90	LE
3	Access to practical tools and equipment	1.88	0.83	LE	1.82	0.94	LE
4	Availability of classrooms and workshop space	1.71	0.89	LE	1.70	0.93	LE
5	Availability of audio-visual aids	1.81	0.89	LE	1.76	0.78	LE
6	Availability of practical materials	1.69	0.75	LE	1.93	0.93	LE
	Grand Mean	1.80	0.88	LE	1.82	0.89	LE

The result in Table 1 shows the extent material resources are available for instructional delivery in entrepreneurship education in technical colleges in Rivers State. As shown, the materials are available to a low extent. This is evident by mean responses being less than 2.50 for all the items for both teachers and students.

Research Question 2: To what extent are human resources available for instructional delivery in entrepreneurship education in technical colleges in Rivers State.

Table 2: Mean Responses for Extent Human Resources are Available

S/N	Human Resources	Teachers (n = 42)			Students (n = 82)		
		M	S.D.	RMK	M	S.D.	RMK
7	Availability of qualified entrepreneurship education teachers	1.93	0.97	LE	1.89	0.92	LE
8	Teacher-to-student ratio for effective teaching	2.10	1.05	LE	1.78	0.85	LE
9	Availability of guest lecturers or industry experts	1.98	1.07	LE	1.87	0.97	LE
10	Access to continuous professional development for teachers	2.24	1.12	LE	1.74	0.81	LE
11	Availability of entrepreneurship education counselors	1.93	0.92	LE	1.88	0.88	LE
12	Availability of administrative support for entrepreneurship programs	2.02	1.05	LE	1.74	0.91	LE
13	Availability of lab technicians and support staff for practical	2.33	1.16	LE	1.80	0.79	LE
	Grand Mean	2.07	1.05	LE	1.82	0.88	LE

The result in Table 2 shows the extent human resources are available for instructional delivery in entrepreneurship education in technical colleges in Rivers State. As shown, the human resources are available to a low extent. This is evident by mean responses being less than 2.50 for all the items for both teachers and students.

Research Question 3: To what extent are financial resources available for instructional delivery in entrepreneurship education in technical colleges in Rivers State.

Table 3: Mean Responses for Extent Financial Resources are Available

S/N	Financial Resources	Teachers (n = 42)			Students (n = 82)		
		M	S.D.	RMK	M	S.D.	RMK
14	Adequacy of budget allocation for entrepreneurship education	2.17	1.06	LE	1.72	0.85	LE
15	Availability of funds for purchasing teaching materials and equipment	2.21	1.09	LE	1.65	0.69	LE
16	Access to credit for entrepreneurship programs	2.17	1.12	LE	1.72	0.85	LE
17	Availability of funds for teacher professional development	2.10	1.10	LE	1.60	0.86	LE
18	Financial support for student entrepreneurship projects	1.95	1.01	LE	1.84	1.00	LE
19	Availability of funds for maintaining and upgrading facilities	1.88	0.97	LE	1.68	0.80	LE
20	Funding for organizing entrepreneurship seminars and workshops	1.93	0.87	LE	1.70	0.94	LE
	Grand Mean	2.06	1.03	LE	1.70	0.86	LE

The result in Table 3 shows the extent financial resources are available for instructional delivery in entrepreneurship education in technical colleges in Rivers State. As shown, financial resources are available to a low extent. This is evident by mean responses being less than 2.50 for all the items for both teachers and students.

Hypothesis 1: There is no significant difference in the mean responses of teachers and students on the extent material resources are available for instructional delivery in entrepreneurship education in technical colleges in Rivers State.

Table 4: z-test for Extent Material Resources are Available

Groups	N	M	S.D.	Z-cal	Z-crit	Decision
Teachers	42	1.80	0.88	-0.12	1.96	Accepted
Students	82	1.82	0.89			

The result in Table 4 shows the test of hypothesis one. As shown, calculated value of z (z-cal) which is 0.12 is less than that of critical value which is 1.96. consequently, the hypothesis was accepted. This implies that there is no significant difference in the mean responses of teachers and students on the extent material resources are available for instructional delivery in entrepreneurship education in technical colleges in Rivers State.

Hypothesis 2: There is no significant difference in the mean responses of teachers and students regarding the extent human resources are available for instructional delivery in entrepreneurship education in technical colleges in Rivers State

Table 5: z-test for Extent Human Resources are Available

Groups	N	M	S.D.	Z-cal	Z-crit	Decision
Teachers	42	2.07	1.05	1.32	1.96	Accepted
Students	82	1.82	0.88			

The result in Table 5 shows the test of hypothesis one. As shown, calculated value of z (z-cal) which is 1.32 is less than that of critical value which is 1.96. consequently, the hypothesis was accepted. This implies that there is no significant difference in the mean responses of teachers and students on the extent human resources are available for instructional delivery in entrepreneurship education in technical colleges in Rivers State.

Hypothesis 3: There is no significant difference in the mean responses of teachers and students regarding the extent financial resources are available for instructional delivery in entrepreneurship education in technical colleges in Rivers State.

Table 6: z-test for Extent Financial Resources are Available

Groups	N	M	S.D.	Z-cal	Z-crit	Decision
Teachers	42	2.06	1.03	1.94	1.96	Accepted
Students	82	1.70	0.86			

The result in Table 6 shows the test of hypothesis one. As shown, calculated value of z (z-cal) which is 1.94 is less than that of critical value which is 1.96. Consequently, the hypothesis was accepted. This implies that there is no significant difference in the mean responses of teachers and students on the extent financial resources are available for instructional delivery in entrepreneurship education in technical colleges in Rivers State.

Discussion of Findings

The first research question sought to find out the extent material resources are available for instructional delivery in entrepreneurship education in technical colleges in Rivers State. The result showed that textbooks and reference materials, entrepreneurship manuals and guides, practical tools and equipment, classrooms and workshop space, audio-visual aids and practical materials were available to a low extent. The test of hypothesis one showed that there was no significant difference in the mean responses of teachers and students on the extent material resources are available for instructional delivery in entrepreneurship education in technical colleges in Rivers State. This result aligns with that of Eze and Eziolisa (2022) and that of Ibe and Chukwuma (2024) who found material resources to be inadequate for teaching and learning of entrepreneurship.

Research question two sought to find out the extent human resources are available for instructional delivery in entrepreneurship education in technical colleges in Rivers State. The result showed that the availability of qualified entrepreneurship education teachers, appropriate teacher-to-student ratio, guest lecturers or industry experts, access to continuous professional development for teachers, entrepreneurship education counsellors, administrative support staff, and lab technicians for practical sessions were rated to a low extent by both teachers and students. The test of hypothesis two revealed that there was no significant difference in the mean responses of teachers and students regarding the extent

human resources are available for instructional delivery in entrepreneurship education in technical colleges in Rivers State. The result corroborates that of Nwachukwu and Okpo (2018) and Offor and Major (2014) who found human resources for effective teaching and learning of entrepreneurship to be insufficient.

The third research question sought to find out the extent financial resources are available for instructional delivery in entrepreneurship education in technical colleges in Rivers State. The result showed that financial resources such as adequacy of budget allocation, availability of funds for purchasing teaching materials and equipment, access to credit for entrepreneurship programs, funds for teacher professional development, financial support for student projects, funding for maintenance and upgrading of facilities, and funding for organizing seminars and workshops were available to a low extent. The test of hypothesis three showed that there was no significant difference in the mean responses of teachers and students on the extent financial resources are available for instructional delivery in entrepreneurship education in technical colleges in Rivers State. The result agrees with that of Nwachukwu and Okpo (2018) who found financial resource for effective instructional delivery in entrepreneurship to be insufficient.

Conclusions

Based on the findings of the study, it can be concluded that material, human, and financial resources necessary for effective instructional delivery in entrepreneurship education in technical colleges in Rivers State are available to a low extent. Both teachers and students consistently rated the availability of textbooks, practical tools, qualified personnel, industry experts, training opportunities, and funding support as inadequate. Furthermore, the test of hypotheses revealed no significant differences in the responses of teachers and students regarding the availability of these resources. This suggests a general consensus among key stakeholders that resource constraints remain a major challenge in the effective implementation of entrepreneurship education in the technical college system. Without significant improvement in resource provision, the goals of equipping students with entrepreneurial skills and promoting self-reliance through technical and vocational education may remain unachieved.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are made:

1. The government and relevant education authorities should significantly increase budgetary provisions for entrepreneurship education in technical colleges. This funding should specifically target the procurement of instructional materials, equipment, and tools necessary for practical entrepreneurship training.
2. Government should prioritize the recruitment of qualified entrepreneurship education teachers and ensure regular professional development through workshops, seminars, and industry linkages. Guest lecturers and industry experts should also be engaged periodically to bridge knowledge gaps and expose students to real-world business practices.
3. School administrators should provide stronger institutional backing for entrepreneurship education.

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