

# TEACHING AND LEARNING OF ENTREPRENEURIAL STUDIES IN JUNIOR SECONDARY SCHOOLS IN ONITSHA NORTH EDUCATION ZONE.

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## **Abstract**

*The study investigated teaching and learning of entrepreneurial studies in junior secondary schools in Onitsha North Education Zone. This study adopted descriptive research design to study the research problems across the entire Onitsha North Education Zone. The study population comprised secondary school teachers in Onitsha education zone, from where a sample size of 1002 teachers across the secondary schools in Onitsha. Purposive sampling techniques was adopted in selecting 92 entrepreneurial teachers because most of the teachers were on leave. Focus Group Discussion, Key-Informant Interview and Questionnaire were used as the instrument for data collection. The study adopted Cronbach Alpha estimation technique to determine the internal consistency which gave the overall reliability of 0.86. Descriptive statistics such as Mean and Standard Deviation were also used in addressing the research questions. The study found that the provision of training facilities by the school management has significant impact on entrepreneurial skills, the study equally found a positive significant relationship between the use of quality instructional materials and entrepreneurial skills among students in junior secondary schools in the study areas. Based on the findings above, the study recommends that the government of Anambra State should provide quality instructional materials as well as creating the enabling environment that would enhance the teaching and learning of entrepreneurial studies in all junior secondary schools in the State.*

**Keywords:** *Education, Junior Secondary Education, Teaching and Learning, Counsellor, Entrepreneurship, Entrepreneurship Education and Entrepreneurial Skills*

## **Introduction**

Education is the best legacy a nation can give to her citizens especially the youth. It is designed to help individuals to realize their potentials through acquisition of knowledge, understanding and explorative skills which invariably make one to be useful in the society. According to Nwangwu (2007) education is the process of transmission, preservation and improvement of the culture of the people. Offorma (2015) stated that education has been described as something more than schooling because people are schooled to accept a society, but they are educated to create or re-create one. The Federal Republic of Nigeria (2014) stated that education is viewed as an instrument an excellence in achieving national development. Balogun (2010) affirmed that education is the light, without which, the whole world would be in darkness. Ogwo, Ayolugbe & Igwe (2019) cited Ocho (2005) stated

that education enables one to achieve social competence and to acquire optimum individual development.

However, Bekkola (2011) asserted that education makes individuals to function and be relevant not only to themselves, but to their society irrespective of place, time and circumstances. Ogwo (2009) cited the National Policy on Education (2014) and stated the specific goals of education in Nigeria. They include: Promoting functional education for skill acquisition, job creation and poverty reduction. The same vein, it also stated that in order to realize these goals of education in Nigeria and gain from its construction to the national economic growth and sustainability, government should take necessary measures to ensure that education should be learner-centred for maximum self-development and self-fulfillment. In view of this, junior secondary education is a variable that should be discussed as far as entrepreneurial studies at the junior level is concerned. Junior secondary education is the education that gives students a better foundation in order to proceed to senior secondary education. The National Policy on Education (2014) stated that junior secondary education is the education which a child receives immediately after primary education. Maduewisi (2015) stated that children need sound education as much as a house needs a solid foundation in order to stand.

Shuaib Afebuja also highlighted four core objectives of junior secondary education in National Policy of Education. They include: provide a child with diverse basic knowledge and skills for entrepreneurship and educational advancement; develop patriotic young people equipped to contribute to social development and the performance of their civic responsibilities, inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour. In relation to this, the curriculum for junior secondary education includes: English studies, one Nigerian language, mathematics, basic science and technology. Basic Science and Technology includes Basic Science, Basic Technology Information Technology, Physical and Health Education. Religious and National Values: Religious and National Values includes: Christian Religious Studies, Islamic Studies, Social Studies, Civic Education and Security Education. Pre-vocational Studies: pre-vocational Studies includes: Home Economics and Agriculture; other subjects include French language, Cultural and Creative Arts, Business Studies and Arabic.

Similarly, teaching and learning is a variable that should be explained as far as evaluating the academic achievement of the students on specific areas of entrepreneurial subjects in junior secondary education. Teaching and learning as the name implies guide the experience of the learner. Ayolugbe, Ishiwu and Ugodinamba (2019) cited Silva (2006) that teaching is an educational activity intended to gain knowledge, linked to the school faculty of university. Ayolugbe (2019) as cited in Pereina (2006) stated that teaching is considered as an intentional process of making it easier for one or more other persons to learn and grow intellectually and morally, providing them with planned situations for the students to have the experience needed to produce the desired modification in a more or less stable manner. Santos (2001) opined that teaching is a planned response to the natural requirements of the learning process thereby strengthening the idea that the terms are distinct and

inseparable when discussing the teaching process as referred to. On the other hand, Pereina (2012) opined that learning is something that is relatively permanent in nature. This implies that learning can only take place when knowledge is transferred to the learners. Silva (2006) stated that learning is considered a cognitive process through which a person gain knowledge and becomes capable of interacting with the world.

In relation to this, teaching and learning cannot come into conclusion without a vivid explanation of entrepreneurship and entrepreneurship education. Entrepreneurship is derived from a French word meaning to “undertake”. Several scholars came up with the profound definitions of entrepreneurship. Abdullahi (2019) cited in Mahmood (2006) posited that entrepreneurship is defined as the willingness and ability of an individual or group of persons to search for investment opportunities, to establish and run a business unit successfully. However, Omolayo (2006), affirmed that entrepreneurship is the process through which individuals identify opportunities, allocate resources and create value which involve risk taking with the aim of making a profit. In view of this, entrepreneurship education is a concept that should be discussed as far as the teaching and learning of entrepreneurial studies in junior secondary education is concerned. Entrepreneurship studies in junior secondary education help to guide the experience of learning through inculcating innovating specific skills and knowledge by the teachers to the learners for self-reliance at the nearest future. Entrepreneurial studies was introduced into the curriculum of junior secondary education so as to prepare the students to acquire entrepreneurial skills for self-independence. Ogwo, Ayologbe & Igwe (2019) affirmed that entrepreneurship education is the process of providing individuals with knowledge, skills, ability to identify business opportunities and the insights to carry the business along for sustainability. Bukola (2011) opined that the need for entrepreneurship education in Nigeria started emerging in the mid-1980s. This is because before this period, unemployment and poverty were not a national concern as they are currently. However, political instability and inconsistencies in the socio-economic policies of successive governments led to the emergence of a high level of unemployment in Nigeria. Entrepreneurship education seeks to provide students in junior secondary education with the knowledge, skills and motivation to encourage entrepreneurial activities in a variety of settings.

In addition to this, Emeraton (2008) described entrepreneurship education as that which deals with those attitudes and skills that are necessary for the individual to respond in his environment to the process of conserving, starting and managing a business enterprise. Abdullahi (2019) cited Oduwaye (2005) that entrepreneurship education prepares the individual to be properly equipped to acquire saleable skills which could be used to manage his own business or that of other persons. Consequently, the entrepreneurial subjects offered in junior secondary education as stipulated in the National Policy on Education (2014) include: Home Economics, agriculture, cultural and creative art, and business studies. Sequel to this, entrepreneurial skills that would aid in preparing the students for self reliance include: instructional leadership skills, management skills, communication skills, collaboration skills, vision development skills, change management skills, innovative skills of independent, imaginative and creative skill, decision skills and item building skills. Entrepreneurship

education according to Abdullahi (2019) cited Paul (2005) was structured to achieve the following objectives. They includes: To offer functional education for the youth with adequate training that will enable them to be creative and innovative in identifying novel business opportunities, to serve as a catalyst for economic growth and development, offer tertiary institution graduates with adequate training in risk management to make uncertainty possible and easy, to reduce the high rate of poverty, create employment generation, reduction in rural-urban migration, provide the graduates with enough training and support that will enable them to establish a career in small and medium sized businesses, to inculcate the spirit of perseverance in the youths and adults which will enable them transit from traditional to a modern industrial economy.

Consequently, the strategy for inculcating effective entrepreneurial skills among students in junior secondary education was stipulated by Abdullahi (2019). These strategies includes, provision of adequate training facilities, provision of funding, adequate teaching method, training and retraining of manpower and supervision of instructions by the supervisory unit in the school environment. In guiding the research study, counselors are highly relevant as far as teaching and learning of entrepreneurial studies in junior secondary education is concerned. Councillors aid in guiding the experience of the learners by ensuring that specific skills are imparted into the students for a better chosen career in the nearest future. Obikezie & Umezulike (2013) perceived the counselor as a trained expert with enough psychology necessary to understand and predict human behaviour. The author vividly emphasized that he is a trained personnel in test construction and administration, practicum, as well as enough theories needed to understand clients' problems and proffer solution.

In the education term, a counselor is a member of staff in the school with specialized skills who provides assistance to individual students and their parents in making decisions that ensure an efficient and orderly progression of the students throughout the various stages of their growth and development. In view of this, the counselor in the school setting is the professional personnel who assists the students in resolving their educational, vocational and acquire competences. The ideal qualities of a counselor include: The quality of unconditional acceptance, patient understanding, empathic quality, counsellor's sense of humor, quality of sincerity and openness, emotional stability and the quality of flexibility. In support of their opinion Obikezie's (2013) opined that the functions of an ideal counselor in the area of entrepreneurial studies are over-emphasized. They include: counselling services, leading to guidance programme, construction, administration and interpretation of psychological tests; placement service, sourcing and disseminating information, referral services, public relation activities, conducting research and above all organizing workshops in order to propagate counseling and to disseminate information and skills.

The author stated that other professional qualities of an ideal counselor include: Knowledge of Counselling theories, vocational theories, knowledge of practicum (field experiences) A detailed knowledge of psychology, expertise in the application of psychological test, understanding of ethical and professional responsibilities and lastly confidentiality.

### **Statement of the Research Problem**

There are prevalent problems militating against the position of counselors as a strategy in enhancing the teaching and learning of entrepreneurial studies in junior secondary education of Onitsha North education zone. It is highly pathetic that most of the schools in Onitsha North education zone lack the essential facilities. However, it was on this platform that the research investigated and discovered that most of the teachers employed to teach entrepreneurial studies are not competent enough to impart knowledge and skills to the students because they lack essential training that could have helped to inculcate specific skills to the students for self-reliance.

School administrators in the rural areas do not give room for workshops, seminars and symposiums by the resource persons outside the school which invariably would enhance entrepreneurial skills among students in various secondary schools. In view of this, teachers who specialized on imparting entrepreneurial knowledge fail to visit the internet which could have enabled them get a breast with the current information that would enhance the teaching and learning of entrepreneurial studies. Furthermore, most of the laboratories and school equipments were not properly funded by the government in Anambra State. Finally, most of the counselors that were employed to work alongside the teachers were not properly motivated in guiding the students in the area of the acquisition of skills and knowledge among the students in junior secondary schools. It was in this scenario that the researcher intended to proffer solutions on how the position of a counselor can serve as a viable strategy in enhancing the teaching and learning of entrepreneurial studies in junior secondary education of Onitsha North education zone.

### **Purpose of the Study**

The main purpose of the study was to investigate the position of the counsellor as a strategy for enhancing the teaching and learning of entrepreneurial studies in junior secondary education in Onitsha North Education Zone. Specifically, the study sought to determine the:

- I. position of a counselor in allocating entrepreneurial skills in junior secondary education of Onitsha North Education Zone;
- II. strategies that would aid in inculcating the teaching and learning of entrepreneurial skills in junior secondary education of Onitsha North Education Zone;
- III. Problems militating against entrepreneurial studies in Junior Secondary Education of Onitsha North Education Zone.

### **Research Questions**

The following research questions were formulated to guide the study;

- I. What are the positions of a counselor in inculcating entrepreneurial skills in junior secondary education of Onitsha North Education Zone?
- II. What are strategies that would aid in inculcating entrepreneurial skills in junior secondary education of Onitsha North Education Zone?
- III. What are the problems militating against entrepreneurial studies in junior secondary education of Onitsha North Education Zone?

## **Methods**

The study adopted a descriptive research survey design. The population of the study consisted of the 1002 teachers in twenty five (25) selected senior secondary schools. Purposive sample technique was adopted in the study. The sample size consisted of 92 teachers who teach entrepreneurial studies in Onitsha North Education Zone. However, 78 teachers were available in the teaching and learning of entrepreneurial studies in junior secondary education of Onitsha North Education Zone. This is because most of the teachers were on leave. The instrument for data collection was a questionnaire titled: The Position of the Counselor as a Strategy for Enhancing the teaching and Learning of Entrepreneurial Studies in Junior Secondary Education of Onitsha North Education Zone. The instrument contained two sections thus: Section “A” is the Bio-data of the respondents while section “B” contains 16 items structured in three clusters according to the purpose of the study. The first cluster measures the mean responses on the position of a counselor in inculcating entrepreneurial skills in Junior Secondary Education. The second measures the mean responses on the strategies which would aid in inculcating entrepreneurial skills in Junior Secondary education. While the third cluster measures the mean responses on the problems militating against teaching and learning of entrepreneurial studies in Junior Secondary education. The items were structured alongside with modified four point rating scale of Strongly Agree (SA) 4 points, Agree 3 = points, Disagree 2 = points and Strongly Disagree (SD) 1= point respectively. The instrument was subjected to face validation by three experts, two experts from the department of Educational Foundation and one from the department of Science Education, all from the University of Nigeria, Nsukka. They were requested to examine the instrument and access the suitability of the language and relevance of the items in addressing the research questions bearing in mind the purpose of the study. The internal consistency of the reliability for each of the clusters was computed using Cronbach Alpha (Q). The overall reliability Coefficient of 0.86 was obtained. The researcher and one trained research assistant administered the instrument directly and retrieved same from the respondents. The data collected were analyzed using mean ( $\bar{x}$ ) and standard deviation (SD). It was used to answer the research questions in line with the purpose of the study.

## **Results**

**Research Question One:** What are the Position of a Counsellor in Inculcating Entrepreneurial Skills in Junior Secondary Education of Onitsha North Education Zone?

**Table 1: Mean Response on the Position of a Counselor in Inculcating Entrepreneurial Skills in Junior Secondary Education.**

S/N	Items	No	$\bar{x}$	SD	Decision
1.	They impart specific skills and knowledge through counseling services.	78	3.42	0.592	Accepted
2.	They source and disseminate information in the area of entrepreneurial studies	78	3.50	0.552	Accepted
3.	The conduct research in the specific areas of entrepreneurial studies that would benefit the students	78	3.15	0.762	Accepted
4.	They help in organizing seminars and workshops in the specific area of entrepreneurial studies.	78	3.19	0.512	Accepted
5.	Counsellors provide guidance programmes that suit the student's pursuit of career.	78	3.06	0.795	Accepted

The data presented in table 1 revealed that items 1, 2, 3, 4 and 5 had a mean score of 3.42, 3.50, 3.15, 3.29 and 3.06 with standard deviation of 0.592, 0.552, 0.763, 0.51 and 0.795 as shown respectively. This implies that the mean score are above the mean bench mark of 2.50 and were all accepted. The results of the data collected from the respondents indicated that counsellors play a viable role in imparting entrepreneurial skills into the students of junior secondary education for self-reliance the nearest future.

**Research Question Two:** What are the strategies that would Aid in Inculcating entrepreneurial skills into the students of junior secondary education of Onitsha North Education Zone?

**Table 2: Mean Response on the Strategies that would aid in inculcating Entrepreneurial Skills in Junior Secondary Education**

S/N	Items	No	$\bar{x}$	SD	Decision
6.	Adequate training facilities are a strategy that would help in inculcating entrepreneurial skills in the students for self-reliance.	78	3.24	0.74	Accepted
7.	The use of quality instructional materials is a strategy that would help to inculcate entrepreneurial skills in the students for self-reliance.	78	3.51	0.665	Accepted
8.	The use of constructivist method is a strategy that would aid in inculcating entrepreneurial skills in the students for self-reliance.	78	3.22	0.73	Accepted
9.	Training and retraining of teachers by organizing entrepreneurial workshops and seminars is a strategy in inculcating entrepreneurial skills in the students for self-reliance.	78	3.52	0.661	Accepted
10.	Supervision of instruction is a strategy in inculcating entrepreneurial skills in the students for self-reliance.	78	2.73	0.945	Accepted
11.	Involving the students in field trip activities excursion is a strategy in inculcating entrepreneurial skills in the students for self-reliance.	78	2.74	0.763	Accepted

The data presented in table 2 revealed that items 6, 7, 8,9,10 and 11 had a mean score of 3.24, 3.51, 3.22, 3.52, 2.73 and 2.74 and standard deviation of 0.741, 0.665, 0.732, 0.661, 0.945 and 0.763 are shown respectively. The mean scores are above the mean bench mark of 2.50 and were all accepted. The results of the data collected from

the respondents indicate that these are viable strategies that would help to inculcate entrepreneurial skills in the students of junior secondary education.

**Research Question Three:** What are the problems militating against the teaching and learning of entrepreneurial studies in Junior Secondary Education of Onitsha North Education Zone?

**Table 3: Mean Responses on the Problems Militating Against Teaching and Learning of Entrepreneurial Studies in Junior Secondary Education**

S/N	Items	No	$\bar{x}$	SD	Decision
12.	Lack of supervision of instruction is a problem militating against the teaching and learning of entrepreneurial studies	78	3.72	0.537	Accepted
13.	Poor teaching skills is a problem militating against teaching and learning entrepreneurial studies.	78	3.42	0.796	Accepted
14.	Lack of quality instructional materials is a problem militating against the teaching and learning of entrepreneurial studies		2.85	0.789	Accepted
15.	Incompetent teachers in the teaching and learning of entrepreneurial studies is a problem		3.52	0.659	Accepted
16.	Poor funding of entrepreneurial programmes by the government is a problem militating against the teaching and learning of entrepreneurial studies.		3.52	0.682	Accepted

The data presented in table 3 shows that items 12, 13, 14, 15, had a mean achievement score of 3.72, 3.42, 2.85, 3.52 and 3.25 with standard deviation of 0.537, 0.796, 0.789, 0.659, 0.682 and 0.602 respectively. The mean scores are above the bench mark of 2.50 and were all accepted. The results of the data collected from the respondents indicate that there are veritable problems militating against teaching and learning entrepreneurial studies in junior secondary education.

### Discussion of the Findings

The study investigated the position of a counsellor: A strategy for enhancing teaching and learning of entrepreneurial studies in junior secondary education of Onitsha North Education Zone. Specifically, research question one investigated the position of a counselor in inculcating entrepreneurial skills in junior secondary education students. From the findings, the respondents agreed that imparting specific skills and knowledge through counselor services, sourcing and disseminating information in the entrepreneurial studies, conducting research in the specific area of entrepreneurial studies, organizing workshops and seminars in the specific area of entrepreneurial studies and providing guidance programmes that suit the students' pursuit of their career. This implies that an ideal counselor plays a viable role in the teaching and learning of entrepreneurial studies among students in junior secondary education. The counselor should guide the students on specific areas of skill acquisition though career growth and development for self-reliance in the nearest future. In relation to this, the study is in line with Obikeze & Umezulike's (2013) position that a counselor is a member of a staff in the school with specialized skills who provides assistance to individual students and their parents in making decisions that ensure efficient and order progression of the students throughout the various stages of his career growth and development.

Moreover, research question two investigated possible strategies that would aid in inculcating entrepreneurial skills in junior secondary education of Onitsha North education zone. From the

findings, respondents agreed that adequate training facilities, the use of quality instructional materials, adopting the constructivist method as a teaching technique in the teaching and learning of entrepreneurial studies, training and retraining of teachers, supervision of instruction by the supervisory unit and encouraging the students in field trip activities (excursion) will go a long way to increase their interest. To correlate with this, these are possible strategies that would help to inculcate entrepreneurial skills students in junior secondary education. The teachers, school administrators and the government should come together in order to ensure that these strategies are implemented so as to improve the young ones in our contemporary society. In view of this, the study is in consonance with Abdullahi (2019) that if these possible strategies are put in place by the stakeholders, teachers, school administrators and government, then entrepreneurship education would become a huge success among the young ones in junior secondary education.

Research question three investigated problems militating against entrepreneurial studies in junior secondary education of Onitsha North Education Zone. From the findings, the respondents agreed that lack of supervision of instruction, poor teaching techniques, lack of quality instructional materials, incompetent teachers in the teaching and learning of entrepreneurial studies and poor funding of entrepreneurial programmes by the government are the problems militating against the advancement of entrepreneurial studies in junior secondary education. Therefore, it is important that the government should fund entrepreneurship education through making provision of entrepreneurial facilities in Onitsha North education zones. This would help to enhance entrepreneurial studies especially those located in the rural areas. To correlate with this, the study is in line with Abdullahi (2019) submission that entrepreneurship education prepares the individual to be properly equipped to acquire saleable skills which could be used to manage his own business or that of other persons. This can only be achieved if the school administrators and government can come together to mitigate these problems of entrepreneurial studies in junior secondary education.

### **Recommendations**

Based on the findings of the study, the following recommendations were made:

- I. The government in Anambra State should provide quality instructional materials that would enhance the teaching and learning of entrepreneurial studies in junior secondary education.
- II. The school administrators should endeavour to employ competent teachers who are qualified enough to impart entrepreneurial skills and knowledge for self-reliance.
- III. The few vocational educational centres established by the government should be well-funded in order to ensure stability of teaching and learning.
- IV. The school management should endeavour to organize seminars, workshops and programmes for teachers who are not knowledgeable enough on entrepreneurship education especially in rural areas.

### **Conclusion**

The finding of the study revealed that the school management and the government are not living up to expectation as regards entrepreneurship education in junior secondary education. Therefore, there

is a clarion call among the school managements and government to contribute immensely to the development of entrepreneurship education in junior secondary education.

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