

AVAILABILITY AND UTILIZATION OF INSTRUCTIONAL RESOURCES FOR TEACHING ENTREPRENEURSHIP IN BUSINESS EDUCATION

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ABSTRACT

The need to ensure effective teaching of entrepreneurship in business education necessitated this study on availability and utilization of instructional resources for teaching entrepreneurship in Colleges of education (COE) in South-South Nigeria (SSN). Four research questions guided the study and two null hypotheses were tested at 0.05 level of significance. Descriptive survey research design was employed for the study. The population consisted of 262 business education lecturers from the 10 colleges of education in SSN. The instruments for data collection were a Checklist on Availability of Instructional Resources for Entrepreneurship in Business Education (CAIREBE) and a five-point rating scale questionnaire titled Utilization of Instructional Resources for Teaching Entrepreneurship in Business Education Questionnaire (UIRTEBEQ). Method of internal consistency was used to determine the reliability of the instrument using Cronbach Alpha and reliability coefficients of 0.79 and 0.84 were obtained for the two sections with an overall reliability coefficient of 0.82. Percentages and descriptive statistics were used to analyze data from research questions 1 and 2 on one hand and 3 and 4 on the other while hypothesis was tested with t-test statistic. Findings of the study revealed that available physical facilities and equipment were inadequate and moderately utilized for teaching entrepreneurship in business education in COEs in SSN. Gender did not significantly influence the respondents' mean ratings on the utilization of physical facilities and equipment. The study concluded that the level of availability and utilization of instructional resources for teaching entrepreneurship in business education is inadequate for equipping students for entrepreneurial success on graduation. Based on the findings and conclusion, it was recommended among others that administrators of COEs in SSN should undertake fund raising activities, the funds of which should be judiciously used to procure adequate physical facilities and equipment to enhance effective teaching of entrepreneurship in business education.

Keywords: Availability, Utilization, Instructional Resources, Entrepreneurship Education, Business Education

INTRODUCTION

Education all over the world is regarded as an indispensable tool for enhancing economic growth and national development. It is seen as the cornerstone of development because it forms the basis of literacy, skill acquisition, technological advancement, knowledge acquisition and ability to harness the natural resources of the environment (Okoro, 2014). 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. 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. This study however focused essentially on Colleges of Education.

College of education is one aspect of tertiary institutions in Nigeria that is designed specifically to train and prepare students for the teaching profession. Onyesom and Okolocha (2013) noted that colleges of education provide exposure and learning for prospective teachers at the level of the Nigeria Certificate of Education (NCE) in instructional methodology/pedagogy and theories of instruction and curriculum. One of the objectives of tertiary institutions (including colleges of education) is the acquisition of both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society. Unfortunately, the possession of various degrees and certificates from tertiary institutions is no longer a guarantee for employment. Many young graduates continue to roam the streets in search of white-collar jobs which are almost not in existence.

Ile, Nwogu and Ogudionye (2015) noted that the causes of high rate of unemployment among Nigerian graduates are of two-folds. The first, according to the authors is the obvious lack of employment opportunities in the country. The second is that the graduates are deficient in terms of the necessary skills and competencies required for employment in contemporary business organizations, hence they are indirectly unemployable. Additionally, the huge number of youths graduating from various tertiary institutions each year further worsens the situation as the available industries are incapable of absorbing most of them considering the present economic recession in the country.

To reverse this ugly trend, especially as it affects graduate unemployment, the government of Nigeria in 2006 introduced entrepreneurship 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 seekers rather than job creators. 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. Accordingly, Ordu (2012) reported that the introduction of entrepreneurship in tertiary education curriculum was followed by the directive from government 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.

Entrepreneurship education is conceptualized as the type of educational process geared towards equipping students with creative and innovative ideas that will enhance self-employment and job creation. Fayolle and Gailly in Enang (2016) explained that entrepreneurship education refers to all activities aimed at fostering entrepreneurial mindset, attitude and skills that cover a range of acts such as idea generation, start-up, growth and innovation. Chiaha and Agu (2013) explained that entrepreneurial individuals create jobs for themselves and others thereby reducing unemployment. Thus, entrepreneurship education is an educational programme that is designed to equip students with necessary skills and competencies for successful establishment and operation of business ventures. Ordu and Abdulkarim (2016) noted that entrepreneurship education is offered in colleges of education both as a general course and departmental courses especially in business education.

Business education is one of the programmes in colleges of education with entrepreneurial courses in the content. It is an educational programme designed to equip young people with necessary skills and competencies that would enable them engage in skill acquisition and productive livelihoods (Ezeani, 2014). According to Udoh (2010), business education is a means by which an individual develops understanding and skills to be able to enter into the business world and become self-reliant. Aliyu (2006) noted that the nation's new philosophy of education, which is based on transformation of the individuals into a sound and effective citizen, makes it imperative for the business education programme to reflect the new economic and social order as well as satisfy societal needs and aspirations.

In view of the importance of business education in skills development, the graduates of the programme are expected to venture into various entrepreneurial activities upon graduation. It is against this background that entrepreneurship education was integrated into the curriculum of business education programme in tertiary institutions in Nigeria (Ezeani, 2014). The aim of this is to ensure that the students, upon graduation, acquire the necessary skills, knowledge and competencies to enable them successfully set up and manages their own businesses. This will help reduce the high rate of poverty, create employment opportunities and reduce rural-urban migration. However, the teaching and learning of entrepreneurial courses in business education programme in colleges of education in Nigeria is facing challenges due to lack of adequate instructional resources (Okah & Odelola, 2009).

Instructional resources according to Ugwuanyi and Eze in Onyesom and Okolocha (2013) are those basic requirements that aid and facilitate effective teaching and learning. Onyesom and Okolocha explained that instructional resources comprise human beings (teachers), facilities and equipment for teaching and learning. Furthermore, Manabete and Makinde (2016) posited that instructional resources are those materials or services that facilitate teaching and learning in schools. According to Onyesom and Okolocha, instructional resources in business education which could also be applicable to entrepreneurship education include business educators (teachers), typewriting laboratories, shorthand studios, model offices, facilities such as classroom, library as well as equipment such as computers, typewriters among others. In other to ensure that these instructional resources are available and effectively utilized, the National Commission for Colleges of Education (NCCE) as the government regulatory and supervisory for Colleges of Education set minimum standards or benchmarks and carries out accreditation exercise in institutions to ensure that the standard is maintained.

The National Commission for Colleges of Education (NCCE, 2012) classified resources in business education into three namely physical facilities, equipment and personnel. The physical facilities include classroom blocks, workshops, laboratories/studios, libraries and staff offices, entrepreneurship garden, mentor's shops and/or work places, community business enterprises. Equipment, on the other hand, includes typewriters, computers, stapling machines, perforators, tape-recorders, punching machines, photocopiers, stopwatches and so on. Personnel include lecturers, instructors, secretaries, typists, technicians, cleaners and messengers. This study however, focused essentially on availability and utilization of physical facilities and equipment. These instructional resources need to be available and fully utilized to enhance effective teaching and learning of entrepreneurship in business education.

Availability according to Joseph and Philiat (2011) 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 business education in colleges of education, there is need for provision of adequate instructional resources. However, it appears that the inadequacy of instructional resources in entrepreneurship

business education in colleges of education is affecting effective teaching and learning. Thus, the extent instructional resources are utilized in the programme will to a large extent depend on their availability.

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. Utilization of instructional resources for entrepreneurship in business education requires teachers' knowledge in the subject area and understanding how students learn using varied instructional resources as well as good level of technical expertise. Ogbuegbuna-Okwenu (2008) held that the non-use or underutilization of available instructional resources in schools is attributable to the teacher, explaining that resource materials in education do not on their own achieve any meaningful values. However, their importance depends on what the teacher is able to make of them.

One influencing factor in the context of availability and utilization of instructional resources is gender. Murphy and Greenwood in Arum (2015) reported that gender could be a factor in low teacher utilization of resources for instructional delivery. Thus, considering gender as a factor in this study could yield possible results. It is obvious that the success of colleges of education in South-south Nigeria in producing business education graduates with requisite knowledge, skills and competencies through entrepreneurship education depends on the effective utilization of relevant instructional resources. It is against this background that this study on availability and utilization of instructional resources for entrepreneurship in business education in South-South Nigeria was undertaken.

STATEMENT OF THE PROBLEM

Business education is an aspect of general education offered in Nigerian tertiary educational institutions such as colleges of education and universities. The objectives of the programme include equipping students with knowledge, skills and positive attitude for success in the world of work as paid employees or entrepreneurs. This is why the programme emphasizes self-reliance for the graduates through self-employment and employment creation. Entrepreneurship is recognized as the nucleus of business education in tertiary educational institutions in Nigeria and other parts of the world. Consequently, the programme is expected to benefit immensely from the introduction of entrepreneurship education as a compulsory course with governments' directive for the establishment of Centre for Entrepreneurship Development (CED) in all Nigerian tertiary institutions.

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 business education being skill-based requires ample availability of instructional resources such as personnel, equipment and facilities as well as well-equipped laboratories and workshops for student 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).

The problem of this study therefore is that the availability and level of utilization of instructional resources for entrepreneurship in business education in colleges of education in South-South Nigeria is not clearly known. 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.

PURPOSE OF THE STUDY

The main purpose of this study was to determine the availability and level of utilization of instructional resources for teaching of entrepreneurship in business education in colleges of education in South-South Nigeria.

Specifically, the study determined the:

1. availability of physical facilities for teaching entrepreneurship in business education in colleges of education in South-South Nigeria.
2. availability of equipment for teaching entrepreneurship in business education in colleges of education in South-South Nigeria.
3. level of utilization of available physical facilities by lecturers for teaching entrepreneurship in business education in colleges of education in South-South Nigeria.
4. Level of utilization of available equipment by lecturers for teaching entrepreneurship in business education in colleges of education in South-South Nigeria.

RESEARCH QUESTIONS

The following research questions guided the study:

1. What physical facilities are available for teaching entrepreneurship in business education in colleges of education in South-south Nigeria?
2. What equipment are available for teaching entrepreneurship in business education in colleges of education in South-south Nigeria?
3. What is the level of lecturers' utilization of physical facilities for teaching entrepreneurship in business education in colleges of education in South-south Nigeria?
4. What is the level of lecturers' utilization of equipment for teaching entrepreneurship in business education in colleges of education in South-south Nigeria?

HYPOTHESES

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

1. Male and female business education lecturers do not differ significantly in their mean ratings on the level of utilization of available physical facilities for teaching entrepreneurship in business education in colleges of education in South-South Nigeria.
2. Male and female business education lecturers do not differ significantly in their mean ratings on the level of utilization of available equipment for teaching entrepreneurship in business education in colleges of education in South-South Nigeria.

METHOD

The study adopted the descriptive survey research design. The population for the study consists of 262 business educators from 10 colleges of education (3 federal and 7 state) in South-south, Nigeria where entrepreneurship education is being run as a course in the business education programme. There was no sampling in this study since the population size was manageable. The instruments used for data collection include a checklist on availability titled Checklist on Availability of Instructional Resources for Entrepreneurship in Business Education (CAIREBE) and a structured questionnaire titled Utilization of Instructional Resources for Teaching Entrepreneurship in Business Education Questionnaire (UIRTEBEQ). The checklist was structured on two-point response options of available (A) and not available (NA) while the questionnaire was structured on a five-point rating scale of very highly utilized (VHU), highly utilized (HU), moderately utilized (MU), lowly utilized (LU) and very lowly utilized (VLU). Face validity of the instrument was established using

the opinion of three experts. Two of the experts are in business education from the Department of Technology and Vocational Education and the one expert in measurement and evaluation from the Department of Educational Foundations in the Faculty of Education, Nnamdi Azikiwe University, Awka. To establish the internal consistency of the instrument, the Cronbach Alpha formula was used to analyze the data using the Statistical Package for Social Sciences (SPSS) version 21 and obtain reliability coefficients values of 0.79 and 0.84 for the two clusters with an overall reliability coefficient value of 0.82. Out of the 262 copies of the instruments administered on the respondents, a total of 255 copies (representing 97.33 percent) were retrieved and were used for data analysis.

Data collected with the checklist were analyzed using percentages for research questions 1 and 2 while mean and standard deviation were used to answer research questions 3 and 4 and to determine the closeness of the respondents' means. In order to determine the level of utilization of available instructional resources for teaching entrepreneurship in business education, a decision rule based on mean ratings between 4.50-5.00 were regarded as very highly utilized, items with mean ratings of 3.50-4.49 were considered as highly utilized and items with 2.50-3.49 were regarded as moderately utilized. Furthermore, items with mean ratings of 1.50-2.49 and 0.50-1.49 were considered as lowly utilized and very lowly utilized respectively. In testing the null hypotheses, where the calculated p-value is less than the stipulated level of significance (0.05), it meant that there was a significant difference and the hypothesis was rejected. Conversely, where the calculated p-value is equal to or greater than the stipulated level of significance (0.05), it meant that there was no significant difference and the hypothesis was not rejected.

RESULTS

Research Question 1

What physical facilities are available for teaching entrepreneurship in business education in colleges of education in South-South Nigeria?

Table 1: Percentage scores on availability of physical facilities for teaching entrepreneurship in business education in colleges of education in South-South Nigeria (N = 255).

S/N	Items on Physical facilities	Available		Not Available		Decision
		No	(%)	No	(%)	
1	Classroom blocks	160	62.75	95	37.25	Available
2	Workshops	155	60.78	100	39.22	Available
3	Laboratories/studios	170	66.67	85	33.33	Available
4	Departmental libraries	64	25.10	191	74.90	Not Available
5	Staff offices	157	61.57	98	38.43	Available
6	Entrepreneurship garden	67	26.27	188	73.73	Not Available
7	Mentor's shop/workplaces	78	30.59	177	69.41	Not Available
8	Community business centres	195	76.47	60	23.53	Available
9	Interactive radio	65	25.49	190	74.51	Not Available
10	Poulties	78	30.59	177	69.41	Not Available
11	Fish ponds	69	27.06	186	72.94	Not Available
12	Typing pool	197	77.25	58	22.75	Available
13	School incubation centres	83	32.55	172	67.45	Not Available

Data in Table 1 shows that only five of the 13 physical facilities listed are available while the rest are not available for teaching entrepreneurship in business education in colleges of education in South-South Nigeria.

Research Question 2

What equipment are available for teaching entrepreneurship in business education in colleges of education in South-south Nigeria?

Table 2: Percentage scores on availability of equipment for teaching entrepreneurship in business education in colleges of education in South-South Nigeria (N = 255).

S/N	Items on Equipment	Available		Not Available		Decision
		No	(%)	No	(%)	
1	Typewriters	201	78.82	54	21.18	Available
2	Computers with internet connectivity	95	37.25	160	62.75	Not Available
3	Stapling machines	170	66.67	85	33.33	Available
4	Perforators	220	86.27	35	13.73	Available
5	Tape-recorders	98	38.43	157	61.57	Not Available
6	Punching machines	185	72.55	70	27.45	Available
7	Photocopiers	175	68.63	80	31.37	Available
8	Stopwatch	63	24.71	192	75.29	Not Available
9	Air conditioning systems	65	25.49	190	74.51	Not Available
10	Farm implements	78	30.59	177	69.41	Not Available
11	Sewing machines	70	27.45	185	72.55	Not Available
12	Shoe making machines	58	22.75	197	77.25	Not Available
13	Confectionary equipment	88	34.51	167	65.49	Not Available
14	Woodwork equipment	101	39.61	154	60.39	Not Available

Data on Table 2 shows that only five of the 14 equipment listed are available while the rest are not available for teaching entrepreneurship in business education in colleges of education in South-South Nigeria.

Research Question 3

What is the level of lecturers' utilization of physical facilities for teaching entrepreneurship in business education in colleges of education in South-south Nigeria?

Table 3: Respondents' mean ratings on the level of utilization of physical facilities for teaching entrepreneurship in business education in colleges of education in SSN ((N = 255).

S/N	Items on level of utilization of physical facilities	Mean	SD	Decision
1	Classroom blocks	4.45	0.70	Very Highly Utilized
2	Workshops	4.20	0.54	High Utilized
3	Laboratories/studios	3.75	0.46	Highly Utilized
4	Departmental libraries	2.20	0.40	Lowly Utilized
5	Staff offices	4.57	0.45	Very High Utilized
6	Entrepreneurship garden	1.87	0.45	Not Utilized
7	Mentor's shop/workplaces	2.25	0.40	Lowly Utilized
8	Community business centres	2.56	0.75	Moderately Utilized
9	Farm lands	2.42	0.70	Lowly Utilized
10	Poulties	1.45	0.83	Not Utilized
11	Fish ponds	2.12	0.76	Lowly Utilized
12	Typing pool	4.20	0.48	Highly Utilized
13	School incubation centres	2.23	0.65	Lowly Utilized
	Cluster Mean	2.94		Moderately Utilized

Data in Table 3 shows that the cluster mean is 2.94 indicates that available physical facilities are moderately utilized for teaching entrepreneurship in business education in colleges of education in South-South Nigeria. The standard deviations for all the items are within the same range showing that the respondents were not wide apart in their ratings.

Research Question 4

What is the level of lecturers' utilization of equipment for teaching entrepreneurship in business education in colleges of education in South-south Nigeria?

Table 4: Respondents' mean ratings on level of utilization of equipment for teaching entrepreneurship in business education in colleges of education in South-South Nigeria (N = 255)

S/N	Items on level of utilization of equipment	Mean	SD	Decision
1	Typewriters	4.65	0.60	Very Highly Utilized
2	Computers with internet connectivity	2.53	0.64	Moderately Utilized
3	Stapling machines	4.75	0.45	Very Highly Utilized
4	Perforators	4.45	0.50	Very Highly Utilized
5	Tape-recorders	2.57	0.55	Moderately Utilized
6	Punching machines	4.64	0.65	Very Highly Utilized
7	Photocopiers	4.60	0.40	Very Highly Utilized
8	Stopwatch	2.56	0.58	Moderately Utilized
9	Air conditioning systems	2.45	0.70	Moderately Utilized
10	Farm implements	2.23	0.74	Lowly Utilized
11	Sewing machines	2.20	0.70	Lowly Utilized
12	Shoe making machines	1.96	0.57	Lowly Utilized
13	Confectionary equipment	2.22	0.65	Lowly Utilized
14	Woodwork equipment	1.87	0.45	Lowly Utilized
	Cluster Mean	3.12		Moderately Utilized

Data in Table 4 shows that the cluster mean is 3.12 indicates that available equipment are moderately utilized for teaching entrepreneurship in business education in colleges of education in South-South Nigeria. The standard deviations for all the items are within the same range showing that the respondents were not wide apart in their ratings.

TESTING THE HYPOTHESES

Hypothesis 1

Male and female business education lecturers do not differ significantly in their mean ratings on the level of utilization of available physical facilities for teaching entrepreneurship in business education in colleges of education in South-South Nigeria.

Table 5: Summary of t-test result of male and female business education lecturers' mean ratings on the level of utilization of available physical facilities for teaching entrepreneurship in business education in colleges of education in South-South Nigeria

Gender	N	\bar{X}	SD	α	Df	t-val	p-val	Decision
Male	179	2.62	1.17					
Female	76	2.10	1.21	0.05	253	0.574	0.433	Significant

Source: Field Study, 2018

Table 5 indicated that the t-value is 0.574 at degree of freedom of 253, while the p-value is 0.433. Testing at alpha level of 0.05, the p-value is not significant, because the p-value is greater than the alpha value (0.05). Therefore, the null hypothesis is not rejected; hence, male

and female business education lecturers do not differ significantly in their mean ratings on the level of utilization of available physical facilities for teaching entrepreneurship in business education in colleges of education in South-South Nigeria.

Hypothesis Two

Male and female business education lecturers do not differ significantly in their mean ratings on the level of utilization of available equipment for teaching entrepreneurship in business education in colleges of education in South-south Nigeria.

Table 6: Summary of t-test result of male and female business education lecturers' mean ratings on the level of utilization of available equipment for teaching entrepreneurship in business education in colleges of education in South-South Nigeria.

Gender	N	\bar{X}	SD	α	Df	t-val	p-val	Decision
Male	179	4.09	0.23	0.05	253	0.432	0.270	Significant
Female	76	4.10	0.17					

Source: Field Study, 2018.

Table 6 indicated that the t-value is 0.432 at degree of freedom of 253, while the p-value is 0.270. Testing at alpha level of 0.05, the p-value is not significant, because the p-value is greater than the alpha value (0.05). Therefore, the null hypothesis is not rejected; hence, male and female business education lecturers do not differ significantly in their mean ratings on the level of utilization of available equipment for teaching entrepreneurship in business education in colleges of education in South-South Nigeria.

DISCUSSION OF FINDINGS

Findings of the study in research question one revealed that physical facilities are not adequately available for teaching entrepreneurship in business education in colleges of education in South-South Nigeria. This finding is in agreement with Uzochima (2013) who reported that physical facilities were available but not adequate in the colleges of education. This finding is also in agreement with Joseph and Phillias (2011) who reported that there is low level of provision of physical facilities for teaching Agricultural Science in senior secondary schools in Ekiti State, Nigeria.

Findings of the study in research question two revealed that equipment are not adequately available for teaching entrepreneurship in business education in colleges of education in South-South Nigeria. This finding is in agreement with Azih and Nwosu (2012) who reported that tertiary institutions in Ebonyi State do not have the required e-learning equipment. As a result, they do not use the equipment for instructional delivery in business education.

The findings of the study in research question three revealed that available physical facilities are moderately utilized for teaching entrepreneurship in business education in colleges of education in South-South Nigeria. The finding is in consonance with Arum (2015) who reported that physical facilities were utilized for the teaching of Biology curriculum to a moderate level. Supporting the above findings, Nwankwo, Nwogbo, Okorji and Egboka (2015) reported that learning facilities for implementing the entrepreneurship education programme in the State were inadequate. The study also revealed that there was low level of utilization of learning facilities in entrepreneurship education.

The results in Table 5 also revealed that male and female business education lecturers did not differ significantly in their mean ratings on the level of utilization of available physical

facilities for teaching entrepreneurship in business education in colleges of education in South-South Nigeria. This means that gender did not affect business education lecturers' level of utilization of physical facilities for teaching entrepreneurship in business education in colleges of education in South-South, Nigeria.

The findings of the study in research question four revealed that available equipment are moderately utilized for teaching entrepreneurship in business education in colleges of education in South-South Nigeria. This finding is in agreement with Zubairu (2014) who reported that ICT resources were not fully utilized as a result of low level of availability in federal colleges of education (FCEs) in Nigeria. The findings also agreed with Eze and Aja (2014) whose study revealed that ICT devices were not adequately utilized, personnel to operate ICT devices were not adequately trained and most of the ICT devices were not in good working condition in schools studied.

The results in Table 6 also revealed that male and female business education lecturers did not differ significantly in their mean ratings on the level of utilization of available equipment for teaching entrepreneurship in business education in colleges of education in South-South Nigeria. This means that gender did not affect business education lecturers' level of utilization of equipment for teaching entrepreneurship in business education in colleges of education in South-South, Nigeria.

CONCLUSION

Based on the findings of this study, it was concluded that level of availability and utilization of instructional resources for teaching entrepreneurship in business education in colleges of education in South-South Nigeria is not adequate for equipping students for entrepreneurial success on graduation.

RECOMMENDATIONS

The following recommendations were made by the researchers based on the findings of the study:

1. Administrators of colleges of education in South-South Nigeria should be encouraged to undertake fund raising activities, the funds of which should be judiciously used to procure adequate physical facilities and equipment to enhance effective teaching of entrepreneurship in business education.
2. There should be training programmes and skill development for business education lecturers that will encourage them to have the requisite skills, competences and exposure to enable them to be more proficient in the utilization of physical facilities and equipment in teaching/learning of entrepreneurship course contents.
3. The NCCE should come up with a standard or perhaps policy that would require all practicing and prospective business education lecturers in colleges of education teaching entrepreneurial courses to have a functional entrepreneurial venture irrespective of the size of the business. This policy if implemented would help to ensure that the lectures teaching entrepreneurial courses out of their own experiences.

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