



PEDAGOGICAL STRATEGIES FOR ENTREPRENEURSHIP EDUCATION IN TERTIARY INSTITUTIONS IN DELTA STATE

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Abstract

This study examined pedagogical strategies for entrepreneurship education in tertiary institutions in Delta State. Two research questions guided the study. Descriptive survey research was adopted for the study. The study population comprised 129 Business Education lecturers and Social Studies lecturers in tertiary institutions in Delta State. There was no sampling since the population in the zone was manageable. The instrument for data collection was a 21-item questionnaire. The data collected were analyzed using mean and standard deviation. The study established that pedagogical strategies for entrepreneurship education include utilizing school business premises. This will motivate students to learn how to improve customer patronage, as customers are essential for business survival. The study further established that a partnership with industry/business enables students to gain real-life experience in businesses, thereby enhancing their understanding during training. The study concluded that entrepreneurship education should be made practical to achieve the course's objective. The paper also recommends that educational institutions utilize business premises, especially those within the school environment, to make entrepreneurship education more practical. Additionally, it suggests that lecturers and other educational stakeholders collaborate with industries and business organizations to make entrepreneurship education more viable.

Keywords: *pedagogical strategies, entrepreneurship, school business premises, partnership with industries/businesses, education*

Introduction

Unemployment occurs when individuals are able and willing to work actively but are unable to find a paid job or create a job for themselves. According to Azubuike (2022), unemployment can be defined as people above a specified age who are not in paid employment or self-employment but are currently available for work during the reference period. Jonathan and Utz. (2023) also stated that unemployment refers to those individuals who are not employed but are actively searching for a paid job and are available to start a paid job within a short period. Adebamiwi and Ogundeyi (2024) asserted that the unemployment rate in Nigeria remains a major concern and stressed the need for policies to stimulate entrepreneurship, skills acquisition, and investment in sectors with large employment potential, thereby reducing the challenge of unemployment and creating entrepreneurship and skill acquisition awareness. In the context of this study, unemployment is the condition of one who is capable of working and actively seeking work but cannot find any. Unemployment is a key economic indicator because it signals the ability (or inability) of workers to obtain gainful work and contribute to the productive output of the economy. More unemployed workers mean less total economic production.

To make university education functional, relevant, and practical, the Federal Government of Nigeria, through the National Universities Commission (NUC), made entrepreneurship education a compulsory course for all undergraduate students in Nigerian universities. The policy aims to generate entrepreneurial spirit in the students, which will help to curb the increasing rate of graduate unemployment, and equip students with appropriate skills, attitude, knowledge, and competence to gain appropriate practical experience.

Alumode (2018) states that education is an instrument for nation-building. The development of a country's natural resources is dependent on the quality of its human resources, and the quality of human resources, in turn, depends on education. In line with the above, Abhimanyi (2017) investigated the role of education in personal development, affirmed that education contributes to the individual's personal development, increases his/her productivity and

income at work, and facilitates participation in economic and social life. The development of the country and the person depend on education, hence Uwaifo (2022) opined that the best gift that any government and dedicated, goal-oriented leader can provide to their citizen is education.

Uwaifo (2024) posited that education is pivotal to any developmental stride in the nation. Hence, the introduction of entrepreneurial education to tertiary institutions to help prepare students for economic and social life after school is a step in the right direction. Entrepreneurship education is, therefore, a program of instruction that enables the beneficiary to be properly equipped to establish and operate a profit-oriented business venture. Amaewhile and Abung (2020) see entrepreneurship education as that aspect of education which equips graduates with the training and support necessary to help them establish careers in small and medium-sized businesses, provide graduates with training skills that will make them meet societal manpower needs, and stimulate industrial and economic growth of rural and less developed areas. This means that entrepreneurship education could help to provide students with the knowledge, skills, and motivation to encourage entrepreneurship in various settings. According to Godspower, Nmerukini, and Duson (2025), entrepreneurship education is that education which assists students in developing positive attitudes, innovation, and skills for self-reliance rather than depending on the government for paid employment. Furthermore, entrepreneurship education aims to equip students with the skills, knowledge, and motivation necessary to effect attitudinal changes that encourage self-reliance through involvement in entrepreneurial activities, while also providing potential entrepreneurs with the skills required to succeed in business.

Grecu and Denes (2017) investigated the benefits of entrepreneurship on engineering students and established that business discipline can contribute in immeasurable ways towards creating new jobs, wealth, poverty reduction, and income generation for both government and individuals. Oduma (2012) sees entrepreneurship as the creation of value through the fusion of capital, risk-taking, technology, and human capital. Having understood the role of entrepreneurship in economic development, it

becomes apparent that careful attention is needed to invest in and promote entrepreneurship in tertiary institutions. The aim of this study, therefore, is to investigate the pedagogical strategies that school business premises and partnership with industries/businesses could be used in teaching entrepreneurship education in tertiary institutions.

Pedagogical strategies in entrepreneurship education are the different approaches, techniques, methods, and styles used by educators to facilitate the teaching of entrepreneurship. Teaching is effective when appropriate pedagogical strategies are used for teaching in a particular discipline. The extent to which appropriate strategies are utilized in teaching will determine teaching efficiency in schools. To enhance the pedagogical strategies for teaching entrepreneurship education in tertiary institutions in Delta State, educators in charge must direct the teaching process towards enriching experiences. According to Efanga, (2015), teaching involves the impartation of knowledge to the learners by the teacher. The ability of the teacher to do so depends largely on the pedagogical strategies he or she applies during the teaching process. Some of these pedagogical strategies for teaching entrepreneurship education include school business premises and partnership with industries, case study, learning-by-doing field trip, and so on. For this study, the school business premises and partnership with industries are examined.

School business premises offer a hands on , practical learning environment that converts academic knowledge into tangible entrepreneurial competencies , and they help students develop their business skills . By operating as small scale businesses , these enterprises help students improve their entrepreneurial and self reliance abilities while bridging the theory practice divide . Oko and Arunaye (2022) affirmed that using school business centers would assist students in understanding the guidelines governing company investment to prevent business collapse .

Partnership with industries businesses is the process of establishing an industrial collaboration between schools and businesses industries , which allows students to gain practical experience in addition to theoretical instruction .

This allows them to develop their entrepreneurial skills in their various parastatals and acquire the skills necessary to succeed in any entrepreneurial endeavours . According to Emeasoba (2016) , school industry partnerships involve a wide range of interactions or communications at many levels and link various activities for the sharing of technology and knowledge between industries and schools . Partnerships with businesses involve formal educational institutions and the business sector working together to establish a supportive learning environment where students can get practical experience , knowledge , skills , and a positive work attitude .

Statement of the Problem

Entrepreneurship education is practical-oriented. This will enable teachers to inculcate veritable skills and knowledge for entrepreneurial development. The curriculum content in entrepreneurship education is not practical-oriented, which shows that the teaching of entrepreneurship education does not match an adequate entrepreneurship network. This is a gap that this study intends to fill by revealing how school business premises could be used in teaching entrepreneurship education in universities. Furthermore, the current classroom delivery method is too mechanistic, using the lecture method, which does not promote or encourage entrepreneurial behaviour or prepare graduates to be self-reliant. This is another gap that this study intends to fill by showing how partnerships with industries/ businesses could be used in entrepreneurship education in tertiary institutions.

Purpose of the Study

The main purpose of the study is to examine pedagogical strategies for entrepreneurship education in tertiary institutions in Delta State. The Study Specifically sought to;

1. Find out how school business premises could be used in teaching entrepreneurship education in tertiary institutions in Delta State
2. Determine how partnerships with industries/businesses could be used in entrepreneurship education in tertiary institutions in Delta State.

Research Question

The following research questions guided the study

1. How could school business premises be used in teaching entrepreneurship education in tertiary institutions in Delta State?
2. How can partnerships with industries/businesses be used in entrepreneurship education in tertiary institutions in Delta State?

Concept of Entrepreneurial Education

Entrepreneurship education is specialized training given to students to acquire the skills, ideas, and managerial abilities and capabilities for self-employment rather than being employed. Usoro (2022) viewed entrepreneurship education as part of the field of education that deals with business experiences, both for specialized occupational uses and for general use, and that deals with relationships, techniques, attitude, and knowledge necessary for individuals to understand social institutions and businesses to successfully adjust to them. It also includes the program of instruction that will enable the beneficiary to be properly equipped to establish and operate a profit-oriented business venture.

The aim of entrepreneurship education, therefore, is to encourage and train the recipients to create self-employment opportunities for themselves. Thus, Maduka (2022) and Oduma (2023) noted that entrepreneurship education is the key agent in the development of human creative and innovative talents. The stimulation of human business interest and potential, including the development of managerial skills, human relations, and an appreciable positive attitude, is needed for the establishment and operative of a new venture on a profit basis. Jimba (2021) noted that entrepreneurship education is recognized as an important factor in nurturing entrepreneurial intention; it offers individuals the ability to identify business opportunities and the intuition, knowledge, and skills to act on them. According to Anho (2022), basic, functional, and entrepreneurial education is capable of building good human and personal relationships, thereby addressing personal and social challenges. Anho (2022), further elucidates that functional and entrepreneurship education could help to reduce the high rate of

unemployment and poverty in both urban and rural areas of Nigeria, Africa, and the world at large through equipping the recipients with knowledge and skills for setting up and running small and medium-scale businesses. Youths can acquire competencies linked to fundamental entrepreneurial knowledge, abilities, and attitudes through entrepreneurship education, such as:

- Business opportunities recognition
- Developing concepts and gathering resources to seize opportunities despite risks.
- Venture creation and operation;
- Creativity and critical thinking.

According to Oduma and Uwaifo (2023) the business knowledge, skills, and creative qualities that participants in entrepreneurship education programs acquire, all of which are necessary for self-employment, allow them to stand alone. Entrepreneurship education is a functional education centered on making the graduates job producers rather than job seekers. Thus, other objectives of entrepreneurship education include:

- Provide meaningful education for the youths, which could make them self-reliant and subsequently encourage them to derive profit and be self-independent.
- Provide small and medium-sized companies with the opportunity to recruit graduates who will receive training and tutoring in the skills relevant to the management of the small business centers.
- Provide graduates with the training and support necessary to help them establish a career in small and medium-sized businesses.
- Provide graduates with enough training in risk management to make uncertainty bearing possible and easy.
- Stimulate industrial and economic growth of rural and less developed areas.
- Provide graduates with enough training that will enable them to be creative and innovative in identifying new business opportunities (Oduma, 2023).

Need for Entrepreneurship Education

To make the education system more relevant and responsive to the socioeconomic problems generated by the unemployment syndrome, Entrepreneurship Education needs to be emphasized in the system. According to Oduma

(2023) Entrepreneurial education serves as a means of knowledge discovery and acquiring human and social skills that are relevant to participatory development and change. It is designed to inspire and guide potential entrepreneurs into the field and provide knowledge of current and prospective entrepreneurs. Entrepreneurship education aims at supporting the skills, attitude, and knowledge students need in their studies or later in their working life.

Furthermore, it exposes young graduates to recognize the role of people's enterprise desires and active and creative effort as the starting point for entrepreneurship. Finally, it helps students experience various aspects of business ownership while understanding the basis of the economy, the career opportunities that result, and the need to master skills to be successful in a free market economy. Odah and Uwaifo (2023) noted that a career in entrepreneurship education includes knowledge in technical education, commercial education, and occupational/skills development education. This is to make the individual involved competent and contribute greatly to national development through the acquisition of functional business skills, understanding, and ideas to enable him to identify problems and have a beneficial effect on himself and society at large.

As a result of the knowledge, abilities, and creative talents they have acquired, all of which are necessary for self-employment, independent of the government for paid work, entrepreneurship education empowers its recipients to stand alone (Oduma, 2023). Entrepreneurship education is all about making graduates producers rather than job seekers.

The use of School Business Premises

To effectively educate entrepreneurship in the nation's higher institutions, strategies for successful teaching and learning must be developed. School business premises, also known as school-based enterprises, are an entrepreneurial venture operated within the school environment that provides students with hands-on experience in how to handle businesses. Distributive Education Clubs of America (DECA) (2018) explained that school-based enterprises are effective educational tools in helping to develop students for the transition from school to

work. The use of business centres is one of the strategies for the effective teaching of entrepreneurial education. According to Oko and Arunaye (2022) using business centres would help students know the rules guiding business investment to avoid business collapse. Kolb (2017) also asserted that students who engage with real business environments develop better problem-solving and decision-making skills. By visiting business premises, students observe daily operations, understand financial management, and engage with entrepreneurs. This experiential learning fosters entrepreneurial thinking and prepares students for future business challenges (Gibb, 2019). Using a school business shop appears to be the new pedagogy of teaching and learning entrepreneurship education. This is because it will provide practical and theoretical rudiments of business investment, financial literacy, and business management, which are *sine qua non* to entrepreneurship development.

Yogi, Suyanto, Sukidjo, Munsi, and Erif Ahdhianto (2020) conducted a study on the use of business centers in fostering the spirit of entrepreneurship using sentiment analysis. The sample of the study was 12 teachers, 96 students, and 6 administrators. It was a quantitative study carried out at Yogyakarta, Indonesia. The study established that the use of business centers fosters the entrepreneurial spirit of vocational high school students. It also improved students' work orientation and self-confidence.

Partnership with industries/businesses

Partnership with industries/businesses is another strategy for teaching entrepreneurial education. Effective teaching of entrepreneurial education entails giving students a hands-on approach with practical skills in business development and management. Higher institutions of learning should have partnership agreements with business organizations, whereby they regularly send students to work temporarily as interns at such organizations. This helps to foster practical knowledge and allows young professionals to rub elbows with established and experienced entrepreneurs. All higher education institutions and departments could benefit from the expansion of the students' industrial work experience scheme (SIWES) which currently only applies to a select few. Based on this, the

researcher aimed to investigate pedagogical approaches for teaching entrepreneurship in Delta State's higher education institutions. According to Claudia Dorina and Ciprian (2022) an important element in the creation of a knowledge-based Europe is that the European Commission believes that university business collaboration needs to be strengthened at the national and regional levels, with a primary emphasis on innovation, start-up creation, and knowledge transfer and dissemination. Furthermore, Claudia Dorina and Ciprian (2022) explained that collaboration with universities demonstrates how stronger ties and collaborations between academic institutions and the private sector help to break down institutional, cultural, and operational barriers, create a knowledge-based society, advance applied research, and enhance graduates' chances of developing strong entrepreneurship skills for self-employment. The study, which was carried out on university business partnerships in increasing students' entrepreneurial skills, confirmed that the University of Petroani's cooperation with the economic agents with whom partnerships were formed has improved students' entrepreneurial skills and demonstrates the highest possible scaling level for the student-led entrepreneurial skill building activities. Tehseen and Haider (2021) conducted a comparative study on the impact of university partnerships on students' entrepreneurship intentions. The findings reveal that universities having partnerships with other overseas universities may offer high-quality entrepreneurship modules, due to which their students have high entrepreneurial passion and develop more entrepreneurial attitudes, and are more willing and capable to start their businesses as compared to students of other local universities who have no partnership with overseas universities.

Methodology

This study adopted a descriptive survey design. A

descriptive survey design was employed in this study because it aims to ascertain and establish the current status, facts, or information regarding the population. According to Esene (2015), the survey method is particularly suitable for gathering individuals' opinions, attitudes, and perceptions in their natural setting. The study population comprised 129 Business Education and Social Studies lecturers in tertiary institutions in Delta State. There was no sampling since the population in the zone was manageable. The instrument for data collection was a 21-item questionnaire. It had two parts. Part A of the questionnaire had 4 items on demographic variables of the respondents (name of university, sex, university type, and teaching experience). Part B had two sections: section B1 had 10 items, while section B2 had 7 items for a total of 21 items based on the two research questions. The questionnaire had a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The face validity of the instrument was carried out by two experts in Business Education, two experts in Social Studies, and three experts in Measurement and Evaluation. To determine the reliability of the instrument, the questionnaire was administered to 20 Business Education and 20 Social Studies lecturers in Southeast universities of Nigeria who were not part of the study. The data collected were analyzed, and the internal consistency of the instrument was determined using Cronbach's alpha, which has a reliability coefficient of 0.84 and 0.80, respectively. The data were analyzed using mean and standard deviation to answer the research questions. In analyzing the data, the response options in the questionnaire were weighted as follows: Strongly Agree -4 points, Agree -3 points, Disagree -2 points, Strongly Disagree -1 point. A cut-off point of 2.50 was set to accept or reject items on the instrument. A mean score above 2.50 showed acceptance, while a mean score less than 2.50 showed rejection.

Table 1 Mean rating of how school business premises are used in teaching entrepreneurship education in tertiary institutions in Delta State

S/N	School shops could be used to teach students how to	Mean	SD	Remark
1.	Motivate students to learn how to improve customer patronage	2.86	0.84	Accepted
2.	Set good objectives for businesses	3.05	0.80	Accepted
3.	Have effective Communication with both the customers and producers	2.75	0.68	Accepted
4.	Make a proper decision	3.06	0.75	Accepted
5.	Keep an adequate record of stocks	3.10	0.85	Accepted
6.	Make theory become practical	2.78	0.89	Accepted
7.	Keep records of good business plans	2.91	0.74	Accepted
8.	Keep records of customers' demand	2.99	0.88	Accepted
9.	Keep a record of changes in the prices of goods	2.79	0.74	Accepted
10.	Keep accounting records	2.93	0.80	Accepted
	Grand mean	2.76	0.74	Accepted

Table 1 shows the mean rating of how school business premises are used in teaching management skills in entrepreneurship education in tertiary institutions in Delta State. Results from the table revealed that respondents agreed that business premises could be used to teach students the rudiments of business management. This is

shown in the mean rating of the items that were above 2.50, the criterion for acceptance. The table also had a grand mean of 2.74, which indicates that school business premises could be used in teaching entrepreneurship education in tertiary institutions in Delta State

Table 2 : Mean rating of how a partnership with industries businesses could be used in entrepreneurship education in tertiary institutions in Delta State

S/N	Partnership with businesses	X	STD	Decision
11	Enable the students to have real-life experience in businesses	3.09	.937	Accepted
12	Enhance students' understanding of practical work	3.04	.977	Accepted
13	Enhances students' contact with potential employers while on training.	3.20	.926	Accepted
14	Enhance students' development of interpersonal skills needed for entrepreneurs	3.16	.948	Accepted
15	Enable students to apply theoretical knowledge acquired in school to gain entrepreneurial skills	3.06	.875	Accepted
16	Enhance students' understanding of a career path	3.06	.805	Accepted
17	School-industrial partnership motivates students in the development of personal skills.	3.12	.835	Accepted

Table 2 shows the mean rating of how partnerships with businesses/industries are used in entrepreneurship education in tertiary institutions in Delta State. Results from the table indicated that all the items were accepted by the respondents. This is shown in the mean scores of the items, which were above 2.50, the criterion for acceptance. This means that partnerships with businesses/industries can be used in entrepreneurship education in tertiary institutions in Delta State.

Discussion

The result emanating from how school business premises can be used in teaching management skills in entrepreneurship education in tertiary institutions in Delta State revealed that the respondents agreed that school business premises could be adopted as a pedagogical approach to entrepreneurship education. The result from the study established that the use of school business premises motivates students to learn how to improve customer patronage, set good objectives for businesses, make a proper decision, learn how to communicate with customers and producers, and have a good business plan. This corroborates Kolb (2017) that students who engaged in real business environments develop better problem-solving and decision-making skills. This finding is also affirmed by Yogi et al (2020) that business centers fosters the entrepreneurial spirit of vocational high school students which help to improved students' work orientation and self-confidence.

The findings on how partnership with industries/businesses could be used in teaching entrepreneurship education in tertiary institutions in Delta State revealed that the respondents agreed that partnerships with industries/businesses enable the students to have a real-life experience in businesses, enhance students' understanding of practical work, enhance students' contact with potential employers while in training, enhance students' development of inter-personal skills needed for entrepreneurs, enable students to apply theoretical knowledge acquired in school to gain entrepreneurial skill, enhance students' understanding of a career path, school-industrial partnership motivates students in the development of personal skills. These findings

align with those of Claudia, Dorina, and Ciprian (2022). The study confirmed that the University of Petro?ani's cooperation with the economic agents with whom partnerships were formed has improved students' entrepreneurial skills and demonstrates the highest possible scaling level for the student-led entrepreneurial skill-building activities. Tehseen and Haider (2021) also recommended that partnerships with industries/businesses can be used to teach students industrial-based skills for entrepreneurial development, fostering a positive entrepreneurial attitude and a strong desire to start-up businesses.

Conclusion

The study, which focused on the pedagogical strategies for teaching entrepreneurship education in tertiary institutions, established that school business premises and partnership with industries/businesses are very effective in teaching entrepreneurship education in tertiary institutions generally and Delta State University specifically. The study established that these strategies help students to develop the skills of improving customer patronage and keeping business records. Furthermore, the study also established that partnerships with industries/businesses is veritable way of teaching students real-life experience in teaching, acquire entrepreneurial skill, and help students' gain understanding of their career paths,

Way Forward

1. Tertiary institutions in Nigeria and beyond should, as a matter of urgency, introduce the use of school business premises, especially those within the school environment, in making entrepreneurship education practical.
2. Vice Chancellors in tertiary institutions should collaborate with industries and business organizations within and outside the school environment to make entrepreneurship education viable in all the institutions.
3. Policies should be put in place to ensure that students who performed excellently well within the duration of the practical sessions are awarded an incentive to start up small-scale businesses. This will go a long way to

boost the spirit of entrepreneurship in the students.

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