



REGENERATING TEACHERS' CAPACITY BUILDING FOR ENTREPRENEURSHIP EDUCATION IN SECONDARY SCHOOLS IN RIVERS STATE: AN IMPERATIVE FOR SUSTAINABLE DEVELOPMENT

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ABSTRACT

This study examined regenerating teachers' capacity building for entrepreneurship education in secondary schools in Rivers State. Three research questions and two null hypotheses guided the study. The study adopted the descriptive research design. The population of the study comprised all the 247 principals and 8,452 teachers in the 247 public secondary schools in Rivers State. A sample size of 1,739 respondents (49 principals and 1,690 teachers) was drawn using the stratified random sampling technique, which represents 20% of the population. A 20-item self-developed questionnaire, which was structured after the four-point modified Likert rating scale was used to collect data from the respondents. The questionnaire was entitled: "Regenerating Teachers' Capacity Building for Entrepreneurship Skills in Rivers State (RTCBESRS)" and it was duly validated by three experts. The reliability of the questionnaire was tested using test re-test method and was calculated with Pearson's Product Moment Correlation, which yielded an index of 0.77. Mean and standard deviation were used to answer the research questions while z-test was used to test the null hypotheses of no significant difference. The findings revealed, among others, that regenerating teachers' capacity building can enhance the teaching of entrepreneurial skills in secondary schools in Rivers State. Based on the findings, it was recommended, among others, that teachers' capacity building should continually be regenerated or developed in order to keep them abreast of the novel concepts and skills in education.

KEYWORDS: *regenerating, capacity building, entrepreneurship education and sustainable development.*

INTRODUCTION

The Nigerian society is faced with an enormous challenge of offering the kind of education that exposes students to the right set of knowledge and skills that are required for self-reliance. This is as a result of realising the fact that the level of progress and development of any nation is connected with its educational potentials (Enaohwo, 2009). Education has been described as a key that unlocks socioeconomic and technological development of any nation. The Nigerian government lends credence to this assertion in her Philosophy of Education where she emphasizes the acquisition of appropriate skills and the development of mental; psychosocial abilities and competencies as prerequisite for the individual to live in and contribute to the development of the society (Federal Republic of Nigeria, 2014). United Nations (2000) asserted that education plays an enormous role in driving sustainable development and has declared this 21st century, as the era of Education for Sustainable Development. Bregman and Stallmeister (2002) noted that secondary education is of strategic importance to a nation's development and capacity building. This is due to the fact that about 80% of its population are made up of young people who are of secondary school age.

Education significantly improves the productive capacity of the manpower in the development of a nation (Obasi, 2009). It is worthy to note that any organisational effectiveness is achieved through its human capital. Harbison (1997, as cited in Obasi (2009) maintained that human resource which accumulates physical capital, exploits natural resources and builds the socioeconomic, political super-structure that are vital to national development, and constitutes the ultimate basis for the wealth of nations. However, the teachers who are catalysts that deliver the educational goals cannot perform optimally when they are left undeveloped. As increase in unemployment rate continues to be the subject of discussion in the Nigerian society, there is every need to continually train, re-train and develop teachers towards imparting relevant skills to students which will



equip them with creativity, innovation, insight, among others, to explore the opportunities of being enterprise in this economic, dynamic world. Okorie (2003); Uche and Adesope (2009); Ekere (2015) emphasised that the success of the educational system depends on constantly regenerating or improving the teachers' competencies, skills and knowledge through regular training and capacity building.

Ekere (2015) defined capacity building as the process of empowering people in an organisation to realise their potentials so as to effectively utilise their capacity towards the realisation of the organisational goal. Thus, capacity building is seen as different processes an organisation or even a nation undergoes to equip its human capital with the basic knowledge and skills to meet or attain effectiveness. Okorie and Uche (2004) maintained that employees' intellectual capacity should be enhanced from time to time through conferences, seminars, workshops, among others, in order to ensure organisational effectiveness. Teachers' in-service training is also an important tool for enhancing teachers' capacity building (Nakpodia, 2008; Udofia & Ikpe, 2012; Oyebade, 2008). The competency, effectiveness and efficiency of any workforce are the driving forces of any vibrant, dynamic, effective and resilient organisation or economy (Awotunde, 2001, as cited in Obasi, 2009). The Federal Republic of Nigeria also succinctly declared in her National Policy on Education that teachers shall be regularly exposed to innovations in their profession (FRN, 2014). It is indisputable that the quality and extent of learners' academic achievement depend on teachers' proficiency and creative novel ideas. As Obanya (2014, p. 455) puts it "teachers are key factors in the education process and every meaningful reform of education should always pay due attention to the teacher factor." Thus, teachers' capacity building is very critical for implementing entrepreneurship education in schools, especially at this critical time Nigeria faces high rate of unemployment among her youths.

Ogunu (1999); Ekere (2015); Okorie (2003); Enaohwo (2009); Nakpodia (2008) highlighted the importance of staff's capacity building in every organisation as follows: increase in productivity through efficiency; development of new skills, knowledge, attitudes, competencies and behaviours to be abreast of modern day technologies; reduction of obsolescence by keeping the individuals up-to-date; strengthening of the individuals' overall satisfaction with the job; ensuring of continued performance and growth of the organisation and influencing the employees to carry out the real objectives of which the organisation was established. Teachers Registration Council of Nigeria (2013) emphasized that capacity building provides teachers with the necessary tools to meet professional challenges, and ensures that they are up-to-date with information that will match the test of time. Ferguson (2011) also pointed out that capacity building exposes teachers to explore new ways of doing things. Capacity building helps teachers to be well-equipped and empowered to perform their expected roles and face the challenges of the profession and dynamics of the society (Kain et al., 2005). Hence, capacity building enables teachers to be competent and efficient in their areas of specialisations by exposing them to trendy concepts and novel pedagogical skills that are required in this era of globalisation.

Global changes and its competitiveness have resulted in the increased need for socioeconomic sustainable development, which in turn demands continuous reforms of the educational programmes in order to meet the needs of the society and its citizenry (Uche & Adesope, 2009). Hence, sustainable development has been defined as the development pattern which encourages and addresses the plethora of living problems of the present while making adequate plans for and not compromising the place of the future needs (Agi, 2009; Effanga & Nwaoku, 2009). Educational sustainable development therefore, entails incorporating key sustainable development issues into teaching and learning. A study that was conducted by Onyeike and Adieme (2014) revealed that climate change, disaster risk reduction, poverty alleviation, unemployment, technology advancement, among others are some of the global issues that can make a nation review or reform its educational curriculum. Enaohwo (2009) posited that the educational curriculum should be greatly diversified in order to equip the future generation with skills and knowledge to cope with the challenges of globalisation.

Entrepreneurship is defined as the process of developing individuals with the knowledge, skills, creativity, insight, confidence, initiative, risk-taking ability, independence and courage which are needed to seek out business opportunities in an environment and be able to establish and run an enterprise successfully based on identifiable opportunities (Fashua, 2006; Nwangwu, 2007; Enaohwo, 2009; Ekpoh, 2015). Entrepreneurship education consists of all kinds of exposures that give students the ability and insight to explore different opportunities of being self-reliance in the society instead of waiting for an employment which may, or never come. According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2008), entrepreneurship education is training which allows students to develop and use their creativity, take initiative, responsibility, leadership and risk in the society. Enaohwo (2009) emphasised that youth empowerment is very vital for better living standards and it gives a sense of self-worth and reduces vulnerability to social crimes. Asodike (2016) opined that entrepreneurship education not only exclusively focused on the immediate creation of new businesses but also designed to train youths to be more responsive and easily adapt to changes in their environment.



Adah (2008) noted that entrepreneurship education affords individuals the opportunities of being business oriented by providing them with appropriate training skills such as: risk bearing, practical, creative, innovative, managerial, functional, time management, accountability, among others. Thus, entrepreneurship education will really guide students towards becoming creative thinkers in this dynamic economy. Akuegwu and Uchendu (2014); Uche and Adesope (2009) pointed out problem-solving skills, communication skills, computer literacy skills, inter-personal skills, decision-making, positive attitude to work and team work as critical skills students need to function effectively in the 21st century. Obanya (2014, p. 103) suggested additional skills which he termed: “a tripartite life skills set for 21st century compliant education.” They are: hard, soft and go-getting skills. According to Obanya, the hard skills involve more of cognitive intelligence, the soft skills involve a combination of knowing oneself and knowing how to team up with others through intra-personal and inter-personal skills while go-getting skills emphasize on imaginative, creativity and in fact, on entrepreneurial skills. Asodike (2016) opined that entrepreneurship education offers students opportunities that will enable them to engage more productively through job creation, income generation, poverty reduction, infrastructural development and helping them to respond to changes in the society.

However, without skilled teachers who will implement the entrepreneurship education, the realisation of a sustainable development will be a mirage in Nigeria, particularly in Rivers State. Asodike (2016) suggested that during entrepreneurship education lesson, the bulk of classroom time should be devoted to interactive sessions, which allow free flow of business ideas with diverse concepts and experiences from students. Classroom setting also provides an opportunity for students to experience the creative intuitive and lateral thinking from the teachers and their classmates (Koster & Kumar, 2009). Okonjo (2000) posited that teachers should present problem-solving tasks which bring out creativity and innovative skills in students. Uche and Adesope (2009); Enaohwo (2009) also postulated assigning group tasks and projects to students that will bring out initiative and risk-taking skills from them. Thus, improving teachers’ capacity building will go a long way to exposing them to the appropriate entrepreneurial skills they can adopt in the classroom.

STATEMENT OF THE PROBLEM

The high rate of unemployment that has continued to plague Nigerian youths is a serious challenge for sustainable national development. This has necessitated the introduction of entrepreneurship education into the Nigerian educational curriculum as a compulsory subject to be taught, especially in the secondary schools to redress and address the problem of unemployment among the youths. However, the extent to which any organisational effectiveness is achieved depends largely on the capacity of its workforce. As the saying goes, “One cannot offer what he or she does not have.” It becomes so pertinent in this technological advanced world to continually regenerate or develop the teachers who implement the educational policies and programmes in order to attain the national educational goals.

Furthermore, in a bid to make both ends meet, most of the young school leavers, who could not find their feet in the labour market have flooded the education sector; thereby, making it their last resort. This is buttressed in the decision by the Nigerian Minister of Labour and Employment, Dr. Chris Ngige, to shift the teeming unemployed youths to the education sector. The researchers however, are bothered whether the teachers in secondary schools are subjected to acquiring appropriate skills in their various subjects that will enable them to impart entrepreneurial skills to the students, who are expected to be creative, innovative, commercially astute and apt to respond to changes around them. Hence, this scenario underscores the problem of this study.

AIM AND OBJECTIVES OF THE STUDY

The aim of this study was to examine how regeneration of teachers’ capacity building for entrepreneurship education can expedite sustainable development in secondary schools in Rivers State. Specifically, the study sought to:

1. identify various capacity building teachers are subjected to in order to teach entrepreneurial skills in secondary schools in Rivers State;
2. determine how regenerating teachers’ capacity building enhances the teaching of entrepreneurial skills in secondary schools in Rivers State; and
3. ascertain the entrepreneurial skills teachers impart to students in secondary schools in Rivers State.

RESEARCH QUESTIONS

The following research questions guided the study:

1. What are the various capacity building teachers are subjected to in order to teach entrepreneurial skills in secondary schools in Rivers State?
2. How can regenerating teachers’ capacity building enhance the teaching of entrepreneurial skills in secondary schools in Rivers State?



3. What entrepreneurial skills do teachers impart to students in secondary schools in Rivers State?

Hypotheses

The following null hypotheses were formulated for the study:

- Ho₁** There is no significant difference between the mean ratings of principals and teachers on the various capacity building teachers are subjected to in order to teach entrepreneurial skills in secondary schools in Rivers State.
- Ho₂** There is no significant difference between the mean ratings of principals and teachers on the entrepreneurial skills teachers impart to students in secondary schools in Rivers State.

METHODOLOGY

This study adopted the descriptive survey research design with a population of 247 principals and 8,452 teachers in the 247 public secondary schools in Rivers State. A proportionate stratified random sampling technique was used to draw 49 principals and 1,690 teachers which represented 20% of the population. (These included: 10 urban and 39 rural principals; 422 urban and 1,267 teachers). A 20-item self-developed questionnaire, which was structured after the modified four-point Likert rating scale was used to collect data from the respondents. The questionnaire was entitled: “Regenerating Teachers’ Capacity Building for Entrepreneurship Skills in Rivers State (RTCBESRS).” The instrument was duly validated by three experts in Test and Measurement and the reliability was tested using test re-test method, calculated with Pearson’s Product Moment Correlation, which yielded an index of 0.79. Mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses of no significant difference.

RESULTS

Table 1: Mean Responses of Principals and Teachers on the Various Capacity Building Teachers Are Subjected to in order to Teach Entrepreneurial Skills in Secondary Schools in Rivers State

S/N	Various Capacity Building Programmes for Teachers	Principals		Teachers		\bar{X} \bar{X}	Decision
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
1.	Teachers attend workshops to acquire entrepreneurial skills.	2.84	1.03	2.52	0.18	2.68	Agreed
2.	Seminars are organized for teachers’ self development on entrepreneurial skills.	2.62	1.07	2.56	0.18	2.59	Agreed
3.	Principals permit teachers to attend conferences on entrepreneurship education.	2.33	1.11	1.77	0.20	2.05	Disagreed
4.	In-service training is provided by teachers to improve on their pedagogical skills.	2.96	1.02	2.84	0.17	2.90	Agreed
5.	Principals organize team teaching for teachers in order to improve on their entrepreneurial skills.	3.47	0.94	3.32	0.16	3.40	Agreed
Aggregate Mean		2.84		2.60		2.72	Agreed

Data in Table 1 show the mean responses of principals and teachers on the various capacity building teachers are subjected to in order to teach entrepreneurial skills in secondary schools in Rivers State. Both the principals and the teachers agreed to items: 1, 2, 4 and 5 in the table with mean scores greater than the criterion mean of 2.50. However, they disagreed to item 3, which is less than the criterion mean of 2.50. The aggregate mean scores of 2.84 and 2.60 for principals and teachers respectively, indicate that they agreed to the items as the various capacity building teachers are subjected to in order to teach entrepreneurial skills in secondary schools in Rivers State. These include: attending workshops to acquire entrepreneurial skills; organising seminars for teachers’ self development on entrepreneurial skills; providing in-service training for teachers to improve on their pedagogical skills and organising team teaching for teachers in order to improve their entrepreneurial skills.



Table 2: Mean Responses of Principals and Teachers on How Regeneration of Teachers’ Capacity Building can Enhance the Teaching of Entrepreneurial Skills in Secondary Schools in Rivers State

S/N	Ways Regeneration of Teachers’ Capacity Building can Enhance Entrepreneurial Skills	Principals		Teachers		\bar{X} \bar{X}	Decision
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
6.	It can assist teachers to develop new skills, knowledge, attitudes in teaching entrepreneurial skills, among others as they teach their subjects.	3.65	0.92	3.58	0.16	3.75	Agreed
7.	It can increase teachers’ productivity through efficiency.	3.42	0.95	3.56	0.16	3.49	Agreed
8.	It enables teachers to keep abreast of the technological demands of the dynamics of the society.	2.85	1.03	2.88	0.17	2.87	Agreed
9.	It can stimulate teachers’ creativity by giving students tasks that can bring out their entrepreneurial skills.	2.94	1.02	2.71	0.18	2.83	Agreed
10.	It exposes teachers to different skills they can adopt in teaching entrepreneurial skills to students.	3.66	1.00	3.73	0.15	3.40	Agreed
Aggregate Mean		3.18		3.29		3.27	Agreed

Data in Table 2 show the mean responses of principals and teachers on how regenerating teachers’ capacity building can enhance the teaching of entrepreneurial skills in secondary schools in Rivers State. Both the principals and the teachers agreed to all the items in the table with mean scores greater than the criterion mean of 2.50. The aggregate mean scores of 3.18 and 3.29 for principals and teachers respectively, show that they agreed on the items in the table as ways regenerating teachers’ capacity building can enhance the teaching of entrepreneurial skills in secondary schools in Rivers State. These include: assisting teachers to develop new skills, knowledge, attitudes, in teaching entrepreneurial skills, among others as they teach their subjects; increasing teachers’ productivity through efficiency; enabling teachers to keep abreast of the technological demands of the dynamics of the society; stimulating teachers’ creativity by giving students tasks that can bring out their entrepreneurial skills and exposing teachers to different skills they can adopt in teaching entrepreneurial skills to students.

Table 3: Mean Responses of Principals and Teachers on the Entrepreneurial Skills Teachers Impart on Students in Secondary Schools in Rivers State

S/N	Entrepreneurial Skills Teachers Impart on Students	Principals		Teachers		\bar{X} \bar{X}	Decision
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
11.	Problem-solving skills.	3.72	0.91	3.85	0.15	3.79	Agreed
12.	Inter-personal skills through group work.	3.56	0.93	3.21	0.17	3.39	Agreed
13.	Taking initiatives through decision-making skills.	2.91	1.02	2.86	0.17	2.89	Agreed
14.	Communication skills through classroom discussion.	3.47	0.94	3.87	0.47	3.67	Agreed



15.	Risk-taking skills through project assignment.	3.06	1.00	3.25	0.16	3.16	Agreed
16.	Leadership skills through assignment of tasks.	3.89	0.88	3.63	0.15	3.76	Agreed
17.	Computer literacy skills.	2.28	1.11	2.18	0.19	2.23	Disagreed
18.	Time management skills.	3.82	0.89	3.69	0.15	3.76	Agreed
19.	Self-confidence skills.	3.26	0.97	3.54	0.16	3.40	Agreed
20.	Creativity skills.	3.78	0.90	3.37	0.16	3.58	Agreed
Aggregate Mean		3.38		3.37		3.36	Agreed

Table 3 displays the data of the mean responses of principals and teachers on the entrepreneurial skills teachers impart to students in secondary schools in Rivers State. Both the principals and the teachers agreed to almost all the items with their mean scores greater than the criterion mean of 2.50, but disagreed to item 7 with the mean score less than the criterion mean. The aggregate mean scores of 3.38 and 3.37 for principals and teachers respectively, show that they agreed on the items in the table as entrepreneurial skills teachers impart to students in secondary schools in Rivers State. These include: problem-solving skills; inter-personal skills through group work; taking initiatives through decision-making skills; communication skills through classroom discussion; risk-taking skills through project assignment; leadership skills through assignment of tasks; time management skills; self-confidence skills and creativity skills.

Table 4: z-test of Difference between Principals and Teachers on the Various Capacity Building Teachers Are Subjected to in order to Teach Entrepreneurial Skills in Secondary Schools in Rivers State

Status	N	Mean	S.D.	Df	z-cal	Critical Value	Decision
Principals	49	2.84	1.03	1,737	0.12	1.96	Accepted
Teachers	1,690	2.60	0.18				

P < 0.05

Table 4 reveals the z-test analysis of the difference between the mean ratings of principals and teachers on the various capacity building teachers are subjected to in order to teach entrepreneurial skills in secondary schools in Rivers State. The result shows that z-calculated value of 0.12 is less than the critical value of 1.96; therefore, the null hypothesis is accepted at 0.05 alpha significant level. Thus, there is no significant difference between the mean scores of principals and teachers on the various capacity building teachers are subjected to in order to teach entrepreneurial skills in secondary schools in Rivers State.

Table 5: z-test of Difference between Principals and Teachers on the Entrepreneurial Skills Teachers Impart to Students in Secondary Schools in Rivers State

Status	N	Mean	S.D.	Df	z-cal	Critical Value	Decision
Principals	49	3.38	0.96	1,737	0.01	1.96	Accepted
Teachers	1,690	3.37	0.16				

P < 0.05

Table 5 reveals the z-test analysis of the difference between the mean ratings of principals and teachers on the entrepreneurial skills teachers impart to students in secondary schools in Rivers State. The result shows that z-calculated value of 0.01 is less than the critical value of 1.96; therefore, the null hypothesis is accepted at 0.05 alpha significant level. Thus, there is no significant difference between the mean scores of principals and teachers on the entrepreneurial skills teachers impart to students in secondary schools in Rivers State.

DISCUSSION

The findings of this study revealed that various capacity building teachers are subjected to in order to teach entrepreneurial skills in secondary schools in Rivers State include: attending workshops to acquire entrepreneurial skills; organising seminars for teachers' self development on entrepreneurial skills; providing in-



service training for teachers to develop their pedagogical skills and organising team teaching for teachers in order to improve their entrepreneurial skills. The findings are in consonance with Okorie and Uche (2004); Nakpodia (2008); Udofia and Ikpe (2012); Oyebade (2008), who maintained that the success of the educational system depends on constantly regenerating or improving the teachers' competencies, skills and knowledge through capacity building such as: workshops, seminars, in-service training, team teaching, among others. However, one pertinent finding of this study revealed that teachers are not permitted by their principals to attend conferences. The principals are the ones who attend conferences and perhaps facilitate what they may have learnt to their teachers.

The findings of the study also revealed that regenerating teachers' capacity building can enhance the teaching of entrepreneurial skills in secondary schools in Rivers State. Some of the ways regenerating teachers' capacity building can enhance the teaching of entrepreneurial skills in secondary schools in Rivers State include: increasing teachers' productivity through efficiency; assisting teachers to develop new skills, knowledge, attitudes, in teaching entrepreneurial skills as they teach their subjects; enabling teachers to keep abreast of the technological demands of the dynamics of the society; stimulating teachers' creativity by giving students tasks that can bring out their entrepreneurial skills and exposing teachers to different skills they can adopt in teaching entrepreneurial skills to students. These findings corroborate with Enaohwo (2009); Ferguson (2011); Kain, Rivikin and Honushek (2005); Ogunu (1999); Ekere (2015); Okorie (2003); Nakpodia (2008); who emphasised the importance of staff's capacity building in every organisation. Regenerating teachers' capacity building; hence cannot be over-emphasised with its numerous benefits to individuals, groups, organisations and nations at large.

It was also discovered in the study that the entrepreneurial skills teachers impart to students in secondary schools in Rivers State include: problem-solving skills, inter-personal skills through group work, taking initiatives through decision-making skills, communication skills through classroom discussion, risk-taking skills through project assignment, leadership skills through assignment of tasks and responsibilities, time management skills, self-confidence skills and innovative skills. These are in agreement with Asodike (2016); Koster and Kumar (2009); Akuegwu and Uchendu (2014); Uche and Adesope (2009); Adah (2008); Obanya (2014), who maintained that equipping students with entrepreneurial skills will afford them the opportunities that will enable them to engage more productively through job creation, income generation, poverty reduction, infrastructural development and helping them to respond to changes in the society. Conversely, the result of the study revealed that the teachers do not impart computer skills to the students. This is contrary to Adah's postulation. However, the implication of this could be as a result of one of the infrastructural challenges schools face.

CONCLUSION

The findings of this study have revealed that constant regeneration of teachers' capacity building enhances the teaching of entrepreneurial skills in secondary schools in Rivers State. Thus, it is not out of place to state that capacity building paves way for educational sustainable development. No nation can boast of development when its workforce is undeveloped. When teachers are given the right tools, students' acquisition of entrepreneurial skills will be certain whether they have subject specialists or not.

RECOMMENDATIONS

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

1. Teachers should be given opportunities to attend conferences, workshops, seminars, training, among others, so as to widen their horizons on the appropriate entrepreneurial skills they need to equip the students with.
2. Teachers' capacity building should continually be regenerated in order to keep them abreast of the novel concepts and skills in education.
3. Teachers should always make an entrepreneurship education class an interactive session so as to allow free flow of business ideas with diverse concepts and experiences from students.

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