

181BOGE, OE  
04/12/2019

**School of**  
**Vocational &**  
**Technical Education**

**Journal**  
Volume 2 No 2, July 2018

A Publication of the School of Vocational and Technical Education,  
College of Education, Agbor, Delta State, Nigeria

# **REPOSITIONING FINE AND APPLIED ARTS EDUCATION PROGRAMME FOR COMPETITIVENESS IN A RECESSED GLOBAL ECONOMY.**

**ISIBOGE O. E.**

Department of Fine and Applied Art Education,  
College of Education. Agbor.

## **Abstract**

The study examines repositioning Fine and Applied arts Education programmes for competitiveness in a recessed global economy. The study observed Fine and Applied Arts Education programmes as key factors to global economy solution and job creativity for every youth that study Fine and Applied Arts in school. Skills, culture design, norm and value where the major objective of this study for every art student that study Fine and Applied Arts in Nigeria. Thus, knowledge acquired from Fine and Applied Arts programmes are evidence for competitiveness in a recessed global economy situation. The study indicates that skills and knowledge obtained as vocation from Fine and Applied Arts programmes improved the welfare of the students who study Fine and Applied Arts as a course. The study concluded that with art teaching competencies, the art teacher will be able to realize the goals and objectives of teaching the subject to a great extent. It was recommended that Fine and Applied Arts teachers should be thoroughly trained in those competencies they are expected to perform when they enter the teaching field.

**Key Words.** Repositioning, Fine and Applied Arts Education Programmes, Competitiveness Recessed Global Economy.

## **Introduction**

Fine and Applied Arts education competencies is necessary in a recessed economy. these include vocational skills. aptitude: interest and experiences to equip the teacher with knowledge to become self employed at the end of the programme. In Nigeria, according to Egonwa (2011) Fine and Applied Arts came into the curriculum of education in 1992 as a result of the effect of Aina Onaholu who was the first art teacher in the country. He began the teaching of art in a school located in Lagos and then to other schools. After years of experience teaching the subject, art has not seemed to have taken its rightful place in the economy. Repositioning Fine and Applied Arts education programme will help in influencing traditional culture of all Africans and bring the foreign structure of Fine and Applied Arts programmes that would be effective in transforming the economy and enhance global stability. This will promote the communities aged art, and culture. Repositioning Fine and Applied Arts Education Programmes was

intended not only to train or produce individuals mind for creativities but for all aspects of moralistic living Ohadeo (2013).

The competitiveness of Fine and Applied Arts education programme involved the skills, aptitudes, interests, characters that mould the life of the students to acquire good strategies that would enable them impact the knowledge of Fine and Applied Arts in creating job opportunity for the youths of the nation for example. Indians build on Fine and Applied Arts skills by molding different kind of images for sales purposes which help for repositioning their economy development, the tendency of providing job for the masses through Fine and Applied Arts Educational programme. Repositioning Fine and Applied Arts Education programmes was directed at the teaching of liberal arts. Its need was expected to serve as economic improvement of the nation and other productive effort for the society at the end of training (Shadele 2010). However, it was after independent and the post independent Socio-economic values and needs of the new nation had to make a change of Fine and Applied Arts Education curriculum programme. The idea made Nigeria to formulate a new national policy which required a new curriculum educational programme for Fine and Applied Arts which aimed at the actualization of individual potentials and abilities to equip the children for future purpose.

The National Policy on Education that was published in 1977 which later revised in 1981 and 2004 has shown majority of school subjects to be taught at all school in Nigerian Educational programme. In the review, Fine and Applied Arts has to be taught as a pre-vocational subject while at the senior secondary to University it is one of the prominent vocational subjects (NPE, 2004). Repositioning of Fine and Applied Arts Education programme for competitiveness was classified among pre-vocational and vocational elective subject as indicated in the National Policy on Education has the intention to identify the hidden talents and potentials in Nigerian children, including those who are handicapped, those who are not born with the cognitive abilities to pursue hardcore education programmes Heloba (2011). More so, repositioning of Fine and Applied Arts Education programmes should make provision for competent teachers who are in position to transfer the Fine and Applied Arts knowledge to the students who chose Fine and Applied Arts as a career right from the primary, secondary to the University level in order to enhance effective global economic position of the country. Fine and Applied Arts provide self employment for students who take the subject. As graduate. they are to create forms and works that are functional beautifying the environment in one way or the other.

Adeloya (2014) opined that for Fine and Applied Arts Education programmes to be repositioning for competitiveness in a recessed global economy; effective Fine and Applied Arts teachers should be given adequate training of the subject in

order to build student who enroll in Fine and Applied Arts. A teacher of a given subject area requires specific skills and competences that are peculiar to its scope based on the educational standard and performance of students. Fine and Applied Arts has some set of objectives that enhance the competitiveness of the learners' skills thus this objectives must be in line with the choice of the students who choose Fine and Applied Arts as pre- vocational elective subject. It is obvious that through Fine and Applied Arts student can acquire appropriate skills, abilities and competencies that help them make progress in life and facilitate the development of the society; it also ensures that the country's culture is kept alive through Fine and Applied Arts, Music and other Cultural Studies in the schools as well as the local, state and national festivals of arts that will enhance the global economy of the country. Repositioning Fine and Applied Arts Education programmes brings competitiveness through the inculcation of the right type of moral, attitudes as well as values for the survival of the individuals and the entire people of the society Balade (2011). Repositioning of Fine an Applied Arts Education programme encounter some challenges this problem include the outlook of the teacher who teaches this subject, the need of instructional materials which are unavailable to the teacher. Other professional departments like Architecture Engineering, Technology etc are disciplines that utilize art as a design for development and expansion of knowledge.

These challenges include, lack of equipments and tools used for Art design, inadequate infrastructure and studios that is needed in Fine and Applied Arts teaching, problem of unavailability of skilled and competent personnel that can teach the subject. Furthermore, the problem of poor curriculum planning has deprived some students from showing interest in Fine and Applied Arts Education programmes. Indeed, this question occurs; does government recognize Fine and Applied Arts in the school curriculum? To what extent does government allocate adequate funds to Fine and Applied Arts programmes for competitiveness in a global recessed economy?

### **The Concept of Repositioning Fine and Applied Art Education**

The study examines repositioning Fine and Applied Arts Education programme for competitiveness in a recessed global economy. They include the following;

- To examine the problem of affecting repositioning Fine and Applied Arts education programmes
- To ascertain teachers competence for repositioning of Fine and Applied Arts Education programme for competitiveness in a recessed global economy.

Based on the following the study, the researcher observed the following question.

- To what extent does problem affect repositioning of Fine and Applied Arts Education programme in Nigeria?

- Does teacher's competence affect repositioning of Fine and Applied Arts Education programme in a recessed global economy?

The concept of repositioning Fine and Applied Arts Education programmes for competitiveness in a recessed global economy is a broad human activity that requires certain skills and experiences. Fine and Applied Arts tend to affect every area of global economy through the creation of entrepreneurship and vocational skill acquisition which affect the standard of living and other aspect of man's life. Badece (2009) he defines repositioning of Fine and Applied Arts as "The Universal language of self-expression of man in his cultural and natural environments through the use of some creative materials, skill and techniques to produce various works of self-satisfaction, utility and beauty or aesthetics".

Fine and Applied Arts is a means of self-creation and expression of our inner feelings or ideas about things, people and the surrounding environment in general. Oshile (2006) define' Fine and Applied Arts as the visual and non — visual representation of his, man's thought ideological thinking and expression of one's mind. Atiti (2013) opined that Fine and Applied Arts as "a form of age through which one talks about himself and about other people around him". He further said that repositioning of Fine and Applied Arts Educational programmes require highly competent personnel that can transfer the knowledge of creative activities to other persons. Repositioning of Fine and Applied Arts is a reflection of man's eternal reaction to environmental and phenomenonal stimuli. It is some things borne of man's battled sense in other time of his clarity of perception of purpose and other time, of his conservation and imagination. Fine and Applied Arts involves some skills of creativity and expression which are more or less imaginative in human representation. Fine and Applied Arts Education programmes means education acquired through arts. In a recessed global economy, Fine and Applied Arts encompasses the acquisition and application of knowledge and skill for practical reasons (utility and aesthetic), which combines creativity, functionality of competitiveness in the society through the work of arts. Although, Fine and Applied Arts Education programme is not limited to the acquisition of knowledge and skill. It deals with the totality of artistic character, aptitude – cognitive, psychomotor and affective. For instance, the acquisition of Fine and Applied Arts aptitudes are indispensable to all forms of engineering, architecture and design. The Medical, Biological, Physical Sciences as well as the information technology (IT), are not better off without a sound base in artistic aptitude

Repositioning Fine and Applied Arts Education programme is to understand the means and educational process which is desired or directed at developing the curriculum background of the study. Fine and Applied Arts Education competencies in a recessed global economy are the skills, aptitude, interest,

experiences and strategies needed. This will help to synthesize the traditional culture of all Africa and align with the foreign structure of Fine and Applied Arts programmes that would be effective in transforming the global economy and stability that is very effective in ensuring the community of its aged art and culture. Repositioning Fine and Applied Arts Education programme was intended not only to train or produce individuals' mind for creativity but for all aspects of moralistic living Oladeo, (2013).

The competitiveness of Fine and Applied Arts Education programmes involves skills, attitudes, interests, characters that mould the life of the people to acquire good strategies that would enable them impact the knowledge of Fine and Applied Arts in creating job opportunity for the youths of the nation. Federal and State government should provide adequate allocation of funds to educational curriculum planners to finance Fine and Applied Arts Education programmes for competitiveness because the recipients of Fine and applied Arts Education programmes are expected to be environmentally conscious and friendly. This shows that apart from the application of the knowledge and skills they have acquired, the learners should also develop aesthetic taste, (Federal Ministry of Education, 2014 pg, 20).

### **Repositioning of fine and Applied Arts Education Programmes for Competency Based Art Education (CBAE)**

Competence Based Art Teacher Education programme, according to Houston (2012), emphasizes a minimum standard for effective performance.

Those who advocate CBE define some types of objectives namely:

- Cognitive based objectives.
- Performance based objectives
- Consequence based objectives
- Affective objectives among others.

In cognitive based objective, the participant is expected to demonstrate knowledge, intellectual abilities in understanding art and art concepts. The ability to use the theories of Fine and Applied Arts as basis to make useful contribution to the society. Indeed, the participant is required to do something rather than first to know it, which lays emphasis on observable or overt actions. One major aspect of Fine and Applied Arts learning is art making. The ability of the teacher to have a strong grasp of this aspect helps him achieve a lot in art teaching. No matter how knowledgeable a teacher might be in art theories and other intellectual depth of Fine and Applied Arts but lacks the ability to demonstrate or perform in art making, makes the art teacher incompetent. Consequently, the objective is that the participant is required to effect changes in others so as to bring about changes in other people.

Cooper and Weber (1992), define Competency Based Fine and Applied Arts Teacher Education as a programme that specifies the competencies to be demonstrated by the student, makes explicit the criteria to be applied in assessing the student competencies and holds the students accountable for meeting those criteria. In this definition, the competencies referred to attitudes, understanding, skill and behaviour that facilitate intellectual, social, emotional, and physical growth in children.

In CBE programme, success is measured by ones demonstration of his ability to do the job he is expected to do. Mastery criteria are used to determine how well the student performed and he must satisfy these criteria if he is to be considered competent. The Competency Based Teacher Education programme identifies those competencies that are considered desirable for teacher effectiveness. It also measures the level of performance of the teacher with respect to those competencies that have been previously identified and considered important to effective teaching of Fine and Applied Arts Education programme. Competency-Based-Teacher-Education programme specifies the objective for training teachers. Once the objectives are specified, the teacher is made responsible for achieving them. Competency Teacher Education has the following characteristics:

- It makes use of one objective at a time and expatiates on it.
- Learning objectives are classified into three domains: cognitive, affective and psychomotor domains.
- It considers needs of student.
- Emphasis shifts from the teacher to the learners.
- It provides the learner with feed-back.
- Emphasis is laid on capabilities at exit rather than on entry requirements.

### **Conclusions**

From the study, repositioning of Fine and Applied Arts Education programme in a recessed to global economy occur through the impact of Fine and Applied Arts teaching competencies that make the Fine and Applied Arts teachers to realize the goals and objective of teaching the subject thereby repositioning Fine and Applied Arts Education programme in a recessed global economy.

Competent Fine and Applied Arts teachers should be trained in order to enhance Fine and Applied Arts programmes in our various institutions which would graduate entrepreneurs to curb a recessed global economy.

### **Recommendations**

The following recommendations are made based on the findings of the study:

- Fine and Applied Arts teachers should be thoroughly trained in those competencies they are expected to perform when they enter the teaching field. In other words, their training should be competency based, using the important competencies for effective Fine and Applied Arts teaching. This will help reposition the teaching of Fine and Applied Arts in a recessed global economy.
- Findings of this study should be sent to the Colleges of Education and other institutions that train Fine and Applied Arts teachers so that the graduates from such institutions will be well informed about the competencies expected of them.
- The policy of teacher production in our Universities and Colleges of Education should make provisions for the training of more Fine and Applied Arts teachers to provide institutions, teaching Fine and Applied Arts, mainly secondary schools with enough Fine and Applied Arts teachers that will enhance the repositioning of Fine and Applied Arts teaching in recessed global economy.
- Fine and Applied Arts teachers should be encouraged to advance in professional competence through in-service courses, seminars, symposia, workshop, professional journal and books.
- Federal and state government should direct ministry of education and curriculum planners to make Fine and Applied Arts Education programme compulsory for all level of education system in Nigeria in order to create job opportunities.

## **References**

- Adeloya, A. (2014). The Changing Status of African Woman. *African Women* 9 (21), 46.
- Atiti, N. (2013). Evaluation: Attemptive Model in Gilbert, N. and Spendit (ed.) *Planning for Social and Tasks*, New Jersey.
- Badece E. (2009). *Educational Development for the Preparation of Teacher*. Cardiff: University of Wale Press.
- Balade F. (2011). *Principles of Educational Psychology*. Enugu: Academic Publishing Press.
- Cooper P. and Weber 1. (1992). *Theory and Practice of Literacy Work: and Practice, Strategies and examples Parts: UNBSCO/CODE*.
- Egonwa D. 0 (2011). *Nigerian Art: Introductory Notes*. Ibadan: Ababa Press Ltd.
- Federal Ministry of Education. (2014 pg 20). *Acquisition of Knowledge from Art Education: Remedy for Environmental Deterioration in Benue State*. A Seminar paper Presented to the Dept. of fine and Applied Arts, U.N.N.
- Heloba A. (2011). *An evaluation of the Service Sandwich Programme of the Institution of Education, University of Nigeria Nsukka*. An Occasional Publication, 5,8.



- Houston, W.R. (2012). Exploring Competency Based Education, California: Micutraim Publishers.
- Ohadeo O. (2013). "Art: An Implementation for the Actualization of the Objective of Vision 2010 in Nigeria. In Mkpa A. et al (eds). Vocational and Technical Education and Vision 2010. Challenges and Prospects, katsina-Ala, SVTE Educational Series.
- Oladeo A. (2013). Assessing Teachers Achievement of Art Teaching Objectives in Enugu Senatorial Zone of Enugu State. Unpublished M.A. Thesis, Department of Fine and Applied Arts, University of Nigeria, Nsukka.
- Oshile, T. (2006). Visual Arts Made Easy, Lagos: MOVIC Publishing Company.
- Shadele R (2010). Effective Teaching in Secondary School. New York: Holt Rinehart Winston.



# **NIGER DELTA JOURNAL OF EDUCATION NIDJOE**



**A PUBLICATION OF COEASU SOUTH SOUTH**

**VOL. 4 NO. 1, JUNE 2018**

# **ENTREPRENEURSHIP EDUCATION: A NEED IN COLLEGES OF EDUCATION FOR SUSTAINABLE DEVELOPMENT**

**Uju Vivian Ejafu and Emanuel O. Isiboge**

## **Abstract**

Entrepreneurship Education is inevitable when sustainable development matters arise. Any nation in the world that wants to develop must harness the skill and knowledge of its youth and utilize them efficiently and effectively for the transformation of the economy, society, politics and culture. The essence to develop economy is to help in job creation, capacity-building, growth and development. This can be best achieved when introduced in the school curriculum. This paper therefore emphasises the need for entrepreneurship education in colleges of education for the sustainable development of the nation. It is recommended that the National Commission for Colleges of Education (NCCE) should force colleges that are yet to adopt entrepreneurial education programs to do so. Also, entrepreneurship education should go beyond the walls of colleges and be adopted as a program enshrined in the curriculum of primary and secondary schools. There is also need for entrepreneurial competences to transform acquired skills into action for national development. Consequently, this paper addresses the issue of competent teachers not being adequately used.

## **Introduction**

Entrepreneurship is the willingness and ability of an individual to seek investment to be established and run an enterprise successfully based on identifiable Opportunities (Kayode, 2016). It is also viewed as equipping learners with skills, knowledge, and disposition that can help them develop innovative business plans. Entrepreneurship Education therefore is the process of providing individuals with the ability to recognize business opportunity, and the insight, self-esteem, knowledge and skills to act on them. It is all about transforming an idea into reality (Akinseinde, 2015). Education makes human to be responsive to their personal, families, national need and aspiration (Ighalo, 2014).

Okonta & Obaro (2015) define education as a process of inculcating and equipping the individual with desired knowledge, right attitudes, values, skill, capability and competence necessary for them to realize their potentials in the advancement of the society. Education is also viewed as a veritable weapon against ignorance, poverty, disease, superstition, squalor and backwardness (Mgbor, 2015).

All over the world, emphasis is on the increase on demand for vocational and technical skills to manage business successfully and increase workplace

productivity in an organization. Such employees are those with the ability to turn ideas into action, i.e. entrepreneurship.

The ability of an individual to turn ideas and theory into action through creativity, innovation, risk taking, good planning and management of project for the achievement of objective is entrepreneurship.

According to Izedonmi (2011), Entrepreneurship produces entrepreneurs. The more entrepreneurs there are in any society, the greater the seed of industrialization and economic activities. The real foundation of realization of the objectives of Economic Empowerment and Development Strategy is vibrant entrepreneurship.

This view reveals that entrepreneurship education is not only for job creation, but is a competence everyone, old and young, employed and unemployed individuals. Employment in the private and public sectors is not a necessary and sufficient condition for anyone's wealth, since salary can never be a guarantee with wealth creation. Poverty is nobody's portion in life and cannot be celebrated; however, ignorance is the starting place of poverty.

Development means a change into a more advanced form; it is the transformation of the socio economics structure. To sustain means a change to keep something in existence, something that has been there before (Okaghare, 2015). Keeping these socio-economic structures in existence is sustainable development. Therefore, the real national development involves a structural transformation of the economy, society, politics, and culture that permit a redirection of science and technology. This can be seen in entrepreneurship education. Sustainable development then refers to meeting societal need for effective workers which will help to build a great and dynamic economy. It is also giving people knowledge and skills for life-long learning to help them find new solution to their environmental, economic and social issues.

### **Entrepreneurship Efforts in Colleges of Education**

There have been several entrepreneurship efforts made all over the world for sustainable development. Kifordu (2014) reports that through the effective recognition and application of entrepreneurship education is a catalyst for economic growth and development, an engine for job creation, economic growth, poverty alleviation and sustainable development. This is possible because of the roles it plays on creating employment, capacity building, growth and development.

This is possible because entrepreneurship produces entrepreneurs who set up new businesses. New businesses provide employment opportunities, develops

leadership skills in individuals which results in the freedom of effective and efficient management of enterprises. The spirit of positive competition is built in the mind of individuals (entrepreneurs) as they try to come up with the best innovation, which translate to the quality goods and services (Ayodele, 2015).

But it is sad to note that all these efforts have not made remarkable achievements. To encourage entrepreneurship education, it is now the duty of the National Commission for Colleges of Education (NCCE) to encourage Colleges to produce entrepreneurship education for NCE students, so that they can be self employed after graduation.

In Nigeria, the government has made efforts as far back as 2004 to integrate entrepreneurship education into the curriculum of colleges. Some colleges of education has established a centre for entrepreneurship and innovation.

### **Relevance of Entrepreneurship to Sustained Development**

The relevance of entrepreneurship education cannot be over emphasized. Obielumani (2014) and Obaro (2015) note that over emphasis placed on formal education and the neglect of non-formal and entrepreneurial education in our educational system has brought about national challenges like youth restiveness, militancy, insurgency, underemployment and skewed national economy.

### **Entrepreneurship education encourages creativity**

Creativity has to do with imaginations, inspirations, originality, ingenuity and resourcefulness. This is because this form of education will help develop the young minds into thinking of originality than criminality especially now as reported by Babalola (2014) and Obaro (2015) that most of the NCE students have problem with deep understanding, application and adaptation of knowledge. Osakwe (2015) outlines the relevance of entrepreneurship education to sustainable development as:

1. identifying method that will enhance and manage innovation and creativity in small scale business;
2. learning the process of evaluating opportunities properly for starting a new venture or expanding an existing one;
3. developing sound business planning skills;
4. gaining work experience and getting adequate practical and theoretical oriented education;
5. reducing unemployment rates after graduation;
6. enabling graduates have a meaningful and fulfilling life and contribute to development of the nation.

### **The Other Relevance of Entrepreneurship Education**

1. It can create jobs through the formation of new enterprise, especially small medium scale enterprise.
2. Harnessing resources that might otherwise remain idle, and put them into productive use.
3. Encouraging and sustaining economic dynamism that enables an economy to adjust independently and attain status for them in the society.

### **Sustenance of Entrepreneurship Education for National Development**

For sustainable development of the nation's economy and the other aspects, the government at both federal, state and local should ensure that they provide enough and adequate funding for graduates to put into practice what they have learnt in school. Nothing can survive without funding which have been described as the life wire of anything.

1. It is also not enough providing funds, the governments should make sure that the provided funds get to the right people, and are properly utilized for the same reason it was disbursed and not diverted to other areas. This they can do, by setting up committees of reliable, tested and proven citizens.
2. The National Commission for College of Education (NCCE) as a matter of fact, should force the Colleges that are yet to adopt entrepreneurship education programme to do so not only on paper but also in practice, or else sanction them.
3. Entrepreneurship training should be sustained in the final year of the programme.
4. Entrepreneurship education should go beyond the walls of colleges and should be adopted as a programme enshrined in the curriculum of primary and secondary school.
5. That Brain development which is needed in entrepreneurship education is greatly influenced by the environment. Therefore an enabling environment free from rancor, an atmosphere of peace and tranquility void of insurgencies, militancy and hunger should be provided by the government at all levels (Idogo, 2014)
6. Entrepreneurship education will be a mere dream as long as Nigeria remains a country without stable source of power. On this note, power supply is inevitable for entrepreneurial sustenance. No business can thrive without power supply, and in this 21 century, it is quite disheartening and a very big shame to note that Nigeria is still struggling to have stable power supply (Ajudeonu, 2013).
7. Finally public enlightenment campaign, and current awareness services should be adopted to make the populace know about entrepreneurship education. Even in college of education, most undergraduates do not know the essence of entrepreneurship education.

### **Conclusion**

Conclusively, if a nation must be sustained in its development, then entrepreneurship education must be encouraged. The bookish form of education devoid of practical and skill foundation should be amended.

Any country unable to develop the skill and knowledge of its youths, harness and utilize them effectively will be unable to develop anything else. So entrepreneurship education is a must for colleges of education in Nigeria for sustainable development.

### **Recommendations**

1. Education is the main root towards scientific, technological, economic and social growth and development.
2. Government at both federal, state, and local levels should provide enough and adequate funding for the programme to reduce the increase in unemployment rate and insecurity in Nigeria. We need new kind of learning environment, learners will need guides to enable them take on fundamentally different roles.
3. Government at both federal, state and local should provide enough and adequate funding for the programme.
4. The National Commission for College of Education (NCCE) should make sure that the provided funds, get to the right people and are properly utilized.
5. Encouraging and sustaining economy dynamism that enable an economy to adjust independency and attain status for themselves in the society.
6. The government and schools should provide adequate power supply for the program.

### **References**

- Ajudeonu, H (2013). Resources for the Implementation of Junior Secondary Schools Introduction  
Technology Curriculum for Entrepreneurship and Sustainable developer, in E.A Arubay, N.E.
- Akpotu, E.P Oghunbu (Eds) A book of readings: Education and Training for Entrepreneurship  
Pp.91-98, Abraka University Printing press.
- Akanseinde 5.!. (2015). Entrepreneurship Education and Sustainable Development through Vocational and Technical Education in E. A Arubay, N.E. Akopta E. P. Oghuuba (Eds.) A book of reading :Educatlion Training for Entrepreneurship Pp. 20-28, Abraka, University printing press.
- Akpolu, E.P.Oghuubu (Eds). A Book of Reading: Education and Training for entrepreneurship Pp.369- 376, Abraka, University Printing Press.
- Ayodele, Y. (2015). Vocational and Technical Education Training for Entrepreneurship and sustainable Development. Lagos university printing press.

- Babalola, J.B. (2014). Entrepreneurship Climate must change in Nigeria Universities in E.A. Akpotu, E.P. Oghuubu (Eds). A book of reading: Education and training for entrepreneurship Pp.8-19, Abraka, University printing press.
- Idogo, G.A. (2014). Investment in the Development of Young Children; prerequisite for entrepreneurship and sustain able development t. In E.A. Arubay, N.E. Akpotu, E.P. Oghuubu (Eds.) A book of reading in education and training for entrepreneurship Pp. 74-77, Abraka, University printing press.
- Ighalo, B.N. (2015). Entrepreneurship Training in College of Education: A necessary tool for self reliance and sustainable development in Nigeria in E.A. Arubayi, N.E. Akpotu, E.P. Oghuubu (eds) A book of reading: Education and training for entrepreneurship Pp.46-53 Abraka, University printing press
- Izechonmi, F (2011). "Entrepreneurship: A critical needS for today and tomorrow" Development environment, Economy and social justice. Essay in honor of professor Emeritus Andrew G. Onorkerhoraye. Ibadan. Spectrum Boels Limited.
- Kayode, A. A. (2014). The Need for Entrepreneurship Education for all Business Education Graduates, Delta Business Education Journal 4(1) Pp. 98-107.
- Obaro, G. O (2014). Library Security Challenges and Control Measures: A case study of two Academics Libraries in Nigeria. Research in Nigeria 19(1)161-164.
- Obielumani, I. O. (2015). Human Resource Development as a Benchmark for Entrepreneurship Education and Substance Development in E.A. Arubayi, N.E. Akpolau (Eds) A book of reading: Education and training for entrepreneurship (64-73) Abraka, University Printing press).
- Okagbara, E. A. (2014). Producing entrepreneur for sustainable development through formal and non formal education and training in E. A. Arubayi, N. E. Akpotu, E. P, Oghuubu (Eds). A book of reading. Education and training for entrepreneurship (78-83). Abraka University Printing Press.
- Osakwe, R. N. (2015). Promotion Entrepreneurship attitudes and skills among primary school pupils for sustainable development in E. A. Arubayi, N. E. Akpotu, E. P. Oghuubu (Eds). A book of reading. Education and training for entrepreneurship (78-83). Abraka University Printing Press.