



# **Availability and Utilization of Resources for Instructional Delivery of Entrepreneurship Education Programme in Universities in Rivers State**

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## **ABSTRACT**

The study examined the availability and utilization of resources for instructional delivery of entrepreneurship education programmes in Rivers State universities. The study adopted descriptive survey design. The population comprised 58 Business Education Lecturers from Ignatius Ajuru University of Education and Rivers State University, Port Harcourt, all in Rivers State. The entire population was adopted as sample for the study. A 30-item structured questionnaire developed by the researchers was used as the instrument for data collection. The instrument was subjected to face and content validation by three two 2 experts in Business Education and one 1expert in Measurement and Evaluation, all in the Faculty of Education in Rivers State University, Port Harcourt. Four research questions and four null hypotheses tested at 0.05 level of significant guided the study. The questionnaire items were measured on a four 4 point rating scale. Mean and standard deviation were used to answer the research questions while z-test was used in testing the formulated hypotheses. The study found that funds are available for entrepreneurship programmes, as entrepreneurship education programmes are funded by government but are not utilized to provide studios for Entrepreneurial Education practical work. The study recommended among others that monitoring bodies charged with the responsibility of ensuring proper utilization of funds for entrepreneurship education should be set up by the government.

**Keywords:** Resources, Instructional Delivery, Entrepreneurship Education

## **INTRODUCTION**

Education is universally recognized as an instrument for social, political, scientific and technological development. This is the reason why no society can afford to 'toy' with the education of its citizens as this could result in a snail speed development (Azikiwe, 2010). Education is generally considered to be a set of all processes in which a child or adolescent develops his / her skills, attitudes and other behaviors that are valuable to the society in which they live. It is a constant formation of young people for life that would benefit them and the society they belong to. Ohiwerei (2005) taught about the development of the human head, heart and hands for personal fulfillment and optimal service to mankind. Therefore, education continues to be important and, therefore, concerns over the quality of education (entrepreneurship education inclusive) offered in national schools have increased in recent years. Stuart (2008) saw educational attainment as an enhancing ingredient to professional learning leading to success in business. This delineation is premised on the fact that the best way to cope with this technologically advancing world, is to continue to learn and adapt. It is therefore believed that all business skills and behavior can be acquired through study and practice.

Entrepreneurship Education is a learning process, starting as early as elementary school and progressing through all levels of education. It is a training given to individuals or groups to develop

their innate entrepreneurial tendencies to acquire knowledge, skills, attitudes and values needed for lucrative business ventures in their immediate environment in order to earn a sustainable living. Ademiluyi (2007) pointed out that entrepreneurial skills are just business skills that people can operate in an irritating business world as entrepreneurs or self-employed. Entrepreneurship skills are simply professional skills that an individual acquire in order to work effectively in an irritating business environment as an entrepreneur, self-employed or independent worker (Ubulom, 2003). In addition, he highlighted business skills such as the ability to: design, organize and manage small and medium-sized enterprises, the source of funding for small business activities, develop skills to maintain accounting records for small businesses, develop human and social public relations skills, develop law enforcement skills related to small business registration and management, acquire skills for effective monitoring and coordination of human and material resources, develop skills for the benefits of business growth and development by integrating business skills, acquiring ownership and high productivity, and developing a broad base of investment and implementation skills.

Entrepreneurship Education is intended to equip graduates with entrepreneurial skill not only for them to become self-reliant, but to be more employable and to contribute their quota meaningfully to economic development. Awojobi (2011) posited that entrepreneurship education seeks to prepare people, especially the youths to become responsible enterprising individuals or entrepreneurial thinkers who will contribute their quota to both community and national economic development.

Entrepreneurship Education as a component of Business Education emphasizes the application of practical knowledge and skills and its essence is primarily to prepare individuals for gainful employment. For Okoye (2017), “entrepreneurship education equips individuals with skills, knowledge, attitudes and competencies needed to discover business opportunities in a dynamic environment, ventures into risk of business, create an enabling business relationship and become a successful entrepreneur; It is geared towards developing a well strong, innovative, risk venturing, well-motivated and highly enterprising individual. Entrepreneurship Education trains students to be job creators and self-reliant individuals. It equips them with desirable skills, knowledge, attitudes and competencies that enable them prosper in the areas of computer technologies, private business executives, marketing operations, accounting services, database web and network technologies. It develops students’ skills towards business innovations, creative ventures and profitability which make them efficient and progressive self-reliant citizens.

Instructional resources comprise human beings (teachers), facilities and equipment for teaching and learning of Business Education courses (Entrepreneurship Education inclusive). Instructional resources includes the Business Educator (Lecturers), support staff (such as instructors, technologist), typing laboratories, short hand studios, model offices, facilities such as classroom, library, equipment such as computers, typewriters among others. However, according to NCCE (2008), some of the minimum resources needed to run and administer a Business Education programme (Entrepreneurship Education inclusive) are: a classroom that can conveniently accommodate thirty students with passage space, minimum of nine lecturers in the various subjects areas and five support staff, well-furnished staff offices, library stocked with current and up-to-date books or journals, at least one typing laboratory, short-hand studio, and a model office, all having the necessary equipment such as good and functional computers, typewriters, stop watch, tape recorder, photocopier, file trays, file cabinets, adding and listing machines, punching machine and perforators among others.

In addition, to ensure that these minimum standards are maintained, the NUC carries out routine accreditation programs at universities. Bongotons and Onyenwe (2010) assumed that one of the pillars of successful implementation of an effective business education program was the availability and sufficiency of teaching aids. Therefore, the usefulness of school resources can no longer be emphasized as they form the basis for the assessment of the educational institution and its products by the public.

Educational resources have been seen as a powerful factor in qualitative and quantitative education. The importance of educational resources to teaching and learning cannot be unduly emphasized. Premises and equipment are strategic factors in the functioning of an organization and largely determine the proper functioning of any social system (Owoeye & Yara, 2011). The use of new technologies for pedagogical delivery has undoubtedly affected teaching, learning and research, and its integration has helped revitalize teachers and students alike (Zakka and Morris, 2009). Introduction of modern technologies in instructional delivery really acts as a catalyst in education because they are

tools that boost and support self-regulating learning, thus giving way to innovative scenarios which favors the individual and collaborative learning. Modern technologies are practical and strategic approaches towards achieving Nigeria's technological uprising. According to Ubulom and Enyekit (2017), whenever these modern technologies and "equipment are optimally utilized they generate greater students' interests in the learning system and also enhance retention of ideas." Hence, it is a fact that learning would be less meaningful without the use of teaching facilities and students would grope in darkness for long before they can get a grasp of what the teacher says. Adu, Eze, Salako and Nyangahi (2013) opined that "new technologies consist of computers, scanners, printers, internet, intranet, e-mail, videophone system, teleconferencing devices, wireless application protocol (WAP), radio and microwaves, television and satellites, multimedia computers and multimedia projectors. Eze (2012) pointed out that resources can only be utilized when they are available and that there should be investment in that wise in educational institutions for proper utilization of material resources and skills for effective teaching and learning.

The success of any system is a function of the resources available to the system. Entrepreneurship education as a system can only be effectively implemented with sufficient educational resources. Okwuanaso (2004) noted that availability of adequate facilities and equipment are required to make the teaching and learning of Business Education effective. Okwuanaso (2004) further added that "a Business Education teacher cannot effectively teach a student the home-keys of a typewriter or how to operate the adding machine without having the machines in the classroom."

Premises and teaching aids help stimulate student interest. If these tools and devices are used optimally, they generate pupils' interest in the system and also improve the retention of ideas. The realization of the objectives of any educational program depends on a number of factors, such as the availability and adequacy of learning resources. Azuka (2013) submitted that the success or failure of any classroom interaction depends to a large extent on the availability and functionality of instructional equipment and facilities, the teacher and the curriculum. The availability and adequacy of equipment, materials and relevant learning tools facilitate learning, stimulate both teachers and students and improve student performance.

A quick look at peoples' universities seems to indicate that schools are fighting inequalities or obsolete with limited resources and educational institutions. This poor state of education in Nigeria has raised serious concerns about the quality and quantity of facilities and entrepreneurs trained at school. Hence the need for assessment of instructional resources for the effective instructional delivery of entrepreneurship education in universities in Rivers State.

### **Statement of the Problem**

Instructional and learning resources are essential to maximize educational goals. In this era of accelerated technological development, modern facilities and learning materials are expected to be available in a reasonable state and utilized appropriately. A study by Bolaji (2007) revealed that the availability of resources (Information and Communication Technology) for effective instructional delivery in Nigerian universities fall below expectations. Azih (2008) found it difficult to acquire the necessary skills and competences for school students in schools because of lack of sufficient resources. Lecturers and students are complaining about the use of outdated equipment and machines such as manual typewriters and other archaic gadgets in the teaching and learning at this time when work environment has gone automated. This situation is very worrying for teachers in teaching and learning about entrepreneurship education, and the drop in student achievement may not be separated from a poor learning environment created by the country's unavailability or limited educational resources. Base on this scenario, a gap in research seems to have been created which necessitated this study. Therefore, this study will empirically fill the research gab that existed.

### **Purpose of the Study**

The purpose of this study was to assess resources availability and utilization for instructional delivery of entrepreneurship education in universities in Rivers State. Specifically, the study sought to:

- 1) Assess the availability of human resources for effective instructional delivery of entrepreneurship education programmes in the universities in Rivers State.
- 2) Ascertain the utilization of human resources for effective instructional delivery of entrepreneurship education programmes in the universities in Rivers State.
- 3) Find out the availability of financial resources for the running of entrepreneurship education programmes in universities in Rivers State.

- 4) Assess the utilization of financial resources for the effective instructional delivery of entrepreneurship education programmes in universities in Rivers State.

### **Research Questions**

The following research questions guided the study:

- 1) To what extent are human resources available for the effective instructional delivery of entrepreneurship education programmes in the universities in Rivers State
- 2) To what extent are human resources utilized for effective instructional delivery of entrepreneurship education in the universities in Rivers State
- 3) To what extent are financial resources available for effective instructional delivery of entrepreneurship education programmes in the universities in Rivers State
- 4) To what extent are financial resources utilized for effective instructional delivery of entrepreneurship education programmes in the universities in Rivers State

### **Hypotheses**

The following null hypothesis formulated was tested at 0.05 significance level.

- 1) There is no significant difference in the mean responses of lecturers of Rivers State University and Ignatius Ajuru University of Education on the availability of human resources for effective instructional delivery of Entrepreneurship Education programmes.
- 2) There is no significant difference in the mean responses of lecturers of Rivers State University and Ignatius Ajuru University of Education on the utilization of human resources for effective instructional delivery of Entrepreneurship Education programmes.
- 3) There is no significant difference in the mean responses of lecturers of Rivers State University and Ignatius Ajuru University of Education on the availability of financial resources for effective instructional delivery of Entrepreneurship Education programmes.
- 4) There is no significant difference in the mean responses of lecturers of Rivers State University and Ignatius Ajuru University of Education on the utilization of financial resources for effective instructional delivery of Entrepreneurship Education programmes.

### **METHODOLOGY**

Descriptive Survey Research Design was adopted for the study. The population of the study comprised of 11 Business Education lecturers in Rivers State University and 58 Business Education lecturers in Ignatius Ajuru University of Education making a total of 69 Business Education lecturers. The entire population was adopted as sample for the study. The researchers developed a 30-item questionnaire titled "Human Resources Availability Rating Scale" for data collection. The questionnaire was subjected to face and content validation by two experts in Business Education and one expert in Measurement and Evaluation, all from the Faculty of Education in Rivers State University. The study adopted a 4 point rating scale, with options of Very High Extent (VHE) 4points, High Extent (HE) 3 points, Moderate Extent (ME)2 points and Low Extent (LE) 1point. Cronbach alpha statistical tool was used to determine the reliability of the instrument and a co-efficient of 0.67 was obtained and considered good enough for the study. Research questions were answered using mean and standard deviations, while z-test was used to test the hypotheses at 0.05 level of significance. Any item with a mean rating greater than or equal to 2.50 was accepted as a high extent, otherwise, it was considered a low extent. A computed z-value less than a critical value at the given degree of freedom led to the acceptance of the null hypotheses, otherwise, it was rejected.

**RESULTS**

**Research Question 1:** *To what extent are human resources available for the effective instructional delivery of entrepreneurship education programmes in the universities in Rivers State?*

**Table 2: Mean and Standard Deviation Computation on Human Resources Availability for Effective Instructional Delivery of Entrepreneurship Education Programme in Universities in Rivers State. N=69**

S/N	Item	RSU (N=11)		Rmks	IAUE (N=58)		Rmks
		$\bar{X}$	SD		$\bar{X}$	SD	
1.	The number of teaching staff of entrepreneurship education programme is very low compared to the number of students.	3.2	1.21	H.E	3.3	1.07	H.E
2.	Teaching staff of Entrepreneurship Education programme are inaccessible to their students when necessary.	3.0	1.12	H.E	3.4	1.09	H.E
3.	The shortage of personnel resources in Entrepreneurship Education is negatively affecting the level of students learning.	3.1	1.20	H.E	3.6	1.12	H.E
4.	Director of Entrepreneurship Education Centre is not always available to guide the students.	2.8	0.94	H.E	3.0	0.98	H.E
5.	Lecturers of Entrepreneurship Education programme have time to attend to students' personal academic challenges.	2.2	0.87	L.E	2.0	0.82	L.E
<b>Grand mean/ SD</b>		<b>2.86</b>	<b>1.07</b>	<b>H.E</b>	<b>2.90</b>	<b>1.02</b>	<b>H.E</b>

Table 2 shows the responses of respondents as regards the extent of availability of human resources for effective instructional delivery of entrepreneurship education programme. The grand mean of 2.86 (SD=1.07) for Rivers State University and 2.90 (SD=1.02) for Ignatius Ajuru University of education, indicated a high extent of available human resources for effective instructional delivery of entrepreneurship education programme.

**Research Question 2:** *To what extent are human resources utilized for effective instructional delivery of entrepreneurship education in the universities in Rivers State?*

**Table 3: Mean Ratings of Business Education Lecturers on the Human Resources Utilization for Effective Instructional Delivery of Entrepreneurship Education Programmes in Universities in Rivers State. N=69**

S/N	Item	RSU (N=11)			IAUE (N=58)		
		$\bar{X}$	SD	Rmks	$\bar{X}$	SD	Rmks
6.	Most of the Entrepreneurship Education lecturers in the university are utilized in their subject area.	3.4	1.40	H.E	3.4	1.25	H.E
7.	Most of the Entrepreneurship Education lecturers in the university have adequate knowledge of their teaching methods.	3.1	0.77	H.E	2.6	1.16	H.E
8.	Entrepreneurship Education lecturers in the university have in-depth knowledge of their subject areas.	3.5	0.50	H.E	2.7	1.11	H.E
9.	Entrepreneurship Education lecturers in the university always update their knowledge to meet the taste of time.	2.6	1.24	H.E	3.1	1.27	H.E
10.	Entrepreneurship Education lecturers in the university are versatile.	3.4	0.41	H.E	2.4	1.14	H.E
11.	Entrepreneurship Education lecturers in the university attend seminars, workshops and conferences to update their knowledge.	2.8	1.11	H.E	3.2	1.19	H.E
12.	Entrepreneurship Education lecturers in the university utilize their skill to evaluate their students.	3.5	1.10	H.E	2.9	1.08	H.E
13.	Entrepreneurship Education lecturers in the university are knowledgeable of the course they teach	2.3	1.02	L.E	2.1	1.12	L.E
14.	Entrepreneurship Education Lecturers of the institution are not overused beyond their capability.	2.0	0.29	L.E	2.2	1.15	L.E
15.	Most of the Entrepreneurship Education Lecturers update their competence by attending seminars, industrial attachment, degree and higher degree courses in the past five years.	3.3	1.02	H.E	3.2	1.13	H.E
<b>Grand mean/ SD</b>		<b>2.99</b>	<b>0.89</b>	<b>H.E</b>	<b>2.58</b>	<b>1.16</b>	<b>H.E</b>

Table 3 shows respondents (Lecturers) responses scores about the extent to which human resources are utilized for effective instructional delivery of entrepreneurship education in Rivers State University (RSU) and Ignatius Ajuru University of education respectively. The grand mean of lecturers' responses for RSU and IAUE are 2.99 and 2.58 respectively, which are greater than the average point of 2.5; it could therefore be concluded that human resources are utilized for effective instructional delivery of entrepreneurship education programmes in the universities in Rivers State to a high extent.

**Research Question 3**

*To what extent are funds available for effective running of entrepreneurship education programmes in the universities in Rivers State?*

**Table 4: Mean Rating of Lecturers’ Responses on Funds Availability for Effective Instructional Delivery of Entrepreneurship Education Programme in Universities in Rivers State** N=69

S/N	Item	RSU (N=11)		Rmks	IAUE (N=58)		Rmks
		$\bar{X}$	SD		$\bar{X}$	SD	
16.	Entrepreneurship Education in our university is funded by Government.	3.5	0.81	H.E	2.7	1.01	H.E
17.	Companies assist in funding Entrepreneurship education.	2.3	1.06	L.E	2.4	1.22	L.E
18.	Non-Governmental organizations (NGOs) assist in funding Entrepreneurship Education.	3.4	1.10	H.E	2.1	1.38	L.E
19.	International Organizations assist in funding Entrepreneurship education.	3.0	1.02	H.E	3.1	0.94	H.E
20.	Funds provided for accreditation exercise not converted for the upgrading of facilities in our department	3.2	1.41	H.E	3.0	1.20	H.E
21.	Education Trust fund assists in funding Entrepreneurship education in our university.	2.0	1.31	L.E	2.2	0.88	L.E
22.	The university authority pays attention by providing amenities for entrepreneurship education.	2.9	1.09	H.E	3.2	1.13	H.E
23.	Private individuals assist in funding Entrepreneurship education in our university.	2.4	1.08	L.E	2.3	1.01	L.E
24.	Students pay levies for the funding of Entrepreneurship education in our school	3.1	1.06	H.E	2.0	0.23	L.E
25.	Because of poor financial funding, old facilities in our institution cannot be replaced.	2.8	0.97	H.E	2.9	1.11	H.E
<b>Grand mean/ SD</b>		<b>2.86</b>	<b>1.09</b>	<b>H.E</b>	<b>2.59</b>	<b>1.08</b>	<b>H.E</b>

Table 4 demonstrates respondent (lecturers) responses on the extent of funds availability for effective instructional delivery of entrepreneurship education programmes in Rivers State University and Ignatius Ajuru University of Education. The grand mean of lecturers’ responses in Rivers State University and Ignatius Ajuru University of Education on the extent of funds availability for effective instructional delivery of entrepreneurship education programmes are 2.86 and 2.59 respectively, which are greater than the average point of 2.5; indicates a high extent of financial resources available for effective instructional delivery of entrepreneurship education programmes in the universities in Rivers State to a high extent.

**Research Question 4**

*To what extent are available funds utilized for effective instructional delivery of entrepreneurship education programmes in the universities in Rivers State?*

**Table 5: Mean and Standard Deviation Computation of Lecturers’ Responses on Funds Utilization for Effective Instructional Delivery of Entrepreneurship Education Programmes in Universities in Rivers State. N=69**

S/N	Item	RSU (N=11)		Rmks	IAUE (N=58)		Rmks
		$\bar{X}$	SD		$\bar{X}$	SD	
26.	Funds are not utilized to pay salaries.	3.6	0.66	H.E	3.3	1.00	H.E
27.	Funds are not utilized to provide studios for Entrepreneurial Education practical work.	3.4	0.89	H.E	3.2	1.09	H.E
28.	Funds are not utilized to procure needed equipment for effective delivery of entrepreneurship education.	3.1	1.11	H.E	3.5	1.21	H.E
29.	Funds are not utilized for training /retraining of entrepreneurship education lecturers.	2.4	1.31	L.E	2.3	0.92	L.E
30.	Funds are not utilized for conferences on entrepreneurship education.	2.3	0.93	L.E	2.6	1.03	H.E
<b>GRAND MEAN</b>		<b>2.96</b>	<b>0.98</b>	<b>H.E</b>	<b>2.98</b>	<b>1.05</b>	<b>H.E</b>

Table 5 shows illustrates the views of lecturers of the two state owned universities in Rivers State that runs Business Education programmes regarding the extent to which available funds are utilized for effective instructional delivery of entrepreneurship education programmes. The grand mean of lecturers’ responses are 2.96 and 2.98 respectively, which are greater than the average point of 2.5; this researcher therefore concludes that funds are utilized for the effective instructional delivery of entrepreneurship education programmes in the universities in Rivers State to a high extent.

**Hypothesis 1**

There is no significant difference in the mean responses of lecturers of RSU and IAUE on the availability of human resources for effective instructional delivery of entrepreneurship education programmes in universities in Rivers State.

**Table 6: Z-test Analysis of Lecturers’ Responses on the Availability of Human Resources for Effective Instructional Delivery of Entrepreneurship Education Programme.**

Respondents	N	$\bar{X}$	SD	$\alpha$ level	Z-cal	Z-crit	Decision
RSU	11	2.86	1.07	0.05	0.11	1.96	Accepted
IAUE	58	2.90	1.02				

Table 6 reveals the Z-calculated value of 0.11 at 0.05 level of significance, while the Z-critical value of 1.96. Since the calculated value of 0.11 is less than the Z-critical value of 1.96 the null hypothesis was therefore accepted.

**Hypothesis 2**

There is no significant difference in the mean responses of lecturers of RSU and IAUE on the utilization of human resources for effective instructional delivery of entrepreneurship education programmes in universities in Rivers State.

**Table 7: Z-test Analysis of Lecturers' Responses on the Utilization of Human Resources for Effective Instructional Delivery of Entrepreneurship Education Programme**

Respondents	N	$\bar{X}$	SD	$\alpha$ level	Z-cal	Z-crit	Decision
RSU	11	2.99	0.89	0.05	1.30	1.96	Accepted
IAUE	58	2.58	1.16				

Table 7 shows the z-test analysis for hypothesis 2. The value of z-calculated was 1.30 at 0.05 level of significance with the z-critical value of 1.96. The hypothesis was accepted owing to the fact that the z-calculated was less than the z-critical. It implies that the difference on the mean ratings on the Utilization of Human Resources for Effective Instructional Delivery of Entrepreneurship Education Programme for Rivers State University and Ignatius Ajuru University of Education is not significant.

**Hypothesis 3**

There is no significant difference in the mean responses of lecturers of RSU and IAUE on the provision of adequate financial resources for effective instructional delivery of entrepreneurship education programmes in universities in Rivers State.

**Table 8: Z-test Analysis of Lecturers' Responses on the Provision of Adequate Financial Resources for Effective Instructional Delivery of Entrepreneurship Education Programme.**

Respondents	N	$\bar{X}$	SD	$\alpha$ level	Z-cal	Z-crit	Decision
RSU	11	2.86	1.09	0.05	0.75	1.96	Accepted
IAUE	58	2.59	1.08				

Table 8 shows that the Z-test analysis responses of lecturers of the two universities used for the study. From the table it is observed that the calculated Z value of 0.75 is less than the critical Z value of 1.96, the null hypothesis of no significant difference between the mean responses of lecturers as regards the availability of funds for effective instructional delivery of Entrepreneurship Education programme in universities in Rivers State is accepted.

**Hypothesis 4**

There is no significant difference in the mean responses of lecturers of RSU and IAUE on the utilization of available funds for effective instructional delivery of entrepreneurship education programmes in universities in Rivers State

**Table 9: Z-test Analysis of the Mean Responses of Lecturers on the Utilization of Available Funds for Effective Instructional Delivery of Entrepreneurship Education Programme**

Respondents	N	$\bar{X}$	SD	$\alpha$ level	Z-cal	Z-crit	Decision
RSU	11	2.96	0.98	0.05	0.06	1.96	Accepted
IAUE	58	2.98	1.05				

Source: Field Data

Table 9 shows that the Z-test analysis responses of lecturers and students of the three universities used for the study. From the table it is observed that the calculated Z value of 0.06 is less than the critical value of 1.96, hence the null hypotheses connected to them is accepted.

**DISCUSSION OF FINDINGS**

The findings revealed that qualified human resources are available for effective instructional delivery of entrepreneurship education programmes in Rivers State Universities. The finding is in agreement

with the views of Bongotons and Onyenwe (2010) which stipulate that one of the pillars of a successful implementation of effective Business Education Programme is the availability and adequacy of instructional resources (human resources inclusive). The findings from research question 2 indicated that the respondents accepted the statements that, most of the entrepreneurship education lecturers in the university are utilized in their subject area. Eze (2012) pointed out that resources can only be utilized when they are available and that there should be investment in that wise in educational institutions for proper utilization of material resources and skills for effective teaching and learning. The findings from research question 3 indicated adequate funding of entrepreneurship education programme in rivers state universities. The finding is in agreement with the view of Okwuanaso (2004) who stipulated that adequate funding is essential for effective business and entrepreneurship education because it is both capital and labour intensive.

The findings from research question 4 indicated that funds are not adequately utilized for payment of salaries, provision of studio for entrepreneurial education practical among others. These findings support the view of Bongotons and Onyenwe (2010) which reiterate the need for availability and adequacy of educational resources in entrepreneurship education programme. Supporting the preceding, Azuka (2013) submitted that the success or failure of any classroom interaction depends to a large extent on the availability and functionality of instructional equipment and facilities, the teacher and the curriculum. These will only be achieved with the proper utilization of available funds.

## CONCLUSION

Conclusively, the study examined the extent to which resources are available and utilized for effective delivery of entrepreneurship education and discovered that human resources are available and utilized, financial resources are also provided though not sufficient and not properly utilized and that physical infrastructures are not provided therefore they are not utilized for effective instructional delivery of business education programmes in the universities.

## RECOMMENDATIONS

Based on the findings, the following recommendations are made:

1. More man power should be recruited by government for effective instructional delivery of Business Education Programmes in the universities.
2. Lecturers and Studio attendants should be utilized by the universities for effective instructional delivery of business education programmes.
3. Monitoring bodies to ensure proper utilization of funds for entrepreneurship education should be made available by government.
4. Periodic trainings should be carried out for man power available for teaching entrepreneurship education as it will keep them abreast with entrepreneurship education training trends.

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