

EDUCATIONAL FACILITIES AND THE IMPLEMENTATION OF ENTREPRENEURIAL COURSES IN FEDERAL UNIVERSITIES, SOUTH-SOUTH NIGERIA

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ABSTRACT

This study examined educational facilities and the implementation of entrepreneurial courses in Federal Universities, South-South Nigeria. Despite the integration of entrepreneurship curricula designed to equip students with job creation skills, many institutions grapple with deficiencies in facility upkeep and infrastructure. Employing a descriptive survey methodology, data were collected from 354 third-year students enrolled in entrepreneurship programs. Findings indicated that the pedagogical approach in entrepreneurship courses remained largely independent of the quality of classroom resources, such as projection equipment, seating, climate control, and interactive whiteboards. Critically, facility maintenance, encompassing repairs, sanitation, and equipment renewal, demonstrated a negligible influence. Statistical analyses corroborated the absence of a significant correlation between maintenance practices, classroom amenities, and the effectiveness of entrepreneurship instruction. The study concludes that deficiencies in facility provision and upkeep impede the attainment of entrepreneurship education objectives. To enhance instructional delivery and foster students' capacity to become job creators, the study recommends more rigorous policy implementation, increased financial resources, improved oversight, and appropriate integration of information and communication technologies and educational resources.

KEYWORDS: Educational facilities, implementation, entrepreneurship, entrepreneurial courses.

INTRODUCTION

Recognizing the limitations of the conventional, colonial-era educational framework and its impact on national development, Nigeria has increasingly emphasized entrepreneurship education as a crucial component of a reformed and relevant educational system. Historically absent from the Nigerian curriculum since independence, the integration of entrepreneurship education across primary, secondary, and tertiary levels has become a pressing need, subsequently leading to its inclusion in college and school curricula.

Sustained socioeconomic advancement in any nation necessitates the support of entrepreneurship education, which focuses on the learning process and the cultivation of vital competencies, skills, attitudes, and values. As posited by Abeng and Obinnaya (2017), the acquisition of entrepreneurial knowledge is a continuous and progressive endeavor, beginning in elementary school and extending across all levels of education, including adult education programs. Aligning with this, Goddy-mkpa and Umoudo (2020) contend that graduates with an entrepreneurial focus, particularly those with advanced education, demonstrate an enhanced ability to develop innovative solutions, enabling them to become self-reliant and proactively create employment opportunities rather than passively seeking them. Consequently, entrepreneurship education can be effectively delivered through vocational and technical training, equipping individuals with the necessary expertise and capabilities for gainful employment and empowering them to lead more enriching lives.

The expansion of businesses, as highlighted by Goddy-mkpa and Eyo (2022), is contingent upon various elements, including the owner's educational background, entrepreneurial drive, and the quality of information, knowledge, and skills acquired, as well as guidance on pertinent business matters. Entrepreneurship training programs have evolved into subjects of advanced learning and instruction, designed to support and foster the growth of small and medium enterprises. Presently, Nigerian universities face considerable pressure to demonstrate the efficient and effective utilization of their resources and the relevance of their programs to the demands of the contemporary labor market; objectives that can only be achieved through modern management practices that are adapted to the constraints of the current environment (Ajose, 2021). This underscores the importance of universities showcasing entrepreneurial capabilities within their programs, thereby fostering a graduate pool that is largely composed of job creators rather than job seekers. However, several challenges impede Nigerian universities' efforts to fully integrate entrepreneurship education

as a vital curriculum issue across all disciplines. Costa (2017) identifies a critical deficiency in the availability of educators with practical entrepreneurial experience and awareness. While lecturer awareness of entrepreneurship education has grown in recent years and attitudes towards the reformed curriculum have become more favorable, a substantial proportion of educators still lack a comprehensive understanding of the goals, content, and instructional methods associated with entrepreneurship education. This deficiency can hinder their ability to effectively convey the desired knowledge and entrepreneurial competencies to their students.

Educational facilities within tertiary institutions encompass all physical resources essential for enabling schools to function effectively and achieve their predetermined objectives. Tertiary institutions represent the apex of the educational system, designed for advanced learning. Olorundare and Kayode (2014) emphasize the imperative of providing adequate, appropriate, and gender-sensitive infrastructure to maximize the benefits derived from educational programs. The significance of infrastructural facilities in any educational system is reiterated by Owusu-Dankwa (2013), who suggests that the sufficient provision of instructional materials to enhance teaching and learning effectiveness will augment the inputs contributing to the success of tertiary institution programs. Facilities such as textbooks, libraries, classrooms, seating, laboratories, computers, technical and vocational equipment, and reliable electricity are indispensable for qualitative entrepreneurship programs in Nigeria. Therefore, concerted efforts should be made to ensure their adequate provision and effective utilization for the overall improvement of the educational system.

Entrepreneurship education is strategically designed to impart fundamental skills and knowledge essential for individuals venturing into new business enterprises. It cultivates responsible and enterprising mindsets, equipping individuals with the skills, knowledge, and dispositions necessary to achieve self-defined objectives. Furthermore, research suggests a positive correlation between entrepreneurial education and enhanced employability, mitigating potential challenges encountered by less-prepared counterparts. While initially perceived as a temporal and financial investment, the value of entrepreneurial education is ultimately recognized. Emphasizing its lifelong nature, the process begins in elementary education and continues through all subsequent levels, including adult education. Instructors can leverage established standards and corresponding performance indicators to formulate suitable learning objectives, activities, and assessments. As Imeokparia and Edigbonya

(2015) argue, students engaging with this framework will progressively engage in more complex educational pursuits, accumulating experiences that foster the insight necessary to identify and generate entrepreneurial opportunities and acquiring the expertise to successfully establish and manage their own ventures.

Consequently, the central aim of entrepreneurship education is to provide students with the necessary instruments for successful business creation and operation. This represents a paradigm shift from seeking employment to creating opportunities. By generating employment, students are anticipated to significantly contribute to national economic development by developing entrepreneurial competencies. In Nigeria, entrepreneurship education has been implemented in two phases across federal, state, and private universities for over a decade. Phase one, typically at the 200 level, provides theoretical foundations, while phase two, delivered at the 300 level, focuses on practical skills development (Imeokparia and Ediagbonya, 2015).

The availability of appropriate educational resources amplifies the effectiveness of skilled educators in the classroom (Oviawe, 2017). Successful program implementation is intrinsically linked to the quality of available infrastructure. Supporting this assertion, Adaralegbe (2015) posits that superior facilities and resources cultivate an optimal learning environment. Adesina (2015) further underscores the direct relevance of physical facilities and the overall learning environment to the quality of education received. As Oviawe (2017) articulates, a robust educational program hinges on adequate school facilities and dedicated educators. Given the increasing demand for education, consumers expect a high-caliber educational experience that fosters fulfillment, satisfaction, and a sense of belonging.

The National University Commission (NUC) Core Curriculum and Minimum Academic Standards (CCMAS) specifies required educational facilities for entrepreneurship programs in tertiary institutions. These include, but are not limited to, well-stocked and updated physical reference materials, a robust digital library, wireless internet connectivity (Wifi) with ample bandwidth, appropriately spaced and ventilated lecture halls and classrooms equipped with public address systems, projectors, and other audio-visual technologies. Further facilities include laptops, desktops, FlipCam video recorders, digital cameras, USB microphones and headsets, interactive boards, Digital Light Processing (DLP), Liquid Crystal Display (LCD) projectors, document camera projectors, overhead projectors, audio recorders, and video editing equipment (10-bit monitor, external SSD, graphics card,

speakers/headphones, blue light filtering glasses, monitor calibration software, etc.). Additionally, facilities such as Google Cardboard for virtual reality (VR), SMART Response Systems, tripods, air conditioning, refrigerators, tables, chairs, shelves, television sets, file cabinets, classroom cameras, and flash drives are also stipulated (NUC, 2023).

Effective educational facilities management requires procuring high-quality resources to enhance teaching and learning and promote institutional advancement. According to Oga (2015), procurement alone is insufficient; it must be coupled with monitored utilization to facilitate learning and enable educators and learners to achieve educational objectives contributing to national development. Osam (2013) highlights the impossibility of curriculum completion without adequate physical resources. Mkala and Wanjau (2013) similarly emphasize the necessity of adequate facilities for effective program implementation. In essence, inadequate facilities hinder skill acquisition in technical training programs, resulting in the production of unskilled and unemployable personnel.

The effectiveness of teaching and learning is significantly contingent upon a supportive and conducive learning environment for both students and educators. Consequently, educational infrastructure must adequately cater to the needs of the academic community. This includes ensuring appropriate climate control through ceiling installation in buildings to mitigate excessive heat and designing structures that promote effective cross-ventilation. Furthermore, the provision of adequate and functional sanitation systems is crucial. Classrooms must be sufficiently spacious to prevent overcrowding and facilitate ease of movement (Jacobson, 2017).

The introduction of entrepreneurship as a formal course of study within Nigerian tertiary institutions in 2006 aimed to address unemployment and cultivate practical skills among graduates. The intention was to equip students with the capacity to either secure employment or independently generate their own job opportunities, rather than being solely reliant on traditional paid employment. Therefore, the incorporation of entrepreneurship coursework into Nigerian universities represented a strategic shift towards relevant and high-quality education. This curricular modification was intended to rectify previous inadequacies that rendered graduates primarily suitable for limited white-collar positions. The integration of entrepreneurship education sought to enable students to harness their disciplinary expertise to identify and exploit entrepreneurial opportunities, thereby becoming self-sufficient job creators. However, the persistent challenge of unemployed graduates actively seeking

conventional employment raises questions regarding the effectiveness of this initiative. Observations suggest that graduates from Federal Universities are often lacking fundamental entrepreneurial knowledge and the ability to translate theoretical understanding into viable business ventures (Olayinka, 2015).

It is widely perceived that many Federal Universities in Nigeria lack sufficient fundamental educational resources, which are essential for the effective delivery of entrepreneurship programs. As highlighted by Ogwo and Oranu (2015), these resources encompass classrooms, teaching aids, maintenance systems, library access, laboratory equipment, and information and communication technology (ICT) facilities. Furthermore, Federal universities in Nigeria often suffer from infrastructural deficiencies, including damaged windows and doors, deteriorated ceilings and roofs, structural damage to walls, faded paint, inadequate or broken furniture, non-operational equipment, faulty electrical systems, and poorly equipped laboratories. These conditions highlight a pattern of neglecting the upkeep of educational facilities, which were initially provided in optimal condition to support educational advancement. Despite the integration of entrepreneurship as a mandatory subject within Federal tertiary institutions, the desired outcomes appear unrealized. A potential contributing factor could be the continuing inadequacy of fundamental educational resources during the implementation of entrepreneurship courses. Based on this observation, the present study aims to evaluate the current state of these challenges within Federal Universities in Nigeria. Consequently, this research focuses on examining the educational facilities and the implementation of entrepreneurship courses in Federal Universities located in the South-South region of Nigeria.

Objectives of the Study

The main purpose of this study was to examine the influence of educational facilities on the implementation of entrepreneurial courses in Federal universities, South-South Nigeria. Specifically, the objectives sought to determine:

1. Influence of classroom facilities on the implementation of entrepreneurial courses in Federal Universities, South-South Nigeria.
2. Influence of facilities maintenance on the implementation of entrepreneurial courses in Federal Universities, South-South Nigeria.

Research Questions

The following research questions were asked to elicit responses from the subjects:

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1. What are the classroom facilities that influence the implementation of entrepreneurial courses in Federal Universities, South-South Nigeria?
2. What are the facilities maintenance that influence the implementation of entrepreneurial courses in Federal Universities, South-South Nigeria?

Research Hypotheses

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

Ho₁: There is no significant influence of classroom facilities on the implementation of entrepreneurial courses in Federal Universities, South-South Nigeria

Ho₂: There is no significant influence of facilities maintenance on the implementation of entrepreneurial courses in Federal Universities, South-South Nigeria

Methodology

The study has empirically examined educational facilities and the implementation of entrepreneurial courses in Federal Universities, South-South Nigeria. Two research specific objectives, research questions and hypotheses were formulated to guide the study. The research design that was adopted for this study is a descriptive survey research design. This study was conducted in Federal universities, South-South Nigeria. The population of the study comprised all 63,196 300-level undergraduate students that offer Entrepreneurial courses from all the Federal Universities in South-South, Nigeria. A sample size of 397 level 300 undergraduate students was obtained using the Taro Yamane formula. A structured questionnaire entitled “Educational Facilities and the Implementation of Entrepreneurial Courses Questionnaire (EFIECQ)” was used for data collection. It was based on a 4-point rating scale. The questionnaire was developed by the researcher to elicit data to address the research objectives. Three experts validated the instrument, two of which were from the Department of Business Education and one from the Department of Educational Foundation (Test and Measurement Unit) of the University of Uyo. 354 questionnaires were returned which represents an 89% return rate. The researcher made use of the Statistical Package for the Social Sciences (SPSS) analytical software for conducting the descriptive statistical analysis of data to analyze and interpret the data. The data was collated and subjected to descriptive statistics (for research questions) and inferential statistics (for hypotheses). The research questions were answered using the mean criterion and the hypotheses were tested using a Dependent t-test at a 0.05 level of significance.

RESULTS

The results based on the data gathered for the study are discussed below:

Research Question 1: What are the classroom facilities that influence the implementation of entrepreneurial courses in Federal Universities, South-South Nigeria?

Table 1: Influence of Classroom Facilities on the Implementation of Entrepreneurial Courses. n=354

S/N	Instruments	Mean	SD	Remark
	Standard chairs	2.23	.57	LI
	Standard tables	1.83	.79	LI
	LCD projector	2.40	.62	LI
	Speakers and sound systems	2.10	.66	LI
	Fan or air conditioner	2.20	.61	LI
	Digital smart boards	2.33	.61	LI
	Whiteboard and marker	1.83	.79	LI
	Aggregate Mean	2.13	.66	LI

Source: Field Survey, 2024

The data presented in Table 1 shows the Mean scores of respondents on the influence of classroom facilities on the implementation of entrepreneurial courses. Using the criterion Mean of 2.50, the analysis of data as responded by students of the institutions shows the Mean ranging between 1.83 and 2.40. The aggregated Mean resulted in 2.13 which is below the criterion Mean of 2.50. This shows a low influence of classroom facilities on the implementation of entrepreneurial courses in Federal universities in South-South Nigeria.

Research Question 2: What are the facilities maintenance that influence the implementation of entrepreneurial courses in Federal Universities, South-South Nigeria?

Table 2: Influence of Facilities Maintenance on the Implementation of Entrepreneurial Courses. n=354

S/N	Instruments	Mean	SD	Remark
	Repairs of all building systems, such as lighting, plumbing, electrical, fire safety, etc	1.47	.51	VLI
	Replacement of broken and dilapidated facilities	1.53	.57	LI
	Clean and safe environment (interior and exterior) for	1.40	.50	VLI

	teaching and learning			
	Sweeping, mopping and sanitizing bathrooms	1.43	.57	VLI
	Care for the infrastructure itself, such as doors and windows (including their locks), both interior and exterior	1.47	.57	VLI
	Basic amenities like water, toilet and a good road network	1.33	.50	VLI
	Frequent removals of cobwebs on the walls and ceiling	1.67	.66	LI
	Aggregate Mean	1.47	.55	VLI

Source: Field Survey, 2024

The data presented in Table 2 shows the Mean scores of respondents on the influence of facilities maintenance on the implementation of entrepreneurial courses. Using the criterion Mean of 2.50, the analysis of data as responded by students of the institutions shows the Mean ranging between 1.33 and 1.67. The aggregated Mean resulted in 1.47, which is below the criterion Mean of 2.50. This indicates a very low influence of facilities maintenance on the implementation of entrepreneurial courses in Federal universities in South-South Nigeria.

Research Hypothesis 1

There is no significant influence of classroom facilities on the implementation of entrepreneurial courses in Federal Universities, South-South Nigeria

Table 3: Dependent t-test of the influence of classroom facilities on the implementation of entrepreneurial courses in Federal Universities, South-South Nigeria (n=354)

Variables	Mean	SD	Df	t-cal	t-tab	P-value
Classroom facilities	1.54	.35				
			353	.044	1.96	.97
Entrepreneurial courses	1.53	.43				

Df=Degree of Freedom, $P>0.05$

The result in Table 3 shows the dependent t-test of the influence of classroom facilities on the implementation of entrepreneurial courses in Federal Universities in South-South, Nigeria at 353 degrees of freedom, with a calculated value of .044 which was less than critical t-value of 1.96. The p-value resulted in .97 which indicates that there is not enough evidence to reject the null hypothesis. Therefore, the null hypothesis of no significant influence of classroom

facilities on the implementation of entrepreneurial courses was accepted ($t=.044$; $P=.97$). This implies that there is no significant influence of classroom facilities on the implementation of entrepreneurial courses in Federal Universities in South-South, Nigeria.

Research Hypothesis 2

There is no significant influence of facilities maintenance on the implementation of entrepreneurial courses in Federal Universities, South-South Nigeria

Table 4: Dependent t-test of the influence of facilities maintenance on the implementation of entrepreneurial courses in Federal Universities, South-South, Nigeria (n=354)

Variables	Mean	SD	Df	t-cal	t-tab	P-value
Facilities maintenance	1.52	.30				
			353	-.16	1.96	.87
Entrepreneurial courses	1.53	.43				

Df=Degree of Freedom, $P>0.05$

The result in Table 4 shows the dependent t-test of the influence of facilities maintenance on the implementation of entrepreneurial courses in Federal Universities in South-South, Nigeria at 353 degrees of freedom, with a calculated value of $-.16$ which was less than critical t-value of 1.96 . The p-value resulted in $.87$ which indicates that there is not enough evidence to reject the null hypothesis. Therefore, the null hypothesis of no significant influence of facilities maintenance on the implementation of entrepreneurial courses was accepted ($t=-.16$; $P=.87$). This implies that there is no significant influence of facilities maintenance on the implementation of entrepreneurial courses in Federal Universities in South-South, Nigeria.

Findings

The following findings emerged from the study based on the research questions and hypotheses:

1. There is a low influence of classroom facilities on the implementation of entrepreneurial courses. Thus, there is no statistically significant difference in the mean responses of

students on the influence of classroom facilities on the implementation of entrepreneurial courses in Federal Universities in South-South, Nigeria.

2. There is a very low influence of facilities maintenance on the implementation of entrepreneurial courses. Thus, there is no statistically significant difference in the mean responses of students on the influence of facilities maintenance on the implementation of entrepreneurial courses in Federal Universities in South-South, Nigeria.

DISCUSSION OF FINDINGS

Influence of classroom facilities on the implementation of entrepreneurial courses

The result presented in Table 1 provided answers to research question one. The null hypothesis was accepted which indicates that classroom facilities did not influence the implementation of entrepreneurial courses in Federal Universities in South-South, Nigeria. This negates the assertions by (Sharanya, 2023) who opined that a good classroom facility that holds up to the demands of the 21st-century education system with smart classrooms and pertinent use of technology to support student learning is an important aspect for schools to focus on today. The expert further stressed that as the times have changed to give rise to a new era of technologically stimulated education, the advent of truly experiential learning stresses the importance of premium school infrastructure and educational facilities to provide an integrated holistic learning experience. The reason why the classroom facilities did not influence the implementation of entrepreneurial courses in Federal Universities in South-South, Nigeria was because most of the facilities though available, are not put to use. Therefore, there is a need to ensure these facilities are made available and effectively deployed in the teaching-learning process of entrepreneurial courses.

Influence of facilities maintenance on the implementation of entrepreneurial courses

The result presented in Table 2 indicated that facilities maintenance had a low influence on the implementation of entrepreneurial courses in Federal Universities, South-South Nigeria. Corroborating this view, Mgbodile (2013) noted that a healthy and attractive school environment makes for conducive learning and promotes students' pride in their school and their interest in staying in school. If facilities are well maintained and utilised, they can realise substantial efficiency gains, also deepen national and sector values of school-community relationships and community ownership of schools. Uline and Tschannen (2018) noted that there is a link between school building maintenance and learner achievement. The researchers also that an effective school establishes a well-disciplined, secure and wholesome

learning environment, and maintains clean and orderly school buildings. In light of its significance, school facilities maintenance must be accorded a priority as part of school programmes aimed at promoting the teaching and learning of entrepreneurship courses. Supporting this view, Uwaezuoke (2015) noted that when resources are procured, maintenance becomes very crucial because it is better to prevent damage than to make new purchases. Stressing the need for school facilities maintenance Obasi and Asodike (2017) noted that there should be regular repair of furniture, equipment and fixtures and interior and exterior painting of the building. The result entails that educational facilities are not well maintained in Federal Universities, South-South Nigeria. If well maintained and managed, educational facilities can provide conducive environments that would translate into quality education.

CONCLUSION

Educational facilities management entails determining the required facilities, providing the required educational facilities, monitoring the optimal use of educational facilities provided, maintaining breakdown and replacement of completely damaged facilities, and reviewing educational facilities provision. From the findings, the researcher observed that entrepreneurial courses in Federal universities in South-South Nigeria did not gain the desired implementation, owing to the fact that educational facilities which facilitate the teaching-learning process were not adequately provided, monitored, maintained, replaced, and reviewed. Thus, the findings revealed that classroom facilities and facilities maintenance had a low influence on the implementation of entrepreneurial courses in Federal universities in South-South Nigeria.

RECOMMENDATIONS

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

- i. Policy makers should not just be interested in policy formulation alone, but should be well equipped with reliable and factual information as to whether the classroom facilities are adequately provided and utilized for the implementation of entrepreneurial courses.
- ii. School administrators/managers should have an extensive knowledge of educational facilities and should be able to see the need to provide, supervise, and maintain them to adequately implement the entrepreneurial courses.

- iii. Lecturers who play an intermediate role in the school should seek to work harmoniously with the school in encouraging the students to use the facilities properly for effective implementation of entrepreneurial courses.
- iv. The government should provide adequate funds to the school system for educational facilities and equip the inspectorate unit to carry out its functions effectively.
- v. Learners should have requisite knowledge of ICT facilities and how they aid in the implementation of entrepreneurial courses and take advantage of each facility at their disposal.

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