

ENTREPRENEURSHIP EDUCATORS' PERCEPTION OF THE IMPACTS OF ICT IN TEACHING AND LEARNING OF ENTREPRENEURSHIP EDUCATION IN TERTIARY INSTITUTIONS IN SOUTH-SOUTH DURING AND AFTER COVID-19 GLOBAL CHALLENGES

Offem Odim Otu (Ph.D)

Offemodim22@gmail.com

Department of Educational Management
University of Calabar, Calabar

Obadigie, Evelyn Ohuimumwem (Ph.D)

evelyndunamis@gmail.com

Department of Educational Management and Policy
Nnamdi Azikiwe University, Awka

Nkeiruka, Rejoice Adioha

rejoicenk@gmail.com

Department of Educational Management
Imo State University, Owerri

Abstract

This study was to investigate entrepreneurship educators' perception on the impact of Information Communication and Technology (ICT) in teaching and learning of entrepreneurship education in tertiary institutions in Nigeria during Covid-19 global challenges. Three research questions directed the study. A descriptive survey research design was adopted while the population comprises 50 entrepreneurship education lecturers in 5 public tertiary institutions teaching entrepreneurship education programme in South-south. The main instrument for data collection was a structured questionnaire titled "Impacts of Information and Communication Technology the Teaching of Entrepreneurship Education Questionnaire (IICTTEEQ). The questionnaire has 35 items based on four points. The instrument was validated by 3 experts and has the reliability coefficient value of 0.86. The data was analyzed using mean. The findings of the study revealed among others that multimedia projector, projector screen, electronic notice board, digital model office, interactive white board, internet facilities, e-mail, laptops and desktops computers, scanner, satellite disc, electronic library, classrooms and workshop are available for the teaching of entrepreneurship education while multimedia projector, electronic notice board, digital mode office, interactive white board and many others are used to a low extent. Based on the findings, it was recommended among others that information and communication technology resources for teaching students need to be adequately provided for lecturers utilization during and after Covid-19 epidemic global challenge.

Keywords: Entrepreneurship Education, ICT, Teaching, Learning, Tertiary Institution and Covid-19.

Introduction

The world today has become a global village where connectivity and effective communication is now most active business of the day. That is why Okoye & Nnajofofor (2018) stated that the progressive impact of information and communication technology has a powerful effect on every aspect of human endeavour including teaching and learning. Teaching these modern days require the use of different instructional media and technological equipment in order to facilitate the transfer of skills and knowledge.

The main purpose of ICT is to increase accessibility to education, reduce costs and time as well as improve students' academic performance (Njoku & Nwachukwu, 2019). This approach of learning ensures students from different continents attend the same classes almost at the same time. Nowadays, technology is becoming the medium for teaching and learning. This technology enabled instructional method is aimed at improving the quality of education and students' academic performance. Njoku et al (2019) further added that students in higher educational institutions that engaged in ICT learning generally performed better than those in face-to-face classes. Information and Communication technology has brought new faster and better ways of transacting business, communicating within and between organization, discharging office functions and carrying out the productive activities in industries. Okoro (2013) revealed constraints facing teaching with ICT such as inadequate ICT facilities/equipment, frequent electricity interruption and poor implementation of ICT policies. Furthermore, Okoro revealed some strategies for enhancing the teaching with ICT to include

adequate funding provision of adequate ICT equipment, provision of adequate ICT facilities among others. There are many information and communication technologies used in classroom today such as social networking, online teaching, class blog and wikis, broadcasting, interactive, white boards, mobile devices and computer aided instruction.

Eze (2016) opined that the use of modern technologies has direct and indirect positive and negative impact to teaching and learning especially in entrepreneurship education. The teaching and learning of entrepreneurship education has begun development of human resources for education, business and industrial activities. Entrepreneurship is the ability of the individual to seek out investment opportunities establish and run an enterprise successful quite distinct from obtaining a paid job.

Teaching is human capacity building; it entails the acquisition of knowledge and skills or power that enables an individual to contribute to society development. Teaching is the action of a person who teaches. It is a way of inculcating cultural values, norms and heritage in the learners to ensure continuity and improvement (Muhammad, 2011, Asibiaka & Emenalo, 2011). Muhammad further stated that teaching is the series of activities aimed at developing a learners potential for a successful survival in the society. This definition is in line with the consideration of teaching as the frame-work for helping learners acquire skills, knowledge and abilities that position them into human capital resource.

Similarly, Ikedingwu (2005) defined teaching as a process of imparting knowledge into someone and the knowledge being imparted must be felt by the person.

According to Omifo and Ure-Ubu (2007) is any activity that triggers excellent learning which helps the learner to acquire knowledge and think independently. Anne (2012) viewed it as series of activities centered on a teacher and learners. Anne also maintained that the critical objective of teaching is to make learners aware that they are learning skills which will help them become better individuals.

Entrepreneurship is a term used broadly in connection with the innovative modern industrial leaders. Babatunde in Okafor and Ike (2013) defined entrepreneurship as the practical application of enterprising qualities, such as initiative, innovation, creativity and risk taking into the work environment either in self-employment or employment in small start up firm, using the appropriate skills necessary for success in that environment and culture. Iheonunekwu (2012) also refers to it as the attitude, skills and actions of individual(s) starting a new enterprise. Okpara (2000) maintained that an entrepreneur is a human bulldozer, who can convert a stumbling block into a stepping stone. Obasan in Okafor et al (2013) posited that the entrepreneur is an aggressive innovator whose dynamic “creative response” to the economic environment makes him central to the promotion of material growth of production and industrial development.

Entrepreneurship is the process whereby individuals become aware of business ownership as an option or viable alternative, develop ideas for business, learn the process of becoming an entrepreneur and undertake the initiation and development of a business. An entrepreneur is a creative person that is good at; recognizing opportunity, analyzing the

opportunity, making decision to act upon the opportunity, marshalling necessary resources, risking capital in consolidating a new venture, implementing a program leading to a new enterprise and profit and managing and operating an enterprise (Iheonunekwu, 2012).

According to Uzogulu (2013) entrepreneurship education is the type of education that prepares an individual to become an entrepreneur, hence equipping him to be a manager of a business outfit as well as an employer. This education aims at helping individuals acquire salable skills which can enable them become both self-employed and self-reliant. Umoh (2004) stated that entrepreneurship education is the education that strives to improve work performance in order to earn income. Umoh further observed that by learning entrepreneurship education, the individual is expected to develop in spirit, attitude and skills for creating something new, valuable and beneficial to self and others. Entrepreneurship education is that type of education that equips individual(s) with the skills and occupational analysis of identifying business opportunities, gathering the needed resources (both human and material) and taking risk for the purpose of earning a living (Omolayo, 2006). Adejimiola & Olufunmilayo (2009) maintained that entrepreneurship education has to bridge the gaps that exist between entrepreneurs and educational institutions by using the expertise of faculties from those institutions to enhance the performance of practicing, entrepreneurs as well as motivate prospective one.

According to U.S Colorad in Darboer (2011) Entrepreneurship education is a programme or part of the programme that prepares individual to undertake the formation and or operation

of small-scale business which include franchise to operations for the purpose of performing all business functions relating to a product or service, with emphasis given to the social responsibilities, legal requirement and risk for the sake of profit involves in the conduct of a private business.

Entrepreneurship education is important for the entrepreneur the valuable skills needed by the entrepreneurship can be learnt through trial and error by most of the errors can be eliminated by education (Osuala in Ikeanyionion & Ekwue, 2013). The important role entrepreneurship education can play in economic development has been recognized. Agusiobo in Ikeanyionion et al (2013) pointed out that effective skill acquisition is entrepreneurship education is indispensable towards empowering people and producing a self-reliant nation with dynamic economy. Ojokwu (2004) equally reported that the economic importance of entrepreneurship rests on the formation of small-scale business units with potentials for job creation.

Quality entrepreneurship education could be used as a tool for fighting the war against poverty and unemployment in Nigeria because it unlocks the economic potentials of the people, empowers and equips individuals in society to participate and benefit from their national economy (Aluwong in Okon & Uke, 2015). Ola and Joseph (2013) stated that with the rapid rate of technological and information and communications technology changes in work places with globalization, there is an increase in the demand for skills as a result of new business practices, new organizational structure, the application of new technologies and the

design, production and delivery of new products and services. Entrepreneurship has become a permanent inclusion in our vocabulary in Nigeria today, universities have come to embrace it just as government at all levels see it as the pathway to job creation and poverty reduction (Ntiedo, Essien & Sunday, 2015).

Okoye & Nnajofofor (2018) enumerated the relevance of ICTs in teaching to be numerous as the knowledge acquired may be used in distributing, buying and selling online, disseminating vital information within or across marketing and advertising of goods and services, serving of product in e-commerce. Ijmar & Uguru (2015) maintained that most teachers find it difficult to adopt these ICTs in teaching because, most of them are not trained in the use of these technologies and its adoption is cumbersome due to their stereotyped pattern of teaching. The researchers highlighted the benefits of ICT utilization to entrepreneurship education and students to include; helping teachers to create more learner friendly centric learning and enabling environment, it can be used to promote change or extend existing learning culture/practice. It aids teachers' self learning in their area of specialization and expands their professional development. Lastly, it acts as motivator and empowerment of learning. Therefore, it is imperative to note that utilization of ICT resources in entrepreneurship education equips the recipients with relevant software skills and managerial competencies for efficient functioning in the 21st century and beyond.

The objective of entrepreneurial studies is to equip students, prospective entrepreneurs with entrepreneurial competencies and skills prior to graduation to make them become self

reliant and to enable them live a meaningful productive and independent future lives (Oviazowanlan, 2013). These competencies and skills could inspire them to engage in a successful business venture than owner – managers who are usually imitators’ Nwankwo, Nwachkwu and Chinedu (2010) posited that entrepreneurship education as a renewed process of achieving self reliance is centrally focused on the acquisition of entrepreneurial competencies for successful business venture. Entrepreneurial studies which is a component of business education emphasizes the practical application of knowledge and skills for self-reliant and wealth creation in employment generation. According to Awojobi (2011) business education strives to fulfill the functions of entrepreneurship education. Hence, entrepreneurship cannot be isolated from business education since they both strive to equip recipients with the relevant competencies and skills to become self-reliant in order to boost employment generation (Oriazowanlan, 2011). The entrepreneurial studies which is required to combat unemployment challenges facing young graduates needs ICT instructional delivery in both before and after Covid-19 for global competitiveness.

Coronavirus literally known as Covid-19 is an agent of gastrointestinal disease in humans, poultry and bovines. In humans, a species known as SARS Coronavirus (Severe Acute Respiratory Syndrome Coronavirus) causes a highly contagious respiratory disease that is characterized by symptoms of fever, cough and muscle ache often with progressive difficulty in breathing. Coronavirus Disease is a contagious disease that first emerged in Wuhan, China in 2019. The mortality rate soared and the easy of spread was upsetting. Research shows that

older people and those with underlying medical problems like cardiovascular diseases, diabetes, chronic respiratory disease, and cancer were more likely to develop serious illnesses from coronavirus (W.H.O. 2020). Some of the symptoms of Coronavirus include; Sore throat, runny nose, constant coughing/sneezing, breathing difficulty and fatigue.

According to Yen, Lo, Lee, and Enriquez (2018) the impact of this disruption is highly variable and depends, firstly, on their ability to remain active in their academic activities and on their financial sustainability. (1) **Students:** The most immediate impact has obviously been that the temporary cessation of classroom activity which has left students, particularly undergraduates and those on the verge of finishing secondary school and aspiring to begin tertiary education, in a completely new situation and without a clear idea of how long the impact will last, the immediate effect it will have on their daily life, costs and other financial burdens and, naturally, on the continuation of their studies. Ferreyra, Avitabile, Botero Alvarez, Haimovich Paz, & Urzua, (2017). (2) **Teaching and Non-teaching Staff:** The most evident impact on teachers is the expectation, if not the demand, of the continuity of teaching activity using a virtual modality, not minding the ability of each teacher, which largely depends on their experience in that regard. Non-teaching staff constitute the most vulnerable sector in terms of the possible reduction in the number of jobs that private universities, for example, the personnel linked to technical and computer support belong to the critical category, different to the personnel who work in canteens, dining rooms or cleaning services. (3) **The effects on academic calendars are already being felt worldwide:** The International Baccalaureate (IB)

exams have been canceled for the first time in history due to the pandemic: the West African Examination Council (WAEC) and the Joint Administration and Matriculation Board (JAMB) have also been cancelled due to the pandemic Leigha (2010).

Statement of the Problem

Entrepreneurship education is experiencing shortage of information and communication technologies and human resources required for taking advantage of emerging technologies in the modern day. Among the challenges confronting effective utilization of ICT in teaching and learning of entrepreneurship education are insufficient numbers of computers, inadequate fund, inadequate electricity and lack of suitable software etc. Okebukola (2006), Mbakwem (2008) and Ikediugwu (2008) observed that the impact of ICTs on students learning in tertiary institutions have not been as impressive as expected. These variations constitute a source of worry to researchers.

Studies on the role and added value of ICTs in classrooms and on student learning showed mixed results. Similarly, Youssef and Dahmain in Okey *et al* (2018) observed that the relationship between the use of ICTs and students learning in tertiary education is unclear.

Observation shows that most entrepreneurial studies lecturers seem not to be too effective in their ICT utilization in instructional delivery practice that could guarantee quality service. Their individualistic approach to teaching and problem solving techniques which can easily lower individual lecturer's attrition rate and render them ineffective in curricula

delivering seems to be responsible. This could be inimical to quality entrepreneurial studies. Therefore, it imperative to explore strategy that could enhance lecturer's proficiencies in ICT utilization for instructional delivery practice.

Purpose of the Study

The main purpose of the study was to ascertain the impact of information and communication technology on the teaching and learning of entrepreneurship education in tertiary institution in South-south during Covid-19 global challenge. The study specifically seeks to ascertain;

1. Information and communication technologies that is available for effective teaching and learning of entrepreneurship education in tertiary institutions in South-south Nigeria during Covid-19 global challenge.
2. Extent entrepreneurship educators utilize the information and communication technologies in teaching entrepreneurship education in tertiary institutions in South-south during Covid-19 global challenge.
3. Impacts of ICT utilization in teaching entrepreneurship education in tertiary institutions in South-south Nigeria during Covid-19 global challenge.

4. Research Question

1. What information and communication technologies are available for teaching and learning entrepreneurship education during Covid-19 global challenge?

2. To what extent do entrepreneurship educators utilize information and communication technologies teaching entrepreneurship education in tertiary institutions in Nigeria during Covid-19 global challenge?
3. What are the impacts of information and communications technologies utilization in teaching entrepreneurship education in tertiary institutions in Nigeria during Covid-19 global challenge?

Methodology

The study adopted a survey research design. Survey research design was used in this because it is one in which group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group (Nworgu, 2015). The study was carried out in south-south Nigeria. The region became choice for study because of the commercial and educational activities in the area. The study covered all tertiary institutions in south-south that offered entrepreneurship education programme.

The population for the study comprises of sixty (60) lecturers of entrepreneurship education in five public tertiary institutions. The instrument for the study was structure with 60 items on four point scale. The instrument was subjected to face a content validation. The data collected were analyzed using mean and standard deviation. Mean score of 2.50 and above were regarded as available while mean score below 2.50 were regarded as unavailable.

Table 1: Respondent mean rating and standard deviation on the information and communication technologies available for the teaching of entrepreneurship education in tertiary institutions N = 50

S/N	Items	\bar{X}	SD	Remark
1.	Projector	3.35	0.78	Availability
2.	Projector screen	2.84	0.86	Availability
3.	Digital model	2.83	1.00	Availability
4.	Electronic notice board	2.53	1.02	Availability
5.	Interactive white board	2.74	1.06	Availability
6.	Internet facilities	3.48	0.86	Availability
7.	Laptop	3.42	0.89	Availability
8.	Satellite disc	3.33	0.87	Availability
9.	E-mail	2.35	1.16	Availability
10.	Digital commerce	2.99	1.08	Availability
11.	Scanner/flash	2.69	1.02	Availability
12.	E-library/classroom	2.92	0.97	Availability
	Grand mean	2.96	0.96	Availability
Standard deviation				

Table 1 indicates the information and communication technologies that are available for teaching of entrepreneurship education in tertiary institution the items in the table above were

available with mean ranged from 2.53 – 3.48 while item 9 with mean rating of 2.35 was regarded as unavailable. The grand mean of 2.96 shows that the respondent on the availability of information and communication technologies for teaching of entrepreneurship education. It implies that the ICT facilities are available for the teaching of entrepreneurship education in South-south Nigeria.

Table 2: Responding mean rating and standard deviation of the respondents on lecturers extent of utilizing information and communication technologies in teaching entrepreneurship education in South-south, Nigeria.

	Items	X	SD	Remarks
1	Projector	2.35	1.03	Availability
2	Projector screen	2.79	0.97	Availability
3	Digital model laboratory	2.19	1.04	Unavailability
4.	Electronic notice board	1.85	0.98	Unavailability
5	Interactive white board	1.54	0.87	Unavailability
6	Internet facilities	3.24	0.84	Availability
7	Laptop	3.12	0.85	Availability
8	Satellite disc	1.01	0.79	Unavailability
9	E-mail	1.78	0.91	Unavailability
10.	Digital commerce	1.49	0.51	Unavailability

11.	Scanner/flash	2.52	0.90	Availability
12.	E-library/classroom	1.99	0.99	Unavailability
Grand mean and Standard deviation		2.15	0.89	Unavailability

Table 2 indicates that the mean ranging from 2.52 – 3.23 were of the lecturers view on utilizing those ICTs facilities for effective teaching of entrepreneurship education while the mean ranging from 1.01 – 2.35 revealed unavailable of those ICTs facilities for lecturers utilization in teaching entrepreneurship education in South-south, Nigeria.

Table 3: Respondent mean rating and standard deviation of respondents on the impact of information and communication technologies utilization in the teaching and learning of entrepreneurship education.

S/N	Impacts of ICT Utilization in Teaching Entrepreneurship Education	X	SD	Remarks
1	It create possible ways for concept understanding	3.35	0.79	Availability
2	Individual difference among students are taking care of	3.05	0.53	Availability
3.	It encourage distance learning	3.41	0.42	Availability
4	It promote integration of term/concept faster	3.35	0.85	Availability
5.	It ensure quality in global learning/competitiveness	3.36	0.75	Availability
6.	It help students to build confident in self learning	3.32	0.84	Availability

7.	It is suitable for large class learning	3.46	0.68	Availability
8.	Teachers covered learning content easily	3.25	0.86	Availability
9.	It save time generally	3.60	0.65	Availability
	Grand mean and standard deviation	3.38	078	

Table 3 indicate that the mean ranging from 3.35 – 3.60 were of the lecturers view on utilizing those ICTs facilities impact in teaching of entrepreneurship education in South-south, Nigeria.

Table 1 indicates the information and communication technologies that are available for teaching of entrepreneurship education in tertiary institution the items in the table above were available with mean ranged from 2.53 – 3.48 while item 9 with mean rating of 2.35 was regarded as ineffective. The grand mean of 2.96 shows that the respondents viewed availability of ICT resources as effective means of teaching entrepreneurship education in tertiary institution in South-south, Nigeria.

This finding is in agreement with Okwanaso & Obanyi in Okoye & Nnajofofor (2018) that ICTs like e-learning facilities multimedia projector, projector screen and internet facilities need to be highly available for the teaching of business education in higher institutions. The finding agreed with Eze (2015) that modern facilities are available for the teaching of business education but the shortage for require manpower is the main challenge. Okoli (2010) affirmed that ICTs are available not to the extent of satisfying the instructional demand. It should be noted that taking

inventory and proper controlling of ICTs available for the teaching is imperative in business education programme.

Presentation in table 2 indicate that items 14, 18, 19 and 23 with mean rating ranging from 2.52 to 3.23 means that the respondents were of the view that lecturers are utilizing those information and communication technologies are effective in teaching entrepreneurship education. While item 13, 15, 16, 17, 19, 20, 23 and 24 with mean rating ranging from 1.01 – 2.35 showing ineffective, revealing that the respondents were of the view/opinion that lecturers utilizing these information and communication technologies are ineffective. A grand mean of 2.15 obtained indicate ineffective in the lecturers usage of information and communication technologies in teaching entrepreneurship education. The unavailable standard deviation of 0.89 shows that the respondents have similar opinion in all the items.

Data analysis in table two indicated the extent to which lecturers use ICTs in teaching entrepreneurship education. The ICTs used by lecturers to high extent in teaching entrepreneurship education include: projector, projector screen, digital model laboratory, electronic notice board, interactive white board, internet facilities, laptop, satellite disc, e-mail, digital commerce, scanner/flash, and e-library/classroom. Nwosu (2013) stated that ICTs should be utilized by the lecturers in training students for the world of work. Aribisala (2006) posited that ICTs are increasingly playing an important role in organization and society ability to produce access, adopt and apply information. They are however being heralded as tools for the post industrial age and the foundations for a knowledge economy due to their ability to

facilitate the transfer and acquisitions of knowledge. Nwangwu & Okoye et al (2018) noted that technology is radically transforming every industry and therefore need to be given a rightful place in the teaching and learning. The study however, pointed out that the level of utilization of ICTs in teaching business education by lecturers need to be increased to meet up with global need in education, office and business set up.

The findings in table three also revealed that all the items on effects of ICTs utilization in teaching entrepreneurship education were all accepted by the respondents. The study indicates that ICTs are highly needed for developing contemporary skill and knowledge. Most of the findings were that ICT helps in easy understanding of concept, facilitate content coverage by teachers, save time and helps students to learn in their own speed etc. The findings of the student were in line with the findings of Alor and Ekuije in Ugwuogo (2018) provides for more personalized direct function, makes education available to more people, avails people opportunities to have access to machines which permit higher order problem solving skills. Nwanewezi (2010) ICT in teaching helps in content coverage and individualized learning by the students. Inyama (2006) supported that ICT enable network for students, with knowledge as a crucial input for productive processes and increases access of education opportunities.

Conclusion

Based on the findings of the study, it was concluded that ICT facilities are available for utilization in teaching of entrepreneurship education in South-south, Nigeria.

Recommendations

Based on the findings of this study, the following recommendations are made;

1. Training of entrepreneurship education teachers on the utilization of available ICT facilities should frequently provide. This will enable to demonstrate full and adequate competencies, knowledge and be prepared to impart knowledge through ICT utilization.
2. Standards of competency should be set in order to build confidence in the teachers/students.
3. The federal and state government should ensure adequate provision of ICT facilities for the use by students and lecturers in all fields of study.

References

- Adejimola, A. S., & Olufunmilayo, T. (2009). Spinning Offering Entrepreneurship culture among .Nigeria University Students: Prospect and challenge. *African Journal of business management*, 1 (3), 11 - 13
- Anne, V. (2012) Teaching Students about work and employability skills; *Phoenix Education, Australia*; April 2012.
- Asibiaka, I. P. & Emenalo, F. C. (2011) *Management of Teaching Profession*. WEBSMEDIA Communications Ltd, Owerri, Nigeria.
- Ferreya, M. M., Avitabile, C., Botero, Alvarez, J., Haimovich Paz, F., & Urzua, S. (2017). At a crossroads: Higher Education. Latin America and the Caribbean. Washington, DC: World Bank.
- Iheonunekwu, S. (2012). Entrepreneurship Education in the 21st century. Arochukwu: Ossy computer.
- Ikediugum, N. P. (2013) Qualities of the 21st Century Teacher. *Journal of Educational Management and Policy*, 2 (3) 103 – 110.
- Leigha, M. B. (2010). Teacher supervision and inspection. Owerri: Job press.
- Muhammad, R. J. (2011) Globalization and Human Information and Communication Technology Conference. Paper NAME into conference proceedings vol. 1 2011.
- Njoku, J. U. & Nwachukwu, J. C. (2019) Application and Challenges of E-learning in Business Education programme in Universities in South-East, Nigeria. *Nigerian Journal of Business Education*.
- Ntiero, U; Essien, A. & Sunday, S. A. (2015) Entrepreneurship education and national development evidence from Nigeria. <https://www.researchgatenet/publication/283473247>
- Nwankwo, I. N.; Nwachukwu, A & Chinedu, A. O. (2010). The teacher factor in entrepreneurship education in Nigeria schools. *Unizik orient Journal*
- Okoro, J. (2013) Strategies for enhancing the teaching of ICT in business education programmes as perceived by business education lecturers in Universities in South-south, Nigeria. *International Education Studies*, 6 (10) 78 - 89.
- Okebukola, P. (2008) Old, New and Current technology in education. *UNESCO Africa* 14 (15) 7 - 18.
- Okon, F. I & Uke, A. F. (2013) Entrepreneurial education: A panacea for youth unemployment in Nigeria. *International Journal of Small Business and Entrepreneurship Research*. Published by European on Center for Research Training and Development UK www-journal.org.

- Okoye, A. C. & Nnajiolor, S. C. (2018) Business Educators' Perception of the Impact of Information and Communication Technology and Learning of Business Education in Tertiary Institutions in Anambra State. *Multidisciplinary Journal of Vocational Education and Research* 3, (1) 62 – 72.
- Ola, A. & Joseph, A.K (2013) The Historical Background of Entrepreneurial Development in Nigeria: Its Gains, Shortcomings and Needful. *Journal of Emerging Trends in Economics and Management Sciences* 2(4) 28 – 40.
- Okafor, O. A & Ike, C. D. (2013). Relevance of Entrepreneurship in Technical, Vocational Education and Training for Sustainable National Transformation. Unizik orient *Journal of Education*, 17(1), 113 - 119
- Omiufe, C. N. & Ureubo, A. O. (2007) An overview of teaching and learning. A paper presented in a workshop on Pedagogy for junior and intermediate lecturers in University of Benin organized by Centre for Gender Studies.
- Omolayo, B. (2006) Entrepreneurship in theory and practice. In F. Omotosho, T. K. O, Aluke O. I. Wale – Awe, F. & Adaramola, G. (eds). Introduction to entrepreneurship development Nigeria. Ado-Ekiti: UNAD Press.
- Oriazowanlan, A. O. (2011). Refocusing business education towards entrepreneurial skill acquisition in Nigerian schools. *Journal of Vocational and Technical Education*. Ahmadu Bello University, Zaira 16z91z0 1 – 7.
- Oriazowanlan, A. O. (2013). Collegiality: A tool for promoting Lecturers' Effective Instructional Delivery for Quality Assurance in Entrepreneurial Studies in Nigerian Tertiary Institutions. *Nigerian Journal of Business Education*, 1(2) 204 - 213
- Umoh, P. N. (2004) Introduction to Entrepreneurship Education. Lagos: page publishers.
- Uzogulu, A. E. (2013) Entrepreneurship and Vocationalism for Developing Rural Communities in Enugu. *Association Journal (NVAJ)*, 18 (2): 158 – 164.
- World Health Organization (2020). *Reports on the medical challenges posed by the coronavirus*. Retrieved 10/07/2020 from <https://www..who.int/healthtopics/coronavirus#tab=tab.m>
- Yen, S. C., Lo, Y., Lee, A., & Enriquez, J. (2018). Learning online, offline and in-between. Comparing student academic outcomes and course satisfaction in face-to-face, online and blended teaching modalities. *Education and Information Technologies*, 23(5), 2141 – 2153.