



Entrepreneurship Education On Academic Performance Of Social Studies Student In Umar Suleiman College Of Education Gashua, Yobe State Nigeria

¹Umar Sabo; ²Shuaibu Usman & ³Kyari Sherif Falmatami Ph.D

^{1,2} Department of Social studies
School of Secondary Education (Art & Social Sciences)
Umar Suleiman College of Education Gashua, Yobe State, Nigeria

¹Usabo71@gmail.com/07030066271

²Shuaibusman3757@gmail.com/07019904283

³Department Economics
School of Secondary Education (Art & Social Sciences)
Umar Suleiman College of Education Gashua, Yobe State, Nigeria
Kyarisfalmatami@gmail.com/08065677898

ABSTRACT

This study investigated the impact of entrepreneurship on social studies performance in Umar Suleiman College of education Gashua, Yobe state. The study adopted a non-randomised pre-test-posttest control group in a quasi-experimental design. A total of 126 social studies students in their intact class setting technique, using a simple random sampling technique, took part in the study. The researchers designed instruments titled; performance test in social studies (PTSS) was used to obtain data for the study. The findings showed, that, social studies students that acquired entrepreneurship education through process skills performed significantly better than those taught with conventional method which assist them to formulate ideas, enhances innovation and creativity that will make positive changes within the society. The study recommends that Industrial tours, field trips, mentorship programs, exposure of students to local and international trade fairs, seminars, and workshops should be organized by the College of education to enrich the curriculum of entrepreneurship education.

Keywords: Entrepreneurship education, Performance, Social studies

INTRODUCTION

The Nigerian educational system is confronted with many issues. According to Adedura and Tayo (2007) cited in Osai (2008) the most identified one is lack of academic performance among students. Performance could be considered as how well the knowledge attained or skills developed during teaching and learning process are effectively used. It is the display of knowledge attained or skills developed in school subjects designed by test and examination score or marks assigned by the subject teacher. According to Muhammad (2018), the difference in intellectual functioning among learners requires variations in instructional strategies. Students learn more effectively if the teaching methods emphasize practical applications in terms of use of instructional aids. The effective disposition of the students has

direct relevance to their ability to learn, their interest in learning, gender, and their attitude towards the value of education.

From the foregoing, it is not enough to gain entrepreneurial knowledge and skills if such knowledge does not enable the recipient to be creative with knowledge, resources and the environment. Functional entrepreneurship education, therefore, is that which is geared towards capacity building through creativity. The question that arises is how can social studies education in Nigeria key into this structure of developing creative entrepreneurial skills in students to enable them become self-dependent and creative with knowledge and Skills gained from the teaching and learning of social studies subject. The concern of this study is to foster entrepreneurship through entrepreneurial skills acquisition in social studies, and also ensure that entrepreneurship education helps individuals develop the ability or disposition to be innovative and original entrepreneurs. The impact of entrepreneurial skills acquisition on social studies student's performance will be explored.

Statement of the Problem

Social; studies as a subject cannot be delivered by rote- learning or mere chalk and talk method which is teacher based. Skills of social studies can only be effectively communicated practically with the use of relevant materials. The lack of standard and well equipped social studies laboratories in most of our schools and the non-availability of qualified social studies teachers have been identified as a major cause of the poor performance of social studies among students in tertiary institutions in Yobe state .

Possessing requisite skills is well known to be of great advantage to the students in responding to future challenges. The literatures available have shown that the Nigerians education lacks entrepreneurial skills which have rendered our graduates unemployable (Muhammad, 2018).

The study therefore tries to use demonstration through practical application of instructional materials to teach social studies skills to assess the impact of entrepreneurial skills acquisition on social studies students' performance in Umar Suleiman College of education, Gashua, Yobe State, Nigeria.

Objectives of the study

The objectives of this research are to:

- i. Determine the effects of entrepreneurship education on the academic performance of social studies students taught with entrepreneurship education to those taught without entrepreneurship education in Umar Suleiman College of Education, Gashua, Yobe state.
- ii. Determine the mean performance scores of students taught social studies in Umar Suleiman College of Education, Gashua Yobe state without entrepreneurship education.
- iii. Explore the difference between treatment effects for the students taught social studies with entrepreneurship education in Umar Suleiman College of Education, Gashua, Yobe state.

Research Questions

The following research questions were formulated in order to obtain answer to the problems under investigation:

- i. To what extent are the effects of entrepreneurship education on the academic performance of social studies students as compared to those taught without entrepreneurship education in Umar Suleiman College of Education, Gashua, Yobe state?
- ii. What is the mean performance scores of students taught social studies in Umar Suleiman College of education, Gashua Yobe state without entrepreneurship education?
- iii. What effect does the treatment have on the students taught social studies with entrepreneurship education in Umar Suleiman College of Education, Gashua, Yobe state?

Research Hypotheses

The following null hypotheses were formulated for this study:

H₀₁: There is no significant difference in the academic performance of social studies students taught with entrepreneurship education and those taught without entrepreneurship education in Umar Suleiman College of education, Gashua, Yobe state

H₀₂: There is no significant difference in the mean performance scores of students taught social studies in Umar Suleiman College of Education, Gashua, Yobe state without entrepreneurship education.

H₀₃: There is no significant difference in the treatment effect for the students taught social studies with entrepreneurship education in Umar Suleiman college of Education, Gashua, Yobe state

LITERATURE REVIEW

The concept of an entrepreneur has evolved significantly over the past decade, expanding from the classical idea of a risk-taker and profit-seeker to a multidimensional role that encompasses innovation, opportunity recognition, social impact, and sustainable development.

An entrepreneur can be defined as an individual who identifies, evaluates, and exploits business opportunities by mobilizing resources under conditions of uncertainty to create value (economic, social, or both) (Shuaibu et al., 2021). Entrepreneurs are not only business initiators but also change agents who introduce innovations that transform markets and societies (Glăveanu, 2023).

Modern scholarship stresses the process-oriented nature of entrepreneurship. It involves discovering opportunities, assessing risks, organizing resources, and implementing innovations (TechTarget, 2024). This perspective emphasizes that entrepreneurship is not only about establishing a business but also about developing resilience, adaptability, and problem-solving abilities to sustain ventures.

Recent African studies highlight the context-specific nature of entrepreneurship. In developing economies, entrepreneurs are often shaped by informal markets, institutional constraints, and socio-cultural influences. A systematic review by Oyedele et al. (2024) revealed that entrepreneurship in Africa often takes forms such as subsistence entrepreneurship, survival entrepreneurship, and opportunity-driven ventures, showing that definitions must be contextualized.

Thus, the contemporary concept of an entrepreneur integrates economic, social, and cultural dimensions. Entrepreneurs are innovators, opportunity exploiters, and value creators who assume risks to address societal and market needs while contributing to development.

Concept of Entrepreneurship Education

Entrepreneurship education has gained global attention as a critical tool for equipping individuals with the knowledge, skills, and attitudes necessary for self-reliance, innovation, and business creation. Unlike traditional business education, entrepreneurship education emphasizes creativity, opportunity recognition, problem-solving, and resilience under uncertainty (Fayolle & Gailly, 2015).

According to Nabi et al. (2017), entrepreneurship education can be defined as a structured program that develops entrepreneurial competencies by exposing learners to the processes of idea generation, business creation, innovation, and risk management. It is not only about teaching “how to start a business” but also about shaping entrepreneurial mindsets and behaviors.

In recent years, entrepreneurship education has been positioned as a driver of economic development, youth empowerment, and employability. Walter and Block (2016) note that entrepreneurship education positively influences entrepreneurial intentions and outcomes, particularly when it incorporates experiential methods such as simulations, projects, and internships.

More recently, African-focused studies emphasize that entrepreneurship education is vital for addressing unemployment and promoting sustainable livelihoods. For example, Akinbami et al. (2022) argue that entrepreneurship education in sub-Saharan Africa should be contextualized to reflect local realities such as informal economies, limited resources, and cultural expectations. Similarly,

Oyedele et al. (2024) highlight that entrepreneurship education should not only prepare students for profit-oriented ventures but also foster social and sustainable entrepreneurship, especially in developing regions.

Thus, entrepreneurship education today is understood as a holistic process of developing entrepreneurial knowledge, skills, attitudes, and values to enable individuals to identify opportunities, create value, and contribute to economic and social development.

Impact of Entrepreneurship Education on the Academic Performance of Social Studies Students

Entrepreneurship education (EE) has become an integral component of modern curricula across disciplines, including the social sciences. The primary aim of EE is to provide learners with entrepreneurial knowledge, skills, attitudes, and values that enhance creativity, problem-solving, and self-reliance (Nabi et al., 2017). Beyond equipping students for business creation, research suggests that EE also has significant effects on academic performance, particularly in fields like social studies, where critical thinking and socio-economic understanding are central.

1. Cognitive Impact

Entrepreneurship education enhances cognitive skills such as creativity, critical thinking, and decision-making (Fayolle & Gailly, 2015). For social studies students, this translates into improved analytical ability when examining societal structures, economic systems, and governance. Students exposed to EE are often better at linking theoretical content with real-life socio-economic contexts, thereby improving comprehension and academic performance.

2. Motivation and Engagement

Entrepreneurship education increases intrinsic motivation by connecting classroom learning with practical applications (Walter & Block, 2016). Social studies students exposed to entrepreneurial projects or simulations become more engaged in their studies, which positively influences performance in assignments, tests, and project work.

3. Skill Development

EE emphasizes skills like teamwork, communication, and problem-solving (Akinbami et al., 2022). These are transferable skills that enhance academic success in social studies, which often requires collaborative learning, debates, and research presentations. Improved self-efficacy and confidence fostered by EE contribute to better academic outcomes.

4. Career Orientation and Relevance

Students in social studies often struggle to connect their studies with career opportunities. EE helps bridge this gap by providing career-oriented perspectives. According to Oyedele et al. (2024), contextualized EE in African settings enables students to appreciate how social studies knowledge can be applied to entrepreneurship, policy-making, and social enterprise. This relevance increases student commitment to academic work.

5. Overall Academic Performance

By promoting higher-order thinking, practical problem-solving, and lifelong learning attitudes, entrepreneurship education positively influences academic performance indicators such as test scores, research quality, and class participation (Nabi et al., 2017). However, Walter and Block (2016) caution that the impact varies depending on pedagogical approach—experiential methods (e.g., projects, simulations, fieldwork) are more effective than traditional lectures.

Relationship between Entrepreneurship Education and the Academic Performance of Social Studies Students

Entrepreneurship education (EE) has increasingly been integrated into social sciences curricula because of its potential to enhance student learning outcomes and prepare learners for real-world challenges. In the context of social studies, which emphasizes civic responsibility, socio-economic awareness, and problem-solving, entrepreneurship education offers complementary skills and attitudes that positively influence academic performance.

1. Enhancement of Cognitive Skills

Entrepreneurship education promotes critical thinking, innovation, and problem-solving abilities (Fayolle & Gailly, 2015). Social studies students exposed to EE tend to demonstrate higher academic performance because they can better analyze societal issues, link theory to practice, and develop solutions to real-life challenges. This cognitive enrichment directly improves performance in examinations, assignments, and projects (Nabi et al., 2017).

2. Increased Student Motivation and Engagement

Entrepreneurship education emphasizes experiential learning through projects, case studies, and simulations. Such approaches foster active engagement, making social studies content more relevant and practical. Engaged students are more likely to retain knowledge, participate in class, and achieve higher academic outcomes (Walter & Block, 2016).

3. Development of Transferable Skills

Entrepreneurship education builds skills such as teamwork, leadership, communication, and decision-making (Akinbami et al., 2022). These skills enhance social studies students' ability to collaborate in group tasks, present arguments effectively, and conduct research, thereby improving academic performance.

4. Linking Social Studies to Career Relevance

A recurring challenge in social studies education is students' perception of limited career opportunities. Entrepreneurship education addresses this by highlighting how social studies knowledge (e.g., cultural understanding, civic participation, economics) can be applied in entrepreneurial ventures and social enterprises (Oyedele et al., 2024). This perceived relevance increases student motivation, commitment, and performance.

METHODOLOGY

Research Design

This study was conducted using quasi-experimental design. Specifically, the pre-test post-test, non-equivalent control group design was used. This implies that, intact classes (nonrandomized groups) participated in the study. According to Sambo (2005), quasi-experimental research design permits the use of intact classes. This design was adopted because the purpose of the study was to carry out an experiment using a control and experimental intact classes to find out the academic performance of students in social. Hence, the design was considered quite suitable for conducting the study. The design is illustrated as follows:

$$E = O_1 \rightarrow X_1 \rightarrow O_2$$

$$C = O_1 \rightarrow X_2 \rightarrow O_2$$

Where E = Experimental group

C = Control group

X₁ = The treatment (Improvised Instructional Material)

X₂ = Teaching without Instructional materials (no treatment)

O₁ = Pre-Test

O₂ = Post-Test

Population

The population for this study consists of all social studies students in NCE 1 in Umar Umar Suleiman College of Education, Gashua, Yobe State. The total population of NCE I social studies students in NCE 1 is one hundred and twenty six (Office of the HOD, 2026).

Sample and Sampling Procedure

The study as already described, adopted pre-test post-test, non-equivalent control group design, to determine the sample size for this study. The sample for experimental group and control group was made up of 126 students each. The total population of the study was used as a sample size because the total is not too large.

Instrumentation

Data for the study was collected using a researcher made instrument (performance test in social studies-PTSS), the PTSS consists of 10 objective test items designed to measure the effects of the entrepreneurship education on students' academic performance in social studies. After a critical examination of the curriculum, the researcher selected the topics (The Social group, Group behaviour, Marriage, Values, Integrity, Contentment, Discipline and Courage) from the NCE 1 business studies

contents for the term. Furthermore, to provide comprehensive information of the contents, the researcher further broke down the selected contents into units and in to teaching subtopics with achievable objectives. The test items were constructed and were tested by the researcher in order to ensure the inclusion fall the contents of the lessons covered in the treatment. The PTSS instrument was employed to measure the students' performance.

Validity of the Instrument

In order to ensure the validity of the PTSS instrument, two lecturers from education, Umar Suleiman College of Education, carry out both the face and content validity of the instrument. The lecturers made necessary corrections or modifications and suggestions as to its construct and content before it was taken for pilot testing.

Reliability of the Instrument

To determine the reliability coefficient (r) level of performance test in social studies (PTSS) used for the study, data collected was subjected to statistical analysis. Hence, the reliability co-efficient was determined using Pearson Product Moment Correlation Coefficients (PPMCC) which yielded the reliability coefficient value of 0.77. Hence, this result show that the instrument is reliable because the closer the result to one (1) the more reliable the instrument becomes.

Procedure for Data Collection

Data for the study was collected through the following procedure:

i.) Pre-test: The researcher administered the pre-test to the experimental and control groups

in their respective schools. In the pre-test, the performance test in social studies (PTSS) was administered on the groups. Objective question sheets was provided for the students to fill in the correct answers for the PTSS. The researcher marked the sheets of the (PTSS) to obtain the students' scores before the treatment. The exercise provided baseline data on students' performance in Social studies.

ii.) Treatment: Classroom teaching lasted for the period of 8 weeks using 2 lesson periods every week. The topics for the instruction were extracted from the syllabus for the NCE 1 at the time of the study. The two groups were given the same content treatment but the experimental groups were students that acquired entrepreneurship education and the control group was taught without the entrepreneurship education skills or knowledge.

iii.) Post-test: Post-test was administered after treatment. During the post-test, the researcher administered the PSST instrument to both the experimental and control groups in their respective schools. Objective question sheets were provided for students to fill in the correct answers for the PTSS. The researcher marked the sheets of the PTSS to obtain the students' scores after the treatment. This was done in the eight weeks of the experiment.

Procedure for Data Analysis

In analyzing, descriptive statistics such as mean and standard deviation was used to analyze the research questions, while t-test was used to test the four hypotheses at 0.05 level of significance. Any hypothesis that is greater than 5% or $p > 0.05$ was rejected and any hypothesis that is less than 5% i.e $p < 0.05\%$ was retained.

PRESENTATION AND INTERPRETATION OF DATA

Answer to Research Questions

Research Question One: *What are the effects of entrepreneurship education on the academic performance of social studies students as compared to those taught without entrepreneurship education in Umar Suleiman College of Education, Gashua Yobe state?*

The student's post-test was analysed to determine the effects of entrepreneurship education on the academic performance of social studies students as compared to those taught without entrepreneurship education.

Table 1: Descriptive statistics showing the effects of entrepreneurship education academic performance of social studies students as compared to those taught without entrepreneurship education

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Std. Error Mean</i>
Experimental	126	29.53	1.873	.173
Control	126	28.59	2.052	.191

Source: Author's Computation, 2026

The result of the table above shows that experimental group has the mean scores of 29.53 with the standard deviation of 1.873 and standard error mean of .173 while the control group has the mean scores of 28.59 with the standard deviation of 2.052 and standard error mean of .191. It

can be noted from the result above that students taught social studies with the entrepreneurship education had a better mean score than those taught without entrepreneurship education.

Research Question Two: *What is the mean performance scores of students taught social studies in Umar Suleiman College of education without the entrepreneurship education?*

Table 5: Descriptive statistics showing the mean performance scores of students taught social studies in Umar Suleiman College of Education Gashua without entrepreneurship education.

Source	N	Mean	SD	Std. Error Mean
Pre-test	126	12.17	3.818	.355
Post-test	126	28.58	2.052	.191

Source: Author's Computation, 2026

The result of table 4.5 above shows that students taught social studies in Umar Suleiman College of Education Yobe state without entrepreneurship education had the mean scores of 12.17 with the standard deviation of 3.818 and standard error mean of .355 in their pre-test while in the post-test, they had the mean scores of 28.58 with the standard deviation of 2.052 and standard error mean of .191. The result above revealed that the students had a better mean scores in post-test compared to their pre-test.

Research Question Three: *What are the differences in the treatment effects for the students taught social studies with entrepreneurship education in Umar Suleiman College of Education, Yobe state?*

The mean scores of Pre-test and Post-test of students taught Social studies with were calculated to determine the treatment effects of the use of improvised instructional materials.

Table 3: Descriptive statistics showing the treatment effects of the use of improvised instructional materials.

Source	N	Mean	SD	Std. Error Mean
Pre-test	126	11.50	3.967	.367
Post-test	126	29.53	1.873	.173

Source: Author's Computation, 2026

The table above shows the pre-test mean score of students taught with the entrepreneurship education as 11.50 with the standard deviation of 3.967 and standard error mean of .367 with the post-test mean score of 29.53, standard deviation of 1.873 and standard error mean of .173. These results show that the students had a better mean score in post-test compared to the pre-test mean score.

Hypotheses Testing

Hypothesis One: There is no significant difference in the academic performance of social studies students taught entrepreneurship education and those taught without entrepreneurship education in Umar Suleiman College of Education, Gashua, Yobe state.

Table 4 below shows the performance of social studies students taught and those taught without entrepreneurship education in Umar Suleiman College of Education, Gashua, Yobe state.

Table 4: Independent sample t-test showing differences in post-test scores of experimental and control group.

Group	N	Mean	SD	Df	F	t	Sig. (2-tailed)
Exp.	126	29.53	1.873	231	.232	164.721	.002
Cont.	126	28.59	2.052				

Source: Author's Computation, 2026

Note: Exp. means experimental group, Cont. means control group.

The result of the table above shows that experimental group has the mean scores of 29.53 with the standard deviation of 1.873 while the control group has the mean scores of 28.59 with the standard deviation of 2.052. It can be noted from the result above that students taught Business studies with the use of improvised instructional materials had a better mean score than those taught without the use of improvised instructional materials. The table revealed the t-value of 164.721, with the Significant value of 0.002 ($P < 0.005$). The null-hypothesis is hereby rejected because there was a significant difference in the performance of students taught social studies with entrepreneurship education when compared with those taught social studies without entrepreneurship education.

Hypothesis Two: There is no significant difference in the mean performance scores of students taught social studies in Umar Suleiman College of Education, Gashua, Yobe state without entrepreneurship education.

The data presented in Table 5 below shows the pre-test and post-test mean scores of students taught social studies in Umar Suleiman College of Education, Gashua, Yobe state without entrepreneurship education.

Table 5: Paired sample t-test showing differences in pre-test and post-test mean scores of control group.

Source	Group	Mean	N	SD	df	t	Sig. (2-tailed)
Pre-test score	Control	12.17	126	3.818	230	.317	.004
Post-test score	Control	28.58	126	2.052			

Source: Author's Computation, 2026

The result of table 5 above shows that students taught social studies in Umar Suleiman College of education Yobe state without entrepreneurship education had the means cores of 12.17 with the standard deviation of 3.818 in their pre-test while in the post-test, they had the mean scores of 28.58 with the standard deviation of 2.052. The result above revealed that the students had a better mean scores in post-test compared to their pre-test. The result also showed the t-value of .317, with the Significant value of 0.004 ($P < 0.005$). The null-hypothesis is hereby rejected because there was a significant difference in the pre-test and post-test mean scores of students taught social studies in Umar Suleiman College of Education, Gashua, Yobe state without entrepreneurship education.

Hypothesis Three: There is no significant difference in the treatment effect for the students taught social studies with in Umar Suleiman College of education, Gashua, Yobe state.

Table 6 below shows the treatment effects of entrepreneurship education skills to teach social studies in Umar Suleiman College of Education, Gashua, Yobe state.

Table 6: Paired sample t-test showing differences in the treatment effect for the students taught social studies with entrepreneurship education.

Source	Group	Mean	N	SD	df	t	Sig. (2-tailed)
Pre-test score	Experimental	11.50	126	3.967	232	31.347	.000
Post-test score	Experimental	29.53	126	1.873			

Source: Author's Computation, 2026

The table above shows the pre-test mean score of students taught with the entrepreneurship education as 11.50 and the standard deviation of 3.967 with the post-test mean score of 29.53 and standard deviation of 1.873. These results shows that the students had a better mean score in post-test compared to the pre-test mean score. The result of the paired sample t-test above shows the t-value of 31.347, with the Significant

value of 0.000 ($P < 0.005$). The null-hypothesis is hereby rejected because there was a significant difference in the treatment effects for the students taught Social studies using improvised instructional materials.

Summary of Major Findings

The following summary emerged from the study;

1. Findings of hypothesis one using independent sample t-test revealed a significant difference in the performance of students taught social studies with entrepreneurship education as they performed significantly better than those taught without the entrepreneurship education – $P = 002$.
2. The paired sample t-test analysis conducted in respect to hypothesis two shows a significant difference in the pre-test and post-test mean scores of students taught social studies without entrepreneurship education - $P = 004$.
3. Findings from hypothesis four revealed a significant difference in the treatment effect for students taught social studies - $P = 000$.

5. CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the findings, it can be concluded that a significant difference exist in the pre-test and post-test mean scores of students taught social studies without entrepreneurship education. This shows that students' performance can get better when students are taught with entrepreneurship education. Finally, it can be concluded that the entrepreneurship education skills in the teaching-learning process is very effective as result revealed a significant difference in the treatment effects for the students taught social studies having entrepreneurship education.

Recommendations

Based on the findings and conclusions drawn, the following recommendations have been made.

1. Industrial tours, field trips, mentorship programs, exposure of students to local and international trade fairs, seminars, and workshops should be organize by the College of educations to enrich the curriculum of entrepreneurship education.
2. Government at all levels (Federal, State and local) including stake holders in education industry should ensure that entrepreneurship education is properly funded for smooth implementation of their program.

REFERENCES

- Akinbami, C. A. O., Akinbami, F., & Olaleye, S. A. (2022). Entrepreneurship education in Africa: Contextual realities and policy implications. *Journal of Small Business and Enterprise Development*, 29(4), 567–584. <https://doi.org/10.1108/JSBED-09-2021-0345>
- Fayolle, A., & Gailly, B. (2015). The Impact of Entrepreneurship Education on Entrepreneurial Attitudes and Intention: Hysteresis and Persistence. *Journal of Small Business Management*, 53(1), 75–93. <https://doi.org/10.1111/jsbm.12065>
- Figueiredo, R., & Paiva, E. L. (2020). Entrepreneurship and innovation: How leadership styles influence firm performance. *Journal of Innovation & Knowledge*, 5(3), 160–169. <https://doi.org/10.1016/j.jik.2019.08.002>
- Glăveanu, V. P. (2023). *Entrepreneurship*. In V. P. Glăveanu (Ed.), *The Palgrave Encyclopedia of the Possible* (pp. 1–8). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-90913-0_201
- Muhammad M.B (2018). Assessment of the of Entrepreneurial Skills Acquisition on Home Economics Students' Performance in Junior Secondary School in Kaduna state, Nigeria Unpublished Ph.D Dissertation Submitted to the School of Postgraduate Studies, Ahmadu Bello University, Zaria,

- in Partial Fulfilment of the Requirements for the Award of Master Degree in Education (Curriculum and Instruction)
- Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). The impact of entrepreneurship education in higher education: A systematic review and research agenda. *Academy of Management Learning & Education*, 16(2), 277–299. <https://doi.org/10.5465/amle.2015.0026>
- Oyedele, A., Adusei, C., & Nkansah, D. (2024). Refining the definition and typologies of Entrepreneurship in Africa: A systematic review. *Administrative Sciences*, 14(8), 184. <https://doi.org/10.3390/admsci14080184>
- Sambo, A. A. (2005). *Research Methods in Education*. Stirling-Horden Publisher (Nig) Ltd.
- Shah, A.J. (2007). Using Learning style Instruments to enhance students Learning| Decision
- Shuaibu, M. A., Dauda, A., & Gambo, I. (2021). The concept of entrepreneurship. In *Entrepreneurship: Concepts, Methodologies, Tools, and Applications*. IntechOpen.<https://doi.org/10.5772/intechopen.94811>
- TechTarget. (2024). *Entrepreneur definition*. TechTarget. Retrieved from <https://www.techtarget.com/searchcio/definition/entrepreneur>
- Abdullahi, M. (2019). Effects of visual instructional materials on students' performance in Agricultural Science of senior secondary schools in Taraba State, Nigeria. *Ahmadu Bello University Repository*. Retrieved from <https://kubanni.abu.edu.ng/items/4081dcee-de7b-4dd0-97b1-71e9bd8b590b>
- Ehiem, E. (2023). Effect of audio-visual instructional materials on senior secondary students' achievement in Agricultural Science in Abia State. *Michael Okpara University of Agriculture Repository*. Retrieved from <https://repository.mouau.edu.ng/work/view/effect-of-audio-visual-instructionalmaterials-on-senior-secondary-students%60-achievement-in-agricultural-sciencein-abia-state-7-2>
- De Bernardes, A., & Olsen, E. G. (1948). Audio-visual and community materials:
- Eze, S. M., Eze, I. R., & Ugwu, A. N. (2021). Effects of multimedia application on students' academic achievement in Agricultural Science. *Research Gate*. Retrieved
- Gadon S. S., Kafari J. & Blessing V. M. (2025). Effects of Audio-visual Teaching on Academic Achievement in Agricultural Science for Senior Secondary Students in Mubi, Nigeria *Rima International Journal of Education (RIJE)*, Vol. 4 (No. 1): Page: 332-341
- Hussain, L., Sultana, R., Nasir, J. and Rehman, A. (2009). Comparative Effectiveness of the Projected and Non-Projected Teaching Aids at the Secondary level. *Gomal University Journal of Research*, 25 (1), 51-57.
- Mathew, N. G., & Alidmat, A. O. H. (2013). A study on the usefulness of AudioVisual aids in EFL classroom: Implications for effective instruction. *International Journal of Higher Education*, 2(2), 86-92.
- Muteshi R. (2023). Audio-Visual Resources Influence on Performance of Students in Art and Design in Secondary Schools in Kakamega County, Kenya. M. Sc.ed Thesis of Education, Communication and Technology) to the School Education and Lifelong
- Nwankwo, C. G. (2004). The Use of Audio-Visual Aids in the Teaching of English Language in Secondary Schools. A thesis submitted in partial fulfillment of Award of Masters of Arts (M.A) in Linguistics of University of Nigeria, Nsukka.
- Ode, E. J. (2014). Impact of Audio-Visual (Avs) Resources on Teaching and Learning inSome Selected Private Secondary Schools in Makurdi. *International Journal of Research in Humanities, Arts and Literature*. 2 (5): pp. 195-202.

- Oladejo, M. A., Olosunde, G. R., Ojebisi, A. O. and Isola, O. M. (2011). Instructional Materials and Students' Academic Achievement in Physics: Some Policy Implications. *European Journal of Humanities and Social Sciences*..2 (1), 200-2015
- Olayinka, A. (2021). Effects of technology-enhanced instruction on Agricultural Science students' learning outcomes in senior secondary schools in Ekiti State, Nigeria. *International Journal of Research and Scientific Innovation*, 8(1), 45-50
- Oyesola, G. O. (2014). Criteria for selecting Audio Visual material in geography in post primary institution.
- Sisiliya, K. (2013).Efficacy of instructional methods and materials prepared and used in the selected schools of Manipur state. Avinashilingam Deemed University for Women
- Wilson, S. (2013). Determinants of Poor Academic Performance in community Secondary Schools in Tanzania: A Case Study of Kinondoni Municipality. A dissertation submitted in partial fulfilment for the requirements of the degree of master of education in administration, planning and policy studies (MED APPS) of the Open University of Tanzania.