

DEVELOPMENT and VALIDATION OF INSTRUCTIONAL MATERIALS IN ENTREPRENURIAL MIND AND BEHAVIOR

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ABSTRACT

The aimed of the study is to validate the proposed instructional materials for entrepreneurial mind and behavior in Bachelor of Science in Entrepreneurship and Bachelor of Science in Office Administration. Descriptive method used in this research using survey questionnaire, assessed by the 102 out of 120 a first-year students enrolled in Laguna State Polytechnic University that participated in the study. In line on the foregoing findings the researchers validated instructional materials based on the following: (1) learning contents; (2) Format and; (3) assessment and activities of learning. Based on the finding and conclusions the researcher recommends that the department should endorse to the necessary unit for the evaluation and approval of entrepreneurial mind and behavior instructional materials and to be used by the Bachelor of Science in Entrepreneurship and Bachelor of Office Administration students. For future researchers, it is recommended to include faculty members of the department and other stakeholders specialized in entrepreneurial ethics and behavior as respondents for more contributions.

Keywords: *entrepreneurial, mind, behavior, development, validation*

INTRODUCTION

In business programs offered by colleges and universities that closely examine and introduce students to business management, entrepreneurship, accounting and many more. Developing skills and competencies on ethic and behavior upon expected on the completion of the programs. From the curriculum of Bachelor of Science in Entrepreneurship, and Bachelor of Science in Office Administration under CMO 18 and 19, series of 2017 issued by the Commission on Higher Education, *Entrepreneurial Ethics* and *Entrepreneurial Behavior* respectively are both necessarily in curriculum. Instructional materials are tools, resources, and content used by educators to facilitate learning and enhance the teaching process. They can be textbooks, worksheets, videos, presentations, or hands-on activities that support students in understanding concepts effectively.

According to Oke (2016) instructional resources have been seen as a potent tool for promoting real and successful coaching, teaching, and learning. As stated by Afoma and Omotuyole (2018), the efficient use of instructional materials during classroom instruction might result in the necessity of having sufficient and high-quality resources for teaching and learning. These instructional resources and materials provide all of the tools that teachers can utilize to make learning more engaging, inspiring, and exceptional. Without a doubt, educational materials that give students real-world abilities to completely actively learn and

comprehend the context are crucial. Textbooks, the internet, and computers are a few examples of instructional tools that can be used for assessments at various levels. As mentioned by Ganira et al. (2016), professional development is a demanding and ongoing process that increases instructors' efficacy in raising student success. Teachers and school administrators need to stay up to date on new information and adhere to the best practices in education, as demonstrated by academic success, in order to achieve the goals and objectives that have been set. Entrepreneurial behavior refers to the actions and mindset of individuals who identify opportunities, take risks, and innovate to create value. It includes creativity, adaptability, problem-solving, and resilience, which drive personal and professional growth. According to Espinoza et al. (2019) entrepreneurial behavior entails possessing entrepreneurial attitudes, which are characterized as a collection of qualities and abilities that enable the development and acquisition of the information required to choose to take a chance when launching a new company. Promoting entrepreneurial behavior at the university level has become crucial in the fast-paced, contentious world of today. In order to produce professionals who, have the vision and mission of entrepreneurship rather than just considering a place to work, the university must be dedicated to training students focused on achieving entrepreneurship from the classroom by creating curricula that contain entrepreneurship as a transversal axis in all study cycles. Similar to this, universities must be in tune with business and the environment in order to produce professionals that are needed by society and who exhibit entrepreneurial activity that propels their nation's economy. This component is essential to the creation of wealth. as mentioned by Valenzuela-Keller et al. (2021). Entrepreneurial mind refers to a mindset that embraces innovation, creativity, and problem-solving to identify and seize opportunities. It involves critical thinking, adaptability, and resilience in navigating challenges and pursuing goals. According to Naumann (2017), an entrepreneurial mindset is a method of thinking and decision-making that may be used in complex, uncertain, and dynamic situations. An individual who is inclined to find, evaluate, and take advantage of opportunities for entrepreneurial activities and results is said to have an entrepreneurial mind as mentioned by Bosman and Fernhaber (2018). The ability to recognize opportunities, a tendency to take risks, a tolerance for ambiguity, and self-assurance are further characteristics of an entrepreneurial mindset. This set is directly related to entrepreneurial education, as stated by Anuar & Sahid (2020). They found that in the government's efforts to increase the number of graduates who become entrepreneurs, lower unemployment, and increase business opportunities, entrepreneurship education can improve the development of students' behavior and entrepreneurial attitude.

Entrepreneurship is the process of identifying opportunities, taking risks, and innovating to create value. It involves problem-solving, creativity, and resource management to develop new ideas, products, or services that address societal or market needs. According to Hessels & Naudé (2019) entrepreneurship has grown in significance as a field of study. the 1980s because of the phenomenon's significant socioeconomic significance in the context of neoliberal monetarist plans for socioeconomic development. The contemporary economy is largely dependent on business owners' capacity to develop innovative concepts and goods that lead to job creation, which in turn promotes the growth, development, and extension of regional and national economies as well as worldwide economic growth. Additionally, through entrepreneurship, new companies thus employment is generated, which is crucial in the international commercial landscape of

today. Furthermore, Low & MacMillan (2018) believed that the establishment of a new company is a vital engine of economic expansion, generating hundreds of thousands of additional employment, in addition to improving increasing municipal and federal tax receipts, encouraging exports, and raising national production in general. Entrepreneurs are individuals who identify opportunities, take risks, and innovate to create value. They are problem-solvers who develop new ideas, products, or services to address market or societal needs. Business owners are agents who conquer challenges to develop their businesses in a partnership with entrepreneurs by being change agents by identifying opportunities, investigating it with originality and inventiveness (Okute, 2020). Anyone with the expertise, abilities, and have such character traits, dispositions, principles, and actions required to carry out tasks and activities to be An entrepreneur is someone who is independent. According to McClelland (2017), "to recognize and seize opportunities" as among the skills necessary for prosperous business owners. This group of skills includes the entrepreneurial actions in identifying prospects, actively looking for new prospects, and expanding the prospects that makes acquiring virtue a prerequisite for business education. Graduates. Instructional materials refer to structured and well-designed educational resources that align with learning objectives and curriculum standards. They serve as aids for both teachers and learners, ensuring the effective delivery of knowledge, skill development, and engagement in the learning process.

According to Owuoye and Yara (2016) students' academic performance is clearly improved when economics is taught and learned via instructional tools. Teachers utilize instructional tools on a daily basis to aid students in learning. There are many different resources available to help teachers satisfy the needs and spark the interests of their pupils, including textbooks, library books, and websites.

Furthermore, as mentioned by Osayame Ekhoobiye et al. (2019) students learn and retain 10% of what they hear, 40% of what they debate with others, and up to 80% of what they do or directly experience.

Entrepreneurial behavior is the strategic and proactive approach taken by individuals or organizations to develop new ideas, launch ventures, and sustain business growth.

Entrepreneurial behavior is characterized as the kind of conduct that arises from the interplay between the impulses resulting from the entrepreneurial function and the entrepreneurial players as stated by Iskandar & Mulyati (2018). The behaviors or actions of students that are connected to their choices when running their businesses are known as studentpreneur conduct a company.

According to Edokpolor (2020) students will cultivate entrepreneurial behavior through exercises like running a business. incubator, producing goods with market worth, and investigating their own possibilities. Among these events is the display of products, computing sales figures, monitoring and measuring product inventory, and advertising products both online and offline In 2021, Amelia et al. Students that have studentpreneur experience get new abilities that they can use to difficulties in the workplace. Possessing abilities like critical thinking, problem-solving, collaboration, communication, and creativity

All students gain from problem-solving, self-direction, management, leadership, and flexibility in identifying the best option for their professional lives.

Entrepreneurial mind is the ability to think strategically and take calculated risks to create and manage a successful venture. It includes vision, leadership, proactiveness, and the ability to recognize market trends for business growth.

According to Davis et al (2016) entrepreneurial mindset (EM) is the constellation of motives, skills, and thought processes that distinguish entrepreneurs from non-entrepreneurs and contribute to entrepreneurial success. The decision for an individual to become self-employed or to remain as an employee depends on different factors, which play an important role in motivating and restraining people to become self-employed as stated by Ayalew and Zeleke (2018).

As mentioned by Reyad et al. (2020) giving students the tools they need to work for themselves has been suggested as a practical way to meet the shifting needs of the market. That is, encouraging students to learn more about actual self-employment practices is one of the main objectives of practical entrepreneurship programs offered by universities for skill development. According to Farooq et al. (2020), people who are highly proficient in a certain entrepreneurial talent are more likely to think that they can launch their own company instead of working for an existing one.

Entrepreneurship refers to the act of starting, managing, and growing a business with the goal of generating profit and contributing to economic development.

According to Al-Dajani and Marlow (2016) entrepreneurship is divided into that and solely focused on short-term financial gain; and social entrepreneurship, which endeavors to provide goods and services with higher long-term value for a wider stakeholders in society and the environment. Entrepreneurs in society aim to enhance the long-term quality of people's lives while simultaneously pursuing economic viability in the short- and medium-term.

Numerous scholars attempted to delve further into the concept of entrepreneurship, as some of them focused on researching the traits and attributes of prosperous business owners. Numerous scholars have determined that there has been a shift in the idea of the practice of entrepreneurship in recent years as mentioned by Boldureanu et al. (2020).

Entrepreneurs are business owners or founders who establish, manage, and grow enterprises with the goal of generating profit and economic impact.

According to Acosta et al. (2018) entrepreneurs are now strategically essential to the success of contemporary firms, yet maintaining their Long-term survival in corporate contexts that are becoming more complex and aggressive is extremely difficult, leading to in-depth scholarly examinations of entrepreneurship from a variety of angles. The field of entrepreneurial science often focuses on the initial phases of businesses. Startups are businesses that have only recently entered the market. more than three years, or is still searching for funding or investment opportunities in its first phases.

One of the most important entrepreneurial skills is competency carried out by business owners, including: organizing tasks to be completed and the way in which they will be executed on methodical approach to accomplishing a company's objectives arrangement. Actually, these abilities improve the graduates' employability and as such, a crucial instrument for an entrepreneur's success. Employability abilities Ajuluchukwu and Osakwe (2019) state that there are a variety of of skills or aptitudes that one could acquire throughout one's life via training, education, and employment enthusiasm and extracurricular pursuits

Instructional materials are necessary and important tools appropriate for teachers and students in order to uphold quality education. As observed and experienced by the researchers, through instructional materials contributed more to the students by the providing the profounder knowledge, skills and increase ability of the students in obtaining ideas during the course as well as that defines lessons in every. The result of this research will be of importance in the following areas; (1) strengthening students and teachers deeper understanding of the financial management competencies; (2) promote financial knowledge and skills necessarily for effective financial decision making and; (3) promote for being responsible and accountable for obtaining and effectively utilizing the funds essentially for efficient operations during students' period of time even in the future needs.

METHODOLOGY

To develop instructional materials for entrepreneurial ethics and behavior the following phase developed first, actual development of instructional materials and the assessment/evaluation of the instructional materials by the second-year students of Bachelor of Science in Entrepreneurship and Bachelor in Science in Office Administration as respondents of the study that used the instructional materials. Only one (1) set of questionnaires issued to actual respondents were distributed online through networking sites. The data was analyzed according to the objective of the study and tabulated in a series of figures and tables.

RESULTS AND DISCUSSION

Table 1. Profile of Respondents

Ages	%	Rank
18, 20, 21, 24, 26 and 38 years old	1.1	2
19	42.2	1
Gender		
Female	73.5	1
Male	26.5	2

Table 1 shows that ages "18, 20, 21, 24, 26 and 38 years old" have the lowest frequency of 1.1 percent of the total respondent. While the age "19 years old" have the highest frequency of 42.2 percent of the total respondent

This means that the profile of the respondents with regards to age is majority 19 years old during the time of the study.

That the gender “Female” has the highest frequency of 73.5 percent of the total respondent. While the gender “Male” has the lowest frequency of 26.5 percent of the total respondent.

This means that the profile of the respondents with regards to gender is majority female old during the time of the study.

Table 2. Level of Validation of Instructional Materials in Entrepreneurial Ethics and Behavior in terms of Learning Contents

Statements	Total		V.I.
	WM	SD	
The language is appropriate to the Bachelor of Science in Entrepreneurship and Bachelor of Science in Office Administration.	4.50	0.73	VGE
The language is easy to understand.	4.42	0.76	VGE
Arranged logically and chronologically in terms of topics and sub-topics.	4.46	0.75	VGE
The scopes and coverages are consistently ensemble for the needs and interests of BS Entrepreneurship students and Bachelor of Science in Office Administration.	4.45	0.74	VGE
The whole contents are aligned and have depth knowledge in the subject matter.	4.53	0.80	VGE
Weighted Mean: SD	4.47	0.03	
Verbal Interpretation	Very Great Extent		

Legend

Scale	Range	Remarks	Verbal Interpretation
5	4.20 – 5.00	Strongly Agree	Very Great Extent
4	3.40 – 4.19	Agree	Great Extent
3	2.60 – 3.39	Moderately Agree	Moderately Extent
2	1.80 – 2.59	Disagree	Low Extent
1	1.00 – 1.79	Strongly Disagree	Very Low Extent

Based on the respondents’ perceptions, the level of validation of Instructional Materials in Entrepreneurial Ethics and Behavior in terms of Learning Contents was generally in *very great extent*. The language is appropriate to the Bachelor of Science in Entrepreneurship and Bachelor of Science in Office Administration have ($M=4.50$, $SD=0.73$) and the whole contents are aligned and have depth knowledge in the subject matter with ($M=4.53$, $SD=0.80$). And the language is easy to understand with ($M=4.42$, $SD=0.76$); and this item got the lowest rating. All of the item indicators got a verbal interpretation of *very great extent*, as disclosed by the overall mean of 4.47 and supported with standard deviation value of 0.03 and indicated that the respondents strongly agreed that the validation of Instructional Materials in Financial Management in terms of Learning Contents is at very great extent.

Table 3. Level of validation of Instructional Materials in Entrepreneurial Ethics and Behavior in terms of Format

Statements	Total		Remarks
	WM	SD	
Fonts (style/size) of the letters are appropriate.	4.48	0.74	VGE
Illustrations are appealing and attractive.	4.45	0.80	VGE
Illustrations are properly labelled and sources are cited.	4.53	0.74	VGE
Designs and layout are simple and pleasing to look at.	4.46	0.77	VGE
References are clearly cited.	4.48	0.74	VGE
Weighted Mean: SD	4.41	0.03	
Verbal Interpretation	Very Great Extent		

Legend

Scale	Range	Remarks	Verbal Interpretation
5	4.20 – 5.00	Strongly Agree	Very Great Extent
4	3.40 – 4.19	Agree	Great Extent
3	2.60 – 3.39	Moderately Agree	Moderately Extent
2	1.80 – 2.59	Disagree	Low Extent
1	1.00 – 1.79	Strongly Disagree	Very Low Extent

Based on the respondents' perceptions, the level of validation of Instructional Materials in Entrepreneurial Ethics and Behavior in terms of Format was generally in *very great extent*. The references are clearly cited and fonts of the letters are appropriate have ($M=4.48$, $SD=0.74$). And the illustrations are appealing and attractive with ($M=4.45$, $SD=0.80$); and this item got the lowest rating. All of the item indicators got a verbal interpretation of *very great extent*, as disclosed by the overall mean of 4.41 and supported with standard deviation value of 0.03 and indicated that the respondents strongly agreed that the validation of Instructional Materials in Entrepreneurial Ethics and Behavior in terms of Format is at very great extent.

Table 4. Level of validation of Instructional Materials in Entrepreneurial Mind and Behavior in terms of Assessment and Activities of Learning

Statements	Total		Remarks
	WM	SD	
Provided self-assessment for the students.	4.46	0.74	VGE
Stated clearly the basis of evaluation (e.g. Rubric Assessment).	4.51	0.71	VGE
Interesting, fruitful and motivate the students.	4.49	0.70	VGE
Considered individual, group and collaborative learning.	4.53	0.67	VGE
Develop complete growth of the students: socially, mentally and physically.	4.50	0.77	VGE
Weighted Mean: SD	4.50	0.04	
Verbal Interpretation	Very Great Extent		

Legend

Scale	Range	Remarks	Verbal Interpretation
5	4.20 – 5.00	Strongly Agree	Very Great Extent
4	3.40 – 4.19	Agree	Great Extent
3	2.60 – 3.39	Moderately Agree	Moderately Extent
2	1.80 – 2.59	Disagree	Low Extent
1	1.00 – 1.79	Strongly Disagree	Very Low Extent

Based on the respondents' perceptions, the level of acceptability of Instructional Materials in Entrepreneurial Ethics and Behavior in terms of Assessment and Activities of Learning was generally in *very great extent*. They considered individual, group and collaborative learning have ($M=4.45$, $SD=0.68$) and interesting, fruitful and motivate the students with ($M=4.42$, $SD=0.71$). And they provided self-assessment for the students with ($M=4.35$, $SD=0.68$); and this item got the lowest rating. All of the item indicators got a verbal interpretation of *very great extent*, as disclosed by the overall mean of 4.40 and supported with standard deviation value of 0.701 and indicated that the respondents strongly agreed that the validation of Instructional Materials in Entrepreneurial Ethics and Behavior in terms of Assessment and Activities of Learning is at very great extent.

Table 5. Level of Validation of Instructional Materials in Entrepreneurial Ethics and Behavior

Indicators	Weighted Mean	SD	Verbal Interpretation
<i>Learning Contents</i>	4.43	0.697	<i>Very Great Extent</i>
<i>Format</i>	4.41	0.710	<i>Very Great Extent</i>
<i>Assessment and Activities of Learning</i>	4.40	0.701	<i>Very Great Extent</i>
Overall Mean SD	4.41	0.704	<i>Very Great Extent</i>

Legend

Scale	Range	Verbal Interpretation
5	4.20 – 5.00	Very Great Extent
4	3.40 – 4.19	Great Extent
3	2.60 – 3.39	Moderately Extent
2	1.80 – 2.59	Low Extent
1	1.00 – 1.79	Very Low Extent

The level of validation of Instructional Materials in Entrepreneurial Ethics and Behavior was generally in *very great extent*. The indicator Learning Contents have the highest ($WM=4.43$, $SD=0.697$) and followed by the indicator Format with ($WM=4.41$, $SD=0.710$). While the indicator Assessment and Activities of Learning received the lowest with ($WM=4.40$, $SD=0.701$). All of the item indicators got a verbal interpretation of *very great extent*, as disclosed by the overall mean of 4.41 and supported with standard deviation value of 0.704 and indicated that the respondents strongly agreed the validation of Instructional Materials in Entrepreneurial Ethics and Behavior in terms of Assessment and Activities of Learning.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The researchers conducted this study to develop and evaluate of the instructional materials in Entrepreneurial Ethics and Behavior intended for Bachelor of Science in

Entrepreneurship of Laguna State Polytechnic University. After statistically testing the data, results revealed that instructional materials accepted by the respondents. The results also revealed that assessment and activities in learning aligned on the whole content of the subjects matters, likewise which essentially for them in the future even in the real-life situation. Finally, the data also showed that 102 respondents found out instructional materials in Entrepreneurial Ethics and Behavior validate and can be useful for other students.

Recommendations

It is recommended that the department should endorse to the necessary unit for the evaluation and approval Entrepreneurial Ethics and Behavior instructional materials to be used by the Bachelor of Science in Entrepreneurship students. For future researchers, it is recommended to include faculty members of the department and other stakeholders specialize in Entrepreneurial Ethics and Behavior as respondents for more inputs in the instructional materials.

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