



## SELF-ASSESSMENT OF ENTREPRENEURSHIP PROFICIENCY OF SOCIAL STUDIES AND ECONOMICS EDUCATION UNDERGRADUATES IN TERTIARY INSTITUTIONS IN IMO STATE

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### Abstract

*This study is on self-assessment of entrepreneurship proficiencies of education economics and social studies undergraduate students in Imo State. The study is an evaluation as well as a survey research designs. The population of the study consists of 272 final year social studies and education economics undergraduate students of tertiary institutions in Imo State (124 social studies and 148 education economics). The instrument for data collection for the study is a researcher-made rating scale titled "Self-Assessment of Entrepreneurship Proficiencies of Students Scale (SAEPSS)" with 20 items. The face validity of the instrument was established while internal consistency was established on a one shot method of administration using Cronbach alpha statistic with a reliability index of 0.86. In analyzing the data that were collected, mean score was used to answer the research questions. One sample t-test (t-test of difference between sample and population means) was used to test the hypotheses at 0.05 level of significance. It was found among others that social studies undergraduate students are not proficient in entrepreneurship. It was also indicated that education economics undergraduate students are proficient in entrepreneurship. Based on the findings, it was recommended that social studies students should be well exposed and equipped with entrepreneurship-skills so as to adapt with the technological driven society of this time.*

**Keywords:** Self-Assessment, Entrepreneurship Proficiency, Economics Education and Social Studies

### Introduction

The new world is characterized by the drive for entrepreneurial proficiency which has transformed the world to a large global connected society with an increased demand for self-innovation in value, attitudes and reliance proficiency. Nwaru and Nwaru (2014) defines an entrepreneur as an individual who thinks, reasons, and acts to convert ideas into commercial opportunities and to create value. An entrepreneur is a person who creates or starts a new project, opportunity, or venture or someone who establishes a new entity to offer a new or existing product or service into a new or existing market, whether for a profit or for self-employment or the dynamic process of creating incremental wealth. Also, Adeyemo (2019) defined an entrepreneur as the one who organizes, manages and controls a business enterprise for self-reliance in the new



world which necessitates the 21<sup>st</sup> century global market. The world of education has not been immune to the development of entrepreneurship. One can go further by pointing out that the goals of education is increasingly being defined by entrepreneurship. Education is the first and best key area for entrepreneurship proficiency. One of the areas of studies in higher institution of learning is education economics and social studies. Economics and social studies are subject disciplines thought in Nigerian tertiary institution, especially in teacher training programmes. They are both social science courses. Education economics is a social science course that focuses on how educational methodologies can be applied in the teaching and learning of economic behaviour of human beings towards its choice of commodity, incorporates scarce productive resources and the distribution of the scarce resources for consumption, in such a way that cost is reduced (Amaechi, 2014).

Economics is basically the study of allocation of resources among all other alternative uses to satisfy human wants. The word Economics is derived from a Greek word “Oikonemia”, which means “efficient household management” or “efficient management of house affairs”. This simply shows how people earn income and resources and how they efficiently spend them on their necessities, conflicts and luxuries (Obafemi, 2017). Economics is a broad subject that cuts across many other fields of studies. It is a social science subject that is concerned with production, distribution and consumption of goods and services. It is one of the subjects that are offered in the Senior Secondary Schools in Nigeria. It is a social science that studies human behaviours in his effort to allocate his scarce resources efficiently and effectively in order to minimize cost (Amaechi, in Isiozor & Anum, 2017). Currently, Economics has become a separate field of study (social science subject) concerned with the factors that determine production, distribution and consumption of goods and services.

Economics has been variously defined as there are many economists. This is because various economists see the subject from different points of view. In the words of Adu (2014), Economics is concerned with the choice we make in using limited resources to satisfy these wants, and it deals with production, exchange, distribution as well as consumption of goods and services, and the conduct of various other economic activities by individuals, organizations and the state. Obafemi et al (2013) perceive Economics as a discipline that focuses on the behaviour and interactions of economic agents and how economies work. In line with this view, they distinguished between micro-economics and macro-economics. Micro-economics according to them, examines the behaviour of some basic elements such as individuals, households, and firms. While Macro-economic analyses the entire economy with such indices as economic group, national income, inflation, unemployment, monetary and fiscal policy. Smith cited in Smithers (2018) views Economics as the study of nature and causes of wealth of



nations. However, there is no consensus among economists on the most appropriate definition of the subject as a lot of them seem to enjoy the view expressed by Lord Lionel Robbins economics is social science that studies human behaviour (Adu & Ayeni, 2017).

The curriculum of economics was first designed in 1985 by Comparative Education and Adaptation Centre (CESAC) and later it was revised by the Nigerian Educational Research and Development Council (NERDC), which is an effort structured to meet the requirement of Economics in the contemporary system (NERDC, 2012). According to Nigerian Educational Research and Development Council (NERDC, 2012), the major goal of teaching and learning Economics as a subject is to equip senior secondary school graduates with basic knowledge and skills to appreciate the nature of economic problems in the society and adequately prepare them for the challenges in the Nigerian economy. More so, Nigerian Educational Research and Development Council (NERDC) states that the objectives of teaching and learning of Economics in senior secondary school are to;

- i. Equip students with principle of Economics necessary for useful living and for higher education.
- ii. Prepare and encourage students to be prudent and effective in the management of scarce resources.
- iii. Raise students respect for dignity of labour and their appreciation of economic, cultural and social value of our society.
- iv. Enable students acquire knowledge for the practical solution of economic problems of the society, Nigeria, developing countries and the world at large.
- v. Sensitize students to participate actively in national economic advancement through entrepreneurship, capital market and other functioning of economic institutions. (NERDC, 2012:4).

The guiding principle of this curriculum is the need to equip graduates with the basic knowledge and skills that will enable them to better appreciate the nature of economic problems in any society. (Ezekoka et al, 2016). Okunamiri (2015) sees education economics as one of the disciplines or subjects in educational management such as educational administration, educational planning and educational economics. He further emphasized that economics education is a branch of Economics which deals with the extension of the tools of Economic analysis to the field of Education, addressing the problem of cost and financing of school places, using basic economic concepts in order to produce human capital needed for economic growth and national development. The significance of economics education to any nation is obvious. It enables both leaders and citizens to understand basic economics concepts, principles



as well as to understand, appreciate and seek to improve the economic situation for their own social good. The understanding of economics education is a pre-requisite for good citizenship. The foremost goal for teaching economics should be to provide economics indulgent necessary for liable citizenship. Education economics students are seen as the potential teachers for the future, who undergo training for efficiency in both human and resource management.

On the other hand, social studies deal with the study of human relationship, all the general activities that take place in the environment. That is, the interaction with the fellow men and the different institutions. Social studies is a problem solving discipline that tries to investigate, understand, and solve problems of human activities (Okonkwo, 2013). It is concerned with how human beings live in physical environments such as village, town or city, and it is in these physical environments that economic activities take place. Shaibu (2020) sees social studies as a school subject that has the potential for inculcating the right type of virtues in the learners through united and interdisciplinary studies of man. It deals with all aspects of life of a man in his social and physical environment. Utulu and Shaibu (2013) defined social studies as a way of life, a way of seeing, viewing, conceptualizing and appreciating things and issues with special regards to their proper place and function in the re-ordering and management of man's total natural, social and technological environment. Social studies as a concept can be viewed as a deliberate integrated academic tool necessary for generating knowledge, citizenship attitudes, values and adaptive interactive skills to be responsible and disciplined members of the society while recognizing the challenges and benefit of living in culturally and ideologically diverse societies. The objectives of social studies education at the tertiary level of education according to the National policy on Education (2014) is focused on developing middle level manpower with the objectives of realizing the goals of national development. The national development goals also in turn serve as basic foundations for the objectives of social studies education in tertiary level of education in Nigeria, which are

- i. Acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community.
- ii. The acquisition, development and inculcation of proper value orientation for the survival of the individual and society.
- iii. The development of the individual capacities to understand and appreciates their environments.
- iv. The acquisition of an objective view of the local and external environments.

Social studies disciplines impact the lives of individuals, place value on skills development, attitude towards attaining skills and the well-being of our country in



countless ways. It is important that students of education economics and social studies be proficient in entrepreneurship since the usefulness of entrepreneurship cannot be over emphasized.

Entrepreneurship is often perceived as a catalyst for change in the new world. This change is in value, attitude towards self-reliance, and in access to wealth creation (Ogazi & Anum, 2020). Accordingly, entrepreneurship is the process of changing ideas into commercial opportunities and creating value (Nwaru & Nwaru 2014). In line with this view, Hisrich and Peters (2002) view entrepreneurship as the process of creating something new with value by devoting the necessary time, attitudes and effort assuming the accompanying finance psychic and social risk, and reserving the resulting rewards of monetary and personal satisfaction and independence. Obioma (2012) sees entrepreneurship as the engine fueling innovation, employment generation and economic growth of a new world. He went further to say that entrepreneurship is creating a new world where entrepreneurs can try ideas to empower others and can help address most of the issues affecting the world. It was further stressed that entrepreneurship includes new-venture creation that is growth oriented and generates employment in small business and micro-enterprises that may provide self-employment. Entrepreneurship has been seen in terms of the willingness and ability to seek out investment opportunities or ideas to establish and run an enterprise successfully – creating a new venture (Ogazi & Anum, 2020). In this context, the desire and the courage to invest in untapped or not fully tapped opportunities is not just what distinguishes an entrepreneur from paid employee but also the ability to manage the business profitably/successfully. Value creation or addition and risk taking are also concepts that have been used to describe entrepreneurship.

The University of Ohio described entrepreneurship in the following way; the process of identifying, developing and bringing a vision to life. The vision may be an innovative idea, an opportunity, or simply a better way to do something. The end result of this process is the creation of a new venture, formed under conditions of risk and considerable uncertainty (Kurya, 2016). This means that entrepreneurship is a deliberate effort to create value through identified business opportunity by bringing together all the necessary inputs (human and material) to actualize the dream. However, whichever form, dimension and scope one looks at entrepreneurship, the bottom-line of its importance to any economy is the transformation of ideas into economic opportunities. Hill and Olagunju, (2018) opined that, entrepreneurship is seen as a process which involves the effort of an individual (or individuals) in identifying viable business opportunities in an environment and obtaining and managing the resources needed to exploit those opportunities. Similarly, Timmons and Spinelli (2014) see entrepreneurship as the function of being creative and responsive within and to the





environment. He stated further that entrepreneurship activity is a destabilizing force, which starts the process of “creative destruction” which is the essence of economic development. Ogundele (2015) defines entrepreneurship as the processes of emergence, behaviour and performance of entrepreneurs. He notes that a focus on entrepreneurship is a focus on the processes involved in the initiation of a new organization, the behaviour of such organization and its performance in terms of profits made. Aina and Salako (2018) described entrepreneurship as the willingness and ability of an individual to seek out investment opportunities and takes advantage of scarce resources to exploits the opportunities profitably.

Entrepreneurship proficiency of students in economics education and social studies is facilitated by values and attitudes towards possessing the required skills to innovate. Value and attitudes are core social factors that play a crucial role in the cycle of an entrepreneur. Shaibu (2020) opined that values have the ability of influencing one, propelling one into doing something innovating. Ogunbiyi, Shaibu, and John (2018) further observed that the development of values, attitudes and morals occupies a special place in the life an entrepreneur. They further stressed the fact that a good citizenship or entrepreneur should not pose the only requisite knowledge or proficiency but should also imbibe those morals, attitudes, and values that are hallmark to civic responsibility. An entrepreneur needs proficiency to be effective in achieving his or her aim. An entrepreneur without proficiency is bound to stop on the way side because he or she cannot compete effectively with other entrepreneurs in the market. Proficiency is the possession of skills and ability to operate and handle technical works. In this study proficiency implies the ability of students to perform some tasks creditably, up to a point, the more the practice in doing some of the specific task, the faster and better they can be done. Ogazi and Anum (2020) described proficiency to be associated with know-how, while speed and accuracy are some of its traits and characteristics. Acquisition and reinforcement of proficiency and aptitude through moral values, attitude, laboratories, workshop practice, other circular and extracurricular activities represent the most natural ways of stimulating entrepreneurship and real life work which lead to high productivity and dynamic change to a new world. These considerations underscore the need to focus proficiency development in the economics education and social studies students to help them compete favorably in the new world.

Self assessment is a process of evaluating one’s attitude, actions or skills. This is an evaluation of one’s abilities and feelings. Self-assessment is understood as an instructional process used by the teacher as an educational resource. Self-assessment describes it as “student activity through which it judges their own learning, specifically its achievements and its results; self-assessment is the evaluation of execution that is, of the learning process and of the final product (Ogunbiyi, Shaibu, & 2018). Andrade and



Valtcheva (2009) provided a more focused definition as they see Self-assessment as a process of formative assessment during which students reflect on the quality of their work, judge the degree to which it reflects explicitly stated goals or criteria, and revise accordingly. Self-assessment is a key process for self-regulation, as it is the act of reflecting on and becoming aware of the learning process and its outcome (Zimmerman and Moylan, 2009). This reflection on what has been done allows for repeating the process if it was done correctly, until one becomes an expert in its execution. However, if implementation has not been done correctly, self-assessment makes one aware of errors and opportunities to correct them. For this reason, self-assessment can improve future executions of the activity, and favors the transfer of adequate modes of realizing a learning activity to other situations (Boud, 1995)

Self-assessment is often studied with a focus on the positive effects it has on students in the classroom, including academic performance (grades or scores within a classroom), self-regulation (actively participating in one's own learning), and motivation. In Brown and Harris' (2013) Brown and Harris' (2014) findings make sense; students who learn to self-assess for learning tend to think more deeply about their learning. In other words, students who engage in the evaluative process are participating in some form of critical thinking. Bloom's (1956) Taxonomy of Educational Objectives certainly supports this idea. Bloom placed evaluation at the top of the cognitive hierarchy of educational goals for learning. For an important class of learning outcomes, the instructional system must make explicit provision for students themselves to acquire evaluative expertise. It is argued that providing direct and authentic evaluative experience is a necessary (instrumental) condition for the development of evaluative expertise and therefore for intelligent self-monitoring. It is insufficient for students to rely upon evaluative judgments made by the teacher. Panadero et al. (2012) studied self-assessment tools used by secondary students in Spain studying Geography. The students were asked to analyze a landscape and then self-assess using either a rubric or a script (a series of questions organized in steps) depending on the group they were in. The authors found that both student self-assessment tools improved the students' self-regulation and increased learning. One can expose or learn about his interest, personality, values and aptitude through self-assessment. In relation to entrepreneurship in this study, it is pertinent that the students self-assess themselves so as to bring to limelight their proficiency areas in the entrepreneurship.

The theory of planned behavior Ajzen's (1991) and Entrepreneurial Event Model by Shapero and sokol's (1982) proposes that three variables from two models are key to entrepreneurial intentions perception to desirability and feasibility and propensity work – related experience, and self-efficacy) that had demonstrated influence on



intentions were discussed as well. Intentions to act are believed central to understanding behaviours in which people engage. While actual behavior may differ from intended behavior. It has been established that one's intention to act toward something in a certain manner is the most consistent predictor of actual behavior, particularly planned behavior. Drawing from social cognitive theory. This article advances a model suggesting that entrepreneurial behavior is a result of the interplay of environment (i.e. social networks) and certain cognitive biases in entrepreneurs. Their contribution is the advancement of both the social capital and entrepreneurship literature by proposing that the impact of social capital on individual cognition is important in understanding entrepreneurial behavior. Empirically, Ogazi and Anum (2020) revealed that women in entrepreneurship practice are faced with challenges related to social factors such as gender harassment by men, their beliefs and perceived values of the women. Ogundele (2017) is of the view that gender equality between men and women entails that all human beings, both male and female are free to develop their personal abilities, values, attitude and make choices without the limitations set by stereotype, rigid gender roles (gender discrimination) and prejudices. Ogundele, Akingbade and Akinlabi (2022) found out that entrepreneurship training and education are significantly related to the youth empowerment and social welfare services. Hannon (2009) reports that 78% of the undergraduate students surveyed in Ireland expressed an interest in starting their own business in the future. However, 30% of non-business postgraduates surveyed reported being interested in starting their own business at some point later in their career, whilst 39% are interested in setting up their own business through their college infrastructure.

With the level of technological advancement in the new world, it is expected that undergraduate students of education economics and social studies should attain a certain level of proficiency in entrepreneurship. The case is unclear in Imo state tertiary institutions as a result of lack of entrepreneurship center for teaching and learning skills. Personal experience of the researchers have revealed that majority of the undergraduate students do not have the required attitude and skills due to their inability to register for entrepreneurial training outside the school and be innovative in class. The situation could affect their adaptation to the world of self-reliance and technological advancement. The problem of this study therefore posed as a question is: what is the entrepreneurship proficiency level of education economics and social studies undergraduate students in Imo State? This is the thrust of this study.

The main purpose of this study was to evaluate the self-assessment of entrepreneurship proficiencies of education economics and social studies undergraduate students in Imo State. Specifically, the study sought to:-

1. ascertain the self-assessment mean score of social studies undergraduate students on their entrepreneurship proficiency, and





2. determine the self-assessment mean score of education economics undergraduate students on their entrepreneurship proficiency.

The following research questions were posed by the researchers in line with the purpose to guide the study:

1. What is the self-assessment mean score of social studies undergraduate students on their entrepreneurship proficiency?
2. What is the self-assessment mean score of education economics undergraduate students on their entrepreneurship proficiency?

Two hypotheses were formulated and were tested at 95% confidence level. Since this study is evaluative in nature, it was based on the judgment of comparison of the obtained mean score against the criterion mean score of 75.0.

**Ho<sub>1</sub>:** The self-assessments' mean score of social studies undergraduate students on their entrepreneurship proficiency is not significantly greater than the criterion mean of 75.0.

**Ho<sub>2</sub>:** The self-assessments' mean score of education economics undergraduate students on their entrepreneurship proficiency is not significantly greater than the criterion mean of 75.0.

## Methods

This study is an evaluation as well as survey research design. The population of the study consists of 272 final year social studies and education economics undergraduate students of tertiary institutions in Imo State (124 social studies and 148 education economics) from IMSU and AIFCE that offer teacher education courses of education economics and social studies at undergraduate level. A census study of all the 272 undergraduate students were used for the study since their number can be reached. The instrument for data collection in this study is a researcher made rating scale titled "Self Assessment of Entrepreneurship Proficiencies of Students Scale (SAEPSS)" with 30 items. The rating scale was prepared along a four point ratings. The face validity of the instrument was established while internal consistency was established on a one shot method of administration using Cronbach alpha statistic with an index of 0.86 indicating high reliability of the research instrument. The rating scale was administered by hand and was retrieved personally by the researchers to ensure a high percent return rate. In analyzing the data that were collected, mean score was used to answer the research questions. The decision for the evaluation or the judgment of proficient or not proficient in entrepreneurship was based on the criterion mean of 75.0: as mean score below 75.0 was seen as not proficient, while a mean score above the criterion mean of 75.0 was seen as proficient. One sample t-test (t-test of difference between sample and population means) was used to test the hypotheses at 0.05 level of significance.



## Results

### Research Question One

What is the self-assessment mean score of social studies undergraduate students on their entrepreneurship proficiency?

### Hypothesis One

**H<sub>01</sub>:** The self-assessments' mean score of social studies undergraduate students on their entrepreneurship proficiency is not significantly greater than the criterion mean of 75.0.

**Table 1: Mean and Standard Deviation of Research Question 1 and t-test Analysis of**

Hypothesis 1							
n	Mean	Standard Deviation		Criterion Mean		Decision	
124	59.63	5.17		75.0		Not Proficient	
n	Mean	Criterion Mean	Standard Deviation	df	t-cal	t-cri	Decision
124	59.63	75.0	5.17	123	-32.70	1.65	Not Significant

Table 1 above shows the self-assessment mean score of social studies undergraduate students on their entrepreneurship proficiency. A look at the table revealed that the 124 social studies undergraduate had a mean score of 59.63 with a standard deviation of 5.17. Comparing the obtained mean score of 59.63 and the criterion mean of 75.0, it can be concluded that the social studies undergraduate students are not proficient in entrepreneurship.

Further analysis indicated that the 124 social studies undergraduate students had a mean score of 59.63, with a population/criterion mean of 75.0, standard deviation of 5.17 with a degree of freedom of 123, the t-calculated of -32.70 is less than the t-tab of 1.65 at one tail test, leading to the acceptance of the hypothesis and concluding that the self-assessments' mean score of social studies undergraduate students on their entrepreneurship proficiency is not significantly greater than the criterion mean of 75.0.

### Research Question Two

What is the self-assessment mean score of education economics undergraduate students on their entrepreneurship proficiency?



## Hypothesis Two

**H<sub>02</sub>:** The self-assessments' mean score of education economics undergraduate students on their entrepreneurship proficiency is not significantly greater than the criterion mean of 75.0.

**Table 2: Mean and Standard Deviation of Research Question 2 and t-test Analysis of**

### Hypothesis 2

n		Mean	Standard Deviation		Criterion Mean		Decision
148		78.08	5.43		75.0		Proficient
n	Mean	Criterion Mean	Standard Deviation	df	t-cal	t-cri	Decision
148	78.08	75.0	5.43	147	6.84	1.65	Significant

Table 2 above shows the self-assessment mean score of education economics undergraduate students on their entrepreneurship proficiency. A look at the table revealed that the 148 education economics undergraduate had a mean score of 78.08 with a standard deviation of 5.43. Comparing the obtained mean score of 78.08 and the criterion mean of 75.0, it can be concluded that the education economics undergraduate students are proficient in entrepreneurship.

Further analysis shows that the 148 education economics undergraduate students had a mean score of 78.08, with a population/criterion mean of 75.0, standard deviation of 5.43 with a degree of freedom of 147, the t-calculated of 6.84 is greater than the t-tab of 1.65 at one tail test, leading to the rejection of the hypothesis and concluding that the self-assessments' mean score of education economics undergraduate students on their entrepreneurship proficiency is not significantly greater than the criterion mean of 75.0.

## Discussion of Findings

It was revealed in this study that the social studies undergraduate students are not proficient in entrepreneurship. This implies that their mean score failed to reach the stated criterion mean for this study. This finding led to the inference that the self-assessments' mean score of social studies undergraduate students on their entrepreneurship proficiency is not significantly greater than the criterion mean of 75.0.



This finding is in line with the findings of Ogazi and Anum (2020), who revealed that access to entrepreneurship development center by the teachers/students was mainly private indicating inadequacy of the facility in the schools. Majority of the respondents rated their entrepreneurship competence as low. This indicates that they are not sufficiently equipped to integrate entrepreneurship into the school system. The similarity in this finding could be explained by the fact that both studies were carried out with similar characteristics in the areas of study. The low entrepreneurship competence of social studies can be traced to the inability of their teachers to properly integrate the subject by exposing the students to practicals.

It was also found in this study that education economics undergraduate students are proficient in entrepreneurship. This explained the reason for their high mean score above the criterion mean. The finding led to the inference that the self-assessments' mean score of education economics undergraduate students on their entrepreneurship proficiency is not significantly greater than the criterion mean of 75.0. This implies that the entrepreneurship proficiency of education economics students is significant. In consonance to this finding, Obioma (2012) revealed that majority of the student-teachers have positive attitude towards entrepreneurship and they are competent in the use of few basic entrepreneurship skills. The similarity in the finding could be explained by the fact that both studies could have used similar instrument in their method of data collection. The analytical and statistical approach of economics combined with different economic activities taught overtime can be a contributing factors to these students entrepreneurship competence.

## **Conclusion**

It is concluded in this study that social studies undergraduate students are not proficient in entrepreneurship development. It was also indicated that education economics undergraduate students are proficient in entrepreneurship. Based on this, it was inferred that the self-assessments' mean score of social studies undergraduate students on their entrepreneurship proficiency is not significantly greater than the



criterion mean of 75.0 but that of education economics students is significantly greater than the criterion mean of 75.0.

### Recommendations

Based on the findings of this study, it is hereby recommended that:

1. Social studies students should be well taught and equipped with entrepreneurship skills so as to adapt with the technological driven society which we are into. There is need to establish entrepreneurial centers for Social Studies students? That should for recommendation number three
2. Seminars and workshops should be organized for undergraduate students by tertiary institution administrators on entrepreneurship development and its applications.

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## Appendix

### Rating Scale: SAE PSS

#### Basic Entrepreneurial skills

S/N	Item Statement: I can:	VP	P	LP	NP
1	creative and innovative skill				
2	risk bearing				
3	time management				
4	business communication				
5	Computer usage skill				
6	human relations skill				
7	planning skill				
8	specific productive skill				
9	self- confidence skill				
10	human resource management skill				
11	Good packaging skill				
12	managing factors of production				
13	ability to source fund for business				
14	ability to change ideas into creative ventures				
15	ability to create new job and market				

#### Application Entrepreneurship Proficiency

S/N	Item Statement: I can:	VP	P	LP	NP
16	Create a basic presentation package.				
17	Modify materials for local production				
18	Introduce other factors of production.				
19	Set up a database for production				
20	Enter and update data in a database.				