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RATING OF SECONDARY SCHOOL PRINCIPAL'S PLANNING AND MANAGEMENT OF ENTREPRENEURIAL SKILLS TRAINING AND MOTIVATION STRATEGIES FOR JOB CREATION IN POST COVID-19 ERA

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ABSTRACT

The poor performance of secondary school students in business subjects necessitates this study to rate secondary school management entrepreneurship skill training and motivation as strategies for effective teaching of the subjects in secondary schools in Cross River State. Two research questions directed the study and two hypotheses were tested at 0.05 level of significant. Survey research design was adopted and the entire population of 200 secondary school teachers of entrepreneurship education in the area was used without sampling. A 5-pooint rating scale questionnaire with 30 items which was validated by three experts was used for data collection. Pearson Product Moment Correlation Coefficient was used to analysed the data which yielded a value 0.78. Data collected were analysed with mean and standard deviation to determine the closeness of the respondents' mean while z-test was used to test the hypotheses at 0.05 level of significance. Results show that the respondents rated the two strategies as effectively utilized and did not differ significantly in their views as a result of gender and years of teaching experience. Therefore, the researcher concluded that teacher related factors may be disengaging with students' poor performance in the entrepreneurship.

Keyword*:* Secondary school, Management, Entrepreneurial, Skill, Motivation and Creative

Introduction

School management is a complex exercise in the process of education. It demands talent, skills, energy and ability from teachers to manage classroom because it directly deals with the behaviors of learners. Human

behavior is the most complex phenomenon. School administrator's principals and teachers with high practical vision, strategies, skills and knowledge can manage school effectively (Isiozor, 2021).

Management of secondary school education as a co-ordination of all the resources of an organization through the process of planning, organizing, directing and controlling in order to attain organizational objective or organizational effectiveness. Secondary education is equally of considerable importance in the Nigerian education system. Secondary education is the education given to a child between the ages of 11-18 years. In Nigeria, secondary schools are regarded as the principal vocational institutions intended to prepare students entry into various trade areas through the acquisition of skills. It is the form of education children receive after primary education and before tertiary stage. In other to realize fully the contributions of education to the achievement of national educational goals, emphasis is placed on the broad goals of secondary education. The broad aims of secondary education according to Federal Republic of Nigeria (FRN, 2013), are the preparation of students for useful living within the society and for higher education. It also provides technical knowledge and vocational skills, inspire desire for self-improvement and achievement. In other words, those to be admitted into different institutions of higher learning must have successfully completed secondary education (Nompapa, 2009). Teaching always involves the concept of design which includes planning course content, methods and modes of teaching (Omini, 2025). The successful transition of this process is inter-connected with the effectiveness of the classroom instruction and school administrator management approach.

The management of the school has to foster understanding of inclusion and the development of skills and the practices needed among the staff. The school has to create policies that foster inclusive practice in order to address the learning needs of all learners better. The school principal is an active member of the inclusive school community with responsibilities such as the establishment, development, management, support and monitoring of support systems in the school. Important in this respect is to setup an effective teacher support team (WCE) manual on Education Support Team, 2003). Management according to Anyanwu (2010) is a "social process that places a few individuals in leadership position of an organization or system at a particular period and location to make decisions. Management is the utilization of available human and material resources through co-operative efforts in accomplishing the functions of planning, organizing staffing, directing, and controlling. Similarly, it is the process of planning, organization, directive, control and evaluation to accomplish preferred objectives through co-ordination or use of human and material resources (Onye, 2012). Management is the coordination of peoples' effort for the purpose of accomplishing goals and objectives by using available resources effectively and efficiently resources encompass human, material, technological

and finance which are supposed to be deployed a manipulated for reaching organizational outcome. It includes planning, organization, staffing, leading/directing and controlling of an organization to accomplish goals or achieve targets (Wikipedia in Uchendu and Akuegwu, 2016).

The United Nations General Assembly (2002) passed resolution 15/254 proclaiming the United Nations Decade of Education for sustainable Development starting from 2005 to 2014. It was against this background that member states were urged to integrate education for sustainable development into their educational plan at all levels of education. Sustainable develop is perceived as that development that satisfied the needs of the current generation without endangering the ability of future generation to meet their own need (Nwangwu and Ezugworie, 2013). Nigeria has been contracted with developmental challenges since it is independence in 1960. These challenges could be traced to poor educational policies that were not structured to meet the economic and human capital in Nigeria education and economy. This resulted to high rate of unemployment in the nation. According to Nwangwu et al (2013), in a bid to reduce this unemployment and create a pool of graduates who could be employers of labour and not job seekers that entrepreneurship education has become necessary in educations system. The rate of unemployment in Nigeria is alarming. According to Omini (2025) management of universities should ensure adequate management of entrepreneurship skill programmes in order to enhance job creation among post graduate students. Unemployment is the inability for following workers to find gainful employment. This implies when a person is ready to work but cannot find any job.

According to Oduma (2012), innovative skills requisite for entrepreneurship success includes the ability to: introduce a new product, introduce a new method of production, open new market, explore a new source of supply of raw materials and carry out new types of organization. In support, Okoli and Binoumote (2015) stated that innovative skills are ability to bring the best ideas into reality, create new wealth, figure out how to make product work better, combine ideas into new value, interact with other firms for positive innovation, attain overall best performance, gain access to technology on innovative in small scale business, add value to customer's satisfaction, and meet customers' needs. Similarly, for effective management of small-scale business, Chinoye in Okoli and Binoumote indicated that the entrepreneur must ensure that he is well equipped and able to carry out innovative activities, which include: basic research activity, applied research activity, and development research activity among others. Okoli and Binoumote stated that the acquisition of these skills will enable the business education graduates to function effectively in an environment of strong market forces and complex technological advancement.

Unemployment exists partly because most of the products of educational system look for jobs that do not exist. According to Ademilyyi in Okoli and Binoumote pointed out that most business education graduates lack the ability to succeed in small scale enterprise. There is therefore the need to identify those involve skills which may enhance the promotion effective management of small-scale business practice. Eze (2011) stated that innovative skills are collaborative skills needed by an innovator to develop business idea, and successfully implement such ideas. An innovator is used too widely to describe an individual. Innovators are creative thinkers. In other words, individuals who are able to generate creative ideas that becomes the basis of innovations. Sometimes, however, "innovators" can also be called "innovative leaders".

Innovative leaders are creative visionaries who have big ideas and, most importantly, can motivate people around them to turn those ideas into reality. Additionally, Davidson (2011) averred that, innovative leaders do not even need to be the person who creates the idea behind an innovation. Often, they simply recognize a great idea, perhaps devised by a subordinate and envision the pat that leads to that idea becoming a reality. In order to succeed as an entrepreneur, an innovative leader needs a range of skill such as imagination and communication, and problem-solving skills.

Entrepreneur according to Ardichvili, Richard, and Sourav in Agbo (2011) is an individual who organizes and operates an enterprise for personal gain. Ardichivili et al (2014) stated that the entrepreneur pays current prices for the materials consumed in the business, for the use of the land, for the personal services he employs, and for the capital he requires. The authors further added that the entrepreneur contributes his own initiative, skill land ingenuity in planning, organizing, and administering the enterprise. The authors emphasized that the entrepreneur also assumes the chance of loss and gain consequent to unforeseen and uncontrollable circumstances, this definition stresses the basic aspects of being an entrepreneur regardless of the field. First, entrepreneurs create something new of value. The creation has to have value to the entrepreneur and value to the audience for which it is developed. Assuming the necessary risks is the second aspect of being an entrepreneur. The entrepreneur also assumes the change of loss and gain consequent to unforeseen and uncontrollable circumstances, the net residue of the annual receipts of the enterprise after all costs have been paid is retained for himself. In the context of this study, entrepreneurs are individuals who undertake small scale business so as to create economic value to themselves and the entire society.

Rating

A rating is the evaluation or assessment of something in terms of quality. It can also be seen as the classification nor ranking of someone or something based on a comparative assessment of their quality

standard, or performance. According to Hornby (2006), rating is the evaluation or assessment of something in terms of quality and quality or some combination of both. Hornby (2006), rating is the evaluation or assessment of something in terms of quality and quantity or some combination of both. Hornby further described rating to involve forming an opinion of the amount or quality of something after thinking about it carefully. Rogets (2010) saw rating as a term which refers to the appraisal of the characteristics, significance, importance or related value of a thing Okoli (2007) defied rating as a process whereby parts, particularly with reference t programmers based on the collection of data, with a view to determine the quality of task performance. Okoli stated that to rate goes beyond Characterisation of an item (efficiency). In the context of this study, rating is a systematic way of determining the entrepreneurial skills needed by business education graduates for effective management of small-scale businesses using data collected from entrepreneurs.

Entrepreneurial Skills

Entrepreneurial refers to the intentional creation or transformation of organization for the purpose of creating or adding value through organization of research (Bird in Ezeani, Ifeonyemetalu & Ezemoyih, 2012). Entrepreneurial has to do with the creation and development of economic ventures. It involves an application of energy and passion towards the creation of an enterprise and this includes: the willingness to take calculated risks, team work, and creative skills to marshal needs resources.

Skill on the other hand is the ability of perform some tasks creditability (Adeyemo, 2009). Adeyemo further viewed skill as basic ability and the means by which man adjusts to life. In the work place, skill sis what the workers give in exchange for remuneration. Agoha (2011) defined skills as the ability to perform an activity that is related to some meaningful exercise, work or job. Bleak in Uzor and Ike (2010) described skill as ability to do something well, gained through training and experience. Uzor and Ike also defined skill as one's personal competencies in the performance of specific tasks acquired after a period of training or experience. In a similar vein, Daniel in Ejeka and Mgbeonyebi (2016) defined skill as learned responses, often as a result of specific training which afford someone the ability to perform a particular task and achieve a particular objective. Ofem et al (2023) asserted that managing entrepreneurial in a generic sense involves instrumentality of planning, organizing, directing, coordinating, budgeting, and controlling during teaching and learning processes.

According to Chell (2013), skill referred to proficiency in performance and may be enhanced by practice and training. Chell went further to state that skills are multidimensional constructs; and comprise the cognitive – knowledge and what is learnt; the affective – emotional expression and what is experienced, the behaviour – action at strategic, tactical and personal levels and the context – sectoral, occupational, job and tasks level. Binumote and Okoli (2015)

through of skill as a quality of performance which does not depend solely upon a person's fundamental, innate capacities but must be developed through training, practice and experience. As defined by Vanpatten and Benati (2010), skill refers to ability to do rather than underlying competence or mental representation.

Entrepreneurship skills are individuals' ability to turn ideas into action (European Skills Panorama, 2014). Entrepreneurial skills are skills needed to succeed in business, most especially in small scale business (Adeyemo, 2009). Adeyemo further defined entrepreneurial skills as basic skills necessary to enable one start, develop, finance and succeed in one's home enterprise. Entrepreneurial skills according to Agbonifoh in Adeyemo (2009) are skills relating to identifying business opportunities and receiving sustainable income from these opportunities. The acquisition of entrepreneurial skills means combining personal characteristics, financial resources within one's environment and taking advantage of them for rewarding outcome. Ezeani, Osita nd Exemoyih (2012) saw entrepreneurial skills as simply business skills which individuals acquire to enable them effectively function in the turbulent business environment as entrepreneurs or self-employed.

Entrepreneurial skills can be defined as the ability to create something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich & Peters in Adeyemo, 2009). Entrepreneurial skill sis the ability of an individual to exploit an idea and create an enterprise (Small or Big) not only for personal gain but also for social and development gain (Olagunju in Oyefesobi, Adetunji & Ayedun, 2018). Formal descriptions/definitions characterize entrepreneurial skills as ability to have self-belief, boldness, tenacity, passion, empathy, readiness to take expert advice, desire for immediate result, visionary and ability to recognize opportunity (Salgado-banda in Mohammad, Shahzad and Mohd, 2016). Salgado-banda stated that an array of possible entrepreneurial skills encompasses the perception of economic opportunities, technical and organisational innovations, command over scare resources, taking responsibilities for internal management and for external advancement of the firm in all aspects (for teaching enterprise).

Entrepreneurial skills therefore are individual characteristics including attitude and behaviour, which allow the entrepreneur to achieve business success (Sarwoko, Surachman, Armanu and Hadiwidjojo, 2013). The authors further described entrepreneurial skills as set of high-level characteristics involving personality traits, skills and knowledge. The EU Entrepreneurial Skills (2014) saw entrepreneurial skills as a combination of a range of technical, management and personal skills. Entrepreneurial skills are skills needed by an entrepreneur to succeed in business. Entrepreneurial skills are the basic skills

necessary to enable one start, develop, finance and succeed in one's enterprise. According to Hisrich and Peters (2010), entrepreneurial skill is the ability to create something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence.

Entrepreneurial skills are simply business skills, which one acquires to enable one function one function effectively in the turbulent business environment as an entrepreneur (Folahan & Omoriyi in Ezeani, 2012). This means that entrepreneurial skills provide an understanding of the main areas one need to know about in order to run a successful business. For the purpose of this study, entrepreneurial skills are abilities business education graduate need for effective management of small-scale business.

Statement of problem

Despite the national aspirations for vocational education especially at the secondary school levels in Nigeria for more than three decades, reports have shown that secondary school leavers do not sufficiently possess the basic skills and knowledge for success in employment and further education (Ofoha, 2011). This reflects the reports of Kiadese (2005) and Adetayo (2006) that the teaching of business subjects in Nigeria is ineffective.

Several strategies like curriculum revision and retraining of teachers, motivation of teachers, public relations activities, funding, supply of modern technological equipment and facilities, among others, are utilised in the education sector to improve teaching and learning effectiveness. The researchers are worried that despite all these, secondary school students continue to perform poorly in entrepreneurship education

The purpose of the study

The main purpose of the study was to determine educational managers' rating of the entrepreneurial skill retraining and motivation strategies for job creation in post covid-19 era. Specific early, the study determined the rating of

1. Secondary school management strategies on teacher retraining on entrepreneurial skills in post covid-19
2. Motivation of teachers as strategy for encouraging entrepreneurial skill training?

Research Questions

The following research questions directed the study;

1. What is the rating of secondary school management strategies on the entrepreneurial skill training post covid-19?
2. What is the rating of teachers' motivation as strategy for encouraging entrepreneurial skill training?

Statement of hypotheses

The following null hypotheses were formulating and tested at 0.05 level of significance.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.18 (1), May-August, 2026; https://ajemates.org

Ho_1: The mean response of male and female teachers do not significantly differ on secondary school management strategy entrepreneurial skill training in post covid-19 era

Ho_2: There is no significant different in the respondents mean rating on the motivation of teachers as strategy for encouraging entrepreneurial skills training.

Method

The study was a descriptive survey method designed to assess the level of secondary school management of entrepreneurial skill training and motivation strategies for job creation in post covid-19 era. Ofoha (2011) and Nworgu in Ezenwafor and Onwochei (2015) who maintained that the descriptive survey is suitable for studies that aim at collecting data on and describing in a systematic manner, the characteristics, features or facts about a given population. The study was carried out in Cross River State. the population of the study comprised 255 teachers in public secondary schools. There was no technique due to the management size of the population. The data for the study was collected using and instrument titled: Secondary School Management] of Entrepreneurial Skill Training Questionnaire (SSMESTQ). It has two sections A and B. Section A describes respondents' background information. Categories include: gender, name of school and status. Section B was used to answer the research questions the questionnaire was structured on a 5-point rating scale of Highly Effective, Effective Fairly Effective, Ineffective and Highly ineffective.

The instrument was validated by three experts' one each from the department of educational management, measurement and evaluation and entrepreneurship education unit all from university of Calabar. The reliability of the instrument was established distributed it on 20 teachers in public secondary school who were not part of the study population. Data collected were analyze using Pearson Product Moment Correlation which yielded co-efficient reliability value of 0.79.

The instrument was administered on the respondents by the researchers and two research assistants, all the copies of the instrument was dually filled and returned. The means (x) was used to answer the research questions while z-test was used to test the null hypotheses at 0.05 level of significance. Decision rule any items with mean ratings ranging from 4.50 – 5.00 were rated highly effective, those between 3.50 and 4.49 were rated effective and those between 2.50 – 3.49 fairly effective. Items with mean rating between 1.50 and 2.49 were rated ineffective and those with 0.50 – 1.49 were rated highly ineffective. The means for a given cluster was used to answer the research questions for the hypotheses testing, where the calculated z was less than z critical, it implies that the variable has no significant influence in the views of the respondents and the null hypothesis was accept but where the calculated z was greater/higher than the z-calculated, meaning that the variable has a significant influence in the respondents' mean rating score and hence the null hypotheses was rejected.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.18 (1), May-August, 2026; https://ajemates.org

Presentation/Results

Research Question 1: What is the rating of secondary school management strategies on entrepreneurial skill training in post covid-19 Era.

Table 1: Mean rating of respondents on secondary school management strategies on entrepreneurial skill training in post covid-19 Era N = 2

S/N	Area of Training	X	SD	Decision
1	Sending entrepreneurial teachers on in-service training from time to time update their knowledge	3.86	1.05	E
2	Empowering entrepreneurial teachers with ICT resources in their offices	3.73	1.05	E
3	Instituting training and retraining when entrepreneurial teachers begin to exhibit lack of interest in their jobs.	3.95	1.01	E
4	Induction courses to be integrated as part of entrepreneurial teachers training programme	3.45	1.08	FE
5	Ensuring adequate budgetary provision for training and retraining of entrepreneurial teachers	3.84	1.14	E
6	Involving experts and resource persons in the field of vocational and technical education in entrepreneurial teacher conference	3.44	1.10	FE
7	Organizing working/orientation on periodic basis for entrepreneurial teachers	3.94	1.06	E
8	Encouraging entrepreneurial teachers to engage in personal upgrading such as internet browsing, reading relevant books and journals and playing active roles in relevant professional associations.	3.86	1.08	E
9	Involvement of private individuals or organisations (NGO's) for grants in aid in entrepreneurial teacher training and retraining programmes	4.10	1.08	E
10.	Providing modern instructional materials and ensuring training and retraining programmes on their usage	4.03	0.97	E
11.	Instituting training and retraining when there is low productivity of entrepreneurial teachers	4.19	0.96	E
	Mean of means	**3.85**		

Table 1 shows that the respondents rated the implementation of training and retraining of entrepreneurship education teachers as a strategy for effective teaching of entrepreneurial skill in secondary schools in the area of study as effective. The mean of 9 out of the 11 items ranged between 3.73 and 4.19 and mean of means of 3.85 confirmed this.

Research Question 2: What is the rating of teachers' motivation as strategy for encouraging entrepreneurial skill training?

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.18 (1), May-August, 2026; https://ajemates.org

Table 2: Mean rating of respondents on teachers' motivation as strategy for encouraging entrepreneurial training. N = 255

S/N	Items on teacher motivation	X	SD	Decision
1	Encouraging business teachers to belong to professional associations	4.02	1.03	E
2	Attaching promotion of business teachers t professional attainment	3.76	1.08	E
3	Assigning varied and challenging tasks and responsibilities to business teachers	3.78	0.99	E
4	Enlightening business teachers on the opportunities/need for professional advancement	4.23	0.96	E
5	Attaching increase in salary of entrepreneurship education teachers to professional growth	3.83	1.03	E
6	Providing orientation for business teachers to understand that effort at professional attainment is attractively rewarded	3.47	1.01	E
7	Equitably rewarding effort at professional attainment	3.55	1.03	E
8	Enabling active participation of business teachers in business education curriculum development and revision encouraging business teachers'	3.94	0.83	E
9	Encouraging business teachers' participation in the publication of articles in professional journals	3.21	1.05	FE
10.	Soliciting involvement of professional bodies and business-oriented organizations in support of business teachers' professional growth	3.83	1.01	E
11.	Instituting advanced academic programmes for entrepreneurship teachers	3.91	1.08	E
12	Giving opportunity to business teachers to participate in setting work objectives and making some operational decisions that may affect them in the discharge of this duties	3.29	1.06	FE
13	Making professional attainment a prerequisite for enjoyment f bonuses and incentives for business teachers	3.85	1.09	E
	Mean of means	**4.06**		

Table 2 shows that the respondents rated the implementation of motivation of entrepreneurship teachers as effective. Out of the 15 items, the mean ratings of 10 were between 3.55 and 4.23 which mean effective while only 3 were rated fairly effective. The mean of means of 4.06 confirmed the respondents' rating as effective.

The mean of means of 4.06 which falls within the real limit of 3.50 and 4.49 indicates that teachers of entrepreneurship subjects in the area of study rated the utilization of motivation of entrepreneurship teachers for professional growth as effective.

Hypothesis One (Ho_1)

The mean response of male and female teachers does not significantly differ on secondary school many management strategies on the entrepreneurial skill training in post-covid-19 Era.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.18 (1), May-August, 2026; https://ajemates.org

Table 3: Z – test analysis on the effect of gender on the respondents' mean on secondary school management strategy on the entrepreneurial skill training-based gender

Variables	No	Df	X	SD	z-cal	z-crit	SL	Decision
Male	113	113	47.67	16.13				
					1.82	1.96	0.05	NS
Female	155	144	45.28	18.36				

Table 3 data analysis indicate that the z-cal of 1.82 is less than the z-critical of 1.96. This implies that gender has no significant effect on the mean ratings of the respondents. Hence, the hypothesis is accepted.

Hypothesis Two (Ho_2)

There is no significant different between in the respondents' mean rating on the motivation of teachers as strategy for encouraging entrepreneurial skills training.

Table 4: z – test analysis on the influence of experience on respondents' mean rating of the motivation strategies for encouraging entrepreneurial skills training.

Variables	No	Df	X	SD	z-cal	z-crit	SL	Decision
0-5yrs	73	74	63.73	19.36	36-0.33	1.96	0.05	NS
5-10 yrs	185	186	64.63	20.11				

Data in table 4 revealed that z-cal 01-0.33 is less that z-critical of 1.96. This indicate that years of experience has no significant effect/influence on the mean ratings of respondents. Therefore, the null hypothesis is accepted/agreed upon.

Discussion

The finding from research question one revealed that there was a positive relationship between the rating of secondary school management strategies on the entrepreneurial skills training post Covid-19. It means that training and retaining of entrepreneurship education teachers as a strategy for effective teaching of entrepreneurial skill in secondary school s in the area of study as effective. The findings also collaborate the finding of Isiozor (2021), Nompafa (2009), Omini (2025), Uchendu and Akuegwu (2016), who found positive school administrators, principals and teachers with high practical vision, strategies, skills and knowledge can manage school effectively. The study revealed that, the implementation of utilization of entrepreneurship teaching for professional growth as effective. This finding collaborates that of Ovoli and Binoumote (2010), Eze (2011) Ardicilili, Richard and Sourau (2011), Daniel, Ejeka and Mgbeonyebi (2016) who concluded that motivation of teachers as strategy for encouraging entrepreneurial skills training.

Conclusion

Based on the findings of the study, the researchers, conclude that teacher factors

may be unconnected with students' poor performance in business subjects in the area of study.

Recommendations

Based on the findings and conclusion of this study, the researchers recommend that school administration in the area of study should maintain the level of implementation of the two strategies.

1. Government should ensure consistent retraining of education managers and to ensure that they are abreast of trends in the changing society.
2. School managers in the area and others should identify other suitable strategies for effective teaching of entrepreneurial subjects and ensure their effective functioning.
3. Government should adequately be funding of suitable strategies for effective teaching of entrepreneurial subjects at all school levels.

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