



## THE B.S. ENTREPRENEURSHIP PROGRAM OF CAGAYAN STATE UNIVERSITY- ANDREWS CAMPUS: AN ASSESSMENT

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**ABSTRACT:** *Periodic assessments and evaluations of programs are vital activities that should be undertaken as these provide sound basis for setting direction. This research was undertaken primarily to assess the Bachelor of Science in Entrepreneurship program, offered under the College of Business, Entrepreneurship and Accountancy in Cagayan State University Andrews Campus. The respondents of the study were the graduating students of the program for academic year 2015-2016. The survey questionnaire looked into the areas of curriculum, faculty, instruction, student services and training facilities. Data gathered were tabulated, analyzed and interpreted using descriptive statistics like frequency counts, ranks, percentages and weighted mean. Results of the study reveal that the graduating students very satisfied with the BS Entrepreneurship program with the faculty category being assessed described as excellent. Areas that need improvement most are focused in training facilities particularly in laboratories and physical plants.*

**KEYWORDS:** *B.S. Entrepreneurship, Education, Assessment, Curriculum, Faculty, Instruction, Students, Physical Plant, Facilities, Economy, Development*

### INTRODUCTION

The development of society requires citizens that are equipped with necessary knowledge, skills and with the right attitude to be able to attain the real development. One of the measures that effectively define a country is the quality of its people. Trends show an increasing demand for manpower who are wise decision makers, creative problem solver and independent citizens with stable attitude. As related by Amjad, R. (1987), the development of human resources has been recognized as one amongst many objectives of long term economic growth by most developing economies. This was however elevated further in the seventies when it was considered to be among the priorities.



The education sector is indispensable in the creation and development of this type of asset of society. As stated by Ozturk, I. (2001) education is one of the fundamental factors of development and that sustainable economic development cannot be achievable without substantial investment in human capital. Education enriches the people's understanding of oneself and creates also makes them understand clearer society. Education makes people more productive and enhances their creativity. Education cultivates entrepreneurship, accelerates technological advances. The role of education can never be discounted in securing economic and social progress and improving income distribution.

Job uncertainty and ambiguity is a reality in not a few countries today. This has made self-employment a more viable option and more people have taken a more active role in pursuing this road. This brings about a multitude of benefits as this spurs innovation and development in societies. This poses a challenge for institutions particularly those that offer entrepreneurial education.

In the Philippines, entrepreneurship education is now considered as a potent stimulator of economic development as it facilitates growth and development of two important indicators of the nation's wealth that are the citizens access to quality and relevant education and the thriving entrepreneurial environment within its boundaries.

The type of faculty members an institution has significantly impacts the quality of education it offers. Entrepreneurship education requires a non-traditional approach that is the chalk-board method as it involves a lot of collaborative learning techniques.

Scheider, M (2002) concluded in his research that school facilities affect learning. He stated that spatial configurations, noise, heat, cold, light and air quality obviously bear on students' and teachers' ability to perform. Essential according to the research for effective learning are clean air, good light, and a quiet, comfortable and good learning environment.



According to M.M. Duruji, D. Azuh, F. Oviasogie (July, 2014), the quality of the infrastructure and learning environment conditions has a direct impact on the academic performance of the students. Learning infrastructure physical plants would typically refer to buildings, classrooms, furniture, equipment, library or laboratory that has a significant contributory impact to a positive learning environment.

In the study that was conducted by Alos, S. Et Al (2015) entitled Factors Affecting Academic Performance of Student Nurses in BSU, it was assessed that teacher-related factors had a very high impact to the performance of the student nurses. Students according to the study are particularly affected by the teachers' level of mastery of the subject matter.

These multitude factors encouraged the researcher to carry out this research. Assessment and evaluation results to improved program design. It is essential to allow the program to be able to adjust or adapt to changes happening and ensure that the program remains to be effective and relevant. Evaluation allows one to pinpoint areas for improvement and eventually enable one to reach the realization of set goals more effectively.

## **STATEMENT OF THE PROBLEM**

This study aims to make an assessment of the BS Entrepreneurship program offered by Cagayan State University in Andrews Campus, Tuguegarao City covering academic year 2015-2016. Specifically, it aims provide answers to the following questions:

1. What is the profile of the respondents according to;
  - 1.1 Age
  - 1.2 Gender
  - 1.3 Average Family Income
2. How do the respondents assess the following school related factors in terms of:
  - 2.1 Curriculum
  - 2.2 Faculty
  - 2.3 Instruction
  - 2.4 Student Services



## 2.5 Training Facilities

- 2.5.1 Library
- 2.5.2 Laboratories
- 2.5.3 Seminars Attended
- 2.5.4 Physical Plant

## METHODOLOGY

### Research Design

The researcher made use of descriptive method in the conduct of the research in order to focus on the situation and present the actual assessment of the respondents' of the BS Entrepreneurship program.

### Respondents of the Study

The respondents of the research were the graduating students of BS Entrepreneurship for the academic year 2015-2016.

### Data Gathering Procedure

Permission was sought from the College Dean to float the survey questionnaires to the respondents. As soon as approval as given the researcher floated the questionnaire to the graduates in order to obtain the information needed in the conduct of the study. Immediate retrieval of questionnaires were conducted to ensure high rate of returns.

### Statistical Treatment

The questionnaires were tabulated, analyzed and interpreted using descriptive statistics like frequency and percentage. The 5-point Likert Scale was used to treat and categorize the data to come up with the result of the study. The following scale was utilized:

<u>POINTS</u>	<u>DESCRIPTIVE VALUE</u>
4.20-5.00	E – Excellent
3.40-4.19	VS - Very Satisfactory
1.60-3.39	S - Satisfactory
1.80-2.59	U– Unsatisfactory
1.00-1.79	VU-Very Unsatisfactory



## RESULTS AND DISCUSSION

**Table 1: Frequency and Percentage Distribution of Respondents Relative to Demographic Profile**

		Frequency	Percentage
Gender	Male	30	37.04%
	Female	51	62.96%
Age	15-20	60	74.07%
	21-25	19	23.46%
	26-30	2	2.47%
Average Monthly Income of the Family (Php)	5,000.00 and Below	28	34.57%
	5,001.00-10,000.00	38	46.91%
	10,000.00-15,000.00	8	9.88%
	15,001.00-20,000.00	4	4.94%
	20,001.00-25,000.00	0	0.00%
	25,001.00-30,000.00	1	1.23%
	Above 30,000.00	2	2.47%
	<b>TOTAL</b>	<b>81</b>	<b>100.00%</b>

The table shows the demographic profile of respondents according to sex, age and average monthly income of the family. From the data collected it shows that majority of the respondents are female having a frequency count of 51 or 62.96% of the total number of respondents while the remaining 37.04% or 30 correspond to the male respondents. Majority of the respondents are within the age range of 15-20 years as there are 60 respondents whose ages fall within the said range. They comprise 74.07% of the total number of respondents. 28 or 34.57% of the respondents belong to families having an average monthly family income below 5,000.00 while 38 or 46.91% have average monthly family income ranging from 5,001.00-10,000.00. There are 2 respondents whose belong to a family that receives an average monthly income that exceeds 30,000.00. They comprise 2.47% of the total number of respondents.



Basing from the data gathered, it can be inferred that there are the BS Entrepreneurship program appeals more to the female members of the society. Profile according to age shows that most of the respondents are graduating on time considering that the program takes 4 years to finish. The table also shows that most of the respondents belong to families that are living below the average family income in 2015 that is 22,000.00 (PSA).

**Table 2: Item Mean, Descriptive Value and Rank Distribution of the Respondents' Assessment on the Different School Related Factors Relative to Curriculum**

CURRICULUM		Item Mean	Descriptive Value	Rank
1	The objectives of the program are consistent with and relative to the goals of the university	4.27	Excellent	1 <sup>st</sup>
2	The nature of the University is appropriately reflected throughout the curriculum.	4.19	Very Satisfactory	3 <sup>rd</sup>
3	The curriculum provides the appropriate platform and transition for BS Entrepreneurship Education.	4.16	Very Satisfactory	4 <sup>th</sup>
4	The faculty participates in the formulation and re-assessment of the curricula.	4.15	Very Satisfactory	5 <sup>th</sup>
5	Advisory bodies are consulted in the planning, implementation and assessment of the curriculum.	4.20	Excellent	2 <sup>nd</sup>
<b>CATEGORY MEAN</b>		<b>4.19</b>	<b>Very Satisfactory</b>	

Table 2 shows the respondents' assessment of school related factors relative to curriculum. Among the given factors, the "objectives of the program being consistent with and relative to the goals of the university" ranked first with an item mean of 4.27 followed by "advisory bodies are consulted in the planning, implementation and assessment of the curriculum" which garnered an item mean of 4.20. Both factors were given a descriptive value of excellent. The results show that the respondents assess the BS Entrepreneurship program to be aligned with the goals of the university. "The nature of the University is appropriately reflected throughout the curriculum" comes in at a close 3<sup>rd</sup> having garnered an item mean of 4.19 and a descriptive value of very satisfactory. The respondents also assessed that the "The curriculum provides the appropriate platform and transition for BS Entrepreneurship



Education” and “The faculty participates in the formulation and re-assessment of the curricula” at 4.16 and 4.15 respectively. Both factors were given a descriptive value of Very Satisfactory.

The curriculum is assessed by the respondents as very satisfactory having a category mean of 4.19. This implies that the respondents are very satisfied with the curriculum that they have taken especially the objectives of the program relative to those of the Cagayan State University. This is especially materials since being aligned with the University VMGO would ensure that the program would be in consonance with the strategic, tactical and action plans. Being aligned with the University VGMO is also of key significance during program accreditation visitations this would be a huge advantage for the BS Entrepreneurship program.

**Table 3: Item Mean, Descriptive Value and Rank Distribution of the Respondents’ Assessment on the Different School Related Factors Relative to Faculty**

FACULTY		Item Mean	Descriptive Value	Rank
1	Applies contemporary principles of learning theory and teaching methodology.	4.44	Excellent	2 <sup>nd</sup>
2	Draws from a range of instructional materials available in the University.	3.94	Very Satisfactory	5 <sup>th</sup>
3	Exhibits willingness to participate in the development and implementation of new ideas and teaching techniques.	4.39	Excellent	3 <sup>rd</sup>
4	Exhibits and applies knowledge of the curriculum content and subject area and instructional level.	4.35	Excellent	4 <sup>th</sup>
5	Show evidence of student performance and progress.	4.46	Excellent	1 <sup>st</sup>
<b>CATEGORY MEAN</b>		<b>4.32</b>	<b>Excellent</b>	

Table 3 shows the item mean, descriptive value and rank distribution of the respondents’ assessment on the different school related factors relative to faculty. The factor “Show evidence of student performance and progress” was ranked by the respondents to be the 1<sup>st</sup> having item mean of 4.46 and a descriptive value of Excellent. This is closely followed by the factor “Applies contemporary principles of learning theory and teaching methodology” which was assessed by the respondents as excellent having a weighted mean of 4.44. These



results show that there is active interaction and learning that has taken place and that results of performances are evident and immediately shared to the respondents for their improvement should the situation merit. The factor “Exhibits willingness to participate in the development of ideas and teaching techniques” came in 3<sup>rd</sup> with an item mean of 4.39. This was also given a descriptive value of excellent. This could be attributed to the hand-on approach that is carried out by the faculty members especially during the business planning and implementation courses when mentoring the students become more vital. This was closely followed by the factor “Exhibits and applies knowledge of the curriculum content and subject area and instructional level” which ranked 4<sup>th</sup> with an item mean of 4.35 which translates to a descriptive value of excellent. This result is an indication of the level of competence that the faculty has illustrated to the respondents. Finally, “Draws from a range of instructional materials available in the University.” Which garnered an item mean of 3.94 was ranked as 5<sup>th</sup> in terms of faculty and is given a descriptive value of very satisfactory. This could be attributed to the limited facilities available to be used by the faculty members in the delivery of the subject matter.

Faculty is assessed by the respondents as excellent having a category mean of 4.32. Such result implies of the capacity, capability and immense potential of the faculty members of the program and that the respondents are thoroughly satisfied with their mentors whom they were under while undertaking the program.

**Table 4: Item Mean, Descriptive Value and Rank Distribution of the Respondents’ Assessment on the Different School Related Factors Relative to Instruction**

INSTRUCTION	Item Mean	Descriptive Value	Rank
1 Instructions are handled by qualified and knowledgeable faculty members.	4.35	Excellent	1 <sup>st</sup>
2 A detailed course of the study/syllabus showing the scope and reference of the subject matter is available for every subject area.	4.01	Very Satisfactory	2 <sup>nd</sup>
3 An approved and updated syllabus is used.	3.91	Very Satisfactory	4 <sup>th</sup>
4 Instructional materials include suitable devices and supplemental instructional aids appropriate to one subject.	3.88	Very Satisfactory	5 <sup>th</sup>
5 Instructional materials reflect current occupational knowledge and principles.	3.95	Very Satisfactory	3 <sup>rd</sup>
<b>CATEGORY MEAN</b>	<b>4.02</b>	<b>Very Satisfactory</b>	



Table 4 shows the item mean, descriptive value and rank distribution of the respondents' assessment on the different school related factors relative to instruction. The factor "Instructions are handled by qualified and knowledgeable faculty members" was ranked by the respondents to be the 1<sup>st</sup> having item mean of 4.35 and a descriptive value of Excellent. This is followed by the factor "A detailed course of the study/syllabus showing the scope and reference of the subject matter is available for every subject area." which was assessed by the respondents as very satisfactory having a weighted mean of 4.01. "Instructional materials reflect current occupational knowledge and principles." was ranked as third having an item mean of 3.95 thus given a descriptive value of very satisfactory. This is closely followed on 4<sup>th</sup> and 5<sup>th</sup> ranks by "An approved and updated syllabus is used." and "Instructional materials include suitable devices and supplemental instructional aids appropriate to one subject." with item means of 3.91 and 3.88 respectively. Both factors are given a descriptive value of very satisfactory.

Instruction is assessed by the respondents as very satisfactory having a category mean of 4.02. It is noted that the highest ranked factor coincides with the results on Table 3 pertaining to the faculty being qualified and knowledgeable in their field of specialization. And the lowest ranked factor related to instruction also coincide the lowest ranked item related to faculty that is pertaining to suitable devices and supplemental instructional aids appropriate to one subject.

**Table 5: Item Mean, Descriptive Value and Rank Distribution of the Respondents' Assessment on the Different School Related Factors Relative to Student Services**

STUDENT SERVICES	Item Mean	Descriptive Value	Rank
1 Current school services address the needs of the students.	3.91	Very Satisfactory	1st
2 Facilities are being maximized as to their potentials.	3.76	Very Satisfactory	2nd
3 There is a system developed to monitor the maintenance of each facility.	3.74	Very Satisfactory	3rd
<b>CATEGORY MEAN</b>	<b>3.80</b>	<b>Very Satisfactory</b>	

Table 5 shows the item mean, descriptive value and rank distribution of the respondents' assessment on the different school related factors relative to student services. The factor "Current school services address the needs of the students" was ranked by the respondents to be the 1<sup>st</sup> having item mean of 3.91 and a descriptive value of Very Satisfactory. This is followed by the factor "Facilities are being maximized as to their potentials." which was assessed by the respondents as very satisfactory having a weighted mean of 3.76. "There is



a system developed to monitor the maintenance of each facility.” was ranked as third having a item mean of 3.74 thus given a descriptive value of very satisfactory.

Instruction is assessed by the respondents as very satisfactory having a category mean of 3.80. Results from of the study show that the respondents do not feel lacking as regard to services for students made available for them in the university. This includes its auxiliary services, guidance services and others services that would enable them to develop holistically. Results also reveal that there are sufficient facilities and that there facilities are properly maintained so that the students, which are its primary customers are able to utilize them.

**Table 6: Item Mean, Descriptive Value and Rank Distribution of the Respondents’ Assessment on the Different School Related Factors Relative to Training Facilities**

**TRAINING FACILITIES**

	Item	Descriptive Value	Rank
LIBRARY	Mean		
1	There is adequate space in the library to meet current and projected needs.	3.54	Very Satisfactory 5 <sup>th</sup>
2	The variety of information is sufficient to support comprehensive learning.	3.75	Very Satisfactory 4 <sup>th</sup>
3	The library is adequately provided with shelves, cabinets, tables and other facilities/equipment.	4.06	Very Satisfactory 1 <sup>st</sup>
4	Library hours are convenient.	4.01	Very Satisfactory 2 <sup>nd</sup>
5	The library's electronic resources are beneficial tools.	3.89	Very Satisfactory 3 <sup>rd</sup>
<b>SUB - CATEGORY MEAN</b>		<b>3.85</b>	<b>Very Satisfactory</b>

	Item	Descriptive Value	Rank
LABORATORIES	Mean		
1	The computer laboratory is properly utilized.	3.35	Satisfactory 3 <sup>rd</sup>
2	The computer laboratories are provided with appropriate equipment, instruments, facilities, and supplies.	3.19	Satisfactory 5 <sup>th</sup>
3	The laboratory is well ventilated and lighted.	3.39	Satisfactory 2 <sup>nd</sup>
4	A program is set in place for equipment	3.58	Very Satisfactory 1 <sup>st</sup>



replacement/procurement.

5	Laboratory space is adequate.	3.22	Satisfactory	4 <sup>th</sup>
<b>SUB - CATEGORY MEAN</b>		<b>3.35</b>	<b>Satisfactory</b>	

<b>SEMINARS ATTENDED</b>		<b>Item Mean</b>	<b>Descriptive Value</b>	<b>Rank</b>
1	Competent resource speakers.	4.26	Excellent	1 <sup>st</sup>
2	The topics, subject matter discussed in the seminars are relevant to the program.	4.19	Very Satisfactory	2 <sup>nd</sup>
3	The duration of the seminar is enough to cover the entire subject matter as scheduled.	3.85	Very Satisfactory	4 <sup>th</sup>
4	There is sufficient training materials provided during the seminars.	3.80	Very Satisfactory	5 <sup>th</sup>
5	The seminar/s provided by the University is very helpful in my development as an entrepreneur/professional.	4.11	Very Satisfactory	3 <sup>rd</sup>
<b>SUB - CATEGORY MEAN</b>		<b>4.04</b>	<b>Very Satisfactory</b>	

<b>PHYSICAL PLANT</b>		<b>Item Mean</b>	<b>Descriptive Value</b>	<b>Rank</b>
1	The institution is situated in an environment that is conducive to the attainment of its educational objective.	3.95	Very Satisfactory	1 <sup>st</sup>
2	The building promotes efficiency and is comfortable for the occupants.	3.73	Very Satisfactory	2 <sup>nd</sup>
3	The buildings are located in accordance to specific instructions.	3.72	Very Satisfactory	3 <sup>rd</sup>
4	Adequate facilities are provided for classrooms to be able to meet present population.	3.56	Very Satisfactory	4 <sup>th</sup>
5	The classrooms are well lighted and ventilated.	3.40	Very Satisfactory	5 <sup>th</sup>
<b>SUB - CATEGORY MEAN</b>		<b>3.67</b>	<b>Very Satisfactory</b>	
<b>CATEGORY MEAN FOR TRAINING FACILITIES</b>		<b>3.73</b>	<b>Very Satisfactory</b>	

Table 5 shows the item mean, descriptive value and rank distribution of the respondents' assessment on the different school related factors relative to training facilities. Four training facilities were rated by the respondents thus the sub-categorization.



The Library as a sub-category was rated by the respondents to as very satisfactory having a sub-category mean of 3.85. Under this sub-category, the respondents were able to appreciate most the provision of adequate shelves, cabinets, tables and other facilities/equipment as this ranked 1<sup>st</sup> with an item mean of 4.06 thus was given a descriptive value of very satisfactory. This was followed by the convenient library hours which was assessed to have an item mean of 4.01, thus also very satisfactory.

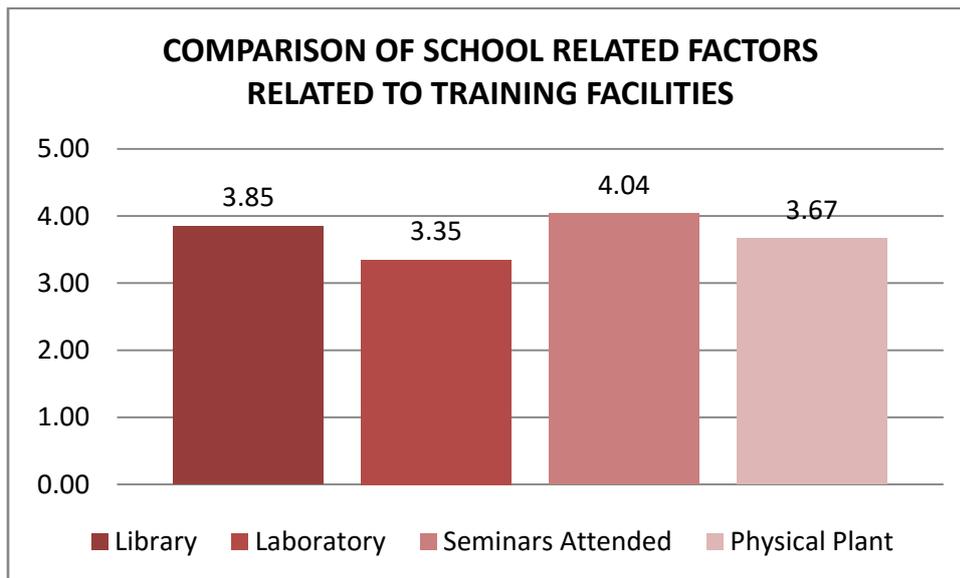
Under laboratories which cover the computer laboratories and other laboratories that support the delivery of instruction utilized by the respondents, the existence of a program for equipment replacement/procurement ranked first with a weighted mean of 3.58 and is given a descriptive value of very satisfactory. This was followed into second rank by “The laboratory is well ventilated and lighted.” with a weighted mean of 3.39. This was given a descriptive value of satisfactory. The assessed sub-category mean for laboratories was 3.35 which is sufficient for it to get a descriptive value of satisfactory.

Seminars attended as a sub-category was assessed as very satisfactory with a sub-category mean of 4.04. Under this sub-category, the factor “Competent resource speakers” ranked first having an item mean of 4.26 and a descriptive value of excellent. This is followed into second place by the factor “The topics, subject matter discussed in the seminars are relevant to the program” which got an item mean of 4.19 thus was given a descriptive value of very satisfactory.

The sub-category physical plant which considers the physical structures like classrooms, buildings and general school facilities was assessed by the respondents as very satisfactory. The computed sub-category mean was 3.73. “The institution is situated in an environment that is conducive to the attainment of its educational objective” ranked 1<sup>st</sup> with an item mean of 3.95 thus is given a descriptive value of very satisfactory. This can be attributed to the location of the campus which is strategically located in the middle of the City making it very accessible to the respondents and at the center of everything.



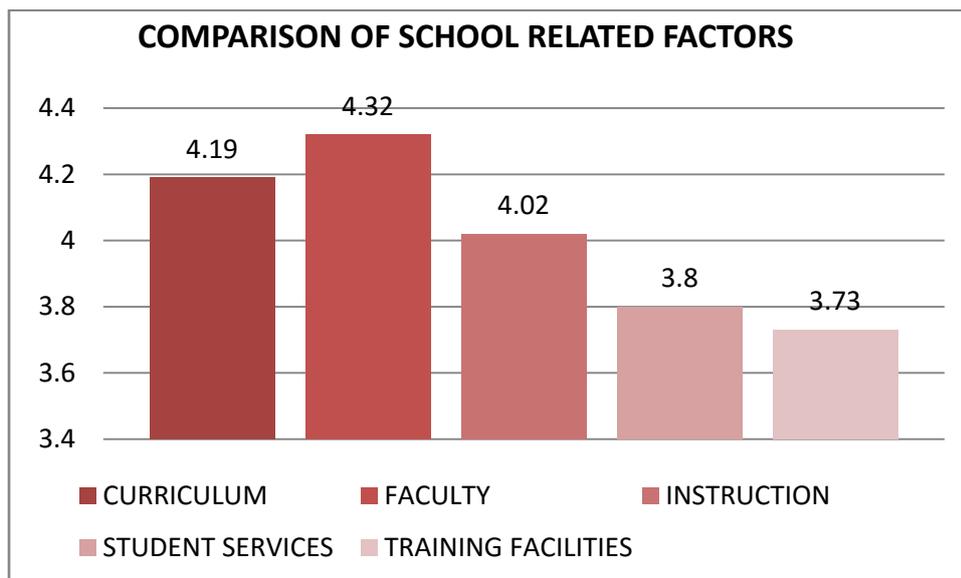
**Graph 1: Comparison of School Related Factors Related to Training Facilities**



Graph 1 summarizes the school related factors related to training facilities as assessed by the graduating B.S. Entrepreneurship students of Cagayan State University in Andrews Campus, Tuguegarao City, Cagayan for March, 2016. As seen from the table the highest sub-category mean of 4.04 was given to seminars attended and this implies that the students learned and appreciated much the seminars that they attended or were sent to. Library ranked second with a mean of 3.85. Physical plant ranked third with a subcategory mean of 3.67 while laboratory was ranked fourth with a sub category mean of 3.35. All sub-categories related to training were given a descriptive value of very satisfactory except for laboratory which was given a descriptive rating of satisfactory.



**Graph 2: ci**



Graph 1 summarizes the school related factors as assessed by the graduating B.S. Entrepreneurship students of Cagayan State University in Andrews Campus, Tuguegarao City, Cagayan for March, 2016. As seen from the table the highest category mean of 4.32 was given to faculty which implies that the respondents assessed the faculty members handling the program are very credible and competitive and are able to mentor them to becoming successful entrepreneurs. Curriculum is second with a category mean of 4.19 followed by instruction with a category mean of 4.02. Student services got a category mean of 3.8 and is ranked fourth and is closely followed by training facilities, ranked fifth, with an category mean of 3.73.

Results show that among the five categories assessed, faculty, curriculum and instruction were assessed above the general weighted mean for the BS Entrepreneurship program that 4.01. This is given a descriptive value of very satisfactory. The category means for student services and training facilities on the other hand are below the benchmark figure stated.

## CONCLUSION

Entrepreneurship education has permeated Philippine higher learning institutions to include Cagayan State University. Now being offered as a full-degree course in the tertiary level, it is imperative that continuous improvements and development be implemented. Periodic



assessments therefore become indispensable to identify best practices that can be sustained and improved further or determine program flaws that need to be addressed.

The researcher gives the following conclusions based on the findings of the study:

1. The BS Entrepreneurship program of Cagayan State University is equipped with excellent faculty members who are capable of mentoring the students to become successful.
2. The faculty members are capable of delivering the instruction in a manner that is much appreciated by the students.
3. There is a need for improvements to be implemented in the areas in physical plant particularly in laboratories to make it more relevant.

## **RECOMMENDATIONS**

In the light of the foregoing findings, the researcher offers the following recommendations:

1. Send faculty members to trainings on capability building to enable them to craft more innovative instructional materials to be used in the delivery of subject matter;
2. Acquire additional laboratory equipment and facilities to be utilized by the faculty and students and boost the teaching-learning experience considering that entrepreneurship is heavy is also heavily nurture by nature;
3. Expand the present library to accommodate more users at any given time;
4. Continue to send students to seminars and trainings that would enhance their entrepreneurial capabilities and learning;
5. Acquire additional facilities for classrooms to include audio-visual equipment that can be utilized for more varied methodologies of delivering instruction;
6. For future researchers, further assessments made be made to improve and enhance the B.S. Entrepreneurship program of the College of Business, Entrepreneurship and Accountancy.

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