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FOREWORD

This special edition of the Journal of Curriculum and Instruction (JCI) is a profound initiative of the Department of Science Education, University of Ilorin to honour me in recognition of my outstanding contributions to teaching, research and community development over the last four decades of service to the University. As I write this foreword, it again gives me great delight and pleasure to realize that my journey as an academic is winding up to a desired and fulfilled end, and this is by reason of mandatory retirement age of 70 years. I am particularly grateful to God, whose support, sustenance, unquantifiable help and mercies has brought me this far in all my academic journeys from the position of a graduate assistant to a full-fledged professor of science education.

This edition of JCI draw articles from several topical issues in science education, some of which align with my research interest. Other article(s) on entrepreneurship education, teachers' assessment preference in the wake of geometrical increase of students at school and sustainable development goals are quite relevant to science education, and broadly to teacher education. While the results of these studies are largely quantitative, further research that uses qualitative methods (e.g., case study, ethnography, grounded theory) to collect other sources of data will support robust data interpretation that can be translated into meaningful educational policy decisions and curriculum innovations for classroom practice.

As I read through the articles and reflected on the experiences I have garnered in writings and getting published, I fondly realize that academic writing is a craft, and like any other craft, it must be learned. It is on this note that I would like to commend and encourage contributors to this edition of JCI and other academics to keep making writing a top priority in their daily routine. By this means, writing skills are honed towards an academic writing that is clear, concise and pleasing to your readers.

Again, let me appreciate all the authors who have contributed to this special edition of Journal of Curriculum and Instruction. Their willingness and commitment to academic writings made it possible to achieve this selection of pieces of research for this special issue. Warm thanks to the reviewers of the articles who provided valuable comments and suggestions. Special thanks also go to the Head of Department and Editor-in-Chief, Dr. Ganiyu Bello, the Managing Editor, Prof. Esther Ore Omosowo who coordinated and ensured this special issue becomes a reality. Finally, I thank the entire Editorial Board for putting all the articles together as a special issue in my honour.

I recommend this journal to all teaching practitioners, science and teacher educators for teaching, learning and research purposes as the results of research presented herein can inform classroom practice and future research.

Professor Adekunle Solomon Olorundare
Professor of Science Education
Department of Science Education
University of Ilorin, Ilorin, Nigeria

Note for Contributors

The Department of Science Education, University of Ilorin, Nigeria, journal titled Journal of Curriculum and Instruction publish papers that report results of research, as well as descriptive, interpretative and persuasive articles related to curriculum and instruction which includes:

- a) Curriculum theory and practice;
- b) Instructional theory and practice;
- c) Educational technology and
- d) Subject methodology.

The journal is published biannually, which constitute two annual issue in one volume.

Guidelines for Authors

1. Articles should not exceed 15 pages (including references and appendices) in length. They must be typewritten, double-spaced on A4 size sheets. Ample margin should be provided.
2. Each article should be prepared by an abstract of not more than 200 words.
3. The title of the paper, the author's name and address, should accompany each article on a separate page for proper identification and recognition.
4. Footnotes are not acceptable except on the front page where they may be used to identify the author(s) or the article.
5. The editorial board of the Journal of Curriculum and Instruction adopts the APA format 6th edition, as a guide for preparing a journal article.
 - a. Table and figures should be as few as possible. All figures should be camera ready.
 - b. All references in the text must be accounted for at the end of each article. The list of references must be in alphabetical order.

Books

- Abdullahi, A. (1982). Science teaching in Nigeria. Ilorin: Publisher.
- Fafunwa, B. A (1972). The purpose of teacher education. In A. Aderalegbe (Ed). A Philosophy for Nigerian education (pp. 22-33). Lagos: Heinemann Education Books.

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- Ajayi-Dopemu, Y. (1985). Effect of visual illustration on students learning. Africa Journal Research in Education, 1(1). 126-130.

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- Campbell, R. L (1974). The effect of instruction in the basic science process skills on attitudes, knowledge and lesson planning practices of prospective elementary school teachers. Dissertation Abstract International, (University Microfilms No. 74-2628).

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6. All submitted manuscripts are reviewed by the journal's assessors who make recommendations about the paper's suitability for publication. However, manuscripts that do not conform to the journal guidelines will be returned to the author without review.
7. Three copies of manuscript for publication plus processing fee and correspondence on editorial matters should be sent to:

Dr. G. Bello
Editor-in-Chief
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Department of Science Education,
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Ilorin, Nigeria

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International Consulting Editors

Prof. Joseph Gharley AMPIAH
Department of Science and Mathematics
Education
University of Cape-Coast,
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E-mail: jgampiah@ucc.edu.gh

Prof. Peter A. Okebukola
Dept. of Science and Technology
Education
Lagos State University,
Lagos, Nigeria
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East London, South Africa

Prof. Ratnawati Moh'd Ashrat
Institute of Education,
International Islamic University,
Malasia
Email: ratnawati@iiu.edu.my

Prof. Karin Brodie
School of Education,
University of Witwatersrand
Johannesburg, South Africa
Email: karinbrodie@wits.ac.za

Prof. Uchenna, M. Nzewi
Dept. of Science Education,
University of Nigeria,
Nsukka
Email: uchenna.nzewi@unn.edu.ng

Editorial

The idea of having a special edition of the Journal of Curriculum and Instruction, JCI in honour of Professor Adekunle Solomon OLORUNDARE is again a great pleasure for the entire members of the Editorial Board and by extension, Department of Science Education. The last two editions were equally dedicated to the duo of Professors Michael Olubusuyi FAJEMIDAGBA and Isaac Olakanmi ABIMBOLA. The trio together can be regarded as founding fathers of then Department of Curriculum Studies and Educational Technology (CSET). They have in their own ways provided enabling environment to make learning, mentoring and grooming of young scholars in the Department today an easy task. The last 40 years of their services to the University will remain ever green with memories difficult to ignore.

Prof. Olorundare, besides being a successful Chemistry Educator, led a unique area in the field of education: Curriculum Development. His contributions and achievement in training curriculum experts/developers across the length and breadth of this nation cannot be underestimated. His picture in the heart of many is that of a father who had mentored and ever willing to assist as many as he could. His simplicity, sense of purpose, integrity and large disposition to accommodate all shades of opinions are few of what we will all missed about this humility personified scholar. The enigma called Olorundare can be very unassuming in relationship with peers and younger ones.

This edition, volume 12 number 1 (2019) is therefore dedicated to Prof. Olorundare in recognition of his worthy contributions to the fields of Education and Chemistry. Articles published in this edition specifically elucidates on teachers' awareness of sustainable development goals, effective management and delivery of entrepreneurship curriculum in Nigeria. An attempt was also made to expand justifications for understanding the relationship between learners' cognitive styles and performance in Chemistry while the study on mathematics revealed the efficacy of laboratory instructional strategy on enhancing pupils' attitude and retention ability in the classroom. Submissions on institutional policy implementation and adoption of Learning Management System (LMS) in Nigerian universities as well as Preferences for Test Type by Teachers of Chemistry in Ilorin, Nigeria were advanced. This edition is therefore a must read for stakeholders in various domains of education. The excellent job done by editorial board in making the articles readable for the knowledge and pleasure of readers is equally commendable. I urge you all to enjoy your reading.

Esther O. Omosewo, PhD
Professor of Physics Education
Managing Editor
Journal of Curriculum and Instruction

List of Contributors

1. **Khadijat, Saka AMEEN (Ph.D.), Abdulhafeez, ABUBAKAR & Kehinde, ABDULLAHI** Department of Science Education, University of Ilorin, Ilorin, Nigeria
Abdulhafeez201483@gmail.com
2. **JIMOH, T. B. & FASASI, Y. A.** Department of Educational Management University of Ilorin, Ilorin, Nigeria. bolanlejimoh80@gmail.com
3. **OGBUDINKPA, Ijeoma Charity (Ph.D.); SOFOLUWE, Abayomi Olumade (Ph.D.)** Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, Nigeria
4. **Salami O. O., Adeniji S. M. & Salman, M. F.** Department of Science Education, Faculty of Education, Ekiti State University, Ado-Ekiti, **Email:** olajumokesalami1@gmail.com, **Phone:** 08033966792. Department of Science Education, Faculty of Education, University of Ilorin.
5. **IMAM, Bashirat Titilope, YUSUF, Nusirat Bolanle (Ph. D.) & AHMED, Abiola Tawa** Department of Science Education, University of Ilorin, Kwara State College of Education, Technical, Lafaji, Kwara State Polytechnic Secondary School, Ilorin.
6. **OGUNJIMI, Mayowa Olurotimi, & LAWAL, Banjo Moshood** Department of Adult and Primary Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria. **Email:** ogunjimimayowa@gmail.com, **Phone:** +2348033912362. Department of Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria. **Email:** lawal_banjo@yahoo.com, **Phone:** +2348020567445.
7. **M. A. AHMED, A. R. AHMED, L. YAHAYA & F. O. Abidoye** Department of Science Education, Faculty of Education, University of Ilorin, **Email:** ahmed.ma@unilorin.edu.ng, **Phone:** 08034314083
8. **ABUSOMWAN, Vero Iyalekhue** Department of Science & Technology Education (Home Economics Unit), Faculty of Education, University of Lagos, Lagos, Nigeria. **Email:** drrmsabus@gmail.com. **Phone Number:** 08033041396.
9. **Hafsat Imam ALABI & Musa Mohammed SULAIMAN** Department of Science Education, Faculty of Education, University of Ilorin
Email: alabi.hi@unilorin.edu.ng sulaiman.mm@unilorin.edu.ng
10. **A. M. Asebiomo (Ph.D.); Adebayo L. Ojo & Omosewo, E. O.** CDC, NERDC, Sheda - Abuja. **Phone:** 08036815720; 08068957801, **Email:** ayodele.asebiomo@yahoo.co.uk; Department of Science Education, Faculty of Education, University of Ilorin, Ilorin.
11. **EHINDERO Serifat Adefunke & ONURI Elizabeth** Department of Educational Foundations and Counselling, Faculty of Education, Obafemi Awolowo University, Ile-Ife. **Email:** ehinderoga@gmail.com. **Phone:** +2348037265869

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MANAGING NATURAL RESOURCES FOR EMPOWERMENT AS A MEANS OF SUSTAINABLE DEVELOPMENT IN NIGERIA

M. A. AHMED, A. R. AHMED, L. YAHAYA & F. O. Abidoye

Department of Science Education,
Faculty of Education,
University of Ilorin,

E-mail: ahmed.ma@unilorin.edu.ng; ahmed.ar@unilorin.edu.ng;
yahayalukman55@gmail.com

Phone: 08034314083, 08076681167, 07030113963

Abstract

The paper focuses on the involvement of natural resources as an ecosystem that can sustain man as a means of empowerment for human livelihood and national development. Different examples of natural resources and how Nigeria citizens could be empowered with the management of the natural resources was discussed. It was recommended that every Nigeria citizen should be educated on how to manage the national resources in their environment. They should equally be trained on how to create and apply knowledge gained to address specific needs of a particular community within Nigeria. Also, government, scientists and science educators should organize capacity building programmes that would introduce scientific reflective thinking and materials on natural resources management at all levels of education in the country.

Keywords: Natural Resources, Ecological Systems, Management and Sustainability

INTRODUCTION

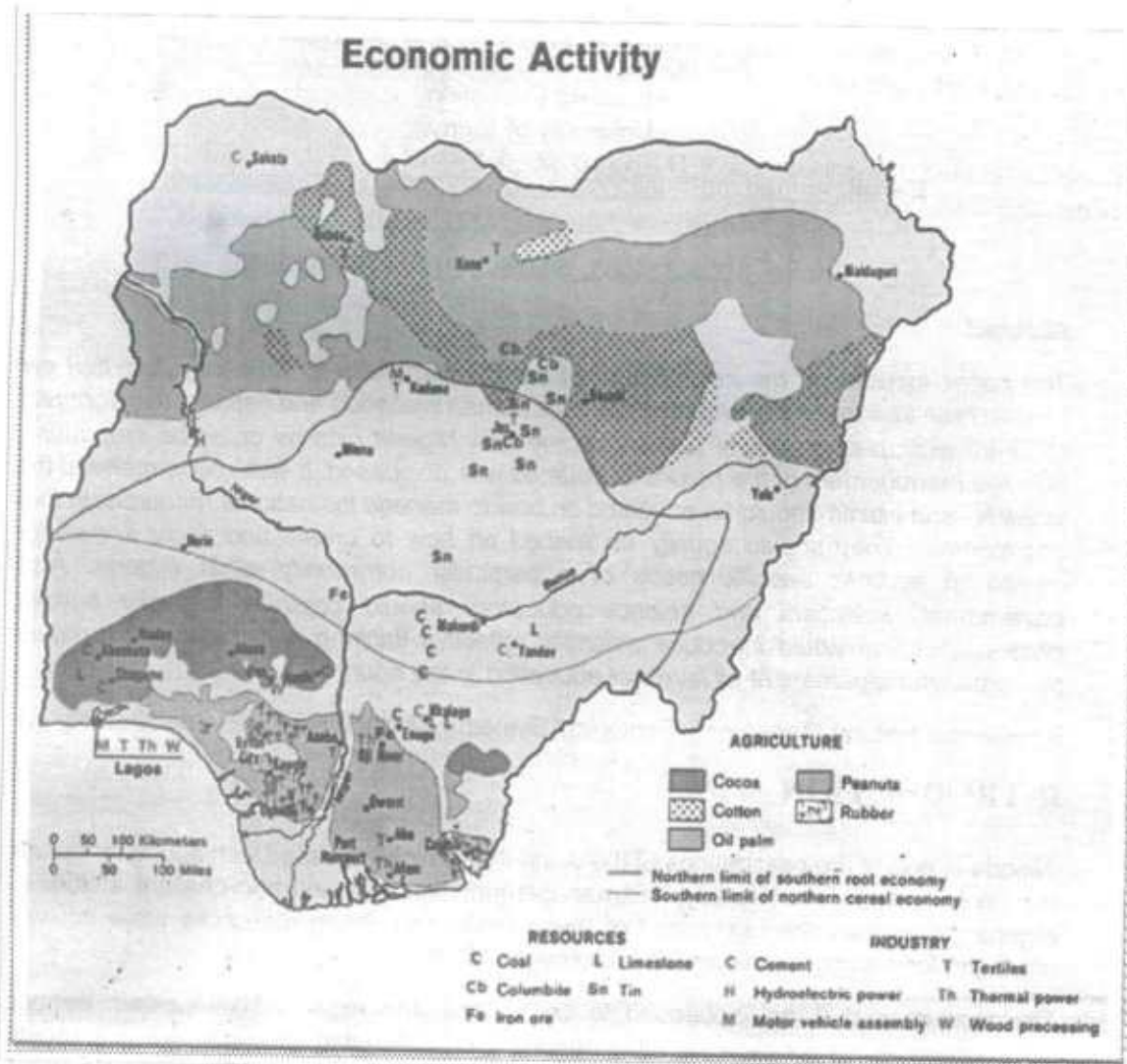
Nigeria is one of the best nations of the world that is highly blessed with abundant natural resources, yet, due to illiteracy, mismanagement, wastage and non-challant attitude of Nigeria citizens on the usefulness of these resources, these resources were not well managed for country development (Fatinbarin, 2006).

The resources that are supposed to be utilized and managed well either through entrepreneurship education or other means for sustainable development are mostly wasted. Hence, this is the reason why the problems of poverty, unemployment, overdependence on foreign goods and technology are pre-dominant in the country and this is highly contributing to low economic growth rate and under development of this nation. Hence in this study, attempts are made to describe different types of natural resources that are found in this country, their benefits as well as how they could be managed through entrepreneurship for human live hood as well as for national development.

According to Omono (2015), the venturesafrica.com reported that in the 2015 report, Nigeria lost about N50 trillion from untapped resources. There are natural resources like coal, columbite, limestone and tin that are capable of making the federal government's

plan into reality. In that report, Nigeria's president, Muhammad Buhari recently shared his administrative plans to implement economy diversification policies to decrease dependence on the oil and gas section in 2016.

The map below show the economic activities in different mineral, agricultural and industrial resources in Nigeria.



SOURCE; adapted from venturesafrica.com(2015)

Table 1: Types of Natural Resources in each State in Nigeria

S/N	STATES	NATURAL RESOURCES
1	Abia	Gold, Lead/Zinc, Limestone, Oil/Gas & Salt
2	Abuja	Cassiterite, Clay, Dolomite, Gold, Lead/Zinc, Marble & Tantalite
3	Adamawa	Bentonite, Gypsum, Kaolin & Magnesite
4	Akwabom	Clay, Lead/Zinc, Lignite, Limestone, Oil/Gas, Salt & Uranium
5	Anambra	Clay, Glass-Sand, Gypsum, Iron-ore, Lead/Zinc, Lignite, Limestone, Phosphate & Salt, Oil/Gas
6	Bauchi	Gold, Cassiterite (tine ore), Columbite, Gypsum, Wolfram, Coal, Limestone, Lignite, Iron-ore & Clay
7	Bayelsa	Clay, Gypsum, Lead/Zinc, Lignite, Limestone, Maganese, Oil/Gas & Uranium
8	Benue	Barite, Clay, Coal, Gemstone, Gypsum, Iron-Ore, Lead/Zinc, Limestone, Marble & Salt
9	Borno	Bentonite, Clay, Diatomite, Gypsum, Hydro-carbon, Kaolin & Limestone
10	Delta	Clay, Glass-sand, Gypsum, Iron-ore, Kaolin, Lignite, Marble & Oil/Gas
11	Ebonyi	Gold, Lead/Zinc & Salt
12	Edo	Bitumen, Clay Dolomite, Phosphate, Glass-sand, Gold, Gypsum, Iron-ore, Lignite, Limestone, Marble & Oil/Gas
13	Ekiti	Feldspar, Granite, Kaolin, Syenite&Tatium
14	Enugu	Coal, Lead/Zinc & Limestone
15	Gombe	Gemstone &Gypsum
16	Imo	Gypsum, Lead/Zinc, Lignite, Limestone, Marcasite, Oil/Gas, Phosphate & Salt
17	Cross River	Barite, Lead/Zinc, Lignite, Limestone, Manganese, Oil/Gas, Salt & Uranium
18	Jigawa	Butyles
19	Kaduna	Amethyst, Aqua Marine, Asbestos, Clay, Flosper, Gemstone, Gold, Graphite, Kaolin, Hyanite, Mica, Rock Crystal, Ruby, Sapphire, Sihnite, Superntinite, Tentalime, Topaz & Tourmaline
20	Kano	Gassiterite, Copper, Gemstone, Glass-sand, Lead/Zinc, Pyrochinre& Tantalite
21	Kastina	Kaolin, Marble & Salt

S/N	STATES	NATURAL RESOURCES
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22	Kebbi	Gold
23	Kogi	Cole, Dolomite, Feldspar, Gypsum, Iron-ore, Kaolin, Marble, Talc & Tantalite
24	Kwara	Cassiterite, Columbite, Feldspar, Gold, Iron-ore, Marble, Mica & Tantalite
25	Lagos	Bitumen, Clay & Glass-sand, Oil/Gas
26	Nasarawa	Amethyst (Topaz Garnet), Barytex, Barite, Cassirite, Chalcopyrite, Clay, Columbite, Coking Coal, Dolomite/Marble, Feldspar, Galena, Iron-ore, Limestone, Mica, Salt, Sapphire, Talc, Tantalite, Tourmaline Quartz & Zircon
27	Niger	Gold, Lead/Zinc & Talc
28	Ogun	Bitumen, Clay, Feldspar, Gemstone, Kaolin, Limestone & Phosphate
29	Ondo	Bitumen, Clay, Coal, Dimension Stones, Feldspar, Gemstone, Glass-Sand, Granite, Gypsum, Kaolin, Limestone & Oil/Gas
30	Osun	Columbite, Gold, Granite, Talc, Tantalite & Tourmaline
31	Oyo	Aqua Marine, Cassiterite, Clay, Dolomite, Gemstone, Gold, Kaolin, Marble, Silimonite, Talc & Tantalite
32	Plateau	Barite, Bauxite, Betonite, Bismuth, Cassiterite, Clay, Coal, Emerald, Fluoride, Gemstone, Granite, Iron-ore, Kaolin, Lead/Zinc, Marble, Molybdenite, Phrochlore, Salt, Tantalite/Columbite, Tin & Wolfram
33	Rivers	Clay, Glass-Sand, Lignite, Marble & Oil/Gas
34	Sokoto	Clay, Flakes, Gold, Granite, Gypsum, Kaolin, Laterite, Limestone, Phosphate, Potash, Silica Sand & Salt
35	Taraba	Lead/Zinc, Kaolin

S/N	STATES	NATURAL RESOURCES
36	Yobe	Soda Ash & Tintomite
37	Zamfara	Coal, Cotton & Gold

SOURCE: <http://nigerianfinder.com>**Statement of the Problem**

Nigeria is blessed with abundant natural resources but standard of living of Nigeria citizen shows that it's citizen are living from hand to mouth. (Nigerian Finder © 2017). With entrepreneurship education, natural resources in Nigeria communities could be managed well to alleviate poverty and even unemployment.

The benefits of natural resources that Nigeria is blessed with are too enormous to the extent that there is no state in Nigeria that is not blessed with any resources. Yet, only certain mineral resources are over exploits, if others are managed well and utilise with entrepreneurship education, then sustainability of the country could be enhanced.

The stakeholders in education do not lay much emphases on how natural resources within each Nigeria communities could be tapped and exploit for sustainable development, though if any, they are few.

Benefits of the natural resources

The under listed benefits of natural resources are actually for the benefit of the people that constitute the population of Nigeria. These benefits according to Fatunbarin (2006) are:

Aesthetic value: Game reserves, zoological gardens parks and sanctuaries, botanical gardens, arboretum and water falls, rock formations, rolling hills and alluring vegetation, are all places of aesthetic value, which can attract tourists.

Economic benefits: Examples of these are food, revenue, souvenir and trade items.

Educational benefits: Natural forests and game reserves are useful in population studies and studies on animal behavior and autecological studies. Paper, and important educational material, is got from some plants.

Electricity transmission: Electric poles are made from certain suitable tree species such as teak (*Tectona grandis*).

Medicinal value: Drugs and dressings are got from many plants and animals.

Provision of clothing: Cotton from plants provide materials form making clothes

Provision of shelter: Natural forests, savanna woodlands and grasslands, soils and water bodies provide natural habitats for many living organisms. They also contribute materials for producing houses for man and his domestic animals and fishes in aquaculture.

Recreational value: Many natural resources are useful in such sports as sport fishing, sport hunting, boating, swimming, regatta, polo and horse racing.

Sources of energy: Petroleum oil and natural gas, wood, coal and charcoal, hydroelectricity, solar energy, are among many sources of energy from the natural resources.

Transportation: Water provides waterways. Materials from forest trees are also used for building boats, canoes and ships and in the building of lorries and sleepers for railways.

Management of Natural Resources for National Development

The effective management of the resources for the benefit of mankind are very important. All those activities of man that make possible the discovery of the resources, evaluating them to ascertain their state, abundance and quality, exploiting them, refining them, marketing them and upgrading their quality and make their benefits realizable among other activities, constitute development of the material resources. All these can be managed through the activities outlined below:

Water and water resources

Development of the water body for different uses such as domestic consumption, animal consumption, sewage and waste disposal, crop production, fish production, industrial uses, power generation, transportation, recreation and tourism.

Construction of dams on water bodies to impound them.

Fixing of suitable gadgets on water bodies for irrigation.

Fixing of suitable gadgets and equipment on water bodies for power generation.

Building of jetties on the shores and banks of water bodies for easy berthing of boats, canoes and ships

Building of water treatment plants near water bodies to purify the water for domestic and industrial consumption.

Land resources

Development of lands for different uses such as agriculture, industries, commercial purposes, residential, places of beauty and aesthetic value.

Reclaiming of lands

Conservation of lands

Soil resources

Development of soils for different uses such as crop farming, block making and pottery

Classifying the soils before putting them into different uses

Reclaiming soils before putting them into different uses

Controlling wind erosion hazards in the soils

Upgrading the fertility of soils through crop rotation, fertilizer application and shifting cultivation

Protecting soils from misuse and mismanagement

D. Forest resources

i. Developing forests and forest resources for uses such as timber production, wood pulp for paper, production of certain drugs, natural habitat of wildlife, shelter-belts and fire woods

ii. Establishing forest plantations of fast growing indigenous and exotic species

iii. Protecting forests from fires, arbitrary felling of trees and other forms of human interference and wood-destroying agents such as insects and fungi

iv. Researching into different aspects of forest tree production, protection, improvement and utilization

E. Wildlife conservation

i. Developing wildlife for such uses as food in the form of meat, eggs and milk, recreational purposes in sport hunting and sport fishing; aesthetic value when they are kept in zoological gardens, game reserves, parks and sanctuaries; educational value, souvenir and trade, items and source of revenue

ii. Developing wildlife by obtaining detailed inventory of their locations, sizes, richness in fauna and their management needs

iii. Developing wildlife by constituting their habitat into game reserves and protecting these by law.

iv. Setting up management bodies to be in charge of the game reserves

Taking steps to ensure the multiplication of rare species possibly in captivity

Providing attractive and well maintained facilities for tourists

Enriching the game reserves through the introduction of new species

Setting up parks and zoological gardens in cities and towns for encouraging tourism

F. Mineral resources

i. Developing mineral resources for uses such as fabrication of equipment, raw materials for industrial processes, raw materials for fertilizers, sources of scientific materials such as equipment and chemicals, construction works, pottery, ornaments and decorative materials, pharmaceutical products, military hardware and for tarring roads (in the case of bitumen)

ii. Investigating the mineral resources through detailed geological survey for their types, locations, abundance, quality and their conservation needs

- iii. Protecting these minerals through legislation
- iv. Effecting repairs to their localities to make accessibility to them easy
- v. supervising the exploration of the minerals

G. Atmosphere

- i. Developing the atmosphere for numerous uses
- ii. Protecting the atmosphere through effectively enforced legislation from pollution, introduction of poisonous gases, introduction of gases that damage the ozone layer and introduction of chemicals and activities which warm up the atmosphere

Encouraging measures that will help in replenishing the oxygen of the atmosphere. One such measure is afforestation. Entrepreneurship is one the measures embraced by the government to reduce mass poverty and unemployment in the country.

Natural Resources and Entrepreneurship Education

Entrepreneurship is one the measures embraced by the government to reduce mass poverty and unemployment in the country. Entrepreneurship education entails philosophy of self-reliance such as creating a new cultural and productive environment, Ogundele, Akingbade and Akinlabi (2012). Ogundele (2007) that the promotion and development of entrepreneurial activities would aid the dispersal and diversification of economic activities and induce even development in a country. Similarly, Osuagwu (2002) equally suggested that with entrepreneurial development in Nigeria, increase in the rate of economic growth, creation of job opportunities, reduction on reliance on importation of manufactured goods and decrease in the trade deficits that result from such imports would be enhanced

Literature Review

According to European Environmental Agency, (2005), human wealth is based on the use and consumption of natural resources including materials, energy and land which constitute part of the ecosystem Hence, with continue use of these resources with the related environmental influence, ecological crises and security threats on the ecosystem could occur.

Ogundele, Akingbade and Akinlabi (2012) researched on entrepreneurship training and education as strategic tools for poverty alleviation in Nigeria. A stratified random sampling technique was used on 250 entrepreneurs and apprenticeships from five local government areas in Lagos State. Simple Regression Analysis was used to test the relationship between entrepreneurship training, education and poverty alleviation. The results showed that correlation existed between entrepreneurship training and education of Nigeria citizens. It was then recommended that effective technical education, youth empowerment and social welfare service are catalyst for poverty alleviation. Therefore, using natural resources for entrepreneurship purpose could sustain man for live hood and assist in national development.

Conclusion and Recommendations

Using all means to exploit the natural resources effectively within communities of different school setting through entrepreneurship education would make Nigeria citizen to be more productive and as a result will increase the economic rate of the country as well as helping each individual to be self-reliant

Also, embarking in entrepreneurial activities with the vast natural resources in Nigeria communities could be an important tool for attaining sustainable development

Acquisition of entrepreneurial skill by Nigeria citizen for effective utilization of natural resources could serve as a way of empowering both teachers and students, thus contributing to productivity level of development required for a sustainable economy.

Every Nigeria citizen should be educated on how to manage the national resources in their environment. They should equally be trained on how to create and apply knowledge gained to address specific needs of a particular community within Nigeria.

Furthermore, appropriate policy and well managed entrepreneurship education should be promoted by Nigeria government to alleviate her citizens from poverty and over dependence on foreign materials and technology that could be produced locally

The National Universities Commission (NUC), the Teaching Service Commission (TESCOM) and Primary Education Authorities (PEA) and Universal Basic Education (UBE) in this country should lay more emphasis on how natural resources within each community could be managed effectively at various levels of education for a better Nigeria.

Also, school-based enterprises that would make use of natural resources in the school environment should be introduced. This could students identify their potential business and create ideas that may eventually assist them in livelihood as well as for sustainable development of this country.

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