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**ENTREPRENEURSHIP EDUCATION CURRICULUM CONTENT AND NEW**

**VENTURE CREATION AMONG GRADUATES OF HIGHER EDUCATION**

**INSTITUTIONS IN NIGER**IA.

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**Abstract**

The positiv*e impact of a strong and vibrant entrepreneurship-driven private sector on the*

*economic and social development of nations, has led to countries’ development and*

*implementation of policies, programmes, and strategies to encourage individuals and groups’*

*participation in entrepreneurial activities. In Nigeria, one such policy is the compulsory*

*introduction of Entrepreneurship Education (EE) in the curriculum of Higher Education*

*Institutions (HEIs) by their regulatory bodies aimed at producing graduates who will be self*

*employed, reliant, and job creators. More than a decade since this policy was implemented,*

*the rate of graduate unemployment in Nigeria has been experiencing exponential growth. It is*

*against this background that this paper discussed the extent to which the entrepreneurship*

*education curriculum content promotes new venture creation among graduates of Higher*

*Education Institutions in Nigeria. The study observed that due to the multidisciplinary interest*

*in the field of entrepreneurship which gave rise to multiplicity of objectives the development*

*and design of EE curriculum content have been faced with some challenges. Also, students are*

*not able to get the needed confidence, commitment and drive for the achievement of*

*entrepreneurial goals and aspirations on graduation. Notwithstanding, effort should be made*

*to make available a well-defined objective and an appropriate means of evaluating the success*

*achieved through feedback from students which can be fed into the content development*

*process and review.*

**Keywords**: Entrepreneurship Education (EE), entrepreneurship education curriculum, self

reliant, Higher Education Institutions (HEIs)

**Introduction**

The positive impact of a strong and vibrant entrepreneurship-driven private sector on the

nation’s economic and social development cannot be overemphasised. This has led various

countries of the world to shift attention from over-dependence on paid employment towards

promoting self-employment and the creation of new ventures (Adewumi, 2021), thereby,

developing and implementing policies, programmes, and strategies to encourage individuals

and groups' commitment to entrepreneurial activities in form of new venture creation

(Ukachukwu and Naetor, 2020). **10th HYBRID CONFERENCE INTERNATIONAL CONFERENCE OF SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION (SSTE)**

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For instance, many developed countries like the Chinese government, had since 2002 launched

policies that streamlined business registration and tax reduction for startups to encourage

university graduate startups. They also implemented the integration of entrepreneurship

education into Chinese University programmes, to promote the development of entrepreneurial

skills that will enable University students to start businesses and create job opportunities for

others, thus relieving the pressure for government jobs (Yuan *et al*, 2020). Similarly, Kenya

launched “Kenya Vision 2030” to develop entrepreneurial skills among its citizenry (Wambua

*et al.*, 2020).

In Nigeria, several policies and programmes have been launched by successive governments

to encourage its citizens, mainly youths, to acquire entrepreneurial skills and knowledge that

will enable them to engage in entrepreneurial activities that will promote self-employment and

as well generate employment (Ukachukwu and Naetor, 2020).

One such policy launched is the mandate given by the Federal Government of Nigeria, through

the Ministry of Education to the National Universities Commission (NUC) which is the agency

that oversees the administration of Universities in Nigeria to enforce the compulsory

introduction of entrepreneurship education in the curricula of all Nigerian Universities, which

took effect from the 2007/2008 academic session (Sulaimon, 2020; Brimah, 2021). Similarly,

the National Board for Technical Education (NBTE) which is the regulatory body that oversees

the educational programme for Polytechnics in Nigeria also enforced the introduction of

compulsory entrepreneurship education in their curriculum starting from the 2008/2009

academic session (Onyesom, 2017). This was made mandatory for all undergraduate

programmes offered in Nigerian tertiary institutions and it is aimed at reducing graduates’

unemployment by equipping students with entrepreneurial skills, knowledge, and

competencies that will enable them to diversify businesses, create employment rather than be

job seekers (Onyesom, 2017; Sulaimon, 2020; Brimah, 2021). EE is offered in all universities

in Nigeria as General Studies courses (GST) - GST 223 - Introduction to Entrepreneurship and

GST 311 – Entrepreneurship (National Universities Commission, 2018). While in Polytechnics

as EED 126 - Introduction to Entrepreneurship; EED 216 - Practice of Entrepreneurship and

EED 413 - Entrepreneurship Development.

It is more than a decade since the introduction of the compulsory EE into the curriculum of

HEIs’ in Nigeria, and it is expected that 16 years (2007-2023) and 15 years (2008-2023) of

Universities and Polytechnics' implementation of these policies respectively, it would have

entrepreneurially empowered the graduates to venture into businesses and create employment,

thereby reducing the unemployment rate. However, data have shown that youth unemployment

in Nigeria has been experiencing an exponential growth rate with a high turnout of Higher

Institution graduates yearly. Fig 1 shows the youth unemployment rate from 6.4% in 2014 to

33.0% in 2020 (National Bureau of Statistics, 2021).

**6.40%**

**10.40%**

**14.20%**

**20.40%**

**23.10%**

**27.10%**

**33.30%**

0.00%

5.00%

10.00%

15.00%

20.00%

25.00%

30.00%

35.00%

**Q4 2014**

**Q4 2015**

**Q4 2016,**

**Q4 2017**

**Q3 2018**

**Q2 2020**

**Q4 2020**

Youth Unemployment Rate**10th HYBRID CONFERENCE INTERNATIONAL CONFERENCE OF SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION (SSTE)**

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Source: NBS, 2021

Researchers have argued and queried the value entrepreneurship education provides on whether

it actually leads to start-ups or only promotes positive entrepreneurial attitudes and intentions

as there is a widely held belief that graduates starting businesses immediately after graduation

is minimal (Kirkwood *et al.* 2014; Botha and Ras, 2016). According to Sulaimon (2020), the

policy so far, is yet to record significant success. Peter *et al.,* (2021) opined that the high

unemployment rate increase is due to most graduates lacking the basic entrepreneurial skills to

venture into businesses. Fayolle (2013) however, identified that there is no consensus about

the best content and approaches to be used in entrepreneurship education despite the growing

number of tertiary institutions.

This study aims to discuss the impact of entrepreneurship education curriculum content in

achieving the objective of new venture creation among graduates of tertiary institutions.

**Review of Literature**

**Entrepreneurship education**

Entrepreneurship education is a type of educational programme designed to inculcate the

requisite skills and knowledge individuals need to understand the requirements of the market

and customers and be able to recognize business opportunities (Fadzilah and Hussain, 2021).

It is what activates the development and implementation of a business plan, networking skills,

evaluation of internal and external business environments, and eventual creation of ideas

(Fadzilah and Hussain, 2021). Entrepreneurship education is a tool that offers students the

ability to think creatively, analyze business ideas objectively, solve problems effectively, and

evaluate a given project optimally (Gyan *et al.*, 2015; Msughter and Ahon, 2020). EE aims to

produce a behavioural change in the form of measurable outcomes such as graduate startups

and self-employment through the development of student’s knowledge, skills, and attitudes

(Odigbo and Otalu, 2020). Hagebakken *et al.* (2021) believe that entrepreneurship education is

a means to create economic activity. Entrepreneurship education, therefore, is to prepare

graduates to be successful in their entrepreneurial careers when they set up new business

ventures or small and medium enterprises (SMEs) (Nian *et al.*, 2014).

With the high demand for employment over the available job opportunities in most countries

especially, developing countries like Nigeria, entrepreneurship education is to bridge the gap

between the demand and supply of employment through the creation of new ventures which in

turn enhances the national economy (Obong and Okoroma, 2021).

Entrepreneurship education in this study is conceptualized as the mandatory entrepreneurship

courses offered by tertiary institutions aimed at inculcating the requisite entrepreneurial skills,

knowledge, and competencies that would stimulate the students to be self-employed and be

able to create new ventures upon graduation.

**Impacts of entrepreneurship education**

The criteria of what to measure as the actual outcome of entrepreneurship education have been

subjected to a serious debate among scholars (Hahn *et al.*, 2019). Studies have shown that

University-based entrepreneurship education has been increasingly recognized to support an

array of potential entrepreneurial outcomes ranging from entrepreneurial skills, knowledge,

attitude, graduate startups, new ventures, job creation, and finally, contributes to the

development and growth of the economy (Nabi *et al.*, 2017). The impact assessment of

entrepreneurship education at policy, institutional, and individual levels is necessary because,

it would enable the policymakers, educational institutions, or individuals to determine the **10th HYBRID CONFERENCE INTERNATIONAL CONFERENCE OF SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION (SSTE)**

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extent of accomplishment of objectives and justify its inclusion in the curriculum of tertiary

institutions as well as the resources committed to it (European Commission Report, 2012;

Alinno, 2020). Prudent assessments of the impact of entrepreneurship education on the

expected valuable outcomes from tertiary institutions’ undergraduates and graduates have

produced mixed and contradictory results that report both positive and negative effects (Hahn,

2019). These inconsistent findings of EE impact studies have been attributed partly or wholly

to the inexactitudes in the statistical methods applied, the nature and context of pedagogical

interventions, contextual factors (Nabi *et al.*, 2017), and environmental conditions (Walter and

Block, 2016). However, a proper synergetic interaction among the different components of EE

in designing the programme would effectively increase the desired entrepreneurial outcomes.

Nabi *et al.* (2017) broadly segmented the five-level model impact indicators of

entrepreneurship education by Jack and Anderson (1998) into two: 1) Lower-level impact

indicators referred to as short-term or subjective indicators covered the levels 1 & 2 and 2)

Higher-level impact or long term/objective indicators.

***Short-term impact of EE:***

The short-term impact measures the entrepreneurial interest, awareness, knowledge, skills,

attitude, and intention of individuals during the entrepreneurship education programme or pre

and post-programme (Nabi *et al.*, 2017). The lack of these key entrepreneurial competencies

(entrepreneurial skills, knowledge, and attitude) has led to the failure of many businesses (Nian

*et al.*, 2014). Studies have been carried out to determine the impacts of entrepreneurship

education on tertiary institution students and graduates, however, mostly on lower-level impact

indicators like entrepreneurial intention (Boahemaah *et al.,* 2020; Peter *et al.,* 2021; Adıgüzel

and Musluhittinoğlu, 2021), entrepreneurial knowledge and skill gained (Din *et al.,* 2016; Hahn

*et al.,* 2019). Other areas were entrepreneurial perception/ insights (Nian *et al.,* 2014),

entrepreneurial attitude (Stamboulis and Barlas, 2014; Murugesan and Jayavelu, 2015),

entrepreneurial mindset (Cui *et al.,* 2019), entrepreneurial motivation (Farhangmehr *et al.*,

2016), entrepreneurial orientation (Marques *et al.*, 2018), and entrepreneurial self-efficacy

(Shinnar *et al.*, 2014; Kassean *et al.,* 2015).

***Medium and long-term impacts of EE:***

The higher-level impact or long-term/objective indicators of EE which include numbers and

types of new ventures created between 0- and 5-years post programme; the survival of the

ventures 10 years post programme; then more than 10 years post programme, employment

generated and contribution to the growth of the economy and society (Nabi *et al.*, 2017). This

suggests a progression from short-term impact to actual entrepreneurship. However, sometimes

it might not come to be, because of the likely time lag between the expressions of intention to

start a new venture and the actual entrepreneurial activity (Alaref *et al*., 2019).

**New venture creation**

As a distinct phenomenon in entrepreneurship, new venture creation comprises the

establishment of new businesses, mergers and acquisitions, and advancing the business, among

others (Kariv, 2013). It is a function of entrepreneurship and entrepreneurial activities which

is synonymous to new venture creation are driven by knowledge or awareness (Doran *et al.*,

2018; Emezi and Emele, 2021). Therefore, a new venture creation entails business ownership,

formal and informal investments, nascent entrepreneurship, new business ownership, early

stage entrepreneurial activity, necessity-driven entrepreneurial activity, and new product early

stage entrepreneurial activity (Doran *et al.,* 2018). **10th HYBRID CONFERENCE INTERNATIONAL CONFERENCE OF SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION (SSTE)**

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NVC are also organizations based on knowledge, with rapid revenue growth brought about by

the development of different innovations. It is an entrepreneurial process that connects series

of actions and stages from the development of entrepreneurial intention to the realization of a

new venture idea based on opportunities emanating from the environment, technology

competencies, and other resources (Salamzadeh and Kirby, 2017; Mets *et al.*, 2019). This

supports Schumpeter’s concept that new venture creation depends on the individual’s

opportunity recognition process that leads to technological change (innovation and creative

destruction) (Salamzadeh, 2015). During the entrepreneurial journey, there is a need to

repeatedly assess and reassess the maturity of the venture idea and the process for entry into

the market, as a new venture is created only by successfully reaching the market, otherwise, it

is only perceived not yet real (Trabskaia and Mets, 2021). A new business venture makes entry

into the market, creates value, and exits (Salamzadeh and Kirby, 2017). It is of great national

importance due to its inclination to economic growth and development (Awolaja and Ajayi,

2020).

**Relationship between entrepreneurship education and new venture creation.**

In recognition the link between EE and NVC has led to the increasing interest on NVC in and

out of academia due to its importance in the gainful engagement of tertiary institution graduates

(Nian *et al*., 2014; Hien and Cho, 2018). According to Olorundare and Kayode (2014),

entrepreneurship education promotes self-employment opportunities and under-dependency on

white-collar jobs for graduates. That is, EE is a process that manifests itself in the creation of

a new venture through entrepreneurial learning (Mets *et al*. 2019).

New venture creation has been acknowledged as one of the expected outcomes of

entrepreneurship education (Otache, 2019), which starts with entrepreneurial skills and

intentionality (Afriyie, 2016). Kazmi and Nadradi (2017), concord that entrepreneurship

education influences students’ attitudes and behaviour to form the intention of venturing into

business. Though, the intention may be affected by the low level of entrepreneurial activities

by graduates (Iwuoha, 2018), but acquiring the requisite entrepreneurial knowledge and skills

through EE is paramount for the successful establishment of new ventures (Egerova *et al*.,

2016). Entrepreneurship education builds the foundation for successful and stable venture

creation (Alinno, 2020). It assists and provides graduates with the platform for the

identification, exploitation, and transformation of opportunities into creation of new ventures

(Minello *et al*., 2019; Alinno, 2020). Afriyie (2016) observed that adopting the right approach

to teaching and learning entrepreneurship education increases individuals’ self-efficacy to start

and run new businesses. It promotes the creation and growth of small and medium enterprises

using entrepreneurial graduates (Moses *et al.*, 2015). Profitable and sustainable business

creation is possible only through entrepreneurship education which offers awareness, essential

skills, and motivation to the students (Salihu, 2016). Moses *et al.* (2015) observed a well

representation of graduate entrepreneurs in the major sectors of the economy. And most new

ventures created by graduates are commonly applauded for their potential sustaining effect on

industries (Galloway *et al*., 2015). On the contrary, Awolaja and Ajayi (2020) argued that

entrepreneurship education has an insignificant positive effect on undergraduates venturing

into business.

**Entrepreneurship education curriculum content**

A curriculum is a document that provides the objectives of the subject, the methods to be

applied, the activities to be carried out, the resources required and the suitable assessment

procedure (Oforma, 2019). It is the road map that guides the teacher’s activities to bring about

the desired positive behavioural change in the student (Umezulike and Anozie, 2022). **10th HYBRID CONFERENCE INTERNATIONAL CONFERENCE OF SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION (SSTE)**

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Curriculum contents contain the expected knowledge to be learned by the students and a guide

to be followed in teaching (Andah *et al*., 2019). Achieving the objectives of the course is greatly

determined by its curriculum content. The content of the EE curriculum should have the ability

to stimulate and enable students to think critically and develop novel business ideas that would

help them create new ventures (Olokundun *et al*., 2018; Peter *et al*., 2021). It should consist of

the ability of the recipient to manage resources, be creative and innovative, recognize

opportunities, create ideas, manage and grow business, take risks, and plan and market business

(Daneshjoovash and Hosseini, 2019).

The curriculum content of EE must be contemporary and should involve both theory and

practical in the various aspects of emotional, social, marketing, and finance that will take the

student rightly through new venture creation and growth (Murray et al., 2018). It should be

targeted at enabling students identify opportunities, evaluate business concepts, development

of operational plans, source funds, and launch and grow business ventures (Wambua *et al.*

2020). It must be structured according to the student’s learning environment and specific field

of study (Oluwasanya, 2016). Therefore, the curriculum content of EE should provide a

structured source of learning experiences proposed to achieve a positive learning outcome for

tertiary institution graduates. The multiplicity nature of entrepreneurship requires that the

curriculum content of entrepreneurship education should be structured to incorporate the

necessary topics that will help to develop and produce the desired entrepreneurial outcome

from the students (Moses and Mosunmola, 2014).

Accepting the fact that EE is aimed at developing entrepreneurial skills and a mindset for life,

new venture creation remains the context (Neck and Corbett, 2018

The National Universities Commission (NUC), produces Benchmark Minimum Academic

Standard (BEMAS) document for all programmes offered in Nigerian Universities. This

document serves as a guide to all universities in designing their curricula in terms of minimum

acceptable standards of input, process, and measurable benchmark of knowledge, skill, and

competencies expected to be acquired by an average graduate of each of the academic

programme (National Universities Commission, 2018). In line with this, the specific objectives

of EE with respect to the two mandatory entrepreneurship courses for all undergraduate

students in Nigerian universities (GST 223 - Introduction to Entrepreneurship and GST 311 –

Entrepreneurship) as specified in the BEMAS are to enable the students:

•understand the relationship of enterprise, entrepreneur, business entrepreneurship,

innovation and creativity,

•analyze the historical perspective of entrepreneurship in Nigeria, and relate it to the

recent trend of unemployment, underemployment, job dissatisfaction, personal,

national, and global economic recession

•identify the roles of entrepreneurial development agencies and regulatory bodies

•cultivate the spirit of entrepreneurship

•correct wrong attitudes and mind-sets and develop high entrepreneurial potential in

students

•select possible business ideas

•build the capacity to develop a business plan to start a business (National Universities

Commission, 2018).

In a similar manner, the National Board for Technical Education (NBTE) as the body that

coordinates the activities of Polytechnics in Nigeria developed and produced the curriculum **10th HYBRID CONFERENCE INTERNATIONAL CONFERENCE OF SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION (SSTE)**

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used in teaching entrepreneurship education in Polytechnics. Thus the curriculum contents for

all the levels are outlined as:

EED 126: Introduction to Entrepreneurship

•Understand the meaning and scope of enterprise and entrepreneurship.

•Understand the history of entrepreneurship in Nigeria.

•Understand the types, characteristics, and rationale of entrepreneurship.

•Understand the role of entrepreneurship in economic development.

•Understand entrepreneurial characteristics and attitudes.

•Understand the key competencies and determining factors for success in

entrepreneurship.

•Know the motivational patterns of entrepreneurs.

EED 216: Practice of Entrepreneurship:

•Know techniques for generating business ideas as well as for identifying and assessing

business opportunities.

•Know how to evaluate a business idea for developing an enterprise.

•Know methods of product/service selection.

•Understand the process and procedure for starting an enterprise.

•Know the operational techniques in managing an enterprise.

•Understand the various existing industries and support agencies in Nigeria.

•Appreciate the role of commercial and development banks in small and medium-scale

industry development.

•Understand the role of personal savings and portfolio investment in National Economic

Development.

EED 413: Entrepreneurship Development:

•Understand the history of entrepreneurship development in Nigeria.

•Understand the role of personal savings and portfolio investment in national economic

development.

•Understand various life skills needed by an entrepreneur.

•Understand the various sources of information for entrepreneurship development.

•Appreciate the role of commercial and development banks in small-scale industrial

development.

•Know the functions of various support agencies in small and medium-scale industrial

development.

•Understand the activities of different industrial associations concerning

entrepreneurship.

•Know the functional areas of business.

•Understand the need for business planning.

•Understands the strategies for consolidation and expansion of a business enterprise.

•Understand the need for both management and business succession plans.

Some researchers have contested the efficacy of EE curriculum contents in achieving the

expected outcomes due to some inherent problems (Nian *et al*., 2014; Ereh *et al*., 2019;

Wambua *et al.*, 2020). Adamu (2015), stated that the standard of Nigerian tertiary institutions’

entrepreneurship education curriculum content is not different from what is obtainable in other

countries of the world though, there may be environmental and cultural differences, the basics

are the same. The curriculum involves the why, what, and how of instructions, therefore it **10th HYBRID CONFERENCE INTERNATIONAL CONFERENCE OF SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION (SSTE)**

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specifies the teacher’s activities during learning that imparted the expected skills, knowledge,

and attitudes to learners (Ereh *et al*., 2019).

**Social Cognitive Learning Theory (SLT)**

The Social Learning Theory was postulated by Albert Bandura in 1977. The theory is

dependent on the interaction between people and the extent to which they successfully promote

emotion and practical skills, shape self-perception and the perception by others (Mwange,

2018). It highlights the importance of observation, modelling, and imitation of behaviours,

attitudes, and emotional reactions of others and how environmental factors interact with the

cognitive factors to influence human learning and change in behaviour (McLeod, 2016).

Bandura extended SLT by linking it with self-efficacy and reciprocal determinism in which

self-efficacy is the belief that a person can successfully engage in a behaviour that is required

to produce the desired outcome and reciprocal determinism is how the interaction of the

individual and environment affect each other in a way that impacts behaviour (Mwange, 2018).

Therefore, as it relates to the outcomes of entrepreneurship education, its curriculum content

should be structured to ensure students and graduates are to establish symbolic representations

of the internal and external processes like the use of business plans, business start-ups by

students, behavioural simulations, field trips, video and movie-based learning and consultation

with practising entrepreneurs in guiding their actions to achieve the intended behavioural

outcomes of the programmes (Fernando and Nishantha, 2019). This implies that learning by

getting involved in an entrepreneurship learning environment combined with mentoring

processes between older and new instructors can expedite a decision-making process to

consider engaging in entrepreneurship and should be considered in curriculum development

(Mwange, 2018).

First, the social learning theory is one of the most influential theories of learning and

development, with concepts rooted in many of the basic principles of traditional learning theory

(Nabavi, 2012). It expresses that learning takes place as a result of a change in behaviour

which is due to an individual’s interaction with people and the environment to meet change

and achieve its objectives (Harinie *et al.,* 2017). Second, the social learning theory made a

definitive prediction on the impact of entrepreneurship education as the theory identified that

learning leads to insightful and foresighted behaviours as it allows the individual to establish

symbolic representations to external influences which can be later used in guiding their actions

during a direct experience (Fernando and Nishantha, 2019). It also states that individuals learn

from each other as they interact through a mixture of internal and external processes in which

they observe, practice and experience the consequences of the behaviour, which can be success

or failure (Mwange, 2018). The theorist claims that imitation involves the actual reproduction

of observed motor activities. (Fernando and Nishantha, 2019). Third, learning is believed to be

an internal process, however, the outcome of learning may or may not result in a change of

behaviour and the outcome of learning behaviour could be manifested in everyday behaviour

visually and verbally (Nabavi, 2012). Fourth, the predictive power of the SLT has been proven

to be supportive of experimental studies (Brauer and Tittle, 2012), and very strong in empirical

research (Kruis *et al*., 2019).

Based on the SLT, it is expected that EE which uses entrepreneurial role models, mentoring

processes between older and new instructors, business plans, business start-ups by students,

behavioural simulations, field trips, video and movie-based learning and consultation with

practising entrepreneurs in guiding their actions, is effective in developing entrepreneurial

behaviours that are crucial for the achievement of the intended behavioural outcomes of the

programme which is a new venture creation and employment generation. However, as **10th HYBRID CONFERENCE INTERNATIONAL CONFERENCE OF SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION (SSTE)**

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identified in the real world of learning, the outcome of the learning may or may not lead to

change in behaviour.

**Empirical Review**

Uzoegwu and Egbe (2014) examined the challenges and prospects of compulsory

entrepreneurship education in the curriculum of Nigerian universities for self-reliance by

analyzing the responses of 450 final-year students of the University of Nigeria, Nsukka

collected using a questionnaire. The findings from the analysis carried out showed that there

are some attitudinal and methodological challenges encountered by the inclusion of EE in the

curriculum such as students having the impression that everybody cannot be an entrepreneur

and the use of lecture method in teaching the course.

Olokundun, *et al*. (2018) examined the impact of entrepreneurship curriculum content on the

entrepreneurial development of university students in Nigeria using data sourced from 50

entrepreneurship educators through structured questionnaire and semi structured interview.

Results of the analysis showed that though the curriculum content of entrepreneurship in

Nigeria university is able to develop students’ critical thinking abilities and business idea

generation competencies, it is not able develop the needed confidence, commitment and drive

for the achievement of entrepreneurial goals and aspirations of students at graduation. The

study recommended the inclusion of real-life scenarios in practical activities in the

entrepreneurship curriculum to motivate the development of the drive and commitment

required for students to engage in entrepreneurship at graduation.

**Summary and conclusion**

Globally, entrepreneurship education has been acknowledged as the mechanism to empower

youths to fight unemployment and provide lasting cures for extreme hunger and poverty caused

by unemployment (Oluwaseun and Gbenga, 2020; Fadzilah and Hussain, 2021). So, it has

become inevitably necessary to equip students with entrepreneurial skills and Knowledge so

that they will be proficient in their chosen careers and contribute effectively to the economic

growth of the nation which is being driven by the private sector (Usoro and Otu, 2020).

However, the development and design of EE curriculum content have been faced with a lot of

challenges as a result of the extensive coverage of entrepreneurship courses, given the

multiplicity of objectives concerning what students should learn and the multidisciplinary

interest in the field (Neck and Corbett, 2018; Hagg and Gabrielsson, 2020).

Fayolle (2013) acknowledged the fact that there is still no consensus about the best content and

approaches to be used in entrepreneurship education despite the growing number of tertiary

institutions. Notwithstanding, an effort should be made to make available a well-defined

objective and an appropriate means of evaluating the success achieved through feedback from

students which can be fed into the content development process (Oluwasanya, 2016).

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