

Entrepreneurship Education in Nigerian University Secondary Schools: A Comparative Analysis of Content and Administration

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Abstract

Entrepreneurship education was designed to train individuals for work after school. The content contextualizes activities that espouse creation of knowledge, competencies and experiences of students' initiatives while its administration relates to pedagogical delivery of such content. This study, therefore, compared entrepreneurial content and its administration in university secondary schools in Nigeria using the survey approach. From a population of 3,624 students and 64 entrepreneurship education teachers in five university secondary schools in southwestern Nigeria, 347 students and 12 teachers were sampled from three university secondary schools. While the university secondary schools and entrepreneurship education teachers were selected purposively based on years of establishment and subject teachers respectively, the simple random sampling was used for selection of students to give equal chance of being selected. The study found that entrepreneurship subjects are available in university secondary schools. It also showed that contents were well administered in university secondary schools and established a significant difference between the entrepreneurial contents and content administered in university secondary schools in Southwestern Nigeria. Consequently, it was recommended that government should review the curriculum so as to introduce topics that promote more of entrepreneurial intentions for harmony between curriculum content and the subject administration.

Key words: Entrepreneurship education; Entrepreneurship content; Content administration; Teaching; University secondary schools

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INTRODUCTION

Entrepreneurship education is a purposeful intervention aimed at impacting entrepreneurial qualities, competences and skills in the learners for survival in the world of business. In Nigerian secondary schools, it was introduced to provide students with the opportunity to acquire relevant self-reliant skills. While some view the subject as important for people who want to pursue career in business fields and a means of encouraging students to start up a business (Adebakin, Subair & Adelabu, 2020; Kyro, 2005), others see it as a productive measure for creating opportunity for innovative concepts and proactive orientations of doing things differently in order to create wealth (Kuratko, 2009; Ruskovaara & Pinkala, 2014). Meanwhile, the main objectives of entrepreneurship education are to prepare learner for entry to employment and advancement in his/her chosen career, meet the manpower needs of the society, increase the options available to each students, serve as a motivating force for learning and enabling the learner to wisely select a career path (Federal Republic of Nigeria, 2009). To achieve these objectives, there must be interactions between goals of entrepreneurship programmes, the learners, the contents of the entrepreneurial subjects as well as its administration and evaluation.

Entrepreneurial content offers students the opportunity to acquire specific entrepreneurship skills in any of the entrepreneurship subjects. Though, the kind of entrepreneurship content offered depends on available resources such as tools, equipment, materials, studios/

laboratory, adequate and qualified teachers among others (Alege, 2021). There are 34 entrepreneurship subjects introduced into the Nigerian senior secondary education (Nigerian Educational Research and Development Council [NERDC], 2008). These subjects include but not limited to auto-body repair and painting, carpentry, air-conditioning and refrigeration, catering craft practice and photography (NERDC, 2008). Administration of the subjects is simply the teaching and pedagogical practices involved. It could also be a process of extending experiential methodology for student's entrepreneurial learning process (Kyro, 2005). Entrepreneurship content administration could be seen in this perspective as the context, methods and activities supporting the creation of knowledge, competencies and experiences that make it possible for students to initiate and participate in entrepreneurial value creating processes (Moberg, 2014).

However, administration of entrepreneurial content comes with its associated challenges such as insufficient/unavailable workshops/laboratories/studios for practical sessions, inadequate pre-trained teachers, use of other vocational/sister subject trained teachers for the entrepreneurship subjects, poor interest shown by the students due to low motivation, or unavailability of preferred entrepreneurship subject, expensive tools/machines/equipment, poor access or inaccessibility to available tools/machine/plants, overwhelming students size for available teacher, that is, low teacher to students ratio, negative impressions of parents to entrepreneurship education, oral passage of instructions without clarity and initial demonstration by teachers, insufficient periods for theoretical passing of instruction, copious note with little or no explanation from teachers, teachers poor depths about some principles, and crowded classrooms/laboratories (Orji, 2014; Alege, 2021). Other challenges include inadequate equipment and tools for practice, poor facilities which when available are often over stretched, poor interest of students in entrepreneurship subjects, inadequate technical know-how and epileptic/unstable power supply. These challenges are threats to effective administration of the contents of the entrepreneurship curriculum and also affect entrepreneurial competencies of secondary school students.

Consequently, the Federal Ministry of Education (FME) revised the National Policy on Education initiating intervention programmes in 2013, after several meetings with stakeholders in education. The solutions proffered birthed the current entrepreneurship subjects (Orji, 2014; Dosunmu & Ogungboyega, 2019). Though, several other reassuring efforts to ensure successes of curriculum contents on entrepreneurship are on-going but effective implementation of these reforms still leaves many in doubt. Importantly, entrepreneurship education is one of the core subjects that must be registered and attempted at the two national external school leaving examinations, without which students attempting to register for

any of these external examinations will be denied. Therefore, students have no options than to take one of the entrepreneurship subjects. However, there seems to be disconnects between the content of entrepreneurship subjects and administration of such content. It is expedient to compare entrepreneurial content and its administration in university secondary schools in Nigeria. Therefore, this study assessed entrepreneurial content and the administration in University secondary schools. Specifically it:

- i. identifies the entrepreneurial contents available in University secondary schools in Southwestern Nigeria;
- ii. assesses the entrepreneurial content administration in University secondary schools in Southwestern Nigeria; and
- iii. compares entrepreneurial contents and its administration in University secondary schools in Southwestern Nigeria.

Questions

- i. What are the entrepreneurial contents available in university secondary schools in Southwestern Nigeria?
- ii. How are entrepreneurial contents administered in university secondary schools in Southwestern Nigeria?

Hypothesis

H_{01} : There is no significant difference between entrepreneurial content and its administration in University secondary schools in Southwestern Nigeria.

LITERATURE

Research on assessment of entrepreneurship education contents in senior secondary schools was found to be consistent with the objectives of the policy, although the administration is limited to the academic/theoretical aspects, while the practical is absent due to unavailable tools, machinery, plants or materials (Olokundun, Falola, Ibidun & Inelo, 2017). Adejuyigbe and Adejuyigbe (2016) discovered that there is a new SSCE structure consisting of entrepreneurship subjects in senior secondary schools education system. Adebakin and Akinola (2018) finding corroborated that Southwestern Nigerian schools have comprehensive course contents for teaching and preparing students for self-employment. Implementation is identified however as one of the major factors inhibiting effective delivery of the entrepreneurship education. Arokoyu and Nwafor (2018) reported a low implementation of entrepreneurship education in Nigeria secondary schools. The challenge of bringing entrepreneurship content into classroom borders on how to organize the classroom so as to allow young ones to have experience, feel the concept by practice rather than just learn about it (Low, Vankataraman & Srivatsan, 1994). This leads to emphasis on pedagogy that encourages learning by doing, by exchange, by copying and learning from experience.

This could also be by constant practice through experimentation, risk-taking and by positive mistake making and others could be by creative problem-solving, by feedback through social interaction, by dramatization and non-role playing, by close exposure to role models and most importantly interaction with the environment (Gibb, 2002).

Administration of entrepreneurship content is simply the teaching and pedagogical practices in entrepreneurship education. It is about the context of both the theoretical and practical engagement for value creation and orientations while facilitating competencies (Mwalsalwiba, 2010). Alege (2021) confirmed that administration of entrepreneurship education is done with the traditional secondary schools objectives which are being inhibited from progressive development by stereotyped learning to which learners are exposed, the rigid information being passed across to the point of baking school leavers for self-employment. This suggests that administration of entrepreneurship education in Nigeria is at its lowest level of development and implementation. Teaching of entrepreneurship education needs to break free from the strict confines of traditional approach and begin to take into cognizance of the needs and aspirations of students. In a study on entrepreneurship education in Nigerian universities where Adebakin and Ajadi (2022) advocated for pedagogical modification, cooperative learning, problem-based, group and peer work, project work, study and field visits were found applicable to teaching and learning entrepreneurship education. Furthermore, methods suggested for entrepreneurial learning include scenarios, role and real life experience (Carbett, 2005), case studies, discussion and business simulation (Chang & Rieple, 2013), engaging in live-project and traditional teaching by local entrepreneurs (Heinonen & Poikkijoki, 2006), peer assessment, primary data gathering and selective accounting (Chang & Rieple, 2013). However, Orji (2011) suggested that certain criteria to be employed in the administration of the entrepreneurship education. These include teaching staff strength, school infrastructure, community interest and support, availability of local resources, socio-cultural inclinations and students attributes.

However, the main focus of entrepreneurship learning and administration should be student-centered programmes that will contribute to students' risk taking ability, self-confidence, innovativeness and emotional intelligence which engage them more rather than the traditional teacher-centered ones (Jones & Matlay, 2011). Meanwhile, Ramoglou (2013) did not find any significant difference between entrepreneurial learning process and unique qualities to be formulated for students' act or learnt. Sirelkhatim and Gangi (2015) stated that not all entrepreneurship education curricula contents and teaching methods have indicated dependence on the objectives of the programme which may be through theoretical or practical classes at higher education level.

However, the finding of Olokundun *et al*, (2017) showed that the assessment of the entrepreneurship education contents in senior secondary schools taught was found to be consistent with the objectives of the policy and programmes of the NERDC.

METHODOLOGY

This study employed quantitative research design using the survey method. The design is traditionally associated with the positivist paradigm which the researchers believed that it leads to some knowable truths about entrepreneurship education contents as well as administration of the contents. The design equally provided information on whether certain generalizations presented in the literature are also true for the population in this study. The population comprised 3,624 entrepreneurship students and 64 teachers teaching entrepreneurship education in five university senior secondary schools in Southwestern Nigeria.

Table 1
University Secondary Schools in Southwestern Nigeria

State	Schools	No of teachers	No of students
Lagos	University of Lagos International School, (ISL), Lagos	23	1,032
Ogun	Federal University of Agriculture University Secondary School, Abeokuta,	11	696
Oyo	University of Ibadan International School (ISI), Ibadan,	15	856
Osun	Obafemi Awolowo University International School (OAUIS), Ile- Ife	9	636
Ondo	Federal University of Technology University Secondary School, Akure	6	404
Ekiti	Federal University of Technology University Secondary School, Akure	-	-
Total		64	3624

The study sample consisted of 347 entrepreneurship students and 12 entrepreneurship teachers from three of the five university secondary schools. The students and teachers' size were determined through the use of 'Sample Size Calculator' at 0.05 of the level of significance. Using the multi-stage sampling procedure, three university secondary schools were selected purposively based on years of establishment of more than 20 years. These schools are Obafemi Awolowo University International School (OAUIS), University of Lagos International School (ISL), and International School Ibadan (ISI). The simple random sampling was used to select 347 entrepreneurship students. This is to give equal chance of being selected to all students that take any of the available entrepreneurship subjects. The 12 entrepreneurship education teachers (4 from each school) were selected using purposive sampling technique on the basis of their assignment as entrepreneurship education teachers. Self-designed Entrepreneurial Content and Administration Questionnaire (ECA-Q) was used for data collection. The

content and face validity of the instrument was ascertained by experts, while the reliability coefficient was estimated at 0.81. Direct delivery and instant retrieval method was used in administering the instrument to ensure high return rate. The research questions raised were answered using percentage scores of the descriptive statistics while the hypothesis formulated was tested inferentially using the t-test at 0.05 level of significance.

FINDINGS

Research Question 1: What are the entrepreneurial contents in University secondary schools in Southwestern Nigeria?

Items on entrepreneurial contents in University secondary schools sampled were structured as Available (A) and not available (NA). In Table 2, Percentage scores were used for the results as shown below:

Table 2
Available Entrepreneurship Content in University Secondary Schools

Entrepreneurship subjects and Schools	Teachers (%)		Students (%)	
	A	NA	A	NA
Auto-Body Repair and Spray Painting (ISL)	3(75)	1(25)	-	
Cosmetology (OAUIS)	4(100)	-	79(82.3)	17(17.1)
Data Processing (ISL)	3(75)	1(25)	101(88.6)	13(11.4)
Data Processing (ISI)	3(75)	1(25)	97(90.7)	10(9.3)
Block-Laying, Brick-Laying and Concrete Work (ISL)	4(100)	-	67(58.8)	47(41.2)
Book-Keeping (OAUIS)	4(100)	-	-	-
Photography (OAUIS)	4(100)	-	64(66.7)	32(33.3)
Animal Husbandry (OAUIS)	4(100)	-	60(62.5)	36(37.5)
Marketing (OAUIS)	4(100)	-	-	-
Marketing (ISI)	3(75)	1(25)	78(73.8)	28(26.2)
Garment Making (OAUIS)	3(75)	1(25)	-	-
Metal Works (ISL)	3(75)	1(25)	-	-

Table 2 indicates that 10 entrepreneurship subjects were offered in university secondary schools in Southwestern Nigeria out of the 34 entrepreneurship subjects available in the NERDC curriculum. University of Lagos International School, Lagos offers four entrepreneurship subjects, two in SSSIII, these are Data Processing and Block-Laying, Brick-Laying and Concrete Works, other two are Auto-Body Repair and Spray Painting and Metal Works are offered at lower classes. At Obafemi Awolowo University International School, Ile-Ife., the result from Table 3 shows that six entrepreneurship subjects are offered in the school. These are Cosmetology, Book-Keeping, Photography, Animal Husbandry, Marketing and Garment-Making. However, SSSIII students are taking Cosmetology, Animal Husbandry and Photography in preparation for the external examinations while the

remaining three subjects are available to lower senior secondary schools students. Entrepreneurship education subjects offered in University of Ibadan International School, Ibadan for SSSIII students and in the lower classes includes Data processing and Marketing with three (75%) of the entrepreneurship education teachers attest to the availability of the trade subjects in their school while one (25%) was unaware of the two subjects.

Research Question 2: How are entrepreneurial contents administered in university secondary schools in Southwestern Nigeria?

For the interpretation of the 4-point Likert scale, the composite mean for each item was collapsed into two levels, namely agreed and disagreed. This is considered acceptable in order to prove normal univariate distribution. The criterion mean value for the interpretation of the mean is given as follows: $4 + 3 + 2 + 1 / 4 = 2.50$. The criterion mean depicts that any item that is above or equal to the criterion mean value of 2.50 is interpreted as “agreed,” while the item that is below the criterion mean value is interpreted as “disagreed.” For emphasis, the interpretations equal to the criterion mean value of 2.50 is interpreted as “agreed,” while the item that is below the criterion mean value is interpreted as “disagreed”.

Table 3
Administered Entrepreneurial Contents in University Secondary Schools

Statement	Mean	SD	Decision
Covering the scheme of work requires giving of more notes and explanation than practical in my trade subject classes.	2.18	1.186	Disagree
More practical session are conducted for the students as required by the curriculum.	2.58	0.900	Agree
Being pre-trained and certified on the trade subject has afforded me the privilege to train more students and better.	3.42	0.793	Agree
Having to provide/supply tools/materials for my students in many of the practical sessions, have reduced the level of learning I intended passing to my students.	2.67	1.303	Agree
As a result of many students taking the Trade subjects, carrying out practical classes have been difficult since we started the Trade subject.	2.33	1.155	Disagree
The number of periods allotted for the Trade subject in my school is not enough to complete the required syllabus of the subject.	2.75	1.215	Agree
The administration of Trade subjects is not different from that of the other subjects.	3.00	1.128	Agree
Trade subjects are included in the regular timetable of the school making it ineffective.	2.50	2.780	Agree
There is a studio for the teaching of Trade subjects making the teaching effective.	2.50	1.243	Agree
According to the provision of the curriculum, I will be more effective if the tools/materials adequate for students for more practice.	3	0.651	Agree

Table 3 shows the mean and standard deviations of respondents on the entrepreneurial contents administered in university secondary schools. It indicates that items 2, 3, 4, 6, 7, 8, 9 and 10 have mean ratings of (=2.58, 3.42, 2.67, 2.75, 3.00, 2.50, 2.50, and 3.67) with standard deviations of (SD = 0.900, 0.793, 1.303, 1.303, 1.155, 1.215, 2.780, 1.243 and 0.651) respectively. These mean ratings are above the criterion level of 2.50 set for accepting an item, this means the respondents agreed with how the entrepreneurial contents were administered in university secondary schools in Southwestern Nigeria. The entrepreneurial contents administered according to the results, informed that the entrepreneurship teachers were well trained and certified for the entrepreneurship subjects being taught, and conduct more practical sessions for the students as required in the curriculum. It was further found that the entrepreneurship subjects taken by the teachers were included in the regular timetable of the schools. This suggests that, the administration of entrepreneurship subjects' classes were not different from that of the other regular subjects.

Meanwhile, numbers of periods allotted for the trade subjects in the schools were not enough to complete the required syllabus. But there are studios for the teaching of some of the trade subjects though not adequate to make the more teaching effective for the teachers. However, items 1 and 5 have mean ratings of (=2.18) and (=2.33) with standard deviations of (SD = 1.168) and (SD = 1.155) respectively. These mean ratings are below the criterion level of 2.50 set for rejecting an item, this means that the respondents disagreed with items 1 and 5. This indicates that the entrepreneurship teachers covered their scheme of work by giving required notes and carried out practical sessions however insufficient for students. Despite presence of large number of students taking the entrepreneurship subjects in the schools, it has never affected the teachers to carry out their practical classes.

It is concluded that entrepreneurship teachers were well trained and certified. This is because they carried out both theory and practical aspects with available materials/tools/machines, though insufficient. The entrepreneurship subjects were included in the regular timetable of the schools and the teachers covered the scheme of works.

Hypothesis: There is no significant difference between entrepreneurial contents and contents administered in university secondary schools.

Table 4
Difference between Entrepreneurial Contents and Content Administered in University Secondary Schools

Source of variation	N	SD	Df	t-tab	t-crit	Decision
Entrepreneurial content	12	38.83	2.55			
Content administered	12	27.42	4.78	22	34.21	0.722 Significant

Table 4 shows that on the average, the mean of entrepreneurial contents (=38.83) is higher than the content administered (=27.42). Also, the calculated t-value is higher than the critical t-value at the degree of freedom at 0.05 level of significance, this difference was found to be significant (t cal=34.21;df=22;p>0.05). In view of this, the hypothesis that stated that there is no significant difference between entrepreneurial contents and content administered in university secondary schools was rejected. This means there is significant difference between entrepreneurial contents and administration of the contents in university secondary schools.

DISCUSSION

The study found a high percentage of available entrepreneurship subjects in university secondary schools. This is in line with Olokundun *et al*, (2017) and Adejuyigbe and Adejuyigbe (2016) who in their different studies indicated that there are 10 entrepreneurship education subjects available in secondary schools used for their study. Although, NERDC allows a school to pick at least one of the entrepreneurship education subjects to which they would have superintended capacity to provide both the teaching staff and the required resources in terms of tools/equipment/plants or materials. From the findings, it was reported that many schools are aware of the entrepreneurship subjects and new ones are being introduced and made available by the schools as was recommended by NERDC.

Findings on administration of entrepreneurship education showed that the contents is well administered in university secondary schools. This was attributed the findings of Orji (2014) and Alege (2021) that most entrepreneurship education teachers received adequate training and are certified for the entrepreneurship subjects they teach. This is because educators realize that entrepreneurial education at secondary education level depends to a significant extent on the pedagogical practices of teachers, including the usefulness of the learning activities. This why Adebakin and Ajadi (2022) advocated a shift in pedagogy in order to make entrepreneurship truly an applied discipline. Contrarily, Udo (2015) found that the administration of the subject was done without consideration to the pre-service training of educators in entrepreneurship education. The study indicated that practical sessions were conducted for the students but not as adequate as required by the curriculum. This corroborated several findings that most of the entrepreneurship education administered are theoretical in approach rather than being practical oriented (Piperopoulos & Dimov, 2014; Olokundun *et al*, 2017, Adebakin & Akinola, 2018).

This study further found that there is a significant difference between the entrepreneurial contents and

content administered in university secondary schools in Southwestern Nigeria. This is akin to Alege (2021) finding that there is a significant difference between entrepreneurial content and the administration of entrepreneurship subjects. Contrarily, Ruskovaara and Pinkala (2014) found a significant relationship existing between entrepreneurial education and administration. These results therefore showed that the administration of entrepreneurship education is strongly linked to the curriculum.

CONCLUSION AND SUGGESTIONS

The study concluded that there is a significant difference between the available entrepreneurial content and its administration. The study also concluded that entrepreneurship education will require a slightly improved and different administration of the teaching pedagogy. To this effect, Smith (2001) recommends work related paradigm that is linked to the methodology of action learning and entrepreneurial training.

Based on the findings of this research, it was recommended that government through the NERDC should review the curriculum so as to introduce certain concepts/topics that promote more of entrepreneurial intentions such as creative thinking, operations, productions, repair and maintenance of basic tools and access to supply chain abilities, innovations in services, channels and branding. These will make the entrepreneurial contents more attractive and interesting to students and from which opportunities for self-reliance can be achieved by the students. Government and her agencies should encourage schools while providing adequate support in terms of technical, financial, and expertise to schools receptive to National Policy on Education of 1:20 ratio of an entrepreneurship education to 20 students in the conduct of practical sessions.

Government should assist schools by providing subvention in forms of procurement of tools/machines/equipment that will facilitate the teaching of more practical sessions as prescribed in the curriculum and more time for the students in training to practice. NERDC has to facilitate and supervise the operations of the entrepreneurship education in senior secondary schools across the nations to harmonize the contents being taught, the methodology of teaching and give advice on areas of improvement. It needs to carry out more research works and investigate further or adopt earlier research work as a pilot project before formulating and importing the new concept to generalized school system.

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