

NEED ANALYSIS APPROACH TO THE DESIGN OF ENTREPRENEURSHIP-ORIENTED ECONOMICS CURRICULUM FOR COLLEGES OF EDUCATION IN NIGERIA

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ABSTRACT

Nigeria graduates can only be self-employed if they acquire relevant skills and knowledge for successful establishment in occupation and gainful employment. It is believed that entrepreneurship is significant force in shaping the changes that take place in the economy. This shaping education system towards this direction will immensely contribute in building entrepreneurship mindset as most of the teacher training programmes in Nigeria have concentrated more on teaching knowledge and skills in principles devoid of practical experience in related field. The study was therefore carried out on the need to design an entrepreneurship-oriented Economics curriculum for the NCE training programme on the basis of the needs of the learners as perceived by lecturer and students of Economics. The study employed a survey research design. Multistage sampling was used to select 200 NCE II and III students from the target population of 1870 students from four sampled Colleges of Education in the North Central Nigeria. 40 Economics educators were purposively use for the study. Two researcher design questionnaire for the lecturers and students. Cronbach Alpha Coefficient value of 0.835 and 0.725 for students and lecturers respectively were used to obtain data from field survey. The data collected were analysed using mean, standard deviation and T-test at 0.05 level of significant. Based on the findings, an entrepreneurship-oriented Economics curriculum been proposed for implementation by NCCE. This would develop the spirit culture of entrepreneurship and arrest the disturbing trend of massive unemployment among NCE graduate. It was recommended that needs analysis should be employed to design an entrepreneurship-oriented curriculum contents for Economics and other core subjects in Nigeria College of Education.

Keywords: Need Analysis, Approach, Entrepreneurship, Economics Curriculum, College of Education.

1. INTRODUCTION

It is commonly believed that entrepreneurship is a significant force in shaping the changes that take place in the economy (Kelley, Singer & Herrington, 2012). In most developed countries, it has become fashionable to view entrepreneurship and entrepreneurship education as the answer to decaying or declining economic activity (Matlay, 2013). Furthermore, Matlay and Westhead, (2014) agree that entrepreneurship education is viewed as the most operative way to ease the transition of emergent graduate population from education to work.

Entrepreneurship has been a subject of debate among scholars, educators, researchers and policy makers since the concept was first established in the sixteenth century. According to Kautz (2013), “the definition itself is evolving as the field itself comes into the mainstream of global business”.

Entrepreneurship is the process by which organizations are formed with resultant job and wealth creation. Entrepreneurship is about using skills, aptitudes and attitudes to turn opportunities into reality.

Thus, Entrepreneurial education comprises structured instruction designed to inform, train, and equip individuals eager to engage in socio-economic advancement by fostering awareness, initiating businesses, or fostering the growth of small enterprises. It emphasizes the integration and implementation of innovative business components. In contrast, education for small business ownership centers on acquiring the skills necessary to either establish a new enterprise or take over an existing one, as highlighted by Bechard and Tolouse (2014). Entrepreneurial education aims to equip students with the necessary knowledge, skills, and inspiration to foster success in entrepreneurship across diverse environments. Its objective is to ready individuals, especially the youth, to be proactive and enterprising, either as entrepreneurs or innovative thinkers, through hands-on learning experiences. These experiences expose them to real-life scenarios, allowing them to take risks, handle the consequences, and derive valuable lessons from the outcomes.

Economics curriculum for Colleges of Education Minimum Standard (NCCE, 2020) stipulate that learners of Economics at College of education are expected to be innovative in the use of ICT and entrepreneurial skills to solve economic problems. According to the curriculum, critical thinker are capable of applying personal social values and skills to deal with economic issues, as well as to apply basic economic tools in analysing economic dispute (URT, 2010). Curriculum development is a natural thing and will always happen (Ogunkunle, 2019). Curriculum development that occurs in education must be based on the principles that apply in a country. Curriculum effectiveness, efficiency and continuity. Before carrying out the curriculum development.

In addition, there are several things that must also be considered in curriculum development, namely curriculum need analysis. In general, analysis of curriculum needs is need is defined as the basic foundation in developing curriculum contents, teaching materials and teaching methods that can be used to increase students motivation and success in participating in the learning process (Aflah, MitaNur & Rahmani,2018). Need analysis play an important role in teaching, through needs analysis, teachers, students, teaching materials, teaching procedures and assessments can be well connected so that they can improve the learning process followed by students. The formulation of needs analysis by the teacher must be carried out carefully. Mistakes in analyzing the needs of students of course it will have an impact on the entire cycle and the result of the implementation carried out from the needs analysis product.

Training programmes in Nigeria both at the secondary and tertiary levels have concentrated more on teaching knowledge and skills in principles devoid of practical experience in related fields. Asogwa and Diogu (2017) asserted the pressing necessity to shift people's focus towards self-sufficient and enduring methods of sustaining their livelihood, a need fulfilled by entrepreneurship education. Presently, entrepreneurship is recognized as a paramount strategy for economic development, ensuring a nation's growth and competitiveness in the face of escalating globalization trends (Schaper and Volery, 2014). A developing country like Nigeria needs entrepreneurship education and its application. Indeed, the importance of entrepreneurship

education at all levels of education – primary, secondary, tertiary and even at professional levels. This calls for a re-orientation of the school system to emphasize and value entrepreneurship education so as to cultivate an enterprise culture in students.

The problem of unemployed youth is becoming a source of concern and great embarrassment to the country. This is because the efforts of successive governments have not yielded the desired results as past curricula did not prepare the youths for self-reliance.

Concerned about the escalating unemployment rates, particularly among graduates, many tertiary institutions have shifted their focus to implementing entrepreneurial skills development programs. The aim is to equip students with the necessary skills to become self-employed and relevant in society, acknowledging the importance of fostering self-sufficiency in the face of challenging employment scenarios (Prodromou, 2009). Entrepreneurship education is an aspect of both responsive and functional curriculum and so, the curriculum content should be cross-disciplinary. Every entrepreneurship curriculum must provide the students with the requisite skills and capacities that can make them self-sufficient and self-reliance.

Problem Statement

The lack of entrepreneurial skills is a primary factor leading many graduates to unemployment, as a significant portion of them patiently awaits job opportunities instead of initiating and establishing their own businesses. Conversely, the case is not supposed to be the same for the graduates who undertake Economics subjects, since it is the key discipline where knowledge, skills, and proper attitudes about entrepreneurship are vested and delivered by teachers who ought to be expert in that area. The implementation of the program in Nigerian tertiary institutions is still incomplete. This implies that the rising rate of graduate unemployment. In Nigeria maybe a pointer of fact that entrepreneurship programme in Nigerian Colleges of Education do not motivate students to initiate action and behavioural responses. Therefore, it is one at a later stage (after completion of tertiary education, while looking for employment and when they are confronted by unemployment) that young people consider entrepreneurship. Poverty and unemployment levels are high and the most affected remain the youth. It is believed that entrepreneurship is the remedy for unemployment.

Many Nigerians have abandoned their job search after years of unsuccessful endeavors. The count of Nigerians experiencing poverty increased by 35 million in 2022. To address these identified challenges and propose solutions, it is essential to examine the existing literature's coverage of the interaction between components of an entrepreneurship program, dimensions of student learning orientation, and the manifestation of action in the pursuit of entrepreneurial goals. This analysis aims to identify any existing gaps in the current body of knowledge.

Researchers have advocated a revision of entrepreneurship curriculum content in tertiary institutions to bridge the gap between theory and practice with particular emphasis on development of entrepreneurial skills. However, the is imperative to be inform whether entrepreneurship curriculum contents stimulate students critical thinking and generation of business ideals in Colleges of Education in Nigeria. Therefore, graduates of Colleges of Education could be lacking in capacity to handle entrepreneurship education matters in schools. The question now is; how can economics education curriculum at Colleges of education be strengthened to encompass the entrepreneurship education needs of the students?

Justification of the Study

This study raises public awareness about the importance of teaching College of Education students entrepreneurial skills in encouraging students to create self-employment and solve the problem of unemployment. The finding of this study inform teachers on the best strategies that can be used in imparting entrepreneurial skills to Economics students. The findings of this study will assist Economics Lecturers in developing competence through mastery of subject contents. The findings will inform College management on the challenges the Economic lecturers face in developing entrepreneurial skills among Colleges of Education students and possible solution to be taken to alleviate the challenges.

Objective of the Study

The main purpose of this study is to design the entrepreneurship-oriented Economics curriculum framework for the NCE training programme on the basis of the needs of the learners as perceived by lecturers and students in colleges of education in north-central Nigeria, while the specific objectives are to:

1. Identify the need for entrepreneurship – oriented Economics curriculum based on the perceptions of the Economics lecturers.
2. ascertain the need for entrepreneurship – oriented economics curriculum based on the perceptions of the economics students.
3. Compare the perceptions of lecturers and students on the needs for entrepreneurship – oriented economic curriculum in Colleges of Education.
4. Find out the actual entrepreneurship – oriented content needs of the students as perceived by the economics lecturers.
5. ascertain the actual entrepreneurship – oriented content needs of the students as perceived by economics students and their lecturers.

Research Questions

This study attempts to provide answers to the following research questions:

1. What is the general perception of Economics lecturers on the need for an entrepreneurship-oriented economics curriculum for the NCE programme?
2. What is the general perception of Economics students on the need for entrepreneurship – oriented Economics curriculum for NCE programme?
3. What are the differences in the perception of lecturers and students on the need for entrepreneurship – oriented economics content for NCE in Colleges of Education?
4. What are the actual entrepreneurship - oriented Economics content needs of Colleges of Education students as perceived by the Economics lecturers?
5. What are the actual entrepreneurship – oriented Economics curriculum content needs of the Colleges of Education students as perceived by the Economics students?

Hypotheses

H₀₁: There is no significant difference in the mean perception scores of lecturers and students on the entrepreneurship oriented content needs of students.

H₀₂: There is no significant difference in the mean perception scores on the entrepreneurship content needs by male and female economics students in Colleges of Education.

H0₃: There is no significant difference in the mean perception scores on entrepreneurship oriented content needs due to the length of service of the lecturers.

2. LITERATURE REVIEW

Entrepreneurship Education, as defined by the centre for Entrepreneurship leadership clearinghouse, as the method by which individuals acquire skills to identify opportunities often missed by others (Ahmad, 2013). In a broad sense, it can be perceived as the knowledge and skills imparted to an individual to instill in them the aspiration to establish a business. According to Dural-Covetil (2013), entrepreneurship education programs are progressively being instituted and broadened with the aim of providing students with the expertise and capability essential for generating economic value and employment opportunities. According to Kafui (2012), the world at large, including governments, educational institutions and corporate bodies, sees the need for implementing entrepreneurship education in their programmes.

Ramaningpal, Palaniappan and Itemalatha, (2012) contend that entrepreneurship education is essential not only to shape the mindsets of young people but also to provide the acquisition skills of developing entrepreneurship culture. Salami, (2011) asserted that the Nigerian University education, is pattern after the "gold shield" of British Colonial Universities remains the high way to White-collar jobs and social security for millions of Nigerians. Shortly after gaining independence from Britain in 1960, there arose a debate regarding whether the nation should maintain its inherited legacy or embark on a path of gradual transformation, forging a distinct character of its own. Regarding needs analysis, Coetzee, Botha, Kiley, and Truman (2017) address the analysis of education, training, and development needs. In discussing needs analysis, Coetzee, Botha, Kiley and Truman (2017) refer to education, training and development needs analysis. According to them, need analysis or needs assessment is regarded as crucial to the planning design and delivery of any initiative. They further state that it involves the organized gathering and assessment of information to identify deficiencies in the current levels of competency, skills, knowledge, and attitude within a particular group.

3. RESEARCH METHOD

The study adopted descriptive survey of cross-sectional type. Cresswell (2013) states that descriptive research design aims at documenting, describing and presenting what exists and otherwise in what is being investigated. The choice of the design is good for studies which focus on individuals, their opinions, belief and motivation. The design guided the research in collecting and analysing quantitative data from students and teachers through the use of questionnaires on the entrepreneurial contents/skills needed by Economics students in College of Education in the North central geo-political zone of Nigeria. The study sampled 4 Colleges of Education in the region. 40 Economics Lecturers, 100 NCE 1, Economics students and 100 Economics NCE III students to make a total of 240 respondents. This was equivalent of 12.5% of the 1930 targeted population. As per Mugenda & Mugenda (2012), a sample ranging from 10% to 30% is deemed representative for social studies.

To determine the reliability of instrument in measuring consistency what it is supposed to measure, the instrument was trial tested on 5 Economics educators at FCE Kano and 30 Economics students. Cronbach Alpha for Internal Consistency of items of the questionnaire was conducted using the

reliability procedure in Statistical Package for Social Science (SPSS). The result indicated that the instrument had a good internal consistency based on Cronbach Alpha Coefficient reported at 0.835 from students and 0.721 for lecturers respectively. This implies that the questionnaire was reliable. The conclusion regarding the reliability of the instrument was reached because Benard (2011) point out that reliability Co-efficient to be accepted, it should be close to + 1 or as high as 0.70 - 0.80. In the same vein, Flick (2011) report that an instrument that has Reliability Coefficient of 0.70 or above is reliable for research purpose.

4. RESULTS AND DISCUSSIONS

Entrepreneurial skills are typically linked to the qualities of an entrepreneur, yet they can be cultivated by anyone. Entrepreneurship often involves initiating and establishing a successful business. The objective of this research was to identify the demand for an entrepreneurship-focused Economics curriculum in Nigerian Colleges of Education, as perceived by both Economics lecturers and students.

Research Question 1: What is the general perception of Economics lecturers on the need for an entrepreneurship-oriented economics curriculum for the NCE programme?

Table 1: Economics Lecturers' Perception on the need for an Entrepreneurship-oriented Economics for NCE Programme.

S/N	Items	Mean Rating	Decision
1	Economics is related to entrepreneurship education.	3.15	E
2	Introducing entrepreneurship education into NCE Economics curriculum is necessary and desirable.	3.36	E
3	The College has done enough to create awareness of entrepreneurship as a potential Economics students.	2.70	E
4	Entrepreneurship content in the NCE Economic content is adequate	2.73	E
5	Entrepreneurship education is a panacea to poverty reduction in Nigeria.	2.63	E
6	Entrepreneurship education is a political deception programme	1.35	NE
7	Entrepreneurs are found in virtually every occupation or career clusters.	2.96	E
8	Entrepreneurship creates wealth for nation.	2.45	E
9	Why do you think entrepreneurship education should inculcated into NCE Economics curriculum?		
	a To go to University	0.08	NE
	b To be able to get a paid job	0.16	NE
	c To facilitate self-employment (self-reliance)	0.73	NE
	d To be useful to the society.	0.82	E

Note: The benchmark is 2.5 for all items except item 9 which is 0.5 E - Essential, NE - Not essential.

The result from Table 1 reveal that eight out of twelve items were rated as "Essential", while the other four were rated as "Not Essentials"

Research Question 2: What is the general perception of Economics students on the need for entrepreneurship – oriented Economics curriculum for NCE programme?

Table 2: Summary of Economics Students' Perception on the need for an Entrepreneurship-oriented Economics for NCE Programme.

S/N	Items	Mean Rating	Decision
1	Economics is related to entrepreneurship education.	2.89	E
2	Introducing entrepreneurship education into NCE Economics curriculum is necessary and desirable.	3.49	E
3	The College has done enough to create awareness of entrepreneurship as a potential Economics students.	2.68	E
4	Entrepreneurship content in the NCE Economic content is adequate	2.46	NE
5	Entrepreneurship education is a panacea to poverty reduction in Nigeria.	2.81	E
6	Entrepreneurship education is a political deception programme	2.68	E
7	Entrepreneurs are found in virtually every occupation or career clusters.	2.81	E
8	Entrepreneurship creates wealth for nation.	2.90	E
9	Why do you think entrepreneurship education should be inculcated into NCE Economics curriculum?		
	a To go to University	0.11	NE
	b To be able to get a paid job	0.12	NE
	c To be useful to the society.	0.65	E
	d To facilitate self-employment (self-reliance)	0.75	E

Research Question 3:What is the general perception of lecturers and their students on the need for entrepreneurship – oriented economics content for NCE Programme?

Table 3: Summary of Economics Lecturers' Perception and their Students' on the need for an Entrepreneurship-oriented Economics for NCE Programme.

S/N	Items	Lecturers'		Students	
		Mean Rating	Decision	Mean Rating	Decision
1	Economics is related to entrepreneurship education.	3.14	E	2.89	E
2	Introducing entrepreneurship education into the NCE Economics syllabus is necessary and desirable.	3.36	E	3.49	E
3	The College has done enough to create awareness of entrepreneurship as a potential Economics students.	2.69	E	2.68	E
4	Entrepreneurship content in the NCE Economic syllabus is adequate	2.73	NE	2.46	NE
5	Entrepreneurship education is a panacea to poverty reduction in Nigeria.	2.63	E	2.81	E
6	Entrepreneurship education is a political deception programme	1.35	NE	2.68	E
7	Entrepreneurs are found in virtually every occupation or career clusters.	2.96	E	2.81	E
8	Entrepreneurship creates wealth for nation.	2.47	NE	2.90	E
9	Why do you think entrepreneurship education should be inculcated into NCE Economics syllabus?				
	a To go to University (Tertiary education)	0.08	NE	0.11	NE
	b To be able to get a paid job	0.16	NE	0.12	NE
	c To be useful to the society.	0.72	E	0.65	E
	d To facilitate self-employment (self-reliance)	0.82	E	0.75	E

As shown in Table 3, the Lecturers agreed with eight out of the twelve items revolving around the notion, needs and importance of entrepreneurship education at the NCE level, while the students agreed with nine items. However, it was particularly noted that the two stakeholders had a consensus opinion on seven items only. From this findings, lecturers and students of Economics perceived that Economics has much relevance for entrepreneurship education and consider its introduction into NCE Economics curriculum as necessary desirable. They equally perceived that the Colleges has not created enough awareness of entrepreneurship as potential career option for the students. They finally perceived that the inculcation of entrepreneurship education into the NCE Economics curriculum would facilitate self employment and reduce poverty in Nigeria.

Hypotheses Testing

In this study, three null hypotheses were formulated and tested at 0.05 alpha. To test the hypotheses, t-test statistician ANOVA were used.

Hypotheses 1: There is no significant difference in the mean perception scores of lecturers and students on the entrepreneurship oriented content needs of students.

Table 4: Difference between Entrepreneurship- oriented content needs of Economics Students as Perceived by Lecturers and Students.

Group	N	SD	df	T	Sig.	Decision
Lecturers	40	2.12	238	2.29	0.02	Rejected
Students	200	1.87				

As shown in the Table 4, the calculated t-value was 2.29 and this was significant at 0.05 level, hence the null hypotheses one is rejected. This means that there was a significance difference in the perception of entrepreneurship oriented content needs of Economics students in Colleges of Education by the lecturers and the students themselves.

Hypotheses 2: There is no significant difference in the mean perception scores on the entrepreneurship content needs by male and female economics students in Colleges of Education.

Table 5: T-test showing Differences in the Identified Entrepreneurship-oriented Content Needs by Male and Female Students.

Gender (Students)	N	SD	df	T	Sig.	Decision
Male	100	28.57	384	-5.48	0.00	Rejected
Female	100	29.84				

Table 5 reveal the t-test value (384) = -5.58 less than 0.05 is significant because the probability of 0.00 is lower than the alpha value of 0.05. This indicates that male and female students of Economics differed significantly in their perception of entrepreneurship needs. Hence, the null hypotheses is rejected.

Hypotheses 3: There is no significant difference in the mean perception scores on entrepreneurship oriented content needs due to the length of service of the lecturers.

Table 6: T-test showing Differences in the Identification of Entrepreneurship Needs of Students by the Experienced and Less Experienced Lecturers.

Experience	N	SD	df	T	Sig.	Decision
Less than 5 years	20	18.42	38	2.55	0.01	Rejected
5 years and above	20	18.01				

From the data shown on Table 6, the t-test of t (38) = 2.55 greater than 0.05 is significant because the probability of 0.01 is lower than alpha of 0.05. The null hypotheses three thus rejected than alpha of 0.05. Since the null hypotheses three is rejected, it is inferred that the experience in their less experienced lecturers differed significantly in their identification of students entrepreneurship needs. This is in favour of the less experienced lecturers who have a higher perception.

5. DISCUSSION OF THE FINDINGS

The findings indicated that majority of Economics Lecturers and Students in the Colleges of Education had positive perception of entrepreneurship education as a catalyst for self-employment and poverty reduction in Nigeria. The findings showed that the introduction of entrepreneurship-oriented content into NCE Economics curriculum was deemed desirable as it would facilitate self-reliance and create wealth for the Nation. The findings agree with that of Solomon (2015) who pointed that the high rate of unemployment of strongly associated with low level of entrepreneurial development in an economy.

Findings also revealed that there was a conflict of perception on entrepreneurship education and creation of wealth while the students of Economics perceived that entrepreneurship education create wealth for the nation, their lecturers asserted that it does not. UNESCO (2007 & 2009) reported that not only is entrepreneurship education important in reducing poverty, it is also a key to wealth creation. Empowering the Nigerian people towards employment generation, poverty reduction and value re-orientation is a foremost cardinal point for strategies macroeconomic framework (NEEDS, 2005).

The findings showed that there was a significant difference in entrepreneurship-oriented content needs of Economics students by lecturers and students of Economics in Nigeria. The students of Economics considered only ten out of the thirty-five listed entrepreneurship oriented content. The lecturers of Economics perceived fourteen out of thirty five listed entrepreneurship-oriented content need of students as essential.

To further explain the divergence in the perception of lecturers and students, psychologist have identified five major principles that determine the perception and preference of individual (Waliace, 2020). These include the principle of figure ground. similarity, proximity, closure and good continuation. In the same vein, Okunloye, (2013) outline five factors that determines individual perception and preference. These include the past or previous learning of perceiver, personality and interest of the perceiver, needs of the perceiver and culture and values of the perceiver. It can be particularly noted that "Entrepreneurship skills" initiating a venture, managing a business and three of the venture specific skills, financial discipline, leadership skills and risk taking skills were generally identified as highly needful.

6. CONCLUSION

Based on the findings, the following conclusion could be drawn the respondents (i.e lecturers and students of Economics perceived the inclusion of entrepreneurship-oriented content into NCE Economics as necessary and desirable. It may also be concluded that eighteen out of the thirty five sub-skills listed under the entrepreneurship knowledge spheres constitute the entrepreneurship-oriented content needs of Economics in Nigeria Colleges of Education.

7. RECOMMENDATIONS

The study recommended the following:

1. All education reforms should be preceded by a need-analysis. This will in cues learners with a sense of ownership of the reform and ensure success.

2. The government should finance the training and updating of Economics lecturers, enabling them to acquire contemporary knowledge and skills in entrepreneurship necessary for self-employment. This would ensure that they can effectively impart the same knowledge to their students..
3. The educational approach should be revamped to focus on fostering entrepreneurial skills in learners. This shift is essential as Nigerian graduates can no longer depend solely on the job market for employment. Instead, they must explore self-employment as an alternative source of livelihood after completing their education.
4. Conferences, workshops and seminars should be organised by Economics Departments of Colleges of Education and they should focus on business skills required for self-reliance and job creation. Prospective graduates and unemployed youths prospective graduates and unemployed youths should be invited to participate in these activities for the acquisition of business skills required in setting up a business.

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