

## Effective implementation of entrepreneurship education curriculum in Nigeria Colleges of education for job creation and sustainable development

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### Abstract

Entrepreneurial education is a vital tool for fostering job creation and sustainable development. It is an important part of the Nigerian education system. This paper explores the structure, implementation, challenges, and future prospects of entrepreneurship education in Nigeria colleges of education. A total of 85 articles were reviewed which involves systematic steps to ensure a comprehensive and unbiased synthesis of available literature adopting a well-defined scope which ensures that the review focused on relevant sources which were identified and gathered using databases such as Google Scholar, PubMed, JSTOR, and Scopus to find peer-reviewed journal articles, books, reports, and conference papers. The study found that effective implementation of entrepreneurship education curriculum in Nigeria colleges of education has brought about job creation and sustainable development to an extent which could improve with time. The study also found that the use of entrepreneurial curriculum in colleges of education entrepreneurship program has a positive impact on students' intention to pursue entrepreneurial ventures. The study therefore recommended that colleges of education policy makers should focus rigorously on the development of entrepreneurship curriculum centered towards playing crucial roles of fostering creativity, resilience, and business acumen among students where strategic reforms in curriculum design, teaching methodologies, and policy frameworks can significantly enhance the effectiveness of the entrepreneurship educational program in Nigeria toward sustainable development.

**Keywords:** Entrepreneurship Education; Curriculum; Colleges of Education; Job Creation; Sustainable Development

### 1 Introduction

In today's global world, sustainability is getting increasing attention in academic and business fields and entrepreneurship education represent a great potential for economic development, as it is the most contributing and most important factor in developing countries around the world. (Adeniyi & Dimkpa, 2025; Eltahir & Alsahhi, 2025; Atitsogbe, Samson, Sarazin-FreyPépin, El Hamdany, & McCrindle, 2024). University education worldwide has been shown to play a significant role in cultivating individuals with the intellectual capabilities and skilled workforce essential for social and economic advancement. Following this, comprehending the elements that drive students' entrepreneurial intentions is deemed crucial in the study of entrepreneurship. Regrettably, individuals anticipated to play a role in national development due to their intellectual abilities and university education are hindered by unemployment. This situation stems from a non-functional and outdated curriculum that does not equip university graduates for self-employment and self-reliance. This highlights the necessity for a university education that cultivates students' skills to ensure they remain relevant and aligned with the evolving landscape of the world. (Ardianti, Harmanto, Buditjahjanto, & Anifah, 2024).

Hamid and Aliyu, 2017; Akhtar, Das and Roy, (2017) in a similar context, posit that tertiary education no longer ensures employment for graduates, highlighting the necessity for colleges of education to implement a curriculum that transforms educational perspectives and practices. This has led to the introduction of entrepreneurship education

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aimed at fostering job creation, among other objectives. This shift is supported by findings that identify entrepreneurship education as a viable solution to the issue of graduate unemployment (Adejimola & Olufumilayo, 2009; Agbonlahor, 2016; Akanbi, 2013; Anyaogu, 2009; Hatem, Ikandilo & Raja, 2015; Tizazu, 2016). The global unemployment rates from 2014 to 2016 were as follows: in 2014, the overall world rate stood at 5.8%, with developed countries at 7.1%, emerging countries at 5.5%, and developing countries at 15.1%. In 2015, the world unemployment rate remained at 5.8%. In 2016, the unemployment rates were recorded at 6.7% for developed countries, 5.6% for emerging countries, and 15.6% for developing countries, resulting in a global unemployment rate of 5.8%. The percentages for developed countries stood at 6.5%, emerging countries at 5.6%, and developing countries at 16.1%.

Entrepreneurship education has become a vital component of Nigeria's educational system, particularly in colleges of education, where students are equipped with the skills necessary for self-employment, innovation, and economic sustainability. Given Nigeria's high unemployment rate, entrepreneurship education serves as a strategic tool for job creation and sustainable development. This essay explores the structure, implementation, challenges, and future prospects of entrepreneurship education in Nigerian colleges of education. Entrepreneurship education is designed to instill entrepreneurial skills, attitudes, and competencies in students, enabling them to create and manage businesses successfully (Godpower, Nmerukini, & Duson, 2025).

In Nigeria, the government has recognized the importance of entrepreneurship education in addressing unemployment and fostering economic growth. Colleges of education play a crucial role in implementing entrepreneurship curricula that prepare students for self-reliance and business innovation. The entrepreneurship education curriculum in Nigerian colleges of education is structured to provide both theoretical knowledge and practical experience. The curriculum typically includes: introduction to entrepreneurship; Entrepreneurial Qualities and skills; feasibility studies and Business Plan; Determining Capital Requirements and Raising Capital; Risk in Business; Small and Business Enterprises; Documentation; Intellectual Property; Creativity and Innovation; Electronic Marketing; Investment and Wealth Creation; Entrepreneurship Development Programmes in Nigeria.

Nigeria has made efforts to address this situation by incorporating entrepreneurship education into the tertiary education curriculum. The impact of entrepreneurship is evident in regions that have experienced declines in unemployment rates, attributed to increased entrepreneurial initiative indexes (Hussain & Nrashidah, 2015). However, despite global recognition, entrepreneurship remains constrained in Nigeria. To address the global unemployment crisis, policymakers and stakeholders in developed nations, including England, the USA, and Germany, have advocated for a realignment of educational systems to emphasize the acquisition of entrepreneurial skills. This approach aims to facilitate a smoother transition into employment for school leavers, particularly university graduates. The significance of education in societal development is evident, as the objectives of wealth creation, poverty alleviation, and value reorientation can only be achieved and maintained through an effective educational system that imparts essential skills, knowledge, capacities, attitudes, and values to individuals (Jamwal, AnuRadha, & Swati Gupta., 2025; Pacheco, Ferreira, Simões, Veiga, & Dabic, 2024). Entrepreneurship education plays a significant role in changing students' view towards becoming self-employed. Entrepreneurship education aims to equip students upon graduation with the skills necessary to become self-sufficient and employers through creative and innovative thinking in recognizing new business opportunities, such as test preparation coaching, skills development centers, online courses, employee training, and online English instruction, thereby fostering job creation and sustainable development. Kanonuhwa and Chimucheka (2016) define entrepreneurship education as a systematic formal approach to imparting entrepreneurial capabilities, encompassing the concepts, skills, and cognitive awareness essential for individuals to establish their own businesses. Muhammed, Mohd Noor, and Arfan (2016) characterized Entrepreneurship Education as a comprehensive program focused on instructing students in business plan development, financing strategies, and effective business management for growth.

The question of sustainable national development in Nigeria encompasses all facets of society. Consequently, it is infeasible to pinpoint an academic discipline that is not sufficiently represented in the continually growing cohort of jobless adolescents and graduates. Youth unemployment has precipitated other national economic issues, including the Boko Haram insurgency in the North, militancy in the Niger Delta, political violence among young people, and a rise in abduction and armed robbery, all of which may be attributed to youth unemployment. The unemployment crisis in Nigeria is exceedingly concerning (Ogunsola, 2009). Thousands of employable adolescents are wandering the streets. This occurs because, whereas universities and other educational institutions continuously produce graduates year, there are insufficient new positions or openings to accommodate these emerging job seekers. In this context, the federal government of Nigeria, via the Federal Ministry of Education, implemented entrepreneurship education in tertiary institutions, focusing on venture creation and growth to equip students with the necessary entrepreneurial skills, attitudes, and competencies to become self-employed and employers of labor, rather than mere job seekers upon graduation. Entrepreneurship education is aimed to alter the orientation and attitudes of participants, equipping them

with the skills and information necessary to initiate and operate a firm of their own. The United Nations Organization for Education, Science and Culture (2008) posits that entrepreneurship education is a form of education and training that enables students to cultivate and apply their creativity and initiative to independently initiate or construct firms (Alalawneh, & Harb, 2024; Aldhaheeri, 2024; Alkaabi, & Senghore, 2024). Understanding and developing the elements that impact the entrepreneurial intentions of undergraduates is crucial for implementing successful tactics to inspire students (Fasanu & Okunloye, 2010; Oluwasanya, Dawodu, Peters, & Awobodu (2016) assert that entrepreneurship education provides students with the requisite information to foster entrepreneurial intention. Tabitha, Gicuru, and Andrew, (2016), experimentally found out that Entrepreneurship curriculum has positive substantial effect on Entrepreneurial Intention of students. The Global Entrepreneurship Monitor (GEM) identified entrepreneurial intention as a crucial indicator of societal entrepreneurship (Kelley, 2012). Individuals exhibiting high entrepreneurial intention are more inclined to initiate a business of their preference compared to those with low Entrepreneurial Intention (Matlay & Carey, 2007). Currently, the majority of colleges of education in Nigeria have invested substantial resources in developing an effective entrepreneurship education for their students. Nevertheless, the rate of graduate unemployment continues to rise (Ojeifo, 2010). The curriculum is a crucial factor influencing the activities conducted at universities. Indeed, it constitutes the essence of academic institutions, significantly influencing their success or failure. (Hauwa and Justina, 2016). Ikandilo (2014) discovered a substantial correlation between curriculum content and entrepreneurial inclination. Tabitha, Gicuru, and Andrew (2016) discovered in their study that an entrepreneurship program affects students' entrepreneurial intentions. Conversely, Parimala and Iham (2016) identified a substantial negative correlation between the entrepreneurship curriculum and entrepreneurial inclination. Nigerian universities face the challenge of an ineffective entrepreneurship program, characterized by excessive theoretical material, resulting in less entrepreneurial intention among undergraduate students. The entrepreneurship program provided is very theoretical and fails to impact the entrepreneurial intentions of university undergraduate students. Agbolarhor (2016) asserts that there is a deficiency in curricular ability to facilitate the practical training of students in entrepreneurship education, which is intended to stimulate the career intentions of university undergraduates.

Furthermore, Anyaogu (2009) contends that the university entrepreneurship curriculum is insufficient for addressing graduate unemployment in Nigeria. Charles and Comfort (2013) contend that the current university curricular framework for entrepreneurship education is fundamentally flawed. Also, in the study of Fashanu and Okunloye (2010), it was pointed out that University curriculum is already overstretched, which has detrimental influence on the teaching of entrepreneurship education, thus negatively affect the students' entrepreneurial purpose. There has been scarcity of data on entrepreneurship curriculum and job creation for students and no consensus has been established on pedagogy and attitude of undergraduate students towards entrepreneurship (Bonnie, Dianne, Yuchin, & William 2015; Munawaroh, 2017; Kurattko & Morris, 2018). Therefore, it is crucial to determine the impact of pedagogy on attitudes toward entrepreneurship. The unemployment figures for tertiary education graduates from the National Bureau of figures indicate that between January 2015 and July 2017, the jobless rate for this demographic fluctuated between 61.7% and 73.1%, which is concerning. Sequel to the Joint Admission Matriculation Board Statistics (2016) indicates that 2,674,485 applicants were accepted to Nigerian institutions from 2010 to 2015. Despite being instructed in entrepreneurship through various pedagogical methods, job creation remains little, as seen by the rising unemployment rate among tertiary institution graduates.

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## 2 Literature review

### 2.1 Entrepreneurship Education Curriculum

The word curriculum is gotten from a Latin verb *curre* meaning "to run/to proceed as race or the course of race, its first use in educational context was by *Professio Regia* which is a work by professor Petrus Ramus published posthumously in 1576 by university of Paris. Entrepreneurship has emerged as a significant driver of economic growth, job creation, and innovation in both developed and developing economies. Recognizing its transformative potential, educational institutions and policymakers have prioritized entrepreneurship education as a means to equip individuals with the skills, knowledge, and mindset necessary to succeed in entrepreneurial ventures. The development of an entrepreneurship education curriculum plays a crucial role in fostering creativity, resilience, and business acumen among students, preparing them to navigate the complexities of the modern economy. Historically, education systems focused on preparing individuals for traditional careers in established businesses or government institutions. However, economic shifts, technological advancements, and globalization have highlighted the need for entrepreneurial skills, leading to the integration of entrepreneurship education into academic curricula. The late 20th and early 21st centuries saw a growing recognition of entrepreneurship as a discipline requiring structured learning, rather than solely relying on instinct or experience.

The expansion of entrepreneurship education was influenced by successful entrepreneurial models, the rise of start-ups, and the need for economies to foster self-employment and innovation. Universities and vocational institutions began incorporating entrepreneurship courses, research programs, and incubator initiatives to prepare students for entrepreneurial careers. As a result, the entrepreneurship education curriculum has evolved to balance theoretical knowledge with practical experience, offering students real-world applications of business concepts. Countries with well-developed entrepreneurship education programs have witnessed significant improvements in economic growth, employment rates, and innovation. Entrepreneurship education enhances self-employment prospects, reduces dependency on formal job markets, and encourages the creation of new enterprises. In developing economies, entrepreneurship education is particularly crucial in addressing unemployment and poverty by empowering individuals to generate their own income. Despite its benefits, entrepreneurship education faces challenges such as:

- Lack of Standardization: There is no universal framework for entrepreneurship curricula, leading to variations in content, teaching methodologies, and assessment techniques;
- Limited Practical Exposure: Many programs focus on theoretical aspects rather than hands-on entrepreneurial experiences.;
- Resource Constraints: Some institutions lack funding, infrastructure, and industry partnerships necessary for effective entrepreneurship education;
- Societal Attitudes Toward Entrepreneurship: In some cultures, entrepreneurship is perceived as risky compared to conventional employment, discouraging students from pursuing entrepreneurial careers.

Entrepreneurship education has evolved into a vital discipline, equipping individuals with the skills and mindset needed to innovate and create sustainable enterprises. The development of an entrepreneurship education curriculum ensures that learners receive structured training, balancing theoretical knowledge with practical applications. While challenges exist, continued investment in curriculum development, educator training, and industry collaboration will strengthen entrepreneurship education, fostering a generation of innovative thinkers who contribute to economic prosperity. Adejimiola and Olufumilayo (2009), along with Ramlan and Ngah (2012), argue that curriculum is essential for achieving course outcomes. Ozaralli and Rivenburgh (2016) suggest that a theory-based approach to entrepreneurship education, coupled with a low practical approach, contributes to the lack of interest and poor perception of entrepreneurship among university students in Malaysia. The review indicates that despite the increase in entrepreneurship education courses, there is no universally accepted curriculum.

## 2.2 Colleges of Education in Nigeria

Colleges of Education in Nigeria play a crucial role in training teachers and educational professionals to meet the growing demands of the country's education sector. These institutions focus on providing specialized teacher training programs that equip students with pedagogical skills, subject knowledge, and practical experience needed to excel in various levels of education. Nigeria has numerous Colleges of Education spread across different states, classified into three main categories:

- Federal Colleges of Education established by the federal government to provide standardized teacher education across the country.
- State Colleges of Education Managed by state governments to cater to local education needs.
- Private Colleges of Education Founded by private organizations and individuals to offer alternative teacher education programs.

The primary aim of these institutions is to produce well-qualified teachers for primary and secondary schools. The objectives include:

- Training educators in modern teaching methods and classroom management.
- Enhancing skills in curriculum development and educational administration.
- Encouraging research and innovation in teaching.
- Preparing graduates for leadership roles in Nigeria's education sector.

## 2.3 Programs and Degrees Offered

Colleges of Education in Nigeria mainly offer the Nigeria Certificate in Education (NCE), which qualifies graduates to teach in primary and junior secondary schools. Some colleges also collaborate with universities to offer Bachelor's Degree in Education (B.Ed.) programs, allowing students to advance their education qualifications.

Colleges of Education in Nigeria are vital institutions responsible for training educators who shape the country's future. While they face various challenges, their contribution to Nigeria's education system cannot be underestimated. Strengthening teacher education, improving funding, and modernizing curricula will enhance the impact of these colleges, ensuring Nigeria continues to produce competent educators who inspire learning and development.

## 2.4 Job Creation

Job creation is a crucial aspect of economic development, social stability, and poverty reduction. It refers to the process of generating employment opportunities that enable individuals to earn a livelihood, contribute to economic progress, and enhance their quality of life. Governments, businesses, and entrepreneurs play significant roles in fostering job creation through investments, innovation, and policy-making. Despite efforts to generate employment, some challenges remain: Economic downturns and recession periods reduce business expansion; Skills mismatch limits job accessibility for certain industries; Political instability affects investor confidence and business growth; Rapid technological disruption may replace traditional job roles. Job creation is fundamental to economic prosperity and social development. By fostering entrepreneurship, supporting businesses, and implementing effective policies, nations can generate sustainable employment opportunities for their citizens. Collaborative efforts between the government, private sector, and individuals are essential to building a dynamic and inclusive labor market.

## 2.5 Sustainable Development

The World Council for Economic Development (WCED) articulates sustainability as a form of development that “meets the needs of the present without compromising the ability of future generations to meet their own needs.” Sustainability is an approach focused on generating genuine and substantial value for the systems and resources that underpin that value. Expanding on this, Business Sustainability can be viewed as a systematic approach to analysis and decision-making across various business functions, achieved through a dedicated and clear comprehension of potential transitions that may arise in the present or future. Nidumolu, Pralahad, and Rangaswami (2019) and Willard (2022) indicate that sustainability can become a core component of business strategy and operations only if the company overcomes various challenges at each stage of the sustainability process and cultivates new capabilities to address these challenges. Nidumolu, Pralahad, and Rangaswami (2019) introduced a five-stage process for sustainability, encompassing compliance, sustainable value chain, design of sustainable goods and services, development of new business models, and the creation of next-practice platforms. Essentially, business sustainability focuses on guaranteeing that the organization maintains a steady supply of the necessary resources, both human and material, to ensure its continued success. This indicates that the approach does not solely focus on immediate profit but rather functions in a manner that ensures current profitability (even if it is not optimizing profits) while also securing future profitability through effective resource utilization, risk management, and resilience against potential shocks. Sustainability is characterized by Jodha (2020), as referenced by Grace, Evbuomwan et al. (2019), as the capacity of a system to uphold a clearly defined level of performance over time and, when necessary, to improve output without compromising the fundamental ecological integrity of the system. As noted by Glenn, Wisner, and Daniel, Magraw (2015), sustainability involves the principle that development efforts, especially those aimed at health and environmental safeguarding, should be conducted in a manner that does not compromise the capacity of future generations to meet their own needs. Business sustainability encompasses the implementation of strategies by organizations that promote enduring success. Organizations that prioritize sustainability play a crucial role in enhancing the well-being of the planet and its residents, while simultaneously establishing enterprises that are well-positioned for long-term prosperity. Innovative organizations recognize that implementing robust sustainability practices enhances financial outcomes, drawing in investors who value sustainable operations focused on long-term profitability and a competitive advantage. Tackling the challenges of the 21st century requires creative solutions and a cooperative approach between the public and private sectors.

## 2.6 Theoretical Framework

### 2.6.1 Schumpeter's Innovation Theory

Joseph Schumpeter's Innovation Theory is one of the most influential ideas in entrepreneurship and economic development. His theory emphasizes the role of entrepreneurs as key drivers of economic change through innovation.

### 2.6.2 Core Ideas of Schumpeter's Innovation Theory

- Creative Destruction – Schumpeter argued that economic progress happens when entrepreneurs introduce new innovations that disrupt existing industries. This process, known as creative destruction, leads to the replacement of old ways of doing business with newer, more efficient methods. For example, the rise of digital streaming (e.g., Netflix) disrupted traditional DVD rental businesses.
- Entrepreneurs as Agents of Change – Schumpeter believed that entrepreneurs are central to economic development. By introducing groundbreaking products, services, or business models, they push industries forward and create new opportunities.
- Types of Innovation – His theory classifies innovation into five key types:
  - New products (e.g., smartphones revolutionizing communication)

- New methods of production (e.g., automation in manufacturing)
- New sources of raw materials (e.g., alternative energy solutions)
- New markets (e.g., expansion into emerging economies)
- New business structures (e.g., online marketplaces replacing traditional retail)
- Innovation Leads to Economic Growth – Schumpeter emphasized that innovation stimulates competition, enhances productivity, and leads to economic expansion. Successful entrepreneurs who bring innovation often experience temporary monopoly advantages, until others catch up or develop newer innovations.

## 2.7 Application in Entrepreneurship Curriculum

For colleges of education focusing on entrepreneurship, Schumpeter's Innovation Theory can inspire students to:

- Think creatively and explore new business ideas.
- Embrace disruption as an opportunity rather than a threat.
- Understand the economic impact of entrepreneurial ventures.
- Focus on problem-solving through innovative solutions.

## 2.8 Empirical Review

Hamid, Muhammad, and Fariba (2015) examine the role of entrepreneurial curriculum components in higher education in relation to students' intentions at the University of Kashan. A total of 283 students were chosen using random sampling methods. The instrument utilized in this study is a questionnaire. The analysis of data was conducted at an inferential level utilizing t-tests and multiple ANOVA through SPSS. The findings indicate that students' perspectives on the components of the entrepreneurial curriculum do not significantly vary based on gender, field of study, academic degree and level, or GPA. Ismael and Ahmad (2013) conduct an empirical investigation into the effectiveness of the entrepreneurship curriculum implemented in Malaysian polytechnics. Data collection involved the use of a survey questionnaire, in-depth interviews, document reviews, and focus group discussions. The participants were selected from the Malaysian polytechnic training director, center management, entrepreneurship instructors at the center, and polytechnic students through a purposive sampling method. The results indicate that the entrepreneurship curriculum in polytechnics lacks effectiveness. The curriculum does not incorporate entrepreneurial knowledge, skills, and attributes. Innocent and Alice (2016) conduct a thorough examination by analyzing existing literature regarding the development and implementation of an entrepreneurship curriculum within the field of Library and Information Science. The investigation examined the implementation of entrepreneurship programs in Nigerian universities in response to the Presidential directive issued in 2004. Following the introduction of the general studies entrepreneurship course, a proposal has been made to include a course titled Info-preneurship in the undergraduate LIS education curriculum. This initiative aims to equip LIS students with entrepreneurial skills, necessitating the development of a comprehensive yet adaptable curriculum that addresses the evolving demands of the field. The introduction of this course will empower students to pursue self-employment by engaging in entrepreneurial activities such as publishing, abstracting, indexing, knowledge management, collection management, current awareness services, and bibliographic and metadata searching, among others. The study indicates that to enhance the appeal of entrepreneurship, it is essential for the government to create a supportive environment through the provision of infrastructure, funding, regulation of interest rates on bank loans, and various other facilities. Tabitha, Gicuru, and Andrew (2016) investigate the impact of entrepreneurship curriculum on the entrepreneurial intentions of university students enrolled in entrepreneurship programs at Kenyan universities. The research examined how entrepreneurship education influences university undergraduates' intentions to pursue entrepreneurial ventures. The analysis utilized chi-square and Spearman's Rho Correlation methods. A sample size of 236 from a population of 478 was utilized for the study, and the data were analyzed using SPSS. The findings indicate a positive relationship between the entrepreneurship curriculum and entrepreneurial intention. Chinonye and Akinbode (2014) examine the Entrepreneurship Curriculum and the pedagogical challenges that influence students' interest in entrepreneurial intention. This investigation explores the ways in which an entrepreneurial curriculum can pinpoint and cultivate opportunities for students, granting them access to business concepts, aiding in the development of operational plans, securing funding, and more. It aims to offer students an alternative platform for analyzing entrepreneurial strategies and understanding the successes and failures associated with new ventures. The investigation revealed a correlation between the entrepreneurship curriculum and intention. Hamid, Muhammad, and Fariba (2015) examine the role of entrepreneurial curriculum components in higher education in relation to students' intentions at the University of Kashan. A total of 283 students were chosen using random sampling methods. The instrument utilized in this study is a questionnaire. The analysis of data was conducted at an inferential level, employing t-tests and multiple ANOVA, utilizing SPSS software. The findings indicate that students' perspectives on the components of the entrepreneurial curriculum do not significantly vary based on gender, field of study, academic degree and level, or GPA. Parimala and Iliham (2016) conducted a study on the Entrepreneurship curriculum and Entrepreneurial Intentions among Malaysian

University students. Utilizing a Hypothesized Model through Structural Equation Modelling, they discovered a significant negative relationship between the Entrepreneurship curriculum and entrepreneurial intention. Mohd and Sufian (2016) provide a comprehensive review along with a proposal for revising the undergraduate Civil Engineering curriculum to enhance the program's effectiveness. The investigation employed meta-analysis as its methodological approach. The proposed steps for reviewing the curriculum have been meticulously crafted to ensure adherence to the total of 127 credit hours while simultaneously meeting the accreditation requirements set forth by the relevant authorities for an engineering degree program.

### 3 Methodology

This study conducted literature review which involves systematic steps to ensure a comprehensive and unbiased synthesis of available information. Before beginning the literature review, researchers identified the gaps in the existing research. A well-defined scope ensures that the review remains focused and relevant. Relevant sources were identified and gathered using databases such as Google Scholar, PubMed, JSTOR, and Scopus to find peer-reviewed journal articles, books, reports, and conference papers. Keywords and Boolean search techniques help refine search results to include only relevant studies. Not all sources are equally relevant or reliable. Researchers apply inclusion and exclusion criteria to determine which studies to consider. Viz relevance and credibility. After selecting the relevant sources, researchers organized them into categories for analysis. Once the analysis is complete, researchers write the literature review by presenting findings in a clear and structured format.

#### 3.1 Effective Implementation of Entrepreneurship Education Curriculum in Nigeria Colleges of Education for Job Creation and Sustainable Development

The curriculum should be designed to be dynamic, adapting to emerging trends in entrepreneurship. The implementation of entrepreneurship education in Nigerian colleges of education involves several key strategies: Integration into Core Curriculum – Entrepreneurship education is incorporated into the general curriculum, ensuring that all students, regardless of their field of study, receive entrepreneurial training; Practical Training and Business Incubation Colleges establish business incubation centers where students can develop and test their business ideas; Industry Collaboration. Partnerships with businesses and entrepreneurs provide students with mentorship and real-world experience; Government and Institutional Support – Policies and funding initiatives support entrepreneurship education programs; Use of Technology – Digital platforms and online learning tools enhance entrepreneurship education, making it more accessible and interactive. There are a number of studies such as Parimala and Iliham (2016); Gicuru and Andrew (2016); Chinonye and Akinbode (2014) and Ikandilo (2014). The findings of this study is supported by the forgone discussion from the literature clearly which indicates that there is a positive effect of Entrepreneurship curriculum on job creation for sustainable development in Nigerian colleges of education. To enhance the effectiveness of entrepreneurship education in Nigerian colleges of education, the following recommendations are proposed:

- Increased Funding and Investment – Government and private sector investment in entrepreneurship education can improve infrastructure and provide necessary resources.
- Practical-Oriented Curriculum – Colleges should emphasize experiential learning, including internships, business simulations, and startup incubation programs.
- Mentorship and Industry Partnerships – Establishing mentorship programs with successful entrepreneurs can provide students with valuable insights and guidance.
- Policy Reforms – Standardizing entrepreneurship curricula across institutions and ensuring government support for entrepreneurship education initiatives.
- Technology Integration – Leveraging digital tools and online platforms to enhance entrepreneurship education and provide students with global business perspectives.

#### 3.2 Future Prospects of Entrepreneurship Education in Nigeria

The future of entrepreneurship education in Nigeria is promising, with increasing recognition of its role in economic development. Emerging trends such as digital entrepreneurship, green businesses, and social enterprises are shaping the landscape of entrepreneurship education. As Nigeria continues to invest in entrepreneurship education, colleges of education must adapt to these trends by incorporating relevant courses and training programs. Additionally, the rise of technology-driven entrepreneurship presents new opportunities for students to engage in innovative business ventures. With the right policies, funding, and institutional commitment, entrepreneurship education can significantly contribute to Nigeria's economic growth and job creation efforts. Entrepreneurship education in Nigerian colleges of education is a crucial tool for fostering job creation and sustainable development. While challenges exist, strategic reforms in curriculum design, teaching methodologies, and policy frameworks can enhance its effectiveness. By

equipping students with entrepreneurial skills and fostering innovation, entrepreneurship education will continue to shape Nigeria's economic future.

#### 4 Conclusion

Entrepreneurship education plays a crucial role in equipping students with the skills necessary for self-employment, innovation, and economic sustainability. In Nigeria, the effective implementation of entrepreneurship education in colleges of education has been widely discussed, particularly in relation to job creation and sustainable development. Recent studies emphasize the need for a well-structured entrepreneurship education curriculum that integrates practical training, mentorship, and industry collaboration. Research suggests that restructuring entrepreneurship education to tertiary level and in particular Colleges of education can enhance students' adaptability and skill acquisition. The introduction of entrepreneurship into colleges of education has been identified as a foundational step toward preparing students for entrepreneurial ventures. Despite the potential benefits, several challenges hinder the effective implementation of entrepreneurship education in Nigerian colleges. These include: Inadequate Funding – Many colleges lack the financial resources to establish business incubation centers and provide necessary training materials. Theoretical Focus – Some programs emphasize theoretical knowledge over practical experience, limiting students' ability to apply entrepreneurial concepts in real-world settings. Limited Access to Mentorship – The absence of experienced entrepreneurs as mentors reduces students' exposure to practical business insights. Regulatory and Policy Barriers – Inconsistent policies and lack of government support affect curriculum standardization and implementation. Infrastructure Deficiencies – Poor infrastructure, including outdated learning materials and inadequate facilities, hampers effective entrepreneurship education. Empirical findings highlight that traditional teaching methods are insufficient for fostering entrepreneurial mindsets. Studies indicate that experiential learning, business incubation programs, and mentorship initiatives significantly improve students' entrepreneurial competencies. However, poor teaching techniques, inadequate funding, and infrastructural deficiencies remain major impediments to effective implementation. Empirical literature underscores the importance of entrepreneurship education in fostering job creation and sustainable development in Nigeria. While challenges persist, strategic reforms in curriculum design, teaching methodologies, and policy frameworks can significantly enhance the effectiveness of entrepreneurship education in Nigerian colleges.

#### Compliance with ethical standards

##### *Disclosure of conflict of interest*

No conflict of interest to be disclosed.

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