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Entrepreneurship Curriculum Development in Sustaining Innovativion in Nigeria

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Abstract: The study explores the stages of Entrepreneurship Curriculum Development in Nigeria. This is with the view to determining the influence entrepreneurship curriculum development has exerted on innovative drive in Nigeria. Various literatures as they relate to the study were reviewed and conceptualized into a framework to show the stages in which entrepreneurship curriculum have advanced in the first world economy in comparison to the stage in which the Nigeria economy operate. The study found out that entrepreneurship development in Nigeria has focused more on the explicit curriculum while neglecting the implicit curriculum. The study also concluded that Nigeria is at its early stage of entrepreneurship curriculum development which has hampered the emergence of entrepreneurs. For the few that are able to create ventures, lack of marketing skills such as using digital and social media restricts their success. In an effort to enrich the entrepreneurship curriculum development in Nigeria, the study recommends internship for students to have hands-on experience and also academic institutions should build prototype businesses on campus to expose students to entrepreneurship culture and also impart modern marketing skills among others.

Keywords: Entrepreneurship; Entrepreneurship Education; Curriculum; Nigeria.

1. INTRODUCTION

The Word Entrepreneurship came into usage in the 18th Century when a French economist, Richard Cantillon first used the word to describe the 'risk bearing' activity and role carried out by the early industrialist in the transformation of resources during the industrial revolution (Akpor-Robaro, 2012). The activities of these industrialist was so great as it brought about a new dawn in Europe because some individuals think out of the box to address issues of their time by identifying opportunity and creating new markets to increase world output through the idea of division of labour etc. Even Short, Ketchen, Shook and Ireland (2010) in a similar study suggested that 'Without an opportunity, there is no entrepreneurship'. This shows that

many people over the years have confused the idea of starting-up businesses without a drive and opportunity to be synonymous to starting-up businesses with a drive (Entrepreneurship). Similarly, a member of the Massachusetts Institute of Technology (MIT) Enterprise Forum in the United Kingdom as cited in Windsor (2015) noted that entrepreneurship is the strategic utilization of ideas within an opportunity structure and Entrepreneurs are people who think outside the box and really, most of them don't even understand how to work inside the box.

To further buttress the idea of Short *et al.* (2010), Leibenstein (1995) in a previous discourse, postulates that an entrepreneur must be dominant, and be gap-filler, i.e. have the ability to perceive where market fails and to develop new goods or processes that the market demands but which are not currently being supplied. Even Veeraraghavan (2009) in his assertion also support this evidence as he concludes that innovation and entrepreneurship are two sides of a coin. He suggests that 'While there is a need for the innovations to occur which should be facilitated and even encouraged deliberately by entrepreneurs, it is equally important for them to create opportunities and environment to realize those innovations. This therefore shows that for entrepreneurs to emerge, there must be a re-orientation of the up-coming generation on the issue of entrepreneurship which is also known as entrepreneurship education.

In a 2008 UNESCO report cited in Rwamtoga (2011), it was noted that entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. Entrepreneurship goes beyond business creation, it is about increasing students' ability to anticipate and respond to societal changes. The report also added that Entrepreneurship education is education and training which allows students to develop and use their creativity, and to take initiatives, responsibility and risks. It should be called entrepreneurship education (not enterprise education) so that it does not sound as if it is focusing on business. A work from Colton (as cited in Rwamtoga, 2011) suggests that the major objectives of enterprise education are to develop enterprising people and inculcate an attitude of self-reliance using appropriate learning processes. Entrepreneurship education and training programs are aimed at stimulating entrepreneurship which may be defined as independent small business ownership or the development of opportunity-seeking managers within companies.

Entrepreneurship education have transformed in the past and also in recent time across the globe. This has been as a result of changes in different generation of technology. For example (1st generation, to the ICT age). Countries who adjust their curriculum to fit into the prevailing generation of technology in the age of their existent have thus raised entrepreneurs who were relevant in those dispensations. In this ICT age, evidences abound that economies that have adjust their curriculum to accommodate ICT have raised entrepreneurs who have cause breakthrough in every facet of the society, this is because there is barely no sector that do away with ICT.

Despite the advance and adjustment of school curriculum around the world to match up with the prevailing generation of technology, Nigeria is still lagged behind and this has impacted negatively on the emergence of entrepreneurs. For example, report emanating from an Expert Consultative Workshop (2017) organized by the Entrepreneurship Research and Development Centre which was supported by the Embassy of the United State of America in Nigeria showed that many universities in Nigeria, especially from the northern region are lagged behind in teaching entrepreneurship education. This gap might not be unconnected to the weak curriculum which do not match the prevailing societal change.

It is in this light that this study therefore seeks to appraise entrepreneurship in Nigeria as it is being influenced by the curriculum development with entrepreneurship education being the transmission mechanism in order to chart a way forward for entrepreneurship advancement in Nigeria.

2. LITERATURE REVIEW

2.1. Theoretical Underpinning

Entrepreneurial Performance Education Model: Vuuren and Nieman (1999) developed this model as it is concerned with the elements that drive entrepreneurial performance. It was developed to guide syllabus and curriculum development. The relevance of this model is the indication that the absence of any one of the elements such as motivation, entrepreneurial skills or business skills will lead to zero or extremely low levels of entrepreneurial performance as measured by the involvement and execution of startup activities by the student. Vuuren and Nieman (1999) observed that those students who had completed their Bachelor of Commerce degrees and choose to go into employment rather than work for themselves in a small business, lacked motivation to do so and those with motivation started their own business. The direct linear model suggests that entrepreneurial performance is a function of motivation, entrepreneurial and business skills (Njoroge and Gathunga, 2013). This shows that failure in developing entrepreneurship curriculum will lead to poor entrepreneurship education which will reflect in graduate response to societal issues.

Entrepreneurial Education Model: This model was developed by Pretorius (2001) and it considers not only the content of entrepreneurial education programmes but also the context wherein such programmes are operated by the facilitators and the approaches they use. The model identifies five constructs relevant for entrepreneurial education to increase start-ups and also indicate the relevance of the programme context. The relevance of the model is that the facilitator is the key construct and based on his skills, knowledge, experience and methodology application should govern the construct but also govern the variable mix and changes it according to varying demands during the programme (Njoroge and Gathunga, 2013). This theory supports the finding of Esmi, Marzoughi and Torkzadeh (2015) in a country specific study that focused on teaching-learning method in Iran.

2.2. Empirical Literature

In an attempt to test the processes and influences of curriculum development on graduate skills so as to make improvement in future curriculum, Munyanyiwa, Svotwa, Rudhumbu and Mutsau (2016) in a cross country study which focused on developing countries carried out a comparative analysis on entrepreneurship curriculum development at the University of Zimbabwe and Botho University in Botswana. By carrying out a descriptive analysis using graphs and tables on data collected with the use of questionnaire that employed 5 point likert scale, the results showed that lecturers (resources persons) at the two institutions are the main drivers of curricula development and review. The study recommended courses to be taught from first year which include Small Business Management, Entrepreneurial Skills Development, Introduction to Finance and Economics.

Since many Nigerian Universities focus on both the subject and activity curricula which are sub-set of the explicit curriculum, Anene and Imam (undated) outlined 66 skills from which 550 undergraduate students of the University of Abuja were tasked to rank. The first twenty most acceptable skills which include operating a saloon and interior decoration among other ranked by students were identified as potentially viable skills for curriculum development in order to move from the activity curriculum to the practical curriculum.

In the same vein, since the subject curriculum has not been effectively utilized to raise entrepreneurs, Esmi, Marzoughi and Torkzadeh (2015) in a country specific study focused on teaching-learning method which plays a key role in shaping entrepreneurs. The result showed that Developed model which includes teaching method, systematic, organized and logical ways of providing lessons can help instructors in selecting an appropriate method of entrepreneurship teaching, and it can also help to structure entrepreneurship teaching on the right path. The study also reported that the model of systematic, organized and logical ways of providing lesson is comprehensive and includes all the effective teaching methods in entrepreneurship education.

In a country specific study that focused on developing country, Njoroge and Gathunga (2013) analyzed whether Entrepreneurship Education as reflection of the curriculum development affect growth in small and medium size enterprises in Kenya. By using the mean score to analyze the data, the study revealed that lack of financial strategic management, marketing and entrepreneurship skills retards businesses even though there seems to be increase in sales and profit in the short run. This supports earlier assertion by Leibenstein (1995) that entrepreneurs are gap-fillers and goes beyond just setting up businesses. This might not be farfetched from evidences even in Nigeria that reported increases in small and medium scale enterprises, while poverty also increase.

2.3. Entrepreneurship Education and Curriculum Development

In line with promoting entrepreneurship through entrepreneurship education due to the high level of youth unemployment and in order to improve students innovative ability and help them discover opportunities around them upon graduation from higher institution of learning, the National Universities Commission (NUC) in Nigeria directed all Universities to establish entrepreneurship Centres, latest by 2007/2008 session. The aim of these centres is to among others teach entrepreneurship theory and practice. Between 2007 and 2016, many Students have graduated yet entrepreneurship intentions among the graduates seem to be at low ebb. This is evidenced as a National Bureau of Statistics report as cited in Philip, Samson and Ogwu (2013) reported that about 600,000 graduates annually tend to be idle without any placement after graduation. This situation might not be unconnected to the lack of review of the Entrepreneurship Education Curriculum to meet up with the current issues on ground as Nigeria's curriculum focuses more on theory.

In the word of Bilbao, Lucido, Iringa and Javier (2008) as cited in Avior (2014), a curriculum is considered as the 'heart' of any learning institution which mean that schools cannot exist without curriculum. They also described a curriculum as a dynamic process due to change in our society. This dynamic nature of curriculum normally leads to curriculum development which is being described as a planned, purposeful, progressive and systematic process to create positive improvement in the Education system. Bilbao, *et al.* (2008) further noted the need for continuous update of curriculum through curriculum development to address society's needs. In recent time entrepreneurship Education in Nigeria have focused on learning without exposure to the practical aspect. One area of concern that should have been developed when it comes to entrepreneurship Education is the Practical and Environmental curriculum. This area of curriculum development is the key to unlock the innovative abilities of students after much theory.

The dependency on innovation is suggested by Veeraraghavan (2009), as entrepreneurship and innovation are inextricably linked. In conceptualizing entrepreneurship, Schumpeter as quoted by Wei (2012) originally conceived entrepreneurs as innovators. This is because they introduce new combinations

– new goods, methods of production, markets, sources of supply, or organizations of industry – that shake the economy out of its previous equilibrium through the “creative destruction” process. So entrepreneurs do not need to own capital, open their own business, or even work within the confines of a business firm at all. The unique feature of an entrepreneurial action is innovation. Since no innovation remains innovative for a long time, people cannot be entrepreneurs forever, but only when they actually carry out new combinations (Bjornskov, Christian and Nicolai, 2008).

Kirzner (2002) suggests that the process of innovation is actually of spontaneous and in-deliberate learning. Accordingly, the necessary characteristics of the entrepreneur is alertness, with no intrinsic skills other than that of recognizing opportunities, being necessary. Following Kizner (2002) suggestion, the recognition of opportunities and developing of innovative skills goes beyond theories and can only be achieved outside the four walls of class room through exposure as a result of developing both the Practical Curriculum and Environmental curriculum which are all sub-set of the explicit and implicit curriculum respectively.

3. THE CONCEPT OF ENTREPRENEURSHIP AND CURRICULUM DEVELOPMENT AS EXPERIENCED IN SELECTED ADVANCED COUNTRIES

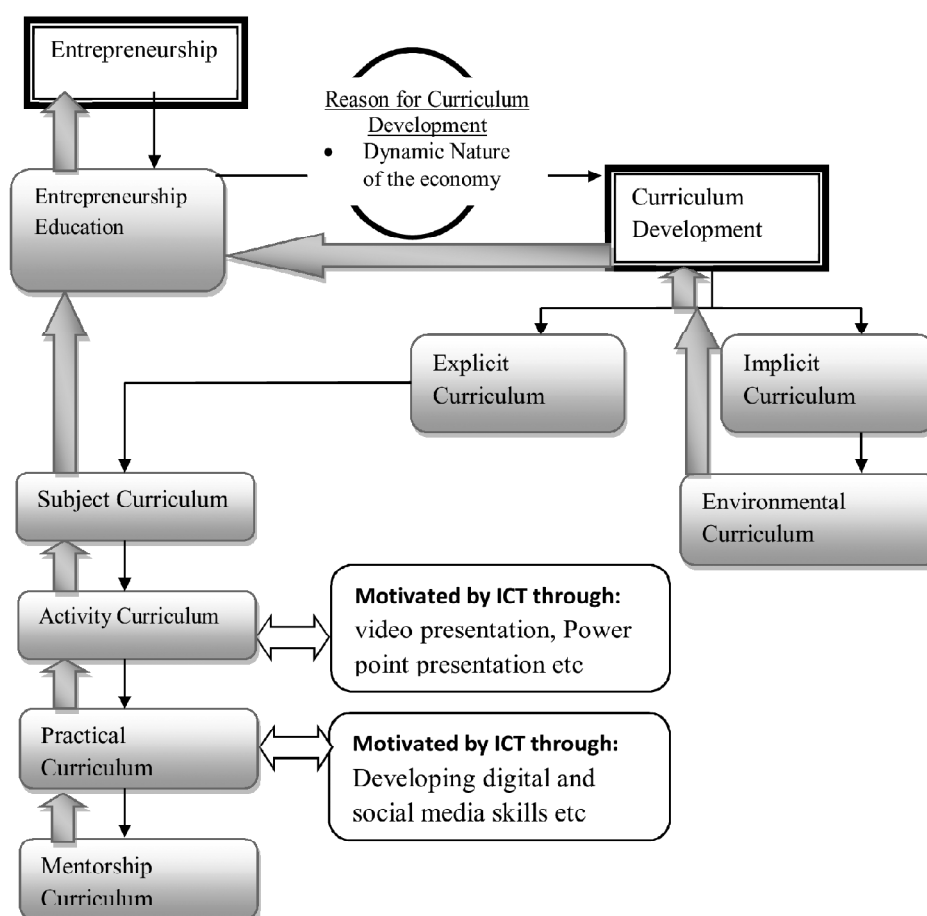


Figure 3.1: Relationships between Entrepreneurship and Curriculum Development

Source: Author Construct, 2017 (Adopted from Tan, 2014 and Modified by Author)

3.1. Explanation of the Conceptual framework model

From a historical perspective, curriculum development as it relates to entrepreneurship has gone through several phases that this paper describes below. Bobbit (1924; in Naia, 2013) expands the concept of curriculum development previously mentioned as curriculum advancement and curriculum making, evidencing social dimension, arguing that curriculum development should take into account the social needs which is as a result of the dynamic nature of the economy. This process, of trying to fill social needs was an important contribution to American education (and further, many countries education especially in Europe).

Fig 3.1 shows the linkages between the different stages in curriculum Development and the feedback effect it has on entrepreneurship. It shows that Entrepreneurship Education holds the key to unlock entrepreneurs, but this could only be unlocked when the curricular is in line with the current economic reality. A proper curriculum Development must take into consideration both the implicit and explicit curricular.

Tan (2014) described the implicit curriculum as laying more emphasis on the creation of a strong atmosphere in the environment that will facilitate the formation of entrepreneurship culture among students. It principally comprises material, institutional and cultural aspects which allow students to develop entrepreneurial awareness, foster entrepreneurship and improve entrepreneurship quality. A practical aspect of the development of implicit curriculum is found in Europe as the atmosphere towards building future entrepreneurs is highly recognized and implemented from the primary school level; for example a report by the Education, Audiovisual and Culture Executive Agency (2012) noted that in primary education, about two thirds of countries in Europe recognize entrepreneurship education and, in these countries, rather than being explicitly mentioned as part of a particular subject, entrepreneurship objectives are expressed as being transversal or cross-curricular i.e they form part of the values and competences to be developed throughout all subjects and curriculum activities of pupils in the primary school. In this situation, entrepreneurship education is integrated into other subjects; these are mostly subjects which form part of the compulsory curriculum. By this, the creativity of these pupils' increases as they move to higher institutions where they are exposed to explicit aspect of entrepreneurship education. This early exposure might not be unconnected with the massive rise of entrepreneurs in Europe.

The explicit curriculum focus on giving entrepreneurship education to students. This entrepreneurship education includes entrepreneurship attitudes, knowledge and skills so as to act in an entrepreneurial way. The explicit curriculum is further divided into three (3) modules; subject curriculum, activity curriculum and practice curriculum. The subject curriculum lays more emphasis on theory impartment and also serves as the foundation for entrepreneurship education curriculum development system at the tertiary institution level. It is developed to foster students' entrepreneurship awareness and enterprise spirit, business and financial management. It is important to note that some students might catch the entrepreneurial spirit at the subject curriculum while some may not until they are pushed further into the activity curriculum.

The activity curriculum which is a sub-set of the explicit curriculum is designed to arouse students' entrepreneurship awareness, emblaze their entrepreneurship enthusiasm and develop psychological qualities and skills of entrepreneurship through forum, lecture, video presentation, expert interview, field visit, business plan competition, business club etc. Evidence abound that many entrepreneurs have emerged at this stage.

Another aspect of the implicit curriculum is the practical curriculum. It involves exposing students to life projects to broaden the students' hand-on experience which is irreplaceable by theories or activities curriculum. It can also involve the development of software to stimulate real-life environment which will establish a sense of business risk and develop psychological quality for entrepreneurship. More entrepreneurs are likely to emerge when exposed to the practical curriculum as students are pushed beyond theories to reality. The last aspect of the curriculum development is the mentorship curriculum. Through this aspect, students are assigned proven mentors especially in the area of interest. This can stir-up more entrepreneurs as some people need to be push before they can be creative, identify opportunities and implement such opportunities.

Evidences abound that countries around the world are at different stages of curriculum development depending on the demand and structure of the economy which have determine how entrepreneurs emerge overtime. For example, as reported by Tan (2014), the Chinese economy has made significant expansion on the explicit curriculum while lagging on the implicit modules. Despite this, many entrepreneurs have emerged over the years in China. Table 3.1 below shows the differences in curriculum development as practiced by some selected countries.

Table 1
Evidences of Curriculum Development in Selected Countries

<i>Country</i>	<i>Current Initiatives</i>		<i>Duration of Curriculum Review</i>	<i>Conclusion</i>
	<i>Implicit Curriculum Development</i>	<i>Explicit Curriculum Development</i>		
China	Failed due to inability to stimulate practical activities at the early stage of individual growth	Many institutions have grown beyond the subject and activity modules. Currently operating at the practical modules	Not Available	Entrepreneurs have emerge due to exploit in the practical modules
Germany	Introduced transversal or cross-curricular that cut across curriculum activities of pupils in the primary school.	Advanced in practical curriculum through exposure of students right from high school	Not Available	Many entrepreneurs have emerged through these activities.
Malta	In February 2011, entrepreneurship was launched through education scheme in Primary and Secondary schools	Practical curriculum is implemented from secondary where students engage in entrepreneurial projects to add value to their sills development	A draft National Curriculum framework was launched in May 2011. It is intended to strengthen the embedding element of entrepreneurship behavior for both primary and secondary school.	Not Available

contd. table 1

<i>Country</i>	<i>Current Initiatives</i>		<i>Duration of Curriculum Review</i>	<i>Conclusion</i>
	<i>Implicit Curriculum Development</i>	<i>Explicit Curriculum Development</i>		
Cyprus	Create an enabling environment from lower secondary school through enterprise day where students are to visit and be familiar with the work place and activities of a person in business	The Ministry of Universities in collaboration with ministry of Education and culture conduct annual entrepreneurship competition for students in the second and third year of upper secondary school	Not Available	Not Available
Netherland	Not available	Training programme are organized for teachers to ensure they act in an entrepreneurial manner themselves to help encourage entrepreneurial behavior in their students	Not available	Not available
United Kingdom	In the United Kingdom, Enterprise Education is compulsory for pupils	Government is enhancing online resources for teachers at the enterprise village and promoting the recruitment of local enterprise. Example is found involving students setting up firms	Not available	Not available

Despite failure in the implicit curriculum and no evidence on the reviewing of school curriculum in China, Tan (2014) noted that the Chinese vocational colleges are laying stress on competency, focusing on the enhancement of students' professional competence and highlighting practical teaching facilities, the reinforcement and application of knowledge in practice, the improvement of practical skills, and the employment or self-employment after graduation.

As regards the duration for reviewing curricula, The University of Northern Iowa in USA used to review curriculum after every 2 years but from 2014 began to review on a yearly basis to ensure that their curriculum continued to meet the ever changing needs of industry (Posinasetti, 2014). Furthermore, in the United Kingdom (UK), Portugal, Russia, Ireland, South Africa and South Korea have their reviews done

after every 3 years (Schwarz & Westerheikden, 2003). At the University of South Australia (UniSA), curriculum review is done every 2 years (University of Australia (1993).

From Table 1.0 above, it is clear that even though all countries operate at different stage of curriculum development, they still recognize entrepreneurship in steering documents at primary education level especially in Europe. These change significantly in secondary education, where virtually all countries integrate entrepreneurship into the curriculum in some form. In primary education, the cross-curricular approach prevails. Where entrepreneurship is not taught as a separate subject rather Entrepreneurship education is integrated into existing subjects, these are generally compulsory. The cross-curricular approach starts to give way to the integrated approach in lower secondary education, with each model being used in a similar number of countries (European Commission, 2012).

4. THE NIGERIAN EXPERIENCE IN ENTREPRENEURSHIP CURRICULUM DEVELOPMENT IN COMPARISON TO ADVANCE COUNTRIES

In Nigeria, Entrepreneurship is not part of the curricular in primary school and secondary school as found in many part of Europe. Although it is being introduced in higher institutions in Nigeria, specifically the Universities. In recent time, Entrepreneurship has become part of the National Youth Service Corp (NYSC) cardinal program which is being introduced during the three (3) weeks orientation camp.

Fig 2.0 below shows the level of curriculum development as it relates to entrepreneurship in Nigeria. It is important to note that all dotted lines are the missing link in the curriculum developmental process in Nigeria. For example, it could be noted that Nigeria curricular development is not driven by the need of the society; this tends to produce many students with entrepreneurship knowledge who lack the necessary drive to identify basic economic problems and create opportunities out of it. This is also reflected in the implicit curriculum as an enabling environment is absent to stir up creativity and entrepreneurial spirit among students from childhood. Similarly, the explicit curriculum has not developed beyond the subject curriculum where students are impacted with only theories of entrepreneurship education with the introduction of entrepreneurship study in the Universities by the National Universities Commission (NUC). In recent time, the activity curriculum is being given a nod although still at it infant stage. This is evidence through the activities of Network for Africa Students Entrepreneurship (NASE).

Although, the activity curriculum is still lagged far behind as students are not expose to key entrepreneurship training facilities which are ICT compliance. Evidences also abound that effort have not been made in respective quarters to stimulate the digital and social skill which are important component of the practical curriculum.

In a nutshell, the following observations were found about Nigeria Entrepreneurship drive in relation to curriculum development:

- (i) Excessively Theorized Curriculum:** The curriculum system in Nigeria fails to establish appropriate curriculum suitable for the dimensional entrepreneurial knowledge, ability and quality structure. The current system usually emphasizes theory which according to Chai (2009) is disadvantageous to foster students' entrepreneurial awareness.
- (ii) Shortage of the right Resource Persons:** Inadequacy of resource persons who are well versed in entrepreneurship theory and practice has also complicated the issue. The available resource

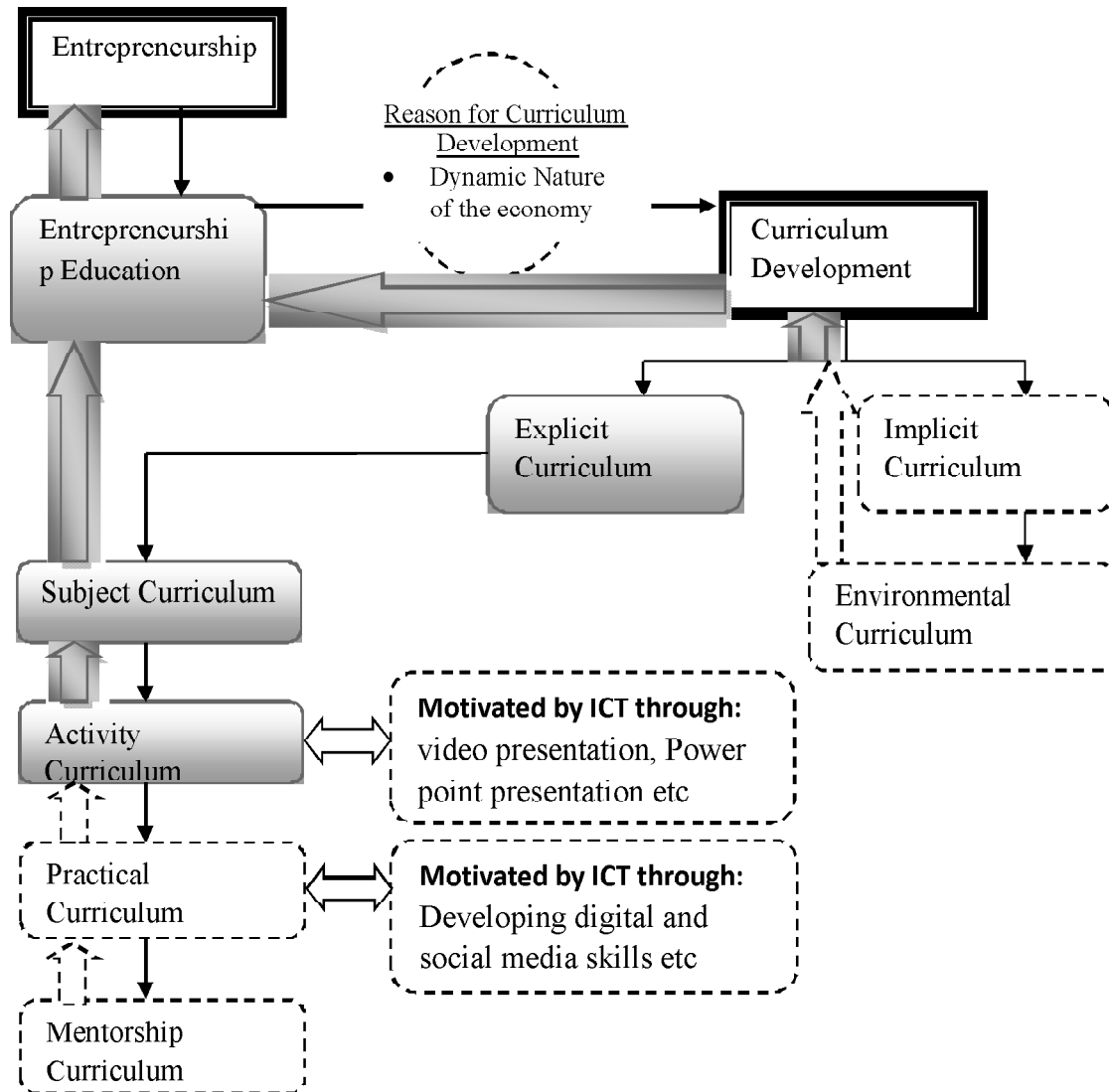


Figure 2: Relationship between Entrepreneurship and Curriculum Development

Source: Author Construct, 2017 (Adopted from Tan, 2014 and Modified by the Author)

persons are either theory experts or random practitioners of business. This makes it difficult to come up with a well-articulated curriculum education.

- (iii) **Absence of Practicals:** The Nigerian curriculum does not provide for practical hands-on experience by students to have life experience of running business and nurturing it to grow in real world. This has made students to continue to fear test-running enterprises themselves.
- (iv) **Absence of Mentoring:** The Entrepreneurship curriculum in Nigeria does not provide room for mentorship for students. This has shattered away many good vision and opportunities discover by students. Even in primary and secondary schools, the place of guidance counseling unit which have not only help shape moral life but have given direction to many individuals when it comes to career choice is fast becoming a thing of history.

- (v) **Skill gaps:** Muhammed, *et al.* (2015) recognized the absence of several competence skills which include discipline, commitment, simple thinking and confidence among others that is absent from students that must be developed by someone who has the interest to become an entrepreneur. These basic skills are currently absent in many students trait in Nigeria today as a lot of students lack discipline and commitment
- (vi) **Absence of Local content and Independent Development of Curriculum:** Evidence abound that different university operating within a country have their own curriculum designed with respect to local problems. Nigeria is a heterogeneous society with diverse cultural belief and ethics which is due to the multiple ethnic group in the country. Therefore, the differences in these ethnic differences have not been captured in the Nation curriculum development which might have been part of the problem encountered in the course of developing entrepreneurs.
- (vii) **Lack of Modern Marketing Skills:** In most cases, the entrepreneurs that are able to create their own business ventures, lack adequate modern marketing skills such as employing the social media and digital services, these restrict the growth of their businesses. This is because customers that ordinarily would patronize the business are kept out of sight.

5. CONCLUSION AND RECOMMENDATIONS

The paper therefore concludes that Nigerian entrepreneurship education is still in its early stage of development. Based on the stage of Nigeria's curriculum development, the following recommendations are proffered:

- (i) **Increase Proportion of Practicals:** There is the urgent need for increasing the proportion of practicals. This could be done through sending students on internship to enable them learn how businesses are run in reality. This will enhance the Academia-business synergy towards building an innovative future.
- (ii) **Inserting Local Content in the Curriculum:** There is need to consider local content in the development of the curriculum. This could be done by looking at the various economic opportunities available in each region of the country. To buttress this issue, Henry, Hill, and Leitch, (2003) as cited in Munyanyiwa, *et al.* (2016) suggested that when developing or reviewing the entrepreneurship curriculum, courses such as the development of new organisations, new markets, and new products must form the basis of an entrepreneurship curriculum whilst business management courses must emphasise the knowledge and skills required for business practice. For such a curriculum to be effectively developed or reviewed, Munyanyiwa and Mutsau (2015) argue that four perspectives need to be taken into consideration namely: a) the programme can be developed or reviewed from the perspective of the educators (lecturers) where curriculum is defined based on the expertise of the educators, b) it can also be developed based on the needs of students, c) the entrepreneurship curriculum can be analysed from the point of view of those who designed it, and d) evaluators and reviewers of the curriculum can influence the curriculum by making judgements on the curriculum content based on the pre-set criteria of programme quality and effectiveness.

- (iii) **Enhancing Financial Support:** Financial support could be given to students in terms of loans to start their business and grow them while in school. Lack of finance has suffocated many business ideas before realising them.
- (iv) **Encouraging Entrepreneurship Clubs:** Most universities do not have entrepreneurship clubs that will spur activities which can encourage entrepreneurial spirit among students.
- (v) **Building Prototype Businesses in Schools:** It is important that Entrepreneurship Centre build promising business projects where students can learn running businesses right in school.
- (vi) **Mentorship:** Opportunities should be provided where students with potentials and idea are attached to proven mentor to help the actualization of the student dreams.
- (vii) **Infusion of Modern Marketing Skills into Curriculum:** It is very important to introduce students and business owners to the rigors of modern marketing using digital and social media. This will expose the business to places and people which will also ensure success of their ventures. This can be done by engaging all stakeholders, producing a clean copy of teaching manual. Training of trainers should also be organized.

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