

Students' Attitude and Availability of Resources for the Implementation of Entrepreneurial Curriculum in Business Education among Undergraduates, Southwest, Nigeria

Seyi DAVID (PhD)

Department of Arts and Social Science Education,
(Business Education unit)
Lead City University, Ibadan, Nigeria
david.seyi@lcu.edu.ng

Ini MOSES

Department of Arts and Social Science Education,
Lead City University, Ibadan, Nigeria
ini.moses7@gmail.com +234 8037160784

Abstract

This study investigated the relationship between students' attitudes and resource availability on the effective implementation of the entrepreneurial curriculum among Business Education undergraduates in Southwest Nigeria. A mixed-methods research design was employed, integrating quantitative and qualitative approaches for comprehensive analysis. Quantitative data were collected using the Entrepreneurial Curriculum Engagement and Resource Availability Questionnaire (ECERAQ), which was administered to a stratified random sample of 450 undergraduate students (150 from each of three universities). Qualitative insights were obtained through semi-structured interviews with 15 lecturers and 9 administrators, purposively selected for their direct involvement in entrepreneurship education. The ECERAQ instrument was validated by experts and yielded high internal consistency, with an overall Cronbach's alpha coefficient of 0.89. Descriptive statistics and multiple regression analyses were used for quantitative data analysis, while qualitative data were transcribed and analyzed thematically. The findings revealed that students generally exhibited positive attitudes toward entrepreneurship, but perceived resource availability, particularly in areas such as financial support, technological access, mentorship, and market information, was moderate. A significant positive correlation was found between students' attitudes and their perceptions of resource availability, indicating that both factors are critical to curriculum implementation. The study concluded that while Business Education undergraduates demonstrate a favourable predisposition toward entrepreneurship, addressing resource deficiencies is essential for strengthening the practical impact of entrepreneurship education. Respondents recommended improvements in practical exposure, enhanced industry collaborations, and integration of digital and blended learning environments to optimize curriculum delivery.

Keywords: Entrepreneurial Curriculum, Students' Attitudes, Resource Availability, Business Education, Entrepreneurial Skills.

Introduction

Business Education undergraduates are expected to master not only theoretical principles but also develop practical competencies that empower them to identify market opportunities, devise innovative solutions, and create sustainable ventures. However, limitations in resource availability – such as insufficient facilities, outdated teaching tools, and weak industry collaborations, coupled with declining student attitudes have compromised the intended impact of the curriculum implementation. In this context, a rigorous examination of these determinants is essential for refining educational strategies and ensuring that, academic programmes as embedded in the curriculum when implemented, will imbue graduates with the necessary skills to drive economic transformation. This study, therefore, explores the critical role of student attitude and availability of resources in shaping the entrepreneurial curriculum implementation.

Entrepreneurship education has become integral to global higher education, equipping learners with essential business skills and a proactive mindset. The curriculum, encompassing courses on business planning, marketing, financial management, opportunity identification, and budding business ventures, aims to foster creativity, critical thinking, and innovative problem-solving (Lehmann *et al.*, 2015). Effective entrepreneurial curriculum implementation among Business Education undergraduates, preparing for dynamic careers, relies on comprehensive resources and experiential learning methods like business simulation games and blended e-learning (Ellili-Cherif & Alkhateeb, 2015). Omar *et al* (2021) emphasise embedding entrepreneurial knowledge within vocational programmes through competent instruction. Fitrianto & A'la (2014) stress the need for contextually relevant curricula leveraging mentorship, funding, and industry partnerships structured curriculum systems and initiatives such as specialised certificates (Shealy & McCaslan, 2017). Malekipour, *et al.*, 2017 further support a comprehensive approach. Evaluative studies by Musetsho & Lethoko (2017) and research by Suehara Vanity & Barit (2023) confirm that both cognitive and non-cognitive entrepreneurial abilities, combined with positive attitudes, significantly drive entrepreneurial interest. Additional studies of Pulka & Rikwentishe (2015) reinforce the link between entrepreneurship education and students' entrepreneurial intentions.

Alinno (2020) argues that current pedagogical methods in Nigerian tertiary institutions often fail to cultivate requisite entrepreneurial mindset, recommending school-based enterprises and innovative teaching approaches. Collectively, these findings stress that the successful implementation of an entrepreneurial curriculum endeavour depends on a framework that simultaneously leverages resource availability and cultivates positive students' attitudes.

Resources such as modern infrastructure, digital tools, mentorship programmes, business incubators and financial support are crucial for bridging theoretical knowledge and practical application (Santos *et al.*, 2018). Ultimately, translating entrepreneurial theory into practice depends on the interplay between resource availability, innovative pedagogies, and

students' attitudes. Hylton *et al.*, (2020) advocate for a holistic and strategic curriculum design that prepares students for real-world challenges, with Nepal *et al.*, (2021) further linking school-level curricula to entrepreneurial intentions.

Students' attitudes significantly influence their engagement with entrepreneurial education. Farzaneh and Nejadansari (2014) found that positive attitudes enhance learning outcomes, while Alqasa *et al.* (2014) observed that favourable attitudes boost behavioural intentions and overall engagement. Iqbal *et al.* (2022) aver that attitudes are crucial for translating curriculum delivery into tangible entrepreneurial skills. Heng & Karpudewan (2015) describe these attitudes as a combination of evaluations, emotions, and beliefs that affect motivation and success in applying entrepreneurial skills. Jurado & García (2018) highlight that attitude is critical in educational settings. Additionally, studies by Adu, Galloway & Wang & Mangmeechai (2022) report that sufficient resources nurture creativity and sustainable competence. On this front, Ifeoma (2022) & Ikpesu and Ezinwo (2020) emphasise that resource adequacy and effective pedagogy are integral to enhancing learning outcomes. Amadi and Amakodi (2019) identify barriers such as insufficiently qualified lecturers, inadequate facilities, and poor funding, with Olowofeso (2021) highlighting behavioural factors influencing entrepreneurial intention.

This study aims to examine students' attitudes and resource availability as key determinants of entrepreneurial curriculum implementation among Business Education undergraduates in South West Nigeria by assessing the relationship between students' attitudes and their engagement with the curriculum, evaluating the impact of resource availability on its implementation, exploring undergraduates' perceptions of entrepreneurship education, identifying challenges in accessing necessary resources, and making recommendations for improving curriculum implementation based on these factors.

Statement of the Problem

A major flaw in implementing entrepreneurship education curriculum is the rush to teach without first helping learners unlearn certain innate anti-entrepreneurial beliefs, tendencies, and idiosyncrasies – a move akin to putting new wine in an old wineskin. Many students resist new knowledge due to fear of failure, low self-efficacy, and a preference for familiar ideas, creating a somewhat clash between their ingrained beliefs and the instructor's teachings. This resistance impedes the development of entrepreneurial attitudes, leading to disengagement and ultimately undermining the goal of producing job creators rather than job seekers. Despite the potential of direct teaching methods to gradually reshape learners' mindsets, educators often fail to leverage this opportunity, leaving many students struggling to see entrepreneurship as a viable career path. As a result, graduates who should be self-reliant entrepreneurs remain trapped in the pursuit of scarce white-collar jobs, highlighting the need for a more intentional approach to mindset transformation in entrepreneurship education.

Purpose of the Study

The aim of this study is to investigate students' attitude and availability of resources as determinants of implementation of entrepreneurial curriculum among undergraduates of Business Education, Southwest, Nigeria. Specifically the study sought to:

- (i) assess the relationship between students' attitude and their engagement with entrepreneurial curriculum;
- (ii) examine the impact of resource availability on the implementation of entrepreneurial curriculum;
- (iii) explore the perceptions of undergraduates towards entrepreneurship education in the South West region;
- (iv) identify the challenges faced by students in accessing resources for entrepreneurial curriculum;
- (v) propose recommendations for enhancing the implementation of entrepreneurial curriculum based on students' attitudes and available resources.

Research Questions

This study answered the following research questions:

- (i) What is the relationship between students' attitude and their participation in the entrepreneurial curriculum?
- (ii) How does the availability of resources impact the effective implementation of entrepreneurial curriculum among undergraduates?
- (iii) What are the prevailing attitudes of Business Education undergraduates in the Southwest region towards entrepreneurship education?
- (iv) What specific challenges do students encounter in accessing resources for entrepreneurial curriculum in Southwest, Nigeria?
- (v) How can implementing an entrepreneurial curriculum be improved?

Methodology

This study employed a mixed-method research design to examine factors influencing the implementation of the entrepreneurship education curriculum among Business Education undergraduates. The integration of quantitative and qualitative approaches provided a comprehensive understanding of the subject matter. It targeted three groups of respondents: undergraduate students, lecturers, and administrators from three selected universities. The total population comprised all Business Education undergraduates, 60 lecturers, and 30 administrators. A stratified random sampling technique was utilized to select 450 students, with 150 students drawn from each university to ensure proportional representation. For the qualitative component, purposive sampling was employed to select 15 lecturers and 9 administrators, totaling 24 key informants, based on their direct involvement in entrepreneurship education. Quantitative data were collected using the Entrepreneurial

Curriculum Engagement and Resource Availability Questionnaire (ECERAQ). This instrument was developed to assess students' engagement with the entrepreneurship curriculum and the availability of resources supporting its implementation. The ECERAQ was subjected to expert validation by three specialists in entrepreneurship education and curriculum development. Reliability analysis yielded a Cronbach's alpha coefficient of 0.89, indicating high internal consistency. Qualitative data were gathered through semi-structured interview guides designed for lecturers and administrators. The interview protocol was reviewed by experts to ensure content validity and relevance to the research objectives. The ECERAQ was administered to the selected 450 students across the three universities. Concurrently, key informant interviews were conducted with the 24 purposively selected lecturers and administrators.

The interviews aimed to gain deeper insights into the challenges and facilitators of entrepreneurship curriculum implementation from the perspectives of educators and institutional leaders. Quantitative data were analyzed using descriptive statistics (means and standard deviations) to summarize students' responses. Inferential statistics, including multiple regression analysis, were employed to examine the relationships between students' attitudes, resource availability, and curriculum implementation effectiveness. Qualitative data from the interviews were transcribed verbatim and analyzed thematically. Thematic analysis involved coding the data to identify recurring patterns and themes related to curriculum implementation challenges and strategies. Triangulation of quantitative and qualitative findings enhanced the validity and reliability of the results. For the quantitative analyses, a mean score of 2.50 on a rating scale was established as the decision threshold. Mean scores equal to or above 2.50 were interpreted as agreement with the statement, indicating a positive perception or presence of the assessed factor. Mean scores below 2.50 were interpreted as disagreement, indicating a negative perception or absence of the assessed factor.

Results

Research Question 1: What is the relationship between students' attitude and their participation in the entrepreneurial curriculum?

Table 1: Relationship between Students' Attitudes and Perceived Resource Availability

Variable	Pearson Correlation (r)	Significance (p-value)
Attitude & Resource Availability	0.65	< 0.01

Table 1 shows a significant positive correlation ($r = 0.65$, $p < 0.01$) This was found between students' positive attitudes toward entrepreneurship and their perception of resource availability.

Research Question 2: How does the availability of resources impact the effective implementation of entrepreneurial curriculum among undergraduates?

Table 2: Quantitative Summary of Perceived Resource Availability

Resource availability	Mean	Standard Deviation	Remark
1. The institution provides adequate financial resources to support student entrepreneurial projects.	2.50	0.70	Agreement
2. There are sufficient mentorship opportunities available for student entrepreneurs.	2.40	0.65	Disagreement
3. The institution offers access to necessary technological resources for entrepreneurial activities.	2.30	0.60	Disagreement
4. I have access to comprehensive market information relevant to my entrepreneurial interests.	2.20	0.75	Disagreement
5. There is institutional support to overcome challenges in starting a business.	2.45	0.68	Agreement

Table 2 revealed the mean scores that ranged from 2.20 to 2.50, indicating that while some support exists, overall resource availability was perceived as moderate to low which indicated disagreement.

Research Question 3: What are the prevailing attitudes of Business Education undergraduates in the Southwest region towards entrepreneurship education?

Table 3: Descriptive Summary of Students' Attitudes toward Entrepreneurship

Attitudes toward Entrepreneurship	Mean	Standard Deviation	Remark
1. I am enthusiastic about participating in entrepreneurial activities.	3.10	0.50	Agreement
2. I believe entrepreneurship is a viable career path for me.	3.00	0.55	Agreement
3. I feel confident in my ability to initiate and manage a business.	2.90	0.60	Agreement
4. I am motivated to acquire knowledge and skills related to entrepreneurship.	3.20	0.45	Agreement
5. I plan to engage in entrepreneurial ventures after graduation.	2.95	0.50	Agreement

Table 3 revealed that students generally exhibited positive attitudes toward entrepreneurship, with mean scores above 2.9 on a 4-point scale. This suggests a favourable predisposition to entrepreneurial activities, which is essential for active engagement with the curriculum.

Research Question 4: What specific challenges do students encounter in accessing resources for entrepreneurial curriculum in Southwest, Nigeria?

Table 4: Descriptive Summary Challenges in Accessing Entrepreneurial Resources

Challenges in accessing Entrepreneurial resources	Mean	Standard Deviation	Remark
1. I have sufficient access to financial resources to support entrepreneurial projects.	2.50	0.70	Agreement
2. There are adequate mentorship opportunities available for aspiring student entrepreneurs.	2.40	0.65	Disagreement
3. The institution provides sufficient technological resources for entrepreneurial activities.	2.30	0.60	Disagreement
4. I face difficulties in accessing market information relevant to my entrepreneurial interests.	2.20	0.75	Disagreement
5. There is institutional support to help overcome challenges in starting a business.	2.45	0.68	Agreement

The result from Table 4 revealed moderate perceptions of resource availability, with financial support (mean = 2.50), mentorship (2.40), technological resources (2.30), market information access (2.20), and institutional support (2.45) all identified as areas of concern due to perceived insufficiency or inconsistency.

Research Question 5: How can implementing of entrepreneurial curriculum be improved?

Table 5: Descriptive Summary of implementation for Curriculum Improvement

Implementation for Curriculum Improvement	Mean	Standard Deviation	Remark
1. Integrating more practical entrepreneurial experiences would enhance the curriculum.	3.40	0.55	Agreement
2. Increased collaboration with industry professionals would improve the entrepreneurial curriculum.	3.35	0.60	Agreement
3. Providing more resources would encourage greater student participation in entrepreneurial activities.	3.30	0.65	Agreement

Implementation for Curriculum Improvement	Mean	Standard Deviation	Remark
4. Incorporating digital and blended learning environments would enhance resource effectiveness in entrepreneurship education.	3.20	0.70	Agreement
5. Tailoring entrepreneurial education to address local challenges and opportunities would make the curriculum more effective.	3.45	0.50	Agreement

The result from Table 5 showed that students strongly endorsed the need for curriculum improvements, as indicated by high mean scores (above 3.20). This reflects their belief that both practical exposure and enhanced resource allocation are critical to improving entrepreneurial education.

Qualitative Findings

1. Positive Disposition toward Entrepreneurship

Students consistently described a strong personal interest in entrepreneurial activities and a general optimism about entrepreneurship as a viable career path. Many cited personal ambition and exposure to successful business stories as key motivators.

2. Resource Constraints as a Major Barrier

Both students and key informants (lecturers and administrators) reported significant challenges related to resource availability. Common issues included inadequate funding, outdated technological facilities, and limited access to mentorship and market information.

3. Financial Resource Constraints

Many respondents highlighted a significant shortage of financial support as the primary barrier. Students reported that funding opportunities were either insufficient or difficult to access, which in turn limited their ability to launch or sustain entrepreneurial projects.

4. Technological Resource Limitations

Some students mentioned the lack of modern technological resources. Respondents indicated that outdated equipment, insufficient access to digital tools, and limited internet connectivity affected their ability to engage with contemporary entrepreneurial practices.

5. Inadequate Mentorship Opportunities

Participants highlighted the limited availability and inconsistency of mentorship programmes, emphasizing the need for more accessible and experienced mentors to

support aspiring entrepreneurs. The results indicate moderate perceptions of resource availability, with financial resources (mean = 2.50), mentorship (2.40), technological resources (2.30), market information (2.20), and institutional support (2.45) all identified as areas requiring improvement.

6. Need for Curriculum Reform and Practical Exposure

Respondents emphasised the need for more practical experiences in the curriculum, suggesting increased industry collaborations, digital and blended learning environments, and the creation of school-based entrepreneurial incubators.

7. Descriptive Summary of Institutional Support and Policy Gaps

Key informants noted that inadequate government funding and administrative support hinder institutional effectiveness, emphasizing the importance of robust support to provide essential resources and create a conducive learning environment.

Discussion of Findings

Relationship Between Students' Attitudes and Participation in the Entrepreneurial Curriculum

The study revealed a significant positive correlation ($r = 0.65$, $p < 0.01$) between students' positive attitudes toward entrepreneurship and their perception of resource availability. This suggests that students who perceive greater access to entrepreneurial resources tend to exhibit more favorable attitudes toward engaging in entrepreneurship education. This finding aligns with Unachukwu (2009), who emphasized that students' engagement in entrepreneurship is influenced by their perception of available support systems.

Impact of Resource Availability on Effective Implementation of the Entrepreneurial Curriculum

The quantitative data indicated moderate to low perceptions of resource availability, with mean scores ranging from 2.20 to 2.50. Specifically, access to financial resources (mean = 2.50), mentorship opportunities (2.40), technological resources (2.30), market information (2.20), and institutional support (2.45) were all identified as areas needing improvement. These findings are consistent with the challenges highlighted by Amadi and Ochie (2016), who identified inadequate funding, lack of teaching equipment, and insufficient institutional support as major barriers to effective entrepreneurship education in Nigerian tertiary institutions.

Prevailing Attitudes of Business Education Undergraduates Toward Entrepreneurship Education

Students generally exhibited positive attitudes toward entrepreneurship, with mean scores above 2.9 on a 4-point scale. For instance, enthusiasm for participating in

entrepreneurial activities (mean = 3.10) and motivation to acquire entrepreneurial knowledge and skills (3.20) were notably high. This positive disposition is crucial for the successful implementation of entrepreneurship education programs. However, as noted by Eze, Ezenwafor, and Obidile (2016), sustaining such positive attitudes requires continuous reinforcement through practical experiences and success stories.

Challenges in Accessing Resources for the Entrepreneurial Curriculum

The study identified several challenges in accessing entrepreneurial resources, including insufficient financial support, limited mentorship opportunities, inadequate technological resources, and lack of comprehensive market information. These challenges corroborate the findings of Nwekeaku (2013), who pointed out that Nigerian universities often face infrastructural deficits, inadequate funding, and limited access to industry experts, all of which hinder the effective delivery of entrepreneurship education.

Strategies for Improving the Implementation of the Entrepreneurial Curriculum

Students strongly endorsed the need for curriculum improvements, as indicated by high mean scores (above 3.20). Key recommendations included integrating more practical entrepreneurial experiences (mean = 3.40), increasing collaboration with industry professionals (3.35), providing more resources (3.30), incorporating digital and blended learning environments (3.20), and tailoring education to address local challenges and opportunities (3.45). These suggestions align with the strategies proposed by Kulo, Agbogo, and Okudarie (2017), who advocated for practical skill acquisition, industry partnerships, and curriculum reforms to enhance entrepreneurship education in Nigeria.

Conclusion

Based on these findings, it can be concluded that while students demonstrate a positive attitude towards entrepreneurship, the successful implementation of the entrepreneurial curriculum is hampered by resource constraints. The evidence suggests that curriculum effectiveness is closely linked to the availability of adequate financial, technological, and mentorship resources, as well as access to reliable market information. Therefore, the overall impact of the entrepreneurial curriculum on developing practical entrepreneurial skills is limited by these deficiencies.

Recommendations

Based on the findings of the study the following recommendations were made:

1. University Management should increase funding allocation and establish dedicated grants or scholarships for entrepreneurial projects to reduce financial barriers.
2. University Management should invest in modern technology and digital tools that support practical learning experiences, ensuring that students have reliable access to updated equipment and internet connectivity.

3. University Management should create structured mentorship programmes that connect students with experienced entrepreneurs and industry experts.
4. University Management should establish partnerships with industry stakeholders to provide students with current and relevant market data, which is crucial for informed decision-making.

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