

ASSESSMENT OF STUDENTS' ATTITUDES TOWARDS ENTREPRENEURSHIP EDUCATION IN TERTIARY INSTITUTIONS IN PLATEAU STATE, NIGERIA

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Abstract

This study Assessed Students' Attitudes Towards Entrepreneurship Education in University of Jos, Jos, Nigeria. Four research questions and four hypotheses were raised for the study. A survey research design was used and a simple random sampling technique was employed to select 544 students out of 1125 students from the Department of Social Science Education, Faculty of Education, University of Jos, Plateau State. The instrument for data collection was a constructed questionnaire titled "Assessment of Students Attitude Towards Entrepreneurship Education Questionnaire" (ASRATEDQ) was used to collect responses from respondents and a 10-item questionnaire was designed on a five-point Likert scale. The data were analysed using descriptive and inferential statistics included frequency and mean. The hypotheses were equally tested using t-test statistic at 0.05 level of significance. The findings revealed that the attitude of students towards Entrepreneurship Education in University of Jos is good or positive. This implies that they understand and appreciate the role Entrepreneurship education plays in developing entrepreneurship knowledge, attitudes, and skills. Based on the findings it was recommended among others that National Universities Commission (NUC) should work closely with Centre for Entrepreneurship Education (CED), experts in entrepreneurship education and relevant development partners should repackage the programme for University students into more practical based options that are based on entrepreneurial areas that students can choose from, and with a built-in logistic support for implementation since students in university of Jos, have a positive attitude towards Entrepreneurship education.

Keywords; Assessment, Attitudes, Entrepreneurship, Education, Towards

Introduction

Education is often considered a crucial factor in shaping an individual's future prospects, including their income levels. This concept has been supported by numerous studies and research findings and is considered a fundamental principle in the field of education and human development. The higher the level of education, the more likely an individual is to secure better-paying jobs. According to UNESCO (2019) the way each nation, cultural group and individual views sustainable development will depend on its own values of Education. Universities and technical colleges trained students of sciences economics and business management in skills that helps to build more sustainable societies. Entrepreneur is a person or persons who possesses the ability to recognize and evaluate business opportunities, assemble the necessary resources to take advantage of them and take appropriate action to ensure success. Entrepreneurs are people who constantly discover new markets and try to figure out how to supply those markets efficiently and make a profit. He is a person that searches for change, responds to change, and exploits change by converting change into business opportunity and shaping their own destiny in local, national and global economies (Ayodele, 2019).

Entrepreneurship as the process of creating something different with value by devoting the necessary time and effort, and social risk and receiving monetary and personal satisfaction, he also looked at entrepreneurship as the willingness and ability of an individual to seek for investment opportunities, to establish and run an enterprise successfully (Baba 2016). Entrepreneurial education is a lifelong learning process, starting as early as elementary school and progressing through all levels of education, including adult education. Entrepreneurship education is an educational programme that provides the students with the knowledge, skills and motivation needed to start up a small-scale business. In other words, it promotes innovation or rather introduces new products or services and market strategies to the students to become outstanding entrepreneurs. Kurya, (2016) viewed entrepreneurship education as the process of creating something different with value by devoting the necessary time and efforts, assuring the accompanying financial, psychological and social risks, and receiving the resulting rewards of monetary and personal satisfaction. Similarly, Entrepreneurship Education seeks to prepare people particularly the youths, to be responsible, enterprising individual who become entrepreneurs or entrepreneurial thinkers by immersing them in real learning experience where they can take risk, manage result and learn from the outcome, this is because the fear of failure by the people to take risk on entrepreneurial activities, while an unstable and conducive political environment drives away investors that are planning to embark on entrepreneurial activities.

Students' attitude towards entrepreneurs will help develop Entrepreneurship education programmes that suit the nation and that are student centered. This is because attitude towards Entrepreneurship education will influence the way they approach the entrepreneurship course and consequently their entrepreneurial intention. Students' attitude towards Entrepreneurship education can therefore be viewed as an important incentive to entrepreneurial intention. Thus, if the attitude of students towards Entrepreneurship education is positive, then the tendency of them engaging in entrepreneurial activities will be high. Positive attitude is a vital mind-set that should be possessed by every aspiring entrepreneur. Likewise, students' attitude towards Entrepreneurship Education will determine how they approach the course and the benefit they will derive from the course. Students with positive attitude towards the course will be full of drive and enthusiasm (Amanamah, 2017).

The role of affective domain in enhancing effective learning in any discipline cannot be neglected, hence students' attitude towards Entrepreneurship Education play significant role in ensuring effective achievement of the objectives of introducing the course as noted by various researchers. Therefore, there is the need to have an empirical study that would find out whether the students in this faculty of Education, department of social science education generally have positive or negative attitude towards Entrepreneurship education. This shows that, entrepreneurship education can be seen as an education that inculcate the learners with the right attitudes, skills, creativity, innovation and risk bearing in establishing and managing a business venture. The ILO (2017) and UNESCO (2019) reports also indicate that a significant percentage of women are involved in the informal economy, constituting about 60 percent of the labour force. Most women are in the informal economy because they are denied prospects of growth in formal employment and the low position bequeathed them in the society. Also, Nigerian female entrepreneurs are less predominant in the formal economy, in spite of government's efforts to make them more formal. Aina (2017) maintains that female

entrepreneurship which is most prevalent in Nigeria's informal sector is laden with features of micro-scale operations, abnormal labor intensity, minimal income and moderate growth rates.

In addition, government programmers are not designed to promote entrepreneurship, looking at the country Nigeria, the level of infrastructural development (such workshops and buildings) provided by the government is still very low and this has been affecting to a very large extent the level of productivity and entrepreneurial activities in the country. The high rate of many business enterprises as winding up prematurely consequent upon the employable and unemployable youths and adults idle away. It is against this backdrop that this study is necessitated to assess students' attitudes towards entrepreneurship education in University of Jos, plateau State.

The Nigerian government seems to have woken up to the reality that the Nigeria needs to break away from the vicious cycle of poverty, infrastructural neglect, corruption and other social problems. The reason being that, after five decades of achieving colonial independence, it cannot be argued that Nigeria has attained her optimum level of development. Many individuals have difficulties in translating their business ideas to realities and creating new business ventures because of lack of necessary information and skills needed to achieve their targets.

The neglect of entrepreneurship education has rubbed Nigeria of the contribution their graduates would make on the economy. It is, therefore socially injurious to neglect this important area or look down on its graduates. The society needs competent auto mechanics and truck drivers, carpenters, plumbers, electricians, electronics and computers, database, web and network technicians, book-keepers, and clerks, medical technicians and nursing assistants, (and other personnel in this category) to function well. These are some of the skills in short supply in Nigeria. The half-baked roadside mechanics in the society often cause more dangers to vehicles when they are contracted to service them. The recent introduction of entrepreneurship education as a compulsory course to all University students seems to a good step towards the right direction. Therefore, the thrust of this study is to assess students' attitudes towards entrepreneurship education in University of Jos, plateau State.

Objectives of the Study

The aim of this study is to assess students' attitudes towards entrepreneurship education in University of Jos, plateau State. Specifically, the study intends to:

1. Assess students' attitude toward Entrepreneurship Education in University of Jos, Plateau State.
2. Ascertain the influence of gender on students' level of acceptance of Entrepreneurship Education in University of Jos, Plateau State.

Research Question

For the purpose of this study, the following research questions are raised to guide the study:

1. What is the attitude of students towards Entrepreneurship Education in University of Jos, Plateau State?

2. What is the influence of gender on students' level of acceptance of Entrepreneurship Education in University of Jos, Plateau State?

Hypotheses

1. There is no significant influence on Students' attitude toward entrepreneurship education in University of Jos, Plateau State.
2. Gender has no significant influence on students' level acceptance of Entrepreneurship Education in University of Jos, Plateau State.

Literature review

An attitude is an emotional trend in response to affairs, persons, locations, events or ideas. An attitude is a tendency to act or react in a certain manner when confronted with certain stimuli. Here stimuli may be object, individual, idea or anything else that an individual can react negatively or positively to it. An individual's attitude as an enduring "syndrome of response consistency with regard to a set of social objects". This means that understanding the intention and attitudes of the students could help in developing more vital and effective entrepreneurship education. Hence attitude can either be positive or negative. It is the manner in which a person reacts after being confronted with certain stimuli. Attitude is the way people feel or think about something, which influence the way they behave towards that thing. Attitude therefore involves a person's emotion, beliefs and values. Attitude can be positive, negative or neutral. In the opinion of Jeverson (2018) stressed that people form favorable attitudes toward behavior believed to have desirable consequences and negative attitudes towards behaviors associated with undesirable consequences. There cannot be intention without an appropriate entrepreneurial attitude. Olawuwo (2019) stressed that positive entrepreneurial exposure can influence intentions. The attitude of students towards entrepreneurship education will influence their attitude toward the cause and their decision to be either entrepreneurs or employees. Attitude is important in every life endeavor because it is a propeller to achieving a particular task.

Understanding students' attitude toward entrepreneurship will help develop Entrepreneurship Education programs that suit the nation and that are student centered. This is because students' attitude towards Entrepreneurship education will influence the way they approach the entrepreneurship course and consequently their entrepreneurial intention. Students' attitude towards Entrepreneurship education can therefore be viewed as an important incentive to entrepreneurial intention. Thus, if the attitude of students towards Entrepreneurship education is positive, then the tendency of them engaging in entrepreneurial activities will be high. Positive attitude is a vital mind-set that should be possessed by every aspiring entrepreneur. Likewise, students' attitude towards entrepreneurship education will determine how they approach the course and the benefit they will derive from the course. Students with positive attitude towards the course will be full of drive and enthusiasm (Ayodele 2019). Pulka (2014) in a finding indicated that majority of the university students have positive attitude towards Entrepreneurship education, and would prefer to become entrepreneurs after their graduation. This finding is an indication of the extent to which the objectives of the Entrepreneurship education are achieved among education students in the university. This implies that creation of entrepreneurial thinkers who also have the skills and

tools to start their own business; write a business plan, apply economic principle (what, where and for whom to produce), determine individual entrepreneurial interest, applying base marketing skills and manage risk. Olajojo (2019) was of the opinion that entrepreneurship education builds in students' positive attitudes, creativity and the confidence to be their own boss, rather than depending on the government for employment.

The students' nonchalant attitude towards entrepreneurial education in Nigerian universities is a thing of concern when compared with the attitude of their counterparts abroad (Titus & Thomas, 2019). Most entrepreneurial ventures are closely associated with the manipulation of tools and machines. Unless one has practical experience with qualities, he will be handicapped in the pursuit of self-reliance. This is in tandem with the fact that entrepreneurship education programme cannot survive without adequate infrastructure. The findings of the study had buttressed that students' ability in entrepreneurship and attitude to entrepreneurial education is positive. In other words, students' ability in entrepreneurship and their attitude to entrepreneurial education is commendable. The study revealed that students' attitude towards entrepreneurial education is positive. This is in consonance with the findings of Otu, Eduwemand Umoinyang (2017) who posited that students' attitude towards entrepreneurial studies is significantly positive. This showed that students' entrepreneurial ability and attitude towards entrepreneurial education is moderately positive. This confirms the findings of Ediagbonya (2017) offers that if the knowledge and skills of students are developed and the students are motivated; entrepreneurship education can impact positively on students' attitude towards entrepreneurship. Therefore, the researcher added that there is strong indication that attitude plays an important role in determining the learning behaviours of students in schools. This called for continued effort by the researchers/teachers to make sure that students develop positive attitude and behaviour towards Entrepreneurship Education.

Several researches indicate that males are more entrepreneurial in nature. The Nigerian formal, semi-formal and even informal employment sector is predominated by males. Females are often harassed, molested or marginalized in the workplace. This has led to many of them resigning from their gainful employment and seeking for their livelihood as businesspersons. The question of which sex group is more entrepreneurial is an age long question as both males and females are involved in entrepreneurship. Hence, our seventh research question will empirically assess which sex group is more entrepreneurial or inclined to entrepreneurship in Nigeria. Entrepreneurship has grown recently in Nigeria due to the lack of quality jobs for qualified graduates. Most of this growth has been attributed to the increase in the number of females who desire to be self-employed rather than employed. Researches also show that females tend to start up their own businesses due to the glass ceiling barrier in the labor market and lack of proper recognition in their paid jobs. Female entrepreneurs are basically women engaging in commercial activities. They are women who are disposed to start-up a new business or company, bear inherent risks and cope with the consequences of their business decisions and actions. Female entrepreneurs all over the world seeks to capitalize on their endowments, in creating profitable companies. However, majority of them engage in small-scale companies which make up over 97 percent of all businesses, 94 percent of the total segment of the employment and 60 percent of the country's GDP (Udechukwu, 2017).

Methodology

The research design that was used in this study is descriptive survey design, which deals with collection of data from a sample of individuals through their responses to question items. The population for this study comprised of 1125 students of the Department of Social Science Education, in the Faculty of Education, University of Jos, who were also undergoing entrepreneurs' studies in university, in which a sample size of 544 were selected randomly for the study representing 48.4 percent of the population of the study. This was aimed at enhancing accuracy and ensuring that each sub-set of the target population of the study is covered so that generalization can be made to ensure validity and reliability. Simple random sampling was used for study. The instrument for data collection was structured questionnaire titled "Assessment of Students Attitude Towards Entrepreneurship Education Questionnaire" (ASRATEDQ) will be use to collect responses from respondents. The questionnaire is made up of 10 questions for each of the respondent which are expected to provide information by ticking the most suitable among the alternative in order to allow respondents express their honest opinion. The data for the study will be analyzed quantitatively through the use of descriptive and inferential statistics. The hypothesis will be tested using T- test and interpretation will be conducted with the aid of statistical package for social sciences at the 0.05 level of significance.

Results

Research Question One: What is the attitude of students towards Entrepreneurship Education at the University of Jos, Plateau State? Table 1 shows responses on the attitude of students towards Entrepreneurship Education at the University of Jos.

Table 1

Results of Student's Responses on the Attitude of Students Towards Entrepreneurship Education

S/N	Items	SA	A	D	SD	UD	Mean	Std	Decision
1.	I enjoy attending entrepreneurship Class	198	163	59	95	28	3.75	1.26	Agreed
2.	I wish there was no practical in Entrepreneurship subject.	103	72	120	199	49	2.96	1.29	Disagreed
3.	I enjoy further practice of skills learnt in an entrepreneurship class at home	181	235	81	42	4	4.01	0.93	Agreed
4.	My teacher hardly allows students Idea in entrepreneurship lessons.	72	173	187	84	27	3.33	1.05	Agreed
5.	Entrepreneurship Education has aided my identification and appreciation of potentials	230	159	67	78	9	3.96	1.13	Agreed
Aggregate mean						3.60	1.13	Agreed	

Criterion Mean 3.00

Source: Field survey, 2026

Results in Table 1 showed mean scores and standard deviation of items constructed to answer research question 1. From the results presented, it is observed that the mean ratings of

the responses of the respondents were 3.75, 2.96, 4.01, 3.33, and 3.96 respectively with the corresponding standard deviation of 1.29, 1.29, 0.93, 1.05, and 1.13. Items 1, 3, 4, and 5 mean ratings were above the criterion mean of 3.00 while only item 2 was below the criterion mean of 3.00.

Research Hypothesis One: There is no significant influence on Students' attitudes toward entrepreneurship education at the University of Jos, Plateau State. Table 2 shows results on the influence on Students' attitudes toward entrepreneurship education at the University of Jos, Plateau State.

Table 2

T-Test Result of Independent Samples Test on Influence on Students' Attitude Toward Entrepreneurship Education

	Mean Difference	Std. Error Difference	t	df	Sig. (2-tailed)
Equal variances assumed	1.295	.350	3.695	85	0.000
Equal variances not assumed	1.295	.483	2.679	8.84	0.026

Hartley test for equal variance: $F = 2.953$, Sig. = 0.89

Table 2 shows a t-test result of independent samples test on the influence on students' attitudes toward entrepreneurship education. The result yielded $t(85) = 3.695$, $p > 0.05$, since the p-value of 0.000 is less than 0.05 level of significance, the null hypothesis is rejected. This means that there is a significant influence on Students' attitudes toward entrepreneurship education at the University of Jos, Plateau State.

Research Question Two: What is the influence of gender on students' level of acceptance of Entrepreneurship Education at the University of Jos, Plateau State? Table 3 shows student's responses on students' level of acceptance of Entrepreneurship Education

Table 3**Results of Student's Responses on the Influence of Gender on Students' Level of Acceptance of Entrepreneurship Education**

S/N	Items	SA	A	D	SD	UD	Mean	Std	Decision
1.	entrepreneurship education should be made compulsory for only male student	82	83	128	227	23	2.95	1.17	Disagreed
2.	Because of cultural norms, entrepreneurship education is a culture sensitive	87	159	203	86	8	3.42	1.00	Agreed
3.	entrepreneurship education is not important to full-time housewives	41	45	227	218	12	2.78	0.93	Disagreed
4.	Female student participates more on entrepreneurs more than male students	88	160	157	132	6	3.35	1.06	Agreed
5.	Bringing together of different gender to share ideas on entrepreneur education	263	127	84	62	7	4.06	1.10	Agreed
Aggregate mean							3.31	1.05	Agreed

Criterion Mean 3.00**Source: Field survey, 2026**

Results in Table 3 showed mean scores and standard deviation of items constructed to answer research question 2. From the results presented, it is observed that the mean ratings of the responses of the respondents were 2.95, 3.42, 2.78, 3.35, and 4.06 respectively with the corresponding standard deviation of 1.17, 1.00, 0.93, 1.06, and 1.10 (See appendix A1). Items 7, 9, and 10 mean ratings were above the criterion mean of 3.00 while items 6 and 8 were below the criterion mean of 3.00.

Research Hypothesis Two.

Gender has no significant influence on students' level of acceptance of Entrepreneurship Education at the University of Jos, Plateau State. Table 4 shows student's responses on students' level of acceptance of Entrepreneurship Education at the University of Jos, Plateau State.

Table 4**T-Test Result of Independent Samples Test Significant Influence on Students' Level Acceptance of Entrepreneurship Education**

	Mean Difference	Std. Error Difference	T	df	Sig. (2-tailed)
Equal variances assumed	-0.859	.448	-1.156	67	0.014
Equal variances not assumed	-.0859	.370	-1.402	8.365	0.122

Hartley test for equal variance: $F = 5.326$, Sig. = 0.24

Table 4 shows a t-test result of the independent samples test. The result yielded $t(67) = 0.014$, $p > 0.05$, since the p-value of 0.014 is less than 0.05 level of significance, the null hypothesis is rejected. This means that there is a significant influence on students' level of acceptance of Entrepreneurship Education at the University of Jos, Plateau State.

Discussion

Research question one sought to find out what the attitude of students towards Entrepreneurship Education at the University of Jos, Plateau State. The data revealed that the cumulative mean of 3.60 was greater than the criterion mean rating of 3.00. Since the value of the cumulative mean is higher than the criterion mean, it means that the attitude of students towards Entrepreneurship Education at the University of Jos is good this is in agreement with Amanamah, (2017) who posit that students with positive attitude towards the course will be full of drive and enthusiasm. This shows that entrepreneurship education helps in the systematic development of skills, knowledge and attitudes necessary for an individual to perform adequately in a given business or occupational oriented opportunities for improved performance of a country economy.

Research hypothesis one sought to find out what is there is no significant influence on Students' attitudes toward entrepreneurship education at the University of Jos, Plateau State. The result shows that a t-test result yielded $t(85) = 3.695$, $p > 0.05$, since the p-value of 0.000 is less than 0.05 level of significance, the null hypothesis is rejected. This means that there is a significant influence on Students' attitudes toward entrepreneurship education at the University of Jos, Plateau State. This is in agreement with Olawuwo (2019) who stressed that positive entrepreneurial exposure can influence intentions. The attitude of students towards entrepreneurship education will influence their attitude toward the cause and their decision to be either entrepreneurs or employees. Attitude is important in every life endeavor because it is a propeller to achieving a particular task. Amanamah (2017) also asserted that understanding students' attitudes toward entrepreneurship will help develop Entrepreneurship Education programs that suit the nation and that are student-centered.

Research question two sought to find out the influence of gender on students' level of acceptance of Entrepreneurship Education at the University of Jos, Plateau State. Data revealed that the cumulative mean of 3.31 is greater than the criterion mean rating of 3.00. Since the value of the cumulative mean is higher than the criterion mean, it means that gender influences students' level of acceptance of Entrepreneurship Education at the University of Jos, this is in line with The UNESCO (2019) reports which indicate that a significant percentage of women are involved in the informal economy, constituting about 60 % of the labor force. Most women are in the informal economy because they are denied prospects of growth in formal employment and the low position bequeathed them in the society.

Research hypothesis two sought to find out whether gender has no significant influence on students' level of acceptance of Entrepreneurship Education at the University of Jos, Plateau State. Results yielded $t(67) = 0.014$, $p > 0.05$, since the p-value of 0.014 is less than 0.05 level of significance, the null hypothesis is rejected. This means that there is a significant influence on students' level of acceptance of Entrepreneurship Education at the University of Jos, Plateau State. This is in agreement with the United Nations (2016) which

affirms that the involvement of female in startups and their progress in SMEs has a very significant impact on their national economies.

Conclusion

Entrepreneurship education programme is a formidable strategy for reducing unemployment among graduates. However, the programme in Nigeria does not take cognizance of the varied entrepreneurial needs of the students based on cognate experience; attitude and in addition lacks clear guidelines for logistic support for graduates with good entrepreneurial intention.

Based on the results above, the researchers concluded that majority of the education students in university of Jos, plateau state have a positive attitude towards Entrepreneurship education and would prefer to become Entrepreneurs after their graduation. This implies that they understand and appreciate the role Entrepreneurship education plays in developing entrepreneurship knowledge, attitudes, and skills. Secondly, gender and programme of study have no influence on the attitude of education students towards Entrepreneurship education in university of Jos, plateau state Nigeria. Entrepreneurial education is one of the most important inputs for the well-being of any society. It is a powerful instrument of social progress without which neither an individual nor a nation can attain the economic growth that is necessary for development. Good entrepreneurial education is essential, it is meant to help students grow, develop and provide them with desired skills and professional abilities, assist them in acquiring the necessary understandings, concepts, values, and attitudes to manage future tasks and how to be productive members of the society into which they are born, grow and live. Self-reliance and good attitude which is an expected end-product of entrepreneurship education is a vital key to self-realization, better human relationship and national efficiency as well as social, cultural, economic, political, scientific and technological progress.

Recommendations

Based on the findings of this study, it was recommended that:

1. National Universities Commission (NUC) should work closely with Centre for Entrepreneurship Education (CED), experts in entrepreneurship education and relevant development partners to repackage the programme for university students into more practical based options that are based on entrepreneurial areas that students can choose from, and with a built-in logistic support for implementation since students in university of Jos, plateau state have a positive attitude towards Entrepreneurship education.
2. Public and private funding and involvement in entrepreneurship education should be raised, since entrepreneurship has benefits on several levels of education, as effective Entrepreneurship education will prepare the recipients, both males and females, to be responsible and enterprising individual who will become entrepreneurs at the end of the training, and who will contribute to economic development of the nation.

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