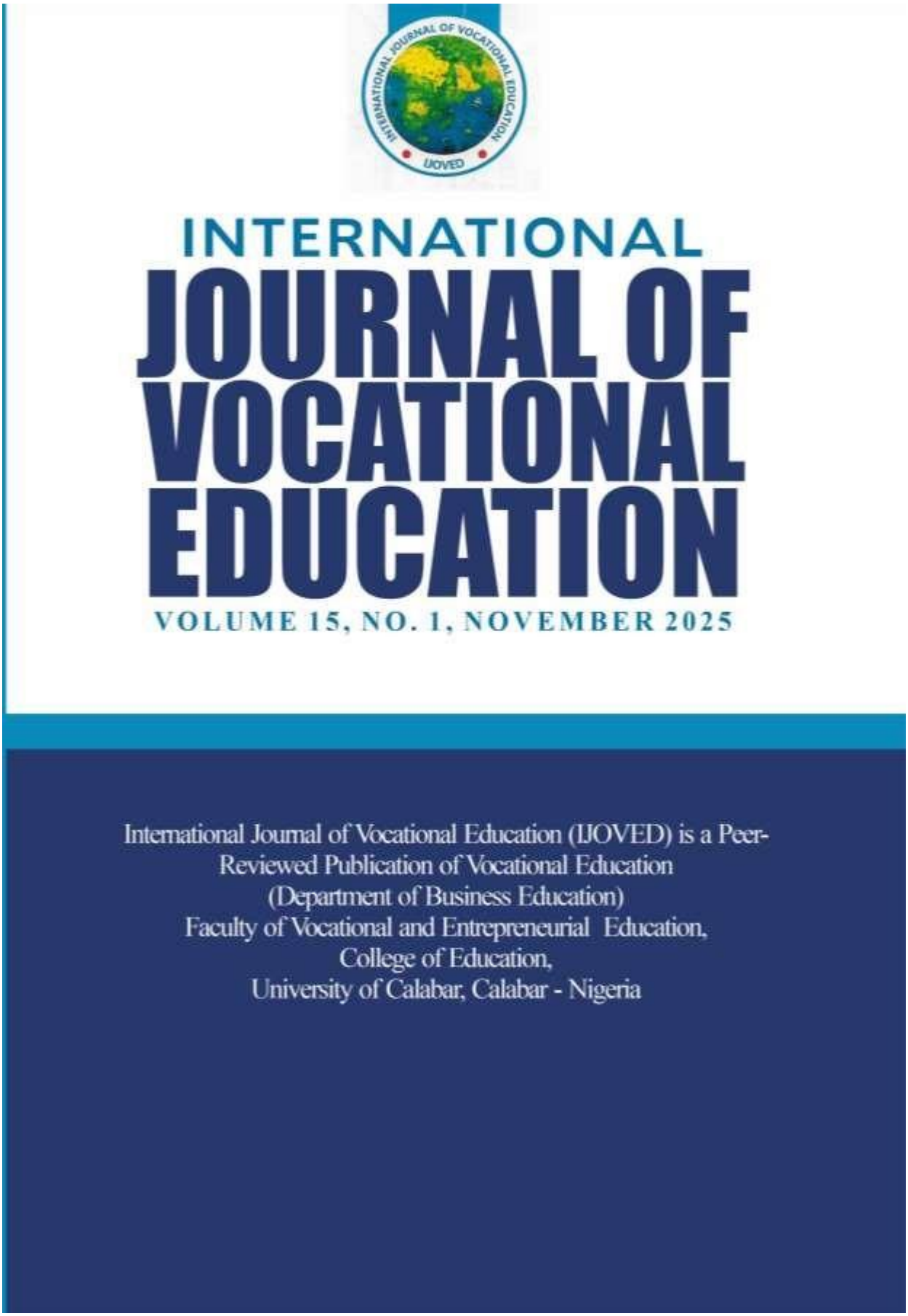

INTERNATIONAL
JOURNAL OF
VOCATIONAL
EDUCATION
VOLUME 15, NO. 1, NOVEMBER 2025
International Journal of Vocational Education (IJOVED) is a Peer-Reviewed Publication of Vocational Education
(Department of Business Education)
Faculty of Vocational and Entrepreneurial Education,
College of Education,
University of Calabar, Calabar - Nigeria

International Journal of Vocational Education (IJOVED) Vol. 1

Copy right ©Vocational Education (Department of Business Education), University of Calabar, Calabar – Nigeria, in conjunction with University of Calabar Printing Press

INTERNATIONAL JOURNAL OF VOCATIONAL EDUCATION (IJOVED)
VOLUME 15, NO. 1, NOVEMBER 2025
www.ijorved.com

@ Department of Business Education, University of Calabar, Calabar -Nigeria

ISSN: 1596-3780

Published by:
University of Calabar Press Calabar – Nigeria.

Email: mathiassunday440@gmail.com

Website: unicalpress.edu.ng

Telephone: +234 8061587467, +234 8062556950

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means electronic or mechanical, including photocopying, recording or otherwise without written permission from the copyright owners. The use of short quotations or occasional copying for personal or group study and not commercial purposes is, however, exempted.

International Journal of Vocational Education (IJOVED) Vol. 1

EDITORIAL BOARD
INTERNATIONAL JOURNAL OF VOCATIONAL EDUCATION (IJOVED)

Editor-in-Chief

Dr. (Mrs.) E. N. Ajuluchukwu

University of Calabar, Calabar-Nigeria

Editors

Dr.E.E.Okon

University of Calabar-Nigeria

International Consulting Editors Prof. Peter Neilson

Publishing Editor Neilson Journals

151 Whitehouse Publishing Edinburgh EH9 Loan Midlothian

Scotland, UK

Prof. M. A. Khan

Divisional Coordinator of Internationalisation of the

Business Faculty Technologico de Monterey,

Campus Monterey, Mexico

Prof. Bonaventure Wanjala Kerre
Professor of Technology Education University of Eldoret, Eldoret–Kenya

Consulting Editors Professor C. C. Chukwurah

Professor of Marketing and Distributive Education

Department of Business Education

Faculty of Vocational and Entrepreneurial Education

College of Education

University of Calabar, Calabar – Nigeria

Professor Effiong Asuquo

Department of Business Education

University of Uyo, Uyo – Akwa Ibom State

Editor's Note

This volume presents a focused and contemporary contribution to business and entrepreneurship education, with strong empirical evidence drawn largely from universities, and related contexts across Nigeria, and beyond. The articles explore emerging themes such as artificial intelligence integration, e-learning, entrepreneurship training, curriculum relevance, pedagogical innovation, and enterprise development within higher education systems. The collection reflects the growing intersection between technology, pedagogy, and entrepreneurial outcomes, while also addressing practical concerns such as poverty reduction, market sustainability, and small business performance. The institutional coverage highlights the University of Calabar, University of Cross River State, and other affiliated academic and professional environments, reinforcing the regional relevance and broader applicability of the findings.

The journal invites scholars, researchers, and practitioners to contribute high-quality manuscripts that advance knowledge in business education, entrepreneurship, digital transformation, and related disciplines. Submissions that offer empirical rigor, theoretical advancement, and practical relevance to developing and global education systems are particularly encouraged.

ENTREPRENEURSHIP TRAINING, CURRICULUM CONTENT RELEVANCE, AND

PROFIT MOTIVATION AS PREDICTORS OF VENTURE DEVELOPMENT READINESS AMONG UNDERGRADUATES IN UNIVERSITIES IN AKWA IBOM STATE, NIGERIA

DR. EDET E. OKON
okon_e@ymail.com**;** edet.okon@unical.edu.ng**;** edisonblackson@gmail.com ORCID ID: https://orcid.org/0000-0002-5974-0818

CLARAH O EREH
claraereh@gmail.com
ORCID ID: https://orcid.org/0009-0007-5719-6875
&
JOSHUA ANAMEKERE EZEKIEL
kjoe81381@gmail.com

Department of Business Education
Faculty of Vocational and Entrepreneurial Education
College of Education
University of Calabar, Calabar – Nigeria

Abstract

This study examined the extent to which entrepreneurship training, curriculum content relevance, and profit motivation predict undergraduates' venture development readiness in universities in Akwa Ibom State, Nigeria. The study was guided by one research question and one null hypothesis tested at the 0.05 level of significance. A correlational survey research design was adopted. The population comprised 412 final-year undergraduates who had undergone entrepreneurship training in public universities in the state. A sample of 150 respondents was selected using a multistage sampling procedure involving stratified and simple random sampling techniques. Data were collected using a structured instrument titled Entrepreneurship Training and Venture Development Readiness Questionnaire (ETVDRQ)*. The instrument was validated by experts and subjected to reliability analysis using Cronbach's Alpha, yielding coefficients within acceptable limits. Descriptive statistics (mean and standard deviation) were used to answer the research question, while multiple regression analysis was employed to test the null hypothesis. The findings reveal that entrepreneurship training, curriculum content relevance, and profit motivation jointly and significantly predict undergraduates' venture development readiness ($R = .739$, $R^2 = .546$, $p < .05$). Entrepreneurship training and curriculum content relevance show positive relationships with venture readiness, while profit motivation emerges as a strong predictor of students' preparedness to initiate and manage business ventures. It is concluded that effective entrepreneurship training, supported by relevant curriculum content and strong profit-driven motivation, plays a crucial role in enhancing entrepreneurial readiness among university undergraduates. The study recommends that universities should strengthen entrepreneurship training programmes by integrating experiential, market-driven, and practice-oriented content, while also fostering profit-oriented entrepreneurial mindsets through structured exposure to real business opportunities.*

Keywords: Entrepreneurship training; Curriculum content relevance; Profit motivation; Venture development readiness; University undergraduates

Introduction

Unemployment among graduates in Nigeria has become a growing concern, pushing entrepreneurship to the forefront as a viable solution to the nation's labour market challenges. Universities have responded by embedding entrepreneurship training into their academic programmes to foster business creation and economic self-reliance among students. Entrepreneurship training, as a structured educational process, is designed to equip students with the knowledge, skills, and competencies required for venture creation. However, despite its widespread adoption, the transition from entrepreneurial education to actual venture creation remains limited (Adelowo & Henrico, 2025). This persistent gap raises concerns about the effectiveness of entrepreneurship training programmes and the extent to which specific components such as curriculum content relevance and motivational drivers influence students' readiness to engage in venture development.

Entrepreneurship training may not yield the desired outcomes without welldesigned and contextually relevant curriculum content. Studies have emphasized the importance of integrating up-to-date case studies, market-driven modules, and locally relevant business models into entrepreneurship curricula (Egbetokun & Olofinyehun, 2024; Oduwaiye, Ajadi & Adebayo, 2020). When entrepreneurship training incorporates business simulations, feasibility studies, and technology-driven content, students are more likely to perceive entrepreneurship as a viable and sustainable career path (Ndofirepi, 2020; Ogundele & Akinbami, 2019). Within this framework, curriculum content relevance represents a core instructional dimension of entrepreneurship training, reflecting the extent to which learning experiences align with real-world business demands and entrepreneurial realities.

Beyond instructional content, motivational factors play a crucial role in shaping entrepreneurial behaviour. Profit motivation, defined as the drive to achieve financial independence through selfemployment, has been widely recognized as a key determinant of entrepreneurial intention. However, profit motivation alone may not sustain long-term entrepreneurial engagement unless supported by adequate skills, selfefficacy, and practical exposure (Oduwole & Akinwale, 2021). Exposure to entrepreneurial role models and opportunities for innovation further strengthens students' confidence and commitment to venture creation (Ahmed & Kabir, 2023; Adelowo & Henrico, 2025). Thus, venture development readiness is not only a function of training but also of the motivational orientation that drives individuals toward entrepreneurial action.

Curriculum content relevance has been identified as a critical variable in entrepreneurial development. Empirical studies across South-West and South-East Nigeria indicate that when curricula incorporate financial literacy, market analysis, and ethical entrepreneurship, students demonstrate stronger business intentions (Alabi & Olowookere, 2021; Ajibola & James, 2022). International findings support this position, showing that contextually relevant and innovation-driven curricula significantly enhance entrepreneurial self-efficacy (Boso et al., 2020; Nabi et al., 2019). Practical exposure further complements entrepreneurship training by grounding theoretical knowledge in real-life experiences. Studies have shown that internships, capstone projects, and student-run enterprises enhance entrepreneurial competencies and opportunity recognition (Lawal & Jayeoba, 2023; Musa & Daka, 2023). Students who lack such experiential engagement often possess theoretical knowledge but exhibit hesitation in

translating ideas into actual ventures (Adekunle & Aremu, 2021; Adelowo et al., 2018).

In addition, perceived market opportunities influence entrepreneurial behaviour. Students' ability to identify and exploit gaps in the market correlates strongly with venture initiation (Adeoye & Olubiyi, 2024; Ramos-Rodriguez et al., 2024). A supportive entrepreneurial ecosystem, including university incubation centres and entrepreneurial networks, further enhances opportunity recognition and strengthens entrepreneurial intention (Makai & Dőry, 2023). While these factors enrich the broader entrepreneurship training environment, the effectiveness of such training ultimately depends on the relevance of its curriculum content and the strength of students' motivational orientation, particularly profit motivation.

Entrepreneurship curriculum content plays a central role in fostering venture readiness. Utebor and Igwe (2023) found that although curriculum content enhances entrepreneurial skills, ineffective pedagogical approaches can limit its impact. Similarly, Adelowo and Henrico (2025) reported that while entrepreneurship education increases entrepreneurial intentions, translating these intentions into actual ventures remains a challenge. A curriculum that emphasizes experiential learning, case studies, and engagement with practicing entrepreneurs can bridge the gap between theoretical knowledge and practical application. Profit motivation also remains a critical driver of entrepreneurial behaviour. Nwibe and Ogbuanya (2024) showed that perceived competence and persistence mediate the relationship between emotional intelligence and entrepreneurial intention, while Naa et al. (2020) found that financial reward is a dominant motivator among undergraduates, complemented by factors such as independence and job satisfaction.

Globally, entrepreneurship education is increasingly utilized as a strategy for addressing youth unemployment and promoting economic development. However, a consistent gap persists between the provision of entrepreneurship training and actual entrepreneurial activity. This gap is often attributed to mismatches between curriculum content and real-world practice, weak motivational structures, and inadequate contextualization of training programmes. In Nigeria, these challenges are further compounded by outdated curricula and limited practical engagement, particularly in under-researched regions such as Akwa Ibom State. Despite the growing emphasis on entrepreneurship education, there remains limited empirical evidence on how entrepreneurship training, in conjunction with curriculum content relevance and profit motivation, predicts undergraduates' readiness for venture development in this context.

This study, therefore, investigates the extent to which entrepreneurship training, operationalized through curriculum content relevance, and profit motivation jointly predict venture development readiness among undergraduates in universities in Akwa Ibom State, Nigeria. By integrating instructional and motivational perspectives, the study provides a more focused understanding of the determinants of entrepreneurial readiness and offers insights for improving entrepreneurship education and policy interventions in

Nigerian universities.

Statement of the problem Youth unemployment is a global challenge, with the International Labour Organization estimating that approximately 15% of young people worldwide are unemployed, disproportionately affecting developing countries. Entrepreneurship education has been widely promoted as a strategic response to this challenge, with the expectation that it will equip young people with the requisite skills and mindset for self-employment and venture creation. In Nigeria, universities have institutionalized

entrepreneurship training as a compulsory component of academic programmes. However, despite these efforts, graduate unemployment remains persistently high, and many students complete their education without the practical skills, motivation, or readiness required to initiate and sustain business ventures. In Akwa Ibom State, this challenge is particularly evident, as universities continue to struggle with translating entrepreneurship training into tangible venture development outcomes among undergraduates.

A major concern is that entrepreneurship training, although widely implemented, may not be effectively structured to produce the desired outcomes. Evidence suggests that deficiencies in curriculum content relevance limit the extent

to which students can relate entrepreneurial knowledge to real-world business environments. In addition, while entrepreneurship training is expected to stimulate entrepreneurial behaviour, the role of motivational drivers, particularly profit motivation, in enhancing students' readiness for venture development has not been sufficiently examined within this context. Although factors such as practical exposure, mentorship, e-learning resources, and entrepreneurial competitions contribute to the broader training environment, their presence does not automatically translate into venture readiness when core instructional and motivational elements are weak or misaligned.

Consequently, there is a lack of clear empirical evidence on how entrepreneurship training, especially when operationalized through curriculum content relevance, and profit motivation jointly influence undergraduates' venture development readiness in universities in Akwa Ibom State. This gap creates uncertainty regarding the effectiveness of current entrepreneurship education practices in fostering entrepreneurial preparedness. It is against this backdrop that this study investigates the predictive influence of entrepreneurship training, curriculum content relevance, and profit motivation on undergraduates' venture development readiness in the study area.

Objective of the study

The main purpose of this study is to determine the extent to which entrepreneurship training, curriculum content relevance, and profit motivation predict undergraduates' venture development readiness in universities in Akwa Ibom State, Nigeria. Specifically, the study sought to:

Determine the influence of entrepreneurship training, curriculum content relevance, and profit motivation on undergraduates' venture development readiness.

Research question

To what extent do entrepreneurship training, curriculum content relevance, and profit motivation predict undergraduates' venture development readiness?

Statement of hypothesis

Entrepreneurship training, curriculum content relevance, and profit motivation do not significantly predict undergraduates' venture development readiness.

Research methods

This study adopted a correlation survey research design, which is appropriate for examining the predictive relationships between entrepreneurship training, curriculum content relevance, profit motivation, and undergraduates' venture development readiness. The design facilitated the collection of quantitative data from a defined population to determine how the independent variables predict the dependent variable, thereby supporting hypothesis testing. The population of the study comprised 412 final-year undergraduates who had undergone entrepreneurship training in federal and state universities in Akwa Ibom State, specifically University of Uyo and Akwa Ibom State University. A multistage sampling technique was employed. Purposive sampling was used to identify universities with established entrepreneurship training programmes, while stratified random sampling ensured proportional representation of students across faculties. This was followed by simple random sampling to select a sample of 150 respondents.

Data were collected using a structured, self-administered questionnaire titled Entrepreneurship Training and Venture Development Readiness Questionnaire (ETVDRQ). The instrument measured three independent variables: entrepreneurship

training, curriculum content relevance, and profit motivation, and one dependent variable, venture development readiness. Entrepreneurship training was operationalized through instructional exposure, with particular emphasis on curriculum content relevance as its core dimension. Profit motivation was measured as the extent to which students are driven by financial and economic incentives to engage in venture creation, while venture development readiness was assessed in terms of students' preparedness, confidence, and intention to initiate business ventures. The questionnaire consisted of two sections. Section A captured respondents' demographic information, while Section B contained researcher-developed items structured on a four-point rating scale. Items assessed students' perceptions of the relevance of entrepreneurship curriculum content and their level of profit-oriented motivation, as well as their readiness for venture development. The instrument was developed based on existing literature and subjected to expert validation to ensure content and face validity. A pilot study was conducted using respondents outside the study area, and reliability was established using Cronbach's alpha, with coefficients meeting the acceptable threshold of 0.70.

Ethical standards were strictly adhered to, including informed consent, voluntary participation, and confidentiality of responses. Data collected were analyzed using descriptive statistics (mean and standard deviation) to answer the research question, while multiple regression analysis was employed to test the null hypothesis at the .05 levels of significance. This analytical approach enabled the determination of the joint and individual predictive contributions of entrepreneurship training, curriculum content relevance, and profit motivation to undergraduates' venture development readiness.

Results

Research question one

To what extent do curriculum content relevance and profit motivation determine undergraduates' venture development readiness?

The data for answering the research question, *To what extent do curriculum content relevance and profit motivation determine undergraduates' venture development readiness?*, were collected using the Entrepreneurship Training and Venture Development Questionnaire (ETVDQ). The constructs measured under this research question included curriculum content relevance (items 1–5), profit motivation (items 6–10), and venture development readiness (items 11– 15). These items were designed to capture the perceptions of undergraduate students regarding the role of educational curriculum and personal profit orientation in shaping their readiness to embark on venture development initiatives. To answer this research question, both descriptive and inferential statistical procedures were applied. The analysis began with descriptive statistics to determine the central tendencies and dispersion of the variables. Table 1 presents the mean and standard deviation of venture development readiness, curriculum content relevance, and profit motivation among undergraduates. As shown in the table, the mean score for venture development readiness was 25.51, with a standard deviation of 2.05. Curriculum content relevance recorded a mean of 25.08 and a standard deviation of 1.40, while profit motivation had a mean of 25.01 and a standard deviation of 1.74. These high average scores, with relatively low dispersion, suggest that the students perceive themselves as generally well-prepared for venture development and hold strong views regarding the relevance of their curriculum and their motivation for profit.

Table 1: Descriptive Statistics, Correlations, and Regression Model Summary for Venture Development Readiness, Curriculum Content Relevance, and Profit Motivation

Variable	Mean	SD	N	1	2	3	R	R^2	Adjusted R^2	SE of Estimate
1. Venture Development Readiness (VDR)	25.51	2.05	150	1.000	0.368	0.739	0.739	0.546	0.539	1.388
2. Curriculum Content Relevance (CCR)	25.08	1.40	150	0.368	1.000	0.509	-	-	-	-
3. Profit Motivation (PM)	25.01	1.74	150	0.739	0.509	1.000	-	-	-	-

Note. Correlations are Pearson's r. *VDR = Venture Development Readiness; CCR = Curriculum Content Relevance; PM = Profit Motivation; SD = Standard Deviation; R = Multiple correlation coefficient; R^2 = Coefficient of determination; SE = Standard Error of the estimate.

The Pearson correlation analysis was conducted to examine the strength and direction of association among the variables. As displayed in Table 1, venture development readiness was found to be moderately and positively correlated with curriculum content relevance ($r = 0.368$, $p < .001$) and strongly correlated with profit motivation ($r = 0.739$, $p < .001$). The correlation between curriculum content relevance and profit motivation was also moderate and statistically significant ($r = 0.509$, $p < .001$). These findings suggest that an increase in the relevance of the curriculum and in profit-driven attitudes among undergraduates is associated with greater readiness to engage in venture development activities.

To further assess the predictive power of the independent variables, a multiple regression analysis was conducted. The result is summarized in Table 1. The regression model yielded an R value of 0.739, indicating a strong combined relationship between the independent variables and venture development readiness. The R Square value of 0.546 implies that curriculum content relevance and profit motivation jointly explain approximately 54.6% of the variance in venture development readiness. The adjusted R Square of 0.539 further confirms the generalizability of this result, accounting for the number of predictors in the model. The standard error of the estimate was 1.388, suggesting a relatively good fit for the model.

Null hypothesis one

Test of Null Hypothesis One: Curriculum content relevance and profit motivation do not significantly determine undergraduates' venture development readiness

To test the statistical significance of the regression model, the analysis of variance (ANOVA) was conducted. The result is presented in Table 2. The model was found to be statistically significant, $F(2,147) = 88.221$, $p < .001$. This result indicates that the variation explained by the model is not due to chance, confirming the utility of curriculum content relevance and profit motivation as significant predictors of venture development readiness.

Table 2: Analysis of variance (ANOVA) showing the statistical significance of the regression model predicting venture development readiness from curriculum content relevance and profit motivation

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	340.124	2	170.062	88.221	.000
Residual	283.369	147	1.928		
Total	623.493	149			

The ANOVA result in Table 14 revealed that the regression model predicting venture development readiness from curriculum content relevance and profit motivation was statistically significant ($F = 88.221$, $p < 0.001$). Therefore, the null hypothesis which states that curriculum content relevance and profit motivation do not significantly determine undergraduates' venture development readiness is rejected. This finding supports the assertion that the alignment of educational content with entrepreneurial realities, alongside students' drive for profitability, plays a crucial role in enhancing their readiness to engage in viable business ventures.
Summary of findings

The study set out to determine the extent to which entrepreneurship training and venture development motive influence undergraduates' venture development readiness in universities in Akwa Ibom State, Nigeria. This was addressed through five research questions and five null hypotheses. The findings from the analysis are summarized as follows:

Summary of findings based on research question

The findings reveal that curriculum content relevance and profit motivation jointly determine undergraduates' venture development readiness to a high extent. A strong positive relationship was found between these variables, suggesting that as students perceive the curriculum to be more relevant and is motivated by profit; their readiness for venture development improves significantly.

Summary of findings from the null hypotheses

The null hypothesis which stated that curriculum content relevance and profit motivation do not significantly determine undergraduates' venture development readiness was rejected. The analysis shows a statistically significant influence, thereby confirming the importance of a well-aligned curriculum and profit drive in fostering entrepreneurial readiness.

Discussion of findings

The finding that curriculum content relevance and profit motivation significantly determine undergraduates' venture development readiness corroborates earlier studies such as those of Eze and Nwankwo (2023) and Musa and Ahmed (2022), who emphasized that curriculum alignment with real-world entrepreneurial skills is a strong predictor of entrepreneurial intentions among university students. Eze and Nwankwo observed that business education students who perceived their curriculum as aligned with business needs were more confident in initiating entrepreneurial ventures. Furthermore, the motivational force of profit identified in this study aligns with the findings of Omotayo and Aluko (2021), who noted that financial incentives often enhance students' drive to establish sustainable ventures.

Conclusion

Based on the findings, it is concluded that undergraduates' venture development readiness is significantly influenced by multiple dimensions of entrepreneurship training, including curriculum content relevance, practical exposure, access to entrepreneurial

mentorship, utilisation of digital resources, and motivational factors such as profit orientation and role modelling.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are made to enhance the venture development readiness of

These elements collectively enhance students' ability to translate entrepreneurial knowledge and intentions into actionable business development. The study affirms that a wellstructured, experientially grounded, and motivationally enriched entrepreneurship education is vital for preparing students for successful venture creation upon graduation.

undergraduates in universities:

Curriculum developers and academic planners in Nigerian universities should ensure that entrepreneurship education content is relevant, practice-oriented, and aligned with contemporary market demands. The curriculum should incorporate real-world business scenarios, case studies, and industrydriven modules that stimulate students' entrepreneurial thinking and action.

REFERENCES

Adelowo, C. M., & Henrico, A. (2025). Sustainability and determinants of entrepreneurship propensity among young graduates in Nigeria. *SAGE Open,* *15*(1), 1–15.https://doi.org/10.1177/21582440251314574

Adelowo, C. M., Joshua, A. A., & Ilevbare, O. E. (2018). Entrepreneurship potential among undergraduates in Nigerian universities: Empirical evidence. *AMC Indian Journal of Entrepreneurship,* *1*(2).

Adekunle, O. T., & Aremu, O. A. (2021). Experiential learning and entrepreneurial intention among undergraduates.*Education + Training,* *63*(4), 517–534.https://doi.org/10.1108/ET-10-2020-0311

Adeoye, O. O., & Olubiyi, T. O. (2024). Influence of student factors on entrepreneurial intentions: Evidence from Nigeria. *Asian Journal of Islamic Management,* *6*(1), 1–11. https://doi.org/10.20885/AJIM.vol6.iss1.art1

Ahmed, S., Abbas, M., & Shah, S. (2023). Entrepreneurial mindset and venture creation intention: Evidence from Pakistani universities. *Journal of Entrepreneurship in Emerging Economies, 15*(2), 234–251.

Ajibola, O., & James, M. O. (2022). Curriculum content relevance and entrepreneurial orientation among undergraduates. *Journal of Business Education Research, 10*(4), 115–130.

Alabi, T. S., & Olowookere, E. I. (2021). Entrepreneurship curriculum

and business start-up intention among Nigerian university students.*African Journal of Entrepreneurship, 5*(2), 77– 94.

Boso, N., Danso, A., & Adomako, S. (2020). The effects of entrepreneurship education curriculum on students' entrepreneurial intentions in Ghana. *International Journal of Entrepreneurial Behavior & Research, 26*(6), 1233–1251.

Lawal, O., & Jayeoba, F. (2023). Hands-on entrepreneurship training and entrepreneurial intentions: A study among undergraduate students in Lagos State University. *International Journal of Research and Innovation in Social Science, 7*(4), 1125–1135. Makai, A. L., & Dőry, T. (2023). Perceived university support and environment as a factor of entrepreneurial intention: Evidence from Western Transdanubia Region. *arXiv preprint*.

Musa, K., & Daka, S. (2023). Practical entrepreneurship exposure and intention among final-year students. *International Journal of Entrepreneurial Venturing, 15*(2), 131–148.

Naa, A., Fatoki, O., & Kirkwood, J. (2020). Entrepreneurial engagements: Its motivations and challenges among undergraduate students of Nsukka Arts School in Nigeria. *Project MUSE*.

Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2019). The impact of entrepreneurship education in higher education: A systematic review and research agenda. *Academy of Management Learning & Education,*

18(1), 1–26.

Ndofirepi, T. M. (2020). Curriculum relevance and entrepreneurial self-efficacy among African university students. *Journal of Entrepreneurship in Emerging Economies, 12*(2), 265–283.

Oduwaiye, R. O., Ajadi, T. O., & Adebayo, M. O. (2020).Curriculum reform and entrepreneurship education in Nigerian universities. *Journal of Educational Policy and Entrepreneurial Research, 7*(2), 40–56.

Oduwole, T. A., & Akinwale, A. A. (2021).Rethinking profit motivation in student entrepreneurship training. *African Journal of Business and Economic Research, 16*(1), 77–95.

Ogundele, O. J. K., & Akinbami, F. (2019).Enhancing entrepreneurship education through curriculum redesign. *Nigerian Journal of Educational Administration and Planning, 19*(2), 120–134.

Ramos-Rodriguez, A. R., Medina-Garrido, J. A., Lorenzo-Gomez, J. D., & RuizNavarro, J. (2024). What you know or who you know? The role of intellectual and social capital in opportunity recognition.*arXiv preprint*.

Utebor, J. N., & Igwe, K. O. (2023). How curriculum content and pedagogies are utilized for enhancing entrepreneurial skills among business education undergraduates. *Nigerian Journal of Business Education, 10*(1), 1–10.

Nwibe, K. J., & Ogbuanya, T. C. (2024). Emotional intelligence and entrepreneurial intention among university undergraduates in Nigeria: Exploring the mediating roles of selfefficacy domains. *Journal of Innovation and Entrepreneurship, 13*(13).https://doi.org/10.1186/s13731-024-00367-7

Ahmed, S., & Kabir, M. (2023). *(Note: Not found explicitly in the provided list confirm or replace with correct source.)* Egbetokun, A., & Olofinyehun, A. (2024). Nigeria‘s universities need to revamp entrepreneurship courses—they‘re not meeting student needs. *The Conversation Africa*.