

**ENHANCING ENTREPRENEURSHIP HIGHER EDUCATION FOR SUSTAINABLE
DEVELOPMENT AMONG UNDERGRADUATES IN MICHAEL AND CECILIA IBRU
UNIVERSITY, DELTA STATE, NIGERIA**

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ABSTRACT

The study employs a survey design to determine opinions of undergraduates on entrepreneurship higher education for sustainable development at Michael and Cecilia Ibru University, Agbarha-Otor, Delta State, Nigeria. Two research questions and one null hypothesis guide the study. The population of study comprised 632 students. Out of the population, 211 students used as a sample size using the Taro Yamane formula. A structured instrument containing 15 items is used for data collection. Both content and face validity are carried out by two experts. A reliability coefficient of 0.65 of the instrument is determined using Pearson Product Moment Correlation. The researcher personally administered the instrument on the sample. Out of the 211 copies administered, 187 (89%) copies retrieved from the field. Both mean and standard descriptive statistics were used to provide answer to the research questions, while t- test is used to test the null hypothesis at 0.05 level of significance. Findings reveal that entrepreneurship education through effective application of teaching-learning approach and curriculum implementation enhance students towards sustainable development. The result of the tested hypothesis shows that the null hypothesis of no significance is rejected based on undergraduates' experience, and accepted on the basis of their gender, irrespective of the influencing factors. The study recommends that both appropriate teaching-learning methods and all-inclusive curriculum implementation should be encouraged.

Key-words: Entrepreneurship higher education, teaching-learning methods, curriculum implementation, sustainable development

INTRODUCTION

Entrepreneurship is the total process and behavior involve in business venture creation towards value and employment creation. Ile and Okereke (2013) refers entrepreneurship to the willingness and ability of individual or group of persons to search and explore investment opportunities to establish and manage enterprises. Umoru (2011) claims that government all over the globe has described entrepreneurship as a driving force to economic growth and job creation. The contribution of entrepreneurship to economic development at the micro, meso and macro levels in the world today has regained global attention. Different countries both in the developed and the emerging nations have seen the significant reason to improve on the supply of entrepreneurship knowledge towards wealth and national building. This discovery became imperative after seen the seen the failure of the academic programmes and curriculum plans to inculcate the needed career-based knowledge and practical skills in students after graduation to fetch them self-reliance and the opportunity to create jobs for others for wealth creation.

In 2000, Nigerian government introduced entrepreneurship education into all the tertiary institutions in the country as a mandatory course for all students to acquire appropriate career and practical-based knowledge, skills, abilities, competences and attitudes to enable them become self-employed and create jobs for others. Federal Republic of Nigeria (2004) states in the National Policy on Education that there is need for functional education to be relevant, practical and acquisition of appropriate skills and development of competencies as equipment to the individual to live and contribute to the development of his society. Adeoye (2015) buttresses that the Nigerian

government recently promotes entrepreneurial culture through programmes that build business confidence, positive attitude, pride in success, support and encouragement of new ideas, social responsibility, providing technological supports, encouraging inter-firm linkages and promotion of research and development.

Osinachi and Chinweoke (2013) maintains entrepreneurship education as the process where individuals become aware of business ownership as a viable alternative, develop ideas and skills for business, learn the process of becoming entrepreneurs and undertake the initiation and development of a business. Obioma (2011) maintains that entrepreneurship education is a programme which offers support knowledge economy as well as create an enabling environment for youth empowerment and acquisition of functional skills. Thaddeus (2012) states that the purpose of introducing entrepreneurship education in Nigerian education system is to make the graduates at different levels self-employed, create business opportunities for others and to generate wealth.

The aim of entrepreneurship education is to develop learners with entrepreneurial mindset to acquiring knowledge and skills to enable them realize business opportunities through creative and innovative decisions with friendly relationship with the environment for successful operation after graduation. It is a practical and skills based academic programme that is recognized globally as a tool through which students are built upon to acquire and utilize the prerequisite knowledge, methods, skills and competences to create new ventures or review existing ones to become economically significant to themselves and to contribute towards the development of the society. Students and youths that are introduced to entrepreneurship knowledge and skills stand in better position to identify and execute business enterprises in the present dynamic and knowledge centered environment.

Statement of the Problem

The need for sound entrepreneurship education has been recently considered as a tool to influence sustainable development. Igbokwe-Ibeto et al. (2018) maintains that entrepreneurship studies is an emerging field which Nigerian University Commission has made it mandatory for all undergraduates in universities to acquired knowledge and skills to reduce unemployment in Nigeria. Obioma (2011) maintains that entrepreneurship education is a programme which offers support knowledge economy as well as create an enabling environment for youth empowerment and acquisition of functional skills. From all the available literature, learners form the central target of entrepreneurship education. Thus, to operationalize the entrepreneurship education towards building knowledge based-economy, undergraduates whom the programme is designed for should be adequately exposed to the programme contents through appropriate and relative teaching-learner approach. Odigwe in Okoye (2017) points out that programme is made more meaningful and effective if the teacher is skillful, knowledgeable and makes appropriate use of teaching strategies during contents delivery. A few empirical works have been carried on entrepreneurship education for sustainable knowledge based-economy in some countries and other universities in Nigeria with varying findings, but to the best knowledge of the present researcher, no such study has been conducted in the study scope. This is a gap the present has envisioned to fill. Thus, the researcher seeks to ascertain the teaching-learning approach and curriculum implementation adopted as means to expose students to the knowledge, skills, attitude and competences for business venture identification, evaluation and exploitation for sustainable development; hence, this study.

Purpose of the Study

The main objective of this study is to examine entrepreneurship education for sustainable development among graduates in Michael and Cecilia Ibru University in Delta State, Nigeria. Specifically, the study seeks to;

1. Determine teaching-learning approach for enhancing sustainable development among undergraduates in Michael and Cecilia Ibru University in Delta State, Nigeria.

2. Determine curriculum implementation for building sustainable development among undergraduates in Michael and Cecilia Ibru University in Delta State, Nigeria.

Research Questions

The following research questions are supplied to provide guides for the above specific purposes:

1. How does teaching-learning approach enhance sustainable development among undergraduates in Michael and Cecilia Ibru University in Delta State, Nigeria?
2. How does entrepreneurship curriculum implementation enhance sustainable development among undergraduates in Michael and Cecilia Ibru University in Delta State, Nigeria?

Hypothesis

To provide answers to the above research questions, the following null hypothesis is tested at 0.05 level of significance.

1. There is no significant difference between the mean ratings of undergraduates on teaching-learning approach for sustainable development in Michael and Cecilia Ibru University in Delta State, Nigeria on the basis of their;
 - i. Experience
 - ii. Gender

Literature Review

Conceptual Framework

Entrepreneurship Higher Education

Entrepreneurship has not gained any generally accepted meaning and definition. However, all the definitions and conceptualizations lead towards creation of new economic, social and cultural values through engagement of certain old or new combinations. Entrepreneurship education thus, is a formal career-centered education which offers entrepreneurship in terms of knowledge, skills, competences and attitude for sustainable development. Ile and Okereke (2013) maintains entrepreneurship education as an educational programme which designs to prepare its learners to acquire significant skills, ideas knowledge that will help them to live fulfilled lives and embrace national recognition. Njoku and Nwosu (2011) states that entrepreneurship education exposes its beneficiaries to knowledge base that is provides: (a) understanding of the roles of entrepreneurship education in personal and national growth and development. (b) knowing how to set business goals. (c) knowing how to identify business opportunities (d) knowing the personal and business characteristics of an entrepreneurs. (f) knowing how to apply these characteristics into entrepreneurship business (g) understanding business values and ethics. Ogbotubo (2020) conceptualizes entrepreneurship education as a structured formal education which aim is to develop students to acquire and utilize skills, knowledge, attributes, attitudes and competencies for the purpose of realizing business and social opportunities for self and societal relevance. Salau in Ementa (2013) states the broad goal of entrepreneurship education to achieve the:

- Ability to acquire and apply appropriate knowledge and technical skills to solve problems or to be self-reliant in one's area of work and life.
- Possession of the required knowledge and skills for a particular job.
- Technical know-how in the application of the knowledge acquired
- Drive and the industry to discharge successfully the functions of the occupational role for themselves

These conceptual accounts on entrepreneurship education show that entrepreneurship education is a career-based education which provides its immediate beneficiaries some knowledge, competences, skills and abilities that would shape their behavior and attitude ventures creation and management for self-reliance and contribution to national development. It is the one which equips the youth with practical knowledge and skill to build up their character, attitude and behavior.

Teaching-Learning Approach

These are methods and techniques apply to expose learners to the contents of a programme. Teaching-learning approach refers to a body of methods through which learners are exposed to the understanding of programme contents and objectives. Dikeocha, Nwagu, Ugochukwu and Okoronkwo (2019) defined teaching-learning approach as strategies and methods that serve as best practices in teaching skills-based contents. Aliyu (2013) holds strategy as the application of various resources and procedures for teaching contents. Attah (2010), Dikeocha, Nwagu, Ugochukwu Okoronkwo (2019) and Oyibo and Naaman (2014) include these methods to include brainstorming, circle the sage, lecture method, peer instruction, mind map, role playing, problem-solving, demonstration, cooperative learning, assignment, dramatization, field trip, quiz. Okoye (2017) classifies these strategies into learner-centered and teacher-centered. The teacher-centered methods are more of theoretical where the teachers are conventionally placed in-charged unlike the learner-centered strategies which are practical based; offering the learners the opportunities to learn and discover knowledge and skills for themselves. The present study thus, refers teaching-learning approach as a set of mechanisms and methods both teachers and learners employ to acquire the knowledge of course objectives.

Curriculum Implementation

Curriculum implementation is the act of operationalizing a planned and developed curriculum contents to modify learner's behavior and attitude towards knowledge, skills and character. Tamunodienye (2003) regards curriculum implementation as valid actions in terms of participation among all stakeholders, resources provision and enabling environment in the execution of a planned programme of study to achieve a set of desired results. Common Wealth of Learning in Ementa (2013) conceptualizes curriculum implementation as the act of translating curriculum plan into syllabuses, schemes of work and lessons to be delivered to learners to achieve goals. Alfred and Kayoma in Ann (2019) states that curriculum implementation required adequate provision of both human and non-human resources. But, very unfortunate that, such essential support is not adequately provided in most of the schools. Nwabueze and Anyanwu (2021) maintains functional curriculum as the one that is if effectively implemented would help to empower students with skills and knowledge through formal interaction to equip them to function as competent and accepted adults in the society. The present study defined curriculum implementation as the phase of curriculum process that deals with the act of building practical relationship between the curriculum plan and the target audience through fusion of certain forces with the aim of achieving its goals.

Sustainable Development

Entrepreneurship education is a functional education which leads to sustainable development through empowerment, poverty reduction and self-reliance. Sustainable development refers to a state where a nation can boast of competitive standard of living in the areas of poverty reduction, empowerment, consequent upon of being exposed to acquisition of appropriate knowledge, skills, character and behavior. National Economic Empowerment and Development Strategy (NEEDS) in Alagbu, Efe and Agwubuke (2013) refers sustainable development as a state of achievement in terms of poverty reduction, empowerment and value orientation through a functional education. Entrepreneurship education is seen as a tool for promoting sustainable development among youths through acquisition of practical skills, knowledge and competencies such as innovative and creative thinking necessary to shape sustainable future. European Commission in Osiobu (2013) states that entrepreneurship education creates opportunities for not economic development, but also to personal and all other walks of human endeavors. Thus, the present study conceptualizes sustainable development as economic growth and better future obtain among students after graduation through teaching and learning of knowledge, skills, competences and character building.

Theoretical Framework

Gestalt Theory

The Gestalt theory is propounded by Wolfgang Köhler, a gestalt psychologist in the 20th Century. The theory views learning from the cognitive perspective that involves acquisition of knowledge through insight of cognitive structures and combinations. The main assumption of this theory is that when an organism is confronted with a problem, there is usually a state of cognitive discomfort within the organism till a solution is got. The theory implies that problem face by organisms expose them to thinking about by themselves which help them to consider all the alternatives that will help solve the problem until the problem is solved. The gestalt theory is relevant to the present study because the 21st Century learning environment is learners friendly where learners as organisms are subjected to discover solutions to problems in their world. The theory thus, is employed to encourage both curriculum planners and the field workers which are the teachers to consider learners as the central point to enable them contribute towards acquisition and development of entrepreneurial knowledge, skills, competencies and talents by themselves for value creation.

Empirical Studies

Naser (2015) investigated the effect of using brainstorm strategy in developing creative problem-solving skills among male students in Saud Al-Kharji School in Kuwait. The sample of the study consisted of (98) male students. The study design was experimental. Regression statistical tool was used to test the hypotheses. The findings of the study showed significant differences at the level of ($\alpha = 0.05$) between the experimental group and the control group in the total score and the sub scores of the creative thinking in the favor of the experimental group indicating the effectiveness of using brainstorming strategy in developing creative thinking skills. The population of the former was on only male gender distribution, but the present study used both genders. The former study used regression analysis but the present study employs mean, standard-deviation and t-test. While the former study was carried out in Kuwait, the present study was carried out in Delta State Nigeria. However, both studies are similar in the choice of population. Secondly, both studies considered brainstorming as predictor variables. Both the reviewed study and the present study made use of the entire population without chosen sample size

Ajibo and Ekene (2023) examines utilization of methods in implementing entrepreneurship education curriculum in tertiary institutions in Enugu Education zone, Nigeria. The population for this study included all entrepreneurship students at Enugu State's four private universities. The total population was 967 respondents. The study sample size was 322 respondents. A structured questionnaire was used to collect data. Mean and standard deviation descriptive statistics were used to answer the research questions, while T-test was used to test the hypothesis. Both studies are similar in the use of inferential statistics and the population. Findings reveal that creative thinking is one great method that influences effective implementation of entrepreneurship education curriculum in the study. The work of Ajibo and Ekene (2023) relates to the present in the sense that both measure curriculum implementation as a means to determine entrepreneurship education. They are also similar in the area of the instrument and the descriptive statistics for data analysis for the research questions. However, they differ in the fact that while the former study only examined curriculum implementation as a means for enhancing entrepreneurship education, the present study examines both the curriculum content in implementation and the teaching-learning methods for enhancing entrepreneurship education for sustainable national transformation, Also, the former study is carried out in Enugu State. Hence, the present study seeks to fill the gap by carrying it out in Delta State. Nevertheless, the former study employed experimental study, but the present study applies survey design.

Nwabueze and Anyanwu (2021) examines entrepreneurship implementation strategies and university students' job creation plans in Rivers State, Nigeria. Two research questions and two null hypotheses guided the study. The study adopted descriptive survey design. The population of the study was 259 lecturers with a sample size of 127. A self-designed questionnaire is used for data

collection. Data collected is analyzed using mean and standard deviation, while t-test and Pearson Product Moment Correlation are used to test the null hypotheses. Findings from the study reveal that entrepreneurship education can be effectively implemented through provision of functional knowledge, engaging university students for research work and entrepreneurship centers. Both studies are similar in the use of the design, instrument for data collection, descriptive statistics and the dimensions of the independent variable to an extent. However, they deviate from each other in the area of the geographical scope and the target of the dependent variable. The former study determines implementation strategies for entrepreneurship education for job creation in Rivers State. The study does not cover how entrepreneurship education contributes to sustainable national transformation; hence, the present study sees it as a gap to fill in the present geographical scope. Coastman, Macdonald, Solomon and Adaobi (2022) studies the best teaching method(s) that could be appropriate in imparting entrepreneurship skills to students at tertiary levels of education in Nigeria. A quantitative survey design was used. The population was comprised all students and teachers of General Studies courses-GST/GSS/GSE entrepreneurship studies/education, in tertiary institutions in North-Central and South-South in Nigeria. A sample size of twenty-five (25) teachers and two hundred and fifty (250) students for entrepreneurship education are chosen from five institutions. Two separately structured questionnaires were used to elicit responses from the respondents- Teachers and Students. The mean and standard deviations are used to answer the research questions, while Pearson Product Moment Correlation coefficient was used to test the hypotheses to determine the relationship between the study variables. Findings reveal that teachers employs more conventional strategies in imparting entrepreneurship education which students see them as not more appropriate methods. Both studies are similar in the choice of design, instrument and the descriptive statistics. However, they differ because while the former study chooses both lecturers and students, the present study uses only students as the study population. Also, while, the former study used Pearson Product Moment Correlation coefficient to analyze the hypotheses, the present study applies t-test to test the hypothesis. Also, while the former study was carried out in tertiary institutions in North-Central and South-South, Nigeria; the present study carries out in Michael and Cecilia Ibru University, Delta State, Nigeria.

Alagbu, Efe and Agwubuke (2013) examines implications of administration of physical education in youths empowerment and sustainable development in Anambra State, Nigeria. The study adopted descriptive survey design with a population of 330; out of it, 110 were used as a sample size. The instrument for data collection was questionnaire with a computed reliability coefficient of 0.68 using the split-half statistics. Both the means and standard deviation were used to analyze the research questions, while Chi-Square was used to test the null hypotheses. Findings revealed from the study states educational content and facilities for quality teaching, socio-economic status as well as literacy level have significant relationship with physical education in terms of implication on youths empowerment and sustainable development. The works of Alagbu et.al (2013) relates to the present study in the area of the study dependent variable, design, instrument, descriptive statistics for the research questions. However, they differ in the sense that while the former study examines the role of physical education on sustainable development in Anambra State, the present study determines sustainable development using entrepreneurship education in Delta State. Also, the former study employs Chi-square statistics to analyze the study hypotheses, the present study uses t-test to analyze the null hypothesis.

Method

The study employs a survey design to determine opinions of undergraduates on entrepreneurship higher education on sustainable development at Michael and Cecilia Ibru University, Agbarha-Otor, Delta State, Nigeria. The population of study comprised 632 students. Out of the population, 211 students were used as a sample size using the Taro Yamane formula. A structured instrument containing 15 items on 5-point scale as SA (Strong Agreement) =5, A (Agree)=4, Undecided (U)=3, D (Disagree)=2 and SD (Strong Disagree) =1 is used for data collection. The instrument is titled

Entrepreneurship Education for Sustainable Development (EESKBEQ), and its content and face validity are carried out by two experts. A reliability coefficient of 0.65 of the instrument is determined using Pearson Product Moment Correlation on a pilot study which was carried out involving administration of the test instrument on 50 students in Nigeria Maritime University, Okerenkoko, Delta State, outside the study scope. The researcher personally administered the instrument on the sample. Out of the 211 copies administered, 187 (89%) were retrieved from the field. To analyze the gathered data, mean and were used to provide answer to the research questions, while t- test is used to test the null hypothesis at 0.05 level of significance.

Decision criteria: A mean value that is greater than or equal to 3.00 is regarded as an agreed opinion, while a mean value less than 3.0 is regarded as disagreed opinion. For the hypothesis, if the calculated value of t is less than the critical value of t, the hypothesis is accepted or rejected if the t – calculated is greater than or equal to the t – critical at 0.05 level of significance.

Research Question 1

How does teaching-learning approach enhance sustainable development among undergraduates in Michael and Cecilia Ibru University in Delta State, Nigeria?

The data supply answer to research question 1 are presented in Table1.

Table 1: Mean Scores of Responses on Teaching-learning Approach for Sustainable Development in Michael and Cecilia Ibru University, Delta State (N=187)

S/N	Teaching-learning Approach	\bar{x}	SD	Remark
1.	Students do gather knowledge on critical thinking for business idea generation.	3.46	1.42	Agree
2.	Students do expose to writing down the content of the entrepreneurial lessons.	3.68	1.41	Agree
3.	Students enjoying adequate provision of resources needed to have fully knowledge of entrepreneurship	2.74	1.18	Disagree
4.	Generating creative ideas for self-reliance through lecturers' illustrations on societal economic issues.	3.75	1.34	Agree
5.	Students are led to obtain information on venture creation by their individual cognitive efforts.	3.10	1.11	Agree
6.	Entrepreneurial lessons lead students to experience the basis of real learning to separate business idea from business opportunity.	3.38	1.00	Agree
7.	Entrepreneurial lessons equip learners to gather knowledge to identify the key elements of business creation in entrepreneurial driven economy.	3.44	1.05	Agree
8.	Building up entrepreneurial self-confidence on their own after graduation.	3.73	1.58	Agree
9.	Students participate in collaborative learning to discover their potentials without much involvement of teachers.	3.72	1.15	Agree
Cluster Mean/SD		3.44	1.23	Agree

Data analysis on Table 1 show that students rated all the items except item 3 of the instrument below mean scores 3.00. This shows that teachers expose students to the items measured for sustainable development. However, students rated items 3 below 3.00 which indicates that students were not adequately provided with entrepreneurial teaching-learning facilities and resources for sustainable development in the study scope.

Research Question 2

How does entrepreneurship curriculum implementation enhance sustainable development among undergraduates in Michael and Cecilia Ibru University, Delta State, Nigeria?

Data obtained to provide answer to this research question are presented in Table 2 were supplied in reference to items 10-16 of the instrument.

Table 2: Mean Scores of Responses on curriculum implementation for Sustainable Development among Undergraduates in Michael and Cecilia Ibru University in Delta State, Nigeria (N=187)

S/N	Curriculum Implementation	X	SD	Remark
10.	Providing adequate library facilities to enable students to participate in the entrepreneurial lessons.	2.28	1.44	Disagree
11..	Seeing Students as the central point in the learning process.	3.45	1.42	Agree
12.	Involving lessons dynamic in relation to environment for poverty amelioration	3.63	1.49	Agree
13.	Strengthening the learner's interest in entrepreneurial education towards self-reliance	3.78	1.37	Agree
14.	Modifying students' behavior towards career education after graduation for empowerment generation	3.86	1.39	Agree
15.	Encouraging conducive environment for entrepreneurial contents delivery for wealth creation	3.40	1.47	Agree
16.	Setting up objectives to enable students to identify their entrepreneurial potentials for value orientation	3.48	1.30	Agree
Cluster Mean/SD		3.41	1.41	Agree

Data in Table 2 reveals that students rated all items above mean score of 3.00 except item 10 which implies that students are exposed to entrepreneurship education curriculum implementation through all the items in the study geographical area. However, students rated item 10 below the average. This implies library facilities are not adequately provided for students to contribute towards entrepreneurship education curriculum implementation for sustainable development in Michael and Cecilia Ibru University in Delta State, Nigeria. Alfred and Kayoma in Ann (2019) validates this finding that most Nigerian schools, private inclusive do not have the required instructional materials and equipment for teaching.

Testing of Hypothesis

Hypothesis 1

1. There is no significant difference between the mean ratings of undergraduates on teaching-learning approach for sustainable development in Michael and Cecilia Ibru University in Delta State, Nigeria on the basis of their;

- iii. Experience
- iv. Gender

Table 3: Tests of Difference in the Mean Ratings of university undergraduates on teaching-learning approach for sustainable Development in Michael and Cecilia Ibru University in Delta State, Nigeria

Variable		N	\bar{x}	SD	Df	T	p-vale	Decision
Experience	0-5yrs	132	44.3	7.10	185	-2.581	.010	Reject
	6yrs & above	55	46.8	8.53				
Gender	Male	126	42.7	7.37	185	-1.832	.068	Accept
	Female	61	44.6	9.07				

($p < .05 = \text{Experience}$, $p > .05 = \text{Gender}$)

Analysis in Table 3 reveals p-value is less than .05 for based on undergraduates' experience (.010 < .05). This result indicates that the null hypothesis was rejected based on undergraduates'

experience at .010. Analysis in Table 3 also shows that P-value is greater than 0,05 at .068 based on undergraduates' gender in the study population. By these results, the hypothesis of no significant difference was accepted. As such, it indicates that the null hypothesis is not significant at .068 (gender) irrespective of the influencing factors.

Discussion of the Findings

Based on the findings of this study it is revealed that students exposed to entrepreneurship education through appropriate teaching-learning approaches stand to be developed sustainably in the study area. This finding is in line with Ezinwa (2017) which states that teaching in and about entrepreneurship education presupposes pedagogical models different from those normally applied in conventional teaching which prepare students for self-reliance. Irukaku and Noepleen (2018) also collaborates with the present study which states that practical skills can only be imparted through the use of appropriate teaching method capable of influencing the learner to explore potentials. The study further holds that students do not enjoy adequate provision of resources needed to have fully knowledge of entrepreneurship education. Ajibo and Ekene (2023) and Coastman et.al (2022) affirm this finding that the provision and utilization of resources for entrepreneurial course is significantly low; hence, it should be encouraged.

It is also evident from the findings that implementation of entrepreneurship education curriculum plays significant role in enhancing students for sustainable development. Alagbu, Efe and Agwubuke (2013), Nwabueze and Anyanwu (2021) and Tamunodienye (2003) affirm this finding when it asserts that functional curriculum as the one that is if effectively implemented would help to empower students with needed resources, skills, character, competences and knowledge to emerge as change agents and successful beings in the society. Alfred and Kayoma in Ann (2019) states that curriculum implementation required adequate provision of both human and non-human resources. Finally, the result of the test of hypothesis shows that the null hypothesis is not significant is rejected based on undergraduates' experience and accepted on the basis of their gender, irrespective of the influencing factors.

CONCLUSION

Based on the findings, the study concludes that:

1. Students exposed to entrepreneurship education through appropriate teaching-learning approaches stand to be developed sustainably in the study area.
2. Implementation of entrepreneurship education curriculum plays significant role in enhancing students for sustainable development.
3. Tested null hypothesis of no significant is rejected based on undergraduates' experience and accepted on the basis of their gender, irrespective of the influencing factors.

RECOMMENDATIONS

1. Training institutions should employ effective strategies during the programme instructions so as to produce highly innovative, efficient and competent entrepreneurial minded graduates for sustainable development.
2. Stakeholders of entrepreneurship education curriculum design, development and implementation should make the contents practical-based and ensure that all resources are available for effectively delivery of the programme.

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