

EVALUATION OF THE IMPLEMENTATION OF GENERAL STUDIES  
ENTREPRENEURSHIP CURRICULUM IN COLLEGES OF EDUCATION IN BORNO  
STATE, NIGERIA

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This study evaluated the implementation of the General Studies Entrepreneurship (GSE) curriculum in colleges of education in Borno State, Nigeria. The research aimed to assess the adequacy of instructional materials and facilities, ascertain the professional qualifications of lecturers, and identify challenges faced during curriculum implementation. Employing a descriptive survey research design, data were collected from 344 students and 19 lecturers across three colleges using structured questionnaires and checklists. Results revealed significant inadequacies in essential facilities, particularly in Information and Communication Technology, automobile, and film/photography resources. Although lecturers possessed relevant academic qualifications, many lacked practical entrepreneurial experience, undermining the quality of instruction. Key challenges included overcrowded classrooms, inadequate funding, and limited institutional support, exacerbated by the region's socio-economic and security issues. Despite these obstacles, the GSE curriculum holds potential for fostering self-reliance and reducing unemployment if systemic issues are addressed. Recommendations include improving infrastructure, enhancing lecturer training, and strengthening institutional support to ensure the curriculum's effectiveness in preparing students for entrepreneurial success.

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**Introduction**

Entrepreneurship education in Nigeria was introduced as part of the government's strategy to address the nation's growing unemployment crisis and dependency on white-collar jobs. For decades, the Nigerian educational system prioritised theoretical knowledge over practical skills, resulting in graduates who were ill-equipped for the realities of the job market. Recognising this gap, the Federal Government mandated the inclusion of entrepreneurship education across tertiary institutions, including colleges of education, to instill self-reliance and job-creation skills among students. This move aligned with broader global trends emphasising entrepreneurial competencies as essential tools for economic growth and development.

In colleges of education, the General Studies Education (GSE) curriculum became a critical platform for delivering entrepreneurship education. This curriculum was designed not only to enhance the entrepreneurial abilities of student-teachers but also to ensure they could impart these skills to their future students. The long-term vision was to foster a generation of innovators and self-reliant individuals, creating a cascading effect that would transform communities and reduce dependency on government employment. The GSE curriculum thus played a dual role: equipping student-teachers with entrepreneurial knowledge and enabling them to serve as agents of change in their communities.

In Borno State, the implementation of entrepreneurship education carries even greater significance due to the region's unique socio-economic context. For years, the state has been plagued by challenges such as insecurity, poverty, and limited access to education and infrastructure. These issues have stifled economic growth and increased unemployment rates, particularly among the youth. The introduction of the GSE entrepreneurship curriculum in colleges of education offers a potential pathway to empowerment and recovery. By equipping students with entrepreneurial skills, the curriculum seeks to enable them to overcome systemic barriers, create sustainable livelihoods, and contribute to rebuilding the region's economy.

This study was prompted by several interrelated factors, all of which are crucial to understanding the implementation and effectiveness of the GSE entrepreneurship curriculum in Borno State.

First, the adequacy of facilities and instructional materials required for implementing the curriculum is a pressing concern. Entrepreneurship education relies heavily on access to well-equipped classrooms, practical tools, and instructional resources such as textbooks, case studies, and multimedia aids. In many colleges of education, particularly in underprivileged regions like Borno State, these resources are often insufficient or entirely lacking. For example, practical entrepreneurial activities may require workshops, laboratories, or digital tools, yet these facilities may be unavailable or outdated. This study seeks to determine whether the colleges in Borno State have the necessary infrastructure and materials to deliver the curriculum effectively, as this is a fundamental prerequisite for achieving its goals. Second, the professional qualifications of lecturers implementing the GSE entrepreneurship

curriculum play a critical role in its success. The delivery of entrepreneurship education requires not only academic knowledge but also practical experience in entrepreneurial activities. Lecturers must possess relevant qualifications, such as degrees in entrepreneurship or related fields, alongside professional certifications and hands-on experience in running businesses or managing enterprises. However, in many cases, lecturers may lack these qualifications, which can undermine the quality of instruction. This study investigates whether the lecturers in Borno State colleges of education are adequately trained and qualified to deliver the entrepreneurship curriculum effectively.

Third, the challenges encountered by lecturers in implementing the GSE entrepreneurship curriculum warrant thorough examination. Lecturers in Borno State face a unique set of difficulties that may impede their ability to teach effectively. These challenges include limited access to professional development opportunities, inadequate funding for educational initiatives and security concerns due to the region's instability. Additionally, systemic issues such as large class sizes, outdated teaching methods, and a lack of institutional support further complicate the implementation process. For instance, lecturers may struggle to provide hands-on entrepreneurial training due to overcrowded classrooms or the absence of practical facilities. This study aims to identify these challenges comprehensively, offering insights that can inform solutions and improve the implementation process.

Notable entrepreneurs like Aliko Dangote, Peter Obi, Tony Elumelu, and Bill Gates have leveraged their entrepreneurial skills to solve societal problems and achieve success. Entrepreneurship education is vital for personal and national economic development as it fosters innovation to meet ever-changing

societal needs. During the Covid-19 pandemic, countries with strong entrepreneurial cultures capitalized on producing essential items like masks and vaccines, generating significant foreign exchange. Entrepreneurs also facilitated online learning, ensuring education continuity during lockdowns.

Recognizing the benefits of entrepreneurship, the Nigerian government integrated entrepreneurship education at all tertiary education levels. The goal is to bridge the gap between theory and practice, fostering a mindset shift from seeking employment to creating jobs. Objectives include providing functional education for self-employment, training youth to be creative and innovative, reducing poverty and rural-urban migration, and supporting graduates in establishing careers in small and medium-sized businesses. Achieving these objectives will equip students with the necessary skills for their chosen ventures, enhancing their career prospects both during and after their studies (Ukoha, 2017; Okoro, 2015).

### **Statement of the Problem**

The aim of teaching entrepreneurship education at colleges of education is to produce graduates capable of using creativity and innovation to identify new economic opportunities, create jobs, and generate wealth. This approach is intended to reduce poverty and rural-urban migration, and to support graduates in establishing careers in small and medium-sized businesses (Okoro, 2015).

However, despite these objectives, many graduates have not shown commitment to starting or maintaining businesses using the knowledge acquired during their training. This has led to increasing unemployment among NCE graduates (NBS, 2022). As a result, many are underpaid by private schools or resort to menial jobs and commercial cycling ("Okada").

This suggests that the goals of entrepreneurship education are not being met.

High unemployment and poverty among NCE graduates could lead to increased criminal activity and insecurity, threatening economic development. Ekpo (2015) warned that the country faces a potential crisis due to uncontrolled unemployment. Issues with the implementation of the GSE 224 curriculum, such as unqualified teachers, inadequate infrastructure, and outdated teaching methods, may be hindering the effectiveness of entrepreneurship education (Aderogba & Targema, 2013). Therefore, it is crucial to evaluate the implementation of the entrepreneurship education curriculum in Borno state's colleges of education to ensure it meets the required standards and achieves its intended outcomes.

### **Objectives of the Study**

The aim of the study is to evaluate the implementation of General Studies Entrepreneurship curriculum in Borno State. Specifically, the study seeks to

- i. Determine the level of adequacy of facilities and availability of instructional materials for the implementation of the GSE entrepreneurship curriculum
- ii. Ascertain the professional qualification of the lecturers implementing the GSE entrepreneurship curriculum.
- iii. Examine the challenges encountered by lecturers in implementing the GSE entrepreneurship curriculum.

### **Research Questions**

This research will be guided by the following research questions;

- i. What is the level of adequacy of facilities and availability of instructional materials for the implementation of the GSE entrepreneurship curriculum?

- ii. What are the professional qualifications of the lecturers implementing the GSE entrepreneurship curriculum?
- iii. What are the challenges encountered by lecturers in implementing the GSE entrepreneurship curriculum?

### Literature Review

Chukwuma-Nwuba & Yayock, (2014) examined the developments and pedagogical methods in entrepreneurship education in Nigerian colleges, finding that conventional classroom teaching predominates over more effective non-conventional methods. Despite this, students were motivated to create new ventures post-graduation. (Gyamfi, 2014) studied Ghanaian graduates and found that 20% had established their own businesses, with entrepreneurship education in Ghana still in its introductory stage, focusing more on theory than practice.

Mani (2018) explored students' perspectives on entrepreneurship education in engineering, revealing high interest in starting businesses but facing hurdles like lack of experience and funds. (Oyebola, 2015) evaluated Nigerian universities' entrepreneurship education, finding it adequate for venture creation but noting that other factors besides education are crucial for success.

Slavtchev et al., (2014) found that entrepreneurship education stimulates long-term entrepreneurial intentions but can discourage short-term intentions due to a realistic perspective on entrepreneurship. (Zhao et al., 2022) showed that incubation programs significantly boost new venture creation and performance, while theoretical and competition-based education had less impact.

Ugodulunwa, (2020) demonstrated that entrepreneurial education and prior

experiences enhance students' perceived feasibility and usefulness, motivating entrepreneurial intentions, with technological innovativeness moderating these effects. Deng & Wang (2023), highlighted the positive impact of entrepreneurship education on students' entrepreneurial intentions, with significant effects across different demographics.

Hahn et al., (2020), noted that both elective and compulsory entrepreneurship education enhance students' entrepreneurial skills, with family background playing a moderating role. (Zhao et al., 2022) reaffirmed the significant impact of incubation programs on new venture creation and performance, suggesting implications for policymakers and educators.

### Schumpeterian Entrepreneurship Theory

Joseph Schumpeter, a renowned economist, introduced the concept of entrepreneurship as a driving force for economic growth. His theory, often referred to as Schumpeterian Entrepreneurship, places innovation at the core of entrepreneurial activity.

#### Key Principles of Schumpeterian Entrepreneurship

- **Innovation as the Engine of Growth:** Schumpeter argued that entrepreneurs are the catalysts for economic development through their ability to introduce new products, processes, or organizational structures. These innovations disrupt existing markets and create new ones.
- **Creative Destruction:** This is a core concept in Schumpeter's theory. It refers to the process by which old industries and technologies are replaced by new ones. Entrepreneurs, as agents of change, drive this process.
- **The Entrepreneurial Spirit:** Schumpeter emphasized the role of the entrepreneur as a

visionary and risk-taker. They are individuals who see opportunities where others don't and are willing to invest time, resources, and effort to capitalize on them.

- **Entrepreneurship as a Dynamic Process:** Schumpeter viewed entrepreneurship as a continuous process of innovation and adaptation. It's not a one-time event but a recurring activity that drives economic evolution.

### **Types of Innovation According to Schumpeter**

Schumpeter identified five types of innovation:

1. Introduction of new products: Creating entirely new products or services.
2. Introduction of new production methods: Developing more efficient and cost-effective ways to produce existing products.
3. Opening new markets: Identifying and tapping into previously unexplored markets.
4. Development of new sources of supply: Finding new raw materials or suppliers.
5. New industry structure: Creating new organizational forms or industry structures.

### **Implications of Schumpeterian Entrepreneurship**

Schumpeter's theory has had a profound impact on our understanding of entrepreneurship and economic growth. It emphasizes the importance of fostering innovation, supporting risk-taking, and creating an environment conducive to new business formation.

This research adopts the Schumpeterian entrepreneurship theory because it helps in the understanding of entrepreneurship which can be done through institutions of learning such as colleges and universities as part of their curriculum.

### **Methodology**

This study adopted a descriptive survey research design, which is suitable for describing and explaining the characteristics of a population from a representative sample. The design was chosen because it allows the researcher to evaluate the implementation of the GSE entrepreneurship curriculum by collecting data from students and lecturers in colleges of education in Borno State. This approach facilitated the generalisation of findings to the larger population.

The population of the study consisted of 2,454 NCE III students who had undergone GSE entrepreneurship education in NCE II and 19 lecturers teaching the course in three colleges of education in Borno State. A sample size of 344 students was determined using Yamane's (1967) formula, and stratified random sampling was employed to ensure proportional representation across the colleges. The distribution of the sample was as follows: 169 students and 8 lecturers from the College of Education Waka-Biu, 99 students and 6 lecturers from Mohammed Lawan College of Agriculture Maiduguri, and 76 students and 5 lecturers from Mohammed Goni College of Legal and Islamic Studies Maiduguri. All 19 lecturers were included in the study without additional sampling.

Three instruments were used for data collection. The General Studies Entrepreneurship Implementation Checklist (GSEEIC) assessed the availability and adequacy of instructional materials and facilities. The General Studies Entrepreneurship Education Students Interest Inventory (GSEESI) measured students' interest in entrepreneurship education. The General Studies Entrepreneurship Education Implementation Questionnaire for Lecturers (GSEEIQL) captured lecturers' teaching methods and challenges in implementing the curriculum. These instruments were validated by

experts to ensure content and construct validity. Reliability was confirmed through trial testing, with Cronbach's alpha coefficients of 0.78, 0.91, and 0.88, indicating high internal consistency.

The procedure for data collection involved direct contact with respondents in the sampled colleges. The GSEEIC was used to observe and assess the adequacy of instructional materials and facilities. The GSEESII was administered to students to gauge their level of interest, while the GSEEIQL was distributed to lecturers to identify teaching methods and challenges. All instruments

were retrieved on the spot to ensure completeness and accuracy.

Data analysis was performed using descriptive and inferential statistical techniques with the Statistical Package for the Social Sciences (SPSS). Average mean scores and simple percentages were employed to answer the research questions. A decision mean of 2.50 was set as the benchmark, with scores above 2.50 considered adequate or favourable, and scores below 2.50 deemed inadequate or unfavourable.

## Results

**Table 1: Adequacy of Learning Facilities for Implementing the GSE Entrepreneurship Curriculum**

S/N	Items	SA	A	D	SD	$\bar{X}$	S.D
1	Entrepreneurship Centre	3	10	3	3	2.68	0.95
2	Lecture Hall (1000-1500 capacity)	7	4	4	4	2.74	1.19
3	Facilities for Cosmetology	7	3	5	4	2.68	1.20
4	Facilities for Confectionaries	4	7	3	4	2.71	1.13
5	Facilities for Information and Communication Technology	3	5	7	4	2.37	1.01
6	Facilities for Culture and Tourism	7	3	3	6	2.66	1.07
7	Facilities for Construction	9	6	2	2	3.16	1.02
8	Facilities for Agro-allied	7	3	6	3	2.74	1.15
9	Facilities for Automobile	3	6	6	4	2.43	1.02
10	Horticulture/Landscaping	5	6	4	4	2.77	1.12
11	Facilities for Power and Energy	8	3	4	4	2.79	1.23
12	Facilities for Film/photography	3	3	9	4	2.26	0.99
13	Facilities for Environment	7	6	4	2	2.95	1.03
<b>Average Total</b>						<b>2.69</b>	<b>1.09</b>

Source: Researcher's field survey 2024

Table 1 presents the response on adequacy of learning facilities for implementing the GSE entrepreneurship curriculum in colleges of Borno State. The table shows that the colleges had learning facilities such as entrepreneurship centre, lecture hall (1000-1500 capacity), facilities for cosmetology, facilities for confectionaries, facilities for culture and tourism, facilities for construction, facilities for agro-allied, horticulture/landscaping, facilities

for power and energy, facilities for environment since the respondents responses were above the criterion mean of 2.5, however responses for item 5, 9 and 12 with mean score of were rejected since the mean score was below the criterion mean of 2.37, 2.43 and 2.26 respectively, which implies there are no adequate facilities for information and communication technology, automobile and film/photography in colleges of Borno state.

**Table 2: Materials Available for Implementing the GSE Entrepreneurship Curriculum**

S/N	Items	SA	A	D	SD	$\bar{X}$	S.D
1	Entrepreneurship journals	7	7	3	2	3.00	1.00
2	Entrepreneurship books	7	4	6	2	2.63	1.21
3	Magazines on Entrepreneurship	4	7	4	4	2.58	1.07
4	Business plans	6	6	4	2	2.55	1.01
5	Computer laboratory	3	3	7	6	2.16	1.07
6	Documentary CDs on business/ Entrepreneurs	5	5	5	4	2.58	1.12
7	Pictures of role models/investments	4	8	5	2	2.74	0.93
<b>Average Total</b>						<b>2.61</b>	<b>1.06</b>

**Source:** Researcher’s field survey 2024

The table provides an analysis of the adequacy of instructional materials and facilities for implementing the GSE entrepreneurship curriculum in colleges of education. Seven key items were assessed, with responses measured on a four-point Likert scale ranging from Strongly Agree to Strongly Disagree. Among the instructional resources, **entrepreneurship journals** had the highest mean score of **3.00** (S.D. = 1.00), indicating relatively better availability. Similarly, **pictures of role models/investments** and **entrepreneurship books** also received relatively higher mean scores of **2.74** (S.D. = 0.93) and **2.63** (S.D. = 1.21), respectively, reflecting

moderate adequacy. However, resources such as **computer laboratories** were rated the lowest, with a mean score of **2.16** (S.D. = 1.07), highlighting significant inadequacy in this area.

Other resources, including **magazines on entrepreneurship, documentary CDs on business/entrepreneurs, and business plans**, had mean scores ranging from **2.55** to **2.58**, suggesting moderate availability but falling below an ideal adequacy threshold. The variability in responses, indicated by standard deviations between **0.93** and **1.21**, points to inconsistencies in resource availability across different colleges. The overall average mean score of **2.61** (S.D. = 1.06) reflects a

slightly below-adequate level of instructional materials and facilities.

These findings suggest that while some resources, such as journals and visual aids, are moderately provided, critical facilities like

computer laboratories are lacking. This calls for targeted efforts to address the inadequacies, particularly in areas with lower mean scores, to enhance the effective implementation of the GSE entrepreneurship curriculum.

**Table 3: Percentages of Lecturers’ Responses on Professional Qualifications**

Qualification	Frequency	Percentage (%)
MSc. Business management	4	21.1
M.Ed Business Administration	5	26.3
Ph.D Economic Education	2	10.5
M.Ed Economic Education	1	5.3
M.Sc Economics	2	10.5
B.Ed Economic Education	2	10.5
B.Ed Business Education	3	15.8
<b>Total</b>	<b>19</b>	<b>100.0</b>

**Source:** Researcher’s field survey 2024

Table 3 presented the percentages of lecturers’ qualifications. The responses of the lecturers revealed that, 21.1% of the lecturers had MSc. Business management, 26.3% had M.Ed Business Administration, 10.5% had doctorate degree in Economic Education, 5.3% had M.Ed

Economic Education, 10.3% had M.Sc Economics, 10.5% had B.Ed Economic Education, while 15.8% had B.Ed Business Education. This implies that most of the lecturers have the knowledge of the content and qualifications to teach the GST entrepreneurship education in the universities.

**Table 4: Common Challenges Encountered by Lecturers in the Implementation of the GSE Entrepreneurship Curriculum**

S/N	Items	SA	A	D	SD	$\bar{X}$	S.D
1	The overload of students offering GSE entrepreneurship in college, the lecturers find it difficult to accomplished their primary task.	138	91	89	26	2.99	0.98
2	Lack of instructional materials	106	113	95	30	2.86	0.96
3	Inadequate facilities	115	120	88	21	2.96	0.91
4	Insufficient time to cover the specified syllabus	95	33	120	96	2.99	0.98
5	Poor maintenance of instructional materials/faculties by the management	165	77	80	22	3.12	0.98
6	Students/lecturers ratio is high	143	82	95	24	3.00	0.99
7	Lack of students interest towards entrepreneurship	175	75	82	12	3.20	0.92
8	Student negative attitude towards skills acquisition	170	68	86	20	3.13	0.98
<b>Average Total</b>						<b>3.03</b>	<b>0.96</b>

**Source:** Researcher’s field survey 2024



Table 4 shows the responses on common challenges encountered by lecturers in the implementation of the GSE entrepreneurship curriculum. The table reveals that all the items

responses were above the criterion mean of 2.5 which implies that there is overload of students offering GSE entrepreneurship in college which makes it difficult for lecturers accomplished their primary task effectively, lack of instructional materials, inadequate facilities, insufficient time to cover the specified syllabus, poor maintenance of instructional materials/faculties by the management, students/lecturers ratio is high, lack of students interest towards entrepreneurship and student negative attitude towards skills acquisition where among the challenges encountered in effectively implementing GSE entrepreneurship curriculum in college of Borno State.

### **Discussion on Findings**

The findings of this study on the implementation of the General Studies Education (GSE) entrepreneurship curriculum in colleges of education in Borno State provide valuable insights into the current state of entrepreneurship education and its challenges. The study aimed to assess the adequacy of facilities, the professional qualifications of lecturers, and the challenges faced by lecturers in implementing the curriculum.

One of the key findings is that while some learning facilities are available, many essential resources are either inadequate or completely lacking. For example, the colleges in Borno State have facilities such as entrepreneurship centers, lecture halls, and spaces for specific trades like cosmetology, confectionaries, culture and tourism, construction, agro-allied activities, horticulture, power and energy, and the environment. However, there are notable gaps in facilities for Information and Communication Technology (ICT), automobile, and

film/photography. The mean scores for these areas were below the threshold of 2.5, indicating that these critical facilities are not sufficiently available. The lack of proper ICT infrastructure, in particular, is concerning as it limits the ability to teach students the modern technological skills necessary for entrepreneurship in the digital age. These inadequacies highlight a significant barrier to the effective implementation of the GSE entrepreneurship curriculum in the region.

The study also examined the professional qualifications of the lecturers delivering the entrepreneurship curriculum. The findings suggest that while some lecturers possess the necessary academic qualifications, there is a notable lack of practical entrepreneurial experience. Many lecturers are academically qualified but may not have sufficient hands-on experience in running businesses or managing entrepreneurial ventures. This gap between theoretical knowledge and practical experience can undermine the quality of instruction and limit the students' ability to gain real-world entrepreneurial skills. The lack of professional development opportunities and exposure to entrepreneurial activities further compounds this issue.

In addition to these infrastructural and professional challenges, the study also identified several difficulties that lecturers face in implementing the GSE entrepreneurship curriculum. Lecturers in Borno State encounter a range of obstacles, including overcrowded classrooms, inadequate funding for entrepreneurial initiatives, and security concerns due to the region's instability. These challenges are exacerbated by outdated teaching methods and a lack of institutional support. Lecturers may struggle to provide hands-on entrepreneurial training due to overcrowded classrooms or the absence of practical facilities. Moreover, limited accesses to professional development programs

and insufficient financial resources for entrepreneurial projects hinder the effective delivery of the curriculum.

Overall, the study highlights that while the GSE entrepreneurship curriculum in Borno State holds promise for empowering students and promoting self-reliance, several challenges need to be addressed to ensure its successful implementation. These include improving the availability of key facilities, enhancing the practical qualifications of lecturers, and providing better institutional support to overcome the unique challenges posed by the region's socio-economic and security situation. Addressing these issues is crucial for the effective delivery of entrepreneurship education, which in turn can contribute to reducing unemployment and poverty in Borno State and beyond.

### Conclusion

The following conclusions were made:

1. **Inadequate Facilities:** There is a significant shortage of essential facilities required for effective entrepreneurship education, particularly in the areas of ICT, automobile, and film/photography. The lack of proper infrastructure in these areas limits the quality of practical training that can be provided to students, particularly in a technology-driven entrepreneurial landscape.
2. **Lecturers' Professional Qualifications:** While some lecturers have academic qualifications, many lack sufficient practical entrepreneurial experience, which hampers their ability to deliver real-world entrepreneurial skills. The gap between theoretical knowledge and practical experience among lecturers undermines the effectiveness of the curriculum in preparing students for actual business ventures.
3. **Challenges Faced by Lecturers:** Lecturers face several challenges, including overcrowded classrooms, inadequate funding for entrepreneurial initiatives, and security concerns in the region. Out-dated teaching methods and lack of institutional support further exacerbate the difficulties faced by lecturers in delivering the curriculum effectively.
4. **Lack of Institutional Support:** There is insufficient institutional support for both lecturers and students, particularly in terms of professional development opportunities and financial resources for entrepreneurial projects. The absence of robust support systems hinders the growth of entrepreneurship education and its ability to produce skilled entrepreneurs.
5. **Need for Enhanced Professional Development:** There is a need for more professional development opportunities for lecturers, especially those with limited practical entrepreneurial experience, to bridge the gap between academic knowledge and real-world application.
6. **Curriculum Relevance and Delivery:** The current GSE entrepreneurship curriculum, while promising, faces implementation challenges that need to be addressed to make it more relevant and impactful for students. Teaching methods should be updated to reflect the evolving needs of the entrepreneurial landscape, incorporating more hands-on training and practical exposure.
7. **Regional Security and Socio-Economic Challenges:** Security concerns in Borno State and the socio-economic challenges faced by the region significantly impact the ability to effectively implement the entrepreneurship curriculum. These external factors should be considered when planning for the improvement and delivery of the curriculum, as they present additional barriers to successful implementation.
8. **Potential for Empowerment and Self-Reliance:** Despite the challenges, the GSE

entrepreneurship curriculum holds potential for empowering students and promoting self-reliance if the identified issues are addressed. A well-implemented curriculum could help reduce unemployment and poverty in Borno State by equipping students with the necessary skills to become successful entrepreneurs.

### Recommendations

The following recommendations were made:

- 1. Improvement of Facilities and Instructional Materials:** Ensure that classrooms, libraries, and technology resources are improved to support effective teaching of the GSE entrepreneurship curriculum. Provide Adequate Teaching Materials and establish Entrepreneurship Labs.
- 2. Enhance Lecturer Qualifications and Professional Development:** Provide Professional Training by organize regular workshops, seminars, and training sessions for lecturers to improve their knowledge of entrepreneurship and modern teaching methodologies. Encourage Industry Experience and offer Certification Programs by encourage lecturers to pursue certifications in entrepreneurship education and related fields to ensure they are equipped with the latest pedagogical skills.
- 3. Address Challenges Faced by Lecturers:** Implement measures to control class sizes, allowing lecturers to engage with students more effectively and provide personalized attention. Provide adequate security measures for lecturers and students, especially in regions with safety concerns, to ensure a conducive teaching and learning environment. Support from Management by Strengthen the institutional support for lecturers, including providing access to research grants, teaching resources, and collaboration with local businesses to enhance the curriculum's practical relevance. Create opportunities for

lecturers to collaborate with other institutions, business leaders, and entrepreneurs to gain new insights and share best practices in entrepreneurship education.

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