



Assessment of the Effectiveness of Entrepreneurial Education Programmes of Nigerian Universities in Promoting Inclusive Economic Growth

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Abstract

This study assessed the effectiveness of entrepreneurial education programmes in Nigerian universities in promoting inclusive economic growth. The study adopted survey research design. The population of the study was 437 Business education students from Delta State Universities (Delta State University, Abraka and University of Delta, Agbor). The sample size was 95 (300 level) students and the stratified random sampling technique was employed. The instrument for data collection was a structured questionnaire which was validated by three experts. The reliability of the instrument was determined through test-retest method, the instrument was ascertained using Pearson's Product Moment Correlation (PPMC). The reliability coefficient obtained was 0.76. Data obtained from the instrument was analysed using mean, standard deviation and t-test. The findings of the study revealed that effectiveness of entrepreneurial education programmes of Nigerian universities promote inclusive economic growth to a high extent among others. It was concluded that stakeholders have key roles to play in promoting inclusive entrepreneurship education programme in Nigerian universities. Based on the findings, it was recommended among others that stakeholders should ensure that entrepreneurship education prepare the business education students for self-employment and job creation.

Keywords: Effectiveness; Entrepreneurial Education Programmes; Universities; Inclusive Economic Growth.



Introduction

Entrepreneurial education is the process which is aimed at preparing individuals to understand and develop knowledge, skills, values and understanding that enables him to proffer solution to identified problems. Okpue (2021) asserts that Entrepreneurial Education aim to equip individuals with skills, knowledge and competencies needed to start and grow successful businesses, thereby contributing to economic growth. Establishing a culture of entrepreneurship education and training requires the cooperation of all important stakeholders, including institutions, non-governmental organisations, educators, students, and the government at all levels. According to Harrison and Leitch (2010), scholars, governments, and policymakers are realising how important the education sector—in particular—must be to economic growth.

Integrating entrepreneurship education programs into Nigeria's university curriculum is a key strategy for achieving the objectives of entrepreneurship education, which has been recognized as a crucial driver of a nation's economic growth and development. Consequently, in order to promote economic advancement and equip students with entrepreneurial skills, Nigerian universities have adopted entrepreneurial education programs.

In line with this perspective, the Federal Republic of Nigeria (FRN, 2008) asserts that university education plays a vital role in national development by mandating the acquisition of entrepreneurial skills which is believed to contribute to the development of a nation. Some of these contributions include:

- a) Expanding and changing its high-level workforce development programmes to better meet the needs of the country.
- b) Ensuring that the curriculum for professional courses reflects our national needs.
- c) Including all students in a broad programme to enhance university education overall by providing general study courses like nationalism, philosophy of knowledge, and history of ideas.
- d) Requiring all Nigerian universities to teach students entrepreneurial skills. The goal of entrepreneurship education is to give people the abilities and information they need to take the initiative to start their own businesses, develop new ideas, and create jobs which will raise national and individual incomes and have an impact on a nation's economic development.

Economic growth as explained by Gamede and Uleanya (2020) is progress in the economy or the qualitative measures of economic development which are the adoption of new technology and the transition from agricultural-based to an industrial-based economy which brings improvement of standards of living of people in a country".

Entrepreneurial education programmes are important for effective promotion of inclusive economic growth. Inclusive growth emphasizes the importance of ensuring equitable distribution of resources and opportunities, increased access to education, healthcare, and social services, empowerment of marginalized and vulnerable groups, reduced income and social inequalities and environmental sustainability. For the entrepreneurial education programme of the Nigerian Universities to be all encompassing, it must address the entrepreneurial needs of all groups of students irrespective of tribe, religious affiliation, socioeconomic background, including the gifted/talented and the disadvantaged groups such



as the handicapped/disabled members of the students' community. Incorporation of all categories of learners under one learning environment informs inclusive education.

The inclusion of entrepreneurship education programmes is essential to the university education system's efficacy. McKinney (2011), cited in Asuquo (2019), defines efficacy as the continuous improvement of quality in all areas associated with accomplishing the institution's mission. The effectiveness of the study serves as a gauge for how well inclusive entrepreneurship education programmes create jobs for all graduates. Graduates' innovative and creative ideas and actions, which emphasise job creators rather than job seekers in the community, are a reflection of the university system's effectiveness.

According to a study by Ogunlana (2018) on the function of entrepreneurship as an engine of economic growth, entrepreneurship helps a country's economy grow during recessions by generating goods, reducing unemployment, increasing productivity, and boosting savings. Furthermore, Galvão et al. (2020) investigated the role of stakeholders in entrepreneurship education and training programs that impact regional development and found that stakeholders must collaborate to carry out organisational projects that support economic growth and development as well as take part in decision-making.

Again, Awujoola and Ikegune (2018) emphasised in a study on entrepreneurship education in library and information science and marketing of library services that the purpose of incorporating entrepreneurship education into the curriculum of tertiary institutions is to increase students' levels of innovation and creativity while they are in school so that they can support themselves, others, and their communities after graduation and assist the government with economic and nation-building. According to Feşteu and Turlakova (2020), students who receive a well-structured and enhanced entrepreneurship curriculum and program demonstrate a high degree of entrepreneurial orientation. Also, Oshinowo and Raimi (2016) discovered that entrepreneurship education significantly affects students' entrepreneurial intention, mindset, capacities, and competencies—all of which are essential components of economic growth.

Further, Idika et al. (2023) found that higher education institutions must ensure the successful implementation of the inclusive entrepreneurship program in order to achieve its goal of fostering entrepreneurial and enterprising behaviour in all individuals and the nation as a whole. They also discovered that an inclusive entrepreneurship education expands knowledge and skills and makes significant contributions to economic growth. The findings of Idika et al. (2023) indicated that the curriculum content needs to be prepared and made adequate, and that strategies should be implemented to further improve each student's attitude in this program, which calls for inclusion that embraces individuals with a strong will, those with additional learning needs, people from backgrounds that differ greatly from our own, and an equal gender divide.

School-based entrepreneurial education aims to equip students with the theories of entrepreneurship and practical skills they need to build a range of skills that will allow them to be job creators rather than job seekers once they graduate (Oyovwi & Iroriteraye-Adjekpovu, 2021). Despite the growing recognition of entrepreneurial education as a catalyst for economic growth, it seems that little is known about how well it promotes inclusive economic growth, particularly among Nigerian university undergraduates. It is possible that the current entrepreneurial education programmes are failing to adequately address the needs and difficulties of underprivileged groups, which is preventing them from participating in and benefiting from economic growth. Moreover, the large number of job seekers on the streets indicates that the university system is not meeting the target of producing students who can use

their acquired entrepreneurship skills to advance the nation. University graduates do not seem to have the entrepreneurial skills and competencies needed to be self-sufficient after graduation. Also, the public is worried about the rate at which unemployment among Nigerian graduates is increasing over time. In particular, it appears that a university education does not cultivate an entrepreneurial mind-set or equip graduates with the knowledge and abilities needed to generate wealth and employment. Perhaps this is because inclusive entrepreneurship education programmes in Nigerian universities are not being properly managed and implemented.

Hence, the researchers have decided to find out how well entrepreneurial education programmes at Nigerian universities promote inclusive economic growth.

Research Questions

The following research questions was raised to guide the study:

1. How effective is entrepreneurial education programmes of Nigerian universities in promoting inclusive economic growth?
2. What are the roles required of stakeholder in promoting inclusive entrepreneurship education programme in Nigerian universities?

Hypotheses

The following null hypotheses were formulated to guide the study:

1. There is no significant difference in the mean rating of male and female business education student in Delta State universities on effectiveness of entrepreneurship education programme of the Nigerian Universities in promoting inclusive economic growth.
2. There is no significant difference in the mean rating of male and female business education student in Delta State universities on roles required of stakeholder in promoting inclusive entrepreneurship education programme in Nigerian universities.

Methods

The study employed a survey-based research design. This was deemed the most appropriate since it was meant to access the opinions of Business Education students on the effectiveness of entrepreneurial education programmes of Nigerian universities in promoting inclusive economic growth. There are 437 students enrolled in business education at Delta State University (Delta State University, Agbor = 76 and Delta State University, Abraka = 361). Stratified random sampling was employed, and the sample size consisted of 95 300-level Business Education students from Delta State University in Abraka and the University of Delta in Agbor. Data was gathered using a structured questionnaire called the Inclusive Entrepreneurial Education Programme Questionnaire (IEEPQ) on a modified four-point Likert rating scale, Strongly Agree (SA) was given four points, Agree (A) three, Disagree (D) two, and Strongly Disagree (SD) one. The tool was validated by three experts from the universities' Department of Business Education and Measurement and Evaluation unit. A pilot study involved twenty students from Benin City's University of Benin. Pearson's Product Moment Correlation (PPMC) was used to evaluate the instrument's reliability. It was determined that the reliability coefficient was 0.76. With the help of two research assistants, the researchers

distributed the instrument to the respondents. The data was analysed using the t-test, mean, and standard deviation statistics. The research questions were addressed using the mean and standard deviation at a benchmark of 2.50, and the null hypotheses were tested using the independent t-test at the 0.05 level of significance. The decision rule stated that a mean of 2.50 or greater indicated high extent agreement, while a mean of less than 2.50 indicated low extent disagreement. The null hypothesis was retained when the p-value was greater than 0.05 and rejected when the p-value was less than or equal to 0.05. This was because the selection of the hypotheses was based on a probability value of 0.05.

Results

Research Question 1: How effective is entrepreneurial education programmes of Nigerian universities in promoting inclusive economic growth?

Table 1: Mean and Standard Deviation responses on effectiveness of entrepreneurial education programmes of Nigerian universities in promoting inclusive economic growth

S/N	Effectiveness of Entrepreneurship education programme in Nigerian Universities in promoting inclusive economic growth	$\bar{X}$	SD	Decision
1.	Entrepreneurial education is relevant to my future career goals.	2.99	0.94	Agree
2.	The quality of entrepreneurial education programme in my institution is high.	2.80	0.99	Agree
3.	The entrepreneurial education programme in my institution is valuable to you?	2.94	0.95	Agree
4.	There is a high level of students' awareness of the importance of entrepreneurial education programme in my institution.	2.80	0.99	Agree
5.	Entrepreneurship education improved entrepreneurial skills and knowledge of the students.	2.87	0.95	Agree
6.	Entrepreneurship education enhances creativity and innovation among students.	3.01	0.75	Agree
7.	Business education students learned entrepreneurial concepts such as business planning, marketing and finance in school.	3.06	0.83	Agree
8.	I am confident in my ability to start and run a business.	2.96	0.80	Agree
9.	I have developed entrepreneurial skills such as problem-solving, risk-taking and leadership skills.	2.86	0.91	Agree
10.	I am motivated to take entrepreneurial risks and interested in starting my own business.	2.93	0.90	Agree
11.	Entrepreneurial education has impacted my career aspirations and change my entrepreneurial behaviour and mind-set.	2.87	0.97	Agree
12.	Entrepreneurship education prepared the business education students for self-employment and job creation after undergoing entrepreneurship education programme.	2.23	0.94	Agree
13.	I understand the meaning of inclusive economic growth and its importance.	2.92	0.94	Agree
14.	There are sufficient job opportunities and training programmes for disadvantaged groups.	2.45	0.90	Disagree
15.	Financial services and resources are made accessible for entrepreneurs from underrepresented groups.	2.28	0.96	Disagree
16.	There are initiatives addressing income inequality and social exclusion.	1.92	0.71	Disagree

17	Government policies supporting inclusive economic growth is effective.	2.89	0.91	Agree
18	The decision-making processes related to economic development transparency and accountability is adequate.	2.60	0.82	Agree
19	There are positive changes in my community due to inclusive economic growth initiatives.	1.78	0.73	Disagree
20	The marginalized groups such as women, students and youths are able to access economic opportunities in my community.	1.92	0.65	Disagree
21	There are economic programme initiatives to support and sustain entrepreneurship practices in my community.	2.48	0.77	Disagree
22	Inclusive economic growth has impacted my personal economic well-being.	2.55	0.74	Agree
23	There are challenges or barriers to achieving inclusive economic growth in my community/region?	2.74	0.83	Agree
Grand Mean		2.65	0.86	Agree

The data presented in Table 1 shows the extent of agreement of business education students on the effectiveness of entrepreneurship education programme in Nigerian Universities in promoting inclusive economic growth. 16 items in the scale have a mean rating ranging from 2.55 to 3.06 which indicate that the business education students agreed to these items. While 7 items have a mean score of 1.78 to 2.48 indicating that the business education students disagreed to these items. However, the grand mean of 2.65 indicates that the business education students agreed that effectiveness of entrepreneurial education programmes of Nigerian universities promote inclusive economic growth. Likewise, the standard deviation range was 0.65 to 0.99 which indicates that the business education students were close in their responses to the criterion mean.

Research Question 2: What are the roles required of stakeholder in promoting inclusive entrepreneurship education programme in Nigerian universities?

Table 2: Mean and Standard Deviation responses on roles required of stakeholder in promoting inclusive entrepreneurship education programme in Nigerian universities

S/N	Roles required of stakeholders in promoting inclusive entrepreneurship education programme	$\bar{X}$	SD	Decision
24.	The government need to formulate and implement policies that promote inclusive entrepreneurship education programme	3.25	0.97	Agree
25.	The government need to provide fund and resource allocation for the programme	3.60	0.95	Strongly Agree
26.	Government ensures that the programme is accredited and there is quality control.	2.63	0.67	Agree
27.	The government need to encourage public-private partnerships.	2.68	0.98	Agree
28.	The government need to provide tax incentives for	2.85	0.92	Agree
29.	The university management is required to develop entrepreneurship curricula.	2.86	0.76	Agree
30.	University management is required to establish entrepreneurship centres/institutes	3.52	0.93	Strongly Agree
31.	The university management is required to provide infrastructure and resources.	3.56	0.82	Strongly Agree
32.	University management is required to recruit experienced entrepreneurship staff	2.75	0.94	Agree

33.	The private sector provides fund and sponsor entrepreneurship programmes	2.38	0.97	Disagree
34.	The private sector provides mentorships and industry expertise.	2.89	0.98	Agree
35.	Private sectors offer internships and job opportunities	2.54	0.97	Agree
36.	Private sectors collaborate on research and development with institutions	2.16	0.83	Disagree
37.	The private sectors support entrepreneurship competitions.	2.25	0.90	Disagree
38.	Non-governmental organizations (NGOs) and development organizations provide training and capacity building.	2.35	0.95	Disagree
39.	NGOs promote entrepreneurship education advocacy.	2.22	0.90	Disagree
40.	Students should actively participate in entrepreneurship programmes	3.38	0.93	Agree
41.	Students are required to develop entrepreneurial mind-sets and skills.	3.59	0.86	Strongly Agree
42.	Students are required to generate innovative business ideas	3.21	0.95	Agree
43.	Academic staff need to develop entrepreneurship curricula	2.92	0.86	Agree
44.	Academic staff are required to teach entrepreneurship courses.	3.27	0.82	Agree
45.	Academic staff are required to mentor students.	3.23	0.81	Agree
Grand Mean		2.91	0.89	Agree

The information in Table 2 illustrates the roles that stakeholders must play in advancing inclusive entrepreneurship education programs in Nigerian academic institutions. With a mean rating of 3.52 to 3.60, the respondents strongly agree with four of the scale's items (i.e., 25, 30, 31, and 41). They give 13 items on the scale, with mean ratings ranging from 2.54 to 3.38, equal agreement. With a mean score ranging from 2.16 to 2.38, the respondents disagree with five of the scale's items (i.e., 33, 36, 37, 38, and 39). The respondents do, however, concur that stakeholders have a significant role to play in advancing inclusive entrepreneurship education programmes in Nigerian universities, as indicated by the grand mean of 2.91. Additionally, the standard deviation range of 0.67 to 0.98 suggests that the respondents' answers to the criterion mean were fairly close to one another.

Hypothesis 1: There is no significant difference in the mean rating of male and female business education student on effectiveness of entrepreneurship education programme of the Nigerian Universities in promoting inclusive economic growth.

Table 3: t-test comparison of the mean rating of effectiveness of entrepreneurship education programme of the Nigerian Universities in promoting inclusive economic growth among male and female students

Variable	N	Mean	SD	df	α	t	p-value	Decision
Male	32	2.67	0.86	93	0.05	0.97	0.45	NS
Female	63	2.63	0.91					Retained

According to data in Table 3, the t-value for how well Nigerian universities' entrepreneurship education programs foster inclusive economic growth is 0.97 under 93 degrees of freedom, while the p-value is 0.45. However, the computed p-value of 0.45 is higher than the 0.05 threshold for significance (cal p-value $0.45 > 0.05$ Sig. level). The null hypothesis, which maintains that there is no appreciable difference between the mean assessments of male and female business education students about the effectiveness of entrepreneurship education programmes at Nigerian universities in promoting inclusive economic growth, was thus

retained. This implies that there is no discernible difference between male and female Delta State Universities' business education students' mean assessments of how well entrepreneurship education programmes in Nigeria promote inclusive economic growth.

Hypothesis 2: There is no significant difference in the mean rating of male and female business education student on roles required of stakeholder in promoting inclusive entrepreneurship education programme in Nigerian universities.

Table 4: t-test Analysis of male and female Business education student on roles required of stakeholder in promoting inc 93 0.05 1.05 0.17 NS (Retained) gerian universities

Variable	N	Mean	SD	df	α	t	p-value	Decision
Male	32	2.90	0.85	93	0.05	1.05	0.17	NS (Retained)
Female	63	2.92	0.93					

Table 4 shows that, under 93 degrees of freedom, the t-value is 1.03 and the p-value is 0.17 for the roles that stakeholders must play in promoting inclusive entrepreneurship education programs in Nigerian universities. Since the calculated p-value of 0.17 is greater than the significance level of 0.05 (cal p-value $0.17 > 0.05$ Sig. level). The null hypothesis, which states that there is no appreciable difference between the mean assessments of male and female business education students about the roles that stakeholders must play in promoting inclusive entrepreneurship education programs in Nigerian universities, was thus upheld. This implies that male and female business education students at Delta State universities do not significantly differ in their mean assessment of the roles that stakeholders must play in advancing inclusive entrepreneurship education programs in Nigerian universities.

Discussions

The study's findings on the first research question indicate that the effective entrepreneurial education programs offered by Nigerian universities play a major role in inclusive economic growth. In other words, the study found that entrepreneurship education encourages students to take chances and pursue launching their own business, boosts their entrepreneurial knowledge and skills, and stimulates their creativity and innovation. Furthermore, it was found that entrepreneurship education changes students' entrepreneurial mindset or behaviour and influences their career goals. The study also found that government policies supporting inclusive economic growth are successful and that it has an impact on people's personal financial well-being. These findings align with those of Okpue (2021), who agreed that the purpose of entrepreneurial education is to equip individuals with the skills, knowledge, and competencies needed to start and grow successful businesses and thereby promote economic growth. These findings also support those of Ogunlana (2018), who discovered that entrepreneurship helps a country's economy grow during recessions by creating jobs, reducing unemployment, manufacturing goods, and increasing productivity and savings. Additionally, the findings supported the findings of Idika et al. (2023), who established that in order to achieve the inclusive entrepreneurship program's goal of encouraging enterprising and entrepreneurial behaviour in all individuals and the nation at large, higher education institutions must be responsible for ensuring its successful implementation. Additionally, they pointed out that inclusive entrepreneurship education increases knowledge and skills and significantly boosts economic growth.



The results of the study on research question two indicate that stakeholders have significant roles to play in promoting inclusive entrepreneurship education programs in Nigerian universities. The government's duties encompass formulating and implementing policies that facilitate inclusive entrepreneurship education initiatives, allocating funds and resources for the program, promoting public-private partnerships, and offering tax incentives to entrepreneurs. These findings are in line with those of Galvão et al. (2020), who agreed that in order to implement organisational projects that support economic development and growth, stakeholders must collaborate and take part in decision-making processes.

Additionally, it was found that the university's administration needs to establish entrepreneurship centres and institutes, develop entrepreneurship curricula, and provide infrastructure and resources. It was also found that the private sector provides mentorships, industry knowledge, internships, and job opportunities. The objective of incorporating entrepreneurship education into the curriculum of tertiary institutions is to increase students' levels of innovation and creativity during their studies so that, upon graduation, they will be able to support themselves, others, and their communities, as well as assist the government with economic and national development, according to Awujoola and Ikegune (2018), who backed up this viewpoint. The study recommends that students actively participate in entrepreneurship programs, develop entrepreneurial skills and mindsets, and generate innovative business ideas. The study's findings also align with those of Feşteu and Turlakova (2020), who thought that students who were given a well-designed and improved entrepreneurship curriculum and program showed a high level of entrepreneurial orientation. The findings also supported those of Oshinowo and Raimi (2016), who found that students' entrepreneurial intention, mindset, capacities, and competencies—all crucial elements of economic growth—are greatly impacted by entrepreneurship education. Academic staff members must develop entrepreneurship curricula, teach entrepreneurship courses, and act as mentors to students, according to the study's conclusion. These findings corroborate those of Harrison and Leitch (2010), who noted that governments, decision-makers, and scholars are becoming more aware of the significance of the education sector in particular for economic expansion.

Regarding the effectiveness of Nigerian universities' entrepreneurship education programs in promoting equitable economic growth, the first hypothesis's findings showed no appreciable difference between the mean assessments of male and female business education students at Delta State universities.

Furthermore, the findings of hypothesis two demonstrated that there was no appreciable difference in the average assessments of male and female business education students at Delta State University with respect to the roles that stakeholders need to play in promoting inclusive entrepreneurship education programs in Nigerian universities.

Conclusion

The study's results led to the conclusion that inclusive economic growth is greatly aided by the efficacy of Nigerian universities' entrepreneurial education programs. Additionally, stakeholders have important responsibilities when it comes to advancing inclusive entrepreneurship education programs in Nigerian academic institutions. Furthermore, it was determined that the mean evaluation of Delta State universities' entrepreneurship education programs' efficacy in fostering inclusive economic growth did not significantly differ between male and female students.



Recommendations

The study's conclusions lead to the following recommendations:

1. The stakeholders should ensure that students are ready for self-employment and job creation after completing an entrepreneurship education program.
2. The government and financial institutions should provide entrepreneurs from under-represented groups with access to financial services and resources.
3. The government and the private sector should work together to fund and support entrepreneurship initiatives in order to promote inclusive economic growth.

Contributions to Knowledge

This study has contributed to knowledge in the following ways:

1. This study has empirically established that effectiveness of entrepreneurial education programmes of Nigerian universities promotes inclusive economic growth.
2. The study has proven that stakeholders have a significant role to play in advancing inclusive entrepreneurship education programmes in Nigerian universities



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