



Enhancing Skill Acquisition and Self-Employment through Entrepreneurship Education Curriculum in Tertiary Education in Ogun State, Nigeria

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ABSTRACT

Entrepreneurship education is increasingly recognized as a crucial component of tertiary education, especially in developing regions like Ogun State, Nigeria. This study focuses on Enhancing skill acquisition and self-employment through Entrepreneurship Education curriculum in Ogun state, Nigeria, to address the region's unemployment challenges. The methodology adopted for this review consists of a systematic literature search, selection criteria, thematic analysis, and synthesis of findings relevant to entrepreneurship education and its impact on skill acquisition. Thematic analysis highlights the importance of establishing robust mentorship networks within entrepreneurship educational programs, thereby enhancing skill acquisition, encouraging innovation, and ultimately paving the way for increased self-employment among graduates. Despite the potential benefits, various challenges can hinder the successful implementation of entrepreneurship training in the region. This review explores how a revamped entrepreneur education curriculum can foster skill development and encourage innovation in a region that is characterized by a blend of theoretical grounding and practical application, with ongoing innovations aimed at tailoring educational experiences to meet the diverse needs of prospective entrepreneurs in an increasingly complex global environment. The study therefore recommended that educational institutions in Ogun State should revise their entrepreneurship education curriculum to incorporate relevant local market insights, practical skill training, and real-world applications to ensure comprehensive learning experiences. Collaboration with Local Businesses: Establish partnerships with local businesses to facilitate internships, workshops, and mentorship programs and Invest in training programs for educators to enhance their skills in delivering entrepreneurship education effectively.

Keywords: **Keywords:** Skill Acquisition, Self-Employment, Entrepreneurship Education, Curriculum Development

Main text

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Introduction

In Nigeria, prior to the introduction of entrepreneurship education curriculum into higher education the tertiary education have been confronted with the problem of non-functional curriculum which was evident by high rate of unemployment (Agbonna, Asikhia, Makinde, & Akinlabi, 2019). The content of the curriculum of courses as at that that were too theoretical and was unable to influence skill Acquisition students. This is supported by Enongene, Isoh, & Tapang, (2025). who posits that there is an absence of curricular capacity to support the practical training of students in entrepreneurship education that is supposed to arouse career intention of university undergraduates. Moreover, (Salau, Olajide & Wale-Awe, 2024) argues that the content of university entrepreneurship curriculum is not adequate for the purpose of solving graduate unemployment in Nigerian. Ogunleye (2023). argue that the existing University curriculum structure for entrepreneurship education is faulty from its foundation. Also in the work of Agbonna (2020), it was pointed out that University curriculum is already overstretched, which has negative impact on the teaching of entrepreneurship education, this negatively affect the students' entrepreneurial intention. Teaching methods used in delivering the content of the curriculum of entrepreneurship education have failed to

arouse entrepreneurial intention of university undergraduate students. This is due to the fact that most of the tutors of entrepreneurship education use classroom delivery that are too traditional this is corroborated by the work of Ogunleye, Tsoi, & Kofi, (2023). as the study empirically revealed that lecture method is the most prevalent method used by instructors of entrepreneurship education in universities, and this does not encourage entrepreneurial intention of the undergraduate students.

Entrepreneurship Education is meant to influence the entrepreneurial intention of students who can be regarded as potential entrepreneurs this is in line with Agbonna (2025) submit that educating students in the field of entrepreneurship enhances their entrepreneurial intention. Entrepreneurship education given to undergraduates students should tailor them towards having information on how they can identify and shape opportunities, assess business concepts and go about development of operational plans, fund and start a new. United Nations Organization for Education, Science and Culture (2008) argues that entrepreneurship education is a type of education and training which allow students to develop and use their creativity and initiatives to start or establish businesses on their own. It is important that those factors which influence entrepreneurial intention of university undergraduates should be adequately understood and developed to implement effective strategies and to stimulate the students. Shane, (2023); Lackeus, (2023) explain that Entrepreneurship education equips students with knowledge necessary for the encouragement of skill acquisition and self-employment Jones, Rowe, & Jones, (2024) empirically found out that Entrepreneurship curriculum has positive significant influence on self-employment of students. The Global Entrepreneurship Monitor (GEM) found that Entrepreneurial Intention is a very important indicator of entrepreneurship in a society (Walsh & Lichtenstein, 2023). This is because individuals with high Entrepreneurial Intention are more likely to start a business of their choice than those with low Entrepreneurial Intention (Zhang, Zhao & Zhou, 2024). Today, most universities in Nigeria have spent significant amounts of money in designing a viable entrepreneurship education for their students. But in spite of this, level of graduate unemployment is still on the increasing (Agbonna, 2025; Ismail, Alsharif, & Rahman, 2024) Submit that entrepreneurship Education aroused self-employment among youth who have interest in the economic development of their nation. (Katz, 2023). posits that entrepreneurship education is factious in a manner that boosts entrepreneurial intention. Some researchers have assessed the impact of entrepreneurship education on students' entrepreneurial Intentions using individual factors, contextual factors like attitudes, Locus of control, self-efficacy, culture, risk taking, perceived effectiveness, perceived creativity, perceived desirability, societal Norms, situational factors, Role model, subjective norms, perceived behaviour control personal desirability, and entrepreneurial feasibility. Ogunleye, 2023; Salau, Olajide & Wale-Awe, 2024), found out that entrepreneurship education is considered an important factor to entrepreneurial intention of students. Contrarily Igwe, Okolie & Nwokoro, (2021) found out that entrepreneurship education has no positive significant relationship on student's career intention. In view of the foregoing contradictory results coupled with the fact that there is a gap of little or no study carried out on the comparative analysis of public and private universities undergraduate students' entrepreneurship education on entrepreneurial intention, this study focuses on Enhancing skill Acquisition and Self-Employment through Entrepreneurship Education curriculum in Tertiary Education in Ogun State, Nigeria.

Literature Review

Entrepreneurship education

Entrepreneurship education has emerged as a pivotal area of research and practice, aiming to equip individuals with the necessary skills, knowledge, and mindset to navigate the complex business landscape (Gorman et al., 2022). Recent literature emphasizes the multifaceted nature of entrepreneurship education, highlighting its significance not only in fostering entrepreneurial skills but also in promoting critical thinking, creativity, and resilience among learners (Fayolle & Gailly, 2023). The evolution of entrepreneurship education has been marked by a transition from traditional classroom instruction to more experiential learning approaches, such as project-based learning, simulations, and internships, which facilitate real-world application of theoretical concepts (Jones et al., 2024). This shift aligns with the growing recognition that effective entrepreneurship education must be responsive to the needs of a dynamic economy and the diverse backgrounds of entrepreneurs (Pittaway & Cope, 2022). Furthermore, the integration of digital tools and technology in entrepreneurship education has been highlighted as a crucial factor in enhancing learner engagement and accessibility, enabling a broader audience to participate in entrepreneurial training (Beine et al., 2023). Research indicates that such technological integration not only facilitates collaborative learning but also prepares students for the digital realities of modern business environments (Shane, 2024). Moreover, a conceptual framework proposed by Gibb (2022) underscores the importance of contextualizing entrepreneurship education within local economic realities, advocating for a more tailored approach that accounts for regional resources, culture, and market demands. The role of educators in this context is also critical, as their ability to inspire and mentor students significantly influences the effectiveness of entrepreneurship education (Tsoi et al., 2023). Additionally, the literature points to the importance of fostering a supportive ecosystem that includes partnerships with local businesses, government, and educational institutions to bolster entrepreneurship education initiatives (Ismail et al., 2024). This collaborative framework not only enhances the educational experience but also provides students with invaluable networking opportunities, which can be instrumental in their entrepreneurial endeavors (Johansen et al., 2023). Despite these advances, challenges persist, including the need for continuous curriculum updates to reflect the fast-paced changes in the business environment and employment trends (Fayolle & Klandt, 2022). As entrepreneurship education continues to evolve, future research should focus on measuring its impact on student outcomes, including entrepreneurial intentions and actual business creation, thus providing empirical support for its effectiveness (Walsh & McGillicuddy, 2025). In conclusion, the contemporary landscape of entrepreneurship education is characterized by a blend of theoretical grounding and practical application, with ongoing innovations aimed at tailoring educational experiences to meet the diverse needs of prospective entrepreneurs in an increasingly complex global environment (Katz, 2023).

Skill Acquisition

Skill acquisition is a critical area of study that explores how individuals acquire the necessary skills and knowledge to start and manage new ventures. Entrepreneurship skills is a multifaceted process influenced by theoretical frameworks, experiential learning opportunities, mentorship, and individual

characteristics. Contemporary research emphasizes the need for an integrated approach to entrepreneurship education that fosters practical experience and personal development. Future studies should continue to explore the interplay between these factors to develop comprehensive educational programs that effectively nurture entrepreneurial talent. The importance of experiential learning, the role of mentorship, and the influence of individual characteristics on the learning process. Several theoretical frameworks have been developed to understand entrepreneurship skill acquisition. Among these, the "Entrepreneurial Learning Model" proposed by Enongene, Isoh, Tapang, (2025) emphasizes the significance of experiential learning in developing entrepreneurial skills. Cope argues that learning through experience is essential, as it allows aspiring entrepreneurs to navigate the complexities of starting and running a business. The model suggests that skill acquisition is a cycle of reflection, action, and iteration, which ultimately leads to improved entrepreneurial capabilities. Another important framework is the "Social Learning Theory" (Bandura, 1977) which has been adapted to entrepreneurial contexts. Recent research by Vanevenhoven and Liguori (2024) highlights how observational learning through role models and social networks significantly influences skill acquisition. This view suggests that potential entrepreneurs learn not only from formal education but also through interactions with experienced entrepreneurs, navigating challenges and successes. Experiential learning has been identified as a cornerstone of entrepreneurship education and skill acquisition. Research by Hu et al. (2023) emphasizes that hands-on experiences, such as internships and business simulations, are instrumental in bridging the gap between theoretical knowledge and practical application. They found that students who engage in experiential learning activities demonstrate higher levels of entrepreneurial intention and are better equipped to launch and sustain their ventures. Furthermore, a study by El-Gharbaoui, & Adebayo, (2024) support the idea that engaging in real-world entrepreneurship experiences fosters critical thinking and problem-solving skills vital for successfully navigating business challenges. Their findings indicate that experiential learning not only enhances the acquisition of entrepreneurial skills but also builds resilience an essential trait for entrepreneurs faced with uncertainty. Mentorship plays a significant role in entrepreneurship skill acquisition by providing guidance, support, and access to networks. Recent work by Zhao and Seibert (2023) indicates that entrepreneurial mentoring relationships are particularly beneficial for skill development, as mentors can offer advice based on their experiences, helping mentees avoid common pitfalls. The study highlights that effective mentorship can significantly enhance both the confidence and skill set of emerging entrepreneurs.

Moreover, a meta-analysis conducted by Dyer et al. (2024) examined the impact of various mentoring styles on entrepreneurship outcomes. The results showed that transformational mentoring approaches, which focus on the personal and professional growth of mentees, are associated with higher levels of entrepreneurial success. This analysis reinforces the importance of building supportive mentorship frameworks within entrepreneurship education. Individual characteristics, including personality traits and cognitive styles, significantly influence the process of entrepreneurship skill acquisition. Research by Salimi et al. (2023) identifies traits such as openness to experience, self-efficacy, and resilience as critical for successful skill acquisition. Their study reports that individuals exhibiting these traits are more likely to engage in entrepreneurial activities and effectively learn from their experiences. Moreover, a recent study by Lee et al. (2024) explores the role of risk tolerance in entrepreneurship skill acquisition. The findings suggest that individuals with higher levels of risk tolerance are more inclined to pursue entrepreneurial opportunities, engage with mentors, and participate in experiential learning, thereby enhancing their skill sets.

Self-Employment

Self-employment is defined as a condition where individuals engage in their own business or work as freelancers rather than working for an employer. This form of employment not only offers autonomy but also presents unique challenges compared to traditional employment. According to Jones et al. (2023), it encompasses a diverse range of activities and can take many forms, including freelance work, entrepreneurship, and gig economy jobs. This diversity reflects varying motivations and economic contexts that drive individuals to pursue self-employment. Self-employment represents a multifaceted phenomenon influenced by various motivations, challenges, and technological advancements. As the landscape of work continues to evolve, understanding these dynamics is essential for policymakers, educators, and researchers. Promoting self-employment through informed policies and support systems can harness its potential to contribute to economic growth and individual empowerment. Research indicates that motivations for self-employment can be classified into two categories: pull and push factors. Pull factors include the desire for independence, job satisfaction, and the opportunity to pursue one's passions (Carson et al., 2023). For example, Smith and Zhao (2024) found that many individuals are drawn to self-employment for its flexibility and potential for personal fulfillment. In contrast, push factors involve adverse conditions in the labor market, such as job scarcity and dissatisfaction with traditional employment, prompting individuals to seek self-employment as a necessary alternative (Kou & Wang, 2023). While self-employment offers various advantages, it is not without challenges. A report by Darko and Tan (2023) highlights that self-employed individuals often face financial instability, lack of access to healthcare, and difficulties in securing funding. These challenges can hinder the growth and sustainability of their ventures. Additionally, the psychological burden of managing a business, including stress and uncertainty, is significant, as indicated by research from Jansen et al. (2024), which explores the mental health implications of self-employment. Moreover, the gig economy has introduced new layers of challenges and opportunities. According to Papoutsis et al. (2024), gig workers often deal with irregular income patterns and lack access to traditional employee benefits, making it crucial for policymakers to consider these factors when developing support systems for self-employed individuals. Given the growing prevalence of self-employment, especially post-pandemic, there is a pressing need for supportive policies that address both the opportunities and challenges self-employed individuals face. Research by El-Gharbaoui and Adebayo (2024) emphasizes the necessity of developing comprehensive policies that provide financial support, access to healthcare, and training programs to enhance skills and entrepreneurship among self-employed individuals. Empowering self-employed individuals through effective policy measures can lead to more sustainable economic development and job creation (Decker & Smith, 2023).

Entrepreneurship education curriculum

The curriculum of entrepreneurship education is increasingly seen not only as a means to impart knowledge but as a dynamic framework that equips learners with practical skills necessary for navigating the complexities of initiating and managing ventures (Gorman & Kuckertz, 2023). Recent studies underscore the need for a curriculum that is adaptable, integrating experiential learning approaches such as project-based assignments, internships, and mentorship programs, which allow students to engage directly with real-world business challenges (Fayolle & Klandt, 2022). Such experiential components foster critical thinking, creativity, and problem-solving abilities, essential traits for aspiring entrepreneurs (Lackeus, 2023). Furthermore, a well-structured entrepreneurship education curriculum must place significant emphasis on soft skills, such as leadership, teamwork, and communication, which are vital for successful business operations (Katz et al., 2024). The integration of technology in entrepreneurship education is another salient aspect of contemporary curricula, as digital tools and platforms facilitate enhanced learning experiences, allowing students to navigate digital entrepreneurship effectively (Shane, 2023). Additionally, the curriculum should reflect local economic contexts and encourage students to identify and exploit market opportunities within their communities (Nabi et al., 2022). This local focus enhances the relevance of the education provided and encourages a sense of social responsibility among students, leading them to consider the societal implications of their entrepreneurial endeavors. A growing body of literature advocates for a holistic approach to entrepreneurship education, encompassing diverse teaching methodologies that not only impart technical skills but also cultivate entrepreneurial mindsets aligned with sustainability and ethical considerations (Ogunleye et al., 2023). Despite the recognized importance of entrepreneurship education, challenges remain, such as the need for faculty development and adequate resource allocation to implement innovative teaching practices (Sullivan & Ford, 2022). Furthermore, the assessment of entrepreneurship education impact on students' entrepreneurial intentions and outcomes often lacks robust empirical evidence, underscoring the necessity for ongoing research in this domain (Walsh & Lichtenstein, 2023). As the field continues to evolve, it is crucial for educational institutions to adopt interdisciplinary approaches that draw from various fields such as psychology, economics, and sociology to enrich the entrepreneurship curriculum (Zhang et al., 2024). Such interdisciplinary frameworks enhance not only the depth of content but also the pedagogical strategies employed, catering to diverse student learning styles. In conclusion, the conceptual literature surrounding entrepreneurship education curriculum highlights the imperative for a multifaceted and adaptive approach that prepares students not merely for employment but for the entrepreneurial ventures that will define their futures and contribute to economic growth and innovation.

Entrepreneurship education in Nigeria

Entrepreneurship education in Nigeria has become a focal point of scholarly discussion, particularly as a response to the country's high unemployment rates and economic challenges. The emphasis on entrepreneurship education is driven by the recognition that equipping young individuals with entrepreneurial skills can significantly contribute to economic development and job creation (Adeyemo, Adesola, & Adebayo, 2024). Recent literature reflects a growing awareness of the need for an effective curriculum that not only educates students about business management but also fosters practical skills necessary for entrepreneurship (Ayo & Olatokun, 2022). This is particularly important in the Nigerian context, where traditional educational models often lack the relevance and dynamism needed to prepare students for the realities of starting and running a business (Nwankwo et al., 2024). Various studies have pointed out that the integration of experiential learning methods, such as internships, business simulations, and project-based learning, enhances the entrepreneurial competencies of students (Babatunde, & Emekekwe, 2024). This approach contrasts with conventional pedagogical techniques that primarily emphasize theoretical knowledge without practical application, which many scholars argue is insufficient for fostering entrepreneurial intent among students (Ismail, Alsharif, & Rahman, 2024). Additionally, the role of government policies and support systems in promoting entrepreneurship education has been underlined as crucial for its success. Government initiatives aimed at integrating entrepreneurship into the academic curriculum across different educational levels have been recognized as essential for cultivating a culture of entrepreneurship (Ogunleye, 2022). Recent reforms have sought to emphasize skill development and practical entrepreneurship experience, yet challenges remain, including inadequate funding, poorly trained educators, and a lack of infrastructure. Researchers (Issah, Adedoyen & Ojo, 2022) have noted that these constraints hinder the effectiveness of entrepreneurship education programs, thus limiting their potential impact (Ogunleye, 2023). In addition, there has been significant discourse surrounding the incorporation of technology in entrepreneurship education, particularly in the wake of the COVID-19 pandemic that accelerated digital transformation across educational institutions (Adeleke et al., 2023). The use of digital tools for teaching entrepreneurship has not only broadened access to education but has also enabled students to engage with global markets and network with entrepreneurs worldwide (Ojo, & Ogundipe, 2024). Notably, entrepreneurship education in Nigeria is progressively seeing an increase in emphasis on social entrepreneurship, which equips students with the skills to address social issues while generating economic value (Olayiwola, & Akinola, 2023). This shift reflects a broader understanding of entrepreneurship that goes beyond profit-making to include social responsibility and impact (Olayiwola, & Akinola, 2023). Moreover, recent studies have explored the intersection of culture and entrepreneurship education, asserting that cultural attitudes toward entrepreneurship significantly influence educational outcomes. For instance, the prevailing cultural perceptions regarding risk and failure can either encourage or discourage student engagement in entrepreneurial pursuits (Olatunji, & Alabi, 2022). As such, tailoring entrepreneurship education to reflect cultural contexts is deemed essential for enhanced effectiveness and acceptability among students (Isaiah et al., 2022). Also critical to the discourse is the role of universities and higher education institutions in fostering entrepreneurship through specialized programs and incubators that support the commercialization of student ideas (Salau, Olajide, & Wale-Awe, 2024). Programs that encourage collaboration between students, faculty, and local businesses have shown promise in creating ecosystems that nurture entrepreneurship (Salimi, Zali, & Yavari, 2023). Furthermore, the importance of mentorship within the entrepreneurial education framework has gained traction, with evidence suggesting that mentorship relationships provide invaluable guidance and support for aspiring entrepreneurs (Ugwueke, Alumnah, & Uddin, 2023). Research indicates that mentorship can enhance the self-efficacy and resilience of young entrepreneurs, facilitating better preparation for the challenges they may encounter (Babatunde & Emekekwe, 2024). These findings underscore the importance of establishing robust mentorship networks within entrepreneurship education programs (Igwe, Okolie, & Nwokoro, 2021). The current discourse also addresses the need for ongoing assessment and evaluation of entrepreneurship education programs to ensure their continuous improvement and responsiveness to the ever-evolving business environment (Uche et al., 2024). As the landscape of entrepreneurship changes, it is vital for educational frameworks to adapt and innovate, preparing students not just for existing opportunities but also for future challenges -----In conclusion, the conceptual literature on

entrepreneurship education in Nigeria illustrates a multi-faceted approach that encompasses curriculum development, government policy, technology integration, cultural sensitivity, mentorship, and the evaluation of educational programs. This comprehensive perspective underscores the necessity for a strategic framework that holistically addresses the various challenges and opportunities inherent in promoting entrepreneurship education as a pathway for economic empowerment and youth development in Nigeria (Adebayo et al., 2024). As the discourse advances, future research must continue to explore innovative methods and best practices that enhance the effectiveness and reach of entrepreneurship education across the Nigerian educational landscape.

Methodology

The methodology adopted for this review consists of a systematic literature search, selection criteria, thematic analysis, and synthesis of findings relevant to entrepreneurship education and its impact on skill acquisition and self-employment. To ensure a comprehensive review, multiple academic databases were utilized in the literature search, including Google Scholar, JSTOR, ERIC (Education Resources Information Center), and Scopus

Finding & Discussion

Enhancing skill Acquisition and Self-Employment through Entrepreneurship Education curriculum in Tertiary Education in Ogun State, Nigeria

Enhancing skill acquisition and self-employment through entrepreneurship education in Ogun State's tertiary institutions is not just an educational imperative but also an economic necessity. A well-designed curriculum that focuses on practical skills, fosters an entrepreneurial mindset, and incorporates technological advancements can prepare students to thrive in the dynamic business environment. Collaboration among stakeholders, addressing challenges, and continuously adapting the curriculum will be essential in achieving the goal of empowering young entrepreneurs in Ogun State, paving the way for increased self-employment and economic growth. Entrepreneurship education is increasingly recognized as a crucial component of tertiary education, especially in developing regions like Ogun State, Nigeria. With youth unemployment and underemployment posing substantial challenges in Nigeria, effective entrepreneurship education can significantly enhance skill acquisition and promote self-employment (Adeyemo et al., 2024). This discussion explores how a revamped entrepreneurship education curriculum in Ogun State's tertiary institutions can foster skill development, encourage innovation, and ultimately lead to increased self-employment among graduates. Entrepreneurship education is designed to equip students with the necessary knowledge, skills, and mindset to identify opportunities, initiate ventures, and manage businesses effectively. According to Issah et al. (2023), such educational programs enhance not only business knowledge but also critical soft skills like problem-solving, creativity, and resilience, which are vital for entrepreneurial success. By embedding entrepreneurship training into the curriculum, institutions can provide students with hands-on experiences that are crucial for practical learning (Ogunleye & Adepaju, 2023). In Ogun State, integrating entrepreneurship education into the curriculum can address the skills gap often reported in the local job market. With a structured approach, students can be better prepared to confront economic challenges and exploit available business opportunities, thereby increasing their chances of self-employment (Ojo & Ogundipe, 2024). Despite the potential benefits, various challenges can hinder the successful implementation of entrepreneurship education in Ogun State. These include inadequate infrastructure, insufficient funding, and a lack of qualified instructors. Addressing these challenges requires concerted efforts from government, educational institutions, and private sector stakeholders. For instance, Alsharif, & Rahman, (2024). suggest public/private partnerships to provide funding and resources for developing entrepreneurial programs. Additionally, continuous assessment and feedback mechanisms are vital for adapting the curriculum to meet evolving market needs. A flexible curriculum that responds to industry trends and consumer demands can significantly enhance the relevance of entrepreneurship education (Nwaosuh & Nwosu, 2023).

The design and implementation of an effective entrepreneurship curriculum require collaboration among educational institutions, industry stakeholders, and government agencies. A project by Olayiwola and Akinola (2023) emphasizes the importance of a competency-based curriculum that focuses on real-world applications and experiential learning. This approach not only enhances the relevance of the education provided but also equips students with practical skills that are directly applicable in the marketplace. Moreover, incorporating modules on digital entrepreneurship and e-commerce into the curriculum is essential, as highlighted by scholars. Given the growing importance of technology in business operations, students should be trained in digital marketing, social media management, and online business strategies. This training is particularly relevant in Nigeria, where mobile technology adoption rates are high and e-commerce is rapidly growing. An effective entrepreneurship education curriculum also emphasizes the development of an entrepreneurial mindset. This involves fostering qualities such as innovation, risk-taking, and adaptability. Research by Ogunranti et al. (2024) indicates that educational programs that encourage creative thinking and problem-solving skills significantly increase students' confidence in their ability to succeed as entrepreneurs. This mindset is crucial in a region like Ogun State, where traditional employment opportunities may be limited. Moreover, mentorship and networking opportunities can further enhance the effectiveness of entrepreneurship education by exposing students to successful entrepreneurs and industry leaders. Such interactions can inspire students, provide them with valuable insights, and facilitate the establishment of professional networks that can aid in their entrepreneurial endeavors.

Conclusion & Recommendations

In conclusion, enhancing skill acquisition and promoting self-employment through entrepreneurship education in tertiary institutions in Ogun State, Nigeria, is imperative for addressing the region's unemployment challenges. A flexible and context-aware curriculum that emphasizes practical

experience, local industry collaboration, and the development of an entrepreneurial mindset can significantly impact students' preparedness for self-employment. The integration of both hard and soft skills will better equip graduates to meet the demands of the dynamic business environment and contribute to sustainable economic growth in Ogun State. The study recommended that educational institutions in Ogun State should revise their entrepreneurship education curriculum to incorporate relevant local market insights, practical skill training, and real-world applications to ensure comprehensive learning experiences. Educational institutions in Ogun State should revise their entrepreneurship education curriculum to incorporate relevant local market insights, practical skill training, and real-world applications to ensure comprehensive learning experiences and that there should be an establish partnerships with local businesses to facilitate internships, workshops, and mentorship programs. This collaboration will provide students with essential exposure to the entrepreneurial environment and networking opportunities. Furthermore, there should be an Investment in training programs for educators to enhance their skills in delivering entrepreneurship education effectively. This can improve the quality of instruction and student engagement. And Advocate for increased government investment in entrepreneurship education initiatives, including funding for resources, infrastructure, and access to technology that fosters innovative learning environments. Fostering of a culture of entrepreneurship should be inculcated by engaging the community in entrepreneurship education initiatives. This can include organizing entrepreneurship fairs, competitions, and awareness campaigns to promote self-employment programs and success stories. By implementing these recommendations, stakeholders can enhance the effectiveness of entrepreneurship education in Ogun State, fostering a generation of skilled, enterprising individuals ready to contribute to local economic development through self-employment and business innovation.

Illustrations

All figures should be numbered with Arabic numerals (1,2,3,...). Every figure should have a caption. All photographs, schemas, graphs and diagrams are to be referred to as figures. Line drawings should be good quality scans or true electronic output. Low-quality scans are not acceptable. Figures must be embedded into the text and not supplied separately. In MS word input the figures must be properly coded. Lettering and symbols should be clearly defined either in the caption or in a legend provided as part of the figure. Figures should be placed at the top or bottom of a page wherever possible, as close as possible to the first reference to them in the paper.

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$$\rho = \frac{\overset{\vee}{E}}{J_c(T = \text{const.}) \cdot \left(P \cdot \left(\frac{P}{E_c} \right)^m + (1 - P) \right)} \quad (1)$$

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An example appendix

Authors including an appendix section should do so before References section. Multiple appendices should all have headings in the style used above. They will automatically be ordered A, B, C etc.

Example of a sub-heading within an appendix

There is also the option to include a subheading within the Appendix if you wish.

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