



Evaluation of General Entrepreneurship Programme Curriculum in Tertiary Institutions in Ogun State, Nigeria

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ABSTRAK

Program kewirausahaan akhir-akhir ini dibicarakan sebagai satu-satunya solusi terhadap pengangguran yang melanda negara ini. Menggunakan pendekatan epistemologis studi kasus kuantitatif dengan desain penelitian deskriptif, penelitian ini menilai kurikulum program kewirausahaan umum di perguruan tinggi di Negara Bagian Ogun. Hal ini bertujuan untuk memberikan informasi sejauh mana implementasi kurikulum program kewirausahaan di perguruan tinggi di Negara Bagian Ogun, Nigeria. Direktur dari tiga perguruan tinggi pembelajaran (satu Universitas, satu Politeknik dan satu Sekolah Tinggi Pendidikan) dipilih secara sengaja berdasarkan kepatuhan terhadap persyaratan program kewirausahaan. Hasil penelitian menunjukkan bahwa kurikulum program kewirausahaan di perguruan tinggi di Negara Bagian Ogun tidak dilaksanakan secara efektif. Selain itu, ditemukan bahwa terdapat kursus yang memiliki kurikulum tertulis, dan ditemukan kurikulum tertulis yang tersedia untuk mata kuliah program kewirausahaan. Berdasarkan temuan studi tersebut, disarankan agar lebih banyak kursus perolehan keterampilan diterapkan sebagaimana ditetapkan oleh pemerintah federal dan para ahli harus dipekerjakan untuk merancang kurikulum tertulis untuk kursus kewirausahaan di lembaga-lembaga tersier di negara bagian Ogun.

ABSTRACT

Entrepreneurship programme has recently been discussed as the only solution to the unemployment ravaging the country. Using epistemological approach of the quantitative case study of the descriptive research design, this study assessed the general entrepreneurship programme curriculum in tertiary institutions in Ogun State. This was with a view to providing information on the extent of implementation of the entrepreneurship programme curriculum in Tertiary institutions in Ogun State, Nigeria. Directors of three higher institutions of learning (one University, one Polytechnic and one College of Education) were purposively selected based on compliance with the requirements for entrepreneurship programme. The results showed that the entrepreneurship programme curriculum in tertiary institutions in Ogun State was not effectively implemented. Also, it was discovered that only 37.4% of the courses had written curriculum. In addition, it was discovered that only 35.4% written curriculum are available for the entrepreneurship programme courses. Based on the findings of the study, it was therefore recommended that more skill acquisition courses should be embraced as stipulated by the federal government and experts should be employed to design written curriculum for entrepreneurship courses in tertiary institutions in Ogun state among others.

1. INTRODUCTION

It is common knowledge that the process of developing Nigeria has been at a snail's pace, and in recent years, it has also been hampered by some external factors (Djeddour et al., 2021; Matthew & Ebuka, 2022). One of such factors is the incessant brain drain experienced by Nigeria (Ogun State inclusive), which has declined its ability to compete globally, thus necessitating her to provide her citizens with the tools needed to develop skills and create jobs to positively impact its growth. As a result, workable programmes have been developed for Nigerian students in order to reduce unemployment. The high unemployment rate among Nigerian graduates is a major drag on the country's economic development and stability (Jagusah, 2021; Okolie et al., 2020). World Bank data pinpoints the percentage of unemployed Nigerians with advanced education at 13.69% in 2016, and 15.3% in 2019. Also, According to the vanguard news, the unemployment rate in Nigeria increased to 33.30 per cent in the fourth quarter of 2020 and in 2022 when it reaches 37.7%, and it was expected to have risen further to 40.6% in 2023. The youth unemployment rate in Nigeria has been continuously growing. Thus, the focus of these programmes is on the development and establishment of entrepreneurship programmes within Nigerian tertiary institutions, with the goal of linking unemployment and poverty eradication (Akere & Iwayemi, 2023;

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Akinpade, 2021). These programmes are expected to further create an opportunity for youths in tertiary institutions in Nigeria to learn holistic empowerment in attitude building, concept acquisition, and skill acquisition geared towards active participation in addressing the challenges they face while seeking formal or non-formal employment (Niyi & Gloria, 2022; Rianawaty et al., 2021). In order to develop business skills, students in tertiary institutions are enrolled in a compulsory entrepreneurship programmes (Guerrero et al., 2020; Laguna-Sánchez et al., 2020). In certain cases, students may already have skills that only need to be developed further. Students get a structured training method that will provide them with the knowledge and skills essential to running a successful company as a result of participating in this programme (Anjum, 2020; Okolie et al., 2020). The entrepreneurship programme facilitates the development of the talents and abilities necessary for the successful performance of entrepreneur duties. Students in an entrepreneurship programme are put through a series of carefully crafted activities designed to help them develop the skills necessary to start and run their own businesses. Thus, an entrepreneurship programme is more than simply a training programme; it's an all-encompassing process that helps someone realise their dream of becoming an entrepreneur (Davis, 2021; Nwaokugha, 2022). Curriculum refers to a comprehensive collection of courses, coursework, and subjects that are provided inside educational institutions (Bohler et al., 2020; Takada et al., 2020). The entrepreneurship programme curriculum in Nigerian tertiary institutions has two unique components: vocational training, which emphasises the hands-on skills necessary to start and run a business, and entrepreneurship education, which emphasises the academic understanding of entrepreneurship (Mbetwa, 2017; Onwughalu, 2023). Both of these endeavours are geared towards equipping students with the theoretical and practical understanding and skill sets essential to running a successful enterprise. Students who enrol in this programme will learn the fundamentals of starting a business and how to keep it running smoothly and profitably for the long haul (Rufus et al., 2024; Schlegelmilch, 2020).

It is also expected that students who undergo entrepreneurship programme in tertiary institutions innovates new products to become self-reliance and create jobs or collaborate with industries to promote economic growth through wealth creation, increase tax base, and stimulate economic activities in their host communities (Aina et al., 2020; Umar & B. Shuaibu, 2021). Evaluation of entrepreneurship programmes in tertiary institutions is crucial to determine their effectiveness and identify areas for improvement. This will ensure that students are equipped with the necessary skills and knowledge to become successful entrepreneurs and contribute to the growth of the Nigerian economy (Boldureanu et al., 2020; Budihardjo et al., 2021). Evaluation often includes recommendations for constructive action. In this sense, "evaluation" refers to a qualitative analysis of the current state of affairs (Greenhalgh & Manzano, 2021; Smit & Hessels, 2021). Consequently, proof of the program's efficacy, appropriateness, or superiority must be supplied. Evaluation analysis is a technique used to assess the value of something (a product, a programme, a method, a programme, etc (Greenhalgh & Manzano, 2021; Smit & Hessels, 2021). in order to reach meaningful conclusions. It is vital to evaluate an educational programme to ensure that it lives up to its claims. Evaluation in education encompasses a broad range of activities, including but not limited to: assessing students, administering tests and measures, analysing programmes, evaluating instructors, determining whether schools should be accredited, and analysing evaluation data (Maison et al., 2020; Van den Beemt et al., 2020).

It is expected that colleges and institutions that are now providing entrepreneurship education are doing so in a way that is consistent with national education policy (Boldureanu et al., 2020; Van den Beemt et al., 2020). That in order to effectively manage entrepreneurship education, students need to be taught to read and write, to count and manipulate numbers, to learn the trades and crafts of the community during their elementary and secondary school years, and to be prepared for higher education by being taught technical-vocational and other relevant skills for employment during their postsecondary education (Iwu et al., 2021; Pugh et al., 2021). Therefore, evaluating entrepreneurship programme curriculum in Ogun State tertiary institutions necessitates dissecting the programme into its component pieces and determining whether or not the programme as a whole was well implemented. The success of a programme depends on a variety of factors, including whether or not the curriculum is appropriate and whether or not it can continue to operate or be manipulated (Al-Mamary, 2022; Gouédard et al., 2020). Which indicated that students could not correctly identify the content of general entrepreneurship curriculum and were not exposed to the practical component of the abilities included in the curriculum (Venesaar et al., 2022; Yang et al., 2021). That the training programme for acquiring new skills has been carried out well. Additionally, 85% of the planned programmes have been executed, and these programmes are contributing to the expansion of entrepreneurial education in schools. That Universities had highly complied with most of the implementation processes as spelt out in the curriculum (Ayuningsih et al., 2020; Karakuş, 2021). That the curriculum's contents significantly impacted students' ability to develop business ideas, teaching style significantly impacted students' ability to recognise

marketable business possibilities. It further showed that critical thinking and practical sessions of brainstorming are adequately covered in the sustainable entrepreneurship education curriculum to inspire the production of company ideas (Afaha, 2022; Femiluyi, 2022). That students in tertiary institutions twenty most acceptable skills ranked high includes soap making, tie and dye, fishery, bead making, interior decoration, printing, poultry, rabbit production, furniture making, fashion design, electric installation, graphic design, hair dressing, woodwork, catering, interior decoration, vegetable production, computer repair services, shoe making, cake and pastries, bag making and bee keeping were recommended for Universities in Nigeria as the basis upon which they could select entrepreneurship curriculum contents for their students (Maison et al., 2020; Van den Beemt et al., 2020).

Found out that the present entrepreneurship program in the sample schools covers the required content but the method of teaching was not practical oriented and was void of real life situations (Lackéus, 2020; Yang et al., 2021). Entrepreneurship education seems to be a consensus; probably solution proffered by education stakeholders in the face of the worrisome and persistent difficulties that university graduate face in securing jobs in Nigeria (Banha et al., 2022; Niska, 2020). In recent decades there has been a significant expansion in the provision of entrepreneurial education curriculum in higher education institutions globally and in Nigeria, the main driver of which is to promote successful business start-ups (Agu et al., 2021; Eze et al., 2020). The aim was to enable students to use opportunities, and to become self-reliant and job creators; and not job seekers. A significant issue in Nigeria is the inadequate implementation of curriculum. There is a significant discrepancy between the policies devised by the administration and their practical implementation (Irmeli Halinen, 2018; Ogunode Niyi Jacob & Abubakar Lawan, 2020). The divergence between policy makers and policy implementers typically poses challenges throughout the implementation process of any curriculum (entrepreneurship programme inclusive) (Adewale, 2022; Owojori & Gbenga-Akanmu, 2021). Literature has shown that minimal research exists on evaluation of entrepreneurship programme curriculum to ensure that the entrepreneurial programs presented in Nigeria actually meet its set objectives or not. Arising from these problems, the study is being conceived to evaluate entrepreneurship programme curriculum in tertiary institutions in Ogun State, Nigeria.

2. METHODS

This study adopted the case study descriptive research design. Quantitative research technique was used for the study. The population for the study comprised all the Directors of the 12 tertiary institutions that complied with the Federal Government of Nigeria directive on general entrepreneurship programme in Ogun State, Nigeria Ogun state tertiary institutions comprised of Eight (8) Universities, Two (2) Polytechnics and Two (2) Colleges of Education that offered the mandatory entrepreneurship programme. A multistage sampling procedure was used for this study. Both probability and non-probability sampling methods are used in the multistage sampling process, and they function independently yet in tandem with one another. Thus, tertiary institutions in Ogun State, Nigeria were stratified randomly into the existing three forms of higher institutions (University, Polytechnics and College of Education) in Nigeria. This is accomplished by first dividing the population into homogeneous subsets, whose members have similar characteristics, and then selecting samples at random from within each subset. Three higher institutions of learning (one University, one Polytechnics and one College of Education) were purposively selected based on compliance with the requirement for entrepreneurship programme. An instrument titled "Entrepreneurship Programme Assessment Documentary Guide (EPADG)" was used to collect data.

The instrument is a closed-ended structured document analysis guide to elicit information from directors of the entrepreneurship programme. The instruments were subjected to validation by experts in evaluation while reliability was ensured through inter item correlation. Thereafter, the instrument was administered on directors of the entrepreneurship programme from each of the three (3) tertiary institutions. Responses from the directors were documented based on the existing response categories. Data collected were analysed using qualitative analysis tools. Documentary analysis was employed (documentary analysis is an important method of educational research most especially in curriculum evaluation. It relies on documents as its source of data) whereby activities carried out were filled with YES while others not done were filled with NO as the themes appears in the document. Thereafter, decisions were made whether the content of the curriculum was well implemented or not for the general entrepreneurship programme based on percentage.

3. RESULT AND DISCUSSION

Results

Research Question: What constitute the content of the general entrepreneurship programme in tertiary institutions in Ogun state, Nigeria? The results of the data analysis found that Universities in Ogun state, Nigeria undergo entrepreneurship programme and it was observed that the activities embarked on for the programme includes both the entrepreneurship activities (computer application, human resources management, business management, investment marketing, accounting for business management) and skill acquisition courses (soap making, tye and dye, fishery, bead making, interior decoration, printing, poultry, rabbit production, furniture making, fashion design, electric installation, graphic design, hair dressing, woodwork, catering, venue decoration, food processing and packaging, computer repair services, shoe making, cake and pastries, bag making and bee keeping). By percentage, 42.9% of the courses expected to be implemented for general entrepreneurship programme were effective in Universities in Ogun State, Nigeria. Summary of description of the content of the entrepreneurship programme in tertiary institutions in Ogun State showed in [Table 1](#).

Table 1. Summary of description of the content of the entrepreneurship programme in tertiary institutions in Ogun State.

S/N	Entrepreneurship Programme Activity	Programme exist in school (Yes/No)		
		University	Polytechnics	College of Education
	Entrepreneurship Courses			
1	Computer application	Yes	No	No
2	Human resources management	No	No	No
3	Entrepreneurship and Business management	Yes	Yes	No
4	Accounting for business management	Yes	No	No
5	Investment marketing	Yes	Yes	No
	Business Plan writing	No	No	No
	Skill Acquisition courses			
1	Tie and dye	Yes	Yes	Yes
2	Soap making	Yes	Yes	No
3	Brewing	No	Yes	No
4	Pure water	No	Yes	Yes
5	Fisheries	Yes	Yes	No
6	Vegetable oil production	No	No	No
7	Bakery	No	No	No
8	Leather work	No	Yes	No
9	Bead making	Yes	Yes	No
10	Music lessons	No	No	No
11	Pottery	No	Yes	No
12	Interior decoration	Yes	Yes	No
13	Printing	Yes	No	No
14	Poultry	Yes	Yes	No
15	Rabbit production	Yes	No	No
16	Welding	Yes	Yes	No
17	Furniture making	Yes	No	No
18	Fashion designing	Yes	Yes	Yes
19	Motor bike mechanic	No	No	No
20	Graphic design	Yes	No	Yes
21	Tiling	No	No	No
22	Making brooms	No	No	No
23	Web design	No	Yes	No
24	Bricklaying	No	Yes	Yes
25	Plumbing	No	No	No
26	Vehicle mechanic	No	No	No
27	Electric installation	Yes	No	Yes
28	Making of decorative pots	No	No	No
29	Hair dressing	Yes	Yes	No

S/N	Entrepreneurship Programme Activity	Programme exist in school (Yes/No)		
		University	Polytechnics	College of Education
30	Knitting Childrens sweaters	No	No	No
31	Weaving traditional clothes	No	No	No
32	Painting	No	No	No
33	Making of baskets and cages from palm fronds	No	No	No
34	Sculpture	No	No	No
35	Horticulture	No	No	No
36	Vulcanizing	No	No	No
37	Ceramics production	No	No	No
38	Plantain chips production	No	No	No
39	Metal work	No	No	Yes
40	Wood work	Yes	No	Yes
41	Raising of pets	No	No	
42	Electric wiring	No	No	Yes
43	Fabrication	No	No	No
44	Radio/television repairs	No	No	No
45	Weaving	No	No	No
46	Carving	No	No	No
47	Veterinary services	No	No	No
48	Catering	Yes	Yes	No
49	Venue decoration	Yes	Yes	No
50	Food processing and packaging	Yes	No	Yes
51	Distilling and bottling water	No	No	No
52	GSM credit card retailing	No	No	No
53	GSM phone repair services	No	Yes	No
54	Computer repair services	Yes	Yes	No
55	Animal husbandry	No	No	No
56	Shoe making	Yes	Yes	No
57	Cake and pasteries	Yes	Yes	No
58	Bag making	Yes	Yes	No
58	Bee keeping	Yes	No	No

Also, it was discovered that Polytechnics in Ogun state, Nigeria undergo entrepreneurship programme and it was observed that the activist embarked on for the programme includes both the entrepreneurship activities (entrepreneurship and business management, investment marketing) and skill acquisition courses (soap making, tye and dye, pure water, fishery, bead making, interior decoration, printing, poultry, fashion design, electric installation, bricklaying, hair dressing, catering, venue decoration, GSM phone repair, computer repair services, shoe making, cake & pastries and bag making). By percentage, it was discovered that 38.1% of expected courses were implemented in Polytechnicss for general entrepreneurship programme in Ogun state, Nigeria. It was further discovered that Colleges of Education in Ogun state, Nigeria undergo entrepreneurship programme and it was observed that the activist embarked on for the programme includes both the entrepreneurship activities (entrepreneurship and business management) and skill acquisition courses (Tye and dye, aquaculture, fashion designing, graphic design, tailoring, metal work, woodwork, electric wiring, food processing & packaging, computer repair services, cake and pastries, bag making, bee keeping). By percentage, it was discovered that 15.9% of expected courses were implemented in Colleges of Education in Ogun State, Nigeria. Overall, 32.3% of expected entrepreneurship programme courses were implemented in tertiary institutions in Ogun State, Nigeria. Second, **research Question 2:** Are written curriculum available for the general entrepreneurship programme in tertiary institutions in Ogun state?. Summary of description of the availability of written curriculum for entrepreneurship programme courses in tertiary institutions in Ogun State showed in [Table 2](#). From [Table 2](#), it was discovered that Universities in Ogun state, Nigeria undergo entrepreneurship programme and it was observed that only 16 only courses with written curriculum in college of education. This include Tie and dye, fisheries, printing, poultry, fashion, graphic design, electric installation, tailoring, metal work, wood work, electric wiring, food processing and packaging, computer repair services, cake and pasteries, bag making, bee keeping are the.

Table 2. Summary of description of the availability of written curriculum for entrepreneurship programme courses in tertiary institutions in Ogun State.

S/N	Entrepreneurship Programme Activity Entrepreneurship Courses	Have written Curriculum (Yes or No)		
		College of Education	Polytechnic	University
1	Computer application	No	No	Yes
2	Human resources management	No	No	Yes
3	Entrepreneurship and Business management	No	Yes	Yes
4	Accounting for business management	No	No	Yes
5	Investment marketing	No	Yes	Yes
6	Business Plan writing	No	No	No
	Skill Acquisition courses	No	No	No
1	Tie and dye	Yes	Yes	Yes
2	Soap making	No	Yes	Yes
3	Brewing	No	Yes	No
4	Pure water	No	Yes	No
5	Fisheries	Yes	Yes	Yes
6	Vegetable oil production	No	No	No
7	Bakery	No	No	No
8	Leather work	No	Yes	No
9	Bead making	No	No	Yes
10	Music lessons	No	No	No
11	Pottery	No	Yes	No
12	Interior decoration	No	Yes	Yes
13	Printing	Yes	No	Yes
14	Poultry	Yes	Yes	Yes
15	Rabbit production	No	No	Yes
16	Welding	No	Yes	No
17	Furniture making	No	No	Yes
18	Fashion designing	Yes	Yes	Yes
19	Motor bike mechanic	No	No	No
20	Graphic design	Yes	No	Yes
21	Tiling	No	No	No
22	Making brooms	No	No	No
23	Web design	No	Yes	No
24	Bricklaying	No	Yes	No
25	Plumbing	No	No	No
26	Vehicle mechanic	No	No	No
27	Electric installation	Yes	No	Yes
28	Making of decorative pots	No	No	No
29	Hair dressing	No	Yes	Yes
30	Knitting Childrens sweaters	No	No	No
31	Weaving traditional clothes	No	No	No
32	Painting	No	No	No
33	Making of baskets and cages from palm fronds	No	No	No
34	Sculpture	No	No	No
35	Horticulture	No	No	No
36	Vulcanizing	No	No	No
37	Ceramics production	No	No	No
38	Plantain chips production	No	No	No
39	Metal work	Yes	No	No
40	Wood work	Yes	No	No
41	Raising of pets	No	No	No
42	Electric wiring	Yes	No	No
43	Fabrication	No	No	No
44	Radio/television repairs	No	No	No

S/N	Entrepreneurship Programme Activity Entrepreneurship Courses	Have written Curriculum (Yes or No)		
		College of Education	Polytechnic	University
45	Weaving	No	No	No
46	Carving	No	No	No
47	Veterinary services	No	No	No
48	Catering	No	Yes	Yes
49	Venue decoration		Yes	Yes
50	Food processing and packaging	Yes		Yes
51	Distilling and bottling water	No	No	No
52	GSM credit card retailing	No	No	No
53	GSM phone repair services	No	Yes	No
54	Computer repair services	Yes	Yes	Yes
55	Animal husbandry	No	No	No
56	Shoe making	No	Yes	Yes
57	Cake and pasteries	Yes	Yes	Yes
58	Bag making	Yes	Yes	Yes
58	Bee keeping	Yes	No	Yes

This indicated that 25.4% of the courses. Has written curriculum. Also, 23 courses has written curriculum in polytechnic. This includes Entrepreneurship and Business management, investment market, tye and dye, soap making, brewing, pure water, fishery, leather work, pottery, interior decoration, poultry, welding, fashion designing, web design, brick laying, hair dressing, catering, venue decoration, GSM phone repair, computer repair services, shoe making, cake and pasteries, bag making. This indicated that 36.5% has written curriculum. In the university, 28 courses has written curriculum. This include Computer application, human resources management, business management, accounting for business management, investment marketing, soap making, tie and dye, fisheries, bead making, interior decoration, printing, poultry, rabbit production, furniture making, fashion designing, graphic design, electric installation, hair weaving, wood work, hair dressing, catering, venue decoration, food processing and packaging, computer repair services, shoe making, cake and pasteries, bag making, bee keeping. This indicated that only 44.4% has written curriculum. Overall, 35.4% written curriculum are available for the entrepreneurship programme courses in tertiary institutions in Ogun state, Nigeria.

Discussion

The study evaluated entrepreneurship programme curriculum in tertiary institutions in Ogun State, Nigeria and it was discovered that tertiary institutions in Ogun State do not effectively implement the content of the general entrepreneurship programme although it incorporated both entrepreneurship courses and vocational skill acquisition courses (Ogunode & Leah, 2024; Ojo & Okwilagwe, 2024). Only 32.3% of expected entrepreneurship programme courses were implemented in tertiary institutions in Ogun State, Nigeria. These findings are in line with previous findings which indicated that students could not correctly identify the content of general entrepreneurship curriculum and were not exposed to the practical component of the abilities included in the curriculum. That the training programme for acquiring new skills has been carried out well (Olujuwon et al., 2020; Osemudiamen & Ben E.A., 2021). Additionally, 85% of the planned programmes have been executed, and these programmes are contributing to the expansion of entrepreneurial education in schools. Universities had highly complied with most of the implementation processes as spelt out in the curriculum. The curriculum's contents significantly impacted students' ability to develop business ideas, teaching style significantly impacted students' ability to recognise marketable business possibilities (Babatunde & Emmanuel, 2023; Kehinde, 2022). It further showed that critical thinking and practical sessions of brainstorming are adequately covered in the sustainable entrepreneurship education curriculum to inspire the production of company ideas. Students in tertiary institutions twenty most acceptable skills ranked high includes soap making, tye and dye, fishery, bead making, interior decoration, printing, poultry, rabbit production, furniture making, fashion design, electric installation, graphic design, hair dressing, woodwork, catering, interior decoration, vegetable production, computer repair services, shoe making, cake and pastries, bag making and bee keeping were recommended for Universities in Nigeria as the basis upon which they could select entrepreneurship curriculum contents for their students (Ahmed et al., 2020; Boldureanu et al., 2020). That out of 66 topics done by students in the junior secondary in basic science, 59 topics had 100% correspondence with the core curriculum. Only 7 topics did not measure up with 80%, 89%, 67%, 67%,

75%, 75% and 50%. Also, Anugwo & Ekoyo (2019) findings that Out of 23 content areas in computer from primary 1 - 6, only 7 topics, very highly (100%) correspond to the specification of the core curriculum. Who reported that most teachers cover all themes in the senior secondary school chemistry curriculum and also confirmed the statement of the principal of one of the secondary schools in Nigeria. That the present entrepreneurship program covers the required content but the method of teaching was not practical oriented and was void of real life situations (Anwar, Kholifah, Nurtanto, 2022; Issue et al., 2023). That out of 66 topics done by students in the junior secondary in basic science, 59 topics had 100% correspondence with the core curriculum. Only 7 topics did not measure up with 80%, 89%, 67%, 67%, 75%, 75% and 50%. That Out of 23 content areas in computer from primary 1 - 6, only 7 topics, very highly (100%) correspond to the specification of the core curriculum. Who reported that most teachers cover all themes in the senior secondary school chemistry curriculum and also confirmed the statement of the principal of one of the secondary schools in Nigeria

In addition, the findings of objective two show that written curriculum was not provided for the entrepreneurship program. It was discovered that only 35.4% written curriculum are available for the entrepreneurship programme courses in tertiary institutions in Ogun state, Nigeria. This might have been the major hindrance towards effective implementation of the curriculum (Akib et al., 2020; Campbel, 2020). This research has the advantage that it provides specific insights into how the entrepreneurship curriculum is implemented in the Nigerian context, particularly in Ogun State (Atsu et al., 2021; Otum & Atah, 2021). This is crucial to understanding local needs and challenges that may not be faced elsewhere. By evaluating the entrepreneurship curriculum, this research can help identify strengths and weaknesses in the existing program. The findings from this evaluation can be used to improve the curriculum, making it more effective in equipping students with relevant skills for the business world. By implication, this research can encourage institutions to forge stronger partnerships with the industry sector, allowing students to gain hands-on experience through internships, industry visits, or project collaboration. With a better curriculum, graduates will be better prepared to enter the business world, with relevant skills and practical knowledge needed to start and manage a business. However, this study still has limitations in that research conducted over a short period of time may not be able to capture longer-term changes or more profound impacts of the curriculum.

4. CONCLUSION

The study evaluate entrepreneurship programme curriculum in tertiary institutions in Ogun State, Nigeria. Based on the findings of the study , it was concluded that entrepreneurship programme curriculum in tertiary institutions in Ogun state is not effectively implemented as the curriculum content of entrepreneurship programme (entrepreneurship activities and skill acquisition courses) were not adequately implemented.

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