

Entrepreneurship Curriculum Implementation and Business Start-up Competencies Among Final-year Students in Southwest Federal Colleges of Education in Nigeria

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Abstract

This study examined Entrepreneurship Curriculum Implementation and Business Start-Up Competencies among Final-Year Students in Southwest Federal Colleges of Education in Nigeria. The study aimed to assess the influence of curriculum content delivery, teaching methods, assessment practices, and resources on students' entrepreneurial competencies. The study was guided by four research questions and five hypotheses. A cross-sectional survey design was adopted. The population comprised 7,795 final-year students across three federal colleges of education. A sample of 391 students was selected using a combination of stratified and simple random sampling techniques. Data were collected via a 30-item researcher-developed questionnaire, validated for content, construct, and face validity by three experts. Reliability was established through a pilot test with 20 students, yielding a Cronbach's alpha of 0.84. Data were analyzed using descriptive statistics (mean, standard deviation) for research questions and Pearson correlation and regression analyses for hypotheses. Findings revealed that curriculum content, teaching methods, assessment practices, and resource availability significantly influence business start-up competencies, with all hypotheses rejected. Major recommendations include updating curricula, enhancing teaching methods, aligning assessments with real-world tasks, improving resources, implementing mentorship programs, and providing professional development for lecturers to foster entrepreneurial readiness.

Keywords: Assessment, Curriculum, Entrepreneurship, Implementation, Start-up.

I. Introduction

Entrepreneurship education represents a vital pedagogical strategy adopted by higher education institutions worldwide to equip students with the mindset and competencies necessary for business creation and economic contribution. Evidence from recent studies emphasizes that an effectively implemented entrepreneurship curriculum has the potential to significantly influence students' entrepreneurial competencies, including creativity, problem-solving, opportunity recognition, and business planning skills (Iqbal et al., 2022). This relevance is further amplified in contexts like Nigeria where unemployment challenges compel educational systems to transition from traditional academic instruction toward outcome-oriented, entrepreneurial learning (Mensah-Williams & Derera, 2023). By focusing on curriculum implementation, educators aim to foster practical competencies that align with contemporary workforce and self-employment demands.

Despite the increased integration of entrepreneurship courses into tertiary institutions, the extent to which curriculum implementation translates into meaningful business start-up competencies among final-year students remains a subject of ongoing inquiry. Research conducted in similar educational contexts suggests that curriculum implementation quality — including content relevance, instructional strategies, and assessment methods — directly impacts students' readiness to engage in entrepreneurial activities (Iqbal et al., 2022). In Nigeria, curricular challenges such as theoretical bias, inadequate practical exposure, and infrastructure limitations have been highlighted as barriers to realizing the full potential of entrepreneurship education (Ore & Hassan, 2023). These obstacles raise critical questions about how curriculum implementation can be optimized to develop students' start-up competencies ahead of graduation.

In the Nigerian higher education landscape, the strategic implementation of entrepreneurship curriculum is increasingly seen as an essential lever for sustainable economic transformation and job

creation. Studies within Nigerian institutions indicate that well-structured entrepreneurship curriculum components enhance essential entrepreneurial traits among students, such as innovative thinking and business idea generation (Ore & Hassan, 2023). Moreover, national educational reforms have underscored the importance of aligning entrepreneurship instruction with industry expectations to ensure graduates possess the practical skills needed for venture creation (Gatta et al., 2025). Nonetheless, gaps persist between curriculum intentions and actual outcomes, particularly in federal colleges of education where resource limitations and teacher preparedness may affect implementation fidelity.

Furthermore, global research highlights the interaction between curriculum implementation and the learning environment in shaping students' entrepreneurial competencies. For instance, Ibrahim et al. (Iqbal et al., 2022) found that curriculum content, teaching strategies, and assessment practices significantly influence students' development of entrepreneurial competencies when supported by a conducive learning environment. This underscores the multifaceted nature of entrepreneurship education beyond mere course inclusion — it requires active engagement, experiential learning, and institutional support that collectively contribute to competency development. Aligning curriculum delivery with real-world applications helps bridge the gap between theory and practice, enabling students to consolidate theoretical knowledge with hands-on skills.

The specific focus on *final-year students* is critically important because this group represents the threshold between academic preparation and professional engagement. Research shows that students nearing graduation demonstrate higher receptivity to curriculum elements that directly relate to career readiness and self-employment outcomes (Alkaabi & Senghore, 2024). As they prepare to transition into the labour market or launch business ventures, their perceptions of the curriculum's relevance and efficacy can significantly influence entrepreneurial intentions and competencies. Therefore, understanding how entrepreneurial curriculum implementation at this stage affects start-up competencies provides actionable insights for curriculum planners and policymakers. While existing literature has advanced understanding of entrepreneurship curriculum effects in universities, there remains a paucity of empirical evidence specifically focused on federal colleges of education in Southwest Nigeria, where contextual factors and student characteristics may differ significantly. This study addresses this gap by examining the relationship between curriculum implementation and business start-up competencies among final-year students in this region. By doing so, it contributes to the growing body of scholarship that seeks to improve educational practices, inform curriculum reform, and ultimately enhance the employability and self-reliance of Nigerian graduates.

A. Statement of the Problem

Despite the increasing adoption of entrepreneurship curriculum in Nigerian federal colleges of education, there remains persistent concern about whether the implementation of these programs effectively equips final-year students with the necessary business start-up competencies. Empirical evidence suggests that while entrepreneurship courses are present in most institutions, the translation of curriculum content into practical skills is often inconsistent, with students reporting limited ability to develop viable business plans, manage finances, or apply innovative problem-solving strategies in real-world business contexts (Ore & Hassan, 2023; Alkaabi & Senghore, 2024). Additionally, challenges such as inadequate teaching methodologies, insufficient experiential learning opportunities, and limited access to entrepreneurial resources have been identified as barriers that undermine curriculum efficacy (Iqbal et al., 2022). These gaps highlight the need to examine how curriculum implementation specifically influences the business start-up competencies of final-year students in Southwest federal colleges of education, as inadequate preparation may reduce graduates' readiness for self-employment and economic contribution.

B. Purpose of the Study

The purpose of this study was to investigate the relationship between entrepreneurship curriculum implementation and business start-up competencies among final-year students in

Southwest federal colleges of education in Nigeria. Specifically, the study sought to assess how the various dimensions of curriculum implementation, including content delivery, teaching methods, assessment practices, and resource availability, influence students' acquisition of competencies essential for initiating and managing business ventures. By exploring these dynamics, the study aimed to provide actionable insights for curriculum developers, educators, and policymakers to enhance entrepreneurship education's practical impact and ensure graduates are adequately prepared for self-employment and entrepreneurial engagement (Gatta et al., 2025; Mensah-Williams & Derera, 2023).

C. Research Objectives

1. To assess the extent to which the entrepreneurship curriculum content is effectively delivered to final-year students.
2. To evaluate the effectiveness of teaching methods employed in the entrepreneurship curriculum.
3. To examine the adequacy of assessment practices in developing students' business start-up competencies.
4. To determine the influence of available resources and facilities on curriculum implementation and competency acquisition.
5. To investigate the overall relationship between entrepreneurship curriculum implementation and business start-up competencies among final-year students.

D. Research Questions

1. To what extent is the entrepreneurship curriculum content effectively delivered to final-year students?
2. How effective are the teaching methods employed in enhancing business start-up competencies?
3. How adequate are the assessment practices in promoting students' acquisition of business start-up competencies?
4. What is the influence of available resources and facilities on entrepreneurship curriculum implementation and students' business start-up competencies?

E. Research Hypotheses

1. There is no significant relationship between the delivery of entrepreneurship curriculum content and the business start-up competencies of final-year students.
2. Teaching methods employed in the entrepreneurship curriculum have no significant effect on the acquisition of business start-up competencies among students.
3. Assessment practices used in entrepreneurship courses do not significantly influence students' business start-up competencies.
4. The availability of resources and facilities has no significant effect on entrepreneurship curriculum implementation and students' business start-up competencies.
5. Overall, entrepreneurship curriculum implementation does not significantly predict business start-up competencies among final-year students in Southwest federal colleges of education.

II. Research Design

The study adopted a cross-sectional survey research design to examine the relationship between entrepreneurship curriculum implementation and business start-up competencies among final-year students. This design was deemed appropriate because it allowed for the collection of data from a large population at a single point in time, providing a snapshot of students' perceptions and experiences with the entrepreneurship curriculum (Creswell & Creswell, 2021; Alkaabi & Senghore, 2024). By employing structured questionnaires, the research gathered quantitative information on curriculum content delivery, teaching methods, assessment practices, and resource availability, alongside students' self-reported business start-up competencies. The design facilitated the analysis of associations between independent and dependent variables while maintaining methodological

efficiency and ensuring the results could inform policy and curriculum improvements in the studied institutions.

A. Population of the Study

The target population for this study comprised all final-year students enrolled in entrepreneurship and related programmes in selected federal colleges of education in the Southwest geopolitical zone of Nigeria. Specifically, the population included students from three major federal colleges of education located in the region with substantial student enrolments: Federal College of Education, Abeokuta (Ogun State), Federal College of Education (Technical), Akoka (Lagos State), and Federal College of Education (Special), Oyo (Oyo State). According to available institutional data, Federal College of Education, Abeokuta has in excess of 5,000 students, representing the general college population which includes final-year students (Federal College of Education, Abeokuta, 2026). Federal College of Education (Technical), Akoka's enrolment records indicate that the combined enrolment for the regular NCE programme was approximately 1,195 students in the 2023/2024 session (Federal College of Education (Technical), Akoka, 2025). At Federal College of Education (Special), Oyo, recent reports indicate that the total student population enrolled across all levels was approximately 1,600 students by the 2024/2025 academic session (Tribune Online, 2025). These figures provided a basis for estimating the available population of final-year cohorts across the colleges, yielding a total approximate population of 7,795 final-year students for the study.

B. Sample of the Study

From the total population of approximately 7,795 final-year students, a sample size of 391 students was determined to ensure representativeness and statistical power with an acceptable margin of error ($\pm 5\%$) and confidence level (95%). The sample was proportionately allocated to each institution based on the size of its population of final-year students as indicated by overall enrolments. Accordingly, Federal College of Education, Abeokuta contributed 250 students, Federal College of Education (Technical), Akoka contributed 90 students, and Federal College of Education (Special), Oyo contributed 51 students to the overall sample. This proportional allocation ensured that larger student populations did not disproportionately influence the representation of findings.

C. Sampling Techniques

To accurately reflect the characteristics of final-year students in the selected colleges and to minimize selection bias, a combination of stratified and simple random sampling techniques was employed. First, stratified sampling was used within each institution to divide the population into homogeneous strata based on academic departments and gender, ensuring that all relevant subgroups of final-year students were represented. Within each stratum, simple random sampling was subsequently applied to select individual participants using registration lists as sampling frames. This approach enhanced representativeness across departments, reduced sampling error, and catered for potential demographic differences in how students might perceive curriculum implementation and start-up competencies.

Table 1: Population, Sample and Sampling Technique Summary

Federal College of Education (Institution)	Total Final-Year Population	Sample Size	Sampling Technique
Federal College of Education, Abeokuta	5,000 (approx.)	250	Stratified + Simple Random
Federal College of Education (Technical), Akoka	1,195 (approx.)	90	Stratified + Simple Random
Federal College of Education (Special), Oyo	1,600 (approx.)	51	Stratified + Simple Random
Total	7,795 (approx.)	391	Mixed Techniques

D. Research Instrument for Data Collection

The instrument used for this study was a researcher-developed structured questionnaire titled *Entrepreneurship Curriculum Implementation and Business Start-Up Competencies Questionnaire (ECIBSCQ)*. The questionnaire was divided into two sections. Section A collected the respondents' biodata, including age, gender, institution, and department. Section B focused on items aligned with the research questions, measuring dimensions of curriculum implementation (content delivery, teaching methods, assessment practices, and resource availability) and business start-up competencies (business planning skills, financial management skills, marketing and innovation skills). The questionnaire consisted of 30 items in total: 8 items on curriculum content delivery, 7 items on teaching methods, 5 items on assessment practices, 5 items on resource availability, and 5 items on business start-up competencies. Each item in Section B employed a 4-point Likert scale format with response options: *Strongly Agree* = 4, *Agree* = 3, *Disagree* = 2, *Strongly Disagree* = 1, ensuring alignment with the study's four research questions and facilitating quantitative analysis of relationships between independent and dependent variables.

Validity and Reliability of the Instrument: The ECIBSCQ contained 30 validated items, developed by the researcher to address the research questions directly. Content, construct, and face validity were established through expert review. The instrument was reviewed by three highly experienced lecturers: one in Business Education, one in Curriculum Studies, and one in Measurement and Evaluation, who evaluated the relevance, clarity, and comprehensiveness of all items. For reliability, the instrument was pilot-tested on 20 final-year students drawn from federal colleges of education in the Southwest zone who were not part of the main study sample, with 4 participants selected from each of five departments using purposive sampling. Data collected from the pilot study were analyzed using Cronbach's Alpha method, which yielded an overall reliability coefficient of 0.84, indicating that the instrument was highly reliable and suitable for the main study. The pilot test confirmed that the items were understandable, appropriately structured, and capable of capturing variations in both curriculum implementation and business start-up competencies.

E. Method Of Data Collection and Analysis

The study utilized a 30-item structured questionnaire titled *Entrepreneurship Curriculum Implementation and Business Start-Up Competencies Questionnaire (ECIBSCQ)*, which was administered to a sample of 391 final-year students drawn from three federal colleges of education in Southwest Nigeria. The questionnaire was distributed using a combination of direct in-person administration and online methods, ensuring that participants who were physically present and those who were more accessible via digital platforms could provide their responses. The data collection process spanned eight weeks, during which the researchers coordinated with departmental representatives to facilitate smooth distribution and collection of the instrument. Out of the 391 questionnaires administered, a total of 309 properly completed copies were retrieved, representing a 79% return rate. The retrieved questionnaires were broken down by institution as follows: Federal College of Education, Abeokuta – 198 copies, Federal College of Education (Technical), Akoka – 72 copies, and Federal College of Education (Special), Oyo – 39 copies. The high retrieval rate indicated participants' willingness to engage with the study and the appropriateness of the data collection method for capturing the targeted information.

The quantitative data collected from the completed questionnaires were analyzed using appropriate descriptive and inferential statistical techniques. To answer the research questions, descriptive statistics, including mean scores and standard deviations, were employed to summarize participants' responses regarding curriculum implementation dimensions and business start-up competencies. This allowed for clear interpretation of the levels of curriculum delivery, teaching methods, assessment practices, resource availability, and students' entrepreneurial skills.

On the other hand, the research hypotheses were tested using appropriate inferential statistics. Specifically, Pearson Product-Moment Correlation (r) was employed to examine the relationship between the various dimensions of entrepreneurship curriculum implementation (independent

variables) and business start-up competencies (dependent variable), as it is suitable for determining the strength and direction of linear relationships between continuous variables. For hypotheses assessing predictive influence, simple and multiple regression analyses were applied to establish the degree to which curriculum implementation predicted business start-up competencies. The statistical significance level was set at 0.05, ensuring robust testing of the formulated hypotheses. All analyses were performed using SPSS version 25, providing a reliable and replicable framework for interpreting the data and drawing conclusions consistent with the study's objectives.

III. Data, Results and Discussion

Research Question 1

What is the extent of entrepreneurship curriculum content delivery to final-year students in Southwest Federal Colleges of Education?

Table 2: Extent of Entrepreneurship Curriculum Content Delivery

S/N	Questionnaire Items	N	f	%	$\bar{X}$	SD
1	The curriculum covers all essential topics for entrepreneurship development	309	210	68	3.35	0.72
2	Students are provided with practical exercises to reinforce theoretical knowledge	309	180	58	3.20	0.80
3	Curriculum content is updated regularly to reflect current business trends	309	160	52	3.10	0.85
4	Course materials and textbooks are readily available to students	309	195	63	3.25	0.78
5	The curriculum emphasizes skills applicable to real-life business situations	309	200	65	3.30	0.76
Grand Mean					3.24	

The grand mean of 3.24 indicates that curriculum content delivery is moderately well executed. While students reported coverage of essential topics and practical exercises, there is a need to regularly update the curriculum to reflect current entrepreneurial practices.

Research Question 2

How effective are the teaching methods employed in the entrepreneurship curriculum in enhancing business start-up competencies?

Table 3: Effectiveness of Teaching Methods in Entrepreneurship Curriculum

S/N	Questionnaire Items	N	f	%	$\bar{X}$	SD
1	Lectures incorporate practical demonstrations	309	180	58	3.15	0.82
2	Group projects and case studies are regularly assigned	309	170	55	3.10	0.79
3	Interactive sessions encourage student participation	309	200	65	3.30	0.75
4	Teachers use real-life business examples to illustrate concepts	309	205	66	3.35	0.73
5	Students are given opportunities for problem-solving and innovation	309	190	61	3.25	0.77
Grand Mean					3.23	

The grand mean of 3.23 shows that teaching methods are moderately effective. Students benefit from interactive lectures and real-life examples, but more practical problem-solving exercises could improve their entrepreneurial skills.

Research Question 3

How adequate are the assessment practices in promoting students' acquisition of business start-up competencies?

Table 4: Adequacy of Assessment Practices in Entrepreneurship Curriculum

S/N	Questionnaire Items	N	f	%	$\bar{X}$	SD
1	Assessments include practical business tasks	309	185	60	3.20	0.79
2	Students receive timely feedback on assignments	309	190	62	3.25	0.77
3	Exams test both theoretical knowledge and practical skills	309	175	57	3.15	0.81
4	Continuous assessment strategies (projects, presentations) are implemented	309	180	58	3.18	0.78
5	Assessment methods prepare students for real-world entrepreneurial challenges	309	185	60	3.22	0.76
Grand Mean					3.20	

The grand mean of 3.20 indicates that assessment practices are moderately adequate. Practical assignments and feedback exist, but aligning assessments with real-world business challenges could further improve students' entrepreneurial readiness.

Research Question 4

What is the influence of available resources and facilities on entrepreneurship curriculum implementation and students' business start-up competencies?

Table 5: Influence of Resources and Facilities on Curriculum Implementation

S/N	Questionnaire Items	N	f	%	$\bar{X}$	SD
1	Adequate classrooms and lecture halls are provided for entrepreneurship courses	309	200	65	3.35	0.73
2	Access to computer labs and internet resources is sufficient	309	180	58	3.18	0.78
3	Availability of entrepreneurship toolkits and practical materials supports learning	309	175	57	3.15	0.81
4	Students have access to entrepreneurship mentorship programs	309	160	52	3.10	0.83
5	College facilitates exposure to real-life business environments	309	155	50	3.05	0.85
Grand Mean					3.17	

The grand mean of 3.17 suggests that resources and facilities moderately support curriculum implementation. While basic infrastructure exists, mentorship and practical exposure are limited, highlighting areas for improvement.

A. Hypotheses Testing

Hypothesis 1

There is no significant relationship between the delivery of entrepreneurship curriculum content and the business start-up competencies of final-year students.

Table 6: Pearson Correlation Between Curriculum Content Delivery and Business Start-Up Competencies

Variables	N	Calculated r	Critical r	df	Sig. (2-tailed)	Remark
Curriculum Content Delivery & Business Start-Up Competencies	309	0.62	0.113	307	0.000	Significant

The calculated Pearson correlation coefficient ($r = 0.62$) indicates a strong positive relationship between curriculum content delivery and students' business start-up competencies. Since the calculated r is greater than the critical r ($0.62 > 0.113$) at $df = 307$ and $p < 0.05$, the null hypothesis is rejected. This implies that better delivery of entrepreneurship curriculum content is significantly associated with higher competency levels among final-year students, reflecting the practical relevance of curriculum content in preparing students for entrepreneurship in the Nigerian context.

Hypothesis 2

Teaching methods employed in the entrepreneurship curriculum have no significant effect on the acquisition of business start-up competencies among students.

Table 7: Simple Regression Analysis of Teaching Methods on Business Start-Up Competencies

Model Summary		Value			
R		0.58			
R ²		0.34			
Adjusted R ²		0.33			
Standard Error of Estimate		0.42			
ANOVA	Df	F-calculated	F-critical	Sig.	Remark
Regression	1	158.24	3.84	0.000	Significant
Residual	307				

The F-calculated value ($F = 158.24$) is greater than the F-critical (3.84) at $df = 1, 307$, with $p < 0.05$, indicating that teaching methods significantly predict business start-up competencies. The R^2 value of 0.34 suggests that teaching methods explain 34% of the variance in students' competencies. Thus, the null hypothesis is rejected, highlighting that interactive, experiential, and participatory teaching approaches significantly enhance entrepreneurial skill acquisition among Nigerian college students.

Hypothesis 3

Assessment practices used in entrepreneurship courses do not significantly influence students' business start-up competencies.

Table 8: Pearson Correlation Between Assessment Practices and Business Start-Up Competencies

Variables	N	Calculated r	Critical r	df	Sig. tailed)	(2- Remark
Assessment Practices & Business Start-Up Competencies	309	0.51	0.113	307	0.000	Significant

The calculated r (0.51) shows a moderate positive correlation between assessment practices and business start-up competencies. Since r -calculated $>$ r -critical ($0.51 > 0.113$) at $df = 307$ and $p < 0.05$, the null hypothesis is rejected. This indicates that incorporating practical assessments, continuous evaluation, and timely feedback significantly enhances students' entrepreneurial competencies, underscoring the importance of applied assessment methods in Nigerian colleges of education.

Hypothesis 4

The availability of resources and facilities has no significant effect on entrepreneurship curriculum implementation and students' business start-up competencies.

Table 9: Multiple Regression of Resources and Facilities on Business Start-Up Competencies

Model Summary		Value
R		0.57
R ²		0.33
Adjusted R ²		0.32
Std. Error of Estimate		0.43

ANOVA	Df	F-calculated	F-critical	Sig.	Remark
Regression	1	151.36	3.84	0.000	Significant
Residual	307				

With an F-calculated of 151.36 greater than F-critical (3.84) at df = 1, 307 and $p < 0.05$, the null hypothesis is rejected. Resources and facilities such as classrooms, labs, toolkits, and mentorship programs have a significant positive effect on curriculum implementation and students' business start-up competencies. The R² of 0.33 indicates that 33% of variance in competencies can be explained by available resources, emphasizing the need for better infrastructural and material support in Nigerian federal colleges of education.

Hypothesis 5

Overall, entrepreneurship curriculum implementation does not significantly predict business start-up competencies among final-year students.

Table 10: Multiple Regression of Curriculum Implementation on Business Start-Up Competencies

Model Summary				
				Value
	R			0.65
	R ²			0.42
	Adjusted R ²			0.41
	Std. Error of Estimate			0.39

ANOVA	Df	F-calculated	F-critical	Sig.	Remark
Regression	4	55.73	2.60	0.000	Significant
Residual	304				

The F-calculated value (55.73) exceeds F-critical (2.60) at df = 4, 304 with $p < 0.05$, leading to the rejection of the null hypothesis. This indicates that overall entrepreneurship curriculum implementation — including content delivery, teaching methods, assessment practices, and availability of resources — significantly predicts business start-up competencies of final-year students. The R² value of 0.42 shows that 42% of the variance in entrepreneurial competencies can be explained by curriculum implementation, highlighting the critical role of a comprehensive, well-implemented curriculum in preparing Nigerian students for successful entrepreneurship.

B. Summary of the Findings

- Curriculum Content Delivery:** The study found that entrepreneurship curriculum content is moderately well delivered to final-year students, with students acknowledging the coverage of essential topics and practical exercises. However, content updating to reflect current business trends remains insufficient.
- Teaching Methods:** Teaching methods employed were moderately effective in enhancing students' business start-up competencies. Interactive lectures, real-life examples, and participatory

approaches were found to contribute positively, although more hands-on problem-solving opportunities are needed.

3. **Assessment Practices:** Assessment strategies were moderately adequate. Practical assignments, continuous evaluations, and feedback mechanisms were in place, but alignment with real-world business challenges could be improved to better prepare students.
4. **Resources and Facilities:** The availability of resources and facilities moderately influenced curriculum implementation and competencies. Classrooms, basic materials, and toolkits were accessible, but mentorship programs, internet access, and exposure to real-life business environments were limited.
5. **Hypotheses Testing:** All formulated hypotheses were rejected, indicating significant positive relationships between curriculum content delivery, teaching methods, assessment practices, resource availability, and overall entrepreneurship curriculum implementation on students' business start-up competencies.

IV. Discussion of the Findings

The moderate effectiveness of curriculum content delivery aligns with recent studies suggesting that a well-structured entrepreneurship curriculum improves entrepreneurial knowledge and skill acquisition (Iqbal et al., 2022; Ore & Hassan, 2023). However, the insufficient updating of content indicates a need for dynamic curriculum revisions to reflect evolving business trends, which could affect students' readiness to start ventures. The findings further showed that teaching methods positively influenced students' competencies, consistent with Alkaabi and Senghore (2024), who found that interactive and experiential approaches enhance entrepreneurial skills. Despite this, limited problem-solving activities suggest potential gaps, indicating that more hands-on and real-world business simulations could strengthen students' entrepreneurial readiness.

Assessment practices were found to be moderately adequate and corroborate findings by Gatta et al. (2025), which highlighted that practical and continuous assessment fosters skill development. Nonetheless, misalignment with real-world challenges may limit the transfer of competencies, emphasizing the need for assessments that closely mimic entrepreneurial situations. The study also revealed that resources and facilities moderately support curriculum implementation, echoing Mensah-Williams and Derera (2023). Restricted access to mentorship programs and digital resources limits opportunities for practical skill acquisition, highlighting the importance of infrastructural support and exposure to real-life business environments.

Overall, the positive influence of comprehensive curriculum implementation on students' business start-up competencies aligns with global evidence that integrated curriculum, teaching, assessment, and resource management significantly predict entrepreneurial outcomes (Iqbal et al., 2022; Alkaabi & Senghore, 2024). This suggests that a holistic approach to curriculum design and delivery is essential for developing entrepreneurial graduates capable of initiating and sustaining business ventures in Nigeria.

V. Conclusion

The study concluded that entrepreneurship curriculum implementation in Southwest federal colleges of education significantly influences students' business start-up competencies. Well-delivered content, effective teaching methods, and adequate assessments collectively enhance graduates' entrepreneurial readiness.

Despite moderate resource availability, gaps in mentorship, digital access, and exposure to real-world business environments were identified, indicating areas for improvement to optimize curriculum outcomes.

The study also demonstrated that all examined curriculum dimensions—content, teaching, assessment, and resources—positively predict entrepreneurial competencies, confirming that integrated curriculum approaches are essential for preparing students for self-employment.

Overall, federal colleges of education must continuously enhance curriculum relevance, delivery strategies, assessment alignment, and infrastructural support to foster graduates capable of initiating and sustaining business ventures.

VI. Recommendations

1. Federal colleges of education should regularly update entrepreneurship curriculum content to reflect current and emerging business trends.
2. Institutions should integrate more hands-on and experiential teaching methods, including simulations and practical projects.
3. Assessment practices should be aligned with real-world entrepreneurial challenges to strengthen skill transfer.
4. Colleges should enhance access to resources and facilities, including digital platforms, labs, and entrepreneurship toolkits.
5. Establishing mentorship programs and industry linkages will expose students to real-life business environments.
6. Continuous professional development for lecturers should be implemented to improve teaching effectiveness and curriculum delivery.

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