

EXPLORING THE POTENTIAL OF ENTREPRENEURSHIP EDUCATION AND TEACHERS' CREATIVITY FOR SUSTAINABLE DEVELOPMENT AND NATIONAL SECURITY

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Abstract

This study has explored the potential of entrepreneurship education and teachers' creativity for sustainable development and national in Abeokuta, Ogun State. The study adopts a descriptive survey research type and multistage techniques were used to draw Four hundred and sixty-seven (467) samples across the three institutions situated in Abeokuta Metropolis. Based on the objectives of the study, three research questions were raised. One validated questionnaire tagged "Entrepreneurship Education and Teachers' Creativity for Sustainable Development and National Security with a reliability coefficient of 0.73. 17 items were used to collect data and data collected were analyzed using descriptive statistics (Frequencies, means) and linear regression to test the hypothesis. The findings of the study revealed that entrepreneurial education contributes significantly towards Sustainable Development and National Security. Entrepreneurship education encourages a mindset of innovation, contributing to technological advancements that can enhance national security capabilities. It was found also that to some extent teachers' creativity significantly enhances Sustainable Development and National Security. In addition, the findings reveal that to some extent teachers' creativity influences the objectives of entrepreneurial education. It may be deduced that entrepreneurial education and teachers' creativity if effectively implemented can promote Sustainable Development and National security. Based on the findings the following recommendations were made, teachers at all levels should improve their creativity skills for effective inculcation of the knowledge that must lead to the acquisition of skills required for student's self-reliance and sustainable development of society.

Keywords: Potential Entrepreneurship Education, Teachers' Creativity, Sustainable Development, National Security

Introduction

The connection between national security and sustainable development is critical to global governance. Both ideas are interconnected and play crucial roles in shaping the well-being of nations and the world at large. Achieving sustainable economic development through entrepreneurial education become a major concern of all well-meaning world countries. Several programmes and policies are tailored toward developing an entrepreneurial mindset among people from all walks of life in these countries. Sustainable development refers to a mode of development that meets the needs of the present without compromising the ability of future

generations to meet their own needs. It involves integrating economic, social, and environmental considerations to create a balanced and resilient society. According to United Nations Educational, Scientific and cultural Organization (2018), sustainable development at all levels and in all social contexts is required to transform society by reorienting education and helping people develop knowledge, skills, values, and behaviours. Adedoyin et'al (2022) opine that sustainable development entails the development of technology with value-added services; enhancement of existing practices and providing conditions that are essential for competitiveness; and adjustment to globalization challenges. Sustainable development relationships from a plethora of business fields have been documented (Rugimbana, 2010) and provide interesting strategies for thinking about the future. The pursuit of sustainable development is closely aligned to enhance national security. Integrating sustainable development principles into national policies is crucial for mitigating potential threats and ensuring the well-being of current and future generations.

Entrepreneurship education serves as a powerful catalyst to achieve Sustainable Development and national security. Fritsch, and Wyrwich, (2017) indicates that Entrepreneurial education has received considerable critical attention because it stands as an important tool for fostering economic growth within an economy. It is known to be a strong power in building technology and cultural diversity based on its role in innovative entrepreneurship (Fritsch & Wyrwich, 2017). Apostolopoulos, Al-Dajani, Holt, Jones, & Newbery (2018) similarly opine that entrepreneurship education is seen as a “transformational driver offering the scaffolding for both attaining and delivering the SDGs whilst fuelling economic growth led by the principle of sustainability. Entrepreneurship education was set up in Nigeria as an instrument that will impact individuals with the knowledge, skills, and motivation required to realize an opportunity for social change in the community by creating jobs and adding economic and social value as well as stimulating responsibility and self-reliance in the 21st century. It is not a debate that economic development and sustainability are hinged on creativity and innovation, which are the defining features of entrepreneurial education. It also follows that entrepreneurial education must be used to define the country's developmental efforts toward a sustainable future.

Entrepreneurship education plays a crucial role in fostering sustainable development and national security by equipping individuals with the skills, mindset, and knowledge needed to address societal challenges and contribute to economic growth. Entrepreneurship is a key driver of economic growth. By teaching individuals how to start and manage businesses, entrepreneurship education contributes to the creation of new enterprises, job opportunities, and increased productivity. This, in turn, enhances economic stability and security at the national level. Empowering individuals with sufficient academic education creates the necessary human capital to enhance product and process innovation (Baumol, Litan, Schramm & Strom, 2011), while specialized entrepreneurship education enhances entrepreneurship-related human capital, skills, and behaviour (Martin, McNally, & Kay, 2013; Walter & Block, 2016).

Entrepreneurship education refers to the process of imparting knowledge, skills, and attitudes related to entrepreneurship to individuals. It aims to cultivate an entrepreneurial mindset and equip people with the tools necessary to identify, create, and seize opportunities to start and manage successful ventures. Entrepreneurship education has been revealed as an effective tool in building up entrepreneurship intention and innovation, thereby increasing the number of entrepreneurs and reducing the rate of unemployment (Inegbenebor & Igbinomwanhia, 2010) “Entrepreneurship education consists of three ingredients: creativity creating all kinds of ideas; innovation finding value in selected ideas; and entrepreneurship developing a business from the innovative idea.” (Nwekeaku, 2013). In the same vein, Brunaker & Kurvnen (2006) found that EE is centered on social entrepreneurship and emphasizes the importance of the social journey that brings about national and multinational profit-oriented transformation as a result of the collective ability to see business opportunities and societal growth in global challenges. The goal is to empower individuals to think entrepreneurially, whether they choose to start their businesses or contribute to innovation and problem-solving within existing organizations.

Teachers' creativity refers to the ability of educators to think innovatively, design engaging and effective learning experiences, and adapt teaching methods to meet the diverse needs of their students. It involves the application of imaginative and original approaches to enhance the learning process, make lessons more captivating, and foster a positive and dynamic educational environment. Teachers' creativity is not only about being artistic but also about finding novel solutions to challenges, adapting to different learning styles, and creating an atmosphere that inspires curiosity and critical thinking. Creative teachers can employ innovative and engaging teaching methods that go beyond traditional approaches. By incorporating experiential learning, problem-based learning, and interactive activities, teachers can instill critical thinking and problem-solving skills in students. These skills are essential for addressing the complex challenges associated with sustainable development and national security. Robert (2012) indicated that creative skills help students to be curious, optimistic, and imaginative. Entrepreneurial thinking is valuable for economic development, addressing societal challenges, and contributing to national resilience.

Creativity in teaching encourages students to think critically and analyze information from multiple perspectives. The study done by Baron (2012) also identifies creative ability as a basic skill requirement for entrepreneurs. Baron considers the ability to think in new and imaginative ways a fulfilling feature of entrepreneurship. This ability is crucial for making informed decisions about sustainable practices and national security issues. In an era where technological advancements play a crucial role in national security, teaching students how to responsibly use, navigate, and understand technology is vital. Watanabe-Crockett (2018) emphasizes that teaching creative and critical thinking skills to students is necessary because they're crucial skills for living life.

Entrepreneurial development may be conceived as a programme of activities to enhance the knowledge, skills and attitudes of individuals and groups to assume the role of entrepreneurs. It is anchored on the firm belief

that entrepreneurship involves a body of knowledge, skills, and attitudes that can be learned and applied by most people who are sufficiently motivated.

Teachers' creativity is a powerful force for shaping the next generation and influencing societal values. By incorporating innovative teaching methods, fostering critical thinking, and promoting values aligned with sustainable development and national security, creative teachers contribute significantly to building a more resilient, informed, and responsible citizenry.

The integration of entrepreneurship education and teachers' creativity can create a powerful synergy, preparing individuals to address sustainable development challenges while contributing to national security through economic resilience, innovation, and a socially responsible mindset. The combined potential of entrepreneurship education and teachers' creativity can significantly contribute to achieving sustainable development goals (SDGs) and enhancing national security.

Despite the growing interest in sustainable development and national security, the lack of integration of teachers' creativity aspects into entrepreneurship education is often criticized (Hörisch, Kollat, & Brieger, 2019; Kickul, Gundry, Mitra, & Berçot, 2018). For individuals to become change agents for sustainability, teachers' creative learning environments need to be developed that foster the capabilities of entrepreneurship education (Contreras, & Rodríguez, 2015). Meanwhile, Bawuah et al., (2006) maintain that the major obstacle to the economic growth of developing nations is the lack of creative teachers or entrepreneurs who can effectively bring out the potential in entrepreneurship education for every individual to achieve sustainable development and national security of the nation and the world at large. However, Antoncic & Antoncic (2011) identify the relationship between creativity and entrepreneurship education as a positive and highly connecting factor. The goal of this paper is to identify potential entrepreneurship education and teachers' creativity factors that enable effective education of future sustainable development and national security in Abeokuta Ogun State.

Statement of the Problem

The policy for all students to enroll in entrepreneurial education as a part of the vocational education curriculum to address the problem of unemployment, tackle poverty and hunger, in all their forms and dimensions, and ensure that all human beings can fulfill their potential in dignity and equality and a healthy environment as one of the Sustainable Development Goals. The goal of creating this policy was to increase the number of graduates (regardless of the specific program of study) who are equipped with entrepreneurial skills, attitudes, and competencies to be job creators and not just job hunters. Researches have shown that entrepreneurship education is the key to solving unemployment amongst Nigerian graduates' youth and alleviating poverty in Nigeria Ogundele, Oluwalola, and Adegbemi (2011) revealed that entrepreneurship education is the medium of training individuals to acquire one or more vocational and technical skills acquired would aid job creation, youth empowerment, alleviate poverty among the youths and solve the social and security problems in the society. These researches have also identified various gaps such as the effectiveness of the entrepreneurial education curriculum programmes and the place of teachers' creativity in the enhancement of sustainability to build a secure environment for every individual or citizen. This study explored the potential of entrepreneurship education and teachers' creativity for sustainable development and national in Abeokuta, Ogun State.

Purpose of the Study

The purpose of this study was to explore the potential of entrepreneurial education and teachers' creativity in Sustainable Development and National Security in Abeokuta, Ogun State. The study specifically:

- i. investigate the potential of entrepreneurial education for Sustainable Development and National Security;
- ii. examine the influence teachers' creativity on Sustainable Development and National Security;
- iii. examine the impact of teachers' creativity on the objectives of entrepreneurial education in Nigeria;

Research Questions

1. What is the potential of entrepreneurial education for Sustainable Development and National Security?
2. To what extent does the teachers' creativity enhance Sustainable Development and National Security?
3. What is the impact of teachers' creativity on the objectives of entrepreneurial education in Nigeria?

METHODOLOGY

The study adopts a descriptive survey research type. The essence of this was an attempt to explore the potential of entrepreneurial education and teachers' creativity for sustainable development and national security in the Abeokuta Metropolis of Ogun State. The study population comprised all Undergraduate students in the three Public Tertiary Institutions (MAPOLY, FUNAAB, and FCE Abeokuta) situated in the Abeokuta Metropolis of Ogun State. The study adopted multistage techniques. A purposive sampling technique was used to select

all final-year students from the three institutions. This is because students in their final year have undergone entrepreneurial education from their first year in the institution. Thereafter, simple random sampling techniques were used to draw Four hundred and sixty-seven (467) samples across the three institutions.

The instrument used for data collection was a self-developed questionnaire tagged "Entrepreneurship Education and Teachers' Creativity for Sustainable Development and National Security Questionnaire. The instrument was structured on a modified Likert point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

To establish the validity of the instrument, the researcher and other experts in the field of entrepreneurship education validated the questionnaire. The pilot study was carried out at Federal college of Education, Oyo Special to test the reliability of the instrument used. A reliability coefficient of 0.73 was observed using Cronbach Alpha reliability i.e. this means that the instrument's 73% correlation which shows that the instrument used was highly reliable. The questionnaires were distributed to the 467 respondents. The researcher and two researcher assistants participated in the field administration and retrieval questionnaires. Data collected were analyzed using descriptive statistics (Frequencies, percentage & means) while the hypothesis was tested using linear regression at a 0.05 level of significance. Also, any mean score that is higher than the weighted mean (2.50) is accepted while any mean score lesser than the weighted is rejected.

Research Question One: What is the potential of entrepreneurial education for Sustainable Development and National Security?

Table 2: Potential of Entrepreneurial Education for Sustainable Development and Security

Items	SA	A	D	SD	\bar{x}	Remarks
1 Entrepreneurial education empowers individuals to start businesses, leading to economic growth and job creation	182 (38.9%)	236 (50.5%)	32 (6.8%)	17 (3.6%)	3.24	Accepted
2 It encourages a mindset of innovation, contributing to technological advancements that can enhance national security capabilities	220 (47.1%)	150 (32.1%)	76 (16.3%)	21 (4.5%)	3.22	Accepted
3 Promote environmentally sustainable practices by encouraging the development of eco-friendly businesses	135 (28.9%)	272 (58.2%)	42 (9.0%)	18 (4.5%)	3.12	Accepted
4 A well-educated entrepreneurial ecosystem can create a resilient economy, better equipped to withstand economic shocks, thereby enhancing national security	182 (38.9%)	201 (43%)	59 (12.6%)	25 (5.5%)	3.16	Accepted
5 A diverse and dynamic entrepreneurial landscape can contribute to national security by reducing dependence on specific industries or sectors	189 (40.5%)	194 (41.5%)	72 (15.4%)	12 (2.6%)	3.19	Accepted
6 Entrepreneurial education can instill a sense of ethical and social responsibility among entrepreneurs, contributing to sustainable development	235 (50.3%)	147 (31.5%)	85 (18.2%)	-	3.32	Accepted
Aggregate Mean = 3.20						

Source: Field Survey, 2024

The table reveals the potential of entrepreneurial education for Sustainable Development and National Security. From the table, results show that entrepreneurial education empowers individuals to start businesses, leading to economic growth and job creation as 38.9% strongly agree and 50.5% of the respondents agree that entrepreneurial education empowers individuals to start businesses, leading to economic growth and job creation. On the contrary, 6.8% disagree while 3.6% strongly disagree. The mean value of 3.24 indicates the acceptance of the statement. Also, 47.1% strongly agree and 32.1% agree that entrepreneurship education encourages a mindset of innovation, contributing to technological advancements that can enhance national security capabilities while 20.8% disagree with the assertion with the mean value of 3.22 indicating the acceptance of the statement. More so, the result revealed that entrepreneurship education promotes environmentally sustainable practices by encouraging the development of eco-friendly businesses as 87.1%

strongly agree. The mean value of 3.12 shows the acceptance. The results indicate that a well-educated entrepreneurial ecosystem can create a resilient economy, better equipped to withstand economic shocks, thereby enhancing national security with a mean value of 3.16. Furthermore, observation from the results shows that entrepreneurial education can instill a sense of ethical and social responsibility among entrepreneurs, contributing to sustainable development with mean scores of 3.05. Based on the mean value of 3.20 which is above the criterion value, it can be concluded that entrepreneurial education contributes significantly towards Sustainable Development and National Security.

Research Question Two: To what extent does the teachers' creativity enhance Sustainable Development and National Security?

Table 3: Teachers' Creativity and Sustainable Development and National Security

Items	SA	A	D	SD	\bar{x}	Remarks
1 Teachers integrate sustainability concepts into their teaching methods, fostering awareness and understanding among students	137 (29.3%)	231 (49.5%)	67 (14.3%)	32 (6.8%)	3.01	Accepted
2 encourage critical thinking skills, enabling students to analyze and address complex issues related to sustainable development and national security	110 (23.5%)	162 (34.7%)	106 (22.7%)	89 (19.1%)	2.62	Accepted
3 employ innovative and creative teaching methods that engage students in exploring solutions to sustainability and national security challenges	98 (21%)	138 (29.5%)	143 (30.6%)	88 (18.8%)	2.53	Accepted
4 inspire entrepreneurial thinking, empowering students to generate creative solutions for sustainable development and contribute to national security	86 (18.4%)	110 (23.4%)	179 (37.6%)	92 (19.7%)	2.41	Rejected
5 incorporate global perspectives into lessons, helping students understand the global dimensions of sustainability and national security issues	214 (45.8%)	166 (35.5%)	77 (16.5%)	10 (2.2%)	3.25	Accepted
6 teachers support and guide students in initiating projects or activities that contribute to sustainable development and national security	237 (50.7%)	127 (27.2%)	89 (19.1%)	14 (3.0%)	3.26	Accepted
Aggregate Mean = 2.85						

Source: Field Survey, 2024

Table 3 shows the extent to which the teachers' creativity enhances Sustainable Development and National Security. It was observed from the table that the respondents agree with all the items with mean values of $\bar{x} = 3.01, 2.62, 2.53, 3.25,$ and 3.26 respectively, which is above the criterion mean value, this implies that, teachers' creativity significantly influences sustainable development and national security. However, the

majority of the respondents disagree with the assertion that inspire thinking, empowering students to generate creative solutions for sustainable development and contribute to national security with a mean of 2.41. This shows the teachers' lack inspire entrepreneurial thinking, empowering students to generate creative solutions for sustainable development and contribute to national security. The general overview from the result based on the weighted mean value of $\bar{x} = 2.85$, it can be concluded that to some extent teachers' creativity significantly enhances Sustainable Development and National Security.

Research Question Three: What is the impact of teachers' creativity on the objectives of entrepreneurial education in Nigeria?

Table 4: Impact of teachers' creativity on the objectives of entrepreneurial education in Nigeria

Items	SA	A	D	SD	\bar{x}	Remarks
1 teachers provide opportunities for students to apply entrepreneurial skills in real-world scenarios or projects	221 (47.3%)	169 (36.2%)	65 (13.9%)	12 (2.6%)	3.28	Accepted
2 Providing insights into market trends, financial management, and business strategy	206 (44.1%)	184 (39.4%)	56 (11.9%)	21 (4.5%)	3.23	Accepted
3 Teachers serve as mentors or provide guidance to students interested in entrepreneurial pursuits	187 (40%)	215 (46%)	56 (11.9%)	9 (2.1%)	3.24	Accepted
4 teachers facilitate collaboration and networking opportunities for students with local entrepreneurs, industry professionals, or business organizations	156 (33.4%)	219 (46.9%)	78 (16.7%)	14 (2.9%)	3.11	Accepted
5 instill a mindset of continuous learning and adaptability, preparing students for the dynamic nature of entrepreneurship	251 (53.7%)	163 (34.9%)	42 (8.9%)	11 (2.4%)	3.40	Accepted

Aggregate Mean = 3.25

Source: Field Survey, 2024

Table 4 shows the impact of teachers' creativity on the objectives of entrepreneurial education in Nigeria. From the table, it was observed that the respondents strongly indicated that some extent teachers' creativity influences the objectives of entrepreneurial education. Also, the result further revealed the degree of agreement on all the items, with mean values of $\bar{x} = 3.28, 3.23, 3.24, 3.11$, and 3.40 indicating that the impact of teachers' creativity on the objectives of entrepreneurial education in Nigeria were statistically significant since the weighted mean value of all the items is above the criterion mean value of $\bar{x} = 3.25$. Hence, it can be deduced from the result that teachers' creativity significantly influences the objectives of entrepreneurial education in Nigeria.

Discussion of Findings

This study was designed to explore the potential of entrepreneurship education and teachers' creativity for sustainable development and national in Abeokuta, Ogun State. The findings of the study revealed that entrepreneurial education contributes significantly towards Sustainable Development and National Security. This implies that entrepreneurial education empowers individuals to start businesses, leading to economic growth and job creation. Entrepreneurship education encourages a mindset of innovation, contributing to technological advancements that can enhance national security capabilities. More so, the result revealed that entrepreneurship education promotes environmentally sustainable practices by encouraging the development of eco-friendly businesses and that a well-educated entrepreneurial ecosystem can create a resilient economy, better equipped to withstand economic shocks, thereby enhancing national security. These findings are in agreement with the findings of Martin, McNally, & Kay, (2013) and Walter & Block (2016) who concluded that entrepreneurship education enhances entrepreneurship-related human capital, skills, and behaviours.

Also, the findings are in line with the conclusion of Ogundele, Oluwalola, and Adegbeni (2011) revealed that entrepreneurship education is the medium of training individuals to acquire one or more vocational and technical skills acquired would aid job creation, youth empowerment, alleviate poverty among the youths and solve the social and security problems in the society. The findings further support the assertion of other researchers Fritsch, & Wyrwich, (2017) and Apostolopoulos, Al-Dajani, Holt, Jones, & Newbery (2018) indicate that Entrepreneurial education has received considerable critical attention because it stands as an important tool for fostering economic growth within an economy. In contrast, Oosterbeek et al. (2010) show that an entrepreneurship education program had no effect on university students' entrepreneurial skills and harmed the intention of becoming an entrepreneur.

Findings also revealed that to some extent teachers' creativity significantly enhances Sustainable Development and National Security. Teachers integrate sustainability concepts into their teaching methods, fostering awareness and understanding among students and encouraging critical thinking skills, enabling students to analyze and address complex issues related to sustainable development and national security. They support and guide students in initiating projects or activities that contribute to sustainable development and national security. This implies that teachers' creativity significantly influences sustainable development and national security.

Findings in addition show that to some extent teachers' creativity influences the objectives of entrepreneurial education. This means that teachers provide opportunities for students to apply entrepreneurial skills in real-world scenarios or projects. Teachers serve as mentors or provide guidance to students interested in entrepreneurial pursuits and facilitate collaboration and networking opportunities for students with local entrepreneurs, industry professionals, or business organizations. These findings further buttress the point made by Erabyelenwo, Ofuase, & Julius, (2022) that the current situation of knowledge and skills acquisition among

university students is of serious concern to stakeholders in education. E-ISSN2705-2567 ees with Midigo, Omia, Odundo, and Mwanda (2018) who discovered that mentorship by teachers had a positive influence on entrepreneurship mindset. Also, instill a mindset of continuous learning and adaptability, preparing students for the dynamic nature of entrepreneurship. It may be deduced that entrepreneurial education and teachers' creativity if effectively implemented can promote Sustainable Development and National security.

Conclusion

This study explores the potential of entrepreneurship education and teachers' creativity for sustainable development and National Security in Abeokuta, Ogun State. Grounded on the findings of the study, it was concluded that entrepreneurial education and teachers' creativity if effectively enforced have significant implicit in promoting Sustainable Development and National security.

Recommendations

Grounded on the findings of this study it was recommended that:

The class of all educational institutions in Nigeria be more functional and realistic with erected-in-entrepreneurial training programmes which will enable all students to acquire applicable entrepreneurial chops needed for tone- employment, job, and wealth creation and poverty eradication.

Teachers in all situations should ameliorate their creativity chops for effective inculcation of the knowledge that must lead to the accession of chops needed for students' self-reliance and sustainable development of society.

three categories of government in Nigeria should collude out effective strategies on how to help graduates and other Nigerian youths who have completed their entrepreneurship education programmes with take-off capital for their small-scale businesses.

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