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STRATEGIC APPROACHES FOR EFFECTIVE TEACHING OF ENTREPRENEURSHIP IN TERTIARY INSTITUTIONS OF KANO STATE, NIGERIA

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Abstract

This study determined the strategic approaches for effective teaching of entrepreneurship in tertiary institutions of Kano State, Nigeria. The study was guided by two specific objectives; two research question and two null hypotheses tested at 0.05 levels of significance. Survey research design was adopted for the study. The study was conducted in five tertiary institutions of Kano State, Nigeria. The population of the study was 32 lecturers, consisting 14 from university, 15 from colleges of education and 3 from Polytechnic. The study adopted census sampling technique because the whole population was used as a sample. Instrument for data collection was a structured questionnaire developed by the researcher title; Strategies for Stimulating Entrepreneurship Among Automobile Technology Education Students Questionnaire (SSEAATESQ). Cronbach alpha was used to determine the reliability coefficient of the instrument which was 0.977. The data collected for this study were analyzed using mean and standard deviation for answering the research questions. ANOVA was used to test the null hypotheses at 0.05 levels of significance. Use of consumable instructional material, serve as strategy to stimulate effective teaching and learning of entrepreneurship education in

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tertiary institutions of Kano State. An internship can provide an opportunity for students, Collaboration with industry partners can provide valuable opportunities for interns to work on real-world entrepreneurial projects. The federal government in collaboration with state governments should provide Innovation labs equipped with tools, technologies, and resources for students to experiment, prototype, and develop their entrepreneurial ideas by way of encouragement. Collaboration between tertiary institutions and industries should be used as a strategy to strengthen in the area of student's practical work experience.

Keywords: Strategic Approaches, Effective Teaching, Entrepreneurship, Tertiary Institutions

INTRODUCTION

In recent years, Nigeria has witnessed significant growth in its higher education sector, with a proliferation of tertiary institutions including federal and state universities, polytechnics, and colleges of education. However, despite this expansion, there remains a critical gap in equipping graduates with the entrepreneurship skills necessary for self-employment. Egunsola et al. (2012) highlight the high rate of unemployment among tertiary graduates in Nigeria, underscoring the need for interventions to address this challenge.

To combat unemployment, the Nigerian government has established various agencies and programs targeted at youth empowerment and skill development. These include the National Directorate of Employment (NDE), National Poverty Eradication Program (NAPEP), Youth Enterprise with Innovation in Nigeria (You-Win), Subsidy Reinvestment and Empowerment Program (SURE-P), and N-Power initiatives such as N-TEACH, N-AGRO, N-HEALTH, and N-TAX. Additionally, Nigeria has set up research institutions aimed at developing new products, procedures, and methods across various sectors, intending to make these findings available to Technical and Vocational Education and Training (TVET) students who can then utilize them for entrepreneurship. Examples of such institutions include the Small Scale and Medium Enterprise Development Agency of Nigeria (SMEDAN), the Institute for Innovation and Incubation Center, the Cocoa Research Institute of Nigeria, and the Federal Institute for Industrial Research Oshodi (FIIRO). However, despite these efforts, there is still a need for a comprehensive

nationwide action plan to effectively address youth employment issues. (Charlee et al., 2020).

In Nigeria, policymakers in tertiary education institutions have recognized the importance of incorporating Entrepreneurship Education (EE) into the curriculum to address the issue of graduate unemployment. The government has directed regulatory agencies to establish mechanisms for introducing and sustaining entrepreneurship culture among Nigerian youth. This initiative aims to equip undergraduate students with the necessary skills to start businesses and consider self-employment as a viable career option (Egunsola et al., 2012). Despite these efforts, unemployment remains a significant challenge for graduates (Wojciech, 2019).

To address this issue, entrepreneurship education was made a mandatory course in Nigerian tertiary institutions, particularly focusing on areas like Science, Technology, Engineering, and Mathematics (STEM). The establishment of the Center for Entrepreneurship Development aimed to teach and inspire undergraduate students to acquire entrepreneurial, innovative, and business management skills (Inusa et al., 2017). The ultimate goal is to make graduates self-employed, create job opportunities, and generate wealth (Alozied & Izam, 2015; Nduke & OKwa, 2015). Despite these efforts, unemployment persists, prompting further research into strategies for stimulating entrepreneurship among students. A study in Kano State, Nigeria, aims to address this issue specifically among Automobile Technology Education students, to reduce unemployment by encouraging entrepreneurship.

Entrepreneurship Education (EE) is described by Egunsola et al. (2012) as intentional interventions by educators to equip learners with the skills needed to succeed in the business world, with a focus on practical action and business plan development. Emenya and Okwa (2017) expand on this definition, stating that EE encompasses all forms of knowledge delivery aimed at empowering individuals to create wealth and contribute to national development. They emphasize the shift from job seeking to job creation and the goal of providing graduates with the skills to engage in income-generating ventures.

The Federal Government of Nigeria recognizes the importance of EE in tertiary education, aiming to enhance students' understanding of entrepreneurship and prepare them for entrepreneurial roles (FGN, 2012). This includes promoting self-employment as a viable career option and developing personal qualities essential for entrepreneurship.

However, Daniel and Vershima (2017) caution that Nigeria's focus on certificate-based education over practical skills threatens the country's economic future. They argue for a shift towards Technical and Vocational Education and Training (TVET) and entrepreneurship education to empower graduates with practical skills and foster a business-oriented mindset. According to Daniel and Vershima (2017), effective implementation of EE and TVET can address Nigeria's economic challenges by equipping graduates with the skills and mindset needed to drive sustainable economic development.

The study focuses on the importance of entrepreneurship education in fostering self-reliance and economic development. It emphasizes the need for practical skills and entrepreneurial knowledge acquired through such education to be translated into sustainable business ventures. Despite the efforts to include entrepreneurship courses in tertiary education, youth unemployment remains a significant issue, leading to social problems like crime (Allawadi, 2020; Basheer & Adamu, 2018).

Okolocha and Ile (2011) highlight the challenge many face in turning business ideas into reality due to a lack of necessary skills and information. Hence, Zakari (2020) and Basheer and Adamu (2018) made a call to stimulate youth to become entrepreneurs, especially after undergoing entrepreneurship education in tertiary institutions. This study therefore aims to explore strategies that tertiary institutions and the government can employ to cultivate entrepreneurial intentions among students, particularly in the field of Automobile Technical Education in Kano State. The study's scope is limited to factors such as instructional material availability and industry collaboration. It aims to address the gap between theoretical knowledge and practical application in entrepreneurship education, ultimately contributing to the development of sustainable businesses and economic growth.

Purpose of the Study

The main purpose of this study was to determine the strategies for stimulating entrepreneurship among Automobile technology education students in tertiary institutions of Kano State, Nigeria. Specifically, the study determined:

1. The use of recommended consumable instructional materials as a strategy for effective teaching and learning of entrepreneurship education in tertiary institutions of Kano State.

2. The use of entrepreneurship internship programs/school-based enterprise as a strategy for Automobile Technology Education students in tertiary institutions of Kano State.

Research Questions

In light of the purpose of the study, the central research questions are:

1. Can the use of recommended consumable instructional material serve as a strategy for effective teaching and learning of entrepreneurship education in tertiary institutions of Kano State?
2. Can the use of entrepreneurship internship programs/school-based enterprise serves as a strategy for effective teaching and learning of entrepreneurship education in tertiary institutions of Kano State?

Hypotheses

The following null hypotheses were formulated and tested at a 0.05 level of significance

Ho1: There is no significant difference between the mean responses of lecturers in universities, colleges of education, and polytechnics on the use of consumable instructional materials as a strategy for effective teaching and learning of entrepreneurship education in tertiary institutions of Kano State.

Ho2: There is no significant difference between the mean responses of lecturers in universities, colleges of education, and polytechnics on the use of entrepreneurship internship programs/school-based enterprise as a strategy for teaching and learning entrepreneurship in tertiary institutions of Kano State.

METHODS

The study adopted a descriptive survey research design. The appropriateness of the design is based on the fact that survey research is a descriptive study identified condition and points to present need. The design enabled the researcher to administer questionnaire to many respondents at the same time. The research design was considered appropriate for this study as it elicited data that was used to determine the strategies for stimulating entrepreneurship among automobile technology education students in tertiary institutions of Kano State, Nigeria. The area of the study was Kano State, which is located in the

North-west geopolitical zone of Nigeria. The State is located between latitude 12^0 0' N and Longitude 8^0 31' E (Google map). The total population of the study was 32 lecturers, who teach Automobile Technology Education in tertiary institution (Universities, Colleges of Education and Polytechnics) of Kano State. Census sampling technique was used. Therefore, the entire population of 81 respondents was used for the study.

The instrument for data collection was a structured questionnaire developed by the researcher titled Strategies for Stimulating Entrepreneurship among Automobile Technology Education Students (SSEAATESQ). The instrument has five points rating scale of Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (DA) = 2 and Strongly Disagree (SD) = 1, options and containing 20 items. The instrument was subjected to face validation by three experts from Department of Technology Education, Modibbo Adama University Yola. To determine the internal consistency of the instrument, a trial test was conducted on 16 lecturers in Gombe state which was not part of the study area; to enable the researcher to identify the workability of the instrument. Cronbach alpha method of calculating reliability index was used to determine the reliability of the instrument and 0.98 was obtained.

The researchers administered the instrument to the respondents through personal contact and with the help of three research assistants. Analysis of data collected was carried out using Statistical Package for Social Science (SPSS) Version 27. In order to answer the research questions, the decision rule was such that, any item with 3.50 mean was considered "Agreed" as a strategy for stimulating entrepreneurship, and at the same vein, any item with mean less than 3.50 was considered "Disagreed". Data collected was analyzed using mean statistics to answer the research questions while the hypotheses were tested using ANOVA at 0.05 level of significance. In order to draw inferences on the null hypotheses, when the results (P-value) obtained was less than 0.05 level of significance, the hypothesis was rejected, but if otherwise, the hypothesis was accepted.

RESULTS

Research Question 1:

Can the use of recommended consumable instructional materials serve as a strategy for effective teaching and learning of entrepreneurship education in tertiary institutions of Kano State?

Table 1: Mean and standard deviation of responses of lecturers, technologist, instructors and administrators on the Use of consumable instructional materials as a strategy for effective teaching and learning of entrepreneurship education.

N=32

S/N	Items	$\overline{X}u$ n=14	SDu	$\overline{X}c$ n=15	SDc	$\overline{X}p$ n=3	SDp	$\overline{X}g$	Remark
1.	The quality of education that students receive depends on the availability of overall instructional resources in which teaching and learning take place.	2.93	0.6	4.13	0.5	4.00	0.0	3.59	Agree
2.	If educational objectives are to be met, the school system must integrate learning with instructional materials.	2.43	1.1	4.00	0.5	4.00	0.0	3.31	Disagree
3.	adequate and quality instructional resources are basic ingredients for quality education to achieve the intended goal of tertiary institution.	2.79	1.0	3.60	1.0	3.33	0.6	3.22	Disagree
4.	The extent of decay of instructional materials has been discouraging.	2.79	1.1	3.93	0.7	4.00	0.0	3.44	Disagree
5.	If these facilities are scarce or unavailable, then the real motive of the course will be unattainable.	3.21	0.6	4.07	0.7	4.00	1.0	3.78	Agree
6.	Improvement or enhancement of existing aids for teaching and learning entrepreneurship education will motivate students	2.71	1.1	3.80	0.9	4.00	0.0	3.34	Disagree

7.	Business simulations allow students to experience running a virtual business in a risk free environment.	3.00	0.9	4.27	0.8	4.00	1.0	3.68	Agree
8.	Inviting guest speakers from the entrepreneurial community or connecting students with mentors can provide valuable insights and guidance.	2.64	1.1	4.20	0.9	4.00	1.0	3.56	Agree
9.	Entrepreneurship games and gamified learning platforms can engage students and make the learning process more interactive and enjoyable.	2.79	0.9	4.27	0.7	4.33	0.6	3.62	Agree
10.	Innovation labs equipped with tools, technologies, and resources for students to experiment, prototype, and develop their entrepreneurial ideas	3.21	0.8	4.07	0.7	3.33	0.6	3.62	Agree

Key: $\overline{X}u$= *Mean of University Lecturers,* $\overline{X}c$= *Mean of College of Education Lecturer, = Mean of Polytechnic Lecturers,* SD_U = *Standard Deviation University Lecturer,* SD_C = *Standard Deviation College of Education Lecturer,* SD_P = *Standard Deviation of Polytechnic Lecturers.* $\overline{X}g$ = *Grand Mean*

Table 1 showed items 1, 5, 7, 8. 9 and 10 indicated agree by the respondents, with grand mean of 3.64. And items 2, 3, 4 and 6 indicated disagree by the respondents with grand mean of 3.32. The respondents agree that consumable instructional material can be used as a strategy for effective teaching of entrepreneurship education in tertiary institutions of Kano State, Nigeria.

Research Question 2:

What are the availability of entrepreneurship internship programs/school-based enterprise as a strategy for Automobile Technology Education students in tertiary institutions of Kano State?

Table 2: Mean and standard deviation of responses of students on the availability of entrepreneurship internship programs/school-based enterprise as a strategy for Automobile Technology Education students.

S/N	Items	$\overline{X}u$ n=14	SDu	$\overline{X}c$ n=15	SDc	$\overline{X}p$ n=3	SDp	$\overline{X}g$	Remrk
1.	The quality of education that students receive depends on the availability of overall instructional resources in which teaching and learning take place.	2.93	0.6	4.13	0.5	4.00	0.0	3.59	Agree
2.	If educational objectives are to be met, the school system must integrate learning with instructional materials.	2.43	1.1	4.00	0.5	4.00	0.0	3.31	Disagree
3.	adequate and quality instructional resources are basic ingredients for quality education to achieve the intended goal of tertiary institution.	2.79	1.0	3.60	1.0	3.33	0.6	3.22	Disagree
4.	The extent of decay of instructional materials has been discouraging.	2.79	1.1	3.93	0.7	4.00	0.0	3.44	Disagree
5.	If these facilities are scarce or unavailable, then the real motive of the course will be unattainable.	3.21	0.6	4.07	0.7	4.00	1.0	3.78	Agree
6.	Improvement or enhancement of existing aids for teaching and learning entrepreneurship education will motivate students	2.71	1.1	3.80	0.9	4.00	0.0	3.34	Disagree
7.	Business simulations allow students to experience running a virtual business in a risk free environment.	3.00	0.9	4.27	0.8	4.00	1.0	3.68	Agree
8.	Inviting guest speakers from the entrepreneurial community or connecting students with mentors can provide valuable insights and guidance.	2.64	1.1	4.20	0.9	4.00	1.0	3.56	Agree
9.	Entrepreneurship games and gamified learning platforms can engage students and make the learning process more interactive and enjoyable.	2.79	0.9	4.29	0.7	4.33	0.6	3.62	Agree
10.	Innovation labs equipped with tools, technologies, and resources for students to experiment, prototype, and develop their entrepreneurial ideas	3.21	0.8	4.07	0.7	3.33	0.6	3.62	Agree

Key: $\overline{X}u$ *= Mean of University Students,* $\overline{X}c$ *= Mean of College of Education Students,* $\overline{X}p$ *= Mean of Polytechnic Students,* SD_U *= Standard Deviation University Students,* SD_C *= Standard Deviation College of Education Students,* SD_P *= Standard Deviation of Polytechnic Students. GM = Grand Mea*

Table 2 showed that, items 1, 2, 3, 4, 5, 6. 7 and 10 indicated agree by the respondents, with grand mean range between 4.14 – 3.69 while items 8 and 9 are disagree.

With grand mean of 3.20 and 3.37. This implies that the use of entrepreneurship internship programs/school-based enterprise can be used as a strategy for teaching and learning of entrepreneurship among Automobile Technology Education students in tertiary institutions of Kano State, by exposing the students to real world entrepreneurial projects.

Hypothesis 1

There is no significant difference between the mean response of lecturers in universities, colleges of education and polytechnics on the use of consumable instructional material as a strategy for effective teaching and learning of entrepreneurship education in tertiary institutions of Kano State.

Table 3: Summary of Analysis of variance (ANOVA) on the Use of Consumable Instructional Materials as a Strategy for Teaching and Learning Entrepreneurship Education in Tertiary Institution

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10.927	2	5.463	22.868	.000
Within Groups	6.928	29	.239		
Total	17.855	31			

Table 3 revealed that, P value of .000 which is less than the cut off significant value of 0.05 at 2 and 29 degree of freedom. Therefore, this implies that, there is a significant difference the null hypothesis is rejected. There is significant difference among the mean response of lecturers in universities, colleges of education and polytechnics on the use of consumable instructional material as a strategy for effective teaching and learning of entrepreneurship education in tertiary institutions of Kano State. Since the ANOVA result does not reveal either of the tertiary institution responsible for the differences, Sheffe's post hoc test was carried out to determine which of the three groups was responsible for the difference.

Table 4: Schefe's Post Hoc Tests of Multiple Comparisons of the Use of Consumable Instructional Materials as a Strategy for Teaching and Learning Entrepreneurship Education in Tertiary Institution

		Mean Difference			95% Confidence Interval	
(I) Group	(J) Group	(I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
University lect.	COE lect	-1.18333*	.18164	.000	-1.6449	-.7218
	Poly lect	-1.15000*	.31097	.003	-1.9401	-.3599
COE lect	University lect.	1.18333*	.18164	.000	.7218	1.6449
	Poly lect	.03333	.30913	1.000	-.7521	.8188
Poly lect	University lect.	1.15000*	.31097	.003	.3599	1.9401
	COE lect	-.03333	.30913	1.000	-.8188	.7521

In the **Post Hoc test α – value 0.05**, there is significant difference between University Lecturers to College of Education Lecturers and between University Lecturers to Polytechnics Lecturers. There is no significant difference between College of Education Lecturers and University Lecturers, there is significant difference between College of Education Lecturers and Polytechnics Lecturers. There is no significant difference between Polytechnics Lecturers to University Lecturers, there is significant difference between Polytechnics Lecturers to College of Education Lecturers.

Hypothesis 2

There is no significant difference between the mean responses of lecturers in universities, colleges of education and polytechnics on the use of entrepreneurship internship programs/school-based enterprise as a strategy for teaching and learning entrepreneurship in tertiary institutions of Kano State.

Table 5: Summary of Analysis of variance (ANOVA) on the Use of Internship Program/School-Based Enterprise as a Strategy for Teaching and Learning Entrepreneurship Education in Tertiary Institution

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.007	2	.003	.015	.985
Within Groups	6.750	32	.211		
Total	6.756	34			

Table 5 showed P value of 0.985 which is greater than the cut of significant value of 0.05 at 34 degree of freedom. Therefore, this implies that there is no significant difference in responses of universities, colleges of education and polytechnic lectures on the use of

Internship program as a strategy for teaching and learning entrepreneurship. Thus null hypothesis was accepted

Findings of the Study

The findings of the study are;

1 The use of recommended consumable instructional material, can serve as a strategy to stimulate effective teaching and learning of entrepreneurship education for Automobile students in tertiary institutions of Kano State.
2 There is a significant difference between the mean responses of lecturers in universities, colleges of education and polytechnics on the use of consumable instructional material as a strategy for effective teaching and learning of entrepreneurship education in tertiary institutions of Kano State.
3 An internship can provide an opportunity to stimulate entrepreneurship for students, with help of Collaboration with industry partners can provide valuable opportunities for interns to work on real-world entrepreneurial projects.
4 There is no significant difference between the mean responses of lecturers in universities, colleges of education and polytechnics on the use of entrepreneurship internship programs/school-based enterprise as a strategy for Automobile Technology Education graduate in tertiary institutions of Kano State.

DISCUSSION

Provision and adequate use of consumable instructional materials and infrastructure for the training of tertiary institutions of Kano State students is the major concern. The results of the findings of this research conducted through the use of questionnaire shows that the technical and vocational education lecturers agreed that provision, adequacy and use of facilities for the training of their students in the area of entrepreneurship education is necessary. It is evident to conclude that the quality of education that students receive depends on the availability of overall instructional resources in which teaching and learning take place. This finding of the study corresponds with that of Onyene et al (2007). In the study titled the production of skill-oriented graduates for the labor market he revealed that, the technical and vocational education is grossly suffering from inadequate physical and material resources for the teaching of technical subjects in Nigeria. The teaching and learning materials such as textbooks, teaching aids, stationeries and raw materials are of

very short of supply in the schools (Ikeoji, 2007). Nwankwo et al (2015) stated that learning facilities for implementing entrepreneurship education program were inadequate and the utilization of learning facilities in entrepreneurship education was low; experience and that teaching equipment are inadequate in most secondary schools in Nigeria.

Khan and Igbal (2012) stated that adequate and quality instructional resources are basic ingredients for quality education and to achieve the intended goal of tertiary institutions. Entrepreneurial skills acquisitions become imperative with availability of instructional resources. Fafunwa (2010) is of the view that a large number of students are crowded in classrooms, using inadequate and obsolete equipment and with disillusioned teachers. Business Education is also a part of this narrative which education administrators have failed to solve over the years. Improvement or enhancement of existing aids for teaching and learning entrepreneurship education will motivate students. Innovation labs equipped with tools, technologies, and resources for students to experiment, prototype, and develop their entrepreneurial ideas.

An internship can provide an opportunity to stimulate entrepreneurship for students, with help of Collaboration with industry partners can provide valuable opportunities for interns to work on real-world entrepreneurial projects. An internship is on-the-job training for many professional jobs, similar to an apprenticeship, more often taken up by college and university students during their undergraduate or in their free time to supplement their formal education and expose them to the world of work. An internship may be compensated, non-compensated or time to some extent paid. Academic driven internships organize and promote the placement of students in private enterprises and other organizations to foster the work experience so that students will attain the necessary skills to supplement their theoretical training. While students are still at university, internships can help them develop a core of global market skills that are now considered requirements, such as communication and time management skills, better self-confidence and better self-motivation.

The findings of this study regard to research question two on the use of entrepreneurship internship programs/school-based enterprise as a strategy for Automobile Technology Education graduate in tertiary institutions of Kano State revealed that an effective internship program can expose interns to the broader entrepreneurial ecosystem. This may include networking events, guest lectures, workshops, and field visits

to startups, incubators, accelerators, or venture capital firms. Extant studies have even suggested that universities and industry should work together to create internship programs that are effective and beneficial for students (Doniņa, 2015). Internships provide students with opportunities to observe and evaluate the actual work environment, and to explore their suitability for a particular job (Beggs et al., 2008). One clear benefit of internships is that they provide students with a means of exploring their chosen career path.

Internship Provide an opportunity to demonstrate, understand and competence in technical skills and entrepreneurial practices. Entrepreneurs are action-oriented people. Extant research indicates that an action-based learning method is beneficial for entrepreneurship (Gielnik et al., 2015). Internships, which can be considered a means of "learning-by-doing" in a real workplace environment, have a long heritage in entrepreneurial learning (Pittaway et al., 2015). Indeed, entrepreneurial learning considers reflection ability as important (Pittaway et al., 2015). Beggs et al. (2008) noted that the internship experience is critical for successful transition from the school environment to the workplace. A strong internship program should continue to support interns even after the program concludes.

CONCLUSION

Based on findings of the study, use of recommended consumable instructional material, business stimulations will serve as strategy to stimulate effective teaching and learning of entrepreneurship education in tertiary institutions of Kano State. An internship can provide an opportunity to stimulate entrepreneurship for students, with help of Collaboration with industry partners can provide valuable opportunities for interns to work on real-world entrepreneurial projects. Industry can contribute to the development of supportive policies, regulations and Creating networking events and platforms which were used as strategy to stimulate entrepreneurship education where entrepreneurs can connect with potential investors and partners. If the strategies generated on this study were implanted, to the latter, by government, will strongly stimulate entrepreneurship among students in tertiary institution of Kano State, Nigeria

Recommendations

Based on the findings and conclusion of the study the following strategies for improving Entrepreneurship education in Kano State Nigeria were made.

1. All stakeholders must encourage and provision of adequate consumables instructional material for teaching Entrepreneurship education as a strategy to be incorporated on the curriculum across faculties and departments as general course in the country. The federal government in collaboration with state governments should provide Innovation labs equipped with tools, technologies, and resources for students to experiment, prototype, and develop their entrepreneurial ideas by way of encouragement.
2. Collaboration between tertiary institutions and industries should be used as the strategy to strengthen in the area of student's practical work experience. This will help the students to develop skills in manipulation of machines and other equipment which they are expected to use after graduation either for self or paid employment.
3. Entrepreneurship education teachers should be provided with constant training and retraining on modern instruction techniques as the strategy for developing entrepreneurial skills among their students.
4. There should be constant curriculum review for entrepreneurship education as integrated into these strategies that stimulate entrepreneurship education and Learning experiences provided should be in line with current needs of the society and the labor market.

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