

Entrepreneurship Education in Social Studies Curriculum and Youth Employment Intentions: Implications for Sustainable Economic Development in Nigeria

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Abstract:

Background: Nigeria grapples with youth employment problem in deeper ways than many other developing nations. It has a high youth population growth rate, and then sourcing jobs and employment becomes more and more difficult. This problem is made worse by the lack of responsive industrial capacity.

Objectives: This analysis looks at how the entrepreneurship education component within the social studies curriculum impacts students' employment intentions in Nigeria, and also the effect on sustainable economic development when entrepreneurship education is integrated within the social studies curriculum.

Methods: This analysis adopted quantitative descriptive survey method and qualitative thematic analysis. The data were collected based on stratified random sampling across the six geopolitical zones in Nigeria. The sample comprised 420 students in senior secondary school. The data were analyzed using descriptive statistics and thematic analysis.

Results: The findings showed that there is an increase in students' employment intentions when they study entrepreneurship education. This is especially the case in entrepreneurship education and the shift in foster a job-seeking to the job-creating mindset. However, notable regional disparities were identified as a result of the lack of resources, infrastructure, and institutional support. The study outlines the need for reform in the curriculum and the focus on practical approaches to teaching, and finally underscore the importance of equitable distribution of resources

Conclusion: concludes that the integration of entrepreneurship education within social studies is one of the ways Nigeria can achieve sustainable economic development and reduce unemployment among youth.

Keywords: Entrepreneurship education; Economic development; Social studies curriculum; sustainability; Youth employment

Introduction:

One of the most crucial socio-economic problems facing the world in this century is youth unemployment. Nigeria grapples with this problem in deeper ways than many other developing nations. It has a high youth population growth rate, and then sourcing jobs and employment becomes more and more difficult. This problem is made worse by

the lack of responsive industrial capacity. The most recent labor force data from the National Bureau of Statistics (2023) confirms that a substantial number of Nigeria's youth are either unemployed or underemployed. Other than the general economic structural deficiencies, the national educational system is weak. Without a stable economy, the country is likely to experience a loss of national productivity and social unrest.

Education has increasingly been recognized globally as one of the sustainable approaches to addressing youth unemployment through the development of entrepreneurial competencies and employability skills (Udoinyang, 2024; García-Rodríguez, et al., 2017). These skills translate into the four main pillars of education, and they are: critical and analytical thinking; creative value generation; and problem identification and solution generation. Youth entrepreneurship education is a major pillar in employment focused education. Self-employment is the natural outcome, but other value added outcomes come into play (OECD, 2023; UN, 2015).

Policy changes in Nigeria recognize the importance of entrepreneurship education in driving economic change. It shows the effort of policymakers in trying to match education to the needs of the labor market. However, the reforms made have had little impact on the employment outcomes of entrepreneurship education. One of the biggest problems is that most of the advocacy is theoretical, meaning that learners do not have the practical exposure that is needed to change their skill and behavioral acquisition (Iwu, et al, 2017; Iwu, 2022).

Teaching social studies in Nigeria is crucial in the education sector combines the elements of economics, sociology, politics, and geography, and therefore, gives students a rounded perspective of society. Social studies are aimed at developing students' civic, social, and economic consciousness. This makes it possible to integrate entrepreneurship education. If social studies are properly implemented, it will have a positive effect on students' employment intentions and will create an entrepreneurial society (Ossai, 2025).

The advocacy of entrepreneurship education in social studies has not been developed to its full extent. The focus of instruction is primarily on the content of social studies, and little for burning questions is offered to the students. There is a shortage of evidence to determine the effects of entrepreneurship education in social studies on the employment intentions of students in Nigeria.

The intention to set a certain employment pathway, whether wage or self-employed, helps analyze the behavioral aspect of the youth in the labor market. Intention to be employed is influenced by a round-off cognitive factor, social factor and/or an environmental factor. Entrepreneurship education is impactful decisive in all three by way of bolstering self-efficacy, changing/ reshaping a person's attitude and increasing the possibility to think of business creation (Nnordee et al, 2025; Soomro, & Shah, 2021; Sharma, & Jamwal, 2021).

Moreover, the socio-economic gap in Nigeria's geographical regions further aggravates youth employment. The insubstantial geographical distribution of impactful and quality education, infrastructure and economic activities can add a layer of complexity of utility of entrepreneurship education. A targeted and comprehensive approach that addresses these issues will position stakeholders to provide the right policies.

The primary aim of this research is to analyze the impact of entrepreneurship education that is integrated in the Social Studies Curriculum on the students' intention to be employed in Nigeria.

The additional aims include:

1. To analyze the impact of entrepreneurship education on student's intention to be self-employed.
2. To ascertain the impact of the various methods of teaching on the entrepreneurial preparedness of the students.
3. To evaluate the effect of exposure to practice on the students' ability to be innovative.
4. To analyze the impact of entrepreneurship education in the different regions of the six geopolitical zones of Nigeria.

Methods and /or Material and Methods:

The current study is framed within a quantitative descriptive survey design. For the present study, the entirety of Nigeria's six geopolitical zones was surveyed. The study's focus was on senior secondary school students offering Social Studies. This particular demographic is at a crucial career choice indecisiveness juncture.

The targeted population was identified as all senior secondary school students in Nigeria. The sample size was identified and adjusted to be 420 students using Cochran's formula. The researcher utilized stratified random sampling to ensure an even distribution across the 6 geopolitical zones. A secondary school was randomly selected from each of the two chosen states, making a total of 12 schools. 35 students from each secondary school were randomly chosen.

Although the sample size represents only a fraction of Nigeria's secondary school population, the stratified sampling procedure ensured representation from all six geopolitical zones. Consequently, the sample captures regional diversity in educational experiences and socio-economic contexts. Nevertheless, the findings should be interpreted with caution and viewed as indicative rather than fully representative of all Nigerian secondary school students.

The researcher utilized a structured questionnaire which consisted of 3 parts: exposure to entrepreneurship education, intention to employment, and economic behavior. Experts in the area validated all the instrumentation. The study achieved reliability using Cronbach's Alpha (≥ 0.70). To supplement the descriptive analysis, the Pearson Product

Moment Correlation was used to assess the relationships among entrepreneurship education, entrepreneurial readiness, innovation and employment intention. The hypotheses were tested at the 0.05 significance level. The use of correlation analysis was deemed appropriate because the study aimed to determine the strength and direction of associations among the study variables measured on continuous Likert Scale indices. The study considered ethical guidelines such as informed consent, and the right to anonymity, and voluntary participation.

Literature Review

Around the globe, where an area's primary economic driver is not formal employment, the World Bank (2023) and OECD (2023) note the importance of Entrepreneurship as a course of study and an answer to youth unemployment. The field of study is most effective, though, if, and only if, the participants are fully engaged, and the primary instructor is skilled. A skilled guide will inspire participants to become self-employed and develop the self-esteem to take the risks associated with creating their own employment (World Bank, 2023).

An area of experience which improves the guide's ability is post-secondary instruction. The inherent rigors of post-secondary instruction often include basic entrepreneurship as an underlying foundation to success (UNESCO, 2022). So, post-secondary instructors should be proficient in Entrepreneurship, and every instructor should have some basic proficiency in business (UNESCO, 2022). Participant engagement should be the focus of the instructor; however, in post-secondary instruction in Nigeria, there is an unfortunate focus on the historical perspective to Social Studies.

Current participant engagement literature and World Bank (2023) and OECD (2023) literature note the importance of participant engagement, while formal employment literature suggests an unfortunate focus on employment and a lack of focus on creating employment. Highly engaging exercises which fall short of the expectations of the participants will still create an enabling environment, and the Entrepreneurship course of study is an excellent case in point. The Nigeria Social Studies curriculum is ideally suited to the facilitation of Entrepreneurship programming.

Innovative curricula will meet the World Bank, OECD, and National Bureau of Statistics' (2023) expectations, making the Education Ministry's Social Studies curriculum a vital element in Nigeria's attempt to alleviate youth unemployment.

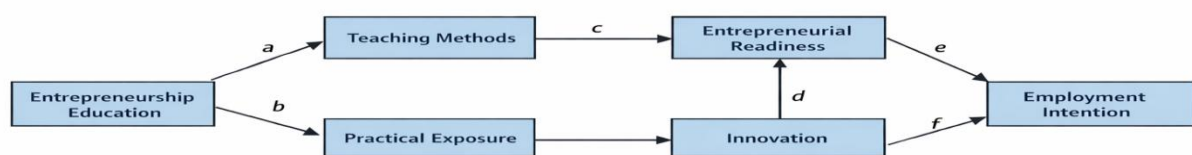
The intersection of education and employment intention has been explored widely. If we consider the educational dimension as inputs within the unified Theory of Planned Behavior, we can start to understand the contribution of education to the employment decision process. Increases in self-employment as an outcome of entrepreneurial education can be explained by positive attitudinal changes, improvement in perceived behavioral control, and positive social normative beliefs (Ajzen, 1991; Sharma, et al., 2024; Zwane, & Osuigwe, 2024).

Recent empirical findings lend support to the association of entrepreneurship education with entrepreneurial intention. According to Nabi et al. (2023), entrepreneurial education helps students enhance their entrepreneurial self-efficacy and their intention to start a business (Bezanilla et al, 2020; Wang, et al, 2023). Just like that, experiential entrepreneurship programs positively enhance entrepreneurial mind-set development, as noted by Fellnhofer and Puumalainen (2022). In Africa, Aina and Solikin (2024), Zwane, and Osuigwe, (2024) demonstrate that entrepreneurship education substantially fosters entrepreneurial intention among secondary and tertiary students, especially when coupled with practical learning opportunities.

Inequitable distribution of educational opportunities and regional economic disparities, coupled with the socio-educational background of learners, might determine the return on investment of entrepreneurial education (Egele, 2021). There is evidence of urban bias in the entrepreneurial resource availability to learners (World Bank, 2023). This underscores the need to clear inequities in the educational resource allocation to foster the overall economic growth of communities.

The studies reviewed in this paper promote the inclusion of entrepreneurial education within the Social Studies curriculum as a strategy to target improvement of youth employment and economic growth. However, there are few studies ascertaining the actual outcomes from this curricular infusion in various contexts.

Figure 1: Structural Equation Model of Entrepreneurship Education and Students' Employment Intention



Following the explanation of Figure 1 presented above, it is important to note that this figure is not an empirically estimated Structural Equation Model. Instead, it is simply a conceptual relationship model. The framework shows the theoretical relationships between entrepreneurship education, teaching methods, practical exposure, innovation, entrepreneurial readiness, and employment intentions based on Human Capital Theory, Constructivist Learning Theory, and the Theory of Planned Behavior. Due to the use of a descriptive survey design and thematic analysis in the current study, no SEM

estimation was performed. The framework thus serves as a conceptual compass for interpreting the relationships observed and for identifying pathways for testing future studies using advanced multivariate techniques.

In the model, entrepreneurship education is the independent variable (exogenous) affecting teaching methods and practical exposure. This implies that the structure and content of entrepreneurship education determine the delivery and the experiential side of the education being taught. Teaching methods, especially the experiential ones, enhance entrepreneurial readiness, which is the reflection of the students' preparedness to take up entrepreneurial activities.

At the same time, entrepreneurship education fosters practical exposure that contributes to innovation, with students being able to exercise their creativity and problem-solving skills through practical engagement. This innovation contributes to entrepreneurial readiness, and reflects a reinforcing relationship between innovation and preparedness. Entrepreneurial readiness and innovation are the two primary mediating variables that influence the dependent variable, which is employment intention.

The arrows in the model show the hypothesized direction of causation. This proposes that entrepreneurship education alone does not influence employment intention, but rather through a chain of interconnected variables. This is consistent with Human Capital Theory in regard to acquisition of skills, Constructivist Learning Theory in terms of the experiential learning components, and the Theory of Planned Behavior which relates skills and confidence to intention. The model, in essence, demonstrates that to effect the significant change of students being job seekers to job creators, quality entrepreneurship education should be interactive, practical and geared toward innovation.

- Methods

The current study is framed within a quantitative descriptive survey design. For the present study, the entirety of Nigeria's six geopolitical zones was surveyed. The sample size was identified and adjusted to be 420 students using Cochran's formula.

The researchers utilized a structured questionnaire which consisted of 3 parts: exposure to entrepreneurship education, intention to employment, and economic behavior. Experts in the area validated all the instrumentation. The study achieved reliability using Cronbach's Alpha (≥ 0.70). To supplement the descriptive analysis, the Pearson Product Moment Correlation was used to assess the relationships among entrepreneurship education, entrepreneurial readiness, innovation and employment intention. The hypotheses were tested at the 0.05 significance level. The use of correlation analysis was deemed appropriate because the study aimed to determine the strength and direction of associations among the study variables measured on continuous Likert Scale indices.

Results:**Table 1: Respondents Demographic Characteristics**

Variable	Category	Frequency	Percentage
Gender	Male	210	50%
	Female	210	50%
Age	14-16	180	43%
	17-19	240	57%

Source: Authors Field Work, 2026

Table 1 describes the demographics of the survey participants. There is an even sample distribution for each gender as an effort to provide an adequate representation and avoid bias towards one gender. Most respondents (57.14%) were aged between 17 and 19 years, while 42.86 percent were aged between 14 and 16 years. This age segment is most crucial as they are making decisions that will define their career paths. This demographic is appropriate for this study as they are capturing respondents who are making the transition from secondary school to the workforce. This even distribution of demographics boosts the credibility of the findings. It enhances the generalizability of the results as it incorporates the different viewpoints from the various demographic segments.

Table 2: Geopolitical Distribution of Questionnaire to Selected State and Schools

Geopolitical Zone	Names of Selected State	Names of Selected School	Questionnaire Distributed	Questionnaire Returned
North Central	Benue	Government Secondary School, Makurdi	35	35
	Nasarawa	Government Secondary School, Lafia	35	35
North East	Borno	Government Demonstration Secondary School, Maiduguri	35	34
	Adamawa	Yola Secondary School	35	35
North West	Kano	Government Secondary School, Kano	35	35

	Kaduna	Kaduna Capital School	35	34
South South	Rivers	Government Secondary School, Port Harcourt	35	34
	Akwa Ibom	Community Secondary School, Uyo	35	34
South West	Lagos	Kings College	35	35
	Oyo	Ibadan Grammar School	35	35

Source: Authors Field Work, 2026

Table 2 presents the distribution and return rate of the questionnaires from the selected states and schools. Out of the total 420 questionnaires distributed in the selected schools, 416 valid responses were retrieved that represents a response rate of 99.05 percent. The high response rate is expected to enhance the study findings and lessen the chance of non-response bias. The school sample selection also captures both urban and rural settings, and this helps in obtaining a range of socio-economic circumstances. This improves the validity of the findings and representation of the educational situation in Nigeria.

Table 3: Descriptive Statistical Table

Variable	Mean	SD	Decision
Entrepreneurship Education	3.85	0.72	High
Employment Intention	4.02	0.65	Very High
Innovation	3.90	0.70	High

Source: Authors Field Work, 2026

Descriptive statistics calculated with a 5-point Likert scale are presented in a table. The table measured standard deviation and mean. The results indicate a significant perception among students about entrepreneurial concept with a mean of 3.85 and a standard deviation of 0.72 in. There was a strong record of self-employment preference with a mean of 4.02 and a deviation of 0.65 in. Indicating significant amount of problem-solving and creative capabilities of students with a standard deviation of 0.70 and a mean of 3.90. Findings from the study proved the standard deviation indicates reliability and the low standard deviation indicates consistency.

Table 3A: Correlation Matrix of Major Study Variables

Variables	EE	ER	IN	EI
Entrepreneurship Education (EE)	1.000			
Entrepreneurial Readiness (ER)	0.682*	1.000		
Innovation (IN)	0.641*	0.598*	1.000	
Employment Intention (EI)	0.713*	0.684*	0.621*	1.000

*Significant at $p < 0.05$

The correlation results show that all major variables are statistically significantly positively related. Thus, it shows other relationship between most variables as well. Entrepreneurship education has a strong positive relationship with employment intention ($r = 0.713$, $p < 0.05$). Therefore, the more the students are exposed to entrepreneurship education, the stronger the students' entrepreneurial and employment intentions. It therefore follows that the study findings provide empirical evidence for the rejection of the null hypotheses and the affirmation of the proposition that entrepreneurship education has a positive contribution to entrepreneurial readiness and innovation.

Table 4: Thematic Coding Framework for Entrepreneurship Education and Employment Intention

Theme	Code	Description	Research Question	Source (State & School)	Variable Quote
Entrepreneurship Education Influences Employment Intention	Self-employment orientation	Shift from job-seeking to job creation mind-set	RQ1	Benue – Government Secondary School, Makurdi	“Through our social studies classes, I now believe I can create a job for myself instead of waiting for government work.”
	Career mind-set change	Change in perception towards entrepreneurship	RQ1	Nasarawa – Government Secondary School, Lafia	“Before now, I only thought about getting a job, but now I am thinking about owning a business.”

	Entrepreneurial aspiration	Desire to start a business	RQ1	Adamawa – Yola Secondary School	“Entrepreneurship education has changed my mind-set; I now plan to start a small business after school.”
	Self-reliance intention	Preference for independence	RQ1	Akwa Ibom – Community Secondary School, Uyo	“The subject has made me more interested in becoming self-employed in the future.”
Teaching Methods Enhance Entrepreneurial Readiness	Experiential learning	Learning through practical engagement	RQ2	Lagos – Kings College	“Our teacher makes us work in groups to create business ideas, and that has helped me understand how business.”
	Interactive teaching	Use of demonstrations and participation	RQ2	Oyo – Ibadan Grammar School	“When the teacher uses examples and practical demonstrations, it becomes easier for me to learn business skills.”
	Simulation-based learning	Classroom business simulations	RQ2	Rivers – Government Secondary School, Port Harcourt	“We sometimes simulate business activities in class, and it makes me feel ready to try something on my own.”
	Student engagement	Active participation in learning	RQ2	Akwa Ibom – Community Secondary School, Uyo	“Interactive teaching methods make entrepreneurship more real and practical for us.”

Practical Exposure Enhances Innovation	Creative thinking	Ability to generate ideas	RQ3	Kano – Government Secondary School	“When we are allowed to practice business ideas, I come up with new ways to solve problems.”
	Innovation skills	Development of new solutions	RQ3	Kaduna – Kaduna Capital School	“Practical activities help me think differently and create new business ideas.”
	Problem-solving ability	Applications of ideas to real situations	RQ3	Borno – Government Day Secondary School, Maiduguri	“Doing small business projects in school helps me to be creative and innovation.”
	Idea implementation	Turning ideas into action	RQ3	Adamawa – Yola Secondary School	“When we engage in practical entrepreneurship tasks, I learn how to turn ideas into reality.”
Regional Differences and Resources Constraints	Lack of resources	Inadequate materials for practice	RQ4	Kano – Government Secondary School	“We are taught entrepreneurship, but we don’t have enough materials to practice what we learn.”
	Infrastructure gap	Limited facilities and support	RQ4	Borno – Government Day Secondary School, Maiduguri	“In our school, we try to learn business, but there are limited tools and support.”
	Resource availability	Access to better learning tools	RQ4	Lagos – Kings College	“We have better opportunities to practice business ideas compared to some other schools.”

	Institutional support	School-level support systems	RQ4	Rivers – Government Secondary School, Port Harcourt	“Our school provides some support for practical learning, which makes entrepreneurship easier to understand.”
Self-Efficacy (Cross-Cutting Theme)	Self-confidence	Belief in personal ability	All RQs	Oyo – Ibadan Grammar School	“When we actually practice business in school, I feel confident that I can succeed on my own.”
	Entrepreneurial confidence	Confidence in starting a business	All RQs	Adamawa – Yola Secondary School	“Entrepreneurship classes have made me believe in my ability to start something small.”
	Skill mastery	Confidence through repeated practice	All RQs	Nasarawa – Government Secondary School, Lafia	“The more we practice, the more confident I become in handling business ideas.”

Source: Authors Field Work 2026

Table 4 uses NVivo designed thematic coding framework to depict qualitative data that has been categorized and organized in a thematic manner along with the associated research questions. There is evidence of strong connection between students’ responses and research objectives in the emerging themes. Each research objective is defined by themes such as, employment intentions, teaching methods, innovation, and regional disparities. To support the findings, direct citations from respondents from different states and schools were included. The findings were supplemented by descriptive statistics outlining the students’ entrepreneurship experience in Nigeria.

Discussion:

The results of this study provide solid empirical and qualitative insights about the effect of entrepreneurship education within the Nigerian social studies curriculum and its effect on student employment intents. Beyond the descriptive statistics, we see that the correlation analysis confirms that entrepreneurship education is significantly related with entrepreneurial readiness, innovation and employment intention. The findings are more reliable due to the high response rate and its exposure to non-response bias. With

the combination of quantitative findings and thematic insights, the discussion fully captures the impact of the educational experience on behavioral economics and career aspirations of secondary school students.

Entrepreneurship Education and Employment Intention (RQ1)

The study discovered the existence of a significant positive correlation of entrepreneurship education and students' employment intention, especially in self-employment orientation. This result is further verified by the high mean score for employment intention ($M = 4.02$), which suggests that students are becoming more inclined towards entrepreneurial options rather than being traditionally wage employed.

The thematic findings overwhelmingly corroborate this result. For example, one student from Government Secondary School, Makurdi, Benue State remarked, "Through our Social Studies classes, I now believe I can create a job for myself instead of waiting for government work."

In the same vein, a participant from Government Secondary School, Lafia Nasarawa State said, "Before now, I only thought about getting a job, but now I am thinking about owning a business."

All of these responses reflect the impact of entrepreneurship education and a change in mind-set from being job dependent to being job creating.

Theoretically, this finding reflects the human capital theory, which claims that education increases the individual's capacity to be productive and, therefore, increases his/her value in the economy. With the entrepreneurial knowledge and skills, the students are empowered to become self-employed. Besides, the finding is an indication of the theory of planned behavior, where an entrepreneurial education fosters positivity in attitude and perception of behavioral control, thus, intent towards entrepreneurial activities (Ajzen, 1991).

On an empirical basis, OECD (2023) and World Bank (2023) further underpin the findings, noting that entrepreneurial education is vital for shaping youth employment opportunities in the developing economies.

Teaching Methods and Entrepreneurial Readiness (RQ2)

The findings also show that teaching methods affect students' entrepreneurial readiness, with experiential and interactive teaching methods being associated with greater preparedness for entrepreneurial activity.

For qualitative data, the evidence is rather compelling. A student from Kings College, Lagos State said: "Our teacher makes us work in groups to come up with business ideas, and that has really helped me learn about how businesses operate."

Likewise, a participant from Government Secondary School, Port Harcourt, Rivers State noted: “In class, we sometimes role-play business, and it makes me feel ready to do something on my own.”

Such responses show that active learning techniques such as groups and role-playing are essential to developing one's entrepreneurial skills.

The study supports the constructivist learning theory because knowledge is built through active participation and real-life situations. When students take part in experiential learning, they are more likely to assimilate knowledge and experience learning. The rejection of the null hypothesis (H_{02}) points to the significance of pedagogical methods in realizing desired learning outcomes.

The current study, like other studies, demonstrates that UNESCO (2022) is correct when she states that compared to traditional teaching methods that rely on lectures, experiential methods of teaching are more effective in developing entrepreneurial skills. The current study goes a step further to show how experiential methods of teaching impact students' preparedness for self-employment.

Practical Exposure and Innovation (RQ3)

Research results show a significant positive correlation between practical exposure and students' innovation potential, as indicated by a high mean score for innovation ($M = 3.90$). This means students that have practical exposure to entrepreneurial practices are likely to have more creative and problem-solving skills. This conclusion is well supported by thematic evidence.

For instance, a student from Kaduna Capital School, Kaduna State said, “Practical activities help me think differently and create new business ideas.”

A respondent from Government Day Secondary School, Maiduguri, Borno State had a similar observation when he said, “Doing small business projects in school helps me to be creative and innovative.”

These statements affirm that practical exposure helps students to innovatively think about solutions to capture business opportunities. The findings from a theoretical perspective resonate with human capital theory and constructivist learning theory. Practical exposure reinforces skills learning, while constructivist approach promotes innovative thinking. The results also support the findings of the Organization for Economic Cooperation and Development (OECD 2023), who argues that for learners to possess entrepreneurial skills, they must participate in practical learning activities. The H_{03} hypothesis is therefore rejected by confirming that practical exposure is a significant factor to innovation and underlining the importance of developing curriculum frameworks that incorporate more of experiential learning.

Regional Differences and Resource Constraints (RQ4)

The study results indicated possible denial of H₀₄. The observed disparity is mainly attributed to differences in resources, infrastructure, and supportive systems within the different geo-political zones.

There are further insights from data gathered regarding this problem. Government Secondary School, Kano State student commented: “We are taught entrepreneurship, but enough materials are not available to us to operationalize what we learn.”

Another respondent from Government Day Secondary School, Maiduguri, Borno State mentioned: “Our school, we are trying to learn business, but lack tools and support.”

On the other hand, students from the more resourceful areas expressed the contrary. For instance, student from Kings College, Lagos State stated: “We have more opportunities to practice business ideas than some other schools.”

It is apparent from the comments above that the educational resources are inequitably distributed.

This finding is consistent with the World Bank (2023) which states that regional disparity is one of the key obstacles to inclusive growth and supports the urgency of focused policies to address the inequitable distribution of educational resources in different regions of the country.

Cross-Cutting Theme: Confidence and Self-Efficacy

A notable finding is the impact of entrepreneurship education on students’ confidence and self-efficacy. This was illustrated by a student from Ibadan Grammar School who said: “When we actually practice business in school, I feel confident that I can succeed on my own.”

There is a direct link to the theory of planned behavior in this case, which posits perceived behavioral control as a major driver of intention. The more confident students are in their abilities, the more they are likely to engage in entrepreneurial ventures.

Combining both quantitative and qualitative results shows that transforming the way students think about employment through educational programs on entrepreneurship is possible. The transformation is dependent on the use of experiential teaching methods, resource availability, and equitable implementation across a region. Education, when paired with the development of practical skills, has the potential to trigger sustainable economic growth and empower the youth.

There is a difference between entrepreneurial intention and entrepreneurial behavior. The current study shows that while entrepreneurial education strongly impacts students’ intentions for self-employment, this will not lead to greater entrepreneurial behaviors. Certain factors, for instance, access to finance, institutional support, economic conditions and post-school opportunities, may affect whether intentions are converted into entrepreneurial actions.

The study is limited to only entrepreneurship education in social studies curriculum and youth employment intentions which makes the findings only limited to social studies curriculum. Distance from one school to another in the different geopolitical zones also serve as a barrier from covering the entire secondary schools in Nigeria which is another limitation the researcher faced during the course of this research.

Conclusions:

The results suggest that the incorporation of entrepreneurship education into the social studies curriculum has a favorable impact on students' entrepreneurial readiness, innovation capacity, self-efficacy, intention to employ and strengthen the precursors of enterprising behavior. This research also identifies the un-resourceful and unqualified teachers and the disparities across the geographical regions as the implementation constraints. These stipulations suggest that the government should initiate policies that complement the teaching of entrepreneurship education to the inter-related economic regions.

Authors' declaration:

We confirm that all the Figures and Tables in the manuscript belong to the current study. Authors sign on ethical consideration's Approval-Ethical Clearance: The project was approved by the local ethical committee in University of Delta, Agbo, Delta State, Nigeria and Iconic University, Sokoto State, Nigeria according to the code number UNIDEL/REC/2026/042-ED), 12/03/2026 & IU/REC/2026/010-ER), 16/03/2026.

Conflict of Interest:

Authors declare no conflict of interest.

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Data Availability: Upon reasonable request, the corresponding author will make the data sets generated and/or analyzed during the current work available.

Authors' contributions:

Study conception & design: (Udoinyang, N). Literature search: (Juliet, N. O). Data acquisition: (Udoinyang, N and Juliet N. O). Data analysis & interpretation: (Juliet N. O). Manuscript preparation: (Juliet N. O). Manuscript editing & review: (Udoinyang, N).

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تعليم ريادة الأعمال في مناهج الدراسات الاجتماعية ونوايا توظيف الشباب: الآثار المترتبة على التنمية الاقتصادية المستدامة في نيجيريا

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الخلاصة:

الخلفية: تواجه نيجيريا مشكلة بطالة الشباب بشكل أعمق من العديد من الدول النامية الأخرى. فمع ارتفاع معدل نمو فئة الشباب، يصبح إيجاد فرص العمل أكثر صعوبة. ويتفاقم هذا الوضع بسبب نقص القدرات الصناعية المستجيبة.

الأهداف: تبحث هذه الدراسة في تأثير عنصر تعليم ريادة الأعمال ضمن مناهج الدراسات الاجتماعية على نوايا الطلاب في نيجيريا فيما يتعلق بالتوظيف، بالإضافة إلى أثر دمج تعليم ريادة الأعمال في هذه المناهج على التنمية الاقتصادية المستدامة. **المنهجية:** اعتمدت هذه الدراسة المنهج الوصفي الكمي والتحليل الموضوعي النوعي. جُمعت البيانات باستخدام أسلوب العينة العشوائية الطبقية من المناطق الجغرافية السياسية الست في نيجيريا. شملت العينة 420 طالبًا في المرحلة الثانوية العليا. حُللت البيانات باستخدام الإحصاء الوصفي والتحليل الموضوعي.

النتائج: أظهرت النتائج زيادة في نوايا الطلاب في التوظيف عند دراستهم لبرامج تعليم ريادة الأعمال، لا سيما في هذا النوع من التعليم، حيث يُسهم في التحول من عقلية البحث عن وظيفة إلى عقلية خلقها. مع ذلك، تم رصد تفاوتات إقليمية ملحوظة نتيجة لنقص الموارد والبنية التحتية والدعم المؤسسي. تُبين الدراسة الحاجة إلى إصلاح المناهج الدراسية والتركيز على الأساليب العملية في التدريس، وتؤكد في النهاية على أهمية التوزيع العادل للموارد.

الخلاصة: خلصت الدراسة إلى أن دمج تعليم ريادة الأعمال ضمن الدراسات الاجتماعية يُعد أحد السبل التي يمكن لنيجيريا من خلالها تحقيق تنمية اقتصادية مستدامة والحد من البطالة بين الشباب.

الكلمات المفتاحية: تعليم ريادة الأعمال؛ التنمية الاقتصادية؛ مناهج الدراسات الاجتماعية؛ الاستدامة؛ توظيف الشباب