

A Systematic Review Of Entrepreneurship Education Literature In Nigeria: Where Is The Focus Of Research?

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Abstract

Purpose- Entrepreneurship education (EEd) plays a crucial role in the development of entrepreneurs and the enhancement of entrepreneurial activities in every economy. This paper examined what Higher Education Institutions (HEIs) do in learning and teaching of entrepreneurship in general and how entrepreneurship development takes place in Nigerian HEIs. The outcome from this study will enable a deeper understanding on what HEIs do EEd, with more exposure as to what the areas and focus of research is in the Nigerian context.

Design/methodology/approach- The study adopted a systematic literature review approach- drawing from a computerized search of five selected data bases, using predetermined key words by the researchers.

Findings: The main finding of this paper is that, related concepts like skills, intention, drive and attitude have been use in expounding discussions on the outcome of EEd, but very little has been written on entrepreneurial mind-set (EMS), of which other studies have suggested that it's a crucial point in the journey of an entrepreneur (Reed & Stoltz, 2011; Quality Assurance Agency for Higher Education (QAA), 2012; Neneh, 2012). Furthermore, learning and teaching of entrepreneurship in Nigerian HEIs seems to be more on creating awareness (about entrepreneurship) than actual preparation for entrepreneurship (For entrepreneurship).

Research limitations/implications- The paper is limited since it is based on a review of literature from a selected databases- covering a specific time span. This potentially excludes other studies outside this time span. A more comprehensive overview of these contributions would benefit from employing tools such as Google Scholar, for an overview of the sub-domains online.

Originality/value – There are limited studies that focus on the issue of entrepreneurial mind-set in entrepreneurship education in Africa, specifically Nigeria.

This paper and its focus in particular, have laid down pioneering ground work for research on entrepreneurial mind-set development in Nigerian entrepreneurship education.

Keywords

Entrepreneurship education, Entrepreneurial Learning and teaching in HEI, Entrepreneurial Development, Entrepreneurial Mind-set, Entrepreneurial curriculum.

Paper type: Working Paper

1.0. Introduction:

Entrepreneurs play a crucial role in any economy, not only in creating jobs but also in driving innovation (Ayatse, 2013; Akhuemonkhan, et al., 2013). This is perhaps especially important in developing economies such as Nigeria, whereby entrepreneurs' resourcefulness, savviness and resilience allows them to successfully operate in a business environment that is unpredictable and volatile. The development of entrepreneurship and entrepreneurs are areas that have attracted sustained interest over the years from variety of actors e.g. government, private organizations and educational institutions. Indeed, the paper recognises the development and teaching of entrepreneurship courses in most universities in Nigeria as aimed at producing entrepreneurial graduates who will make immense contribution to the economic development of the nation- not just as self-employment individuals but also job creators, (Employers of labour).

In addition to the matter of developing entrepreneurs and entrepreneurship in higher education, literature also suggests that context plays an influential role in shaping constructs such as entrepreneurship (e.g. Whetten, 2009). Contextual factors such as national and even regional setting are game-changers given the degree of differences that exist culturally and institutionally between countries (Nabi & Liñán, 2011). Nigeria is selected as the case in point due mainly to its status as one of the most important, if not the most important, economies on the African continent. The country is an important case, given its vast

resources, population and degree of modernity. More so, it has experienced the typical phases of economic development- leveraging upon its naturally endowed resources in establishing production efficiency in different sectors (e.g. World Economic Forum, 2012). The country now faces the next stage of development- that of innovation, which can be spurred by not only investment in research and development, but also entrepreneurship. Literature hence guides us to be specific in our review, resulting in the selection of Nigeria as the backdrop to our literature search on entrepreneurship development in higher education institutions.

1.1. Research Problem and Questions

The fundamental problem motivating this study is the need to understand the different research areas/focus covered by researchers in the field of EEd, as well as understanding what HEIs do in teaching and learning of entrepreneurship and development of entrepreneurs within the Nigerian context. Preparing a complete archive of the past publications in the field of EEd will help in determining the different gaps in the literature and consequently help in directing future research in the.

Accordingly, the main questions that the study attempts to answer are:

- What do Higher education institutions in Nigeria do in Entrepreneurship education?
- What are the different research focus/areas covered by researchers in the field of EEd in Nigeria from 1999 to 2015?

1.2. Research Aim and Objective

Our intended aim in this article are twofold: first is to provide a systematic review of what HEIs in Nigeria do EEd and secondly to carefully identifying the different focus and areas covered by research in EEd literatures in Nigeria. The paper will structure the literature along its current main lines of focus and then begin to advance potential suggestions, and or recommendations for future research. The rest of the paper is structured as follows: Section 2 presents a systematic review process of the

literature, which is the methodology used in the research. In the same section, the data collection and the analysis of the results are presented. Discussion of the literature is captured in section 3, while Section 4 and 5 presents the limitations and practical implications of the research alongside its conclusion.

2.0. Research Methodology: Systematic Literature Review

Systematic Review is argued to be a replicable and transparent methodological option for reviewing literature. Even though is being criticized for its laborious and time consuming nature when compared to the traditional narrative method. However, its popularity continuous to increase among researchers- especially within Social sciences and particularly business researchers. (Rojon, et al., 2011). The approach requires the specification of conceptually guided keywords. These keywords are then used to search fitting databases and to reveal an all-inclusive amount of literature on an area in question. Out of which the authors select the relevant studies based on clearly defined criteria (Denyer and Tranfield, 2009)

For the literature review presented in this paper, we first started by determining the initial databases that could be considered as the potential publications outlets in the field of EED and taking into consideration- the size of the database, its attendant level of comprehensiveness, alongside its assemblage of reviewed journals articles. The following five online publication outlets were considered to have a broad and exhaustive overview of peer-reviewed literature.

- Emerald Insight
- ProQuest Direct Database (Abi/Inform Trade & Industry; Abi/Inform Global)
- Science Direct (Elsevier) Database
- Summon
- University of Worcester catalogue

The researchers identified clearly what the search descriptors for the review would be. After which the data base search is being carried out. Large number of articles were generated from the search. The relevant studies from all the 5 data bases were

matched together for analysis, after an exclusion criteria or benchmark was determined and applied, we ended with 213 relevant studies from 59 journal articles.

Only peer-reviewed journal articles were considered for the review as they illustrate the grand of research and scholarly practice, also they are often termed and considered as validated knowledge (Podsakoff et al. 2005; Nord and Nord 1995). We searched over a period of 10 days coming up to mid-December 2015 and included all articles published between 1999 and 2015. Articles that have been published in entrepreneurship, Business and Management, and Economics Journal were included, as they culminates the focus of the search and also the most appropriate publication outlets for EED. The literatures were searched and reviewed and then synthesised after adhering to all the set criteria

2.1. Sample and Procedure.

The key search terms used for collecting the research samples included- Entrepreneurship education, Entrepreneurial mind-set and Nigeria. In the *first step*, we collected the meta-information of the identified population of articles. After applying our search descriptors, the search approach result produced the following results

1,276 hits (Emerald Insight: 290; ProQuest: 278; Science Direct: 225; Summon: 324; University of Worcester Catalogue: 159). In the *second step*, we merged the search results across the databases, thereafter removing 640 multiple entries in the process- remaining a total number of 636 literatures. In the *third step*, we scanned all titles and abstracts, removing 423 clearly irrelevant papers, *i.e.*, studies unrelated or irrelevant to the objective of our study. Leaving us with a working sample of 213 papers

Each article of the 213 articles was reviewed carefully and in detail to investigate both: the research points and focus and methodology applied in it. The articles were classified according to: Research areas, Methodologies, Research strategies, Research Methods, and publication outlet. Journal and Year of publication. In some cases, studies featured a topical overlap, in which cases the research team scanned the entire article and assigned the study according to the field to which the study targeted its core contribution.

Table 1: Distribution of results from data bases

No.	DATA BASE	1 st Hit Of Journal Articles Results	Actual Articles Used
1	Emerald Insight	290	25
2	ProQuest	278	67
3	Science Direct (Elsevier)	225	21
4	Summon	324	53
5	University of Worcester catalogue	159	47
		1276	213

2. 2. Data Analysis and Results

Research Areas:

Table 2 shows that there is a prevalence of research contributions related to entrepreneurial skill development in EED literature in Nigeria. This perhaps could be attributed to the perception of policy makers and HEIs that skills acquisition is the key to human capacity development and subsequent economic improvement, as observed by (Ojeifor, 2013). Similarly, it has also been argued widely that enterprise

development and EEd has series of challenges (Iro-Idoro, et al., 2015)- it is not surprising to have found out from this study that over 22.1% percent (second most dominant research area in the study) of the literature reviewed were focused on challenges. Even though Neneh, (2012) and other contributors like Dweck, (2006) suggested that EMS is crucial aspect for consideration in EEd, our study shows that EMS is only 4% of the entire literature- this shows rarity of research contributions in the area.

Table 2: Distribution of published studies according to the research areas

No.	Research Area	Number of studies	%
	Entrepreneurial intention	41	19.5%
	Entrepreneurship and Gender related issues	15	7%
	Entrepreneurial skills	54	25.4%
	Entrepreneurial mind-set	9	4%
	Entrepreneurial attitude	28	13.2%
	EEd challenges and sustainable economic development	47	22.1%
	Entrepreneurial venturing	19	8.9%
		213	100%

Methodologies of the publications:

The literature reviewed shows that the majority of researchers in the field of Entrepreneurship Education in Nigeria depended on Quantitative and Qualitative methodologies from 1999 to 2015. In this respect, researchers depended on Qualitative methodologies in 21 % of the total number of studies and on Quantitative methodologies in 42 % of the total number of studies. On the other hand as illustrated in figure

- 12 % of researches were Conceptual.
- 9 % of the researcher conducted a Triangulation methodology.
- 16 % of the researcher conducted Literature review studies.

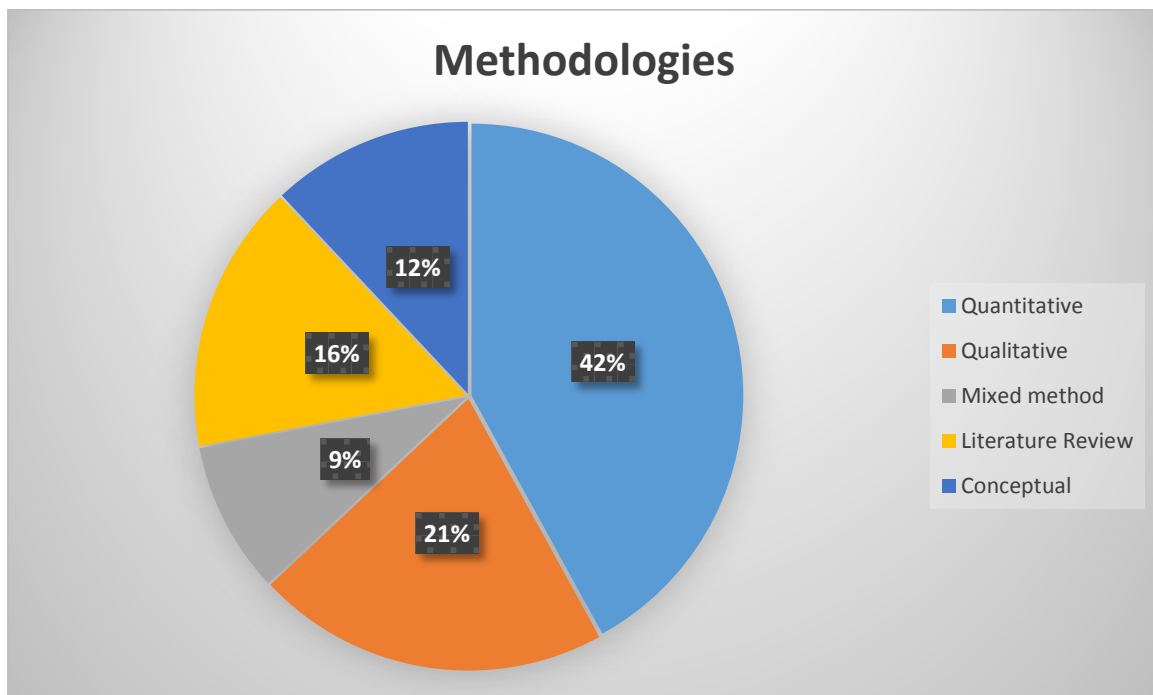


Figure 1. Research methodologies employed in EEd research In Nigeria from 1999 - 2015

Research Methods of the publications:

Regarding the research methods adopted by the researchers in the field of EEd from 1999 to 2015, it was found that the majority of the researchers depended on Questionnaire with a total percentage of 54 % of the total number of studies. On the other hand, while 28 % of the researchers used Interviews, 18 % of them applied Observation and Focus groups (as illustrated in figure 2).

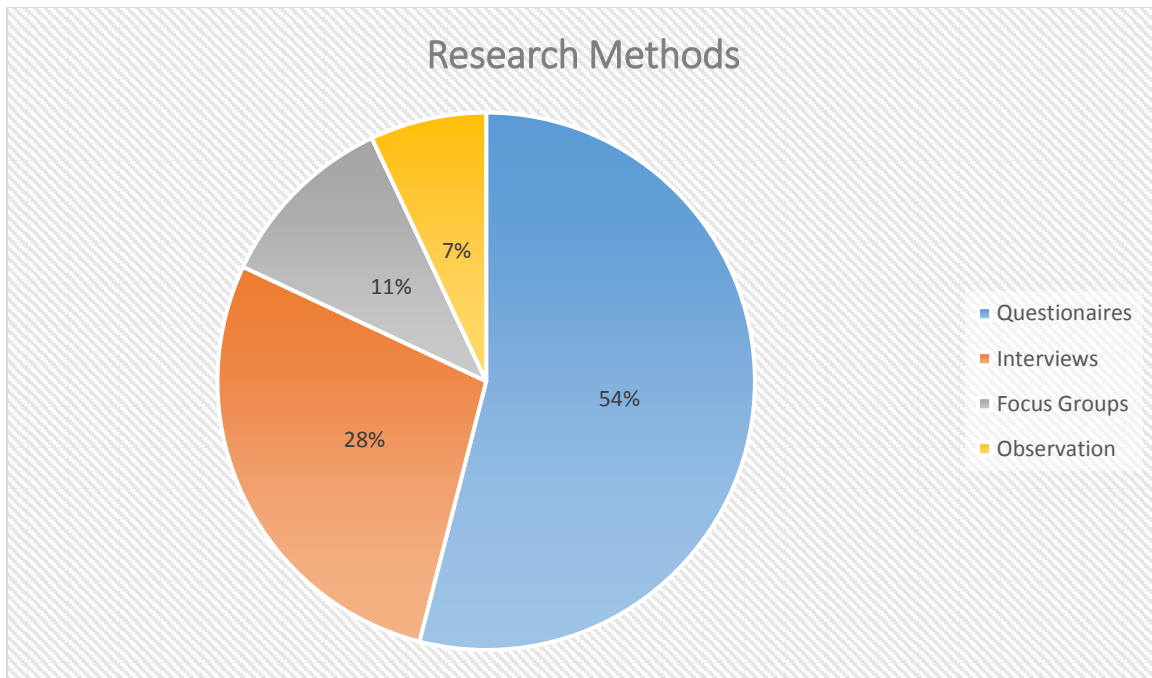


Figure 2. Research methods employed in EEd research In Nigeria from 1999 - 2015

Distribution of the year of the publication

Distribution of the articles published from 1999 to 2015 is shown in table 3. The table shows that the research output in EED had increased significantly since 1999 to 2015- this observation may not be unrelated to the country's precipitation towards democracy and adoption of a free market economy. The number of articles published increased to about 39 in 2011, which is 18.8% of the total number of the study sample. This increase could be attributed to government policy shift towards entrepreneurship. In other words, policy interest in the arear drew significant attention of researchers to study more of the area, (Akhuemonkhan & Sofoluwe, 2013).

No.	Year	<i>Number of articles published</i>	%
1	1999	2	1.0%
2	2000	4	1.9%
3	2001	5	2.4%
4	2002	3	1.4%
5	2003	8	3.7%
6	2004	15	7.0%
7	2005	7	3.3%
8	2006	4	1.9%
9	2007	12	5.6%
10	2008	21	9.9%
11	2009	12	5.6%
12	2010	22	10.3%
13	2011	39	18.3%
14	2012	12	5.6%
15	2013	11	5.2%
16	2014	21	9.9%
17	2015	11	7.0%
		213	100%

Table 3: *EEd* articles published from 1999 to 2015

Geographical distribution of Research In Nigeria:

The distribution of research across the 6 geo political regions of Nigeria shows that there is more research done in the south-western region of the country, with 41% of the total studies (literature) of the research sample. All the regions in the northern parts (North-central, north-east, north-west) are under researched with 5.2% as the least in that part and 11.7% as the highest (north-central). These perhaps will necessitate further research to understanding the whole picture of entrepreneurship education in the whole country.

Table 4: Distribution of EEd articles published from 1999 to 2015 by region

Region	No. of studies	%
North-central	25	11.7%
North-east	11	5.2%
North-west	17	7.9%
South-west	87	41%
South-east	41	19%
South-south	32	15%

3.0. The literature

considerable research has been undertaken in this field EEd, from various perspectives such as government policy in encouraging entrepreneurship (e.g. seed funding), educational policies in shaping curriculum and workplace training programs to foster entrepreneurship, to name but a few (Udefuna, et al., 2013). However, research has nonetheless indicated that the individual plays a primary role i.e. everything starts with the individual. Extant research illustrates the various qualities of individuals that are believed to contribute to an individual's entrepreneurial behavior and ultimately in undertaking entrepreneurship from a business perspective. Findings from various studies reveal the various types of knowledge, skills and attitudes required for entrepreneurship (Bird, 2009; Raya, 1993; Lee, et al., 2006). Nonetheless, the existing evidence, suggesting that these qualities do actually determine success, is far from conclusive. Indeed, contemporary research indicates that individuals' mindset plays a crucial role, even though or research results (table 2) shows that is least studied area. A mindset is a confluence between cognition and conation. It is a default mode of thinking, perspective taking and presuming that is purposeful (Solesvik, et al., 2013; Haynie, et al., 2010; Fayolle & Moriano, 2014). Whilst commercial acumen, business knowledge and skills, and a positive attitude are necessary- they are inadequate for successful entrepreneurship (Inyang & Enuoh, 2009) - an entrepreneurial mindset is equally a crucial complementary construct which needs further studies, (Neneh, 2012).

3.1. Entrepreneurial mind-set:

“Mind-set influences everything you see and everything you do”

(Reed & Stoltz, 2011. p.6)

Mind-set could be seen as the internal lens through which an individual sees and navigates through life. It influences everything that an individual sees and does- as observed by (Reed & Stoltz, 2011). A similar position on the significance and wealth that is embedded in exploring the mind-set is the assertion of Ireland, et al., (2003)- “the successful future strategists will exploit an entrepreneurial mind-set...the ability to rapidly sense, act, and mobilize, even under uncertain conditions” (Ireland et al., 2003: 963–989). In other words, a mind-set that is adaptable in the face of uncertainties is a critical entrepreneurial resource.

Theory of planned behaviour (TPB) from the work of Ajzen & Fishbein, (1980) is a major theoretical contribution that fits well with EMS development. It has become one of the most commonly used theories in social psychology in general. The conjunction of these constituents of the literature owes much to some specific Contributions which made a very resounding case for the adoption of tools and theories from psychology in entrepreneurship (Robinson & Wrightsman, 1991). The theory of plan behaviour is a good underpinning theory in EMS research- its applicability and usefulness is being heightened and made more grounded by the research contributions of researchers like (Kolvereid & Isaksen, 2006). Research in EMS is expanding widely and gradually, with a focus on multifaceted areas (Francisco. & Fayolle., 2015). Even though establishing the boundaries of the field might be a difficult task to do, but exploring its greyness might be a worthy adventure. For instance, some papers study entrepreneurial skills, motivation and self-efficacy as variables that fuel or impact on intention and action (Ibrahim & Mas’ud, 2016; Buli & Yesuf, 2015 and Fayolle & Moriano, 2014). However, the concept of EMS is studied and encapsulated as a cognitive variable that is pivotal to any form of intention, and subsequent entrepreneurial action.

Existing literatures in entrepreneurship discipline enumerates on different concepts that link entrepreneurship education with intention, for example entrepreneurial self-efficacy, skills, (Bandura 1997; Oyugi 2015) but very few links entrepreneurial mind-set and education with intention. Neneh, (2012) asserts that relevant skills is not the only prerequisite for business success in the current new economy; but also requires people who have EMS. EMS is a critical entrepreneurial resources that allows an individual to rapidly sense, act, and mobilize, and adapt in the face of dynamic uncertain conditions or environment. This resource in part is cognitive in nature, which taps into the thinking process of the individual (McGrath RG, 2000). As much as EMS is important for business success- current literature engagement of the concept, especially within the context of EEd in HEI seems very minimal.

Unlike most other areas of entrepreneurship- entrepreneurial mind-set (EMS) is an underused or undermentioned concept within entrepreneurship research. In other words there is little conceptualisation or definition of the concept in the literature but rather more of general description of its attributes or characteristics (Table 5; UDU, 2014; Israel & Johnmark, 2014; Neneh, 2012; McGrath RG, 2000). The study shows that only 4% of the 213 literatures reviewed sample related to EMS (table 5)- which generally supports the notion of research paucity in this area. It could also be said that the literature is developing largely in silos, according to the phenomena of interest of the respective researchers. However, the authors also found emerging common themes among entrepreneurship education scholars in Nigeria. For example Table 2 shows the extant literature contributions in different areas; with Skill development (25.4% of the total research sample) as the dominant focus of researchers in the Nigerian EEd (See table 2). Individual may have great potentials or skills without corresponding intentions. This could be attributed to the mind-set not inclined towards entrepreneurship; just like different contributors alluded to assertion that Entrepreneurial venturing and success requires not just unique skills but also the mind-set (De Noble et al, 2000; Greene and Crick 1998). As such, any form of training or human capacity development that is aimed at producing entrepreneurs should be patterned in such a ways that developing the mind-set will also be an integral part of the curriculum, not just focusing on skills.

Table 5: Selected Entrepreneurial Mind-set Definitions

Author(s)	Definition
(Dhliwayo and Vuuren, 2007)	An entrepreneurial mind-set indicates a way of thinking about business and its opportunities that capture the benefits of uncertainty
McGrath and MacMillan (2000)	passionately seeking new opportunities; pursuing opportunities with enormous discipline; pursuing only the very best opportunities; focusing on execution; and engaging everyone's energy in their domain
Putta, 2014	Entrepreneurial mind-set can be defined as a specific state of mind which orientates human conduct towards entrepreneurial activities and outcomes. Individuals with entrepreneurial mind-sets are often drawn to opportunities, innovation and new value creation. Other characteristics include the ability to take calculated risks and accept the realities of change and uncertainty.
(Haynie, et al., 2010)	The foundation of EMS is cognitive adaptability. These scholars defined it simply as the ability to be dynamic, flexible, and self-regulating in one's cognitions given dynamic and uncertain task environments, with a focus on achieving desirable outcomes from entrepreneurial actions
(Fayolle & Redford, 2014; Fayolle, 2007)	A specific state of mind which orientates human conduct towards entrepreneurial activities and outcomes, as a result of the ability to take calculated risk, willingness to adapt and navigate through and realities of change and uncertainties. Individuals with entrepreneurial mindsets are often drawn to opportunities, innovation and new value creation.
(Israel & Johnmark, 2014)	EMS is recognized in this study as an essential ingredient for influencing entrepreneurial behavior. However, it lacks a clear cut conceptual definition

(Udu, 2014)	This study gives a description that suggests EMS to be a cognitive engagement that explores and stimulates the creative imagination of an individual, for the purpose of “thinking out of the box”. (p. 192)
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3.2. Entrepreneurship education:

Entrepreneurship education has been hailed and captured as playing a fundamental role in enhancing entrepreneurial skills, self-efficacy and intention in different contexts, especially among students (Uyogi, 2015; Matlay, 2005; European Commission, 2012; Consortium, 2004; Pittaway & Cope, 2007). Vesper and Gartner, (1997) reported that the period from 1970 began to witness an unprecedented rapid growth in the number of universities offering entrepreneurship courses, from just a few in 1970 to more than 400 in 1995- the number since then has been increasing exponentially (Rasmussen & Sørheim, 2006). This is illustrated by Kuratko (2005), in his description of the social importance of entrepreneurship as nothing less than an unprecedented force that the world has ever experience. Evidently, EEd is at the heart of supporting the development of this potent economic force (entrepreneurship) (Støren, 2014).

Global Entrepreneurship Monitors-GEM (2010:8) Define entrepreneurship education as a process of “building knowledge and skills either “about” or “for the purpose of” entrepreneurship generally, as part of recognized education programs at primary, secondary or tertiary-level educational institutions.”

There are evidences to suggest that education in general and entrepreneurship education in particular impact positively on individual propensity for self-employment, and also on the number and quality of graduate entrepreneurs entering into an economy. (Knight, 1960; (Reynolds & White, 1997).

Literature also suggests that there is an increasing political support for and commitment to promoting entrepreneurship education in both developed and

developing economies of the world (Støren, 2014; Akhuemonkhan & Sofoluwe, 2013; Matlay, 2005).

study conducted by Akhuemonkhan on the tools for fast tracking entrepreneurial development in Nigeria, found out that the entrepreneurship centers set up for the purpose of facilitating the process of entrepreneurship and enterprise development have very weak socio-economic impact on job creation, wealth creation and industrial development in the country. Thus, there is need for further research to ascertain the gap between the policy objectives of some of these centers with their actual performance and/or outcome (Akhuemonkhan, et al., 2014). Similarly, Archibong (2005) opined that EEd in Nigeria is not necessarily tailored at providing Entrepreneurial Graduates (EG) but rather graduates who consider entrepreneurial venturing as just another alternative or a back-up plan to fall back to where conventional employment (salaried Job) is scarce or not available. Our research finding shows that EEd challenges and sustainable economic development in Nigeria is the second highest theme or area that witnessed contributions from researchers with 22.1% of the 213 research population see (Table 2). Similarly, most recommendations from these studies suggested that EEd requires a lot of attention because of the mismatch in EEd objective, expectation and outcome. As such, it raises a fundamental question on what exactly HEI do in terms of learning and teaching of entrepreneurship?

3.3. Entrepreneurial Learning and teaching in Nigerian HEI

In Nigeria, higher education is provided by 57 polytechnics, 120 universities and 34 colleges of education. Both types of post-secondary education offer study programs at the Bachelor level, whereas universities offer Master courses in addition.

The development and teaching of entrepreneurship courses in HEIs in Nigeria is aimed at producing entrepreneurial graduates with attitude and skills- not just for employment but also job creation (Ayatse, 2013; Akhuemonkhan, et al., 2013)). The development of entrepreneurial mind-set is captured as an essential exogenous

influence on the entrepreneurial intention among university students (Ojeifor, 2013; Neneh, 2012).

Reform in Nigerian education system has always being an issue and agenda when talking about capacity development. Equally, teaching and learning within the education system is always being criticised for its attendant mismatch with expected or intended outcome (Babalola, 2007). The mismatch state of the system is well captured by Daini, (2006) while advocating for education reform in Nigeria,

“A lot of what we have taken as Nigerian system of education is still bookish, examination ridden and somewhat of a mismatch with the social and economic situation of today. A lot of changes have come into society but the education system has not kept pace with it. The abstract and highly bookish curriculum needs to be modified to include other things that are needed in the world of work that”

EEd in Nigerian HEI tend to promote entrepreneurship education at undergraduate level and majorly as an elective course for all students, with the supposition that the more students are exposed to the relevant theoretical knowledge, it will invariably lead to an increase in the entrepreneurial intention and action among students at the end of the program. Different studies on the nature of EEd in HEI in Nigeria reveals that the EEd is more theoretically focus with insufficient experiential exposure (Ayatse, 2013; Iro-Idoro, et al., 2015). In other words, a lot of what the teaching and learning is centered on in terms of its course and curriculum design is more around telling students “About entrepreneurship” not preparing them “for entrepreneurship”. Although the number of entrepreneurship education programs offered by HEIs in the Nigeria has grown considerably over the past decade, the actual contribution that such courses have on entrepreneurial activity remains unclear (Sofoluwe, et al., 2013), just like Matlay, (2006b) alluded to a similar in the experience of Uk HEIs. Furthermore, it appears that entrepreneurship educators are still uncertain about the objective, impact and effectiveness of entrepreneurship education as a whole.

4.0. Conclusion/ Practical Implication:

This study presented a review of literature in the field of EEd in Nigeria within the period of 1999 to December 2015, as well as systematic classification for this review. Reviewing the EEd literature; on one hand, it is noticed that the number of studies conducted by researchers and practitioners in the field of EEd is limited in its exploration of the concept of EMS, as seen in the research result, that only 4% of the study touched on EMS (Table 2). This provides an indication that the concept is relatively new for academics and practitioners- hence, the rarity in number of studies related to EMS. However, it opens another window for researchers for more academic expedition in the near future.

Leveraging on EEd to develop entrepreneurs would require considerable changes in both the content and process of learning as suggested by (Kirby, 2004). There is need for a shift in the emphasis from educating “about” entrepreneurship to educating “for” entrepreneurship. In changing the process of learning and teaching with a focus on “For entrepreneurship” it will require HEIs in Nigeria to begin to think and implement approaches or pedagogies that will not be limited to only skills development but those that will potentially influence and stimulate the Mind-set of their students or their ‘entrepreneurial imagination’ in the words of Chia (Chia, 1996). Furthermore, policy focus of EEd and activities in HEIs should not just be limited to new venture creation or small business management, as illustrated in different studies (Akhuemonkhan & Sofoluwe, 2013) but also with creativity and change. A robust EEd training would empower students with a mind-set that will enable them to operate as entrepreneurs in different contexts

The literature review demonstrates clearly that apart from the clear research gaps in the field of EED in Nigeria, especially in the areas of EMS where little is contribution is observed- there is also scarceness of research in some parts (Region) of the country especially the Northern part of the country.

At a time when efforts are being made to address socio-economic issues like poverty and unemployment through main stream training in entrepreneurship education at all

levels of education-this paper provides timely guidance to universities on the development of entrepreneurial curricula for human capacity development in Nigeria. Additionally, the paper highlights important contextual and theoretical relationships that have been understudied or have received only a small amount of attention- but have the potential for large future findings. It presents research suggestions that guides scholars in the future.

5.0. Research Limitations Future Research

Study of this nature has its inherent limitation. In the first instance the articles reviewed in this study are from five online databases, which implies that published articles from other data base sources are excluded. The cap on the period covered (1999-2015) in the systematic review potentially excludes other studies outside this time span. Similarly, a more comprehensive overview of these contributions would benefit from employing tools such as Google Scholar, for an overview of the sub-domains online.

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