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Assessment of the Integrated Curriculum Model for fostering 21st Century Entrepreneurial Skills and its Implications for Graduate Employability

Current Issue

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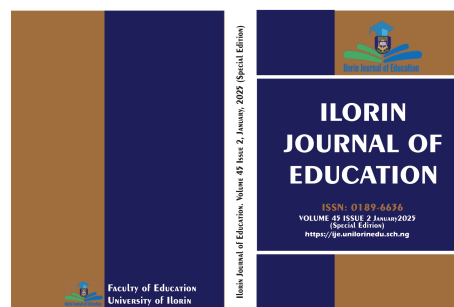
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Abstract

In the rapidly evolving landscape of the 21st century, fosters entrepreneurial skills among students and has become imperative to prepare them for the dynamic and uncertain future. This study explores the implications of the integrated curriculum for teacher training programmes in Nigeria. This study adopted



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the descriptive research design of survey type. The population of the study consisted of university teacher trainees while the target population were final year students sampled purposively. The instrument for the study was a researcher-designed questionnaire subjected to the test of internal consistency to ensure that the instrument is valid while the instrument was subjected to the test of internal consistency to ensure its reliability. Three research questions were posed and answered using percentage while one generated hypothesis was tested using chi-square statistic. The finding of the study revealed that integrating entrepreneurial education into teacher training programmes holds significant promise for equipping students with the 21st-century skills necessary for success in an increasingly competitive and innovation-driven world. By adopting the integrated curriculum model theoretical knowledge, experiential learning, and industry collaboration, educators can play a pivotal role in nurturing entrepreneurial mindsets and capabilities in the next generation. However, further research is needed to

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understand the optimal approaches, challenges, and outcomes associated with this integration, thereby informing evidence-based practices and policies in educational settings.

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