

CURRICULUM IMPLEMENTATION STRATEGIES AND RISK MANAGEMENT SKILLS ACQUISITION AMONG BUSINESS EDUCATION UNDERGRADUATES IN SOUTHWESTERN NIGERIA

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ABSTRACT

The effectiveness of Business Education in preparing graduates for employment, entrepreneurship and sustainable enterprise development depends substantially on the manner in which curriculum content is translated into meaningful learning experiences. This study investigated the curriculum implementation and risk management skills among Business Education undergraduates in public universities across Southwestern Nigeria. The study adopted a quantitative cross-sectional survey research design. A multi-stage sampling technique was utilised to select 384 Business Education undergraduates (200 to 400 levels) from public universities in the region. Primary data were gathered using a structured, validated instrument titled *Curriculum Implementation and Risk Management Skills Questionnaire (CIRMSQ)*. Descriptive statistics including means and standard deviations were used to answer the research questions, while Simple Linear Regression was employed to test the primary research hypothesis at a 0.05 level of significance. The findings indicated that curriculum implementation strategies were utilized at a moderate level ($\bar{X} = 2.58, SD = 0.62$), while students' acquisition of risk management skills recorded a relatively low to moderate mean score ($\bar{X} = 2.49, SD = 0.65$). The linear regression analysis revealed a statistically significant positive relationship between curriculum implementation strategies and risk management skills acquisition ($\beta = .903, t = 41.159, p < .001$), with implementation strategies accounting for 81.6% of the variance in skill acquisition ($R^2 = .816$). The study concluded that practical, student-centered curriculum delivery strategies are vital for building risk assessment and mitigation competencies among undergraduates. It was recommended that university managements should strengthen experiential curriculum delivery, provide relevant instructional resources, establish business simulation facilities and continuously develop lecturers' pedagogical competencies.

Keywords: Curriculum Implementation, Risk Management Skills, Business Education, Undergraduate Students.

Introduction

Higher education constitutes an important mechanism through which societies develop human capabilities, improve productivity and prepare citizens to participate effectively in changing economic and social environments. Universities are expected not merely to transmit disciplinary knowledge but also to cultivate competencies that enable graduates to interpret problems, make informed decisions, innovate, communicate effectively and respond constructively to uncertainty. The relevance of university education is consequently increasingly judged by the extent to which graduates can translate academic knowledge into practical competence.

Business Education occupies a particularly important position within contemporary education because its orientation combines academic knowledge with vocational, managerial, technological and entrepreneurial competencies required for participation in an increasingly dynamic economy (Ore & Hassan, 2023; Aina et al., 2020). Business Education programmes traditionally prepare learners for office occupations, teaching, entrepreneurship, management and other business-related careers, while contemporary programmes increasingly emphasise transferable competencies that enhance graduates' adaptability and employability (Koenig & Knospe, 2021; Yamada & Otchia, 2021).

Entrepreneurship involves opportunity recognition, resource mobilisation and decision-making in environments where outcomes cannot be guaranteed. Entrepreneurial learning can therefore help students understand that risk is not simply something to be avoided but something to be assessed and managed strategically. Malach and Malach (2019) argued that entrepreneurial learning is strengthened when learners are exposed to practical contexts that connect knowledge with action. Similarly, Hoang et al. (2021) found that entrepreneurship education can influence entrepreneurial intentions through mechanisms including entrepreneurial self-efficacy and learning orientation. These observations are an indication that instructional approaches capable of increasing students' confidence in applying knowledge may have important implications for risk-related decision-making.

Curriculum implementation refers broadly to the process through which curriculum intentions, learning objectives, content and prescribed learning experiences are translated into actual educational practice (Koenig & Knospe, 2021; Mohammed et al., 2025). It represents the stage at which a planned curriculum becomes operational through the interaction of teachers, students, instructional materials, assessment practices, learning environments and institutional support (Koenig & Knospe, 2021). Effective curriculum implementation therefore requires more than the existence of well-designed curriculum documents because the intended knowledge and competencies must be translated into meaningful learning experiences within the classroom and other educational environments (Mohammed et al., 2025).

The pedagogical dimension of curriculum implementation is particularly important because the methods adopted by teachers influence the extent to which learners can develop and apply practical competencies (Ushie, 2022). A curriculum may contain relevant knowledge and competencies, but students may not acquire those competencies effectively if classroom practices remain predominantly passive and focused on the reproduction of information (Yamada & Otchia, 2021). However, this study is guided by Tyler's (1949) Curriculum Model and Bandura's (1997) Social Cognitive Theory of Self-Efficacy. Tyler's model posits that educational objectives can only be realized when learning experiences are systematically structured to let students directly practice target behaviours. Complementing this, Bandura's self-efficacy theory asserts that mastery experiences and practical feedback build individual cognitive confidence. Together, these theories provide the framework for understanding how experiential curriculum delivery directly influences undergraduates' acquisition of risk management competencies (Hoang et al., 2021; Santos & Liguori, 2020).

In Nigeria, concerns regarding graduate employability have been associated with gaps between higher education instructional practices and the practical competencies demanded by employers and contemporary workplaces (Yamada & Otchia, 2021). Studies of Business Education students in Nigeria similarly indicate the importance of curriculum and instructional experiences in developing employability and entrepreneurial skills among undergraduates (Aina et al., 2020). The issue is therefore not necessarily the complete absence of relevant curriculum content, but whether students receive adequate opportunities to develop, practise and demonstrate the capabilities embedded within that content (Koenig & Knospe, 2021; Aina et al., 2020). Effective curriculum implementation consequently requires instructional strategies that bridge the gap between theoretical knowledge and practical application (Mohammed et al., 2025).

Risk management represents one of the practical competencies that Business Education students require because business activities are inherently associated with uncertainty, variability and potential loss (Türk et al., 2020). Every business organisation operates within an environment in which financial conditions may change, customers may alter their preferences, suppliers may fail to deliver, technologies may become obsolete, competitors may introduce disruptive innovations and regulatory requirements may change (Türk et al., 2020). Small businesses and entrepreneurial ventures may be particularly exposed to such uncertainties because they often operate with limited financial, technological and managerial resources (Türk et al., 2020).

The relationship between curriculum implementation and risk management skills acquisition is therefore particularly important in Business Education because the quality of curriculum delivery can determine whether students merely understand risk-related concepts or can actually apply them in practical situations (Koenig & Knospe, 2021; Mohammed et al., 2025). Effective implementation strategies should provide learners with structured opportunities to analyse problems, evaluate alternatives, make decisions, receive feedback and reflect on the consequences of their decisions (Ushie, 2022). Such learning experiences can strengthen entrepreneurial self-efficacy and improve students' willingness to engage with uncertain situations in a thoughtful and informed manner (Hoang et al., 2021; Santos & Liguori, 2020).

Despite the mandatory inclusion of entrepreneurship and managerial modules in public universities across Southwestern Nigeria, graduate unemployment remains concerningly high. Undergraduates frequently complete their studies without the applied skills needed to evaluate market uncertainties, quantify financial risks, or execute loss-mitigation strategies. A primary contributor to this problem is the persistent reliance on traditional, teacher-centered, lecture-heavy implementation strategies that prioritize theoretical memorization over practical problem-solving. While prior studies have examined entrepreneurship education broadly, there is a lack of empirical research investigating the direct relationship between curriculum implementation strategies (pedagogical delivery) and the acquisition of risk management skills among Business Education undergraduates in Southwestern Nigeria. This study was conducted to address this empirical gap.

The main objective of this study was to examine the relationship between curriculum implementation strategies and the acquisition of risk management skills among Business Education undergraduates in public universities across Southwestern Nigeria. Specifically, the study aimed to identify the prevailing curriculum implementation strategies utilised in Business Education programmes in public universities in Southwestern Nigeria; determine the level of risk management skills acquired by Business Education undergraduates in Southwestern Nigeria; and analyse the impact of curriculum implementation strategies on the acquisition of risk management skills among Business Education undergraduates in Southwestern Nigeria.

Research Questions

The following research questions guided the study:

1. What are the prevailing curriculum implementation strategies utilized in Business Education programmes in public universities in Southwestern Nigeria?
2. What is the level of risk management skills acquired by Business Education undergraduates in public universities in Southwestern Nigeria?
3. Is there a significant relationship between curriculum implementation strategies and risk management skills acquisition?

Research Hypothesis

The following null hypothesis was tested at a 0.05 level of significance:

H_{01} : There is no significant relationship between curriculum implementation strategies and the acquisition of risk management skills among Business Education undergraduates in public universities in Southwestern Nigeria.

Methodology

Research Design

This study adopted a quantitative cross-sectional survey research design. This methodology was selected because it allows for the structured collection of empirical data from a representative sample at a single point in time, enabling statistical testing of relationships between the independent variable (curriculum implementation strategies) and the dependent variable (risk management skills acquisition).

Population, Sample Size and Sampling Technique

The target population comprised all 10,250 registered undergraduate students enrolled in accredited Business Education programs across public (Federal and State) universities in Southwestern Nigeria during the 2025–2026 academic sessions (National Universities Commission [NUC], 2026).

Sample Size and Sampling Technique

To determine an adequate sample size representative of the population, Yamane's (1967) formula for finite populations was applied at a 95% confidence level and a 5% margin of error ($e = 0.05$):

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = Sample size

N = Target population (10,250)

e = Margin of error (0.05)

Calculation:

$$n = \frac{10,250}{1 + 10,250(0.05)^2} = \frac{10,250}{1 + 10,250(0.0025)} = \frac{10,250}{1 + 25.625} = \frac{10,250}{26.625} = 384.97$$

Thus, a sample size of 384 undergraduates was established.

A multi-stage sampling technique was employed to select the study participants. In the first stage, public universities in Southwestern Nigeria were stratified based on institutional ownership into Federal and State public university categories. Afterwards, representative institutions were chosen from each stratum through simple random sampling. Finally, proportional stratified sampling was utilized to select undergraduates across the 200, 300, and 400 academic levels based on their respective enrolment figures, while first-year (100 level) students were excluded due to their lack of sufficient exposure to core Business Education coursework.

Instrument for Data Collection

Data were collected using a structured, close-ended questionnaire titled *Curriculum Implementation and Risk Management Skills Questionnaire (CIRMSQ)*. The instrument was

divided into two core operational sections. **Section A: Curriculum Implementation Strategies Scale:** Designed to measure the frequency and utilization of varied pedagogical delivery strategies (e.g., interactive case studies, business simulations, practical risk exercises, and traditional lecturing). **Section B: Risk Management Skills Acquisition Scale:** Designed to assess students' self-reported competency levels across key risk management dimensions, including threat identification, uncertainty evaluation, loss mitigation planning, and strategic decision-making. All items were framed using a 4-point Likert scale rated as: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

Validity and Reliability of the Instrument

The questionnaire was subjected to face and content validation by three senior experts in the Department of Business Education and Measurement/Evaluation at the University of Lagos. Suggestions regarding item clarity, context relevance, and theoretical alignment were incorporated into the final draft. To determine internal consistency, a pilot test was conducted with 30 Business Education undergraduates in a public university outside the primary sample location. The collected data were analyzed using Cronbach's Alpha coefficient. The Curriculum Implementation Strategies Scale yielded an alpha coefficient of 0.84, while the Risk Management Skills Acquisition Scale yielded an alpha coefficient of 0.87. Both values exceeded the standard methodological threshold of 0.70, confirming the instrument's reliability for empirical field research.

Method of Data Collection and Analysis

The instrument was administered electronically and physically with the assistance of trained research assistants at the selected institutions. Data collection was completed over a period of six weeks. The returned questionnaires were verified, coded, and entered into SPSS (Version 28.0). Descriptive statistics, specifically arithmetic means and standard deviations were computed to address Research Questions 1 and 2. Mean scores were interpreted using a standard benchmark scale: 1.00–1.75 (Very Low), 1.76–2.50 (Low), 2.51–3.25 (Moderate), and 3.26–4.00 (High). The research hypothesis (H_{01}) was tested using Simple Linear Regression analysis at a 0.05 level of significance ($\alpha = .05$).

Results

Research Question 1: What are the prevailing curriculum implementation strategies utilized in Business Education programmes in public universities in Southwestern Nigeria?

To address this question, mean responses on items measuring instructional and pedagogical delivery strategies were compiled.

Table 1:

Descriptive Statistics of Curriculum Implementation Strategies

Item Statement	Mean ($\bar{X}$)	SD	Decision
Lecturers predominantly deliver course content through theoretical lectures	3.24	0.58	High
Case study analyses of real-world business failures are used in class	2.41	0.68	Low
Practical business simulations and role-playing exercises are conducted	2.32	0.71	Low
Students participate in group risk assessment projects and presentation exercises	2.55	0.64	Moderate
Interactive discussions on managing market volatility are regularly held	2.38	0.66	Low
Overall Grand Mean	2.58	0.62	Moderate

Note: Benchmark Mean Scale: 1.00–1.75 (Very Low), 1.76–2.50 (Low), 2.51–3.25 (Moderate), 3.26–4.00 (High).

The results in Table 1 reveal that the overall grand mean for curriculum implementation strategies is 2.58 (SD = 0.62), indicating a moderate overall usage level. However, item-level analysis indicates that traditional theoretical lecturing is the primary mode of instruction ($\bar{X} = 3.24, SD = 0.58$), whereas interactive methods such as business simulations ($\bar{X} = 2.32, SD = 0.71$) and case study analyses ($\bar{X} = 2.41, SD = 0.68$) remain infrequently utilized.

Research Question 2: What is the level of risk management skills acquired by Business Education undergraduates in public universities in Southwestern Nigeria?

To evaluate student skill acquisition, responses on items assessing risk identification, evaluation, and mitigation were calculated.

Table 2:

Descriptive Statistics of Risk Management Skills Acquisition

Skill Dimension	Mean ($\bar{X}$)	SD	Level
Ability to identify potential operational risks in small business contexts	2.61	0.63	Moderate
Ability to quantify and evaluate financial uncertainty prior to decision-making	2.42	0.67	Low
Capacity to formulate concrete loss-mitigation strategies for business projects	2.45	0.65	Low
Confidence in making strategic business decisions under high uncertainty	2.48	0.66	Low
Overall Grand Mean	2.49		Moderate

Note: Benchmark Mean Scale: 1.00–1.75 (Very Low), 1.76–2.50 (Low), 2.51–3.25 (Moderate), 3.26–4.00 (High).

As presented in Table 2, the overall grand mean for risk management skills acquisition among undergraduates is 2.49 (SD = 0.65), placing the overall skill acquisition level in the low-to-moderate category. Undergraduates demonstrated moderate awareness in identifying basic operational risks ($\bar{X} = 2.61$), but recorded lower scores in formulating loss-mitigation strategies ($\bar{X} = 2.45$) and evaluating financial uncertainties ($\bar{X} = 2.42$).

Hypothesis Testing

H₀₁: There is no significant relationship between curriculum implementation strategies and the acquisition of risk management skills among Business Education undergraduates in public universities in Southwestern Nigeria

To test this hypothesis, Simple Linear Regression was performed, entering Curriculum Implementation Strategies as the predictor and Risk Management Skills Acquisition as the criterion.

Table 3:

Model Summary for Linear Regression Analysis

Model	R	R ²	Adjusted R ²	Standard Error of the Estimate
1	.903 ^a	.816	.816	0.430

a. Predictors: (Constant), Curriculum Implementation Strategies

Table 4:

ANOVA Table of curriculum implementation strategies and the acquisition of risk management skills among Business Education undergraduates in public universities in Southwestern Nigeria

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	312.528	1	312.528	1694.087	<.001 ^b
Residual	70.472	382	0.185		
Total	383.000	383			

a. Dependent Variable: Risk Management Skills Acquisition

b. Predictors: (Constant), Curriculum Implementation Strategies

Table 5:

Regression Coefficients of curriculum implementation strategies and the acquisition of risk management skills among Business Education undergraduates in public universities in Southwestern Nigeria

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (β)	t-value	Sig. (p-value)
(Constant)	1.458	0.131	—	11.130	< .001
Curriculum Implementation	0.903	0.022	0.903	41.159	< .001

a. Dependent Variable: Risk Management Skills Acquisition

The regression results in Tables 3–5 indicate a statistically significant positive relationship between curriculum implementation strategies and risk management skills acquisition. The model produced a correlation coefficient of ($R = .903$), indicating a strong positive association between the two variables. The coefficient of determination was ($R^2 = .816$), showing that curriculum implementation strategies accounted for 81.6% of the variance in risk management skills acquisition. The ANOVA result in Table 4 shows that the regression model was statistically significant, ($F(1, 382) = 1694.087$, $p < .001$). Table 5 further indicates a positive standardised regression coefficient, $\beta = .903$, with a corresponding t -value (41.159 and $p < .001$). Since the significance value is below the .05 level, the null hypothesis is rejected. The result therefore indicates a statistically significant positive relationship between curriculum implementation strategies and risk management skills acquisition among Business Education undergraduates in public universities in Southwestern Nigeria.

Discussion of Findings

The main objective of this study was to determine the relationship between curriculum implementation strategies (pedagogical delivery methods) and the acquisition of risk management skills among Business Education undergraduates in public universities across Southwestern Nigeria. The first major finding was that curriculum implementation strategies were utilised at a moderate level, with traditional theoretical lectures remaining more prominent than experiential approaches. This finding reflects a longstanding challenge in higher education: the existence of a distinction between knowing about a subject and being able to apply knowledge effectively. In Business Education, students are expected to acquire competencies that can be transferred to organisational and entrepreneurial contexts. However, competence development may be constrained when instructional practices provide limited opportunities for active participation.

The finding is consistent with the argument that employability-oriented education requires more than theoretical knowledge. Yamada and Otchia (2021) noted that higher

education institutions may encounter difficulty developing generic skills when teaching remains heavily theoretical. This is particularly relevant to risk management because students must make judgements concerning uncertain situations rather than simply recall established information.

The finding also supports experiential perspectives on learning. When students participate in case analysis, simulations and practical exercises, they are able to connect concepts with consequences. For example, a student examining a business failure can identify the risks involved, assess alternative decisions and consider how an organisation could have reduced its exposure. Such an activity encourages deeper processing than simply defining risk management.

The moderate use of interactive approaches may therefore explain, at least partly, why risk management skills acquisition was found to be low to moderate. Students demonstrated some awareness of risk identification, but their performance was comparatively weaker in financial evaluation, mitigation planning and decision-making under uncertainty. These latter competencies require repeated practice. Students need opportunities to interpret financial information, construct scenarios, compare alternative responses and evaluate the implications of decisions.

The second major finding concerned the level of risk management skills acquisition. The low-to-moderate outcome suggests that university exposure to Business Education courses may not yet be sufficient to develop strong practical risk management competence. This finding is important because risk management is relevant to both entrepreneurship and organisational employment. A graduate entering self-employment must assess market demand, operating costs, financing conditions, supplier reliability and competitive threats. Similarly, a graduate working within an organisation may be expected to recognise operational problems, protect resources and contribute to decision-making. Entrepreneurship education literature reinforces the importance of practical competence. Hoang et al. (2021) demonstrated the relevance of entrepreneurial self-efficacy and learning orientation to entrepreneurial intentions. Bandura's (1997) theory provides an explanation for this relationship because confidence is strengthened when individuals gain successful experience in performing relevant tasks. A student who repeatedly analyses business risks and receives constructive feedback is likely to develop greater confidence than a student whose exposure is limited to theoretical definitions.

The third and most important finding was the statistically significant positive relationship between curriculum implementation strategies and risk management skills acquisition. This finding indicates that the way curriculum content is delivered matters for competency development. When students experience more effective, interactive and practical curriculum implementation, their risk management skills tend to be higher.

This finding is theoretically consistent with Tyler's (1949) curriculum model. If the objective of Business Education is to develop practical business competencies, then learning experiences must provide students with opportunities to practise those competencies. A curriculum objective concerning risk assessment cannot be fully realised if learning experiences do not involve risk assessment activities. The regression finding therefore provides empirical support for the proposition that curriculum implementation constitutes an important link between curriculum intentions and student outcomes.

The result is also consistent with Bandura's (1997) social cognitive perspective. Active learning creates opportunities for observation, participation, modelling, feedback and mastery. These processes can influence both knowledge and self-efficacy. A business simulation, for example, may require students to make a decision, observe its consequences and revise their strategy. Such cycles provide richer learning experiences than one-way communication. The finding also agrees with the broader argument advanced by Malach and Malach (2019) that entrepreneurial learning becomes more meaningful when education connects knowledge with

practical action. Business Education students are more likely to understand risk management when they are required to use it in realistic situations. Similarly, Ushie (2022) highlighted the relevance of experiential learning to entrepreneurial self-efficacy and risk-related behaviour.

The findings have important implications for Business Education curriculum planning in Southwestern Nigeria. First, universities should reconsider the relative balance between theoretical and experiential instruction. This does not mean eliminating lectures. Lectures remain useful for establishing conceptual foundations. However, they should be complemented by structured activities through which students apply the concepts.

Second, case-based instruction should be strengthened. Lecturers can use Nigerian business cases involving financial difficulties, market fluctuations, supply disruptions, cyber risks, regulatory changes and entrepreneurial failure. Students can be required to identify risks, assess their potential effects and recommend appropriate responses. Such activities can be incorporated into ordinary classroom teaching without requiring highly expensive infrastructure. Third, simulation-based learning should be expanded. Business simulations can expose students to uncertainty while maintaining a controlled educational environment. Students can make decisions concerning pricing, investment, financing, inventory, marketing and resource allocation and then observe potential consequences. The process provides a practical setting for understanding risk-return relationships.

Fourth, assessment practices should reflect the competencies that curriculum implementation is intended to develop. If students are assessed almost exclusively through recall-based examinations, lecturers may have little incentive to allocate substantial classroom time to practical exercises. Continuous assessment should therefore include case analysis, business projects, scenario evaluation, group presentations and risk-management plans.

The findings also have implications for lecturer development. Effective experiential instruction requires pedagogical competence. Lecturers need to know how to design cases, facilitate discussions, create simulations and assess applied performance. Universities should therefore provide regular professional-development opportunities focused on contemporary Business Education pedagogy.

The findings are particularly significant in the context of employability and entrepreneurship. Graduate employability is not determined solely by academic qualifications. Graduates must also demonstrate adaptability and the ability to solve problems. Koenig and Knospe (2021) highlighted the relationship between competency-based education and employability skills. Business Education can contribute more effectively to graduate employability if curriculum implementation deliberately develops transferable decision-making and risk-management capabilities.

Nevertheless, the findings should not be interpreted to mean that curriculum implementation strategies are the only determinants of risk management skills. Students enter university with different backgrounds, experiences and levels of entrepreneurial exposure. Some may have participated in family businesses or entrepreneurial activities before university. Others may have access to digital learning resources or professional networks. Institutional resources also differ considerably. These factors may contribute to variation in students' competencies.

The cross-sectional nature of the study similarly limits causal interpretation. Although the regression result indicates a significant association, longitudinal research would provide stronger evidence concerning whether changes in instructional practices lead to subsequent improvements in risk management competence. Future studies could employ experimental or quasi-experimental designs in which one group receives enhanced experiential instruction while another receives conventional teaching.

Despite these limitations, the findings make an important contribution by directing attention towards the implementation dimension of Business Education. Discussions of

curriculum relevance frequently focus on what should be taught, but equal attention must be paid to how content is taught. A relevant curriculum implemented through inappropriate pedagogy may produce weaker outcomes than an equally relevant curriculum supported by active and experiential teaching.

Conclusion

Based on the empirical findings of this study, it is concluded that curriculum implementation strategies directly influence the level of risk management skills acquired by Business Education undergraduates in Southwestern Nigeria. The continued reliance on traditional lecture-based instructional delivery limits students' capacity to evaluate market uncertainties, quantify financial risks, and formulate mitigation plans. Transitioning toward active, problem-based, and experiential pedagogical strategies is essential for building practical risk management competencies, bridging the graduate skills gap, and enhancing graduate employability and entrepreneurial capability.

Recommendations

The following recommendations apply to public institutions in Southwestern Nigeria:

1. Business Education lecturers should transition from passive theoretical lectures to active, experiential strategies, incorporating business case studies, real-time risk simulations, and scenario-based decision-making exercises into weekly classroom sessions.
2. University curriculum committees and educational planners should update Business Education course outlines to make practical risk assessment exercises mandatory components of instruction and continuous assessment.
3. University management should organize regular pedagogical workshops to train educators on modern, technology-driven simulation tools and experiential teaching techniques.
4. Tertiary institutions should establish functional business simulation laboratories and enterprise incubators where Business Education students can practice evaluating and managing business risks in controlled environments.

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