Innovative Strategies for Integrating Entrepreneurship into Teacher Education: A Systematic Review

Mubarak Akinsegun AKINTOLA
Department of Social Sciences Education
Faculty of Education**,** University of Ilorin, Ilorin, Nigeria
akinmubarak@unilorin.edu.ng

Adeshina Abdullateef ADEBAYO
Department of Social Sciences Education
Faculty of Education, University of Ilorin, Ilorin, Nigeria
adebayoabdullateef1@gmail.com

Adesegun Olayide, ODUTAYO
Department of Social Sciences Education
Faculty of Education, University of Ilorin, Ilorin, Nigeria
odutayo.ao@unilorin.edu.ng
https://orcid.org/0000-0001-9309-6635

Abstract
In recent years, there has been a noticeable trend in the area of education toward including entrepreneurship. This change is a reflection of the rising understanding of the value of giving students—especially prospective teachers—entrepreneurship knowledge and skills. Governments have taken aggressive steps to encourage and instill an entrepreneurial mindset, notably via education since they have realized the significance of entrepreneurship in impacting general well-being. Thus, entrepreneurship has become an increasingly important skill in the education industry, as education professionals are being encouraged to think creatively and identify new opportunities for improvement. This study aims to explore innovative teaching strategies for integrating entrepreneurship into teacher education. To achieve the objectives of the research, the systematic literature review approach was utilized. With the use of some sets of inclusion and exclusion criteria, 7 studies that were found to be adequate and meet the inclusion criteria were selected and used to answer the research questions raised in the study. After applying thematic analysis to the selected papers, several themes that addressed those objectives emerged. It was found that, in keeping with the present trend of the Industrial Revolution 4.0, an appropriate approach through the diversity of creative teaching methodologies in imparting entrepreneurial knowledge to students should be strengthened and emphasised. When imparting entrepreneurial knowledge to pupils, this necessitates greater creativity and innovation on the part of educators, particularly in teacher education. Knowing the fundamentals of entrepreneurship can help instructors create creative plans and encourage pre-service teachers to pursue technological entrepreneurship. Students' interest in entrepreneurship may be stimulated by the range of tactics and exercises used in both official and informal education.

Keywords: Innovative Teaching, Teaching Strategies, Entrepreneurship, Teacher Education.

Introduction

In recent years, there has been a notable movement in the field of education to include entrepreneurship education. This change is a result of a greater understanding of how critical it is to provide educators and pre-service learners entrepreneurial skills and knowledge. It has been demonstrated that entrepreneurship education is beneficial, especially in settings with little resources like Nigeria. Governments have taken aggressive steps to foster and instill entrepreneurial thinking, especially via education, since they have acknowledged the significance of entrepreneurship in affecting general wellness. However, there are challenges in preparing students for practice, as activities involving entrepreneurship and financial solvency were identified as areas where pre-service teachers and working teachers felt least prepared. The COVID-19 pandemic has further emphasized the need for social entrepreneurship globally, highlighting the increased importance of social entrepreneurship education.

Entrepreneurship education has been recognized as a critical component of modern education systems, as it fosters innovation, creativity, and problem-solving skills in students. It has demonstrated positive impacts, particularly in low-resource contexts, leading to entrepreneurial, economic, and social wellbeing outcomes (Sulaimon & Adebayo, 2024; Tingey et al., 2020). Additionally, the value of innovation and entrepreneurship training in teacher education is becoming more widely acknowledged, demonstrating the wider relevance of entrepreneurship education outside of conventional commercial settings. The importance of entrepreneurship education in giving students the abilities and mentality needed for entrepreneurial success has also been emphasised, as has the development of entrepreneurship competence as a lifetime learning ability.

Entrepreneurship came to lime-line in Nigeria because of the need to redirect the educational system for relevance and for national growth and development from what used to be known as colonial system of education. The Nigeria school curricula since independence has been until in recent times was criticizedof void of entrepreneurship education hence the dire need to include entrepreneurship education in the schools' curricula across the three tiers of education; the primary, secondary and higher institution (Yusuf et al., 2022). Nonetheless, it is well known that many nations lack or provide minimal entrepreneurial instruction to pre-

service teachers. Furthermore, it should be noted that in-service teachers are often ill-prepared in terms of both academic understanding and classroom experience with relation to entrepreneurship education. For instance, it has been demonstrated that one of the largest obstacles to the successful practice of entrepreneurship education and the teaching of entrepreneurship is the attitudes of instructors (Gustafsson-Pesonen & Remes, 2012).

It can now be claimed that the biassed approach of inexperienced instructors to entrepreneurship education practice in the classroom has negatively impacted its implementation in the classroom. In fact, according to Kbathgate, Mostert, and Sandland (2013), educators should take the initiative to help pupils develop their entrepreneurial traits. Similarly, it is critical that pre-service teachers comprehend the definition of entrepreneurship and its proper application. It is regrettably noted that a small number of educators possess knowledge and expertise about the educational infrastructure needed for entrepreneurial instruction (Seikkula-Leino, 2020). Furthermore, research on entrepreneurship education in teacher preparation is crucial for educating educators and teachers about entrepreneurship education since it has been observed that teachers must possess experience and knowledge of the subject in order to instruct their students using experimental methods (Seikkula-Leino, 2020).

The world has changed a lot in the twenty-first century, and the educational system must adapt as well, particularly the training program (Udo & Babayemi, 2019). According to Kobi (2021), developing new skills is one of the key pillars that enable people to achieve their goals. However, it appears that the teacher training program does not yield the expected outcome in terms of skill acquisition. University graduates are frequently given certificates after passing a battery of tests that result in grades. The granted certificate solely shows the cognitive competence of the graduate. However, graduates who are skilled and capable of producing outcomes in the workplace are in high demand on the worldwide market. According to earlier research, the majority of Nigerian graduates do not possess the necessary abilities to compete with their peers in the international market.

It is important to treat this situation seriously. The growth of technical entrepreneurs benefited greatly from the entrepreneurial component, which need to be included into the educational process (MohdShahrir 2015; Zairon et al. 2017). But there isn't enough attention paid to exposing students to entrepreneurial knowledge through instructional strategies. Students are not taught the fundamentals of entrepreneurship, such as spotting business possibilities, launching

a company, developing new goods, running a business, marketing, promotion, and advertising (MohdShahrir 2015; Ali, 2013; YusrizalYusof 2012). Due to their technical backgrounds and lack of exposure to financial competency and accounting, vocational subject lecturers are ill-equipped to teach these subjects, according to a research by Khow, Suhaida, and AbdulPatah Malik (2008).

Teachers who teach subjects outside of their areas of expertise may have challenges, particularly with knowledge and instruction (Sulaimon & Adebayo, 2024; Roslan 2014; Alice, 2017). In order to avoid impeding the government's attempts to develop entrepreneurial graduates and transform Malaysia into an entrepreneurial nation in the near future, these challenges must be treated seriously. In order to improve entrepreneurship, Merhayati et al. (2017) shown that suitable pedagogical knowledge and concepts are required in their study on entrepreneurial intents for students at Kuala Langat Community College. Regarding the ability of educators to impart information and introduce students to entrepreneurship, there is obviously a gap in the development of technical entrepreneurs. Before they can educate pupils, the instructors must learn more about the world of entrepreneurship. The university will be impacted by this ignorance and lack of exposure.

As universities have become more market focused, they have changed dramatically. Scholars, policymakers, and practitioners now recognize that teachers are central to successfully improving student learning and innovation. Whatever curricula and materials are available, whatever policies are in place, whatever support the parents and community members offer, teachers are ultimately the ones who engage with students. The theory of educational change should be viewed as a concept and a source of supportive arguments that might help teachers get a better insight into their feelings related to the topics and issue.

Research Objectives

1. To provide an overview on the integration of entrepreneurship in teacher education;
2. To explore innovative teaching strategies for integrating entrepreneurship into teacher education.

Defining Entrepreneurship Education

The concept Entrepreneurship Education encompasses two important words: Entrepreneurship and Education. The term entrepreneurship is derived from a French word entrepreneur meaning the one who under takes. In line with this, Entrepreneurship is the ability to

envisage and chart a course for a new business venture by combining information from the functional discipline and from the external environment in the context of extraordinary uncertainty and ambiguity which direct attention on the new business venture. It revolves around substantial resources acquisition and development which leads to providing, sustaining, communicating and coordination. The process of combining people, money, and resources to address a need and generate income is what Hoit (2006) describes as entrepreneurship. It also involves investigating managerial and organisational abilities.

Entrepreneurship education simply means preparation for involvement in business organization. Thus, Ekong (2008) calls it education provided to develop the individual in the skills, altitudes, competencies, belief and the perspective of conceiving, planning, starting and managing enterprise for sustained benefits. This definition seems to be too bogus and so Oguegbune and Ugbe (2008) narrowed it down to a process of exposing learners to the essential skills for effective development and management of an enterprise at any level. This definition seems to be adequate enough.

Contributing to the need for entrepreneurship education for self-survival, Ayeduso (2004) identified the following objectives of entrepreneurship education as:

1. Provide meaningful education for the youth which could make them self-reliant and subsequently encourage them to derive profit and be independent or self-developed.
2. Provide small and medium size companies with the opportunity to recruit qualified graduates who will receive training and tutoring in the skills relevant to the management of the small and medium business centres.
3. Provide graduates with the training and support necessary to help them established a career in small and medium size business.
4. Provide graduate in training skills that will make them meet the manpower needs of society.
5. Provide graduates with enough training in risk management to make uncertainty become possible and easy.
6. Stimulate industrial and economic growth of rural and less developed areas and
7. Provide graduates with enough training that will make them creative and innovative in identifying new business opportunities.

Developing Teacher Education Curriculum for Entrepreneurship Education

In the face of the global issues enumerated earlier and economic crises that result to unemployment, the teacher education curriculum should be developed to accommodate the emerging issues in science and technology for survival in 21st century. Entrepreneurial skills in general and ICT in particularly have been found to be useful tolls to fight unemployment in this era. The envisaged progress of science and technology means that 21st century educational policies should to a greater height include much popularization of science and Technology such as entrepreneurial skills which should be imbibed by the learner as a method of understanding nature and its related phenomena and as a means of harnessing nature's resources for solving human problems (Sulaimon & Adebayo, 2024).

Numerous activities may be done at home that is relevant to science and technology. In order to help students, learn entrepreneurial skills, teachers should investigate their surroundings. The idea behind these tactics is based on the necessity of perpetuating the misconceptions around science and technology that are common in our traditional society. In this case curriculum development should adopt an integrative approach that would break the conventional boundaries, existing between the exact and the social sciences. Consequently, while departmentation of courses in the colleges of education, university faculties of education and other teacher training institutions and many more not mention still hold, courses should be activated and made a lived reality. There should be a link of relationship between courses and actual live situations considering the issues that are relevant in the world of today. For instance, in social science like social studies skills like wood work, ceramics, metal and electrical works, shoe-making and repairs and host of others should be developed (Odutayo & Ramsaroop, 2023).

In this regard, there should be a drastic shift from dogmatic, theoretical, and subject matter dominated curriculum content to a more liberal, progressive and pragmatic approach to teaching and learning is most desired. The aims, goals and objectives are to target the production of students who are entrepreneurs and survive in the world of globalization and unemployment. The above skills and ICT are acknowledged as tools for self-employment. In a bid to meet the requirement of the 21st century there is need to re-engineer the curriculum of teacher education, with such entrepreneurial skills. ICT in particular has been acknowledged world wide as a potent and viable tool for self-employment, job and wealth creation (Yusuf et al., 2022).

To sum it up, the 21st century curriculum for teacher education is to be developed considering environmental issues, science and technology education. This has become relevant considering the roles play by teachers in the overall educational enterprise. A very laudable way of achieving this is to integrate science, technology and environmental education with the broad discipline. In this way the student teachers of various discipline will be able to acquire these basic skills. Creative thought and action can be stimulated not only through the practical subjects but also across disciplines ensuring that memorization and copy work are reduced to the minimum. The materials for curriculum should revolve around techno-scientific facilities and equipment. Skills like computer and other entrepreneurial skills are to be given proper attention in curriculum design and organization of teacher education. Teachers with knowledge in entrepreneurial skills will undoubtedly affect the school system to the tone of globalization.

Method

Data for the study were gathered using a systematic review methodology. A systematic search for data using a repeatable process, along with an evaluation of the data (such as its quality) and a synthesis of research data, constitutes a systematic review (Munn et al., 2018; Hong et al., 2017). This suggests that the study methodology is transparent and sufficiently comprehensive to ensure that the data chosen and the research findings provide the same outcomes when replicated. Due to this, we used a systematic review approach in the study, which uses research studies as a source of secondary data. The results and conclusions of the chosen research are then synthesized.

Literature Search Strategy

Obtaining data to support research questions is made easier and more structured with the help of the literature search, which is perhaps the most important part of systematic reviews (Cooper et al., 2018). To discover pertinent research addressing the challenges and prospects of teachers' continuous professional development in the 21st century Nigeria, a thorough literature search technique was used to perform the systematic review. The PICO framework was utilized in the development of the search strategy, which adhered to the established Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) criteria for systematic reviews. A thorough set of eligibility criteria for the studies that were included in the study were incorporated across multiple phases of the literature search process (Al Shakarchi, 2022).

Database Selection

Five databases were chosen for search to begin the literature search for the current investigation. These were Google Scholar, Educational Resource Information Center (ERIC), African Journals Online (AJOL), Web of Science, and Scopus. These databases were chosen for their comprehensive coverage of peer-reviewed journals, conference proceedings, and gray literature. Academic databases were used because the researchers intended to collect data sources from academic journals and articles to increase the reliability of the research findings.

Search Terms and Process

The search for data was done in June 2024, and only research conducted between 2010 and 2024 were included in the date range. Based on the research objectives, specific keywords and phrases were developed and used with the aim of capturing diverse aspects with regards to the innovative teaching strategies for integrating entrepreneurship to teachers' education. The keywords employed to search for relevant literature include "innovative teaching strategies" OR "integrating entrepreneurship to teachers' education" OR "teachers' education OR "teacher education" OR "integrating entrepreneurship in pre-service training" and "Nigeria" OR "teacher entrepreneurship growth" OR "pre-service training".

Each database has a customized search strategy that makes use of proximity searching, truncation, and Boolean operators (AND/OR). In order to combine the single keywords, create search strings, hone the search, and aid in the shortlisting of pertinent articles that might have been missed if single keyword searches had been conducted alone, boolean operators like "AND" and "OR" were employed (Booth, 2016). To help with the first screening process and get rid of duplicates, the search results were saved to the EndNote reference management program.

Eligibility Criteria

Before the search strategy was put into action, the researcher set the eligibility criteria, also known as the inclusion and exclusion criteria, to help determine which studies are and are not relevant for the research. The criteria that were chosen for inclusion and exclusion are displayed in the table below.

Table 1: Eligibility Criteria

S/N	Inclusion Criteria	Exclusion Criteria
1.	Studies published from 2010 till 2024	Studies conducted prior to 2010
2.	Studies focus on integrating entrepreneurship in teacher education in Nigeria	Studies that focus on other country outside Nigeria
3.	Studies focus on in-service and pre-service teachers entrepreneurship training in Nigeria	Studies focus on other levels of Education even within Nigeria
4.	Peer-reviewed articles, conference papers, dissertations, and grey literature	Non-peer-reviewed sources
5.	Studies author in the English language	Studies written in any other language besides English language

Screening and Selection

The authors independently checked the titles and abstracts of the retrieved papers against the inclusion and exclusion criteria after removing duplicates. As a consequence, search results that did not meet all of the aforementioned inclusion criteria were excluded, while those that did were chosen.

Source Appraisal and Data Extraction

Key findings from the chosen research were rigorously reviewed and summarized as part of the data extraction process. The researcher then evaluated each of the chosen studies to make sure they were high-quality and extracted any findings or results that might fit the present research's objectives. Examining pertinent aspects of the chosen studies, such as the research characteristics (author(s), publication year, design, and sample size), context (target population and geographic area), results, and major findings were all part of the assessment process. The full data extracted from each of the studies is attached as table 2.

Data Analysis Techniques

The studies selected were analyzed using the thematic analysis approach. Researchers use the qualitative research approach of thematic analysis to carefully organize and analyze complex data sets (Nowell et al., 2017). It entails looking for themes that can best represent the narratives found in the data sets' accounts, as well as identifying themes by closely examining and rereading the transcribed material. To find themes, the researchers read and reread the findings of the sources chosen by the criteria of this analytical technique. After that, the trends were divided into themes, each of which were covered by the data from the chosen manuscripts.

Data Analysis and Results

After the application of the search strategy in the 5 databases (Google Scholar, Educational Resource Information Center (ERIC), African Journals Online (AJOL), Web of Science, and Scopus), 2, 215 articles were found. After removing duplicates and applying the inclusion/exclusion criteria, seven (7) papers were selected for this study. For more details on the selection procedure, refer to the PRISMA flowchart in fig.1.
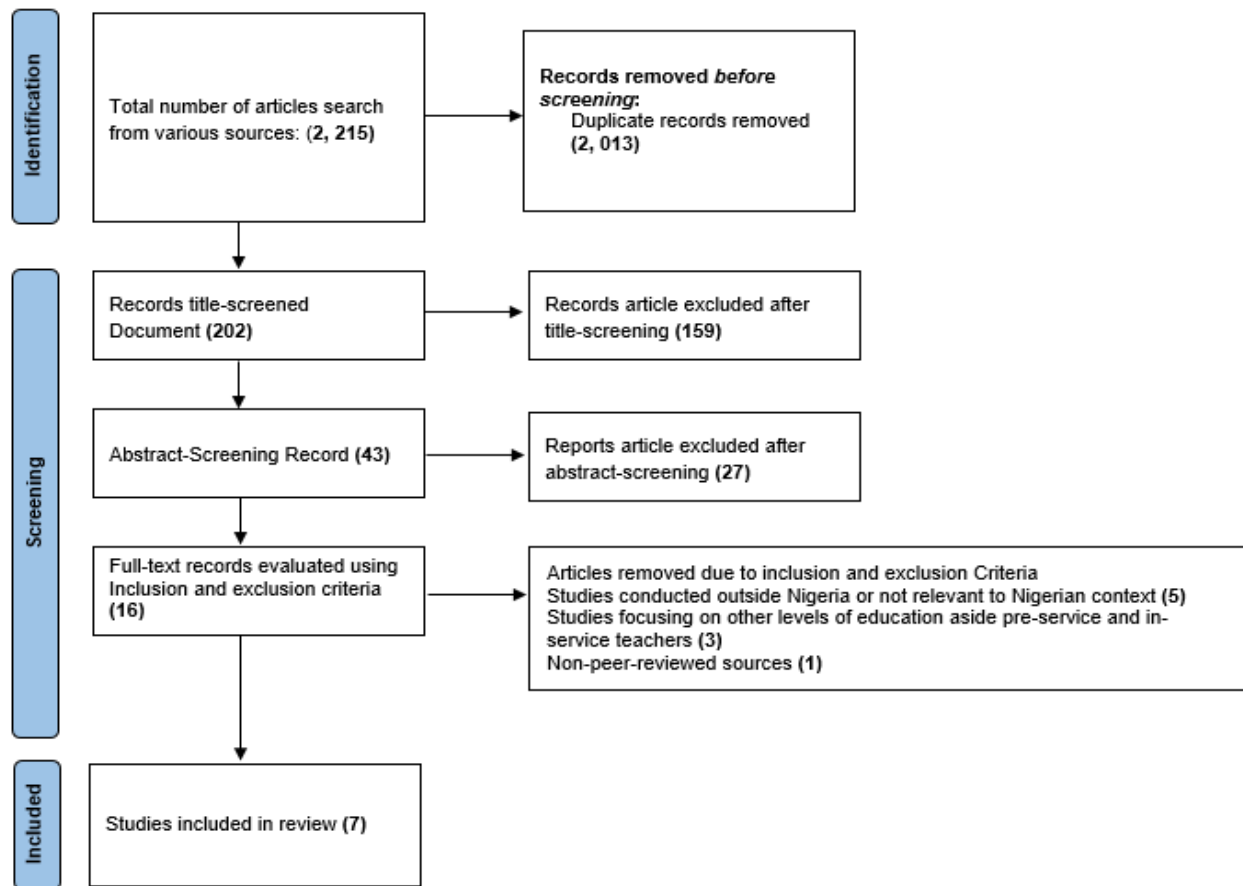
Figure 1: PRISMA flowchart

Discussion

Critical Analysis of Existing Research related to innovative teaching strategies for integrating entrepreneurship to teachers' education.

To provide a comprehensive overview on innovative teaching strategies for integrating entrepreneurship to teachers' education it is essential to consider the existing literature on this topic. Several studies have explored the integration entrepreneurship in education and among college students (Bolaji (2012), assessed entrepreneurship Education Programme in Pre-Service

Teacher Education (Onojahand Abidoye,2023), reviewed pre-service teachers' training curriculum to equip trainees with entrepreneurial skills (Ajeyalemi, 2011), explore the perception of entrepreneurship among pre-service university teachers (Nwekeaku, 2013), examine the need to Integrate Entrepreneurship Education into Science Education Teachers' Curriculum in Nigeria, and explore the problems and prospect of entrepreneurship in teachers education (Ajeyalemi, 2011).

Bolaji (2012) explore teachers' perception of integrating entrepreneurship education into science education. Based on the discoveries from the study, it was identified that the influence of teacher perception on developing entrepreneurial skills through science education was significant. This is as a result of the fact that the input any teacher made in teaching-learning process is a function of the insight of the teacher. Whether to teach science theory, practical or both infusing both scientific theory and practical in the concept of entrepreneurial that is money making strategies really dejointed on the perception and innovativeness of the science teachers (Ajeyalemi, 2011, Miller, 2004). The study thus conclude that entrepreneurial skills are not being developed in the science education of the Nigeria school system due to the science teachers' poor perception of integrating the entrepreneurship concepts into science teaching.

Another study by David Monday Onojah and AbidoyeA (2023) examined the assessment of entrepreneurship education programme in pre-service teacher education in Oyo Metropolis of Oyo State. The population of the study covers all graduating students and lecturers of two Colleges of Education in the state. Based on the study findings, it was proposed that for entrepreneurship education to be most useful, it must address and develop in students, the skills necessary as an entrepreneur. It must stimulate and challenge the students into creative and innovative ideas and concepts that result into setting-up and sustaining business ventures and other investment opportunities (Nwekeaku, 2013). Although the Nigeria's Federal Government adopted SMEs as the building block of the country's economy, the right entrepreneurs to realize the objective of setting up small and medium scale enterprises were not available despite the existence of millions army of unemployed youths, including university graduates. The ubiquitous armies of unemployed university graduates, regrettably, do not have the requisite skills and experiences for entrepreneurship in the country (Nwekeaku, 2013).

In order to give trainees entrepreneurial abilities, Babayemi et al. (2023) revised the curriculum for pre-service teachers. Science education teacher candidates do not develop

entrepreneurial capabilities for global competitiveness, according to the data analysis results. This result supports the claim that the majority of students in Nigeria lack entrepreneurship abilities. The absence of entrepreneurial skills acquired by graduates upon graduation and their need to seek out training facilities to obtain the necessary abilities may be the cause of this outcome.

Similarly, Achor, and Wilfred-Bonse, (2013) study the Need to Integrate Entrepreneurship Education into Science Education Teachers' Curriculum in Nigeria. According to the authors, developing curricula for teacher education is a well acknowledged way to encourage students at all educational levels to acquire entrepreneurial abilities. This viewpoint makes it abundantly evident that education needs to be reorganised in order to provide citizens the pertinent information, abilities, attitudes, and competences they need to survive in the twenty-first century. Against this backdrop, the study looked at how to prepare scientific instructors to respond to 21st-century instructional needs and global difficulties at the teacher education level, which is seen to be crucial for the effective implementation of Universal Basic Education. The author made a strong case for proper re-direction of current teacher education programme in Nigeria with a view to restructure it to assist the learner that will be the final recipient of the relevant knowledge, skill, values and attitudes which they require to face the new global challenges in the 21st century.

Edith Chikodi Ebo et al., (2023) explore the problems and prospect of entrepreneurship in teachers' education. The study emphasizes the need to develop innovative strategies that cater specifically for the entrepreneurship educational needs of students. The authors submit that the biggest reason Nigeria is not experiencing more entrepreneurs is because of a lack of education about entrepreneurial activity at all levels of her educational system. The teacher is the key figure in the development of entrepreneurship among students, so teacher education Institutions therefore, should properly train pre-service teachers with the right skills. However, study on innovative teaching strategies for integrating entrepreneurship to teachers' education has not been widely explored in previous research.

Strategies for Creating Entrepreneurial Skills in Teachers' Education

Achor, and Wilfred-Bonse, (2013) studies identified that many authorities have advanced ways of equipping learners/student Teachers at Teacher education level, with entrepreneurial skills. They noted that teachers should be made to understand the need for the acquisition of entrepreneurial skills as entrepreneurs in the school environments. For instance, they should be made to be aware that in the era of modernization and changing economy situation

learners/teachers need to equip themselves to follow the trend in the world of science and technology. Also, the authors mentioned that the curriculum of teacher education should create room for internship training. "*An internship training should be organized on entrepreneurship skills for the student teachers so as to fully acquaint them with most skills they need to function in the classroom after graduation*".

In this vain Odo (2011) suggested some strategies for linking entrepreneurship with courses and programmes to include; developing curriculum, developing student, developing understanding, evaluating student's experience of entrepreneurship and feeding it back into the curriculum. Develop student abilities to be enterprising entrepreneurs by; getting them to be enterprising; assessing their enterprise activity; providing them with some training, development and developing/ promoting student involvement in enterprise, and embedding enterprise into the curriculum. Akani (2011) in their own study highlighted Strategies that will help promoting entrepreneurship education and skill acquisition to include organizing internship programmes for student teacher, organizing seminars, workshops for student/teacher, practical counseling on entrepreneurship and skill acquisition for students and rewarding students that perform well in skills acquisition activities.

The Potentials of Integration of Entrepreneurship to Teachers' Education

Entrepreneurship education has been recognized as a critical component of modern education systems, as it fosters innovation, creativity, and problem-solving skills in students. Entrepreneurship education has become a vital component in modern educational systems, playing a significant role in fostering innovation, creativity, and problem-solving skills among students. Research by Wei et al. (2019) emphasizes how entrepreneurship education shapes the skills of entrepreneurs and enhances their professional abilities, focusing on improving entrepreneurial capabilities. This highlights the role of entrepreneurship education in nurturing innovative talents. Additionally, research like those by Feng & Lin (2019) and Gang Wang & Gang (2019) explore the integration and systematic framework of innovation and entrepreneurship education in colleges and universities. They emphasise the value of all-encompassing systems and useful instructional frameworks in developing students' entrepreneurial attitudes and skills. These results highlight how innovation and entrepreneurship education should be strategically included into the process of developing potential.

By concentrating on the incorporation of entrepreneurship into teachers' education, this study deviates from earlier studies on entrepreneurship education. This combination has enormous promise for fostering creative responses to the limited instruction of entrepreneurial skills and advancing an all-encompassing strategy for entrepreneurship education. Despite the obvious advantages, little study has been done on how to include entrepreneurship into teacher education. The possible advantages and ramifications of including entrepreneurial education into teacher preparation must be well investigated and comprehended. Notwithstanding the potential benefits of combining teacher education with entrepreneurial education, there is a research vacuum in this area. While existing studies have explored various aspects of entrepreneurship education, such as drivers of sustainable entrepreneurial intentions, critical issues and trends in innovation and entrepreneurship education, and the influence of entrepreneurship education on employment quality and employment willingness, there is a lack of specific focus on the integration of entrepreneurship inteachers' education.

Conclusion

Integration of entrepreneurship in teacher education curriculum is very necessary in the context of global economic crises. Thus, every society in the quest for technological and scientific development cannot afford to trifle with teacher education, since no educational system can rise above the quality of it teachers.To this end, this paper has made a strong case for proper re-direction of current teacher education programme in Nigeria with a view to restructuring it to assist the learner that will be the final recipient of the relevant knowledge, skill, values and attitudes which they require to face the new global challenges in the 21st century. This work therefore submits to the fact that the new teacher education trainees who are needed to fulfill the above vision are those with great depth of knowledge in skill, increased pedagogical skills and right professional attitudes, all of which would have been achieved through innovative teaching strategies for integrating entrepreneurship to teachers' education.

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