

## Impact of Entrepreneurship Education on New Ventures Creation - A Case Study

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### ABSTRACT

This study explored the impact of entrepreneurship education on new ventures creations. Entrepreneurship education is viewed as a potent tool for influencing students' learning orientation and expression of new ventures creations. And this has assisted in the creation of blue collar jobs thereby alleviating poverty in various economies. A qualitative method was employed using semi-structured interviews as data collection tools. A total of fifteen (15) students who own startup in the selected universities were sampled and interviewed. Data was transcribed ad-verbatim and analyzed. The results showed significant impact of the constructs of entrepreneurship education and new venture creation of the sampled students. The findings further revealed a plethora of hidden facts on the reasons for both the acceptance and reluctance on student's start-up of businesses after before and after graduation. Based on the findings, it was recommended that practical activities should be emphasized during students' course of study and interest should involve identification of products and market opportunities.

**Keywords:** Entrepreneurship, Education, Job creation, University students, Nigeria

### BACKGROUND OF THE STUDY

Entrepreneurial learning and teaching methods are inculcating entrepreneurial skills and attitudes in students to motivate the creation of new venture by undergraduates (Middleton, 2010). The quest for white collar jobs and unemployment rate suggest the educational system in Nigeria lacks the element crucial to avoiding the high rate of unemployment in the country although the government through its monitoring ministries and academic agencies made entrepreneurship education compulsory for tertiary institutions (Akure & Adogbeji, 2013). Consequently, there may exist some gaps between the development of entrepreneurship education for students, and the eventual translation of this education into new venture creation. Having observed the important role entrepreneurship education plays in providing the opportunity for young graduates to imbibe the attitude, entrepreneurial career inspiration and entrepreneurial culture needed for new ventures creation. Onuma (2016) asserts that the noticeable unemployment saga has been one of most disturbing problems facing all unemployed graduates in Nigeria. Most Nigerian universities have failed to incorporate entrepreneurship trainings, equipment's and making entrepreneurial learning environment unavailable which would have been a platform for employment, economic growth and increased welfare. Uzoagulu (2012)

asserts that practically some universities create the opportunity for one or two entrepreneurial courses, taught by some lectures who have no practical experience of entrepreneurship while students take such courses as a requisite for graduation. This, according to the author, is very detrimental to the educational state of the country because it would empower the growing citizen to develop mental and get self-employed instead of being unemployed in Nigeria. Entrepreneurship should be introduced as an explicit element within the curriculum for formal and non-formal education, with national on good practices to achieve this; Practical entrepreneurship experience should be made widely available throughout all stages of education and training, with a minimum of one compulsory education for all learning. This is a platform stimulates and develop entrepreneurial skills which could eventually lead to the development of new ventures creation. This action if implemented is believed to reduce the present level of unemployment that is plaguing Nigeria therefore reducing the rate of violence, poverty and segregation among citizens.

### REVIEW OF RELATED LITERATURE

According to Peterman & Kennedy (2003); if tasks and techniques are to be made to update entrepreneurial behaviour, then an aggregate comprehension of the factors that effect and shape an individual's goals to go into entrepreneurship is important. Entrepreneurship is created as a fundamental idea in overall economic change. Various studies have shown that entrepreneurship instruction is a fundamental wellspring of making human capital and furthermore expect a basic part in giving learning opportunities to individuals to improve their entrepreneurial aptitudes, dispositions and limits. Higgins & Elliott (2011) in an investigation of Irish graduates, who took part in entrepreneurship activities and projects while at school, found that a relatively high extent (55%) of the specimen detailed that the course produced had a positive result on their ensuing profession choice. The review likewise found that 7% of the respondents had started a start-up wander inside five years of graduation. Baba (2013) recommended that entrepreneurs complete this objective through various interrelated errands, for example, natural filtering, information sorting, arranging, and reflecting It takes after to the degree that opportunities recognizable proof includes enacting entrepreneurs' socio-intellectual aptitudes and participating in assignments, the entrepreneur's self-adequacy convictions about undertakings are important. An empirical finding by Mudashir, Rozilah & David (2014) in their review, *'Is the Impact of Entrepreneurship Education as exceptional as the Demand?'* uncovered that Entrepreneurship Education Program (EEP) positively affected the students' entrepreneurial aims, esteem creation and solid aspiration to act later on as entrepreneur. In spite of this astounding effects, the basic issue is the devotion of the affected an incentive on the understudies over a period slack after graduation. A review by Taiwo and Agwu (2016) in Nigeria set out to review the impact of entrepreneurship training on the understudies' entrepreneurial goals. The review makes it clear that entrepreneurial attributes of youth are differing and their presentation to entrepreneurship instruction for a time of four years is fit for inciting the goal of getting to be entrepreneurs. Akpomi (2008) in their study on entrepreneurship among prospective graduates of business/management faculties and economic development in Nigeria for a sample of 400 final year students selected through random sample, revealed that only 13.7% of graduates-to-be aspire to own businesses upon graduation. Reasons given for this are there are no take-off assets/sponsorship, insufficient planning to confront the requests of running businesses and the poor state of mind of Nigerians towards buying made-in Nigeria products. Based on the foregoing, it is evident that there was no concentrated effort to enrich our understanding of the extent to which entrepreneurship education is converted into new ventures creation or start-ups (Taiwo, Agwu, Aregan, and Ikpefan, 2016). Therefore, eEntrepreneurship education is assumed to have been implemented in all university institution, orders from the government but despite this Nigeria still remains unchanged in terms of unemployment rate, stagnated economies and growth. This study therefore examines why there is no form of improvement and how changes can be made. Entrepreneurial education has recently been constrained to the 'formal learning', there has to cross over the gap, as entrepreneurial education does not just rest in the formal part of education, however it could likewise be a life-long

learning process, that may not require an academic institution. It rests on the mixture of both formal and informal learning.

## Overview

A profitable and sustainable business creation is possible only through entrepreneurship education which offers essential skills, motivation and awareness to the students (Salihu, 2016). Entrepreneurship education has been considered a relevant field of study among developed academics around the world for a period of time due to several factors which includes a means of regenerating stagnated economies; stimulating growth and reducing unemployment rate by providing new jobs. Entrepreneurship has been recognized as a relevant element in the dynamics of all economies and it is regarded as the driving force in economic growth and creation of jobs (Salihu, 2016). Moreover, extensive research has shown that small business ventures are accountable for an increasing greater proportion of economic activities in the most countries (Tende, 2015). This is because most new ventures creations benefit the economy by contributing to job creation, innovation and economic growth. According to Goetz, Fleming and Rupasigha (2012) new ventures creation has a significant positive economic impact not only on wages and salary employment but also on per capital growth and poverty reduction. According to Fayolle and Gailly (2013) there has been a misunderstanding amongst academics and business minded people concerning whether entrepreneurship can be taught at all. People perceive entrepreneurship as a talent with which one is born and cannot be taught; however, this may also be assumed by other professions; such as engineering, medicine or law, and nobody will dispute the need to educate students on these subjects (Fayolle, 2013). This is to some extent feasible, but also that it presupposes a special kind of didactics and pedagogy focused on the development of academic as well as personal competence. In addition, Ayoade and Agwu, (2016) asserted that entrepreneurship education inoculates in individual's entrepreneurial skills that enables them confront situations in a creative and innovative way. Taiwo, Agwu, Aregan, and Ikpefan, (2016) observed that through the years, various Governmental bodies and institutions in Nigeria have put in efforts to initiate and encourage the idea of entrepreneurship by introducing multiple mechanism which include; the National Directorate of Employment (NDE) in 1986, the Millennium Development goals (MDGs) of 2000, the National Economic Empowerment and Development strategy reform in 2003, and the Youth Enterprise with Innovation in Nigeria (YOU-WIN) of 2011. The recent Nigerian Youth Enterprise competition which was implemented in 2016, administration of N10 billion through the Bank of Industry to support youth entrepreneurial project in March 2016, the Youth Initiative Empowerment and Development Programme (YIEDP), Babson College which initiated 'A practice- based approach to entrepreneurship Education', the ASO Rock Demo day in September 2016 and Mark Zuckerberg presence also helped to validate the high rate of entrepreneurial spirit in Nigeria. Currently, the Nigerian government through the National Universities Commission has made it mandatory for every undergraduate to offer entrepreneurial courses as a step towards stimulating active and productive entrepreneurial activities in the country (Buba, Ayuba & Rimamnde, 2015). This implies that entrepreneurial education may sign post the future entrepreneurial behavior and creation of new ventures. Nevertheless, creation of new venture can be expressed through certain observable actions to show commitment towards the achievement of entrepreneurial vision. Therefore, the study seeks to determine the impact of entrepreneurship education on new venture creation. This study aims to among others; examine the impact of entrepreneurship education on new ventures creation in Nigeria with the overarching objective of investigating the impact of entrepreneurial education on new ventures creations within the Nigerian landscape. The questions that readily comes to mind and begging for answer are 1) to what extent does the education influence the creation of small start-up businesses and 2) in what ways does vocational trainings affect the creation of viable goods and services

## Barriers to Social Start up in Nigeria

It is entangled to separate particular variables that are impeding the advancement of social endeavour in Nigeria. The planning has not been auspicious for social venture in Nigeria to date. These might be a few reasons:

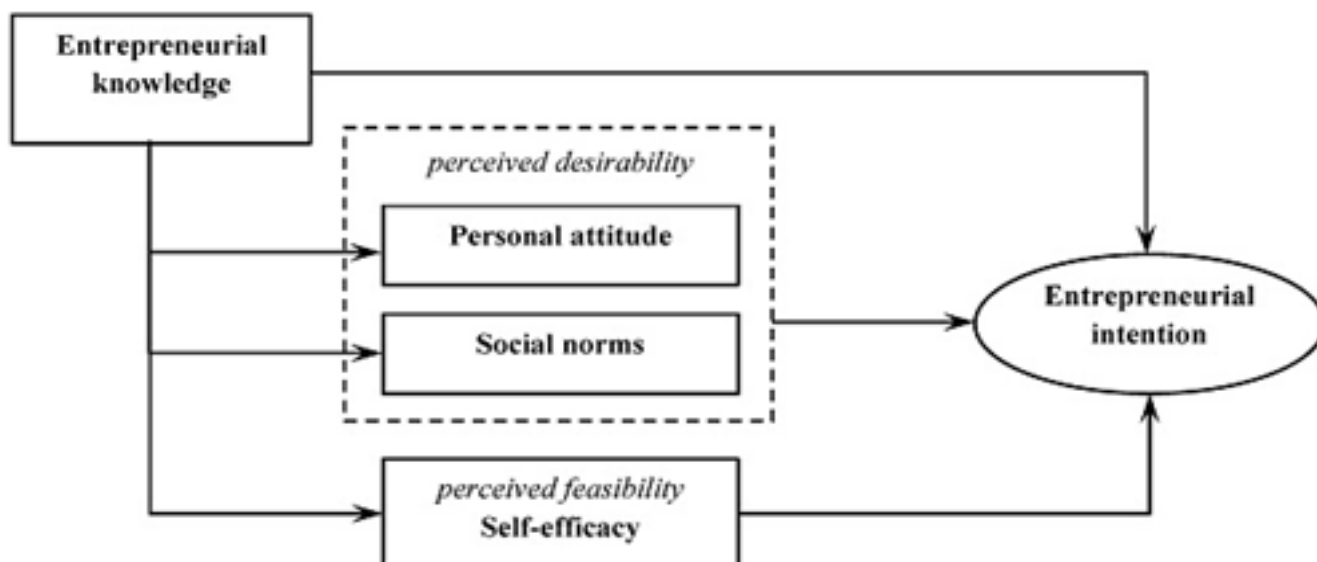
- i. **Government focus:** Though the legislature has set up clear social and financial objectives that incorporate decreasing open spending and changing open administration. Social undertaking may appear to be unrelated given the extent of these needs and uncontrolled rebuilding; social venture is a conveyance framework, another structure and institutional shape that is plainly adjusted to these Government needs (Kaplan, 2013).
- ii. **Role of public sector:** Social venture is probably going to remain slowed down without government initiative. Without extensive stores of private riches and a custom of beneficent giving, the state has turned into Nigeria's biggest donor and social endeavor is not liable to pick up footing without duty from the state. Moreover, general society administration is scrutinized for being danger loath and ineffectively situated to advance. "Incessant absence of development in our open division has prompted declining productivity, poorer administrations and lost esteem" (Wagner, 2012), general society segment requires a culture change that endures disappointment, supports imagination and grasps new thoughts (Kaplan, 2013).
- iii. **Fragmentation:** An entire framework system is an outlook, culture, procedure and structure. Nigerian establishments are astoundingly divided. Government is attempting to separate obstructions inside people in general administration and there additionally should be substantially more cross-division joint effort. The bay between the business and social areas is especially intense; the shortage of middle person associations hinders chances to fabricate connections and structures crosswise over parts (Ayoade and Agwu, 2016).
- iv. **Size and location** – Nigeria extensive size presents many difficulties, particularly uncultivated markets. Put based endeavors battle with scale in numerous groups. Innovation stages reduce yet don't dispense with these hindrances (Kaplan, 2013).

## Theoretical underpinning

Start-up entrepreneurs basks in the euphoria of well won freedom of been bossed as they are their own boss and have a complete say on the business, (Taiwo and Agwu, 2016). The albatross however comes in the shape of the related long hours expected to put the business in the gliding shape before the employment of a manager. The expertise required for this enormous role is essential, therefore diligence, patience and attention to minute details are of utmost importance, these are in most cases either lacking or in short supply. However, it is found to be present in very few cases hence the success stories which brings in the attraction and causes the pull and push factors for the holistic embrace of entrepreneurship as a venture. The main aim of entrepreneurship education was based on the simple assumption that knowledge of entrepreneurship can be taught as a discipline and learned to be of use to the learner with the belief that what was learnt will be put to practice resulting in start-up of small business ventures.

Linan, (2004) integrating the Theory of Planned behavior as expounded by Ajzen (1991) proposed that entrepreneurship education to an individual had to strengthen participants' intentions to become an entrepreneurs as depicted in Figure 1 below. In this figure, the Theory of Entrepreneurial event as stated by Shapero and Sokol (1982) were combined to become model of entrepreneurial intentions and this was achieved by adding the element of entrepreneurial knowledge acquired through education.

**Figure 1: Linan Model on Entrepreneurial Intentions**



**Source: Linan, F. (2004) Intention-based models of entrepreneurship education. *Piccola Impresa / Small Business*, 3(1), 11-35**

Based on the above, this study further measures the influence of entrepreneurial knowledge to the factors that drive intentions according to Ajzen's Theory of Planned Behaviour (TPB). The adoption of this model is premised on the fact that the participating students on the Entrepreneurship Education Programme (EEP) are carefully selected and observed to understand their intentions of the world of entrepreneurship. In line with the elements in the above model, the Planned Behavioural Control (PBC) in this context combines the environment, social norms and self-efficacy as mediating factors that will ultimately lead to the planned behavior. In the final analysis it is expected that the end result of this study will showcase and confirm that the TPB model used can serve as an indicator for the EEP and ultimately lead to action.

### **Ajzen's Theory of Planned Behaviour**

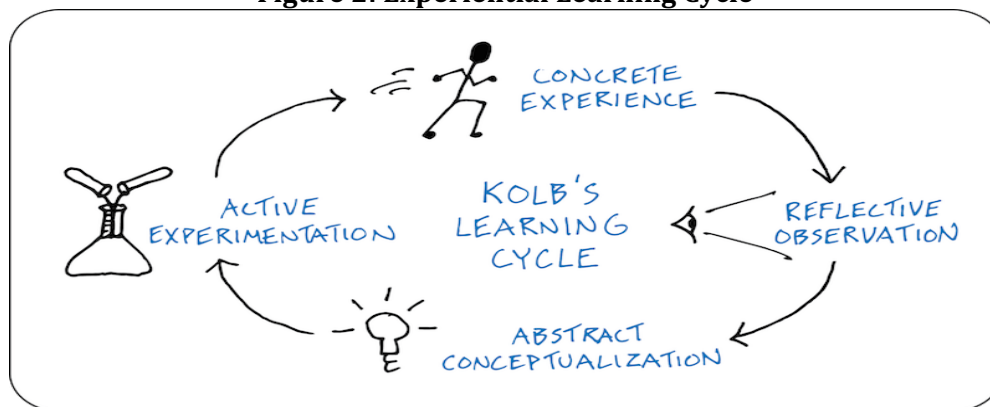
The theory of planned behaviour has been in existence for a period of time and It has been criticised by different authors. Williamson (2014) regarded it as a social psychological model which can be used to assist our thinking when considering why people perform particular behaviours. The theory of planned behaviour is based on the theory of reasoned action (TRA), which was proposed by Fishbein and Ajzen in 1975-80 (Fishbein and Ajzen, 1975; Ajzen and Fishbein, 1980). The theory comprises of three noteworthy develops, 1) the behavioural intention that depend on upon 2) subjective standards and 3) attitude. The more grounded the uplifting attitude toward behaviour are and the more grounded the social standards toward behaviour are, the more grounded the behavioural intention is. On the off chance that the intention is high, the individual is liable to perform the predetermined behaviour. Behavioural intention (BI) measures the quality of the intention to execute a predetermined behaviour. Subjective standards (SN) depict the weight from peers or friends to conform to particular standards. In the event that, for instance, entrepreneurship is seen as unreasonably risky by peers and friends, then the individual is more hostile to perform entrepreneurial behaviour. Attitude (A) include of assumptions about the results of performing a predetermined behaviour. The TRA can be unravelled in a scientific formula:  $BI = SN + A$ . The TRA was developed further and in 1991 Ajzen recommended the theory of planned behaviour (Ajzen, 1991). One main development was the addition of a third attitudinal determinant of behavioural intention, perceived behavioural control. The theory accepts that specific actions are preceded by a conscious intention to act in a defined way. Furthermore, intentions are dependent on attitudes that are affected by past life experiences, personal features and perceptions drawn from those experiences (Ajzen, 1991). The theory of planned behaviour is made up of three attitudinal

antecedents of intentions: Disposition toward behaviour is proportionate to the state of mind idea in the TRA and alludes to the extent to which a man considers performing certain conduct. It speaks to the level of attractive quality and incorporates desire of results coming about because of this behaviour. Subjective standards refer to the social and social weight to perform a particular conduct. Critical in this appreciation are friends', the family's associates', systems' or mentors' assumptions about the attractive quality of, for instance, becoming an entrepreneur. Seen behavioural control covers with Bandura's idea of self- adequacy (Bandura, 1986) and is a measure of the individual's apparent capacity to perform a predefined conduct (Krueger et al., 2000). This could be applied to the Nigerian settings as most graduates gets entrepreneurial intention, on leaving the college settings but end up not pursuing their entrepreneurial dreams because of the lack of solid entrepreneurial intentions, that where the theory of planned behaviour comes into play, that what Ajzen, was trying to pass across in his theory; where he says intentions are dependent on attitudes that are affected by previous life experiences, personal features and perceptions drawn from those experiences (Ajzen, 1991).

### Dewey's Theory of Experience

In furtherance of this, the Dewey's Theory of Experience often referred to as the Experiential learning theory readily comes to mind. This theory carefully combines and gives a lot of flesh to the above two theories

**Figure 2: Experiential Learning Cycle**



**Source: Dewey, 1938; Kolb, 1984**

For John Dewey, education and democracy system are personally associated; as indicated by Dewey great education ought to have both a societal reason and reason for the individual understudy. For Dewey, the long-haul matters, however so does the fleeting nature of an instructive affair. Teachers are capable, in this manner, for giving understudies encounters that are quickly significant and which better empower the understudies to add to society (Neill, 2005). Dewey elaborated on two extremes in education: customary and dynamic education. The worldview war still goes ahead; from one perspective, moderately organized, restrained, requested, instructional convention training versus moderately unstructured, free, understudy coordinated dynamic instruction. Dewey censures customary instruction for ailing in all-encompassing comprehension of understudies and outlining educational module excessively centred around substance instead of substance and process which is judged by its commitment to the prosperity of people and society (Neill, 2005). Then again, dynamic instruction, he contends, is excessively reactionary and adopts a free strategy without truly knowing how or why flexibility can be most helpful in training. Opportunity for flexibility is a feeble theory of training. Dewey contends that we should move past this worldview war, and to do that we require a hypothesis of experience (Dewey, 1938). In this way, Dewey trusts that teachers should first comprehend the way of human experience. Dewey's hypothesis is that experience emerges from the association of two standards; congruity and cooperation. Progression is that

each experience a man has will impact his/her future, for better or in negative ways. Association alludes to the situational impact on one's understanding. At the end of the day, one's available experience is an element of the connection between one's past encounters and the current circumstance. For instance, an ordeal of a lesson will rely on upon how the educator orchestrates and encourages the lesson, too past experience of comparable lessons and teachers (Neill, 2005). It is vital to comprehend that, for Dewey, no experience has pre-appointed esteem. In this way, what might be a remunerating knowledge for one individual could be an impeding background for another? The estimation of the experience is to be judged by the impact that experience has on the individual's available, their future, and the degree to which the individual can add to society. Dewey says that once we have a hypothesis of experience, then as teachers can set about continuously sorting out our topic in a way that it takes records of understudies' past encounters, and after that gives them encounters which will open up, as opposed to close down, a man's entrance to future development encounters, accordingly growing the individual's possible commitment to society (Neill, 2005). Dewey looks at his hypothesis of involvement in light of useful instructive issues, for example, the level headed discussion between how many opportunities versus train to utilize. Dewey demonstrates that his hypothesis of experience (coherence and cooperation) can be valuable advisers for help understanding such issues. All through, there is a solid accentuation on the subjective nature of an understudy's involvement and the need for the instructor of understanding the understudies' past encounters keeping in mind the end goal to adequately plan a succession of freeing instructive encounters to permit the individual to satisfy their potential as an individual from society (Dewey, 1938).

## METHODOLOGY

The qualitative method approach of data collection was adopted for this study. This method was applied because of the nature of the research work, the very large size of population and the need to represent a reasonable portion of the student sample size, the use of interviews, focus groups and direct contacts with some of the students for interview becomes crucial. Therefore, the face-to-face meetings ensured the gathering of the opinions of the students to ascertain if entrepreneurship education impacts on new ventures creation. Both Glesne (2006) and Berg (2007) agree that focus group discussions are effective ways of collecting vast amounts of information from various participants. Glesne adds that it may also *'give voice to personal experience'* (p.104) as well as augment individual experiences. According to Berg (2007), the quality of information obtained may also rely on the skills of the facilitator and, while giving voice to individual experiences is important, it is really group opinion that is considered in data analysis (Bryman and Bell (2011). One of the advantages of also using interviews and focus group discussions was that familiarities and understanding can be developed in depth with each of the stakeholders (Yin, 2011). A set of questions were created, with an introductory question, a transition question, key questions, a validation question, and a closing question. The basic structure and key questions aligned with the suggested methodologies suggested by Glesne (2006) and Berg (2007) for conducting focus group.

## ANALYSIS OF DATA/FINDINGS

### Theme 1: Understanding of Entrepreneurship Education

Entrepreneurship education has come to mean different things to different people based on the responses gleaned and garnered from various participants. Participant 3 and Group 1 has similar definitions of entrepreneurship education thus: Participant 3 – *“Entrepreneurship education is learning how to be creative, innovative and outstanding in anything ventured into”*. Group 1 participant 1 – *“Entrepreneurship education is the process of developing new skills and being able to innovate new things”*. Group 1 participant 1 – *“Entrepreneurship Education is the ability to create new ideas and being able to innovate new things”*. The views of the participants are in agreement with Ossai (2012) who believed that entrepreneurship education is the process of creating new ventures that did not formerly exist and risk taking; the creation of wealth through implementation of

new concepts. Furthermore, Participants 2, 5, 6 sees entrepreneurship education as a means of profit making. Participant 2 asserts that: *“Entrepreneurship education teaches people how to stand, fend and start businesses for themselves which will also result in the generation of incomes for themselves”*. Participant 5 – *“Entrepreneurship Education assist individuals in knowing what they are interested in and knowing how to make money out of them”*. Participant 6 – *“Entrepreneurship education is educating young generations on how to make use of their talents and interest to get money and reinvesting it for a greater purpose; it basically leads to profit making”*. These views are in alignment with other scholars such as Omoloye & Baba (2013) who views entrepreneurship as the act of starting a company, arranging business ideas and taking risk in order to make profit through the education skills acquired. Ikeme (2012) sees an entrepreneur as a person who recognizes the needs and develops ideas on ways to proactively satisfy these needs at a profit.

### **Theme 2: Effectiveness of Pedagogical contents on Entrepreneurship Education**

The question was to find out the effectiveness of the current Entrepreneurship Education in institutions and ascertain if it is effective enough to get students or individuals to venture into businesses. Almost all the participants agreed that the current entrepreneurship education is not sufficient enough to get students or individuals to venture into a business because most institutions in Nigeria lack the necessary facilities for practice. The facilities include both equipment's and lack of skilled manpower to pass the information properly. This was captured in the words of Participant 8 – *No, because its practice is completely wrong. The practical component is completely lost in most institutions and what is done is completely theory. The practical is very important and every institution should have a building for the practice of Entrepreneurship Education which is well equipped with the tools and requirements needed because it gives students a vision.*

In agreement with the above, Group 2, Participant 1 has this to say:

*No, because most of the Entrepreneurship institution lack the practical aspect to get students learn but only incorporate the theoretical aspects which are taught and eventually when students are out they dwell on the theoretical aspects; If the skills is to be passed properly an expert should be brought to teach students effectively*

All participants gave good reasons based on their own perspective on why the entrepreneurship education lacks the ability to get Individuals to start-up their business. It is evident that more work needs to be done if Nigeria wants to improve because small businesses help to reduce unemployment and increases the standard of living of the country as can be seen in the case of Singapore, China, and other developed economies.

### **Theme 3: Importance of Entrepreneurship Education to Business Start-Ups**

Another question posed was: Do you think entrepreneurship education in institutions is important for business start-ups? In the course of the discussion, it was deduced that entrepreneurship education is very vital because from the findings all participants agreed that entrepreneurship education stimulates and motivates an individual to be an entrepreneur with reasons to back up their assertions: According to Participant 1 – *Absolutely, nobody gets to excel without the knowledge. The least that is gotten from entrepreneurship education is knowledge which goes on to get networking and some support in other areas but knowledge is the key to exceling in anything. Entrepreneurship education is a very important knowledge to acquire, so it is important for business success”*. Group 1 both agrees – *Yes, it's important because it gives a guideline which comes best from those that have done it before* and Participant 7 – *Yes, it is important because a lot of people venture into entrepreneurship and feel they are entrepreneurs but lack the basic understanding.*



#### **Theme 4: Can stakeholders benefit from Entrepreneurship Education?**

Another question was the form of benefits, if any, that can be derived. And the question was: Do you think other stakeholders can benefit from entrepreneurship education? Based on the findings of this study, all participants are in agreement that other people can benefit from entrepreneurship education; it makes those who have gained the knowledge to be well grounded and they serve as examples to others and thus trigger their interests. The positions of others participants are stated as follow: Participant 10 – *Definitely, if I end up being an employee with entrepreneurship education, I have a stakeholder's perspective in my workplace and I will become what people refer to as an intrapreneur and if I go into business in a society with my knowledge of entrepreneurship education, I will help to alleviate many ills from the society and show people that I can participate in the economic development of the society.*

According Participant 9 – *Yes, of course it could be either unconsciousness and if they have interest for it which participant 3 agrees with – Yes, sure they can if the individual have an interest of being an entrepreneur then they can gain from it.* From the views above, anyone in the society can engage with entrepreneurship education if they have interest and passion for it. Therefore, everyone and in fact all stakeholders can benefit from entrepreneurship education because it imbibes other skills such as team work, management skills, marketing, advertising and many other skills that could be used in different line of work.

#### **Theme 5: Practical implementations of Entrepreneurship Education**

How do you think Entrepreneurship Education can be successfully implemented in practice in the short or long run?

In the view of Participant 4 – *They should have a mentorship platform so if anyone wants to venture into any business, they should bring someone in that field to mentor the person; someone with practical experience.*

Participant 5 – *Nigeria needs to firstly fix a lot of things by giving young minds the opportunity to do what they love doing and not just by telling them they can be whatever they want; Parents will tell their children to be great but what they mean is that you should stay within their reach and unfortunately, what you want to be great at may not tally with they want for your life; the family should give the child the idea and believe that the child can do whatever they set out to do instead of being a roadblock.*

Group 1 Participant 2 – *From a young age we can start encouraging children to find what they are passionate about and venture into it because it would build the mind of young people from a tender age so it is easier for them when they get older.*

Participant 2 – *Get skilled, motivational, successful people to speak and teach it. Get influential people to take it. Get guest speakers to communicate it to young minds because they inspire people to do better. It captures the whole audience and it is far more effective rather than people that have no idea on what they are teaching”.*

Participant 3 – *Most people start-up a business with the motive of profit making rather than the desire of building a legacy on the long run. Skilled people in the field should be brought to talk and develop to them by creating a platform where seminars, lectures are performed to communicate with them on the importance of doing entrepreneurship education, what they stand to benefit and the technology innovation that can develop them; Most people are not educated enough to know that there are entrepreneurship class so the government should create platforms where entrepreneurs don't have to pay to attend and learn new skills.*

All the views from the participants are very important to this study because it gives a clearer picture of the essence of entrepreneurship education and opinions from individuals and that is the reason why interviews were conducted. To understand better what the problem is and find a solution to it.

### **Theme 6: Mode of instruction as effective learning driver**

Another critical question posed to the participants was can pedagogy, experiential learning, vocational training be used as tools to drive entrepreneurship education in institutions of learning? Participant 1, 4 & 6 held similar opinions that all three tools should be used together to drive entrepreneurship education because they are components of entrepreneurship education; therefore, they are valuable in order to communicate effectively with the individuals. The views of the participants are analyzed below: **Participant 1 –**

*Pedagogy is the style of teaching so if teaching is problem based it will be good but they can always design and redesign how to go about it; Experiential Learning is where we talk about internships, apprenticeship and other patterns in which the students get to know; Vocational Training is hands on, it is not just about sitting with the person practicing it but to also be able to get the hands on skills so it helps the people to be equipped and empowered with the right skills; the three elements are contributors to entrepreneurial education success; so many students are now visual learners and auditory learners so teaching pedagogy takes care of this then you have more people equipped to do better; Experiential Learning lets students be given a little resources to try out their hands on business; People doing Vocational Training should have hands on skills to be able to do things that are tangible to the society.*

#### **Participant 4 –**

*They can all be used; Pedagogy can be implemented by bringing people that are passionate from the field of interest. Everyone is not fit to teach entrepreneurship education and it is a default problem in Nigeria because students/ individuals are not trained from the beginning. Becoming a part of Vocational Training, Experiential Learning could motivate a person to develop certain interests that may not have been there.*

#### **Participant 6 –**

*The three tools must be used and cannot be separated if we want students to learn and acquire knowledge; there should be a balance between the three of them in an institution.*

Their view clearly shows that a link exists between essence of pedagogy, experiential learning and vocational training to entrepreneurship education. Their conclusion was that the three components should be used together to drive entrepreneurship education effectively and efficiently.

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

It is evident that that which stimulates individuals' entrepreneurial skills and enable them to confront situations in a creative and innovative way can be described as entrepreneurship. This study showed that entrepreneurial outreach programme (excursion) and entrepreneurial educational scope, vocational trainings, pedagogy (spread of entrepreneurial courses across undergraduate levels) are the basic methods of entrepreneurial education being impacted unto university graduates. Institutional monitoring and institutional features were least taught. Entrepreneurship education particularly in Africa is wrongly focused since it is only aimed at increasing student awareness of the small firms and providing basic information on setting up and running a business. Other studies have listed what the contents of a good entrepreneurship education programme that are skill-built oriented

which include; leadership, creative thinking, invention and innovation, opportunity identification, venture capital, ability to tackle challenges at different entrepreneurial stages, new venture development, ability to diagnosis business performance, networking and mentorship.

## **Conclusion**

The above clearly shows that the methods employed by lecturers in teaching entrepreneurship education in universities are inadequate and obsolete. This can be seen in their unwillingness to embrace novel and modern ways of teaching the course such as the use of live samples, simulations, demonstrations using modern machines and devices as well as guided excursions to factories, companies and corporate organizations owned by entrepreneurs. It was discovered that entrepreneurship education facilities such as adequate halls and seats for the teaching and learning of entrepreneurship education, Information and Communication Technology (ICT) services, equipment for skills acquisition etc, are either inadequate or non-existent. The method of teaching entrepreneurship education has been largely restricted to classrooms and therefore the university graduates of the Nigerian universities have only shown willingness to own trading organization and engagement in agricultural business. Business Education has a formidable force that will equip the graduates with appropriate skills, knowledge, abilities and competencies that will enable self-reliance, leading to sustainable economic growth and livelihood. It is expected that the knowledge of business Education, entrepreneurial skills, and strategies to be adopted to raise fund would make life easy for youths to establish small-scale businesses. The study highlighted a number of areas that those who are involved with entrepreneurship education and training of youths would find useful when making decisions. The study showed that there is significant relationship between entrepreneurship education and new venture creation. This implied that special attention should be paid to university learning policy and small business start-ups at university level. Furthermore, the study showed that there is a significant positive relationship between pedagogy and scalable start-ups among entrepreneurs. This means that pedagogy enhances the success of scalable start-ups among student entrepreneurs. In view of this, efforts should be made by the government, entrepreneurship educators and teachers to improve the curriculum of entrepreneurship education by teaching skills that are tailored toward graduate self-employment.

## **Managerial Implications**

Entrepreneurship education tries to prepare people to be responsible, to take risks, to manage the business and to learn from the outcomes by immersing themselves in real life learning experiences. The main objective of entrepreneurship education is to foster the creation of new entrepreneurs who could start new ventures and seek to prepare people to be responsible, enterprising individuals, who become entrepreneurial thinkers and contribute to sustainable economic development. It is also the objective of entrepreneurship education to encourage creative thinking and to promote a strong sense of self-worth and accountability. Entrepreneurship education contributes to job creation, economic growth, skills enhancement and the development of entrepreneurial culture which will ultimately eradicate poverty. Businesses on the other hand, expect entrepreneurship education to develop a general understanding of basic business issues, creative work attitudes and an entrepreneurial approach among learners. Learners are said to expect entrepreneurship education to assist them in their quest to start new ventures and to develop skills that will allow them to be employable in bigger firms. Practicing entrepreneurs expect entrepreneurship education to help them solve the unique problems in their businesses. Practicing entrepreneurs seek to grow their businesses, maximize their profitability and also to dominate the market. The core objective of entrepreneurship education is to generate a greater variety of ideas, to show how to exploit a business opportunity and to cover the existence sequence of actions for entering a business or creating a new venture. There is general agreement by researchers in the field of entrepreneurship that more emphasis should be placed on entrepreneurship education and training as opposed to business education. Business education has a more limited coverage than entrepreneurship education and training, which include additional topics, such as innovation and risk-taking.

## Recommendations

Considering the fact that the methods employed by lecturers in teaching entrepreneurship education in universities are inadequate and obsolete, it is recommended that lecturers should be more receptive to the idea of adopting new and modern ways of teaching the subject matter. The government through the National Universities Commission can set up special grants for frequent training and retraining of lecturers within and outside the country to bring them up-to-date with modern ideas and teaching methods of the subject matter. In other words, appropriate pedagogies should be used in delivering Entrepreneurship education and also, EEd contents should derive from industry and market requirements. From the findings, given the low level of facilities put in place for the enhancement of entrepreneurial skills, it is important that adequate halls, seats and equipment for skills acquisition be put in place for the desired result to be achieved. The effective education depends to a large extent on how well the educational system is equipped and financed. The government should ensure the adequate provision of comfortable lecture halls and seats that are equipped with requisite teaching and learning aids such as projectors, marker boards, public address system, properly ventilated and well-lit classrooms. Additionally, the government should ensure the provision of information and communication facilities such as a steady internet-access, distribution of laptops and other computer devices to aid learning. The curriculum for entrepreneurship education should be reviewed regularly to accommodate changes in our environment and meeting the need of the students. At the same time half of the period used for National Youth service should be spent acquiring more skills that will make them employer of labor rather than been job seekers. Government should establish small business schools where interested students and community members can participate. This will make students to be self-reliant and the Government should develop entrepreneur internship programme by matching students with locally successful entrepreneurs with clearly established education programmes.

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