

UNIVERSITY OF KWAZULU-NATAL

**A CONCEPTUAL FRAMEWORK FOR TEACHING AND LEARNING
ENTREPRENEURSHIP IN UNIVERSITIES IN
SOUTH-WEST NIGERIA**

By

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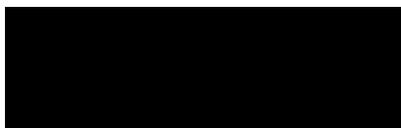
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DEDICATION

This thesis is dedicated to God Almighty, the beginning and the ending of my PhD programme in University of KwaZulu-Natal, South Africa.

The thesis is also dedicated to my lovely double twins: Peter & Paul, John & Jerry and my beautiful wife, Damian who is also a twin, Temitayo and Oluwadara Fayomi, and my mother and my mother-in-law, Mrs. Christiana Fayomi and Mrs. Maltida Abike Aina respectively, for standing by my family in Nigeria throughout my course of study.

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ABSTRACT

The process of repositioning an education system in a manner that is responsive to the needs of the learners as well as the society at large is an emerging global issue in entrepreneurial research. This is because the quest for developing an entrepreneurial knowledge and skills within a classroom environment is found to be complex and full of several challenges. Previous studies have established the problem of a mismatch between the curriculum, delivery approach and learning outcomes. As a result, making the conventional learning model more innovative in a way that the intellectual capacity of graduates is promoted, has recently become an area of concerted interest among researchers. This study determined the significance of teaching and learning methods in entrepreneurship. The study also determined the current school practices in the context of teaching and learning entrepreneurship. Other innovations in teaching and learning methods from empirical evidence in entrepreneurial research were also determined in the context of university-level training in entrepreneurship. The significance of experiential learning strategies compared with the formal model of learning provides learners with more motivation for establishing business enterprises. Recent studies suggest that such innovation in higher education institutions (HEIs) boosts entrepreneurial intention, attitude, and behaviour of a potential or nascent generation of entrepreneurs.

This study explores the potential embedded in blended learning model, which supports the integration of arrays of learning techniques, to validate a scientific framework for sustainable entrepreneurship training and development. By triangulating data collection techniques, questionnaires were administered to a sample of seven hundred and one (701) respondents comprising undergraduate and post-graduate students and lecturers of three selected universities in South-West, Nigeria using stratified and systematic sampling techniques. A response rate of 94.86% was achieved. In-depth interviews were also conducted with nine (9) senior academic planning experts in the universities. Advanced total content analysis (TCA) of the qualitative data and descriptive statistics including Pearson's correlation, t-tests and regression analyses of the quantitative data at the 0.05 level of significance, were used to address the research objectives using *SPSS* (version 23). A significant positive correlation between delivery strategies, institutional framework and entrepreneurial intentions was established. The traditional learning model and the mindsets to seek after remunerative employment ($r = 0.151, p < .0005$) were found to be positively related. The study concludes that the pedagogical blend of regular academic activity and some strategic standalone learning activities have significant positive influence on entrepreneurial intentions. The implication is that only delivery approaches preferred by the entrepreneurial education stakeholders (students, lecturers, and academic planning experts), could drive entrepreneurial desirability and intention in HEIs. Such practices appear to have remained a challenge in most HEIs in the developing nations around the world.

LIST OF ACADEMIC CONFERENCES ATTENDED/JOURNAL PUBLICATIONS

(i.) List of academic journal publications/peer review articles on the research

- 1.1 Fayomi, E. J. and Fields, Z. (2016). Curriculum contents reform and graduate entrepreneurial training in Nigerian universities. *International Journal of Education Sciences*, 14(1/2), 121-129.
- 1.2 Fayomi, E.J. and Fields, Z. (2016). Cross-disciplinary approach and entrepreneurial orientation in Nigerian universities: a conceptual framework. *Journal of Contemporary Management*, 13, 926-953.
- 1.3 Fayomi, E.J. and Fields, Z. (2017). Complementary approach for teaching and learning entrepreneurship in Nigerian universities: a conceptual framework
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- 1.4 Fayomi, E.J. and Fields, Z. (2017). Parental mentoring in entrepreneurial leadership development programme of Nigerian universities: a conceptual framework
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- 1.5 Fayomi, E.J. and Fields, Z. (2017). An empirical review of the relationship between entrepreneurial self-efficacy, self-regulation and individual intention for entrepreneurship in Nigeria
Accepted: *International Journal of African Renaissance Studies*.
- 1.6 Fayomi, E.J. and Fields, Z. (2017). Developing digital learning operating framework for entrepreneurship education in Nigerian universities: a blended learning approach
Accepted: *International Journal for Entrepreneurship and Innovation*

(ii.) List of academic conferences attended on the research

- 1.1 SAIMS International Conference (2017) at Free State University, South Africa.
Peer review paper titled: Understanding the relationship between entrepreneurship education, entrepreneurial self-efficacy and individual intention for entrepreneurship: Nigeria experience
- 1.2 12th Biennial International Conference on Entrepreneurship (2017), New Delhi India
Position paper: Developing digital learning operating framework for entrepreneurship education in Nigerian universities: a blended learning approach.
- 1.3 SAIMS International Conference (2016) at University of Pretoria, South Africa.
Paper: Family mentoring, self-practices and entrepreneurial leadership development in Nigerian universities: a conceptual framework, University of Pretoria, South Africa, September 2016
- 1.4 18th Annual African Renaissance Conference (2016), Durban, South Africa.
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DEFINITIONS OF TERMS

1. **Blended learning:** This involves using arrays of method both formal and non-formal activities to reinforce learning processes in a technologically supported setting.
2. **Entrepreneurs:** A person who acquires innovative skills to establish, develop and sustain own private business.
3. **Entrepreneurship:** A process of providing creative skills to initiate, maintain and develop profitable business ventures.
4. **Entrepreneurial intentions:** The self-acknowledged readiness and conviction of an individual to establish own business in the nearest future.
5. **Entrepreneurial orientation:** The decision-making activities provided through the process and specific actions that lead one into entry a business venture.
6. **Graduates:** These are first-degree students who have completed their academic modules in the university and are ready to be absorbed by the labour market.
7. **Internship:** This is an on the job training and learning that occur when students are exposed to practical short-time training in the industries.
8. **Networking:** This involves linking the academic community with entrepreneurial practitioners in the areas of collaboration and interactions.
9. **Learning:** This process involves the collection of facts and procedural transfer of knowledge about a specific phenomenon through education.
10. **Self-efficacy:** Self-confidence acquired over a period because of individual belief in his ability through demonstration and practices.
11. **Self-regulation:** A process of setting out individual goals and carrying out tasks that could lead to the attainment.
12. **Simulation:** This is developing the ability to solve problems based on individual physical practice and operational modelling of supposed events.
13. **Teaching methods:** These are abstract or physical activities used to demonstrate or affect knowledge and skills of the learners.
14. **Traditional/theoretical lecturing method:** These are the uses of lectures, case studies, role-play and literature review as teaching and learning methods to impart abstract knowledge.

LIST OF ABBREVIATIONS AND ACRONYMS

APCDC	Academic Planning and Curriculum Development Committee
ANOVA	Analysis of Variance
BLM	Blended Learning Method
BMAS	Benchmark Minimum Academic Standard
BTM	Blended Teaching Model
EA	Entrepreneurial Action
EDC	Entrepreneurship Development Centre
EDP	Entrepreneurship Development Programmes
EE	Entrepreneurship Education
EED	Entrepreneurship Education Development
EET	Entrepreneurship Education and Training
EFA	Exploratory Factor Analysis
EI	Entrepreneurial Intention
EO	Entrepreneurial Orientation
ESE	Entrepreneurial Self-Efficacy
ESR	Entrepreneurial Self-Regulation
EU	European Union
FRN	Federal Republic of Nigeria
GCI	Global Competitive Index
GDP	Gross Domestic Product
GEM	Global Entrepreneurship Monitor
GNI	Gross National Income
HCT	Human Capital Theory
HEIs	Higher Education Institutions
HOD	Head of Department
ICT	Information and Communication Technology
KMO	Kaiser-Mayer Olkin
NBS	National Bureau of Statistics
NPE	National Policy on Education
NUC	National University Commission
MAS	Minimum Academic Standard
MINT	Mexico, Indonesia, Nigeria and Turkey
PCA	Principal Component Analysis
RQ	Research Question
SD	Standard Deviation

SPSS	Statistical Package for Social Sciences
TCA	Thematic Content Analysis
T&L	Teaching and Learning
TMs	Teaching Methods
TPB	Theory of Planned Behaviour
TLA	Teaching, learning and assessment
TLM	Traditional Lecturing Method

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PREAMBLE

Nigeria is a country in Africa that lies between the latitude 40° and 140° north of the equator and longitudes 30° and 140° east of the Greenwich Meridian. Located within a tropical region of Sub-Saharan Africa, Nigeria occupies about 923 773 square kilometres and 8000km of coastline, about 3% of the entire landscape in Africa (Aregbeshola, 2011, p.1; Federal Republic of Nigeria, 2014, p.8). The country is one hour ahead of Greenwich Mean Time (GMT) with languages including English (official), Yoruba, Hausa and Ibo as well as over 500 other indigenous local languages within different ethnic groups. Two official religions, Christianity and Islam, are recognised, which exclude several other cultural and traditional beliefs across the nation.

The country Nigeria is blessed with enormous natural resources, but larger proportions of the citizens live in abject poverty and encounter worsening unemployment conditions (Adegbami and Uche, 2016, p.37). For example, the country is one of the few nations in the world where the rate of unemployment is as high as 60% of the 80million population of the youths (Maduka, 2015, p.91). A study conducted by (Ogunleye, Owolabi and Adeyemo, 2013, p.24) shows that 64 million people are unemployed, 16 million are employed, 1.6 million are underemployed, while only 10% of graduates produced annually by higher education institutions (HEIs) are gainfully employed. The worst case of unemployment narrated by (Adebayo, 2013, p.352) is the type that affects the population of young people. Despite her enormous natural resources endowment, Nigeria is still categorised as an underdeveloped nation due to various characteristics of underdevelopment including: high prevalence of poverty, high youth unemployment, low industrial growth, high dependence on foreign goods as well as the poor social infrastructure among others (Imafidon, 2014, p.101, Omoyibo, 2013).

The Global Entrepreneurship Monitor (GEM) report of Sub-Saharan Africa Region shows Nigeria positioned among other countries including Angola, Botswana, Ethiopia, Ghana, Malawi, Namibia, South Africa, Uganda and Zambia. Nigeria is reported to have possessed the most viable environment for potential entrepreneurs (Herrington & Kelley 2012, p.30). The country is well endowed with abundant natural resources enough to support enterprise ventures. Surprisingly, the GEM report establishes low intentions for entrepreneurship among the younger generation. For instance, intentional entrepreneurs in countries like Angola is about 63%, Botswana 63%, Malawi 63%, Namibia 61%, Uganda 50%, Zambia 30%, while in Nigeria and South Africa intentional entrepreneurs only account for 19% and 13% respectively. A recent World Bank survey of 189 countries, ranked Nigeria as 170th in the world (Ojo and Oluwatayo, 2015, p.327). The implication is that Nigeria is among countries in the sub-region with lowest youth intentions for entrepreneurship including graduates of HEIs.

Amidst argument for entrepreneurship education (EE) as a tool for individual entrepreneurial orientation, the impact on youths across education groups remains imbalanced. A study conducted by Rae, Martin, Ancliff and Hannon (2012, p.386) revealed that the graduates' average rates of engagement in entrepreneurship in Europe are between 16- 24%, whereas in African, the average is as low as 5%. A study by Musa and Adewale (2015, p.28) found that university graduates' willingness for self-employment is as low as 6% in Nigeria. The intention of most graduates remains how to secure remunerative employment after graduation (Ekundayo and Babatunde, 2014, p.16; Mohammed, Baburo and Karage, 2014, p.69). In the contrary, a very high number of graduates, who pass out HEIs in Nigeria find it difficult if not impossible, to secure jobs in the labour market (Akpan and Etor, 2013, p.1181). Many graduates roam the streets in search of organisational jobs that are not available. Historically, Nigeria is a country where the public sector has remained a major employer of university graduates (Ajayi, Adeniyi and Adu, 2008, p.89). The recent example is 2016 when over 700,000 Nigerian graduates applied to fill 10,000 job vacancies declared by the Nigerian police force (Thisday Newspaper April, 2016). This is similar to a recruitment exercise carried out by Nigerian immigration services in 2014, which led to the loss of many lives as result a of apprehension due to over 500,000 job applicants jostling to fill less than 3,500 vacant positions (Ehinomen and Afolabi, 2015, p.4).

As a result of unavailable paid employment in the country, thousands of graduates have taken to odd jobs while many others do take recourse in crime and illicit activities to make ends meet (Asamu, Ojo and Benson, 2015, p.23; Oduwole, 2015, p.31). This scenario largely could be attributed to the disappointment arising from the prolonged period between the year of graduation and date of employment. By extension, many graduates could not secure the much-desired organisational employment, and they seem not adequately prepared to undertake individual practices. This understanding makes it imperative to determine teaching and learning mechanism through which individual entrepreneurial intention may interplay with self-efficacy to influence graduates' entrepreneurial orientation. Piperopoulous and Dimov (2016, p.970) suggested that the level of signals students receive from EE could influence their ambition for future entrepreneurship.

Only recently, Nigeria president, Muhammadu Buhari at the 2015 University of Benin's 41st convocation ceremony, underscored the need for universities in the nation to be more entrepreneurial in outlooks. University curriculum design should be industry driven and inclusive of critical stakeholders of the economy (Thisday Newspaper November, 2015). The president describes what the national universities presently have as undervalued. The result is the training of three categories of graduates, namely "a minority that is well educated, a majority that is either half-baked or poorly educated and those graduating without any education". The mode of teaching and learning largely remain a traditional lecturing model (Akhueomonkhan, Raimi and Sofoluwe, 2013; p.67; Olorundare and Kayode, 2014; p.156). Such model according to the president, breeds graduate unemployment.

Stringent reliance on such conventional mode of lecturing according to Garba (2010) and Uduak and Aniefiok (2011) tends to prepare learners' mindsets for employment in the formal sectors.

Nowadays, the global trend suggests that teaching and learning entrepreneurship requires education and a training framework (Valerio, Parton and Robb, 2014; Wahid, Ibrahim and Hashim, 2016). The review of past studies indicates that even though a number of studies exist on the importance entrepreneurship, research that deals with an integrated framework for teaching and learning entrepreneurship in Nigerian universities are scanty. Recently, Tsordia and Papadimituion (2015, p.24) described such factors that influence graduates' entrepreneurial attitude and intention as a merit for further research in the 21st Century. One of the first steps taken in this study is to identify other gaps in respect of university-level entrepreneurship training in Nigerian.

STATEMENT OF THE RESEARCH PROBLEM

The responsibility for building skills in the learners is a complex task full of several challenges (Neck and Greene 2011; p.55). Entrepreneurship is more about creating new opportunities in an uncertain environment. An institutional template for EE according to Jackson (2015, p.10) remains a gap in the university education system. This information forms the basis of gaps identified in this study.

Firstly, as discussed earlier, there are diverse studies on entrepreneurship in Nigeria: (Aja-Okorie and Adali, 2013; Alabi, Alanana and Bahal, 2014); Ali and Muhammad, 2012; Arogundade, 2011; Uduak and Aniefiok, 2011) among several others. While findings of these researchers are valid largely, there has been no known study, which investigates entrepreneurship teaching and learning (T&L) framework in the university in Nigeria. In essence, studies that focus on sub-field areas of the T&L framework in HEIs, especially in South-West Nigeria, are scanty. This submission agrees with a study in Iran by Arasti, Flavarjani and Imanipour (2012; p.6-7), which also established limited studies in the sub-area of entrepreneurship T&L research. Arasti et al. (2012) had earlier maintained that an integrated framework for sub-field area of T&L entrepreneurship requires further study.

Secondly, a number of existing studies in the literature found a positive impact of education and training framework on entrepreneurial learning outcomes (Bechard and Gregoire, 2005; Dickson, Solomon, and Weaver, 2008; Fayolle and Linan, 2014; Martin and Lucu, 2014; Maritz, Brown and Chich-Jen, 2010; Mwasalwibia, 2010; Nabi and Linan, 2011; Welsh, Tullar and Nematic, 2016). With reference to Dickson et al. (2008), a positive correlation is reported between teaching entrepreneurship and the desire to participate in entrepreneurial activities. Welsh et al. (2016, p.127) recently found a marked relationship between EE and the chances of becoming practising entrepreneurs. While these studies established a relationship between EE and perceived entrepreneurial behaviour of individuals, it is

noteworthy that most of the studies above are conducted in developed countries. No known study investigates the implication of a blended learning model on entrepreneurial research in a Nigerian university.

Thirdly, the influence of entrepreneurial self-efficacy and self-regulation on entrepreneurial intentions remains unclear. While studies by (Drnovsek, Wincent and Cardon, 2010; Santoso, 2016) established a significant positive relationship between entrepreneurship self-efficacy, self-regulation and entrepreneurial intentions, other studies (Von-Graevenitz, 2010; Wu and Wu, 2008) found none of such a positive relationship. Regrettably, a contemporary study seeking to determine such relationship remains a missing link in Nigeria. More importantly, the association between entrepreneurial self-efficacy (ESE), entrepreneurial self-regulation (ESR) and individual entrepreneurial intention remain largely under-studied in the context of the university entrepreneurship programme in South-West, Nigeria. Bayron (2013, p.74) suggests the issue of whether ESE affects students' entrepreneurial intention as an area of study for further research.

Fourthly, a significant number of empirical studies only engage the captive population of either lecturers or students as a sample (Amari, Abbes and Boudabbous, 2014; Bagheri and Pihie, 2014; Kuttim, Kallaste, Venesaar and Kiis, 2014; Khuong and An, 2016; Piperopoulos and Dimov, 2016). Research by (Adunola, 2011; Esmi, Marzoughi and Torkzadeh, 2015) underscored the inputs of both the teachers and students as critical in designing preferred T&L strategies. The implication is that the delivery methods must not only be directed to suit the student population, but the lecturers must also see the strategies as motivational. Such research that combines lecturers, students and academic planning professionals remain a gap in Nigeria. The use of such integrated population groups eliminates any possible bias likely associated with a particular individual group as the study's sample (Ganyanpful, 2013, p.33). This implication according to Ganyanpful's study is that "bias in the selection of teaching methods by teachers in areas of which they possess exclusive monopoly knowledge should be avoided to improve students' academic performance". This study promises to be a reference point in entrepreneurial research, which combines lecturer, students and the academic planning professionals as the study population.

Finally, studies that combine both quantitative and qualitative research strategies are relatively scarce in entrepreneurial research. Largely, most past research on EE applied either a quantitative or qualitative research strategy (Arasti et al., 2012; Khuong and An, 2016). Limitations characterise the application of either of the strategy. The generalisation of such studies regarding the findings and its applicability is a gap (Gartner, 2010; Nabi and Linan, 2011). The combination of the duo has the potential to provide more reliable results, and such study that engages the use of the two strategies are scarce. These understandings agree with the studies by Fayolle and Linan (2014) and Gartner (2010) that the

combination of qualitative and quantitative research approaches are relatively scarce in the entrepreneurial literature. The other step taken in this study is to define what constitutes the objectives, research questions, significance, scope and limitations of this study as presented in the next headings.

RESEARCH AIM AND OBJECTIVES

This study aims to explore the perceptions of university students, lecturers, and academic planning professionals, to determine an integrated framework for teaching and learning entrepreneurship in Nigeria. The specific objectives are:

- To determine the influence of teaching and learning methods on students' post-study entrepreneurial intentions in the selected universities in South-West Nigeria.
- To assess the relative weight of blended learning and traditional learning methods based on the entrepreneurial learning outcome.
- To determine the significance of entrepreneurship orientation on students' motivation for entrepreneurship.
- To determine the relationship between entrepreneurial self-regulation, entrepreneurial self-efficacy and perceived desirability for entrepreneurship.
- To develop a teaching and learning framework for the university-level entrepreneurship training.

KEY RESEARCH QUESTIONS

The judgements generated from the above research objectives assisted the study to provide answers to the questions raised as follows:

- To what extent do teaching and learning methods influence students' post-study entrepreneurial intentions in the selected universities in South-West Nigeria?
- What learning outcomes are associated with the blended learning method compare to the traditional learning method in the university-level entrepreneurship training?
- To what extent is entrepreneurship orientation significant to students' motivation for entrepreneurship?
- To what extent are the concepts of entrepreneurial self-regulation and entrepreneurial self-efficacy related to perceived desirability for entrepreneurship?
- To what extent can the teaching and learning framework influence the university-level entrepreneurship training?

SIGNIFICANCE OF THE STUDY

The study is positioned to extend the existing body of knowledge about refocusing entrepreneurship orientation with a view to making graduates' training result-oriented in HEIs. This study highlights teaching and learning strategies as critical areas of attention from four key perspectives: theoretical, methodological, policy and practical significances.

Theoretical significance

This research is intended to expand the existing theories in entrepreneurial research by applying Otto Scharmer 1980s Theory U concept, which promotes initiatives for blended strategies, and new thinking in the ever-changing knowledge society. Theory U establishes the significance of the individual, institutional and environmental factors about human training and development (Kayle and Olen, 2017; Pirson, 2016, Scharmer, 2009; Scharmer and Kaufer, 2013). Such intervention has the capacity to suspend the regular way of learning in a U formation from the first stage mediated by individual self-efficacy (Kayle and Olen, 2017, p.5; Thea, 2017, p.535). The conventional practice, where the lecturers come to classes, teach and leave, regards individual learners as passive listeners. Theory U further appears to canvas for letting go the old way of thinking or downloading information to the next stage of co-creating learning activities. The review of the theory will demonstrate the nexus between delivery approaches, perceived desirability and graduate entrepreneurial intention. Such understanding would inform the model idea for conducting university EET, as well as the significance to the in-depth understanding of the relationship between the study objective and planned behaviour.

This nature of research is perhaps among few studies in entrepreneurial research that engages teaching strategies in the context of learning objective, learning process and learning outcomes in Nigeria. The study is also aimed at examining aspects of cognitive and non-cognitive psychology from a theoretical point of view. The background will then be used to develop a framework specifically to understand teaching-learning processes and outcomes. Such framework will be useful in a variety of ways to education and discipline areas. However, this research is positioned to advance current knowledge in the context of university-level teaching and learning methods in entrepreneurship education (EE). In the first instance, the Ajzen's (1991) theory of planned behaviour is adopted to explain the objectives and research questions 1-4 of this study. The purpose of adopting this theory is to provide background information regarding how individual entrepreneurial behaviour is developed and what pedagogy framework is most suitable for entrepreneurship education and training (EET). An in-depth understanding of the synergies is proposed to address research question 5 in this research. The justification is related to the utilisation of the tenets, principles, and practices of Theory U, to determine an integrated framework deemed appropriate for teaching and learning entrepreneurship in the selected universities in South-West, Nigeria.

Methodological significance

In this study, it is noted that research related to adopted methods of teaching, blended learning model, entrepreneurship self-efficacy, self-regulation and entrepreneurship orientations and the influence on EE in the context of universities in South-West Nigeria, are scanty or non-existent. Besides, most of the previous studies in entrepreneurial research are biased toward the quantitative research technique (Cano, 2005; Khuong and An, 2016), while few other ones only used a qualitative approach (Esmi et al., 2015). The studies that combine both strategies are scanty in the literature. In this research, a mixed method will be applied to seek to understand the arrays of learning strategies and the preferences, as well as crystallise these strategies into an integrated framework. Creswell (2014, p.217) describes a mixed-method approach as combining quantitative and qualitative research techniques to seek to understand the phenomena under investigation. Mixed method is relevant in social and behavioural research with greater significance in elements of the educational policy. The data obtained from the study, in addition to data from official gazettes and other reliable published sources, will afford the information obtainable through these strategies to be triangulated. Hussein (2009, p.3) explains data triangulation as a process that involves a combination of multiple methods in the study of the similar phenomena, to address the identified research problems.

This study is therefore proposed to become a reference in the context of entrepreneurial training research that integrates students, lecturers and academic planning professionals in curriculum planning. The selection of these groups is due to such understanding that public policy is better when the formulation has the inputs of the direct beneficiaries and relevant stakeholders, rather than being imposed (Ojo and Oluwatayo, 2015, p.329). The implication is that the university students, lecturers and curriculum planning experts' participation and inclusion in the integrated framework, is sacrosanct to effective university-level entrepreneurship training. This choice of the research population group is premised on the human nature of this study, the characteristics of learning environment and the need for effective use of emerging technologies to reinforce learning.

Policy significance

This study is intended to be beneficial for policy direction towards attaining sustainable development in the context of university entrepreneurship training in Nigeria. The study will create a foundation for further investigation into the relationship between teaching strategies and learning outcomes. The research will also add to the existing literature on entrepreneurship research in Nigeria and the entire body of knowledge through the provision of a T&L framework. The study is also poised to be beneficial to stakeholders on entrepreneurship in Nigerian universities: National University Commission (NUC), the university administrators and practitioners to understand the components of what should be taught

(curriculum contents), who to teach (instructors/students), how to teach (pedagogy/methods), where to teach (place of study) and when to teach (period or level to begin entrepreneurial academic activities).

The research is also aimed at providing understanding to extent of the relationship between conventional models of learning and blended learning framework, and the influence on developing entrepreneurial behaviour. The study will also provide a framework through which the EET curriculum could be structured. The study is designed to determine individual entrepreneurial intentions as mediating variables (readiness to venture into entrepreneurship after graduation, engage in organisational employment and later practice as an entrepreneur and combining the organisational employment with the practice of entrepreneurship) between the effectiveness of chosen teaching methods and the learning outcomes. The study is also intended to establish the need for a change in curriculum from ‘content-based’, to ‘work-related’ activities, as a benchmark for sustainable EET. Similarly, a nexus between the adopted delivery strategies and robust learning outcomes will be determined.

Further contributions to knowledge are intended to be made through aggregation of methods including self-regulation, self-efficacy, and entrepreneurship orientation as mediations between methods of T&L entrepreneurship and individual entrepreneurial intention and behaviour. The study is also targeted at establishing a significant relationship between entrepreneurial self-efficacy and self-regulation and the desire to engage in entrepreneurial practices. Such findings are targeted at either confirming or refuting the earlier studies conducted by Von-Graevenitz (2010) in Germany and Wu and Wu (2008) in China that found no significant influence exists between entrepreneurial self-efficacy (ESE) and students’ intentions for entrepreneurship. Similarly, the findings will either confirm or refute other previous studies by (Drnovsek et al., 2010; Piperopoulos and Dimov, 2016; Santoso, 2016) that established the positive influence of entrepreneurial self-efficacy on individual entrepreneurial intentions. Previous research (Bayron, 2013, p.74) identifies the issue of whether ESE affects students’ entrepreneurial intention, as an investigation for future research.

Practical significance

Prior studies in the literature established the fact that students’ education achievement is substantially influenced by the adopted methods for training and the appropriateness to the learning objectives. As regards the practical application of the results of this research, this study will determine the extent to which different T&L methods influence the learning needs of the students. This also includes addressing issues relating to entrepreneurial curriculum content reform, adopting cross-disciplinary learning model and complementary strategies to EET. The study will also determine the influence of digital learning operating framework for entrepreneurship orientation through a blended learning approach, university-family collaborations, self-efficacy and self-regulation as strategies for achieving sustainable

entrepreneurship education development. This study is directed at determining areas of overlap between the experiential teaching activities, traditional lecturing method (TLM) and the influence on entrepreneurial learning processes. The findings are expected to fill the gaps in the existing university curriculum.

SCOPE OF THE STUDY

This study is a mixed method research, which intends to engage both quantitative and qualitative research strategies with multiple case studies. The study explores the perception and experience of the university students and lecturers respectively. The study also explores the professional opinion of academic planning experts in the context of entrepreneurship curriculum content development, adoption, and implementation in some selected universities in South-West, Nigeria. The participants were drawn from three universities, comprising federal, state and private universities. These categories of study participants (students, lecturers and academic planning professionals), satisfy the population groups relevant for determining a learning framework (Adunola, 2011; Ganyanpful, 2013; Piperopoulous and Dimov, 2016; Wahid et al., 2016). Additionally, the participants were students at their final year level of their studies and some at the post-graduate levels, who have completed all their modules in entrepreneurship. These groups of respondents are considered as likely more matured and able to make an informed judgement when compared with students at the lower levels. The inclusion of student as a population simple in this nature of research is also justified by Mueller 2004 (cited in Ozaralli and Rivenburgh, 2016, p.13), as potential future entrepreneurs and those with no intention to engage in entrepreneurship.

Studying students' population, therefore, could facilitate easy understanding of the studied phenomena before they occur. The interest in this research is to influence the academic curriculum in such a way that captures entrepreneurial intentions and behaviour of the university graduates in Nigeria. This is consistent with similar empirical studies (Bonn, Janeke and Kruger, 2009, p.527). Similarly, the lecturers' population comprised the academic staff responsible for teaching and research in the universities. The members of university academic planning are responsible for regulating the academic curriculum, planning and implementation in the universities. The study also made use of a questionnaire to obtain the quantitative data from the students and the lecturers while semi-structured interview questions were used to elicit interview questions from the group comprising curriculum planning professionally in the selected universities.

It is therefore desired in this study to review the relationship between teaching techniques and the influence on learning outcomes. The methods represent those activities that evoke changes in the behaviour of the learners (Domjan, 2010; Wahid et al., 2016). An array of methods is available because

no single approach can be regarded as universal to all situations. Certain approaches are more relevant to imparting specific knowledge and skills than others. In most cases, the selection of relevant teaching approach may have to take into cognisance those factors like the backgrounds of the learners, learning objectives, desired learning methods and individual learning ability (Smith, 2012; Smith and Smith, 2008; Volkmann et al., 2009, p.32-34). These include how, where and when learning occurs both inside and beyond the school settings.

LIMITATIONS OF THE STUDY

One feature that is common to all studies including this research is the issue of limitations to the study. In the first instance, this research is limited in term of data collected from the study population of the students, lecturers and curriculum planning professionals from the three selected universities in South-West, Nigeria. The content of information in this study limits the results of the research to the studied participants, which also limits the reach of the study to the three universities, where the study is conducted. The implication is that the findings of this research must be considered within the context of the study. Similarly, another limitation associated with the study is located within the case study research design. Cohen, Manion and Morrison (2011, p.293) note that time parameters, exaggerated bias, over-simplicity, issues of reliability, validity and generalisation are often among limitations associated with the use of case study research design. Descombe (2010, p.60) also notes that such limitations of the case study research design either quantitative or qualitative can be a signpost of the local or temporal context of which the study is conducted, thereby undermining the application to the wider context.

Another limitation is noted in the context of an argument that it might be difficult to generalise the findings of this study due to other limitations including participating universities, cultural factors, the system of education and peculiarity of the environment such as South-West region of Nigeria. This argument is closely linked to the understanding that data obtained from only the selected universities cannot be deemed to have represented the rest universities outside this study. Nonetheless, the data contributed by the participating universities could not be considered insignificant (Descombe, 2010, p.61). This is in consideration of the fact that information obtained in this research is deemed to have provided insights into the T&L entrepreneurship in HEIs. This submission agrees with Larsson's (2009, p.30) argument that the issue of generalisation of research findings may after all not be necessary, because of the results of similar case study research in the past, are also meaningful without swiping generalisation.

RESEARCH OUTLINE

This thesis is organised into the following eight chapters:

Chapter one: Background and philosophy of the study

This chapter reviews background information to the study: historical background, theoretical background, conceptual background and contextual background. Research philosophy: positivism, interpretive philosophy and research strategies: quantitative, qualitative, mixed method strategies. The implication of the research philosophy on the study, summary, and conclusion.

Chapter two: The research context

This chapter explores the related literature of contemporary issues relating to the profile of Nigeria, regions and cultural practices. The chapter also reviews economic profile the country, issues of youth unemployment and criminality, government diversification agenda using entrepreneurship as a tool. These also include structure of Nigeria education system, entrepreneurship education curriculum, evaluation of available minimum academic standard, review of the curriculum constructs, and paradigms to teaching entrepreneurship in Nigerian universities.

Chapter three: Entrepreneurship education and training paradigms

The chapter reviews pedagogy, psychology and approach paradigms in entrepreneurship education and training. The review also covers entrepreneurship education in a teaching context, review of entrepreneurship education in a learning context, entrepreneurship and individual behavioural intentions, an overview of related theories and discussions of the theoretical framework. The chapter also discusses blended learning methods and its implications on entrepreneurial orientations (EO).

Chapter four: Research design, methods, and techniques

This chapter presents the research design, methods, and techniques including justification of research strategies. Similarly, the chapter discusses the sampling techniques/strategies, data collection procedure, data analysis procedures: quantitative data analysis, qualitative data analysis, and justifications. Also discusses are the issues relating to the ethical consideration, credibility and trustworthiness, and limitations of the research methods.

Chapter five: Presentation and analysis of quantitative data

This chapter presents and analyses graphic details of the field results capturing quantitative data obtained through the use of self-administered questionnaire from students and lecturers. This also includes issues of entrepreneurial skills and attributes, content and pedagogy in entrepreneurial

intentions, as well as perceptions regarding required innovations, variables linkages and realistic activities to EET. The chapter addresses the demographic profile of the respondents, statistical control, and tests of reliability, validity test on the research instruments, regression analysis showing measuring linkages of variables: entrepreneurial intention, mediating effects of entrepreneurial orientation, strategies on entrepreneurial and rating entrepreneurship level of learning outcome.

Chapter six: Presentations and analyses of qualitative data

This chapter provides the demographic profile of the respondents who participated in the qualitative study. The chapter presents results of Academic Planning and Curriculum Development Committee (APCDC) members' expert opinion on graduates' valuation skills, graduates' professional skills, graduates' entrepreneurial skills and the influence of T&L methods on entrepreneurial intentions. The issues of blended learning method, the implication of blended learning strategy and theoretical learning methods, the relative efficacy of digital operating systems, entrepreneurial orientation and its implications. The perception of individual factors in the context of EET, the influence of self-practice, self-efficacy, and experientialism, the structure of framework for schools' EE programme and the choice of an integrated framework for university EET.

Chapter seven: Discussions and framework synthesis

This chapter analyses lessons learned from the research findings, the significance of teaching and learning methods, the relationship between entrepreneurial training and individual intention, linking blended learning and traditional learning model. This section discusses findings that are related to the research question (RQ) 1, results related to RQ2, results related to RQ3, results related to RQ4 and results related to RQ5. This chapter also presents and demonstrates the conceptual framework, innovations methods entrepreneurship. Discussions of the results, the relationship between blended learning method and traditional lectures, mediating influence of entrepreneurship orientation, self-practices and individual entrepreneurial intention, education groups' perception of approaches and the frequency, the framework desired for the university. The section also presents and discusses the issues of framework validation and contributions to knowledge.

Chapter Eight: Summary, conclusion, and recommendations

This chapter of the study presents the summary of the findings based on RQ 1, 2, 3, 4 and 5 of the study. The discussions also include the conclusion of the study, the managerial implication of the findings, recommendations, and need for further research. Sub-sections in this chapter also provide reflections on the research journey and contributions, reflection on the literature review, reflection on the significance of the study, reflection on the theoretical significance, reflection on the methodological significance, reflection on policy significance and reflection on the practical significance.

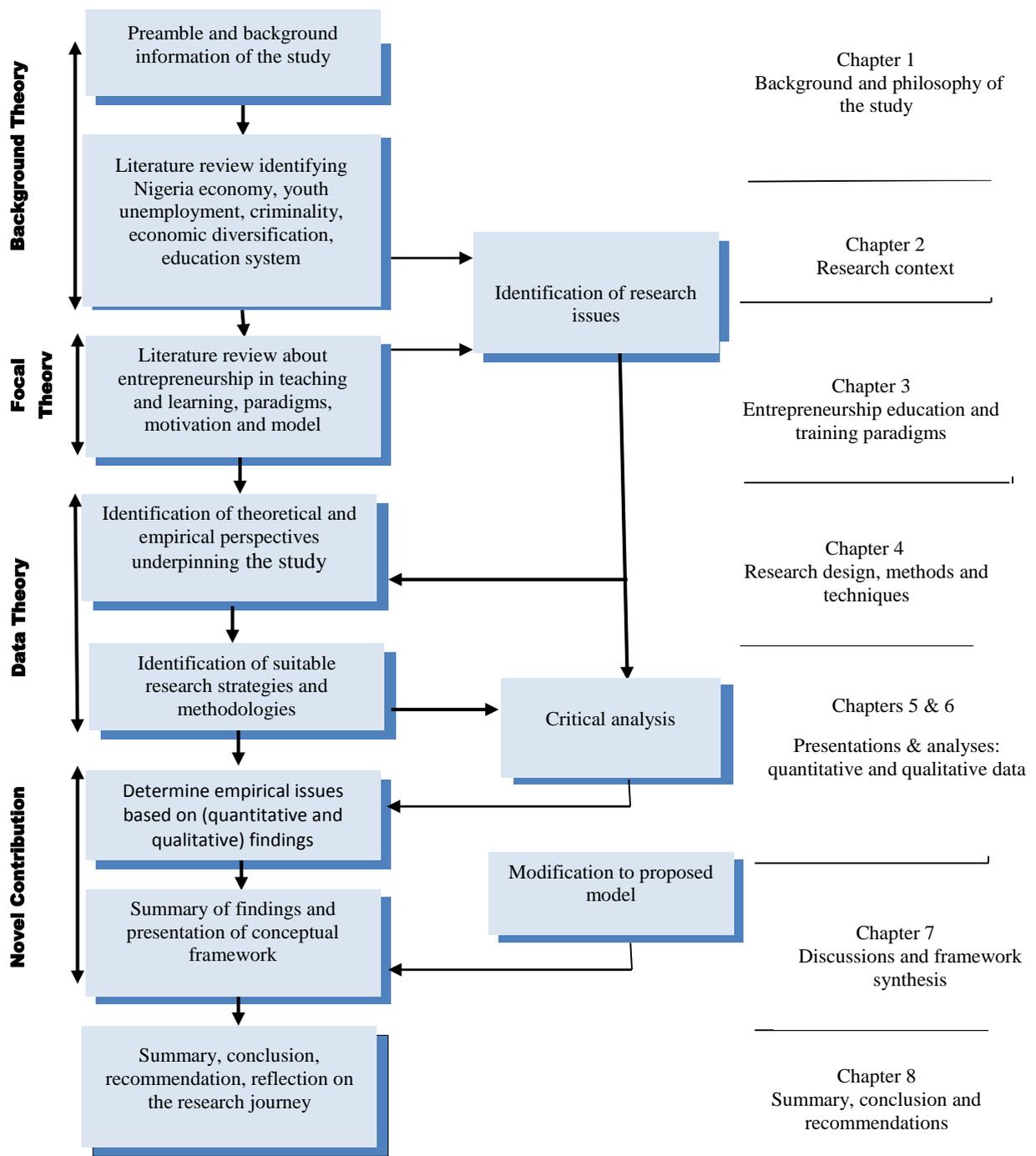


Figure 1: Research architecture of the thesis

CHAPTER ONE

BACKGROUND AND PHILOSOPHY OF THE STUDY

1.1 INTRODUCTION

Over the last decade, entrepreneurship has recorded a significant growth regarding adoption and implementation around many developed economies of the world (Krueger 2017, p.35; Nabi et al., 2017, p.227). The growing importance is perhaps due to the understanding of entrepreneurship development as a measure for dealing with global challenges such as how individual self-employment initiatives, behaviour and culture are developed. A recently conducted study by Ozaralli and Rivenburgh (2016, p.2) attribute government and researchers' growing interests in entrepreneurship to increasing global competition, technology advancement and developing market economies. For example, Zhou and Xu (2012, p.83) explain the United States of America (USA) and China as countries where investments in EE are massive, particularly in the areas of the policy framework and programmes implementation. Similarly, Young (2012) describes entrepreneurship education (EE) as an initiative in the United Kingdom, which stimulates the proliferation of micro, small and medium-scale business enterprises, accounting for as much as 99.9% of available business enterprises with about 58.8% job creation and 48.8% private sector rates of turnover.

It is noted that other world public policy makers: the European Union (EU), the United Nations (UN) and World Bank, recognise the positive impact of EET as a component of an economic strategy that fosters job creation in the 21st Century. For instance, the EU reports presented by (Volkman et al., 2009; European Commission, 2012), endorsed the adoption of T&L entrepreneurship as part of schools' learning programmes. Recommendations include integrating entrepreneurship into the HEIs curriculum, with the aim of creating traditions that promote entrepreneurial skills among graduates. Similarly, at the UN Conference on Trade and Development (UNCTAD), a bottom-up training approach and technology transfer in the context of entrepreneurship training practices, was canvassed as part of schools' entrepreneurship programme (Jackson, 2015, p.16). The UN report identified technical transfer and exchange training activities as a programme of action appropriate for tertiary level training in entrepreneurship. In a related development, Akhuemonkhan et al. (2013), narrate the education process in Japan, which promotes what is termed facilitative training for EE.

Despite those mentioned above, what seems apparent is that integrating entrepreneurship into education programme of developing countries around the world remains a critical issue. For example, a World Bank

study cited in Muziribi (2006) revealed that the approach to education in most developing nations around the world is less impactful on students' learning. The critical difference between developed and developing nations of the world today is the presence or absence of properly trained, supported and motivated entrepreneurs, in the right quantity and quality. Unlike most developed economies like Europe, America, and parts of Asia, many developing nations particularly in Africa including Nigeria, are still experiencing a low level of educated population, who desire entrepreneurship as a career. According to Herrington and Kelley (2012, p.30) in their Global Entrepreneurship Monitor (GEM) research, describe Nigeria among other developing countries in Africa, as a viable environment for potential enterprise activities, due to abundant human and natural resource, but with low entrepreneurial intention among the youths.

Uduak and Aniefiok (2011, p.75) mention that the intentions of the average undergraduate or post-graduate students in HEIs in Nigeria remained how to secure organisational employment rather than engage in skill entrepreneurial vocations after graduation. The scarcity of individual with desired business skills is perhaps responsible for widespread unemployment, poverty, and crimes, which have engulfed the country Nigeria in recent years. Studies conducted by Garba (2010) and Akanbi (2013) unanimously agreed that most graduates trained in HEIs in Nigeria fall short of the expectations of the labour market, especially about acquiring functional skills relevant to the operations of the industries. There is apparent low youth entrepreneurship propensity in most African countries, Nigeria inclusive. In an attempt to address this anomaly, Aja-Okorie and Adali (2013), Aondoaseer (2013, p.87) in their separate studies based on Nigeria concluded that the framework for learning in most universities has little or no impact on the kind of graduates desired for the Nigeria economy.

Consequent upon this development, concerted efforts have been made at bridging the dichotomy between the expected outcome and actual performances of education systems, particularly in the context of EE. Among these efforts possibly informed "Entrepreneurs of Africa" as the choice of the theme of the 18th Annual African Renaissance Conference, held in South Africa in 2016. At the conference, different education institutions and stakeholders on entrepreneurship across African countries participated. The issue of what should be the acceptable framework for T&L entrepreneurship and how the framework could be integrated into the schools' programme, dominated the conference proceedings (Ibuya Newsmagazine May, 2016). At the end of the conference, one major resolution was the quest for developing an innovative framework for entrepreneurship, across HEIs in Africa. Such framework according to the conference resolution should be developed within the individual country educational system, cultural practices, political inclination, socio-economic endowment and physical environmental characteristics. It is to be noted, however, that apart from the fact that studies which investigate such framework in the context of a

higher education system in Nigeria are scanty, the country is diverse along cultural practices, social and economic background of its citizens (Kolawole and Adepoju, 2007, p18; Okoro, 2013, p.239). To successfully adopt a framework for entrepreneurship training in universities in Nigeria, there is, therefore, the need to understand the country's regional composition and socio-cultural settings.

This study is specifically motivated by the concept of an entrepreneurial university designs to stimulate youth entrepreneurial behaviour right from school. In the first instance, entrepreneurship training is conceived as a way of imparting initiatives for self-employment among the students. This understanding is further explained by Anyebe (2014, p.82) and Costello (2016, p.2425), when they describe entrepreneurship as “capable of propelling entrepreneurship development, youth empowerment and economic growth of nations of the world.” Akpan and Etor (2013, p.1181) also describe entrepreneurship as a programme design that offers capacity building training to influence human development. Entrepreneurship training aims to empower students/graduates to become self-employed and self-reliant, thereby reducing poverty. Learning, as described by Domjan (2010), involves more of procedural sequences and processes. The implication is that learning is beyond the abstract collection of facts or transfer of knowledge. Measuring learning progress over time is a process. This is because learning does not happen all of a sudden, rather it follows a learning curve. In the case of university-level entrepreneurship training, knowledge acquisition can increase along the learning curve when it is shaped by more activities and interactions with authentic tasks. Studies by (Ajayi et al., 2008, p.2; Peggy, Ertmer and Newby, 2013, p.46) further summarise ‘learning to know, learning to do, learning to live together and learning to be,’ as four pillars of quality training in the schools. These four critical paths appear to remain a blind spot in the education system of many developing nations around the world.

For instance, the debates are inconclusive as to the quest for developing an entrepreneurial culture within the four corners of the classroom environment, which is found to be complex and challenging (Gibbs, Hannon and Robertson, 2013, p.3). In a related development, Henard and Roseveare (2012, p.12) also describe the issues of multidisciplinary collaborations, institutional synergy, programme design and the integration of new technologies, as adding further complexities to the issue of teaching task. Several other researchers, among which are (Arasti et al., 2012, p.6-7; Mohammed et al., 2014; Wahid et al., 2016, p.82), identify research in the sub-field area of the T&L framework as a gap in entrepreneurship research. In other words, the institutional framework that supports entrepreneurship training in the new knowledge economy has remained a critical global issue in entrepreneurial research, thus a point of interest to this study. The quest for this research, therefore, is substantially due to perceived relevance of institutional framework for entrepreneurship training and the significance on entrepreneurial perceived desirability and behaviour. For

instance, Jackson, (2015, p.9) establishes the fact that those institutions, which operate a more conducive institutional framework, could, on the average, deliver a better standard performance in entrepreneurship training.

It is against this backdrop that recent literature (Kuttim et al., 2014, p.666; Tsordia and Papadimituion, 2015, p.24; Fayolle and Linan, 2014), suggest an investigation into T&L strategies as a critical area of further research in entrepreneurship. Studies relating to entrepreneurial intention and behavioural development have grown considerably in entrepreneurial research (Schlaegel and Koenig, 2014, p.291; Iakovleva, Kolvereid and Stephan, 2011, p.354). The growth is influenced by the argument that human entrepreneurial behaviour is planned and driven by intention (Ibrahim and Mus'ud, 2016; Montano and Kasprzyk, 2015), while the human entrepreneurial intention is perceived to precede the actual behaviour (Douglas, 2013, p.537). It is also important to underscore the fact that most of these research as enumerated above are conducted in the developed countries. With particular reference to Nigeria, even though many studies exist on entrepreneurship as a tool for national development, namely (Emechete and Awill, 2010; Garba, 2010; Uduak and Aniefiok, 2011), the sub-field area of T&L framework remains a noticeable gap in the university education system.

Similarly, previous studies, namely (Shinnar, Hsu and Powell, 2014; Santoso, 2016; Drnovsek et al., 2010), discussed the entrepreneurial self-efficacy and the relationship with entrepreneurial intentions. For instance, Shinnar et al. (2014, p.561) in a study based in Australia describe entrepreneurial self-efficacy (ESE) as the confidence of an individual in his or her ability to perform a given entrepreneurial task successfully. The study further established a positive relationship between ESE, perceived entrepreneurial feasibility and desirability among youths. While studies by (Santoso 2016, p.131; Drnovsek et al., 2010) identified positive effects of such relationships, other researchers (Von-Graevenitz, 2010; Wu and Wu, 2008) found none of such significance. Specifically, a study conducted in the Netherlands concluded that no significant relationship exists between entrepreneurial self-efficacy (ESE) and perceived desirability for entrepreneurship among selected college students (Oosterbeek, Van-Praag, and Ijsselstein, 2010, p.452. A cursory look at these findings suggests a contradiction in the submissions between whether or not entrepreneurial self-efficacy and self-regulation affect individual entrepreneurial intentions. The implication is that such inconsistencies in the findings of past studies make it necessary to determine the extent of influence regarding individual self-efficacy and self-regulation in the context of entrepreneurship training in the higher education system of developing nations, especially in Nigeria. Recent knowledge by (Bayron, 2013, p.74), concludes that the issue of whether ESE affects students' entrepreneurial intention is an empirical area of investigation, deemed for further research.

In this study, it is also noted that the evolution of information and communication technologies (ICTs) and changes in the knowledge economy have placed an incremental demand on learning that takes place in the 21st Century knowledge economy (European Commission, 2012, p.1). This argument expressed by the European Commission is also supported by Anderson (2008) cited in Voogt, Estrad, Dede and Mishra (2013, p.403), namely, that “the continuous development of ICT has transformed the way of doing things, living, working and learning.” Voogt et al. further explains that the role of technology in the new knowledge economy has reduced the demand for the production of ‘normal’ workers, while the demand for service and knowledge workers are on the increase. This kind of mindsets articulated in the literature might be much relevant now, when “the production of creative and innovative workers remains a gap, particularly in Nigerian universities,” (Aondoaseer, 2013, p.87).

It is against the aforementioned, that the need for a new paradigm in the education system according to Lai, Khaddage and Knezek (2013, p.416) and Voogt et al. (2013, p.403) is attributed to the digital evolution. The studies further explain that evolution of technology has changed the way people learn, thereby creating a gap between how they are taught and what they need to learn to satisfy what the knowledge society requires. This point of view, according to the study conducted by Mutemeri and Chetty (2013, p.72), suggests the fact that an inquiry-oriented learning culture has replaced the rigid culture of teaching, learning, and research. It is therefore premised in this research, that it seems unlikely that the T&L framework is now in the era of overwhelming change between what is to know (the curriculum) and how to know (the pedagogy). The implication according to the literature is that the fissure between *what* to know and *how* to know revolves around the curriculum framework, which includes programme design and the implementation strategies (Anene and Imam, 2011; Berk, 2009).

Tebabal and Kahssay (2011) argue that the purpose of teaching is to bring about desirable change in the lives of the learners. Studies by Adunola (2011) supported the view that students’ poor academic performances are strongly related to the application of T&L methods that are ineffective to the objectives of learning. As a result, the schools must be conversant with diverse teaching strategies about the desired learning objectives and magnitude of their complexities. By implication, the new knowledge economy demands the institutional framework that spells out the linkages between the adopted teaching methods, learning objective and the desire for entrepreneurship. A study earlier conducted by Peschl (2007, p.137) discovered that the more the focus on knowledge creation and development, the more demanding become the individual and institutional roles. By implication as explained in Preschl’s finding, a change in the development of a knowledge society is likely to be accompanied by its implications and challenges.

Isaac, Visser, Friedrich and Brijlal (2007); Martin and Lucu, 2014 (2007, p.615), described as limited in scope, the business education model found to be ubiquitous in many HEIs in Africa. Such a model is explained as a formal structure, where lecturers come to classes, give lectures and leave. Knowledge created through theoretical learning affirms the limitations attached to a formal structure of learning. Consequently, the significance of activities involving education and training is becoming better recognised in the context of entrepreneurial research (Valerio et al., 2014). This perhaps informs the positions credited to (Adunola, 2011; Billet, 2010; Ganyanpful, 2013), who describe learning and practices effects as being capable of developing individual learners to re-create what they have learned. These studies have established a congruence between the educational achievements of learners and the effective selection of teaching methodologies.

With specific reference to the higher education system in Nigeria, Akhuemonkhan et al. (2013, p.60) and Oviawe (2010, p.113) identify the problem of a mismatch between the operational curriculum, delivery approach, and learning outcomes. For instance, some studies (Akpan and Etor, 2013, p.1183; Musa and Adewale, 2015, p.25) established that university graduates lack basic entrepreneurial skills to practice as entrepreneurs after graduation. The investigations conducted by (Akuegu and Nwi-ue, 2016, p.322; Olorundare and Kayode, 2014, p.156) further confirm that the framework for entrepreneurship training substantially remains academic. The orientation achievable through strict adherent to such formal or academic training practice tends to prepare students mainly for organisational employment.

Whereas, the empirical study conducted earlier by Collins, Hannon and Smith, (2004) explains that having a university degree is not a guarantee for automatic employment in the 21st Century economy. Securing paid employment is rather becoming a mirage as many employers of labour particularly local, state and federal governments in Nigeria including many private firms now find it difficult to pay workers' salaries for several months because of economic recession (Nworu, 2016, p.38). Many other organisations consider reducing their workforce as a coping strategy in the face of current economic recession in Nigeria.

Several years after the inclusion of entrepreneurship into the university education curriculum by the federal government of Nigeria, graduate high rates of unemployment remains unabated (Ekundayo and Babatunde, 2014, p.16; Maduka, 2015, p.91). The impact of entrepreneurship training appears low in the context of the desires for entrepreneurial practices among the educational group in Nigeria. With the high vulnerability of young Nigerian graduates to unemployment, there is need to investigate how this growing segment of the

population could be more equipped for self-employment. As a result, the need for this research is crucial in the context of best practices around the developed nations of the globe.

1.2 BACKGROUND TO THE STUDY

The background information in this research is divided into four parts: the historical, theoretical, conceptual and contextual backgrounds.

1.2.1 Historical background

In entrepreneurial research, it is reported that the concept of chosen pedagogy and curriculum contents remain a decisive determinant of EE success in the literature (Ali and Muhammad, 2012; Gibbs et al., 2013). The arguments of these authors are in line with the fact that EE revolves around various interrelated delivery components, considered as necessary designed for the attainment of specific programme objective (Maritz et al., 2010). The need for interrelationship among delivery components provides the understanding that such synergy is critical to adoption and implementation of an education programme.

For several decades, research scholars have shown strong interest in studies relating to entrepreneurship education development (Pittaway and Cope, 2007; Garavan and O’Cinneide, 1994), and these studies make significant contributions to the development of entrepreneurship as an area of academic study. For example, in 1940, Kurt provided a reliable assessment of the concept called Action Research (AR), which proposed the blend of theory and practice in the entrepreneurial literature (Costello, 2016, p.2429). According to the aforementioned, AR is task-specific aimed at addressing the specific real-life problem through selected learning interventions. The aim is also to work towards practical outcomes and creating new understandings since action without reflection is referred to as *blind*, just as theory without action is meaningless (Costello, 2016, p.2429).

For instance, the United States of America (USA) and Europe in the 1990’s embraced the revival of entrepreneurship education and development. According to Garavan and Ocinneide (1994), the idea became necessary as a result of economic recession, the menace of unemployment and international trade deficits experienced witnessed at that period. Further information reveals that when the US encountered the problem of unemployment, the government placed much emphasis on entrepreneurship skills training. Similarly, Aondoaseer (2013, p.86) draws attention to the fact that US entrepreneurship curriculum contents have embedded activities such as small business management, new venture creation, and entrepreneurship sustenance with the aim of instilling entrepreneurial mindsets in American university graduates.

In China, the incorporation of entrepreneurship skills and education into the school curriculum may have had dramatic effects on the private business revolution in the country (Zhou and Xu, 2012). Additionally, the literature argues that over 70 million Chinese people are employed in privately owned businesses, and these activities generate over \$252 billion tax revenue per year for the Chinese government. In Germany, EE offered through the German Vocational Training System probably exposes learners to both learning at school and practical learning in the industries (Euler, 2013, p.12). The idea is to provide the students with both knowledge and skills required to succeed in the world of business.

In Poland, entrepreneurship-oriented subjects are made compulsory at secondary schools (Krzysztof, 2008), to develop entrepreneurial learning, attitude, intentions to start their own businesses right from elementary schools. Part of the lesson learned is the implementation strategies, which include laboratory design, group study, working through projects and other extracurricular activities. Ireland incorporates EE as a vocational leaving certificate programme as well as transition-related training programmes (Hegarty, 2006). In the case of Norway, the government collaborates with the private sector to propagate EE, which affords students practical experience in the real world of work.

In another development, Musa and Adewale (2015, p.24) demonstrate that the entrepreneurial curriculum contents in the US were structured in such a way that 41% of the training is done at the departmental level, in line with students' chosen careers; 31% of the contents are domiciled in the business schools/faculties, while the university Entrepreneurship Development Centres administer the remaining 23%. This initiative according to US Department of Labour, reports that over four million small-scale businesses are created each year, employing 50% of the private workforce. Similar research conducted by Jackson (2015, p.8) narrates the entrepreneurial training design by the University of Dundee in the United Kingdom that provides an opportunity for students to "earn when they learn". The approach is a multidisciplinary competitive learning environment, provided through incubating space, mentoring support, and private sector involvement in students' entrepreneurial training.

In developing countries particularly African countries, it is observed that the rate of adoption of EE remains low, with few countries implementing it as a possible antidote to ameliorate problems of unemployment. According to GEM research as contained in Herrington and Kelley (2012), countries like Kenya, Botswana, Uganda and others provide EE through technical and vocational training (TVET), and the teaching pedagogy remains classroom instruction principally. The report further explains that earlier study conducted by the World Bank in 2002 revealed that the T&L entrepreneurship models in these countries are restricted to either the classroom or vocational development centres.

It appears, however, that in the last decade, entrepreneurial practices and initiatives are gaining gradual recognition among few nations in Africa. Of recent, Angelo (2011, p.1047) appraises the National diploma and other foundational courses at the University of Johannesburg, which exposes students to gain direct experience and skills from sales and marketing companies operating around the country. Also, students are exposed to two years of work experience, which also serves as an avenue to motivate them to establish their own businesses. According to Herrington and Kelley (2012, p.40), about 13% of employees were engaged by entrepreneurs in South Africa with the potential of employing about 35% more of the workforce in the next five years.

In Zambia, the number of business enterprises created through entrepreneurial initiatives according to Central Statistical Office (2013), namely, account for as high as 97% of the total firms available in the country, creating as much as 89% employment for the citizens. There is a wealth of research, namely (Afolabi 2015, p.50; Garba 2010, p.141; Imafidon 2014, p.101), that demonstrate the fact that entrepreneurial orientation and skills have the potential to drive job creation, youth empowerment, graduates entrepreneurial development and economic growth. The build-up effects appear to have a positive influence on the reduction in unemployment. Dambudzo (2014) describes the structure of education curriculum in Zimbabwe as the scenario between two categories of schools, explained as one in the urban and the other in rural environments, as compared from the perspective of the adopted delivery methods and the actual learning outputs.

Dambudzo's explanation contains the fact that the schools in urban centres adopt what is termed as *rote learning approach* through rigorous lectures and mark-driven assessments to determine the performances. Other methods such as collaborative learning, reflection, community support learning, problem solving and project-based learning approaches are considered as time wasting. Although, the students appeared to obtain high grades but lacked basic practical skills to solve problems in reality. On the other hand, Dambudzo describes the schools in the rural areas, which applied collaborative learning approaches, as *underdogs* regarding popularity for their achievements, while the collaborative mode of learning as producing a more sustainable entrepreneurial leadership development.

Similarly, in Nigeria, the government introduced EE into the curriculum of universities in the late 1980s (Mamman, 2014, p.2), and the objective is to address the issue of unemployment and poverty using EE as a tool. Despite the efforts made by government, entrepreneurship growth, adoption and implementation have not recorded much success. The lecturing model is adjudged to have remained the framework for T&L

in most HEIs (Adebisi, 2015, p.85; Achor, 2016, p.3; Olorundare and Kayode, 2014, p.156). Recently, Akinboye and Pihie (2014, p.223) stress more research focus in the area of individual learning as a panacea for creating sustainable entrepreneurial intention among university graduates. It is therefore argued in this study that the framework for EET should be determined in the context of global practices, especially in Nigeria with a low record of entrepreneurial intentions among the education groups.

1.2.2 Theoretical background

In this study, some theories significant to human learning including the strategic processes, adoption, and implementation towards achieving sustainable development, are considered. According to Menzies (2011), the theoretical framework ranging from cognitive psychology, educational psychology and other relevant in motivating behavioural intention, form the starting point of investigation in the context of EET. For instance, the research in the context of T&L entrepreneurship traceable to Deakins and Freel (1998), introduces the concept of learning in small business firms. The intention of learning about small business is to determine the cognitive ability of individual learners with the aim of facilitating the transition from potential entrepreneurs to practising entrepreneurs. According to Valerio et al. (2014), the exposures to the operations of small business ventures could start from the foundation level of an individual academic career. As a result, Jensen and Calvert (2014) describe the theoretical foundation in EE as beginning with the emergence of cognitive theory in early 1990.

Earlier, the study by (Kuratko, Morris and Schindehutte, 2015, Peggy et al., 2013) explain that cognitive theorists canvass for the methodologies that focus on the knowledge structure, opportunity evaluation, creation and growth. It is further explained that the cognitive learning approaches include on action-oriented curriculum through reflection exercises and portfolio techniques. Recent knowledge by Daniela, Rainer, Norbert and Birgit (2016) also provide other cognitive strategies to include networking and reflection activities, which are significantly considered in this study. According to the constructivist model, teachers play more of supportive roles around students' governing learning model rather than operating teacher-governing classes. The constructivist theory, therefore, underscores the significance of a learning process that is supported by both environmental factors and teaching pedagogies. Cognitive theory is noted to have focused on transforming the thinking and skills of the learners with the aim of motivating behaviour, which stimulates the creation of business enterprises.

In a related development, this research also considers the significance of Kolb's (1984) experiential learning theory cited in Frederick (2007, p.8), which provides different learning approaches for the optimum

development of the students' entrepreneurial skills through a combination of knowing and doing learning techniques. According to Deed (2009), as cited by Jensen and Calvert (2014, p.103), Kolb's theory propounds a theoretical framework for learning cycle indexes. This research substantially involves Kolb's (1984) theory in identifying multiple T&L styles, from both instructors and the students' points of view, to determine the most acceptable approaches in a bid to achieve the desired entrepreneurial learning outcomes.

Furthermore, this study reviews education psychology related theories including the Early Theory Model designed by Schon (1971) cited in Emesini, Ogah and Ese (2013, p.42), which explains the process of modifying the education curriculum in line with change and development models. The theory is based on the evolution of technology, which has brought change to the ways of doing things. Voogt et al. (2013, p.403) also agree that technological developments have changed the way learning takes place about the needs of the society. Emesini et al. (2013), explains that developing the educational process to attain the desired objective is more of a curriculum issue. As a result, the theory attempts to address the questions relating to what, why and how of education from curriculum change and development perspectives. The theory differentiates between curriculum change framework and curriculum development framework (Ivowi 2008, p.6-7). While the change model addresses questions relating to what is needed to change, why the need for change and how to go about the change process, curriculum development deals with what is it to develop, why and how do we go about the development processes. As a result, this study is designed to consider developing an integrated framework in the context of entrepreneurship training process and seek to understand its influence on changing individual entrepreneurial intention.

Based on the review of earlier studies: (Fayolle, Gailly, and Lassas-Clerc, 2006; Muller, 2008) in the context of theories used to determine the relationship between individual behavioural intention and EE, Ajzen's theory of planned behaviour appears to be commonly applied in the literature. Such theory is noted to share a common boundary with behavioural intention and motivation of individuals. Consequently, the theory of planned behaviour specifically in the context of Shaper and Sokol entrepreneurial event model as applied in other empirical studies: (Linan, Javier, and Santos, 2007; Peterman and Kennedy, 2003) was adopted to address research objectives 1-4 of this study. For instance, the individual self-efficacy concept propounded by Bandura (1986), described self-efficacy as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives". It is also noted that in entrepreneurship intention research, the issues relating to individual intentions, perceived behavioural control and perceived feasibility in the entrepreneurial event model have a close link with the theory of planned behaviour. Similarly, the Bird's model contribution of Barbara Bird 1988, describes individual intentions as significant in the context of organisational development and implementation of

entrepreneurial ideas (Fayolle et al., 2006). The implication is that individual entrepreneurial intention is a product of conceptual, contextual, analytic, and cause-effect thinking acumen in the development of human mind. Such theoretical framework still lacks empirical validation particularly around most developing nations like Nigeria.

As relevant as these theories to the field of entrepreneurship research, a closer review of related past studies reveals that such theory that covers emotional development, emotional regulation, proposed analytical, creative and practical intelligence, which crystallises into a framework for entrepreneurship training remains scanty. This understanding agrees with Menzies's (2011, p.50) argument that theories relating to the adoption of both cognitive and non-cognitive activities have not been widely researched in entrepreneurial research. It is against this backdrop that this study considers emerging theories in EET research, among which is Theory U noted as a model for changing paradigm towards changing the future.

Additionally, this research also reviews the concept of Theory U as emerging in EE. Otto Scharmer propounded theory U, which is tagged leading from the emerging future, in the 1980s from the society of organisational learning in Massachusetts (Hardman and Hardman, 2014; Kayle and Olen, 2017; Pirson, 2016, Scharmer, 2009; Thea, 2017). Theory U further expresses the processes of learning entrepreneurship regarding aggregation of diverse innovations. Such innovations to teaching and learning methods are capable of bringing about a positive change in entrepreneurial orientation and individual intention for entrepreneurship. The concept of Theory U about human learning and development has been applied to address gaps in the knowledge economy (Thea, 2016; Thea, 2017). The aim was to develop entrepreneurial orientation and behaviour of university students. Theory U appears to provide the theoretical foundation for awareness-based practices toward entrepreneurship development. Reams (2016, p.65) identified building leadership talents as a big challenge in the global context. Theory U tends to promote human development in the context of arts and science.

Hardman and Hardman (2014, p.1) describe Theory U as having the potential to facilitate a shift in individual or organisational behaviour from the regular way of doing things to a more artistic, creative and innovative approach to achieve the desired learning outcomes. The belief is that the desired learning outcome is mediated by specific contemplative practices aimed at achieving the desired objective. Such practices can suspend the habitual way of thinking or learning in a U formation. Consequently, the Theory U is positioned to address research objective 5, aims at providing a framework for EET. Theory U, the concepts and the relationship with EET are further discussed in chapter three of this study.

1.2.3 Conceptual background

The term entrepreneurship is conceptualised differently by different scholars. On the one hand, some schools of thought view entrepreneurship as a process of developing entrepreneurial mindsets (Afolabi, 2015; Imafidon, 2014). It is a process of initiating business ventures, organising profitable business transactions and taking calculated risks based on previously acquired experience (Baba, 2013; Van Aardit et al., 2014). This also includes acquiring prerequisite skills, competencies and experience to advance the world of business (Wahid et al., 2016, p.82). This definition aligns with the perspectives in Adebisi (2015, p.84), which refers to entrepreneurship as “acquiring business skills for employment to function effectively in the turbulent business environment, to improve the individual economic status and the nation at large.”

Isaac et al. (2007) also define entrepreneurship as a “process of conceptualising, organising, launching and nurturing a business opportunity through innovation into potentially high growth venture in a complex, unstable environment”. From the definitions above, the entrepreneurship concept is viewed from four key perspectives: the process, the value creation, services to meet new demands and the outcomes. This description is partially consistent with Alberti, Sciascia and Poli (2004) who earlier described EE as a structural conveyance of competencies including the skills, concepts and mental awareness for business start-up, maintenance and sustenance. The implication is that a positive correlation exists between education and entrepreneurial start-up mindsets. Entrepreneurship according to Nworu (2016, p.40), is not only about creating mindsets for self-employment but also a way of providing relevant skills for employability.

Debates abound on whether or not entrepreneurship can be taught as an academic discipline or whether the individual entrepreneurial behaviour is natural or inborn. There are robust arguments in the literature in support of entrepreneurship as being teachable and learnable (Fiac-Mmeremiku, 2010; Oduwole, 2015). The first of such position canvassed by Drucker 1985, justifies the possibility of teaching entrepreneurship from the perspective of innovations. Moreover, Drucker in his opinion further explains that human being can behave or act in an entrepreneurial manner through entrepreneurship learning and orientation. Similarly, Gorman, Hanlon, and King 1997, in their meta-analysis of entrepreneurship studies, asserts that entrepreneurship is teachable and learnable. Recent knowledge in the literature, for instance, (Chen et al., 2015, p.560; Wahid et al., 2016, p.83), confirm a marked significant relationship between the appropriate mix of T&L strategies and entrepreneurial skills required by students. Entrepreneurship can be taught, and students can be equipped with skills right from the school (Chen et al., 2015, p.560). The concern in this study is linked to Arasti et al.’s (2012, p.3) finding, which narrates that effective management of teachable skills in EE is substantially influenced by the framework for T&L. The framework according to Chen et al. includes negotiation skills, leadership, technological innovation and creative thinking.

Other schools of thought acknowledged social factors, genetic and family background, as capable of influencing entrepreneurial attitude (Kleeman, 2011, p.1). The development of entrepreneurial knowledge and skills according to Kleeman (2011) also include natural-born entrepreneurs, socially prepared entrepreneurs, and educationally prepared entrepreneurs. This research does not exclude other literature which explains the aspects of entrepreneurship that are teachable and non-teachable (Arasti et al., 2012; Isaac et al., 2007). It is further asserted that the T&L of entrepreneurship is both an art and a science. While the science relates to the aspects that are teachable and involved the acquisition of functional skills for business start-up, the art components deal with creativity, which is not expressly teachable. As such, the focus of entrepreneurial contents and training lie in scientific approaches in most HEIs. Lee and Wong (2007) established that EE is better ignited through the artistic, creative and perceptual framework. Lee and Wong unanimously support the need for a shift from a scientific approach to more artistic and creative learning methodologies in the context of EE. Similarly, Arasti et al. (2012, p.3) explain the requirement for developing an effective model to manage teachable skills. The study, therefore, concludes that the relationship between students' learning needs and adopted learning framework is a critical factor in EE. The framework includes identifying what constitutes the appropriate match between the students' learning needs and teaching techniques.

This study considers the significance of entrepreneurial self-efficacy (ESE) which according to Drnovsek et al., (2010) are relevant in determining the internal analysis of immediate individual environment (strengths and weaknesses) as well as the external analysis of the environment (opportunities and threats). The aggregation of these interactions determines individual level of self-belief and confidence. This research takes cognisance of the argument credited to Barakat, Boddington, and Vyakarnam (2014, p.458-459), that those individual entrepreneurial self-efficacy factors are likely more to motivate intentions for entrepreneurship. The positions further maintained that ESE promotes the ability of an individual to detect potential entrepreneurial opportunities and the skills required for harnessing such opportunities. It is noted that such efforts that attempt to combine controlled and internal locus, which is stable at a time, is considered as a significant attribution. For instance, the belief about "self" is considered as the most effective attribution (Menzies, 2011, p.50). The study further reveals that the Self-worth Theory by Covington (1984), propounds that an individual will avoid those actions that could reduce their self-worth. Consequently, Self-Efficacy Theory that is propounded by Bandura in 1982, explains as for how individuals measure their ability to achieve a pre-determined goal. The judgement about one's competencies is also noted to be positively related to individual motivation, ego and task involvement.

In a similar development, this study acknowledges the position of Maritz et al. (2010, p.83), that the knowledge through modern entrepreneurship-directed training programmes are designed around experiential learning, whereby new activities and thinking are produced through reflection. According to Maritz et al.'s study, such training programmes are designed around the Blended Learning Method (BLM). Frederick (2007, p.4) defines BLM as involving the integrating an array of teaching methods facilitated by the support of technology. These methods are categorised into the formal and informal structure of learning in either synchronous or asynchronous created learning environment. Ractham and Kaewkitipong (2012, p.165) describe the learning process that is facilitated by technology, as significant for networking, collaborating and sharing of knowledge for educational purposes. In the recent time, blended learning framework about entrepreneurial learning processes is significantly considered as an emerging trend in entrepreneurial research.

Gabrielsson, Tell and Politis (2010) also admit that the model of training derivable through the formal and informal structure are complementary in nature. Entrepreneurial training involves learning a variety of business-related competencies such as improvement of decision-making skills or skills to access information and using different innovative tools for creating a better working space. The agreement according to (Krueger and Sussan, 2017; Kuratko, 2015), is largely due to emotional and students' intellectual capacity, involvement and personal practices.

1.2.4 Contextual background

Entrepreneurship, as conceived in this research, is closely related to the perceptions of Aja-Okorie and Adali (2013, p.118), which explains EE as activities that revolve around learning concepts and rudimentary of business creation. The implication is that entrepreneurship involves acquisitions of skill for self-employment ventures. This view is shared by Aondoaseer (2013, p.83), who identified entrepreneurship as the willingness of individuals to seek an investment opportunity with the aim of establishing and running a business successfully. Entrepreneurship is thus relatively seen as a critical drive for employment generation and development of local, regional, national and global economies. It is also relevant for job creation, wealth creation and innovations, especially for career individual and first-time labour market entrants (Gerry, Marque and Nogueira, 2008).

Entrepreneurship education is described as all activities that are designed to create mindsets, skills, attitudes, starting from idea generation, business start-up, growth, and innovation to achieve these objectives (Arasti et al., 2012, p.3). Emphasis has been placed on the need for a paradigm shift from a scientific model to teaching entrepreneurship to an artistic or creative model. Fayolle and Gailly (2008) affirm that T&L entrepreneurship covers a variety of audiences, objectives, contents and pedagogical

methods. A unique objective of entrepreneurship according to Aratis et al. (2012, p.3), is to acquire relevant knowledge, skills, and techniques for business analysis and synthesis, to identify and stimulate an entrepreneurial drive.

This research concurs with the position of Esmi et al. (2015, p.173), namely, that the relationship between the learners' preferred methods of learning and their ability to identify the most suitable teaching model, is key to successful EET. In the context of this research, EE is conceived as those activities that involve transferring knowledge and skills relevant to develop the required entrepreneurial intention, attitude, and behaviour. Entrepreneurship training on the other hand covers training activities related to enterprise processes designed to influence or motivate the learners' attitudes, behaviours, intentions or values towards entrepreneurial practices, as a career or contribution to solve societal problems.

It is against this backdrop that Gatchalian (2010, p.56) concludes that entrepreneurship training is a process of creating or increasing individual entrepreneurial attitude, culture or behaviour through instilling relevant skills for the business formulation, opportunity recognition and managing existing business within a given community. The next sub-heading discusses philosophy which underpins research approaches as adopted in the study.

1.3 RESEARCH PHILOSOPHY

As describes by Antwi and Hamza (2015, p.217), the theoretical framework upon which the selection of research approach is premised in this study is based on the attempt to harness those perspectives relating to ontological, epistemological and methodological paradigms. It is noted that the ontological point of view relates to abstract between what is regarded as knowledge or reality through a meta-theoretical nature of learning. The epistemological perspective relates to the myth and real knowledge seekers obtaining the most appropriate knowledge. This study exhausts the interrelationship between positivist, interpretive and postmodernist perspectives, which form relative assumption upon which the theoretical foundation for this research work is built.

The paradigms according to Muijs (2012) is relevant in contemporary management, behavioural control, and management research. These perspectives express what kind of knowledge is pursued and how the knowledge is produced. Figure 1.2 depicts the linkages between positivist, interpretive and critical pragmatism in relation to adopting mixed method research approach.

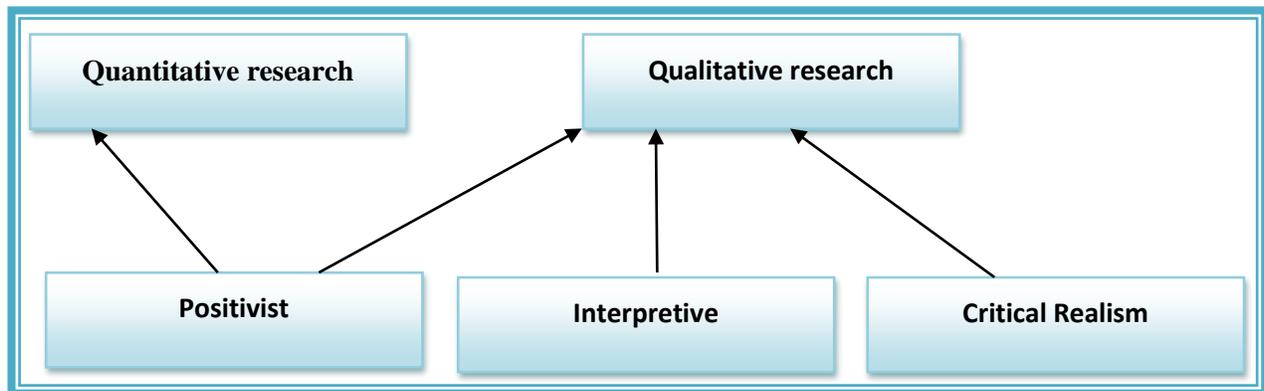


Figure 1.1: Epistemological perspectives of quantitative and qualitative research approach

Source: Straub, Gefen and Boudreau (2005)

Figure 1.2 depicts the linkages among the epistemological perspectives involving the quantitative and qualitative research orientation as applied in this research. The assumption according to Straub, Gefen and Boudreau (2005) is that the systems of providing information are not covered in a single theoretical perspective. It is rather suggested that the blend of multi-dimensional epistemologies including positivism, interpretivism, critical realism, and pragmatism are fundamental to the effective implementation of information systems. These epistemologies are further explained as follows:

1.3.1 Positivism philosophy

Positivism philosophy according to Sekaran (2013, p.29) holds that the law of cause-and-effect relationship operates the world, which can be discerned when scientific approaches are used to determine the truths. Positivism theorists identify social problems in a given society through the establishment of the cause-and-effect relationship. The positivist perspective opines that human behaviour is understood better through observations and reasons (Vosloo, 2014, p.301). The perception assumes the position of reality as objective and measurable through manipulations of variables to establish the effects on the relationship. The use of natural science to determine the cause-and-effect relationship is thus achieved, by working with the observable phenomena to deal with the identified problem.

Positivists are of the views that human behaviour is better understood through observations and reasons. As a result, Taylor (2017, p.88) asserts that positivism depicts empirical data to discover the truth and reality about a given phenomenon. Human beings are passive, controllable and determinable through the influence of the external environment. Positivism supports the use of deductive reasoning, reinforced by theories that are testable through a fixed, predetermined research design and objective measure (Sekaran, 2013, p.29). This philosophy is more experimental in nature, which allows the manipulation of variables with the aim of testing to establish the cause-effect relationship. The process involves an extensive review of the existing

theories to develop research questions or hypotheses, the result of which is to establish the significance or otherwise of observable reality (Antwi and Hamza, 2015, p.218). Positivism also described as encouraging adoption of highly structured, objective and systematic approaches to expedite generalisation of findings and possible replication.

The outputs of such experimental exercise are subjected to statistical analysis for confirmation or refuting earlier findings (Bryman and Bell, 2011). This is much related to the traditional model of teaching regarded as instructive, objective and realistic knowledge. The logic of positivism is however challenged on the bias of human behaviour perceived to be complex to understand. The implication to this study is the understanding that a complete objectivity may be difficult if not impossible to attain in predicting accurately how human could behave. Unlike sciences, social scientists focus more on human behaviour, which is different in term of the logic of its own (Gill and Johnson, 2010; Peggy et al., 2013). It is rather argued that such internal objectivity should be studied and understood along why or how a human being behaves in a particular manner. As a result, the positivism is criticised from the point of view that human inner behaviour might be difficult to perceive in the entire observation. It is believed that such model could be complemented with constructivist methods to address the learning objectives. The paradigm presents a classical point of view to learning.

1.3.2 Interpretive philosophy

The interpretive perspective assumes that ontology and epistemology belief represents social constructs relating to subjective experience. Studies by (Martin and Lucu, 2014; Piperopoulous and Dimov, 2016) believed that the route to knowledge is multi-dimensional. Gill and Johnson (2010) argued that learning is more of Interpretivism in nature according to how it is interpreted by the individual and has nothing to do with the issue of objectivity. This school of thought believed that access to reality is directly related to factors like social constructs such as language, consciousness, and meaning. It is an attempt by the learning individual to understand the specific meaning given to a specific phenomenon. Interpretivism recognises the complexity of human learning.

As a result, many methodologies are assumed to be relevant to human learning and not a single paradigm. The interpretivism believed that the human being is understood from a social context point of view (Gill and Johnson, 2010; Vosloo, 2014). Unlike positivism, interpretivism recognises the need for social science researchers to understand the influence of social action on human learning (Bryman and Bell, 2011, p.16-18). Interpretivism, therefore, promotes understanding, meaning, interpretation and personal activities an individual gives into learning processes (Antwi and Hamza, 2015; Bryman and Bell 2011).

Creswell (2014) refers to Interpretivism as applying live experience to provide meaning to learning individuals. Interpretivism is explained from the perspective that understanding a social situation is complex and unique. It involves more of integrating a set of functions through individual involvement (Bryman and Bell, 2011). The mindsets are that the social world is subject to continuous change; as a result, today's circumstances might not be entirely applicable to tomorrow. The keywords relating to interpretivism choice of learning include learning by participation, collaboration, and engagements (Antwi and Hamza, 2015). This is closely related to the understanding that similar investigation that deals with how complex a social situation can be appreciated, is not likely to be generalisable to wider circumstances. As a result, the need for more flexibility in adopting research process and methods, depending on the flow of the data obtained from the subjects of the research.

1.3.3 Critical realism philosophy

The critical realism school of thought is of the view that there exists the reality, independent of human comprehension and knowledge of description in most cases. In social science research, therefore, Bryman and Bell (2011) explain that focus is expected on the understanding and applicability of the realistic approach to the social issues. Realism share two distinctive similarities with positivist perspectives. The first of such similarity according to Bryman and Bell (2011), is that social researchers should apply same research method for data collection, analysis, and interpretation. Additionally, realism also maintains that there are specific external and objective truisms, which should be the basic concentration of empirical research in a social context.

Saunders, Lewis and Thornhill (2009) explain these truisms as reality factors that are independent of the point of views of social researchers. The study further identifies two forms of realism that are often contrasted. The first of such form deals with empirical realism, which stipulates that human understanding of reality is a function of appropriate use methodologies. Such methods, according to Muijs (2012), is based the observable reality of the certain phenomena. Observable reality is regarded as limited in scope in the sense that most of the times the results from observable phenomena may be superficial and not the true reflection of the reality (Muijs, 2012). The other perspective known as critical realism is aimed at recognizing the reality of certain phenomena in natural settings and discourses of the social world (Vosloo, 2014). Critical realism paradigm perceives that the individual would understand social change when the relationship between the unobservable phenomena of the social world and the observable event is established.

Bryman and Bell (2011, p.17) however assert that it might be difficult for a spontaneous understanding of an event by mere observation but by practical and theoretical activities of the social researchers. As a result of this viewpoint, Bhaskar (2008), Johnston and Smith (2010) admit that the right thing is for the researchers to systematically identify the phenomena that are responsible for the occurrence of certain events and ascertain the generative mechanism.

1.3.4 Critical pragmatism/postmodernism philosophy

This philosophical paradigm is a pragmatic perspective combining the positivism and interpretivism approaches. This approach holds that adopting one specific paradigm positivism or interpretivism might not be achievable in practice. It is assumed that the best determinant of relevant research philosophy is the nature of questions a research is intended to address. It is noted that certain paradigms might be relevant to address certain research problem than the other. However, it is believed that when the nature of research is more of ambiguity to suggest application of either approach positivist or interpretivism, then the possible approach could be a pragmatism, offers through critical postmodern perspective (Creswell, 2014; Sunder, Lewis and Thornhill, 2009).

Pragmatism seems to deal with what is working to address the identified research problem. The implication is the fact that social researchers should pay attention to the research problems and then apply the relevant research approaches and methodologies to deal with the research problems (Creswell, 2014). The critical postmodernism perspective appears to promote a blend of positivist and interpretative perspectives. This school of thought attempts to change the *status quo* by introducing change about the cultural, political and social domination to the conventional approach to instruction (Gill and Johnson, 2010). The theory queried the veracity of the instructional methods and processes. The theory de-emphasised the issue of strict compliance to curriculum and canvass for hidden learning elements for the truth and understanding in the social context.

Pragmatists are of the view that the combination of practical and applied research involving both objective, observable phenomena and subjective meaning, could produce desirable knowledge (Sekaran, 2013, p.30). The school of thought recognises the generalisation of phenomena where the concepts and meanings are believed to be substantial parts of the past events, activities, experiences, and interactions with the environment. As a result, positivists stress the relationship between the theory and practices. This theory according to Sekaran's findings is noted to be desirable from practice and applied back to practices to achieve intelligent practices. This knowledge of epistemology is therefore noted to be relevant in relating events together and at the same time understanding the phenomena in the natural setting. As such, the

pragmatic philosophy underpins the concept of mixed method strategies and approaches as applicable in this research (Saunders et al., 2009; Tashakkori and Teddlie, 2010).

1.4 RESEARCH STRATEGIES

Bryman and Bell (2011) described the research strategy as a general orientation in the conduct of empirical research, which either can be quantitative, qualitative or both approaches. While Layder and Layder (1993) had earlier described the classifications given to qualitative and quantitative approaches in the literature as ambiguous, other research scholars such as Saunder et al. (2009) insist that the classification is most informative. Creswell (2014) established the fact that the chosen strategy in research activities provides specific direction of the relevant methods and technique.

1.4.1 Quantitative approach

Muijs (2012, p.1) described quantitative research as “collecting numerical data that are analysed using a questionnaire and analysing the data using statistical-based methods”. Similarly, Saunders et al. (2009) view quantitative research design as the collection, analysis and measurement of variables in number (quantifications). This approach applies to a natural scientific approach to determine the objectivity and reality of the phenomena under investigation. Quantitative approach deals with the verbatim response from a targeted group. The significance of such approach is the ability of social researchers to obtain in-depth understanding of the participants’ views of issues in the context of the subject being investigated.

A quantitative study of variables is also relevant when comparing variance that exists between the mean of variables in the social research. For instance in this study, through qualitative research such approach like blended learning methods could be compared with an average mean of traditional lecture or instruction (United State Department of Education, 2010). Similarly, Repko (2008) explains quantitative research as relevant when the objective of a research study is to assign figures to observation or achieve a universal statement. The idea behind the quantitative approach is to enable the research determines the significance of constructs such as the use of ICT through digital portfolio analysis, networking and business simulation. Moreover, other constructs linkages include the use of internships, mentorship, seminars and workshops to reinforce the learner’s intent for businesses formation. This also includes innovation, and the ability to identify business opportunities, risk taking abilities as well as the decision to exploit the opportunities for business creation. All these are variables subject to test using the quantitative research approach, to ascertain the cause-and-effect relationship (Vosloo, 2014, p.300).

1.4.2 Qualitative approach

A qualitative design involves narratives of social account and experience of social phenomena in an empirical study. According to Bryman and Bell (2011), such design perceives social reality as a property of individual creation. Unlike quantitative designs which embrace the use of natural scientific approaches, qualitative approaches promote understanding of the phenomena under investigation through subjective perspectives from the participating individuals. A qualitative research approach is relevant if the research objective involves understanding the research phenomena in its natural setting (Yin, 2011b). Through a qualitative strategy, Gill and Johnson (2010, p.148) explain that human behaviour can be explained as responses to “empirically observable, measurable and manipulating, causal variables without any need to investigate human subjective process”. In other words, human actions or behaviour are believed to be associated with the internal logic of its own, which must be understood by researchers to be able to explain the behaviour.

Denzin and Lincoln (2011, p.459) also assert that the intention behind a qualitative research design is to enable the individual researcher to make sense or interpret the study phenomena about individual meaning attached to the inquiry. In this study, the qualitative research strategy features the use of semi-structured interview to elicit responses from the participants. The use of the interview to gather in-depth information from academic planning professionals, establish corroboration and accommodate differences of opinion and enables this study to document the views of the research participants. The strategies include verbal and documentary analyses to understand the perceptions of academic planning professionals on the perceived framework for EE in HEIs. The participants, whose expert opinions were sought through an in-depth interview in this study, include the selected members of Academic Planning and Curriculum Development Committee (APCDC) of the three universities. The committee is responsible for academic curriculum planning, design, amendment and implementation.

As a result, this study considers as significant the expert opinion of members of the APCDC comprising deans of faculties, heads of departments and directors of academic planning, who were purposively selected for an interview. This is because they are key professionals charged with the responsibility of planning and developing all academic curricula in the universities. The views of these respondents enable the research to understand the policies that guide T&L entrepreneurship, the current thinking and the practices among the selected universities in Nigeria. The study population comprising members of the APCDC was obtained from the personnel records of the universities that participated in this study. Such expert opinions are useful in corroborating the responses obtainable through the quantitative study in addition to the documented

reviews (Sekaran and Bougie, 2016, p.123). Similarly, Esmi et al. (2015, p.174) justify the expert opinion of the curriculum planners as significant when validating the framework for entrepreneurship training.

The format for the qualitative data presentations in this study follows more of the conventional analysis techniques than using a computerised tool. In this study, the author intends to follow own rigorous empirical thinking bearing in mind that the evidence and alternative interpretations to develop a suitable analytic strategy of data presentation. Yin (2011) supports such a strategy as having huge benefits in providing logical conclusions while avoiding alternative interpretations. Similarly, the strengths and the weaknesses of the quantitative and qualitative research are reviewed in this study as presented in table 1.1 as follows:

Table 1.1: Strength and weaknesses of quantitative and qualitative research

Method	Strength	Weakness
QUALITATIVE	<ul style="list-style-type: none"> • The qualitative analysis allows a complete, rich and detailed description. • Can be faster when compared to quantitative methods. • Does not reduce complex human experiences to numerical form and allows a good insight into a person’s experiences and behaviour. • Qualitative methods can be cheaper than quantitative research. • Ambiguities, which are inherent in human language, can be recognised in the analysis. 	<ul style="list-style-type: none"> • Qualitative data is difficult to analyse and needs a high level of interpretative skills. • Good chance of bias. • Hard to draw brief conclusions from qualitative data. • Qualitative data faces difficulties in terms of comparison. • Low level of accuracy regarding statistics.
QUANTITATIVE	<ul style="list-style-type: none"> • Quantitative analysis allows for the classifying of features, counting them, and constructing more complex statistical models in an attempt to explain what is observed. • Findings can be generalised to a larger population. • Allows researchers to analyse more easily because quantitative data is in numerical form. • Provides a high level of accuracy. • Compare measures of dispersion. • Allows to present analysis graphically 	<ul style="list-style-type: none"> • Picture of the data, which emerges from quantitative analysis, lacks the richness of detail compared with data from qualitative analysis reduced to numerical form. • Quantitative implementation slow, and needs time compared with qualitative. • Can be expensive. • Low response rates. • Not simple to implement. • Quantitative often requires computer analysis.

Source: Adapted from Bernard and Bernard (2012)

As presented in table 1.1, the weaknesses, as well as the strengths attached to quantitative and qualitative studies, are identified and discussed. In the quantitative study, among the strengths include the use of the statistical model to analyse variables in a numerical format. The weakness includes that the numerical data obtained from the quantitative study may lack the richness in details. Similarly, the qualitative study is advantageous to the extent of the complete, rich and detailed description of research variables. The analysis and interpretation may be complex. The weaknesses attached to each research strategy, the application of the two approaches, which combines quantitative and qualitative strategies, is adopted in this study. The

aim is to achieve the results of which the weaknesses associated with one strategy are assisted by the strength of another strategy. As a result, the study adopted a mixed method, which combines the use of both quantitative and qualitative research approaches to determine a framework for EE.

1.4.3 Mixed method strategy

The idea of mixed methods in research practice originated around 1980 and gained prominence in the early 1990s (Creswell, 2014, p.217). This method applies to various fields of study, including education, management, social and health sciences. Over the years, this research approach has gone through several formative stages, philosophical debates and reflective positions all over the world. Its significance is attributable to its potential strength in drawing both qualitative and quantitative data as well as minimising the limitations of both approaches (Denzi and Lincoln, 2011). The combination of qualitative and quantitative data complements the limitations associated with each of the approaches rather than rivalry in preference that appears to exist previously in the literature. Fielding (2010) explains the significance of mixed method approach from the perspective of convergent validation and analytical presentation of research findings.

The criterion for selecting either a qualitative or quantitative research strategy is associated with the quest if statistical or numerical analysis would be produced. This condition possibly necessitates the use of a mixed method approach. Creswell (2014) and Neumann (2009) discuss the differences between the quantitative and qualitative approaches as follows:

- Quantitative strategy involves the use of formal languages while qualitative approach adopts informal language structure;
- Researchers using a quantitative approach are distinct from the research phenomena in quantitative studies whereas interaction between the study phenomena and the researcher is established in the qualitative research;
- The general outlook of quantitative research leads to prediction and explanation of the research result; the imports of qualitative strategy produce a theoretical/conceptual framework arising from the understanding decoded from the research;
- Data presentation and analysis under quantitative strategy are produced in the form of charts, tables, graphs and other statistical tools whereas the presentation of qualitative research is non-mathematical and in most cases through thematic content analysis (TCA) as is the case in this study.

Mixed methods provide the benefit of comparing different perspectives. The approach promotes data triangulation, which compares and relates research data from multiple dimensions to give the informed interpretation. It applies to social and behavioural research with greater significance in elements of educational policy (Creswell, 2014). The design of the mixed method approach can either be a convergent parallel mixed method, an explanatory sequential mixed method or the exploratory sequential mixed method.

This research employed the convergent parallel mixed method approach, which enabled the collection of both qualitative and quantitative data from the three universities selected in South-West Nigeria. The qualitative and quantitative results would be collected and analysed separately. The results from each of the methods would also be compared to ascertain the extent of agreement in the findings. It is to be noted that while both qualitative and quantitative data provide different information, there appears to be a point of convergence between the two methods. Sekaran and Bougie (2016, p.158) explain that data collection results obtained through the use of multiple methods could rather provide a stronger conviction regarding the goodness of the results. The result from the duo would further be combined with secondary information to form a triangulated opinion to address the research objectives of the study.

1.5 IMPLICATIONS OF THE RESEARCH PHILOSOPHY IN THIS STUDY

Based on the human learning nature of this research, the pragmatic approach that combines the use of qualitative and quantitative research approach informed the choice of this research. As discussed earlier, such study that involves the combination of qualitative and quantitative research in entrepreneurial research is scanty. This understanding is affirmed by Fayolle and Linan (2014) and Gartner (2010), who establish a limited contribution in EET research that involved mixed method approach. However, significant numbers of studies employed the positivist approach through quantitative studies, and most of the studies were conducted in developed countries around the world (Gartner, 2010); while few other studies used interpretative approach (Matlay, 2008; Woodier-Harris, 2010).

This study would adopt an interpretive approach through the qualitative approach of data collection. The information obtained using the approach above provides researchers with an understanding of the level of acceptability of the conceptual framework and assesses the extent to which the findings could be generalised among the relevant population. Lim, Morse, Mitchell, and Seawright (2010) decry the limitations associated with a positivist paradigm in capturing decision dynamisms and cognitive behaviour in determining the motivation for engaging in future entrepreneurial activities. Other studies noted that the use of a qualitative approach could provide an in-depth understanding of the research problem such as the case in Nigerian

universities (Blundel, 2007; Gartner 2010). The use of a qualitative research approach in this study is justified from the assertion credited to De-Clercq, Lim, and Oh (2011, p.317), namely, that “qualitative data obtain from practicing entrepreneurs and other relevant key stakeholders in entrepreneurship project provides the extent of practicability of how individuals would rather be prepared for future business practices.”

Recently, Westhead, Wright and McElwee (2011, p.67) explained that the adoption of either the quantitative or qualitative paradigm might have failed to explore the reality and associated value chain regarding the phenomenon under investigation. Consequently, the application of both strategies in this study is linked to the understanding that relevant studies in entrepreneurial research including (Arasti et al., 2012; Esmi et al., 2015; Gibbs et al., 2013; Piperopoulous and Dimov, 2016; Wahid et al., 2016) have suggested multidimensional approaches to EET from three distinctive perspectives. The perspectives according to these studies are summarised as “education about enterprise, education for enterprise and education in enterprise”. The first category deals with contextual meaning which involves the use of conventional lectures to educate the potential entrepreneurs (Arasti et al., 2012). Such approach includes the use of wide range methods like lectures, guest speakers, seminars, case studies, literature review and role play to provide basic principles guiding the entrepreneurial actions.

The second aspect which is education about enterprise involves imparting specific entrepreneurial skills to the potential entrepreneurs (Wahid et al., 2016). The approaches to learning in this scenario are activity-based such as the use of internship, industrial attachment, fabrication, buy and selling (Mgaya and Mbekomize, 2014; Walker, 2011). The aim is to facilitate practical exposure of students to the real work environment as the mean of developing their inner entrepreneurial instincts. The idea of education in the enterprise as the third model is to create value addition and orientation that could aid the growth of made entrepreneurs. Such training in the areas of product development, production management, human planning and material management afford the survival of business enterprise, development, and growth (Piperopoulous and Dimov, 2016). The diffused nature of entrepreneurship teaching and learning strategies is further presented in table 1.2 as follows

Table1.2: Dichotomy of entrepreneurship education framework

	Theoretically Oriented Courses	Practically Oriented Courses
Antecedents	<ul style="list-style-type: none"> • Jamieson (1984): education about enterprise. • Garavan and O’Cinnide (1994): small Business awareness education. • Levie (1999): “about” entrepreneurship. • Neck and Greene (2011): entrepreneurship as a process and the cognition words). 	<ul style="list-style-type: none"> • Jamieson (1984): education about enterprise. • Garavan and O’Cinnide (1994): education and training for small Business ownership. • Levie (1999): “for” entrepreneurship. • Neck and Greene (2011): entrepreneurship as a method.
Content and Context	<ul style="list-style-type: none"> • Entrepreneurial traits; Personality characteristics; economic success. • Opportunity recognition; decision making; acquiring resources; implementing ideas; exit. • How do people think entrepreneurially, corporate entrepreneurship; team entrepreneurship, • “Ought” in entrepreneurship; risks associated with entrepreneurship. 	<ul style="list-style-type: none"> • Portfolio of techniques to encourage and practice entrepreneurship; “can” in entrepreneurship. • Generating ideas; team building; business planning; creativity; innovation; inspiration. • Pitching to potential investors. • Growing your business; selling, marketing and networking. • Unpredictable and contingent nature of entrepreneurship. • Adapting to change; plan b; expecting and embracing failure.
Pedagogy	<ul style="list-style-type: none"> • Teacher is the initiator of knowledge transfer (the expert). • Passive learning. • Stand and deliver approach. • Entrepreneurship becomes a box which students either fit or do not. • Linear teaching of entrepreneurship in a step-by-step process. • Guest speakers (usually selected to “fit” the stereotypical successful white male entrepreneur • Richard Branson, Steve Jobs, Bill Gates, Jeff Bezos). • Case studies (usually adopted from textbooks). 	<ul style="list-style-type: none"> • Self-directed/active learning. • Learning by doing. • Team teaching (academics and practitioners). • Mentoring. • Networking with entrepreneurs in residence. • Pitching business ideas to investors and shareholders (team presentation). • Real-life (or at least simulations) business start-ups. • Teaching with and through real-life entrepreneurs.
Pedagogical Implications	<ul style="list-style-type: none"> • Observation • Description • Understanding • Predictions • Decision. 	<ul style="list-style-type: none"> • Action • Practice • Experimentation/decision making. • Problem solving/opportunity grasping. • Reflection.

Source: Adapted and modified from Piperopoulous and Dimov (2016)

From table 1.2, Piperopoulous and Dimov (2016, p.974) described two perspectives: prevention and promotion orientation to explain individual drive for entrepreneurship from teaching and learning mechanism points of view. Human learning can be motivated along contextual, practical and pedagogical interventions. For instance, students who are exposed to a theoretical approach to learning entrepreneurship are more aware of the principles that determine success or failure of business enterprises. Any deviation from such principle could be detrimental to their attitude or behaviour for entrepreneurship, and as such can be related to prevention orientation. On the other hand, learners who are exposed to practice or work-related activities tend to take their learning experience as a starting point. The orientation could be to

develop or improved existing behaviour, and such can also relate to promotion orientation. Promoting such entrepreneurial orientation in the context of individual entrepreneurial self-efficacy and self-regulation tends to promote intention as well as behaviour for entrepreneurship (Amari et al., 2014, p.50). Understanding such level of dichotomy, dynamism and interrelationship in approaches to teaching and learning entrepreneurship, requires multi-method statistical studies (Westhead et al., 2011, p.5).

The philosophical justification of this research is also premised on the submission of Fayolle and Linan (2014) that canvassed for a pragmatic approach, which involves a mixed method research strategy (qualitative and quantitative) in the context of social sciences research. This study adopts quantitative research approach as a research design suitable for measuring means between variables. The choice of quantitative strategy also determines the subjects of the investigation as well as the relationship between the variables. Similarly, the use of qualitative research strategy allows in-depth understanding of human learning in the natural setting. Adopting the two research approaches appears to be complementary, in a bid to understand university-level entrepreneurship training in Nigeria. The significance of multiple research strategies in this study, therefore, is to create an understanding of teaching methods (descriptive studies). This also includes establishing the significant relationship between teaching components and the learning outcome (correlational studies). The target is an attempt to redefine some aspects of the current practices (experimental studies). Consequently, the choice of multiple research strategies is to such an extent of conducting a case study research within the selected universities located in South-West Nigeria. Sekaran and Bougie (2016, p.98) explain that the adoption of multi-method strategies is suitable for research, with case study designed orientation.

1.6 SUMMARY

The crux of the main objective of entrepreneurial university training is to encourage the universities to provide adequate training and competencies to build graduates' entrepreneurial capacities. Understanding the framework that drives such capacity is sacrosanct to the participation of potential and nascent entrepreneurs in small and medium scale business enterprises for national development. The teaching and learning entrepreneurship are heterogeneous and could likely require multiple research strategies to determine the expected framework in the context of university-level training. The research philosophy that strikes a balance between the use of quantitative and qualitative study is noted to be relevant in the context of determining individual entrepreneurial intention and behaviour. This chapter reviews the significance of the relationship between building the institutional capacity, students' engagement, stakeholder participation and stakeholders' involvement in entrepreneurship training processes. The potential entrepreneurs have to

acquire the sense of community involvement and that learning should occur “as part of a community that is dispersed, asynchronous and diverse” to shape learners character and knowledge.

1.7 CONCLUSION

This quest for this research study is premised on the understanding in that the adopted T&L method can only be effective if it is suitable to the needs of the learners and the learning objective. It is noted that the approaches to teaching entrepreneurship are heterogeneous and unfortunately still lack a common paradigm among different educational group and researchers. The research focus relating to the contents of what is taught and the teaching methods involve in achieving learning objectives, is limited in entrepreneurial research particularly in the universities in South-West, Nigeria. Having resolved the issue bordering around *learnability* and *teachability* legitimacy of entrepreneurship as the basis of arguments in the past, the emphasis today is the issue of a quality model of instruction for sustainable entrepreneurship training and development. In chapter two of this study, the issues bordering around EE as to tool for economic diversification in Nigeria, are critically reviewed.

CHAPTER TWO

THE RESEARCH CONTEXT

2.1 INTRODUCTION

This chapter explores issues in the literature related to background information on the Nigeria economy vis-à-vis the socioeconomic challenges including, population growth and demand for university education as well as youth unemployment and crime. The chapter also reviews various interventions and mechanisms put in place to promote entrepreneurial training including, diversifying the economy using EET. The status of entrepreneurship training processes, T&L in the Nigerian context including the need for EE, pedagogical approaches, national education policy and curriculum constructs are also discussed.

2.2 COUNTRY PROFILE OF NIGERIA

The country Nigeria, according to Aregbeshola (2011) is culturally diverse with north and south geopolitical duality and a bipolar Muslim and Christian religious stratification bounded together under the direct rule of British colonial government. With deeply ethnic differences embroiled in Nigerian politics and governance, distribution of social amenities and development is mostly based on political consideration as reflected in the location of social, industrial and development infrastructure in major cities like Lagos, Portharcourt, Kano, and Abuja. The motive for this location was more of political consideration and not reasons of entrepreneurial planning and decisions (Ikpeze, Soludo and Elekwa, 2004).

Nigeria as a federation comprises thirty-six states and one administrative capital territory. The 36 states are further divided into 774 Local Government Areas (LGAs) while the country is further grouped into six geopolitical zones: South-West, North-West, South-East, North-East, South-South and North Central (FRN 2014, p.8). Nigeria is also reported to have shared same bordered with countries like the Niger Republic in the Northern zone of the nation as well as the Chad Republic and Cameroun in the Eastern region. The Benin Republic is also reported to have shared the same border with the western region of Nigeria while the southern parts of the country are bordered by the Atlantic Ocean. Over 50% of the population live in urban centres contributing about 3.75% annual growth in urbanisation.

The map of Nigeria and the composition of the states, as well as the region, are presented in figure 2.1 which provides further demographic details of the nation as follow:

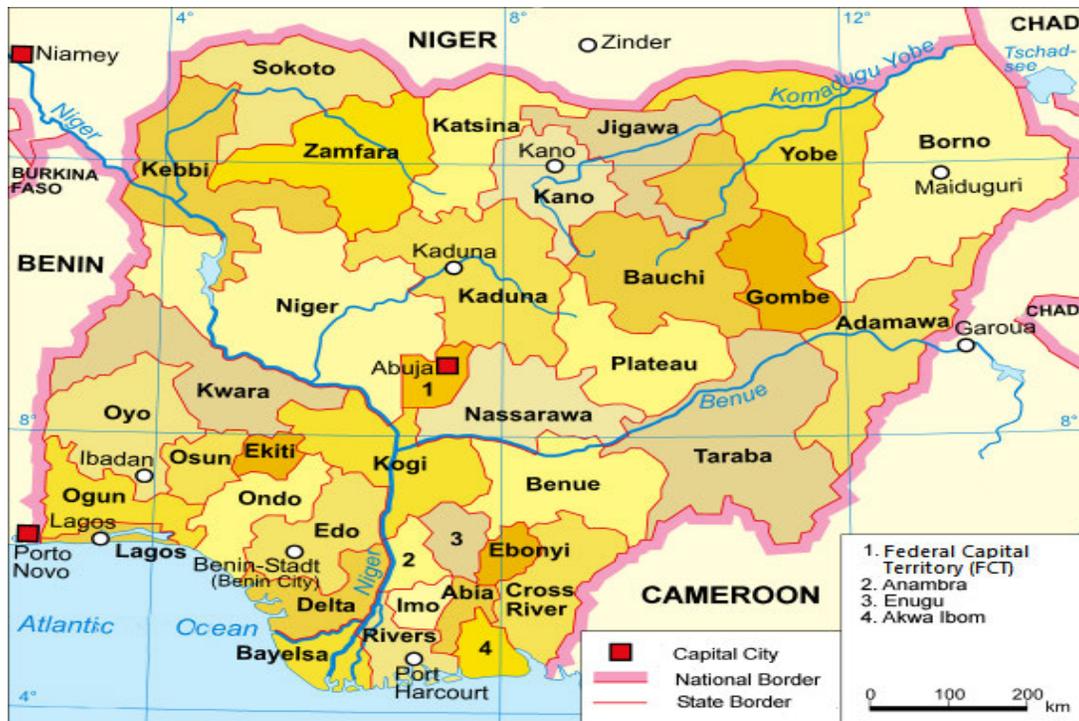


Figure 2.1: Nigeria Map

Source: Federal Republic of Nigeria (2014)

Figure 2.1 presents the geographical distribution of Nigeria along the states and regions and border locations around the country. Abuja at the centre represents the federal capital territory and the seat of the president. Educationally, Nigeria is also diverse by the level of literacy and illiteracy across the six geopolitical regions. According to a United Nations Educational, Scientific and Cultural Organisation’s study (UNESCO, 2002) cited in Kolawole and Adepoju (2007, p18), Nigeria’s level of illiteracy accounts for 3% of 862 million illiterates in the world. Similarly, literacy level of the country was also noted to be as low as 47% especially when compared with other African countries, where literacy rates are higher. Kolawole and Adepoju’s study further noted that South-West Nigeria among other regions has the highest literacy level. The scenario is attributed to the political inclination of the people of the region, where Action Group was the dominated political party. In 1955, Action Group introduced free and compulsory basic education in the region ahead of the remaining regions in the country. The free and compulsory education in South-West region marks the development of the literacy in Nigeria.

The country is also diverse along multi-ethnic colourations with over 250 ethnic groups in the country. The ethnic diversity divides the country into languages and territories. According to Okoro (2013, p.239), the country comprises of three major tribes: Hausa-Fulan, Yorubas and the Igbos. The three tribes are also diverse in culture, language, religions, politics and commerce. For instance, the northern regions, which

comprise the Hausa-Fulani people, are known to be the most populous and politically influential compared with the southern regions. The Igbo people are mainly from the southeast and south-south regions while the South-West region comprises the Yoruba speaking people. Okoro and Day further identified northern people as predominately Muslims who practice Islam religion and have lesser western education compared to southern regions.

In the southern geopolitical zone, the southeast and south-south are mostly Christians while the South-West is a mix of Christians and Muslims. The Igbos and Yorubas embrace more of western education and are sophisticated in their lifestyles, business, and commerce. Onwuejeogwu (1995) cited Okoro (2013, p.240) explains lifestyle in the context of exposure to western society over the years. Kolawole and Adepoju (2007, p18) earlier described the Yorubas as more educated than other regions of the country. The Igbos dominate the commerce and business sectors than other regions. The Igbos are more active in terms of entrepreneurial activities locally and international businesses than the South-West geopolitical zones and rest of the regions.

Further review of the literature shows that Nigeria is listed along with three other countries of the world named as MINT nations (Mexico, Indonesia, Nigeria, and Turkey). According to the world-renowned economist Jim O'Neill, as contained in (Morakinyo and Sibanda, 2016; O' Nell, 2014), these four countries are regarded as emerging power blocks. The MINT nations are believed to have the potential to take over the economies of giant BRICS nations (Brazil, Russia, India, and China). Morakinyo and Sibanda (2016, p.40) noted that one major attribute that drives MINT economies is the presence of a high population of youths.

Information available in a study conducted by Adeolu (2014, p.99), provides that Nigeria has the highest population figure in Africa and the country's population occupies ninth the position in the world. In addition to this fact, the further available information reveals that Nigeria's population figure as at 2012 is 167 million people. Available statistics contains in Oduwole (2015, p.26-28), shows that over sixty percent (60%) of this figure about 100 million people are youths between the ages of 18 and 35years old. The high composition of the youth population is one basic factor distinguishing the MINT nations, as the world emerging economic rally points.

Nigeria, among MINT nations, is however confronted with the menace of youth unemployment and poverty. Prominent among is the high rate of graduates' unemployment in the country, which has remained stubbornly high. For instance, the graduate unemployment rate is reported to have accounted for as high as 50% of the population (Oduwole, 2015). The threat of graduates' unemployment is one of the limiting

factors perceived as an impediment to the realisation of MINT objectives in the country (Adeolu, 2014, p.103). The high rate of youth unemployment in Nigeria is reported as not only a threat but also a weakness among the emerging economies. It is in the light of this that Onuma (2016, p.18) stresses that in the present-day Nigeria, more than 71% university graduates roam the streets in search of non-existing jobs on a daily basis. The review of the Nigeria economy, other socioeconomic challenges facing the country, the education policies as well as the diversification agenda of the government, are discussed in the next sub-headings.

2.3 REVIEW OF NIGERIAN ECONOMY STRUCTURE AND ITS CHALLENGES

As earlier stated, Nigeria has the largest population in Africa and 7th in the world (Adeolu, 2014, p.99; Campbell and Okuwa, 2016, p.163), approximately 175 million with the projected annual growth of three (3) percent. It is projected that the population of Nigeria would increase to 210 million by 2025 and, 390 million by the end of 2050 (Anyadike, Emeh and Ukah, 2012, p.90; Campbell and Okuwa, 2016, p.163). Adeolu (2014, p.103) notes that 44% of the population is in the 1-4-year age brackets, 53% fall within the 15-64-year age bracket, while only 2.7% are above 65 years. Adeolu (2014) further shows that 64 million people are unemployed, 16 million are employed and 1.6 million are underemployed, while only 10% of graduates produced annually by HEIs that are gainfully employed.

Maduka (2015, p.91) explains that graduate unemployment rate is as high as 60% of the population university school leavers. The study conducted by (Ogunleye et al., 2013) describes the worst case of unemployment as the type that affects the population of agile young people. Despite its enormous natural resources, Nigeria is still categorised as an underdeveloped nation because of various characteristics of underdevelopment among which are: high prevalence of poverty, high youth unemployment, low industrial growth, high dependence on foreign goods as well as the poor social infrastructure among others (Imafidon, 2014, p.101, Omoyibo, 2013). Akhemonkhan et al. (2013, p.55) also assert that “Nigeria is a nation of paradox, blessed with enormous wealth, but larger proportions of the citizens live in abject poverty and encounter worsening unemployment condition”.

Surprisingly, Nigeria is richly endowed with abundant human and natural resources such as crude oil, coal, natural gas, precious metal and large arable land for farming activities (Ifegbesan, Rampedi and Annegarn, 2016, p.18; Nwoke, 2016, p.84). Accordingly, the country is confirmed to be the sixth largest exporter of crude oil in the world among countries comprising Organisation of Petroleum Exporting Countries (OPEC). The country is also reported as possessing large deposit of natural liquid natural gas estimated as 187 trillion standard cubic meters and the ninth largest capacity in the world (Ifegbesan et al., 2016, p.18). Gyang,

Nanle and Chollom (2010, p.24-25) identify other mineral resource deposits apart from crude oil and gas, which includes barites, bentonite, columbite, cassiterite, coal, dolomite, marble, gold, gypsum, iron-ore, asbestos, rock crystal, copper, gemstone, kaolin, lead zinc, tantalite, limestone, talc, granites and salts. Adeolu (2014, p.103) also describes Nigeria according to the following demographic profile:

- **Region:** Sub-Sahara Africa
- **GDP:** \$522.6 Billion
- **Population:** 173.6 Million (2013)
- **Poverty headcount ratio:** 46 % in 2010; 48.4% in 2004
- **Life expectancy:** 52 years (2012)
- **GNI per capita:** \$2,760
- **School enrolment:** 85%

Conversely, over 70% of the Nigerian population live with less than \$1 per day (Ogunleye et al., 2013, p.241). Omoyibo (2013, p.25) further attests to the fact that 112 million Nigerians about (69%) of the population figure, live in abject poverty, and average life expectancy is between 53 and 55 years for male and females respectively (Obamuyi and Fapetu, 2016, p.34). The global human development index indicates that despite the abundant natural resources, the majority of Nigerians still live under acute poverty as presented in table 2.1 below.

Table 2.1: Human Development Index (HDI) of selected countries in Sub-Saharan Africa

Year	No of Countries	Nigeria	Botswana	Ethiopia	Ghana	Namibia	Malawi	South Africa	Uganda	Zambia
2010	169	142	98	157	130	105	153	110	143	150
2011	187	156	118	174	135	120	171	122	161	163
2012	187	153	108	173	138	127	174	119	164	143
2013	187	152	109	173	138	127	174	118	164	141
2014	185	152	109	173	138	127	174	118	164	141
2015	188	152	106	174	140	126	173	116	163	139

Source: UNDP Human Development Reports (2010-2015)

The United Nations Development Programmes (UNDP) report in table 2.1 placed Botswana at 106th position, South Africa 126th, Namibia 139th, and Ghana 140th ahead of Nigeria in 152nd position in the ranking of HDI. The implication is that the huge economic resources in Nigeria have not translated to good standards of living for the majority of the citizens (Obamuyi and Fapetu, 2016, p.34-35). It is further argued

that despite the largest African economy nomenclature Nigeria has assumed in the recent years, other smaller countries are performing much better regarding human development. Olorundare and Kayode (2014, p.164) describe Nigeria as a growing economy without improvement in the lives of the citizens.

Oduwole (2015, p.24) also justifies the prevalence of poverty in Nigeria as evidence of poor human development as follows:

- 35% of the population in Nigeria live in abject poverty
- 34% of the population is relatively poor
- 52% of the people daily lives on less than \$1
- Poverty indices across the six geo-political zones of Nigeria indicate poverty prevalence according to each region: North Eastern part of Nigeria 63%, North Western part 62.9%, North Central part 62.3%, South Southern part 51.1%, South Western part 42% and South Eastern part 34%.

Before the discovery of crude oil in Nigeria, contributions from the agriculture sector of the economy according to Omoyibo (2013, p.32), accounted for as much as 65% of the GDP in 1960, 90% foreign earnings and about 80% total employment in the country. As a result of the oil windfall, there is high dependence on foreign goods and services at the expense of local manufacturers. As a result, the indigenous industries contribute only 3% of GDP (Obamuyi and Fapetu, 2016, p.34). At the moment, the proceeds from crude oil revenue now contributed as much as 40% to GDP, over 95% to foreign exchange earnings and over 70% of the total revenues of the Nigeria economy (Adeyemi and Abiodun, 2013, p.24). Nigeria is a country where virtually all household consumables, which could have been manufactured locally, are imported to the country (Sapovadia, 2015, p.1). This is a sign that the concept of entrepreneurial orientation for self-reliance is still low. Over-reliance on foreign goods implies that the nation is promoting domestic unemployment while creating employment for entrepreneurs in other countries of the world.

2.3.1 Challenges of unemployment in Nigeria

The problem of unemployment is a global issue; the most important thing is the mechanism put in place by each nation to deal with the scourge. There appears to be a consensus that exists in the literature about what constitutes unemployment in a given society. The International Labour Organisation (ILO) cited in Ehinomen and Afolabi (2015, p.4), defines unemployed people ‘as members of active population who are willing to work but could not do for lack of available jobs, or those who previously have lost their jobs, or

those who have willingly left their current jobs.’ Asamu et al. (2015, p.20) describe unemployment as ‘active labour force category of people in a given society who are willing to work or render services in exchange for a gainful employment but can do so because of no job.’ Lawanson (2007, p.5) categorises unemployment into ‘active and partially unemployed people.’ It is further explained by Lawanson (2007) that people who are seriously looking for gainful employment but could not find any is referred to as active unemployed, while the partially unemployed category are those who are involuntary services or part-time work since the opportunity to work on full-time is not available.

A Gallup survey of 148 countries (Ajaegbu 2012, p.35), reveals that the global unemployment rates remained stable at 8% between 2010 and 2011. It is however noted in the report above that the Middle East and North African have the highest number of people who are unemployed, at 22% and 17% respectively. The US Embassy in Nigeria (2012) maintains that Nigeria has the highest rate of unemployment in the sub-region with about 23.9% in 2011 compared to 21.1% in 2010 and 19.7% in 2009 (Ajaegbu, 2012, p.315). As a result, one major issue of national concern in Nigeria is youth unemployment and its implications on the socio-economic development of the country. Akpan and Etor (2013) lamented the continuous increase in the number of graduates produced annually by universities without similar growth in availability of jobs in the country. Olorundare and Kayode (2014, p.164) also decry the huge disparity between the labour force outputs and available job opportunity created in the economy. The disparity also includes the assertion that the labour force outputs exceed available jobs in the country.

Youth unemployment is identified as one critical factor responsible for all forms of social vices ranging from kidnapping, armed robbery, cybercrime, pipeline vandalism and insurgency (Asamu et al., 2015). It is argued that, rather than directing their energies towards national development, unemployed youth resort to unlawful activities. It is evident that the rate of unemployment is more prevalent among the secondary school leavers and graduates of HEIs in Nigeria (Oduwole 2015, p.31; Olorundare and Kayode, 2015, p.164).

A report by National Bureau of Statistics (NBS) shows the employment/unemployment statistics to guide policy over the years. During the era of the 1960s, the economic data from the then Federal Office of Statistics (FOS) reflected full-employment in the economy. Even when the government was concerned about the rising unemployment, the FOS from 1983 – 1998 published unemployment rates average as 4.0 percent signalling full-unemployment. Salami (2013, p.20-22) notes that from 1999 to 2013, the rates of unemployment published by NBS mirrored the concern of government that unemployment was not only a major challenge but also indicated a noticeable rising trend among youth unemployment. Similarly, in 2011,

the rate of unemployment stood at 21.1 percent, rose to 23.9 percent in 2013. These high rates clearly indicate that the economy has been experiencing an unemployment problem.

With the growing number of tertiary institutions in Nigeria and a large number of graduates produced annually, the government cannot provide enough jobs to accommodate graduates (Onouha, 2011; Thisday Newspaper April, 2016). This has resulted in high rates of graduate unemployment, which has remained a tough challenge to the country. The statistics that reveal the rate of graduate unemployment is contained in table 2.2 as presented below:

Table 2.2: Statistics of the graduate unemployment rate (2003-2011) by Residence

Year	Rural	Urban	Total
2003	8.3	17.3	25.6
2004	12.8	25.2	38
2005	13.3	19.0	32.3
2006	13.4	18.8	32.2
2007	13.4	18.7	32.1
2008	21.7	15.8	27.5
2009	19.8	19.2	39
2010	20.7	22.8	43.5
2011	25.6	17.1	42.7

Source: National Bureau of Statistics (NBC) adapted from Oduwole (2015)

From table 2.2 it is observed that the unemployment rate of graduates has been on the increase despite entrepreneurship courses being taught at the universities. For instance, the National Bureau of Statistics (NBS) found that the Nigerian population figure stood at 167 million people in 2012 out of which as much as 50% were unemployed youths (Oduwole, 2015, p.31). This category of individuals is aged between 18 and 35 years, including many university graduates seeking paid employment both in rural and urban areas. Reports from the literature have attributed the surge in high crime rates to a deteriorating issue of unemployment in Nigeria (Asamu et al., 2015, p.23).

2.3.2 Unemployment and youth criminality in Nigeria

Studies have established a significant correlation between the issue of unemployment and crime prevalence (Adegbami and Uche, 2016, p.39; Ajaegbu, 2012, p.316). Unemployment breeds some psychological problems including frustration, desperation, dejection, dependencies and unhappiness to the unemployed, immediate family and the society (Adebayo, 2013, p.355). These psychological features have a multi-dimensional influence on the level of crime. Ehinomem and Afolabi (2015, p.8) corroborate this argument about the deprivation theory when asserting that the “primary source of human capacity for violence is the

frustration-aggression mechanism”. Although other factors such as ‘greed’ drive violence, and capable of igniting crime, frustration is said to have a stronger influence. The implication is that the state of mind associated with the devastating effects of unemployment has a significant influence on youth involvement in criminal activities. Obamuyi and Fapetu (2016, p.34) decry the poor state of social security scheme for the vulnerable population, including the unemployed in Nigeria. The dependency ratio of the vulnerable population including the unemployed according to Obamuyi and Fapetu (2016, p.34) is about 89.2% of the ratio of youths to the people that are gainfully employed.

Asamu et al. (2015, p.24) established a significant relationship between unemployment and youth involvement in criminal activities in Nigeria. The implication of increased involvement of youths in criminal activities is linked to frustration because of the acute rate of unemployment. Evidence from Oduwole (2015, p.25), describe the age brackets of youth population as between 15-24 years, World Bank and UN, 12-20 years and 18-35 years according to the national youth development policy in Nigeria. Adegbami and Uche (2016, p.39) concur that the unlawful activities many people engage in, as a result of the frustration arising from years of unemployment, have resulted in the increased imprisonment of youth in Nigeria, as provided in table 2.3.

Table 2.3: Age distribution of prisoners in Nigeria

Years	16-20 year	21-25 years	24-50 years
2004	31700	39045	63100
2005	40150	34600	65140
2006	19122	28705	75491
2007	16236	57736	80134
2008	25317	28049	73071

Source: National Bureau of Statistics Adapted from Adebayo A.A (2013)

In table 2.3, Adebayo (2013) describes the psychological trauma including frustration and desperation the unemployed youth endure on a daily basis, which is capable of increasing youth criminal activities. Ehinomen and Afolabi (2015, p.17) admitted that the rising number of youth, who engage in criminal activities such as murder, armed robbery, kidnapping, terrorism, and rape, is due to the issue of unemployment. Ukoji and Okolie-Osemene (2016, p.10-11) also confirm the high prevalence of nefarious crimes perpetrated by youths to include drug trafficking, terrorism, and internet fraud.

Ehinomen and Afolabi (2015, p.17) noted with concern that the issue of terrorism had assumed a dangerous dimension resulting in the bloodshed of the innocent citizens, destruction of properties and the population who are internally displaced. Youth are volatile and vulnerable to engaging in negative activities when they

are not gainfully employed (Adebayo, 2013, p.353). Upon the examination, Ehinomen and Afolabi (2015, p.19) noted that many youths involved in criminal activities are well educated, including graduates from HEIs in Nigeria. Many of these graduates, Fayomi and Fields (2016b) noted could not secure gainful employment with government or few private organisations and they could not create the employment of their own. The way out is changing graduates' employment orientation through effective entrepreneurship training, as opposed to acquiring a certificate or degree orientation, which is found to be prevalent in Nigeria.

2.4 GOVERNMENT ECONOMIC DIVERSIFICATION AND ENTREPRENEURSHIP

Efforts of governments in the past at diversifying the Nigerian economy are confronted by difficulty in governance, policy consistency, issues of continuity and poor programme implementation (Olorundare and Kayode, 2014, p.164). For instance, Akhuemonkham et al. (2013, p.57-58) narrate various government policies, namely National Policy on Accelerated Food Production Programme under the administration of General Yakubu Gowon in 1968. General Olusegun Obasanjo military government 1977 introduced a programme named as Operation Feed the Nation. The civilian government of President Shehu Sagari introduced Green Revolution Programmes 1983 while General Badamonsi Babangida introduced Directorate of Food, Roads and Rural Infrastructure 1986. Under General Sani Abacha's administration, a Family Economic Advancement Programme was introduced in 1996. Again in 1999, President Olusegun Obasanjo civilian government introduced National Economic Empowerment and Development Strategy. Of resent in 2007, the administration of late President Umaru Musa Ya'Adua introduced a seven-point agenda while the last administration under President Goodluck Jonathan introduced Economic Transformation Agenda in 2011. As laudable as these programmes/policies in diversifying Nigeria economy, there was evidence of lack of continuity among the successive governments.

The growth in the Nigerian economy has not affected the lives of the majority of Nigerians. Now, Nigeria is experiencing serious socioeconomic challenges prominent among are the issues of youth unemployment, youth restiveness, poverty, and insecurities. With particular reference to the issues of unemployment and youth restiveness, evidence from the previous reports which include the National Committee on Job Creation and the 'Put Nigeria to Work 2010' initiative as contained in Achor (2016, p.2), classify the most significant factors that escalate the prevalent rates of unemployment in Nigeria. Among these factors are:

- Lack of adequate jobs;
- Absence of the required employment skill and experiences;

- Problem of mismatch between labour demand and supply by HEIs in Nigeria; and
- Numerous other barriers to effective youth entrepreneurship training.

In another related study, Adebisi (2015, p.83) affirms that the issue of skills acquisition training is sacrosanct and of critical national importance in entrepreneurship training, because the basic education in Nigeria lacks such ingredients. As a result, acquiring relevant job skills and experience is considered as significant in this study, as the main drive of other factors (Achor, 2016). As part of the Nigerian government's diversification drive, deliberate efforts are mapped out towards reinvigorating the national economy to making jobs available for the unemployed (Olorundare and Kayode, 2014). Included among the initiatives, are the following:

- Implementation of youth employment safety scheme;
- Reviewing the curriculum of the university education to align with the requirement of the industry and labour market expectation;
- Promoting subletting and other auxiliary services in alliance with foreign companies; and
- Promoting skills transfer scheme among operating industries and the people. The essence is to ensure that entrepreneurship culture is imbibed by the society.

Olorundare and Kayode (2014) further maintain that the implementation of the government transformation agenda towards addressing the socioeconomic problems of the country especially youth unemployment involved macroeconomic policies through skilled training acquisition programmes. Part of the economic policies of the present democratic government in Nigeria is socioeconomic diversification through entrepreneurial activities in areas like mining, agriculture, technology and other non-oil sectors as sacrosanct (Fayomi and Fields, 2016).

Ojokuku and Ogunwoye (2014) explain how the Federal Government of Nigeria (FGN) starts acknowledging the significant contributions of EE to youth empowerment and economic development shortly after the independence. Several interventions are introduced by the government to deepen willingness and capacity of the citizens for the business initiative at post-independence. Yakubu and Hussaini (2011, p.62) report that parts of these interventions led to several policies aimed at promoting entrepreneurial activities through the development of small and medium scale enterprises (SMEs). These decisions led to the establishment of different bodies as hubs for knowledge sharing and support. In 1962,

the Industrial Development Centre (IDC) was established to promote entrepreneurial development. Other interventions provided by the government to develop MSMEs include the setting up of the following bodies:

- National Industrial Development Bank (NIDB) - 1964
- Industrial Training Fund (ITF) - 1971
- Nigeria Bank for Commerce and Industrial (NBCI) - 1973
- Centre for Management Development (CMD) - 1973
- The Administrative Staff College of Nigeria (ASCON) - 1973
- The Establishment of Industrial Development Centre (IDC) - 1975
- National Directorate of Employment (NDE) - 1989
- National Economic Reconstruction Fund (NERFUND) - 1989
- Small and Medium Enterprise Development Agency of Nigeria - 2003
- The Rural Financial Institution Building Programme (RUFIN) - 2009

The focal point of the government interventions as listed is intended to provide capacity building and supports to young entrepreneurs in the country. The strategy was to promote programmes of action that could provide skills training to the youth of the country. The estimation provided by Achor (2016, p.2) establishes that about 100,000 youths struggle to benefit annually from these schemes. For instance, the Small and Medium Enterprises Development Agency of Nigeria is given the responsibility to facilitate partnership with stakeholders on enterprises development. Other interventions of the government agency are discussed as follows:

2.4.1 Small and medium enterprises development agency of Nigeria (SMEDAN)

The establishment of SMEDAN was with the aim to create, nurture and promote MSMEs growth and development in Nigeria. The strategy is to encourage close partnership between government, institutions and other stakeholders involved in enterprise development. The objectives of SMEDAN guideline in the context of micro, small and medium enterprises orientation and development, as well as strategies for implementation, are tabularised as follows:

Table 2.4: Micro, small and medium enterprises guiding objectives and strategies

Objectives	Strategies
<ul style="list-style-type: none"> • To ensure effective provision of relevant entrepreneurial, vocational, educational and technical skills training for MSMEs by educational and training institutions. • To support the creation and expansion of opportunities for in-service and continuing education & training for MSMEs owners, managers, and workers. • To create avenues and programmes for the nurturing and dissemination of special skills needed for the improvement of product range and quality, output, and productivity of MSMEs. • To ensure effective provision of relevant entrepreneurial, vocational, educational and technical skills training for MSMEs by educational and training institutions. • To support the embedment of an entrepreneurial culture in the country through targeted youth based enterprise development interventions. 	<ul style="list-style-type: none"> • Incorporate entrepreneurial and business skills training in the curricula of primary, secondary and tertiary institutions • Establish special non-formal education and training courses and programmes for MSME owners, managers and workers • Promote and establish Business Support Centers (BSCs) in all the States in collaboration with State Governments, Business Membership Organisations (BMOs) • Promote and establish Business Information Centers (BICs) in all the Local Government Councils in collaboration with the LG authorities, business communities, and faith-based organisations and apex cooperatives. • Revise the range of skills and curricula of technical and vocational schools from being supply-driven to demand-driven skills and competencies reflecting sector priorities.

Source: FRN (2012) Draft National Policy on Micro, Small and Medium Enterprises

Table 2.4 presents SMEDAN mandates of providing citizens with vocations and skills relevant to the growth and development of small business practices in the country (FRN, 2012). The objectives also include assisting various educational institutions operating in the country with technical support for sustainable entrepreneurship education and training. The agency programmes include providing supports to state actors in entrepreneurship: MSMEs practitioners, business managers, and potential as well as nascent entrepreneurs. Such supports are intended to create an opportunity for nurturing business ideas and exploring business potentials in the country. The aim of these interventions is directed toward implementation the need assessment and state programme of action (SPoA) in the area of capacity building and utilisation for individual growth. This also involves providing skills required for, product engineering, design, and differentiation as we as services quality to satisfy a gap in the society. SMEDAN programmes of action are also designed to intervene in the national education schemes both at primary, secondary and tertiary levels.

The policy thrust of government intervention in entrepreneurship development programme stipulates SMEDAN’s mandates as including programme of action skills development and institutional support, technology, research, and development. With an emphasis on institutional support in the area of skills acquisition and development, the Nigerian government promotes training capacities required for the establishment of small, medium and large scale business enterprises across six geopolitical zones of the county. Government interventions also include the provision of knowledge and skills in line with the

dictates of the fourth industrial revolution. The idea is to bridge the current knowledge gaps between education curriculum and the skills that are most needed by the industries, in such a way that youths can be made employable (Akhuemonkhan et al., 2013, p.60; Oviawe, 2010, p.113). To this effect, educational institutions: primary, secondary and tertiary institutions in Nigeria are challenged to synergise with government agencies in the area of capacity building for graduates entrepreneurial development.

It is important to underscore that after the civil war in the early 1980s, Nigeria witnessed a clear direction of government policies towards skills enhancement and employment generation. This perhaps exerted an influence on the low population figure of the unemployed at that time. The rate of youth unemployment was at a single digit, and unemployment was never in any way a threat to the nation (Ojiefu, 2013, p.61). This was however interrupted after the second republic due to political instability, inconsistency in government policy, bureaucratic corruption, poor access to vocational skills training (Afolabi, 2015, p.53; Ojiefu 2013, p.64). This period marked the beginning of acute youth unemployment and poverty. The orientation towards skills acquisition for the provision of value-added services declined. Public service jobs were seen as rather a juicy means of making quick money and against entrepreneurial mindsets. The zeal for entrepreneurial activities, therefore, became non-existent.

2.4.2 National policy on education (NPE) in Nigeria

In the world over, education is regarded as a critical instrument of social change and national development. The search for quality education has become a topical issue of global priority in the knowledge economy. As an instrument of social change, quality education has the potential to influence change in the behaviour of the society individually and collectively as a nation (Ganiee, 2014, p.18). As a tool for national development, implementation of quality education can propel high national productivity and human capital development (Sapovodia, 2015, p.5). The extent of such significance perhaps justifies the endorsement of national policy on education in Nigeria with four critical national goals. These goals according to Nnamani and Oyibe (2016, p.19) include education for “a free and democratic society, a just and egalitarian society, a united strong and a self-reliant nation, and a dynamic environment full of bright opportunity for all citizens”.

In achieving these goals for national development, it is noted that NPE underscores the need for education stakeholders in Nigeria to develop national awareness as well as the mindsets of the learners for national development. This also includes providing the right value orientation, understanding and attitude for individual’s survival (Okujagu, 2013, p.21). As part of the policy thrust, individual students according to

NPE require motivation along relevant skills, competencies, and training for mental development. Such skills and competencies when achieved could promote entrepreneurial behaviour for employment, self-reliance and national growth.

As a strategy towards integrating quality education for sustainable entrepreneurship development, the search for a programme of action that is responsive to the needs of the learners as well as the dictates of the immediate society has recently emerged as a thematic field in entrepreneurship literature. Oxford Dictionary (2011, p.1425) explains strategy as a carefully selected plan or method design to achieve a given long-term plan. Teaching methods in this study donate such strategies or tactics engage in facilitating effective teaching and learning entrepreneurship. Gibbs et al. (2013, p.25) present such strategies along which entrepreneurship orientation could be motivated. It is noted that these methods are informed by diffusion theory, which suggests that for innovation to diffuse through an entire society, the most effective strategy must be sought to achieve the learning objective (Sahin, 2006, p.20).

As a strategy to revamp enterprise education and training in Nigerian schools, an NPE was introduced to provide direction for education development (Adebisi, 2015). The policy document was the output of the national curriculum conference held in 1969. Critical stakeholders and experts in the education sector attended the conference from all geopolitical zones of the country. This is in conjuncture with state ministries of education and local government education authorities across the nation which produced the NPE operational document in 1977. The document was later revised thrice in 1981, 1998, 2004 and the latest in 2013 to accommodate dynamism and changes in the environment (National Policy on Education, 2013). This is in recognition of human talent development as a critical factor in a knowledge economy. Other innovations incorporated in the policy document relate to the issue of skills acquisition and creative studies. This is in line with Section “d” of the national policy on education, which provides as that:

“... there is a need for functional education for the promotion of a progressive united Nigeria, to this end, school programmes need to be relevant, practical and comprehensive while interest and ability should determine the individual direction in education.” (NPE 2004).

The intention is to introduce entrepreneurship into school academic programmes as a minimum standard right from the elementary to the tertiary education levels. The target is to provide vocational skills for workforce training in areas such as trading, engineering, services, agriculture, craft practices, and hospitalities and others (Idris and Rajuddin, 2012). This is directed towards responding to the dictates of the labour market. The objective is to empower graduates to acquire both physical and intellectual skills for employment. Although the purpose is to guide future action, including the implementation strategies to

achieve the stated objectives, the contents of the policy remain inadequate to guarantee national development. The scope of the document is restricted to the formal education sector.

However, the issue of inclusive synergy between academic institutions, industries, and other critical stakeholders is conspicuously missing. There are also deficits in facilities, funding and experienced tutors. The mode of instruction in entrepreneurship classes remains substantially the traditional face-to-face lecturing approach. All these challenges make an entrepreneurship-training component of the policy non-functional (Yakubu and Hussaini, 2011, p.62). The result is the production of graduates who lack the basic competence for entrepreneurial practices.

2.4.3 Entrepreneurship education and the National Policy on Education (NPE)

One key policy reform initiated by the Nigerian government post-independence is the inclusion of entrepreneurship as part of the academic programmes offered by the universities, to make all the programmes qualitative, functional and responsive to labour market expectations (Mamman, 2014, p.2; Adeoti, 2015, p.118). In a bid to drive this scheme, the Federal Government of Nigeria, directed tertiary education supervisory bodies: National University Commission (NUC) and National Board for Technical Education (NABTE), to produce a working paper for the implementation of entrepreneurial training. This was accompanied by the Abuja presidential education summit held in October 2010, which was a presidential directive to establish the Entrepreneurship Development Centres (EDC) was issued to all HEIs in Nigeria.

The first concern is the impact of the purported compulsory entrepreneurship courses offered by HEIs in Nigeria vis-à-vis the methods of training and instruction. The inclusion of entrepreneurship courses into universities education curriculum in Nigeria has demonstrated a possible low impact on employment generation (Alabi et al., 2014; Ifedili and Ofoegbu, 2011; p.103). The main concern of this study is could it be that many graduates are jobless in Nigeria because the government could not employ them and they could not create jobs of their own. This concern perhaps made experts to advocate for the overhauling schools' education curriculum including a framework for imparting knowledge in Nigeria HEIs (Oduwale, 2015, p.35; Musa and Adewale, 2015, p.29). Such reform is supported by the World Economic Forum (WEF) as was reported by Volkmann et al. (2009), which then provided key performance indicators on how the T&L entrepreneurship courses could be approached.

Entrepreneurship training has received attention in Nigerian universities because of its importance in providing knowledge and skills capable of propelling learners to create employment of their own, rather than depending on government for jobs (Aja-Okorie et al., 2013, p.122; Yahaya 2011). The basic objectives of entrepreneurship training according to Fayolle (2007) is to raise the awareness through the teaching techniques/tools and methods of handling situations and supporting project bearers. Ojeifo (2013) noted that another objective of EE is to offer graduates with employable skills right from school. The goals of EE are to:

- Addressing unemployment and underemployment problem in Nigeria;
- Encouraging higher education institutions (HEIs) to impart competencies and skills for individual entrepreneurship and human capital development for national growth;
- Challenge universities to evolve ways to foster entrepreneurship especially by introducing innovations to education and research in line with global best practices;
- Enable a new paradigm as a departure from conventional or traditional practices in a way that technology and commercialisation would be the yardstick for research and development; and
- Help build innovative and entrepreneurial skills to create a productive and socially responsible generation of graduates amongst others according to Yahaya (2011) as cited in Anene and Imam (2011, p.3).

In Nigeria, the authority to develop all academic programmes including regulating the minimum benchmark standard for curriculum and courses accreditation is vested in the NUC (Adeoti, 2015, p.117). The 1988 Decree (Act) 48, empowered the NUC to determine the minimum academic standards (MAS) for programmes offered by the universities. In an attempt to drive the curriculum towards adapting to the 21st Century knowledge economy, the commission embarked on the review of (MAS) for all disciplines in the university. Okojie (2008) noted that following the review of (MAS), a new benchmark minimum academic standard (BMAS) document was later produced. The new document according to (NUC, 2007), specifies the learning outcomes and skills that graduates are expected to possess before the completion of their courses of study. The new document also offers a re-direction to the current university curriculum which was perceived as too content-based in nature. This is directed towards exposing university students to an in-depth knowledge that integrates learning entrepreneurship to the set standards (Okojie, 2008).

The noticeable gap between BMAS and MAS is the lack of provision for blended learning, ICT contents and a framework for T&L entrepreneurship in universities in Nigeria. As strategy towards facilitating the implementation a new policy thrust, BMAS document underscores the need for innovations and restructuring of university curricula, paradigms to teaching, learning and assessment in line with the new minimum standard. Such innovations are critical to producing highly skilled workforce required in the fourth industrial world (NUC, 2011; Olorundare and Kayode, 2014, p.156).

The National Policy Education, therefore, is aimed at equipping graduates with job creation skills thereby reducing unemployment (Alabi et al., 2014). NPE (2013, p.2) also advocates for delivery instructions that are concept-centred, activity based and work-related, to warrant the training of graduates through teaching methods involving critical stakeholders, in contrast to the formal educational policy inherited from British colonial masters.

2.5 STRUCTURE OF THE NIGERIAN EDUCATION SYSTEM

The Nigerian educational experience is not very different from other Africans countries as the educational system inherited from colonial masters mainly encourages the training of graduates with mindsets for seeking white-collar jobs, as opposed to self-employment and job creation (Aladekomo, 2004). The colonial educational policy was centred on producing few numbers of literate nationals who could occupy available positions in the administration of the colonial government. Aladekomo's study further notes that the then educational institutions were mere schools for training clerks, interpreters, forest guards, as well as sanitary inspectors, and less of such consideration was made for entrepreneurial training in the educational policies of the colonial administration. With the growing numbers of tertiary institutions in Nigeria and a large number of graduates produced annually, the government alone cannot deliver sufficient jobs to accommodate all graduates (Onuoha 2011).

The education structure under the affairs of colonial administration substantially promoted mindsets for a government job (Musa and Adewale, 2015, p.20). Such orientation under the colonial government contributed to the production of graduates with little or no employability skills. This state of affairs is against the entrepreneurial spirit of Nigerian youth that existed before the advent of administration by the colonialists. In the imperialist era, there was a high demand for the services of graduates because there were substantial job opportunities around. Then, the available school leavers from HEIs were few; the challenge was rather how to make the best choice between different lucrative job offers (Aladekomo, 2004, p.75-76).

Towards the late 1990s, EE started receiving priority attention in Nigerian universities because it was thought that this remains the major means of providing employment initiatives both to potential and those students with lack interests in entrepreneurship. The belief was that an entrepreneurial intention and entrepreneurial thinking, as well as entrepreneurial and business skills could be fostered among the students before graduation (Yahaya, 2011). This could accelerate self-employment and make graduates less dependent on the government for jobs.

The purpose of education and training is emphasised as providing learners with the job-related skill, knowledge and attitude (Ojokuku and Ogunwoye, 2014, p.3), to enhance the learning capacity of the students to act effectively and efficiently towards rendering value-added services to the society. This process according to Ojokuku and Ogunwoye (2014, p.3) requires effective and efficient blending of skills training with knowledge by imparting:

- Technical skills: These are skills achievable through coaching, mentoring, industrial and enterprise exposure of the learners to the immediate business environment;
- Business management skills: This is knowledge accumulated through learning activities that expose learners to the concepts of identifying specific needs of the society, business start-up, venture management and sustenance; and
- Personal entrepreneurial skills: These are associated with skills development that could be acquired through self-practice, self-control, self-efficacy, and self-regulation.

For the economic development of any nation, the provision of jobs for active citizens should be tackled through relevant training techniques (Akpomi, 2009). These could help realise innovative training for development, skill acquisition and resourcefulness among graduates, towards creating the jobs of their own instead of looking for non-existing jobs (Onu, 2013). It is essential therefore to fashion the educational system after creative teaching-learning styles that could guarantee the expected outcomes. This could provide the graduates with the potentials to be self-sufficient and contribute insights to business opportunities for national development. The need for unemployment reduction should not be treated in isolation. Gibbs et al. (2013) are of the view that different approaches, techniques, and methods have to be engaged to address it, which, attests to the fact that creative teaching methods could always equip students with job skills and experience necessary to operate successfully in the already saturated labour market (Nwachukwu and Nwamuo, 2010).

2.5.1 Need for entrepreneurship in university education curriculum

Ochuema and Ozang (2010) argue that EE should be included in the university education curriculum and should be made compulsory for all teacher trainees before graduating, as a catalyst for self-employment. This study noted that over the last three decades, the problem of youth unemployment and associated social problems have continued to rise daily in Nigeria. The unemployment rate and poverty have continued to rise despite the inclusion of entrepreneurial training in Nigerian universities (Aja-Okorie, 2013, p.124; Ekundayo and Babatunde 2014, p.16).

Previous findings in the literature argue that the model for learning engages by HEIs is a more abstract transfer of knowledge that is theories biased. This model involving learning mainly from the teachers in the classrooms is adjudged to be less effective in preparing graduates for the future workplace (Ali and Muhammad, 2012, p.22; Musa and Adewale, 2015, p.20). The implication is that such standard practice in most HEIs could have been deficient in producing graduates with the required entrepreneurial skills (Olorundare and Kayode, 2014). This study, therefore, intends to address the need for a modified approach to EE to develop entrepreneurially equipped graduates, who will choose self-employment overpaid jobs, and thereby create more jobs and wealth. Some studies identified a gap in exposure to practices and institutional collaborations, in the operational curriculum of most courses offered by Nigerian universities (Ali and Muhammad, 2012, p.22; Musa and Adewale, 2015, p.20; Olorundare and Kayode, 2014, p.156). Similar empirical studies confirmed that students tended to show interest in enterprise activities but perceived some obstacles as a challenge (Ekundayo and Babatunde, p.2014). The situation to a large extent is due to inadequate curriculum, funding, infrastructures, suitably qualified manpower, inadequate collaborations among others (Alabi et al. 2014, p.40; Unachukwu, 2009, p.222). Similarly, the education system including the mode of learning seemed to be fashioned after the style inherited from the colonial government (Akhueomonkhan et al., 2013, p.57).

Aluede, Idogho and Imonikhe (2012, p.6) established a steady growth in numbers of universities established over the year in Nigeria. According to Aluede et al., the number of universities operational as at the late 1990s was 39. In the late 2000s, Iruonagbe, Imhonopi and Egharevba, (2015, p.59) however established the number of universities have increased to 129. This figure excludes the open national universities, distant learning and other international affiliated degree programmes across the country. This is the total number of 5 operational universities in the 1960s, 13 universities in the 70s, 29 universities in the 80s and 39 universities in the 90s (Aluede et al., 2012, p.6). Similarly, Aluede et al. (2012) also maintains that the population of students struggling to enrol for university education has been increasing from 7,058 students in 1970s to 48,688 in the 80s, 160,170 in the 90s. Recent statistics from the Joint Admission and

Matriculation Board (JAMB) reveal that as much as 1,535,182 students applied for direct admission to universities in Nigeria (JAMB, 2016).

It is also important to emphasise that employers in both the private and public sectors in Nigeria are the views that the quality of graduates produced by the universities is inadequate. Some studies of labour market expectations of graduates in Nigeria revealed that graduates are poorly trained and lack basic employable skills (NUC, 2004; Fayomi and Fields, 2016; Pitan 2015). To worsen the matter, there has been a deliberate downsizing of numbers of employees in many of business organisations including government establishments due to global economic crises and a fall in the prices of petroleum products. Governments at federal, state and local levels, which are the largest employers in Nigeria, have placed an embargo on employment more than three decades ago. This crisis is not unconnected with the crash in the price of crude oil products, which account for main source revenue of the country as discussed earlier. The motive of the state governor's forum in the country to possibly carry out mass retrenchments in the public service, further pose a challenge to issue of unemployment and poverty.

This, to a large extent, has worsened the problem of unemployment and the prevailing social vices in Nigeria (Ogunleye et al., 2013). This situation exposes the country more to dangers ahead if urgent steps are not taken to address the shortcomings. The more increase in the number of unemployed graduates on the streets, the more increase in crises showers across the country (Okolo, 2010). The task, therefore, is how to curb unemployment through the effective and innovative teaching of entrepreneurship in a way that graduates could be provided with specific skills for self-employment before graduation.

In a bid to address the menace of poverty and unemployment, the federal government through the NUC introduced the T&L of entrepreneurship into the curriculum of universities in the late 80s (Mamman, 2014, p.2). The target is to review the university curriculum, towards increasing access to initiatives for employment to reduce the rate of graduate unemployment. Despite this policy thrust, the nation still faces a worsening unemployment situation among its graduates. The rate of graduate unemployment is still at variance with the expectation of the government. A large proportion of graduates remain unemployed years after graduation because T&L entrepreneurship has not influenced positive change in addressing the issue of unemployment (Aja-Okorie, 2013, p.124; Ekundayo and Babatunde 2014, p.16; Musa and Adewale, 2015, p.25).

2.5.2 Entrepreneurship education in higher educational institutions

Researchers have established a significant relationship between entrepreneurial education, job creation and entrepreneurship development (Ojeifo, 2013, p.63; Musa and Adewale, 2015, p.21). The decision of universities in the United States, Europe, East Asia and Latin America to design and implement creative strategies for the teaching of entrepreneurship has been described as precedence for others to follow (Kuratko, 2005, p.578). University education in Nigeria is not an exception, and this is the major reason why stakeholders in education curricula development called for a review of existing teaching methods with a view to strengthening the existing framework. This could make the learners capable of learning on their own and contributing favourably towards the economic development of Nigeria. Ali and Muhammad (2012, p.19) argue that creative teaching styles could always equip students with job skills and experience necessary to operate successfully in the labour market.

In the studies conducted by (Martin and Lucu, 2014; Mwasalwibia, 2010; Welsh, Tullar and Nematic, 2016), it is affirmed that entrepreneurship is teachable across students' career choices both at formal and informal education settings. The studies above accept that universities are also a place to drive entrepreneurship. Other significant roles of educational institutions are curriculum development, training and developing the academic staff (Afolabi et al. 2008). Expectedly, educational institutions like a university could act as a bridge between practitioners, students and lecturers in the context of schools' entrepreneurship programmes (Kayle and Olen, 2017; Martin and Lucu, 2014). Empirical findings have revealed that entrepreneurs who are educated have advantages in contributing to Gross Domestic Product (GDP) of nations of the world (Obamuyi and Fapetu, 2016, p.34). This research considers the submission of Aja-Okorie and Adali (2013) that the universities are fast becoming centres of attention in Nigeria.

Accordingly, the context of EET is a product of vision and strategic implementation of innovations along best practices as obtainable in other parts of the world. It is therefore anticipated that higher education institutions would pursue the following cardinal methods to realise the objectives of EET:

- Inculcating drive for identifying business opportunities and exploiting the opportunities in a way that solve problems in the society.
- Providing relevant exposure to require skills for establishing new business ventures, management, growth, and development.
- Motivating individual entrepreneurial intention, culture, and behaviour through self-efficacy design programmes and regulations.

According to the European Commission's (2012) report, a guiding framework is provided to assist universities around the world that are pursuing entrepreneurship development programmes. The framework is aimed at creating an entrepreneurial university through insights, inspiration, advice, and ideas of how EE can effectively be pursued at the HEIs.

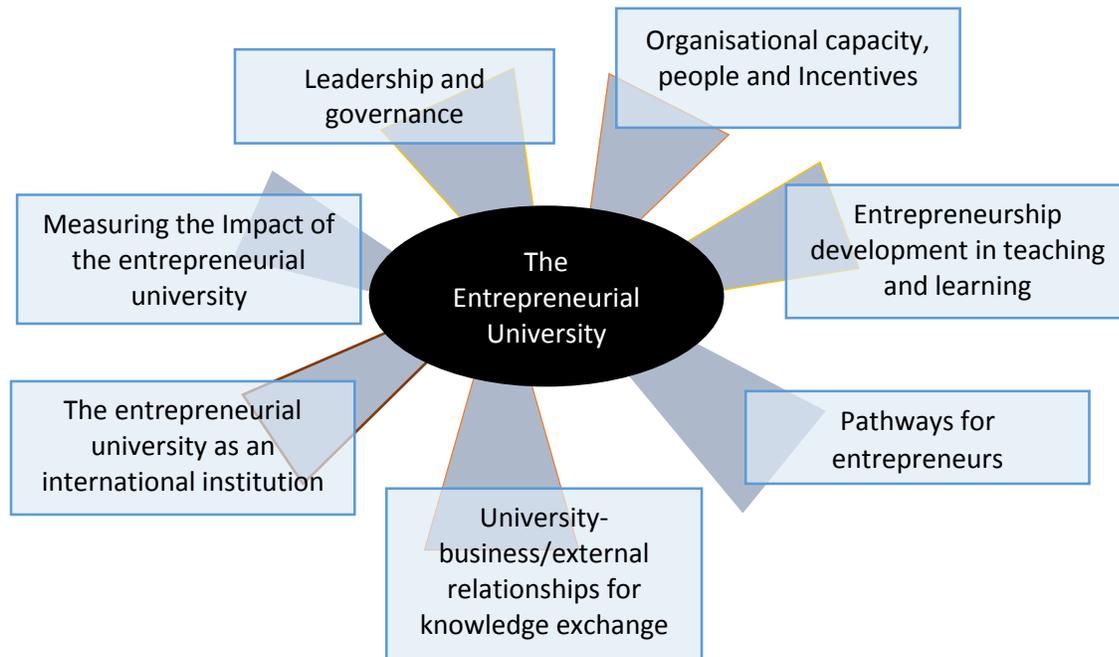


Figure 2.2: Adapting university entrepreneurial model for Nigeria

Source: Adapted from the European Commission report (2012)

Figure 2.2, provides the basis by which most universities globally measure and assess EE pursuits at a higher level of education. Seven yardsticks are provided as key performance indicators:

- Leadership and governance;
- Organisational capacity, people, and incentives;
- Entrepreneurship development in teaching and learning;
- Pathways for entrepreneurs;
- University-business/external relationship for knowledge exchange;
- The entrepreneurial university as an international institution; and
- Measuring the impact of the entrepreneurial university.

At the inception of introducing entrepreneurship studies, the NPE emphasised the need for a programme design which promotes activity-based learning, practical exposure and community involvement as part of learning approaches (Aladekomo, 2004). The implication is the fact that the teaching methods fashioned after collaborative efforts could be more impacting in developing entrepreneurial skills. It is believed that this interaction is capable of bridging the gap that exists between the graduates and the skills required in the workplace. Costello (2016, p.2424), argues that “teaching, learning, and assessment (TLA) strategies should not only be targeted at creating mindsets but also at inspiring towards imparting specific entrepreneurial skills and competencies for employment generation.” It follows that complementary teaching approaches could stimulate student awareness, mindsets, drive, and interests. In return, this could offer the abilities needed for employment creation.

The need for a paradigm shift that involves a specific merger of classroom lectures with the industrial and community participation is also argued as the means to attaining sustainable entrepreneurship education development. These innovations in T&L entrepreneurship are strongly acknowledged in international scholarly publications from global perspectives of entrepreneurial researchers as reflected in table 2.5.

Table 2.5: Literature on entrepreneurship education and training

Names of the authors	Journal/Books	Summary of the main arguments
Valerio et al. 2014	WBP	Entrepreneurship education and training programs promote academic education and formal training intervention
Arasti et al. 2012	HES	A study of teaching methods in entrepreneurship education for graduate students
Bicaba et al. 2014	JEL	Youth and entrepreneurship in Africa: Analysis with evidence from Swaziland
Silva et al. 2009	EJEE	Teaching product development in an entrepreneurship framework promotes students' skills
Isaacs et al. 2007	SAJE	Entrepreneurial education and training a necessity to prepare youths for the future
Creed et al. 2002	SAJE	Paradigm shift required for merger of classroom and industry participation

Source: Adapted and modified from Costello (2016, p.2426)

Keys: WBP: World Bank Publications; HES: Higher Education Studies; JEL: Journal of Economic Literature; EJEE: European Journal of Engineering Education; SAJE: South African Journal of Education

The studies in the publications contained in table 2.5, further support the view that collaborative learning between entrepreneurs and students as having a strong pedagogy on learning entrepreneurship in schools. According to Valerio et al. (2014, p.5), research findings obtained through meta-analysis indicated a significant relationship between entrepreneurial behaviour and the directed focus of EE and training interventions. Training programmes are influential at measuring individual decisions about business start-up, macroeconomic stability and access to the market. Similarly, education along context is influential at

measuring individual mindsets and capability, which may enhance or limit the acquisition of relevant skills. EE according to Arasti et al. (2012, p.6) improves the motivation for developing and nurturing entrepreneurial interests, creating awareness, ideas and knowledge among learning group. The success, however, is largely dependent on the skills possessed by the lecturers and instructors handling the classes.

Isaac et al. (2007, p.625) maintained that using the EE model as a sole learning intervention might be incapable of breeding the future entrepreneurs a nation desires, but this could increase the chances of success. The chances are higher when training interventions are promoted in providing additional skills to make a positive contribution to job creation. Bicaba, Brixiova and Ncube (2014) developed a model of costly firm creation based on skill acquisition and training between adult and young entrepreneurs. The relevance of skill and training designed is emphasised as a strategy to drive entrepreneurship education and development. Studies by (Piperopoulos and Dimov, 2016; Silva, Henriques and Carvalho, 2009) discussed the strategy of integrating industrial activities and process into the learning of product development. The aim is to bridge the dichotomy that exists between abstract knowledge and industrial skills.

Earlier, (Creed et al., 2002; Thompson, Poulston and Neil, 2017) discussed a team-building synergy between classroom learning and industrial experience about the engineering designed academic programme. The merger between the university engineering designed programme and some local industries provide the students with a platform to display the abstract of knowledge gained from class activities by assisting in refining the business ideas of the local firms, which is later turned to a business start-up. It is insisted that the combined effort achievable through EET designs is capable of stimulating intellectual property and innovation among entrepreneurial learners. Costello (2016, p.2424) further affirmed that real learning is underpinned by experience and reflections for the student to appreciate what they learn through theoretical concepts.

A cursory review of these studies indicates that research in the area of delivery framework remains a 'gap' in the entrepreneurial literature. This is in agreement with the studies conducted by Hamidi, Wenberg and Berghind (2008, p.316), Mkala and Wanjau (2013, p.25), which describe an empirical investigation into what and how EE pedagogies are designed, as a possible area for further research. Studies that investigate entrepreneurial intention among education groups about the influence of adopted T&L strategies in the universities in South-West Nigeria are scanty. Similar other previous findings in the literature indicate lack of consensus on the basic issues bordering on the adoption and implementation of entrepreneurship education programmes (Mwasalwiba, 2010, p.2; Valerio et al., 2014). It is also an unresolved issue how

entrepreneurship is teachable or learnable, the choice of audience, curriculum content, teaching, learning, assessment, and evaluation framework.

Similarly, even though there are several theoretical studies about EE in Nigeria, studies relating to designing a framework in a bid to making a theoretical proposition and simultaneously testing such propositions is scarce. Recently, Ganyanpful (2013, p.29) notes that students' low academic performance is associated with the application of ineffective teaching methods. Akhemonkhan et al. (2013, p.60) and Oviawe (2010, p.113) also establish the problem of a mismatch between schools' curriculum, delivery approach and learning outcomes in the training of undergraduate and post-graduate students in Nigerian universities. In a related development, some recent studies (Akpan and Etor, 2013, p.1183; Musa and Adewale, 2015, p.25) also established that university graduates lack the basic entrepreneurial skills to practice as entrepreneurs after graduation. An investigation conducted by Olorundare and Kayode (2014, p.156) confirms that the framework for T&L entrepreneurship substantially remains the formal or conventional lecturing model.

The current lecturing model is adjudged to have remained the framework for T&L in most HEIs (Adebisi, 2015, p.85; Achor, 2016, p.3; Olorundare and Kayode, 2014, p.156). The South African educational system during Apartheid was not different from the Nigerian experience since it instilled in students the notion of seeking white collar jobs in the formal sector after graduation, rather than engaging in something innovative and creative. For example, Isaac et al. (2007) underscore the South African educational system that is designed in such a way that it instils entrepreneurial orientation and initiatives in students of HEIs. According to Ojeifo (2013, p.64), students often waste the knowledge provided through such framework. Achor (2016, p.3) queries the kind of job that one who does not have the required job skills and experience should expect in the labour market. This research reviews the minimum standard available on EE in Nigeria.

2.6 EVALUATION OF AVAILABLE MINIMUM ACADEMIC STANDARDS

As part of the conditions and requirements for course accreditation at universities, the NUC demands curriculum contents that comply with set standards, the required workforce and the resources for efficient implementation (Adeoti, 2015; NUC, 2011). The conditions amongst others include that adequate instructions inappropriate measures are given to the learners. The NUC also ensures the modes of instructions and assessment measured up to the global best practices.

For instance, an appropriate level of exposure of learners to advanced EE is expected to create new capacities promoted by skills development, industrial exposure, business networking, mentoring, and the

use of technology. Such interventions are either cognitive activities through which students can be exposed to authentic tasks, representing those skills they should learn before the completion of the degree programme. The required technical skills demonstrate the kind of abilities that result in self-sufficiency. This set-skills point to the expected learning outcomes and the implications on graduates' entrepreneurship training programme. The implication according to BMAS document is that entrepreneurship requires innovations that are provided through arrays of pedagogies according to learning objective of providing competency-based training. According to a policy statement contained in the NUC (2007, p.1), the BMAS is designed as:

“... an amalgam that crisply enunciates the learning outcomes and competencies expected of graduates of each academic programme without being overly prescriptive while at the same time, providing the requisite flexibility and innovativeness consistent with a milieu of increased institutional autonomy”.

As articulated in BMAS as a policy document, T&L entrepreneurship requires a new pedagogy capable of facilitating a combination of skills training using problem-based and demonstration-based approaches. This is achievable through a guiding framework that ensures a mix of blended learning and traditional lecturing model in EE teaching, learning, and assessment. These could afford the learners with the opportunity for self-regulation, self-efficacy, experiential learning, networking and collaboration in a chosen career or area of interest. The nature of these TLA methodologies according to the studies by: (Heinonen and Poikkijoki, 2006; Jones and Iredale, 2010; Powel, 2013) has the potential to develop skills characterised by activities that:

- Recognise the role of networking with relevant stakeholders as key to learning.
- Facilitating active participation of students in a group work-related activities in preparation for the future practices.
- Exposing learners to other wealth creation activities in the form of actual buying and selling as part of triggers for quickening individual intention for entrepreneurship.

Several policy documents about EE in the context of the university system in Nigeria are reviewed and it is found that the methods used currently are not adequate for entrepreneurial practice. Some of these documents include curriculum content, student preparatory guide, student handbooks of the selected universities in South-West, Nigeria. The contents of most of these documents are found to be similar to a large extent with national policy objective on entrepreneurship. The approach to T&L is teacher-centred with concentrated efforts to make students know more about the principles. The traditional assessment

methods, which include the use of tests, tutorials, quizzes and examinations remain the primary mode of implementation.

A typical example is the general offering of entrepreneurship as EMT 302-Principles of entrepreneurship management, at the selected universities in South-West Nigeria. This is a three (3) unit course offered to graduating students towards the final semester of the degree programme. The classes are structured according to two hours of lectures and one-hour contact per week for 15 weeks. The focus of the theory course is to provide the students with information about the history of entrepreneurship, principles, concepts, and significance to the socio-economic development of the nation. The curriculum currently in use seems to be more prescriptive. For instance, students are merely prepared in the classes along modules, and written examinations are conducted at the end of the semester. The expectation of the students remains how to score high grades in general examination. The nature of entrepreneurship is academic and a mandatory requirement for graduation. The final assessment is conducted as follows:

- Class attendance - 10%
- Test/assignment - 20%
- Final examination - 70%
- Total - 100%**

The structure of the examination questions is more of objectives and computer-based system tests. The student's assessment test structure is not necessarily about skills and what the students can when they graduate from the university. Even though NUC documents canvassed for an outcome-based curriculum that engages students more with activities based-learning (NUC, 2011), most of what is done in the university substantially remain academic exercise (Akpan and Etor, 2013, p.1183; Musa and Adewale, 2015, p.25).

Further review of BMAS indicates that teaching and learning entrepreneurship is conceived from a narrow perspective (*see appendix 1*). The structure of the academic standard focuses more on course content in the context of business studies in a contemporary environment. There is nothing much to suggest that provision of skill development are sacrosanct in the guiding curriculum. The posture of the document and the current school practices are more of academics in nature (Oduwale, 2015; Fayomi and Fields, 2016). Unlike those students with entrepreneurship major, there is nothing to suggest that departments or faculties in the university have anything different from what is obtainable in other general studies. The implication is that

'gaps' exist when comparing actual schemes of study with the expected standards. Wahid et al. (2016) explain that such 'gaps' could be addressed by a provision of an integrated framework that promotes education and training, along cross-disciplinary model. The curriculum innovation is expected to provide functional cross-disciplinary exchange programmes to provide value addition in the new knowledge economy.

2.6.1 Review of the curriculum constructs

Lee and Ready (2009, p.138) and (Welsh et al., 2016, p.126) assert that the prevailing education philosophy in the high schools in the United States is curriculum based, that offers useable studies to individual learners rather than abstractions that serve the interests of only a few. Ajibola (2008) also argued that education reform all over the world is increasingly curriculum-based, as mounting pressures and the demand for change tends to target and focus on both the structures and the very content of the school curricula. Revolution in objectives requires radical changes in the curriculum contents of educational institutions.

For instance, Zapalska, Debb and Perry (2016, p.160) in recently researched in New Zealand, identify such environmental factors including government policies, curriculum, cultural practices, financial and non-financial supports as having a significant influence on entrepreneurial activities. Similar studies conducted by Khuong and An (2016, p.105) in entrepreneurial intentions of students attending Vietnam National University, identifies institutional related environmental factors (financial and non-financial supports). The authors describe constraints in such external resources as capable of having a qualitative and quantitative change in entrepreneurial intentions of university graduates. As the case in Nigeria, the NUC is the government regulatory body that assigns the authority to design the curriculum content of EE for all universities (Adeoti, 2015; Mamman, 2014). As discussed in chapter two of this study, the institution has the mandate to determine the bench minimum academic standard (BAMAS) including the guiding curriculum. Olorundare and Kayode (2014) decry the implementation of BAMAS as still lacking the basic requirements relevant for graduate development.

The six thematic areas comprising the operational curriculum content as presented in table 2.6 indicate that models such as understanding business creation and growth top the list. According to Olorundare and Kayode (2014) the modules such as issues of business growth, how to source for capital and entrepreneurial marketing dominates most of what the EE curriculum content is made up.

Table 2.6: Entrepreneurship curriculum contents offered by universities in Nigeria

Modules	Students' learning expectations
Business creation and growth	<ul style="list-style-type: none"> • explain the concept of the business planning process • Understand contents and reasons for a business plan • List some factors that motivate people to begin new businesses • Search for and identify business opportunities • Understand the required legal formalities for a business startup • Prepare a feasibility analysis report • State the relationship between a feasibility analysis and a business plan • List formal and informal sources of capital for new ventures • Know how to and be interested in starting a small business of their own
Issues of business growth	<ul style="list-style-type: none"> • Understood the concept of business growth • Explored the strategies for growth (franchising, buy in and buy out) • Examined merger and acquisitions • Discussed the challenges of growth • Learnt critical success factors for growing venture
Sources of funds	<ul style="list-style-type: none"> • Discussed the sources of funds for new and entrepreneurial ventures • Understood the importance of formal and informal sources of funds for new ventures • Explored the concept, method, and types of finances provided by venture capital • Discussed the various government initiatives in funding new ventures and small and medium enterprises in Nigeria
Entrepreneurial marketing	<ul style="list-style-type: none"> • Understood the concept of small marketing and how it aids the development and growth of small businesses • Learnt the major differences between small business marketing and marketing for large organisations • Understood the pillars upon which marketing rests (marketing mix) and how they are deployed in new ventures • Learnt the importance of developing a unique selling proposition and how it helps to endear customers to the products and services of new firms • Understood the concept of International marketing and its dynamics
New opportunities for expansion (e-business)	<ul style="list-style-type: none"> • Describe E-Commerce, E-business, and related technologies • Define e-commerce and describe how it differs from e-business • Describe the major types of e-commerce/e-business • Discuss practically the application of these techniques in real business • Determine the requirement (hardware and software) for a small e-commerce website • Identify unique features and business significance of e-commerce technology • Examine the challenges and prospect of e-commerce in Nigeria
Ethics and social responsibility	<ol style="list-style-type: none"> 15. Understood the concepts of business ethics and social responsibility 16. Learnt the ethical principles for entrepreneurs 17. Understood the importance of ethics in business 18. Discussed the application of the above concepts to the operations and success of ventures 19. Discussed social responsibility among business organisations in Nigeria

Source: Adapted from Olorundare and Kayode (2014)

Table 2.6 reflects such issues relating to the concept as explain the concept of the business planning process, understand contents and reasons for a business plan. The curriculum content also enlist some factors that motivate people to begin new businesses, search for and identify business opportunities, understand the required legal formalities for a business start-up and know how to and be interested in starting a small business of their own, the strategies include understanding the concept of business growth, exploring the strategies for growth and discussing the challenges of growth. Learnt critical success factors for growing venture is important. The findings of the study conducted by Olorundare and Kayode (2014, p.165-166)

contain an overview of the curriculum contents obtainable on entrepreneurship as a GST in universities in Nigeria (*see appendix 1*). Other components of the curriculum include how new opportunities for expansion are identified and well as ethics and social responsibility.

At the primary, secondary and tertiary institutions, the contents of the subjects studied were reviewed so that they are geared towards achieving the set objectives. In the overview, provision for a core curriculum (or core subjects) and optional curriculum (or elective subjects) are identified as requiring a significant change to achieve sustainable entrepreneurial intention development. The outlook of the current curriculum reveals an exclusion in such areas, which involve skills acquisition and development. This research work similarly identifies with such findings supporting a change as needed to guarantee an all-round education for learners, and to bring some degree of diversity into curriculum development (Aja-Okorie et al., 2013; Alabi et al., 2014; Garba, 2010). The curriculum provisions are immense and profound for school T&L.

Anene and Imam (2011) attempted to identify 66 potentially viable entrepreneurship skills around which the entrepreneurship curriculum could be designed for training undergraduate at Nigeria universities. Anene and Imam's report further opines that by focusing attention on skills training could deepen the T&L entrepreneurship in Nigerian universities. This position aligns with the research findings establishing the fact that learning entrepreneurship requires different methods because entrepreneurial students learn differently and they have different learning moments (Frederick, 2007; Gatchalian, 2010; Mkala and Wanjau, 2013, p.19). The entrepreneurial students are said to display a high preference for active, visual, practical and concrete teaching methodologies. Anene and Imam's (2011, p.8) investigation also offered similar innovation when identifying 20 critical contents around which the entrepreneurial education curriculum could be developed, as presented in table 2.7.

Table 2.7: Students' ranking of curriculum contents for entrepreneurship education

Nos.	Skills	+4	+3	+2	+1	Ranking
1.	Soap Making	278	172	36	44	13 th
2.	Brewing	214	176	117	43	15 th
3.	Pure Water	288	154	58	52	14 th
4.	Aquaculture	321	119	42	68	16 th
5.	Vegetable oil production	257	190	83	20	17 th
6.	Bakery	345	143	42	20	7 th
7.	Music lesson	290	134	52	69	18 th
8.	Pottery	220	231	80	19	20 th
9.	Interior decoration	382	130	21	37	2 nd
10.	Fashion designing	336	164	39	11	6 th
11.	Graphic designing	330	156	42	22	9 th
12.	Electrical/installation	315	155	37	43	5 th
13.	Making of decorative pots	264	254	24	10	12 th
14.	Hair weaving	314	123	102	11	11 th
15.	Tailoring	252	174	102	22	19 th
16.	Raising of flowers	290	182	57	21	10 th
17.	Landscaping	222	157	151	20	3 rd
18.	Electric Wiring	260	227	82	71	4 th
19.	Operating a saloon	321	160	52	17	1 st
20.	Operating a business centre	350	129	50	21	8 th

Source: Adapted from Anene and Imam (2011): EE curriculum content for undergraduate students

The data in table 2.7 was captured (Anene and Imam 2011, p.4-8) from 500 undergraduates from various academic disciplines across all 11 faculties at the University of Abuja. The students, irrespective of course of study, were given the freedom to rank 20 most viable skills from the given 66 entrepreneurial skills, according to the level of preference. The results confirm differences in opinion, interest, and preference. From Anene and Imam's (2011) finding, all the 20 vocations preferred by the participants dwell substantially on skill work-related activities. Learning these skills through the regular academic exercise may be complex. It is therefore observed that the practice of centralising T&L entrepreneurship might require a redirection. Findings from a study conducted by Ajayi et al. (2008, p.92), provide a reminder that multi-dimensional delivery approach is a key distinguishing characteristic of qualitative education. This observation is closely associated with the submission by Ireland and Webb (2007, p.914) that:

“...any attempt to unify the entire body of diverse entrepreneurial work within a single common framework would inevitably omit certain disciplinary contributions and questions of interest”.

These authors opined that there is always an element of entrepreneurship in every academic discipline which could be better offered at the level of a department. Fayomi and Fields (2016b, p.948) concur that rather than the present centralising learning model, the components of entrepreneurship related to various academic fields could rather be identified and made available to interested students in a cross-disciplinary modular form.

The earlier finding by the NUC in 2004 on the labour market expectations of Nigerian graduates, revealed that the curriculum at Nigerian universities had not adequately prepared graduates for self-employment (Aja-Okorie et al., 2013; Alabi et al., 2014; Garba 2010). According to the literature, graduates are rather prepared as job seekers instead of being job creators. Currently, the contents of curriculum for entrepreneurship learning is not broad enough to equip graduates with the desirable skills required for self-employment. This made stakeholders requested the re-designing of an appropriate curriculum to equip graduates for self-employment and relevance in society (Oduwale, 2015, p.35; Oyesiku, 2008).

2.6.2 Approach to learning entrepreneurship at Nigerian universities

The approaches to T&L entrepreneurship in most of the universities in Nigeria have often been identified with a top-down direction from lecturers down to students. The top-down method of engaging students in learning activities according to EU report seems to be narrow and generic with little or no cognisance to the merits associated with using bottom-up model (Volkman et al. 2009, p.62). The report further explains that a top-down learning approach might be relevant when learning objective is a mere creation of awareness in university-level entrepreneurship training (Arasti et al., 2012; Piperopoulous and Dimov, 2016).

The report also demonstrates the implications of teaching entrepreneurship under the generic university-wide approach. There are criticisms of the current top-down practices as presenting some problems that make it less effective (Ojo and Oluwatayo 2015). At the moment, the component of teaching entrepreneurship is domiciled in the college of business and management just like many other developing countries in Africa (Isaac, Visser, Friedrich and Brijlal, 2007). There appears to be a structural gap between academics in the business schools and intention of students in the science related disciplines (Daniela et al., 2016, p.174; Jin, Gilmartin, Sheppard and Chen, 2015, p.10).

As a result, in the context of this study, further illustrations regarding the alternative models called the Magnet model and the Radiant model, present other structures to approach T&L of entrepreneurship under the university-wide method. In the Magnet model, students are exposed to a single academic unit course on entrepreneurship. The unit is made available at EDC as a compulsory general module to all students irrespective of academic disciplines.

Using Magnet model is found to be cost-effective because all academic activities and logistic supports are coordinated centrally from the entrepreneurship development centre. The model takes the shape of the

interdisciplinary scheme of work which promotes aggregation of efforts among stakeholders in the university-level entrepreneurship (students, lecturers, and practitioners). Such mode, however, tends to attach the focus of the stakeholders more to the events at the centre of the development, rather than the requirement for the promotion of standard practice (Volkman et al., 2009, p.63). A top-down model of this nature might not be so suitable when the aim is to implement a cross-disciplinary university-wide model.

On the other hand, the Radiant model according to the EU report as contains in Volkman et al. (2009, p.62-63) is defined as the relationship between school entrepreneurship training and academic curriculum adaptable to the course structure. The radiant model promotes a rather bottom-up learning structure whereby all academic workloads relating to entrepreneurship are domiciled in the departments, faculties, and colleges. The EU report also explains that the model supports the design of course structure along interdisciplinary coordination. The implication is that colleges, faculties, and departments are allowed to adopt strategy suitable to the learning need and guiding objectives rather than concentrating all efforts in the development centre. The tenet of the Radiant model is a variation with Magnet top-down approach but in a narrower form. The focus is on participating departments and faculties, unlike the Magnet model which focuses on the central body that serves the entire university students.

Other complexities with the central tenet of the top-down method of learning as discussed by studies conducted by (Ojo and Oluwatayo, 2015; Volkman et al., 2009) is contained in the understanding of such existing controversies. The controversies include the issues of who should teach and where to teach entrepreneurship. Other issues relate to whether teaching entrepreneurship should be a mere topic or instruction. These discrepancies remains a challenge to make EET available at the level of university education. Prominent among the challenge is how to develop an integrated framework that promotes the mindsets of the learners and individual entrepreneurial intention in the context of education programmes. Other difficulties are further explained by Volkman (2009) as follows:

- Complexity in dividing the students along teams, use of celebrities, mentoring, business angels as model as well as developing individual ideas for business creation;
- Difficulty in proffering solutions to a real-life problem in a simulated learning environment such that mistakes can be part of learning process;
- Motivating individual towards creating business venture in a more generic learning environment is also found to be a difficult task;

- Other difficult deals with inadequate research around benefit of university-industry synergy in the context of training and entrepreneurship development; and
- Adequacies of research on the influence of EE on the development of links between the university and business sector.

This section brings to the forefront the need to relate the challenging factors with the choice of strategies in a way to overcome the shortcomings in the design of innovative entrepreneurship curriculum. Some of those challenges give credence to discipline-based approaches to EE discussed in the next segment.

2.7 PARADIGMS TO TEACHING ENTREPRENEURSHIP

Facts from the literature review that the issue of pedagogy is sacrosanct while determining teaching and learning methods for university-level entrepreneurship. For instance, studies conducted by (Arasti et al., 2012; Heinonen and Poikkijok, 2006; Wahid et al., 2016) explain that pedagogy varies in term of objectives and learning needs. As discussed in chapter one of this study, the guiding objectives of learning entrepreneurship according to Piperopoulous and Dimov (2016) relates to three tenets. These tenets as explained include entrepreneurship *about*, entrepreneurship *for* and entrepreneurship *in* as a drive for business ventures. The process of transmitting knowledge through methods of teaching in the form of using an approach like lectures is assumed to be more suitable when the objective is for entrepreneurship. In the same vein, the approach would be experiential when the learning objective in the education sectors of creating an individual desire for entrepreneurship (Kayle and Olen, 2017; Martin and Lucu, 2014).

The task, therefore, is to engage suitable pedagogy that could provide students of all categories the comfort zone where the acquisition of knowledge and skill can be achieved. The implication is that university-level entrepreneurship demands to understand the list of cognitive and non-cognitive skills as a benchmark for learning entrepreneurship (Ali and Muhammad, 2012; Gibbs et al., 2013). This is in agreement with Maritz et al.'s (2010) view that the kind of signal students receive from learning entrepreneurship will go a long way to determine individual learning outcomes. Similar studies by (Hamidi, 2008; Mkala and Wanjau, 2013) provides insights into the linkages that exist between adopted learning strategies and the desired learning outcomes. It is argued that even though the use of traditional learning methods may be limited in term of scope, Piperopoulous and Dimov (2016, p.971) describes the tendency of the methods if complemented with other innovations. The implication is that the sustainability of entrepreneurship education is enhanced if the approach to teaching and learning is project-based, collaboration and community driven. If entrepreneurship education is built around these concepts, then the result is likely to

lead to motivating drive for entrepreneurship (Capelo, Santos, and Pedrosa, 2014; Treare, Bandara and Jayawardena, 2013).

Similarly, the TLM primarily tends to encourage routine learning. According to the study conducted by Powel (2013), the lecturing model tends to give less priority to other authentic tasks suitable for preparing individual mindsets. Researchers have shown that the advancement recorded in adopting formal teaching styles account only for a minuscule contribution to the overall pedagogy (Mazur, 2009; Ueckert, Adams, and Lock, 2011). The classroom teaching methodology as it is known regards students as passive listeners. Nevertheless, some researchers have canvassed for getting students more actively involved and engaged in classes (Rosebrough and Leverett, 2011). An overview of the investigations into innovative teaching methods points to the fact that action-oriented learning and teaching methods tend to be more motivational to the students' autonomy to act on their own authority and make decisions. Heinonen and Poikkijoki (2006) earlier explained what constitutes best practices. It is further explained that learners would be more motivated if the approach to learning is action-oriented as against the bottom-down approach. The issue of practical interventions and real activities could afford individual learners self-discovery. Learners could be more motivated when success is achieved in a given task.

The findings of the study conducted by Arasti et al. (2012, p.6-7) support the use of case study as a learning strategy in entrepreneurship training. The case study involves analytical discussions of organisational problems in the context of real-life experience. The methodology includes discussing the experiences of the past business, success stories, and the challenges. Analysis of the experience of organisational problems and how the problems are addressed could serve as motivation and guide for potential and nascent entrepreneurs. Case analysis inspires the individual decision-making process, monitoring, and evaluation. Case study analysis is guided by instructors, who observe the reasoning ability and problem-solving skills of the learners. This also involves individual ability to make an informed decision when the need arises. The idea of the case study is to test the reasoning capacity of the learners and ability to proffer solutions to organisational problems. The students are at the centre stage of case study class and play an active role while the facilitators play more moderating roles.

Case study method affords learners to share ideas with colleagues in a group discussion while superior arguments take the lead. The idea is that if learners can succeed in a simulated case study learning scenario, there is a high tendency that individual intention of the students could be motivated. As learners continue making tremendous progress in learning along the learning curve, such understanding overtime, learners can apply the experiences from such cases to manage a real-life situation. The use of case study model

facilitates individual participation and mostly could be more of student-centre. Learners are allowed to learn from their mistakes and have the opportunity to apply individual initiative to solve organisational problems.

The European Commission's (2012) report also canvassed for a paradigm shift from bottom-down learning pedagogy, traditional lecturing, and teacher-centred methods. Activities that are experiential in nature: use of mentors, celebrity, workshop and seminars, business coaching, industrial attachments and role plays could inform model for learning. In the same vein, Marriotti and Rabuzzi (2009) also canvassed for a multidisciplinary approach, hands-on activities, project development combined with technological supports as pedagogies to entrepreneurship teaching and learning. Earlier, Volkmann et al. (2009, p.11) suggested other pedagogies in the form of multidisciplinary programmes and projects, business simulation and games, business competition, use of audio-visual technology, multimedia, and digital tools, student internship programmes and interactions with experienced entrepreneurs.

From the perspective of cross-disciplinary approach (Martin and Lucu, 2014) explained that pedagogy could be developed along professional disciplines. This is attributed to the issue of inadequate professional workforce and skills in entrepreneurship education. Another typical point of note is the issue of curriculum design and the relevance to entrepreneurship in the 21st Century knowledge economy. Many of the lecturers who engaged in teaching entrepreneurship are not trained entrepreneurs (Johnson, Justin, and Hildebrand, 2006). The implication is that the entrepreneurial orientation of many of the trainers in entrepreneurship is very low to manage teachable skills.

Recognising the problem as a challenge in entrepreneurship education development, Johnson et al. (2006) suggested a framework in the context of multiple disciplines. The study categorises academic programmes into professions. The idea is to understand each profession and such industries suitable to intervene around workforce training and development. The focus of such initiative is to facilitate the development of entrepreneurship along multiple courses of study. The argument in favour of this practice is to such an extent that variations exist between needs and skills requirements of different disciplines or groups. For instance, those disciplines with professional nomenclature such as accounting, finance, marketing, and strategic management, seem to favour proficiencies in management. Arising from this mindset, Johnson et al. (2006) had canvassed for a cross-disciplinary entrepreneurship curricula that attempt to strike a balance between the needs and professional management. This includes identifying such areas of overlap between courses and disciplines. Within this framework, some suggestions emanated:

- Entrepreneurial marketing and sales; entrepreneurial management; and entrepreneurial financial resource management as the key entrepreneurial courses for profession-based disciplines; and
- Note that these are better taught within the context of the disciplines curricula in a university context

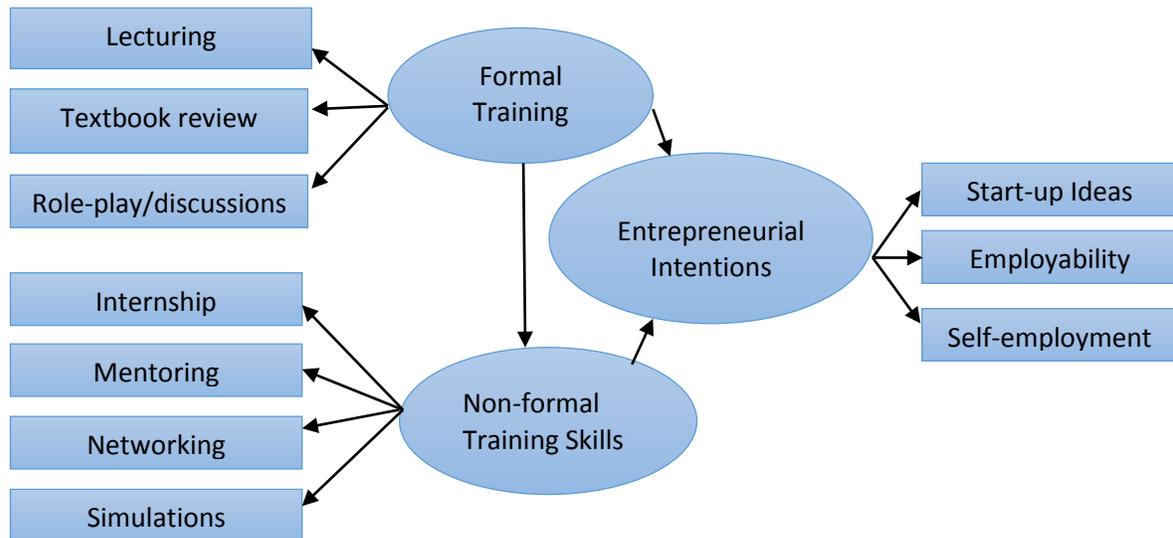


Figure 2.3: Conceptualising the education and training model

Adapted and modified from Valerio et al. (2014)

Figure 2.3 presents the summary of the concept of the education and training framework which Valerio et al. (2014), and Isaacs et al. (2007) opine is the global direction for any serious-minded entrepreneurial programme. The authors above noted that such dimensions have the potential to influence learners, teachers, and community interactions and that it is equally important for entrepreneurship curriculum content to be parallel in such a way that encourages a student-orientated approach. Recent studies on the education and training framework relate entrepreneurial behaviour to experimental learning (Montano and Kasprzyk, 2015; Piperopoulous and Dimov, 2016). Accordingly, experiential activities and learning by doing are canvassed as fundamental processes of knowledge development for entrepreneurs. Middleton (2010) shares the same idea that education can be used to integrate the learning of entrepreneurial skills and attitudes with behaviour. The level of education and training is believed to be a procedure for innovativeness, risk-taking behaviour, concern for the results (aggressiveness), autonomy and sense of responsibility.

2.8. SUMMARY

The review of policy documents: (NPE, BNAS, MAS and EE curriculum) reveal that EET has received more attention in the recent time. This perhaps has to do with the importance of EET as a tool for knowledge and skills for employment generation, rather than depending on government for jobs. Literature shows that

the objectives of entrepreneurship are to raise behaviour and practice through the teaching techniques and methods appropriate for handling situations and supporting project bearers. This objective is significant in the context of high rates of unemployment among the younger generation in Nigeria. Part of a government diversification drive is for graduates in HEIs to be equipped with employable training before they are out of schools. Youth unemployment is known as one factor responsible for all forms of social vices ranging from kidnapping, armed robbery, cybercrime, pipeline vandalism and insurgency. The argument is that rather than directing their energies towards national development, unemployed youths are vulnerable to crimes. Evidence shows that unemployment and crime rates are higher among youth population including secondary school leavers and graduates of HEIs in Nigeria.

2.9 CONCLUSION

The trends worldwide suggest that the effective T&L entrepreneurship requires an education and training framework. From the literature, it is established that a nexus exists between the adopted strategies for the teaching of entrepreneurship and the learning outcomes. Similarly, the study identified a gap in the current practice, which is still substantially traditional in operation. This is at variance with the blended learning delivery approach to instruction. Further contributions from previous studies provide aggregation of methods including self-regulation, self-efficacy, and entrepreneurship orientation as mediating factors in effecting entrepreneurial skills. The study investigated in the literature the areas of overlap between the experiential teaching activities, TLM and individual entrepreneurial behaviour.

CHAPTER THREE

ENTREPRENEURSHIP EDUCATION AND TRAINING PARADIGMS

3.1 INTRODUCTION

This chapter contains the review of literature about the concepts and issues related to T&L entrepreneurship. It also considers entrepreneurship in the context of higher education institutions (HET's) and key entrepreneurial concepts, mindsets, and attributes. The review of these paradigms is critical to investigate the applicability of education and training models to Entrepreneurship Education (EE). The blended learning framework, the minimum available standards and the influence on graduate learning outcomes, teaching, learning and assessment methodologies are also discussed with specific reference to EE. The chapter also contains the theoretical foundation of the study, the empirical review of related research and relevant theories relating to human learning and behavioural control. The literature on EE has produced diverse strategies for understanding how EE can be motivated. This chapter provides the related theories and the interrelationship with research objectives. Also discussed in this chapter are philosophical foundations and theories; outlines of the theories relating to entrepreneurial intentions; discussions of adaptable theories relating to the need for changing paradigms, the summary of Theory U, and the implications on entrepreneurship education development.

3.2 ENTREPRENEURSHIP EDUCATION

The word entrepreneurship is traceable to the work of Irish Economist, Richard Cantillon in 1732. The economist referred to entrepreneurship as individual willingness to undertake any form of financial risk to create new business venture (Minniti and Levesque 2008, p.603). The assertion credited to Fayolle et al. (2006, p.702), also describes entrepreneurship development as “any pedagogical programme or process of education for entrepreneurial attitude and skills, which involves developing certain personal qualities”. The study further states that two fundamental approaches could be of significance in EE, namely, the process through which the individual becomes self-employed and the institutional framework. Such understanding is in line with the separate studies conducted by Menzies (2011) and Linan et al. (2011), which categorised the fundamental approaches in entrepreneurship training into four critical paths. The paths include:

- Entrepreneurial awareness education;
- Entrepreneurship for venture start-up;
- Education for entrepreneurship dynamism; and
- Continuing education for entrepreneurship.

As described by Linan et al. (2011), EE for ‘awareness creation’ is targeted at creating knowledge and influencing learners’ attitudes in entrepreneurship. Recent knowledge by Menzies (2011, p.47) explains that the rationale behind offering entrepreneurship as part of curricula in the universities are often associated with three distinct factors such as 1) raising awareness of entrepreneurship as a career path 2) motivating students to practice entrepreneurship after graduation 3) providing knowledge and skills relevant for business start-up, growth and sustenance. The summary of the rationale as regards EE relates to teaching about and the how of entrepreneurship. Similarly, entrepreneurship is related to implementing T&L strategies that provide problem-solving skills in addition to awareness created through lectures that take place in the classroom. The third paths, which is an education for entrepreneurship dynamism promotes learners’ dynamic behaviour while continuing education promote lifelong learning from practising and experienced entrepreneurs. Of high importance to this research is the earlier study conducted by Bechard and Gregoire (2005), which categorises entrepreneurship into four streams as follows:

- Entrepreneurship roles in individual and the society;
- Approachable curriculum, processes, and system in EE;
- The issues relating to content and delivery strategies relevant to EE; and
- Individual roles and participation in the framework.

This study examines how the institutional framework can influence individual towards practising entrepreneurial venture after graduation. As a result, the research is rightly positioned between streams 1-3 as provided by Bechard and Gregoire (2005). The arguments in the literature point to the fact that entrepreneurship as an academic field of study still lacks a conceptual framework (Arasti et al., 2012; Ireland and Webb, 2007; Tsordia and Papadimituion, 2015). The implication is that entrepreneurship is dynamic, and such dynamism, is related to the question of why, how and when the advantage for venture creation starts. The question includes how, when and why do some people have a better understanding of entrepreneurship than others. The analogies are also in line with the positions as contained in (Lekang, Nain, Singh and Sharma, 2016, p.1; Volkmann et al., 2009, p.11), which attest to issues of when what and how diffused delivery strategies form the benchmark for implementing a schools’ entrepreneurship education programme. These explanations underscore the importance of education as a tool for social change and economic development.

3.2.1 Importance of entrepreneurship education

According to research by National Council of Educational Research and Training (NCERT, 2014), education is a continuous process, which involves the development of the individual power of reasoning and judgement. Behaviourists consider entrepreneurs as individuals with peculiar characteristics, as well as peculiar entrepreneurial behaviour and way of learning (Domjan, 2010). According to those above, the behaviourists are of the viewpoint that entrepreneurial behaviour can be shaped through both formal and informal education. The formal education involves a structural process of which the individual's knowledge, skills, attitude, behaviour and orientation are refined or moulded in a formal school setting (Matheson, 2008). Informal learning relates to education that engages individual learners more inactivity and experience-based learning (NCERT, 2014). Such learning mostly takes place in the workplace setting by individual learners rather than the lecturers. Informal learning promotes collaborative and collegial interactions. The implication is that both formal and informal learning blends have the potential to change the individual and society.

Entrepreneurship education also involves developing individual knowledge, skills, and mindsets for future entrepreneurial activities (Volkman et al., 2009; Wahid et al., 2016). Fayomi and Fields (2016) suggest why components of competencies and creativities should be encouraged under the education curriculum, to effect a shift in the highly formal education structure to accommodate other informal activities. Entrepreneurship is growing all over the world as the number of people who are employed in self-business practices is increasing while available organisational jobs are decreasing (Rae et al., 2012). As a result, graduates who are in the habit of seeking organisational jobs are required to imbibe entrepreneurial behaviour for self-development. Adebisi (2015) explains that job opportunities would always be available for graduates who possess specific entrepreneurial skills. This implies that graduates, who possess right entrepreneurial orientation appear to stand a better chance of employment both in formal and informal sectors of the economy.

It is constantly reported that entrepreneurs possess some specific attributes that could be acquired through either learning or genetics (Kleeman, 2011). In table 3.1, those characteristics, attributes, and mindsets related to developing entrepreneurial behaviour, attribute, skill and value orientations are spelt out as follows:

Table 3.1: Entrepreneurial behaviour, attributes and skills

<p>Entrepreneurial Behaviours</p> <ul style="list-style-type: none"> • opportunity seeking and grasping • taking initiatives to make things happen • solving problems creatively • managing autonomously <ul style="list-style-type: none"> • taking responsibility for, and ownership of things • seeing things through • networking effectively to manage interdependence • putting things together creatively • using judgement to take calculated risks 	<p>Values and Beliefs</p> <p>Entrepreneurship is embodied in sets of values and beliefs relating to:</p> <ul style="list-style-type: none"> • ways of doing things • ways of seeing things • ways of feeling things • ways of communicating things • ways of organising things • ways of learning things
<p>Entrepreneurial Attributes</p> <ul style="list-style-type: none"> • achievement orientation and ambition • self-confidence and self-belief/esteem • perseverance • high internal locus of control (autonomy) • action orientation • preference for learning by doing • hardworking • determination • creativity 	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> • creative problem solving • persuading • negotiating • selling • proposing • holistically managing business/projects/situations • strategic thinking • intuitive decision-making under uncertainty • networking • emotional intelligence

Source: Adapted and modified from Gibb (2007)

As reflected in table 3.1, the essence of EE is to create entrepreneurial behaviour, skill, attitude, intention and values in an individual. Gibb (2007) describes the framework as the requirement for developing and encouraging EE. Entrepreneurial behaviours include seeking available opportunity for investment in entrepreneurship. This could mean identifying a gap in the current product/service or unmet needs in the society. It could also mean making product or services available to as a solution to the human problem. In an attempt at proffering solution to the human problem in the community, entrepreneurial opportunities can spring up. Other entrepreneurial behaviour includes initiatives, creativity, autonomy and taking calculated risks. Gibb (2007) also narrates the entrepreneurial attributes as self-confidence, self-belief, and esteem. Others are perseverance, the high internal locus of control, preference for learning by doing and hard working.

Gibb’s report further explains the significance of value orientation and beliefs of would-be entrepreneurs. These values and beliefs include a way of doing things, seeing things, feeling, communicating and learning. Mkala and Wanjau (2013, p.19) argue that learning entrepreneurship requires a different approach because entrepreneurial students learn differently and they have different learning moments. The students tend to

demonstrate a high inclination towards active, practical, concrete, visible and reflective learning methods. Gibb (2007) also narrates entrepreneurial skills as involving creative problem solving, negotiating, persuading, networking and strategic decision making. The implication is that the entrepreneurial behaviour, skills, attributes, intentions, and values are significant in the context of entrepreneurial learners are trained and developed. This is also recognising the significance of entrepreneurship about the socioeconomic development of a given society.

3.2.2 Entrepreneurship and socioeconomic development

Entrepreneurship is associated with change, creativity, knowledge, innovation, and flexibility, which position the individual to be competitive in the globalised world (Wahid et al., 2016). The implication is that through EE, the societal change could be achieved. Volkmann et al. (2009) consider EE as a significant measure through which employees could be generated for economic development. Such significance, which is associated with the capacity of entrepreneurship to drive the creation of jobs in the economy, makes it relevant to this research. Earlier, due to high competition in the labour market as a result of few available jobs, scholars (Collins et al., 2004; Woodier-Harris, 2010) canvassed for the development of right entrepreneurial attitudes and skills among education groups. The attributes above could influence mindsets for entrepreneurial activities as against aspiring employment in organisational settings. However, certain environmental factors are noted to have a high influence on the development of EE.

It is also noted that environmental factors including culture, economy, government policies and regulation influence EE. For instance, factors such as government policies, regulation, business environment, financial supports, laws, and legislation are found to have a significant influence on the development of entrepreneurial initiatives. Zapalska et al., (2016, p.160) who recently researched New Zealand, identify such environmental factors including government policies, curriculum, cultural practices, financial and non-financial supports as having a significant influence on entrepreneurial activities. Khuong and An (2016, p.105) who researched the entrepreneurial intentions of students attending the Vietnam National University, also identified institutional related environmental factors (financial and non-financial supports). The aforementioned describe constraints in such external resources as capable of having a qualitative and quantitative change in the entrepreneurial intentions of university graduates.

In another development, scholars identified certain pressure in the environment that influence the need to acquire specific entrepreneurial skills. Such pressures create challenge and complexity, confronting people either as an individual, society, organisation or world at large (Fayolle, 2007; Ngugi, Gakure, Waithaka and Kiwara, 2012). According to the authors above, issues bordering on employment uncertainty, which

includes few employment opportunities might motivate individual to acquire entrepreneurial skills. Similarly, the reduction in the barriers relating to international business as well as the evolution of technology provides a competitive advantage to the individual at the global level. The other issue relating to high organisational demand for individuals with prerequisite industrial skills and expertise could propel people to undertake entrepreneurial education. Industries appear to prefer individuals who possess additional skills of value addition, the scarcity of which is one basic factor responsible for graduates' unemployment in Nigeria (Adebisi, 2015; Achor, 2016).

Welsh et al. (2016) explain that EE could increase the national competitive advantage of individuals with the right enterprise skills that promote economic activities. As a result, such significance emphasises the need for EE, which provides value orientation and skills for the competitive advantage of the people (Henry, 2013). These understandings are to the extent that acquiring the right entrepreneurial education and training could be helpful to individuals to resolve the pressures as explained above. This implies that EE and skill acquisition training might be sacrosanct in developing the individual, society, and nation at large.

3.3 CONCEPTUAL PERSPECTIVES OF THE STUDY

Sekaran and Bougie (2013, p.77) describe the conceptual framework as a logically developed network on which the entire foundation of empirical research is rested. Such a framework defines the relationship and association among the variables identified in a study as well as the linkages towards proffering solutions to the research problem. While comparing the early learning theoretical framework and emerging learning model, Schon (1971) cited Emesini et al. (2013) admits that learning institutions should continue undergoing transformation and development in a system of diffusion to meet the change in societal demand continually.

By comparing active and passive methodologies of learning, (Richardson, 2008, p.23; Welsh et al., 2016, p. 128) opine that “the conventional model may be less motivating in instructional delivery than the active model.” The author above canvasses for an appropriate mix of the two models as the relevant bridge to achieve sustainable development. According to Richardson's findings, students who tend to pay attention to details from the textbooks and lectures to reproduce them later, are referred to as having a quantitative perception of learning. The other category of students involves those who concentrate on the intention of authors and possess a qualitative perception of learning. However, when the perceptions are combined, then we have what is regarded as a learning approach.

A learning approach is how learners perceive their learning experience, the learning strategies, and the underlying motivation. A study conducted in Australia revealed that students who have been exposed to a surface learning approach have the tendency to be motivated extrinsically to fulfil certain expectations (Cano, 2005, p.207). The strategies mostly adopted to meet such expectations include memorising information and reproducing them accurately later to avoid failure. On the other hand, with a deep approach to learning, students will be intrinsically motivated and strive to reach a personal understanding of tasks and materials for self-actualisation, as well as search for meaning and experience. Further discussions in the context of the synergy that exists between the strategies are presented in the framework in figure 3.1 as follows:

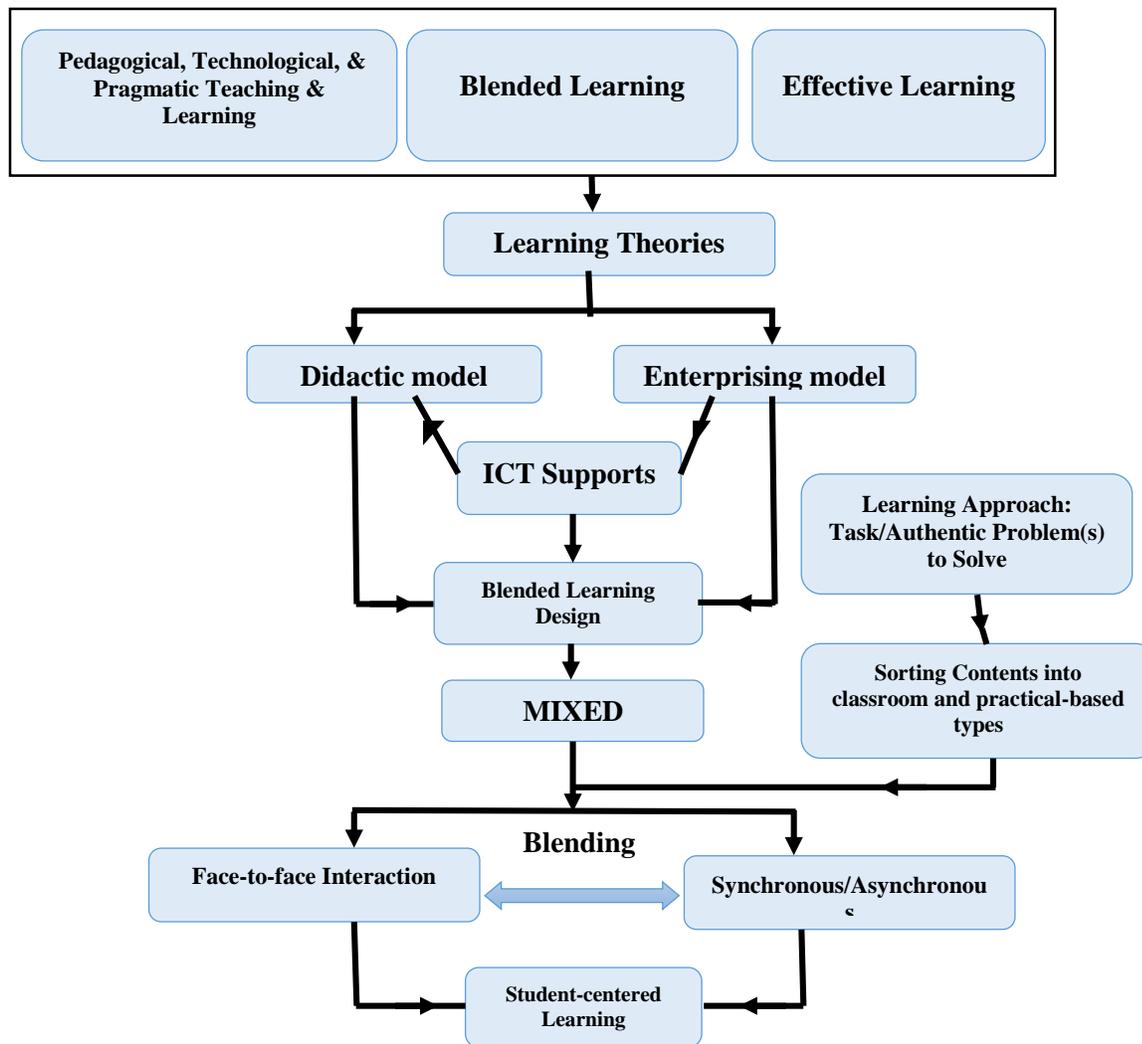


Figure 3.1: Conceptual framework of the study

Source: Adapted and modified from Thomas (2010)

Figure 3.1 which depicts the conceptual framework guided by a review of the literature shows the linkages among the variables identified in this study. Thomas (2010, p.327) presents a blended learning design as a mixed model to offer quality learning as opposed to the traditional face-to-face strategy mostly used in HEIs. The intention is to increase student access and engagement with authentic tasks with the immediate environment to enhance knowledge and skills. The integration of didactic and enterprising model, digital operating systems, and ICT support within the context of the classroom, self-efficacy, self-regulation and collaborative learning are assumed to be required for sound EET. This argument is in line with the position of Hadjerrouit (2008, p.181), of situated learning, conceived as the need to determine what the learners' experience is in the context of entrepreneurship programmes. The position is further explained from the perspective that learning is situated in a specific environment and involves apprentices starting with little assignments using the relevant tools to deliver. Neergaard, Tangaard, Krueger and Robinson (2012) also concur that the shortcoming in a particular T&L method has a marked relationship with the psychology of how mindsets are formed. The EE school of thought, therefore, focuses on educational psychology which is sought to provide some learning outcomes related to objectivist and behaviourists schools of thought.

Such understanding as reveals by Neergaard's report is closely related to the question of what we know and how we know it. The knowledge-based theory distinguishes between two types of learning by the context of which it occurs. First, there is exploitative learning, which is external to entrepreneurship teaching and therefore must be acquired. Second, we have explorative learning, which relates to learning that takes place in a formal classroom structure and thus can occur only through internal experiments (Kolb, 2014). Similarly, the literature identified a link between entrepreneurial behaviour and experimental learning (Esmi et al., 2015; Reynolds, 2007). This conceptual framework juxtaposes the relative significance of learning that takes place through the didactic and enterprising learning models presented in table 3.2.

Table 3.2: Comparing the didactic and enterprising learning model

DIDACTIC LEARNING MODEL	ENTERPRISING LEARNING MODEL
Learning from teacher alone	Learning from each other
Passive role as a listener	Learning by doing
Learning from written texts	Learning from personal exchange and debate
Learning from 'expert' frameworks of teacher	Learning by discovering (under guidance)
Learning from feedback from one key person (the Teacher)	Learning from reactions of many people
Learning in well organised, timetabled environment	Learning in a flexible, informal environment
Learning without pressure from immediate goals	Learning under pressure to achieve goals
Copying from others discouraged	Learning by borrowing from others
Mistakes feared	Mistakes learned
Learning from notes	Learning by problem-solving

Source: Didactic and enterprising learning model by Gibbs adapted from Kleeman (2011)

Table 3.2 shows Gibbs' (1993) work cited in Kleeman (2011, p.15), providing an overview of didactic and enterprising learning key deliverables while emphasising a shift in T&L approaches. Gibbs' assertion is directly linked to the need to move from a didactic model of learning to a more enterprising learning model. The literature has also revealed that some cognitive variables have a direct influence on learning and level of academic performance (Cano, 2005, p.207; Kolb, 2014). These variables include amongst others, the perceptions of the learners about knowledge and learning. These factors are related to a change in the students' belief and the learning approach.

Experiential learning and learning by doing are fundamental processes of knowledge development for entrepreneurs. Education can be used to integrate the learning of entrepreneurial skills and attitudes with behaviour (Middleton, 2010). Therefore, the level of education and training of the entrepreneur can positively impact the innovativeness, risk-taking behaviour, concern for results (aggressiveness) and sense of responsibility (autonomy) of the MSEs (Akuegu and Nwi-ue, 2016). The implication is that the extent of the impact is mediated between the didactic model, enterprising model and the blend of both.

3.4 ENTREPRENEURSHIP AND THE ISSUES OF PEDAGOGIES

The more traditional definitions describe pedagogy as either the science/theory or art/practice of teaching that makes a difference in the intellectual and social development of students (McCulloch and Crook, 2013, p.429). Empirical research explains pedagogy as “a highly complex blend of theoretical understanding and practical skill which involves activities that evoke changes in the learner” (Lovat, 2003 cited in Walder, 2014, p.62). Pedagogy is also expressed as ‘any conscious activity by one person designed to enhance learning in another. Pedagogy is a constant process where somebody attains innovative forms or extends current forms of conduct, knowledge, practice, and criteria from something or somebody determined to be a suitable provider and assessor. Thus, having graduate entrepreneurs in Nigeria highly hinges on the teaching pedagogy of the university teachers.

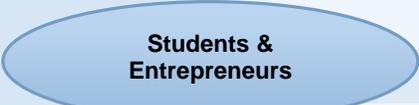
This research is in line with that supported by Dambudzo (2015, p.12), who argues that pedagogy is how curriculum contents are implemented within the school system. Accordingly, pedagogical interventions denote the methodologies adopted for T&L. The shared references include work-related training activities such as an internship, mentoring, networking and business simulation, which are perceived to be symbolic. Similarly, traditional academic methods that involve the use of lectures, case studies, review of the literature, role play and summaries have the potentials to provide information relating to the theory and concepts of entrepreneurship.

Pedagogy is traditionally the art and science of teaching; it is essentially a combination of knowledge and skills required for effective teaching (Karchmer-Klein, Mouza, Shinas and Park (2017, p.92). Different teaching strategies have been used because there is no single, universal approach or strategy that could be used in all situations (Smith, 2012). Different strategies are used in teaching different subject matters and groups of students for effective learning outcomes. Certain strategies are better used to teach certain skills and fields of knowledge than others as well as certain students' backgrounds, learning styles and abilities (Smith and Smith, 2008). Pedagogy is the "how" the T&L occurs.

Larsen-Freeman (2013) found cognitive skills as learning processes that involve the abstract transfer of declarative knowledge as often achievable through the lecturing method. A longitudinal empirical study found in the literature revealed that this approach had a marginal impact on the learning outcomes (Schweinhart et al., 2005; Welsh et al., 2016). Other non-cognitive skills are derivable through practically driven, experienced-based, institutionally exchanged, supportive and action-based and its dimensions have a great influence on learning outcomes (Jones and Iredale, 2010). A complementary linkage between cognitive and non-cognitive skills development is also established as having multiplier effects at various stages of learning. Similarly, Kolb (2015) confirms that both theoretical and practical-led learning had a greater influence on human learning and development.

This study takes cognisance of the fact that formulating proper reasoning will only occur when appropriate learning strategies are in place (Ganyanpful 2013, p.33; Wahid et al., 2016, p.82). The EU report cited in Volkman et al. (2009, p.11), also concurs with the fact that what students are taught and how they are taught, have implications on how best they learn. The first question that comes to mind is what is it to learn to become entrepreneurs. The simple answer is rested on the adopted method and how these align with the behavioural theory, social learning, situated learning and existential learning theories (Neergaard 2012, p.2). These are the four critical pivots on which designing entrepreneurship education programmes for a sustainable entrepreneurial mindsets development rotates (Volkman et al., 2009, p.10). Presentations in table 3.3, provide the key components (what, where, who and how) entrepreneurial training programmes could be made relevant towards maximising the participation of entrepreneurial learning audience.

Table 3.3: Components of entrepreneurship pedagogy global practices

What	How
<ul style="list-style-type: none"> • Enhancing entrepreneurial behaviours and mindsets • Building self-confidence, self-efficacy, and leadership • Creativity innovation and ability to think “out of the box” to solve problems • Managing complexity and unpredictability • Basic business and financial skills: “business literacy.” • Opportunity identification • How to build, finance and grow ventures • Developing negotiation skills • Building relationships, networks, social capital 	<ul style="list-style-type: none"> • Interactive learning centred pedagogies • Multi-disciplinary programs and projects • Case studies, games, simulations, business plan competitions and more • Extensive use of visuals, digital tools, and multimedia • Learning by doing/hands-on • Experiential learning/labs (trials & error) • Projects, internships with start-ups • Mentoring and coaching • Interactions with entrepreneurs
 <p>Students & Entrepreneurs</p>	
Who	Where
<ul style="list-style-type: none"> • Students • Teachers and School administrators • Professional trainers • Business People and leaders in other sectors • Entrepreneurs • Mentors, Coaches, Advisors • Other relevant Government Agencies 	<ul style="list-style-type: none"> • Formal School systems (Primary Secondary, Tertiary) <ul style="list-style-type: none"> • At all levels • Across all disciplines • Compulsory and elective courses • Informal systems (after school and other) <ul style="list-style-type: none"> • Local Schools, Training Institutions • Community Centres, NGOs, Government Agencies, Banks, and so on • Workplace-based training programs • Lifelong learning

Source: Volkmann et al. (2009), Report of World Economic Forum

From table 3.3 it is provided that four components form the basis for deciding the framework for EE. According to the world economic forum report, the question of what should be taught, who should teach, where to teach and how to teach entrepreneurship to achieve the desired outcomes, has remained the subject matter of debate in the literature. The key determining factors of how a successful EE programmes are likely to run more effectively, are directly related to what is taught (course contents), who teaches (audiences), how (pedagogy) and where (study environment). With particular reference to how to teach entrepreneurial students, Volkman et al. (2009) narrate interactive learning centred pedagogies, the use of multi-disciplinary programs and projects, case studies, games, simulations, business plans and competitions as the framework. The EU report also specifies the extensive use of visuals, digital tools, and multimedia, learning by doing/hands-on activities, experiential learning/laboratory (trial and error), projects, internships with start-ups, mentoring and interactions with entrepreneurs, as T&L model in the 21st Century. Similarly, what to teach spells out the outlook of the curriculum contents, which include building opportunity

identification, self-confidence, self-efficacy and leadership, creativity, business skills, financial skills, business growth skills and negotiating skills.

The significance of interactive model of learning creates an empirical foundation of how teaching increases understanding, retentiveness and deeper learning of novice learners. For instance, Berk (2009, p.2) opines that the delivery of instruction aided by multimedia gadgets (Digital Video Disc, Video Compact Disc, projector, Television programmes, movies), exerts emotional influence on arousing learners' minds and senses. Berk's study is of the view that over and over again; students can appreciate learning activities involving side attractions and activities. Such activities can either be accessed by downloading related information from the internet or placing an order for outright purchase. These findings as reported, are closely related to the position that there exists a positive relationship between the use of multimedia aids and students' intelligence (Gardner, 2000 as cited in Berk, 2009, p.14).

Smith (2012) supports the fact that effective pedagogical practices promote the wellbeing of students, teachers and the schooling community. It improves student and teacher's confidence, contributes to their sense of purpose for being at school and builds community confidence in the quality of learning and teaching in the school. An effective pedagogy thus uses various teaching strategies and methods that enhance intellectual engagement, connectedness to the wider world, support classroom environments, and recognise differences in learning subject areas (Chen et al., 2015; Ford, 2011; Kaufer, 2011). It emphasises the importance of relating instructional content to the student experience, constructing. The study further state that the knowledge through social interaction, student inquiry and the social construction of knowledge all who are seen as more pertinent to effective learning than simply the transmission of information and skills. The significance of what to teach and how to teach, inform the significance of delivery methods in entrepreneurial research.

Other similar studies have analysed what constituted entrepreneurship, its significant contributions and factors driving or limiting success in society (Akhueomonkhan et al., 2013; Daniela et al., 2016; Neergaard et al., 2012). This knowledge is also affirmed by Arasti et al. (2012, p.3) in that the key to successful entrepreneurship training is to find the best match between students' learning needs and teaching techniques to manage teachable skills.

3.5 EDUCATIONAL PSYCHOLOGY AND ENTREPRENEURSHIP IN LEARNING

In this study, as reviewed in Menzies (2011, p.48), the domain education psychology is traceable to the pioneering works of two specialists in the field of psychology: Williams James 1890 and John Dewey 1980. James was known for pioneering philosophy which proposed teaching at the level that is beyond students' learning intelligence, knowledge, and experiences. The aim is to stretch the students beyond the level of their immediate knowledge and skills. On the other hand, Kolb (2014) narrates Dewey's contribution as best known for advocating the concepts of action based-learning, students' learning benefit in connection with wider society and the critical role of reflective learning role in solving learning problems. In this study, some studies in the literature that identify different delivery approaches or methods and their significance in T&L entrepreneurship were reviewed. For instance, Torben (2010) described such methods like the use of a case study, business networking, mentoring, internship and business planning as effective delivery approaches in EE. The authors also listed learning through peer group, experts' advice, tutoring and conducting business feasibility study are key predictors of effectively organised entrepreneurship in T&L. Similar research conducted by (Chang, 2016, p.476) established that methods like business planning, computer simulation and field tours have a positive relationship between EE and skills acquisition.

Research by (Wahid et al., 2016, p.83) stressed the problem-oriented learning method, action learning and activity-based learning as motivational dimensions of EE. Sharif, Jamshidian, Rahimi and Naderi (2011) canvassed for effective delivery of entrepreneurship from an extra-curricular activities point of view. According to the authors above, active research and development, business planning and control, developing business ideas, probing into processes and action plans relate positively to effective EE. Gibbs et al. (2013) present a compendium of pedagogies significant in transmitting of learning in EE as presented in the table below.

Table 3.4: A compendium of pedagogies in EET

<ul style="list-style-type: none">• Small group teaching• Entrepreneurial facilitation• Use of icebreakers• Use of external speakers/presenters or evaluator• Use of drama• Use of debates• Use of drawing• Use of hot seats• Use of speed-networking• Use of an elevator pitch• Use of revolving tables• Brainstorming using post-it• Use of panel discussion• Use of critical incidents• Use of organisation as networks• Use of empathy in communication exercise (with entrepreneurs)• Use of Shadowing• Use of role-play• Use of frame of reference for intuitive decision making• Use of psychometric tests• Use of locus of control tests• Use of relationship learning• Use of immersion• Use of achievement motivation• Use of personality selling exercise- the balloon debate• Use of finding opportunities (idea for business)• Use of leveraging the student interest• Use of business plan as a relationship management instrument• Use of surviving in the early years of the venture• Use of segmenting the new venture programme market• Use of developing operations standards as a basis for estimating cost and controlling operation• Use of case studies• Use of exercises in finding ideas for business• Use of exploring the enterprise culture in a globalisation context• Use of the programme evaluation• Use of the quiz• Use of ways into business• Use of start-up frame, stage of start-up, task and learning needs• Undertaking institutional audit• Use of sale pitch• Use of polls• Use of simulating entrepreneurial ‘ways of’: Seeing things, learning, organising• Use of simulating the entrepreneurial ‘lifeworld.’• Assessment section

Table 3.4: A compendium of pedagogies in EET

Source: Gibbs, A., Hannon, P., Price, A., Robertson, I. (2013)

Table 3.4 contains 44 approaches compiled as compendium by Gibb et al. (2013, p.25) as integrated strategies through which learning can be effectively motivated in EE. The authors above affirmed that the strategies contain practical interventions that could address the concern of *how* entrepreneurship could be directed in T&L. Findings of Gibbs et al. further affirm that learners’ entrepreneurial intention and

behaviour are influenced by affective, conative and cognitive aspects of learning. A similar study conducted by European Commission (2012) earlier argued that expressing cognitive approaches which include on action-oriented curriculum, including reflection exercises and portfolio techniques were significant in learning. Recently, a similar study conducted by Daniela et al. (2016, p.173) establish the significance of cognitive factors in influencing entrepreneurship which include attitude towards behaviour, subjective norms and behavioural control.

In a related study, Mojalalchubqlu, Abdullahfam and Tamjidtalesh (2011) concur that the use of workshops and seminars, holding classes, promoting creativity, active learning, encouraging innovations and new ideas can positively influence entrepreneurship training. Mwasalwibia (2010, p.27) submits that the most frequently used teaching methods are lectures, case study, and business plan. Teaching approaches are divided into traditional (lectures) and innovative (activity-based) methods known as passive and action methods respectively. Mwasalwibia's findings further conclude that the activity-based methods have the potentials to provide individual learners to exhibit self-efficacy or internal locus of control, and not necessarily under a controlled condition or strictly applying methods. The positions of these empirical studies as discussed preceding are confirmed by Mkala and Wanjau (2013, p.24-25) in their study, which establishes a marked relationship between adopted teaching methods and effective implementation of EE programmes.

The traditional or passive approach which is commonly used in the business school involves lectures, case studies and group discussions (Isaac et al., 2007, p.619). The TLM according to the observations of the author, could be less adequately effective to develop the desired entrepreneurial leaders required in the society. The channel of communication using the lecture method is more likely to be one way, from teacher to the students (Arasti et al., 2012, p.4). There could be less interaction and feedback could be relatively weak. Skilful teaching is said to require "appropriately using and integrating specific moves and activities in particular cases and contexts, based on knowledge and understanding of students and the application of professional judgement" (Ball and Forzani, 2009, p.497). Similarly, (Arasti et al., 2012, p.4) are the views that teaching methods have to be properly chosen with the learning objectives in mind to ensure effective learning. Table 3.5 categorise T&L methods into direct teaching and practical learning models with relevant elements relevant to the implementation. Similar empirical studies that were conducted in the developed countries identified an array of methods that can be used to conduct entrepreneurship training at HEIs. One of such study conducted in an Iranian University suggests a diversity of methods to do so. (See Table 3.5).

Table 3.5: Teaching-learning methods of entrepreneurship curriculum

Teaching-learning methods	Elements
Direct teaching-learning methods	Inviting guest entrepreneurs – Mentoring - Official speech-seminars – Video watching and recording - Training in extracurricular activities -Training in specialised lessons - Small businesses mentoring –Entrepreneurship tutoring
Interactive teaching-learning Methods	Process-oriented learning - Learning from mistakes - Interviewing entrepreneurs - Bilateral learning- Group discussion - Networking – Discussion - Problem-oriented learning - Active learning
Practical-operational teaching-learning methods	Role-playing - Training workshops - Site visiting - Class practice -Research projects – Internship -Business planning - Starting business - Studying nature - Investment projects - Practical experience

Source: Esmi, Marzoughi &Torkzadeh (2015)

From table 3.5, Esmi et al. (2015, p.174) classify the teaching-learning methods of entrepreneurship into three broad types: direct teaching-learning method, interactive teaching-learning methods, and practical-operational approaches. The framework as obtained in Iranian EE and culture serves as a contemporary study for other universities around the world. According to the study by Esmi et al., the direct teaching-learning methods to entrepreneurship training include seminars from guest entrepreneurs, mentoring, video watching and recording, extra-curricular activities, training, and tutoring. The interactive T&L approaches include process-oriented learning, bilateral learning, group discussion, networking, problem-oriented learning and activity learning. Pedler (2012) explains that the knowledge created through direct teaching-learning method could make practical learning more meaningful. Practical teaching-learning methods include role-playing, training in the workshop, site visits, industrial attachment, investment project and practical work experiences. As a result, Martins, McNally and Kay (2013) concur that the university should first engage the students in the knowledge related to theories. Once the theory is well understood, practices will be more meaningful.

Mgaya and Mbekomize (2014, p.129) had explained that understanding this model and the relationship, could produce a bidirectional advantage to the entrepreneurial audiences. For instance, the study further explains that through students’ participation in industrial attachment training scheme at the industries, graduates could gain knowledge and skills needed to succeed in the outside world. Graduates are empowered with brilliant interpersonal and effective human relations with experience and maturity for self-reliance. Graduates are exposed to happening outside university domain knowing fully well that it is from the outside university environment they would operate after graduation. Similar, the universities could obtain feedback about their outputs through interactions with the business world, and this will always help in taking necessary control measure. Mgaya and Mbekomize (2014, p.131) affirm that internship is a source of the good link between academics and business environment. The lecturers while assessing the performance of the students on internship could also learn practices which could later dovetail with further

research. To the organisations or practitioners, such industrial training scheme may serve as an avenue for recruiting talented and hard-working graduates. The instructors are provided with flexibility to select the methods considered as most appropriate to the learning objectives. Similarly, students' participation in more challenging activities could provide a better experience.

Other teaching methods (TM) that are rarely used in EE and training are the blended learning methods (BLM) including simulation and games, videos, digital or e-learning technology, project work, creating a business, modeling or mentoring, writing a business plan and role-play (Mwasalwibia, 2010). Similarly, other methods including the use of games and competitions, social entrepreneurship, setting up real-life business workshops, and project tours are less investigated in the context of entrepreneurial education in Nigerian universities. These methods are more appropriate in nurturing entrepreneurial leaders on the tertiary level of education. According to Maritz et al. (2010, p.4-5), group work could be of greater use than the lecture methods. Members of the group can influence one another and explore innovation. The group system allows self-regulation, and audience in such groups are at liberty to express themselves while learning and doing. The group members can develop joint business ideas, develop the idea and sell to business investors as franchise or partnership terms.

Another non-traditional TMs for developing successful entrepreneurs in the community is guest speakers who had gone through *thick and thin* in their chosen business endeavours, possibly who have failed at one time or the other. This model could provide individual learners with the opportunity to ask questions and obtain practical advice (Maritz et al., 2010). The process is not without its limitations, and the platform if not well coordinated could witness such speakers being egotistical or pessimistic. It is apt to explain the understanding that the appropriateness of teaching methods in EE is a function of the learning objective. This statement credited to Arasti et al. (2012, p.4) affirmed that if the learning objective of entrepreneurship is to provide information that could lead to awareness creation, the appropriate TMs could be the use of lectures, case studies, and discussions at the seminars. On the other hand, if the objective is to equip learners with entrepreneurial skills, the appropriate approach could be education and training that involves learners directly with entrepreneurial process and industries. If the objective is to nurture individual to become entrepreneurs, the appropriate TMs could be a simulated environment and role-playing.

Esmi et al. (2015) considered the methods that are inspiring the creative process rather than considering T&L entrepreneurship as a mechanical process. Such dynamic processes are a pragmatic, challenging, problematic and demanding active model to teaching. Oyelola (2013) proposes process-oriented and problem-based technique rather than the definition of concepts. Oyelola (2013) also stresses other methods

such as group projects, writing a business plan, practical selling and buying, product development and rendering of services. Such pragmatic, challenging, problematic and demanding activities align with the attempt to create products or services to solve human or societal problems, as well as creating means of livelihood or employment generation for the entrepreneurs. Arasti et al. (2012) identify other methods as a case study, individual projects, new investment, guidance and counselling, group discussions, official speeches, mentoring by successful entrepreneurs, scientific tours, simulation and business games.

There have been numerous calls for continuous improvement in the implementation of appropriate T&L strategies that would stimulate graduates' drive towards entrepreneurial development in many African countries. This is as a result of the fact that EE itself has been discovered to stimulate employment creation and promote economic growth (Towobola and Raimi, 2011). The need for eradicating unemployment should not be treated in isolation. Different approaches, techniques, and methods have to be engaged to address it. For the economic development of any nation, the provision of jobs for active citizens should be given adequate priority through a sound educational system that imparts competencies using appropriate techniques of teaching (Akpomi, 2009).

A similar study conducted by Jackson (2015, p.5), enumerates the characteristics of effective delivery strategies for entrepreneurship training in the university. Citing Gibbs (2005) designed strategies, Jackson underscores the combination of student-centered and experiential learning approaches with the normal academic tradition as presented in table 3.6 as follows:

Table 3.6: A fully integrated higher education entrepreneurship

<ul style="list-style-type: none"> • University-wide application of entrepreneurship teaching • Joined with office of technology transfer • Innovative pedagogic support for every department • Lifelong learning approach in all departments • All departments and subjects covered • Professorial status of Research and Development excellence • 'Development' sabbaticals for staff wishing to commercialise intellectual property • Professors of Practice, Adjunct Professors, Visiting Development Fellows • Entrepreneur teams invited to harvest ideas • Social integration of entrepreneurs and status awarded to them • Entrepreneurship as an office of the vice-chancellor/principal • All activities academic-led but in partnership with external stakeholders • Research and Development activity rewarded in all departments • Active stakeholder participation with university staff in joint ventures • Open approach to intellectual property and investment in university ventures • Staff of departments trained to develop and offer entrepreneurship courses
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Source: Adapted from Jackson (2015)

Reviewing these activities as contained in table 3.6, Jackson's findings underscore that a fully integrated entrepreneurship training involves the university-wide application of entrepreneurship teaching, technology transfer, innovative pedagogic support for every department and professorial supports for research and development excellence. Part of the findings further establishes the inviting guest entrepreneur to harvest ideas, social integration of entrepreneurs and status awarded to them, a partnership with external stakeholders and staff of departments trained to develop and offer entrepreneurship courses. A study by (Blomberg et al., 2013) also concurs with the argument that the inclusion of practical-based teaching pedagogues could promote better understanding. An integrated entrepreneurship training in the universities substantially could establish a link between abstract knowledge and the application of concrete knowledge.

Larsen-Freeman (2013) attributes cognitive skills to the abstract transfer of declarative knowledge which is often done through the lecturing method. Earlier, Jones and Iredale (2010) narrated that developing non-cognitive skills are practical driven, experienced-based, institutional exchanged, supportive and action-based as dimensions having a greater influence on learning outcomes. Lekang et al. (2016, p.1) establish a linkage between cognitive and non-cognitive learning activities influence on skills development at various stages of learning.

3.5.1 Review of entrepreneurship education in teaching context

Teaching methods are designed techniques for motivating and inspiring students towards entrepreneurial career or mindsets (Wahid et al., 2016, p.83). The concept of teaching methods (TM) in EE is well defined by scholars in the literature. According to Arasti et al. (2012, p.4), TMs are classified as a case study, group discussion, individual presentation, report writing, group projects, lectures, guest speakers, seminars, action learning, web-based/e-learning, videos and simulations, and games. Ayeni (2011) established that the students' academic achievement is mostly the reflection of the quality of teaching method used. Several researchers allude to the possible influence of chosen instructional strategies on attitudinal change of entrepreneurial learners (Frederick, 2007, p.4; Gatchalian, 2010; Mkala and Wanjau, 2013, p.19). These studies argued the fact that the T&L entrepreneurship requires different approaches because entrepreneurial students learn differently and they have different learning moments.

Teaching is closely linked to learning, thus difficult to define, yet it has been defined in several dictionaries and by scholars as 'the imparting of knowledge or skill; the giving of instruction'. Similarly, 'instruction' in this context is usually defined as 'furnishing others with knowledge and information, especially by a

systematic method’ (Wahid et al., 2016, p.84). It is only in the last decade that these traditional definitions have been challenged and the role of a teacher somewhat redefined due to new beliefs about how learning occurs, and the optimum conditions under which it takes place. Teaching includes activities carried on both inside and beyond the classroom, such as leading a discussion of solutions to problems, probing student answers, creating and maintaining an orderly and supportive environment for learning, reviewing materials, as well as listening to, evaluating and assessing student performance. It also includes broad cultural competence and relational sensitivity, communication skills, and the combination of rigour and imagination fundamental to effective practice (Ball and Forzani 2009, p.497).

Similarly, a study conducted by Ali and Mohammad (2012, p.21) on teaching models among technical and vocational education teachers in Nigeria, has found and reported that entrepreneurship teachers could as well display a high level of business skills and employ more of problem-based, content-based, student-centered, demonstration and computer-based methods to engage their students.

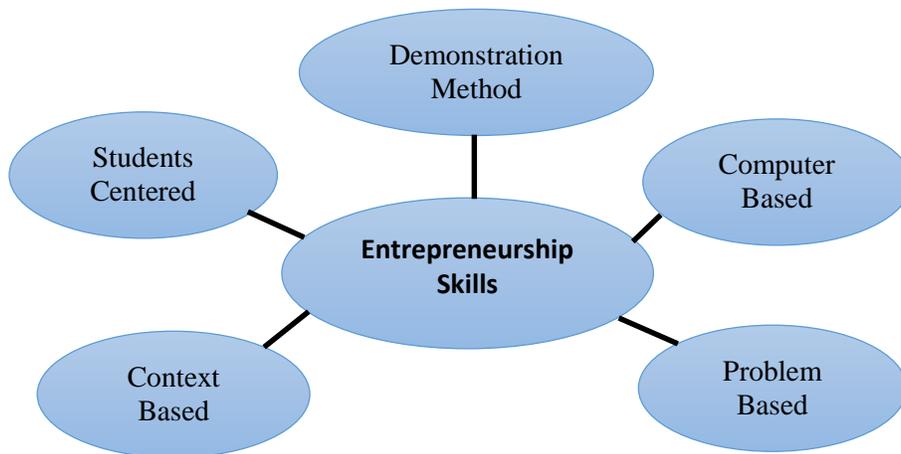


Figure 3.2: Teaching methods towards entrepreneurship skills
 Source: Ali and Muhammad (2012).

As shown in figure 3.2, the teaching methods like problem-based, context-based, demonstration based, student centred and computer-based methods are identified as significant predictors of learning entrepreneurship skills in the schools. These methods expose learners to a demonstration of skills in addition to class engagement through the classic model. This position is also related to what Malone and Spiet (2012, p.88) described as the “role of inquiry teaching” in the execution of schools’ entrepreneurial programmes. According to the aforementioned, approaches such as problem-based could expose learners

to experiential learning atmosphere which promotes problems observation, inquisitiveness to ask questions and explanations relevant to the solution.

3.5.2 Review of entrepreneurship education in learning context

The proper understanding of how learning occurs is critical towards creating entrepreneurial orientation for future development. Learning is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviours, skills, values, or preferences and may involve synthesising different types of information. Progress over time tends to follow a learning curve. It does not happen all at once, but builds upon and is shaped by previous knowledge. Learning is conceived in this study as a process, rather than a collection of factual and procedural knowledge. This is recognising the fact that most definitions of learning refer to learning as a change in behaviour that is due to experience (Domjan, 2010). In other words, learning is defined as an effect of experience on behaviour. As a result, entrepreneurial graduates would be a product of experiential learning any student could gain from the internship, simulation, and others which could be put together in a conceptual model for teaching entrepreneurship. Frederick (2007, p.14) justifies Kolb's (1984) experiential learning cycle which provides a balance of complementary activities suitable for different learning techniques as depicted in figure 3.3.

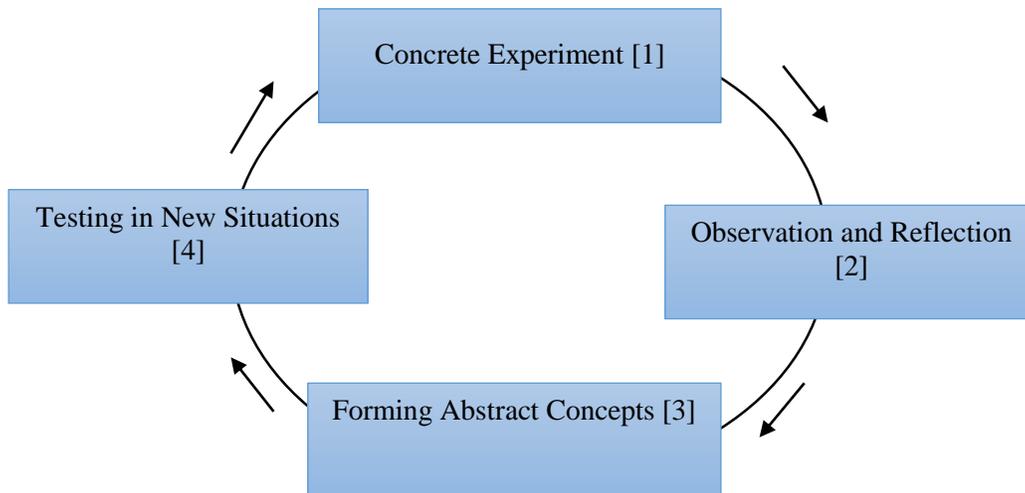


Figure 3.3: Kolb's experiential learning cycle

Source: Frederick (2007), Kolb's theory

The model in figure 3.3 affirms that effective learning is better ignited through experiential activities categorised as forming an abstract concept, observation and reflection, testing in a new situation and concrete experience (Frederick, 2007, p.6). Similarly, Kolb's (1984) cited in Jensen and Calvert (2014, p.103) explains

experiential style as a learning process by which the concepts and principles which influence individual behaviour in a particular situation is derivable. Gatchalian (2010) also argued that both teachers and learners strongly favour experiential teaching methods. Akinboye and Pihie (2014, p.221) also explored the use of Kolb's Theory in a similar study conducted in University Putra Malaysia to determine the significance of student learning styles on the preferred teaching methods in EE. Basing his findings on the grounded theory approach, Frederick (2007) also concludes that experiential pedagogical interventions are required for effective EE. Adunola (2011, p.7-8) described those factors to be considered while determining the effective design of T&L framework as:

- That selected T&L methods should be right for the learners;
- The T&L method should also be right for the lecturers;
- The method must be relevant to the objective of the subject matter; and
- The chosen method must be right within the available resources.

3.6 ENTREPRENEURSHIP AND INDIVIDUAL BEHAVIOURAL INTENTION

The theory related to intention belongs to social cognitive theory, emanated from the domain propounded and developed from the work of Bandura (1986). The fundamental principle of a social cognitive theory according to Mgaya and Mbekomize (2014, p.129) is that individuals can influence their actions. Barone, Maddux, and Snyder, (2012) and Blomberg et al. (2013) explain social cognitive theory from the perspectives of a framework underlying, changing and predicting how individuals behave in a social setting. In the social cognitive context, intention models is a significant area of attention when considering how human behaviour can be predicted. Wahid et al. (2016) earlier describe intentions as motivation that allows individuals make conscious efforts or acts within a conscious plan or decisions. The implication is that forming entrepreneurial intention involves a person's conscious motivation to display a conscious effort towards behaving or performing the behaviour establishing a business venture.

Thompson (2009, p.676) further describes human intention for entrepreneurship as "self-acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do so at some point in the future". As stated by Thompson in his finding, entrepreneurial intention goes beyond a mere yes or no question; rather it is much more ranging from extremely low position to average position, then to zero level position, and lastly to a level position which can be regarded as a very high-level intention to embark on business formation exercises. Such understanding aligns with the general principle as propounded by Ajzen that the stronger the individual intention is, the higher the probability the behaviour which could be displayed (Ajzen, 1991). This mindset is also explained in Fayolle et al. (2006) while

referring entrepreneurial intentions to a function as mediator or catalyst for actions. Thompson (2009, p.670) thus summarises individual entrepreneurial intention as follows:

"Entrepreneurial intent is substantially more than merely a proxy for entrepreneurship - it is a legitimate and useful construct in its right that can be used as not just a dependent, but as an independent and a control variable".

In a related development, the related studies (Santoso, 2016; Gelderen et al., 2008) affirm individual intentions as a strong predictor of actual behaviour in applied settings. A similar contemporary study by Bayron, (2013) argues that individual decision to venture into entrepreneurship in the possible nearest future is highly intentional. In entrepreneurial research, EI is closely linked to a planned behaviour influences by individual orientation in the context of intention framework (Fayolle, 2006). When considering tertiary level training in entrepreneurship HEIs, the issue of individual intention according to Montano and Kasprzyk (2015), is assumed as the best model for determining or predicting individual planned behaviour. The typical example as provided by Souitaris, Zerbinati and Al-Laham (2007, p.568) is specifically related to a situation when such behaviour is "rare, hard to observe, or involves unpredictable time lags". As result of acceptability of EI, similar research often uses this as a yardstick for measuring the significance of EET.

From the understanding as discussed under the limitations to this study, it could be difficult, if not impracticable to wait a long year to determine how many numbers of students eventually established real business after graduation, like this study with three years' time bound. Taking individual entrepreneurial intention as variable to measure the impact in EE is significant in determining the immediate and future benefits associated with EET framework. It is however stated that if the post-measurement effects of an entrepreneurship programme are delayed, the time effect may constitute higher risk and result to measurement bias from the contextual meaning of the findings. The implication is that it might prove more difficult if not impossible to determine the success of entrepreneurship programme in isolation of numbers of business start-up over a given period. Arising from this understanding, this research engages the individual entrepreneurial intention as a determinant of perceived desirability for entrepreneurship. Such variables are validated and supposedly suitable to determine graduate mindsets to venture into entrepreneurship in the future.

Wahid et al. (2016) referred to entrepreneurship as any training activities designed to create awareness and skills for business creation to advance a career. The objective is to provide learners with relevant training exercises that give insight to identifying wealth creating opportunities and mindsets to undertake such

ventures (Bayron, 2013). These pedagogies among other things include initiating strategic business decision, business ideas, environmental scanning, identifying opportunities, feasibility study, and networking with operators of the small business. Others include peer learning, problem-solving skills, role play, strategic thinking, product innovation and engineering design, innovative and strategic thinking. Volkmann et al. (2009) also describe such skills as capable of influencing individual attitude for entrepreneurship and behaviour of potential entrepreneurs. The central tenets of such approach include individual drive, desire, ability, self-assessment and self-regulation in the context of exploiting business opportunities in the environment.

Daniela et al. (2016, p.173) explained entrepreneurial intention in the context of the Theory of Planned Behaviour (TPB), which provides that entrepreneurship intention is a function of three cognitive factors that include attitude towards behaviour, subjective norms and behaviour control. Daniela's report further stresses the fact that the intention of an individual precedes the actual behaviour. It is proposed that the stronger the intention, the more likely the actual behaviour that would be performed. Also considered is the intentional change theory according to Slavich and Zimbardo (2012, p.580) with the assumption that individual behaviour is shaped through five discoveries. These include:

- Establishing an idea-self and individual vision of what to become in the future;
- Determining the real-self including an honest assessment of individual strength and weaknesses;
- Designing learning plan including the personal standard to attain in life to close the gap that exists between the idea and real self;
- Engage in those activities that allow individuals to practice or experiment perceived new behaviour; and
- Maintaining a close relationship with people who can be of assistance to move through all the steps towards achieving personal goals.

The traits that depict mindsets towards venturing to entrepreneurial activities are outlined in the report of the country's Quality Assurance Agency (2012, p.13). These qualities according to the report of the agency include individual self-efficacy, self-practice, confidence building, career choice and goals oriented decisions. Others include locus of control, organisational behaviour, individual understanding strength, weaknesses, personal motivation and level of tolerance. Other qualities outlined by the agency include the ability of an individual to take a calculated risk, manage challenges and perceived limitations. Preparing for future unforeseen and uncertainty and managing operational failure. The learning outcomes derivable include personal values, ethical standards, individual orientation, and doggedness. A comparative study

among some Sub-Sahara African countries as contains in figure 3.4 expatiate some of these qualities about entrepreneurial practices.

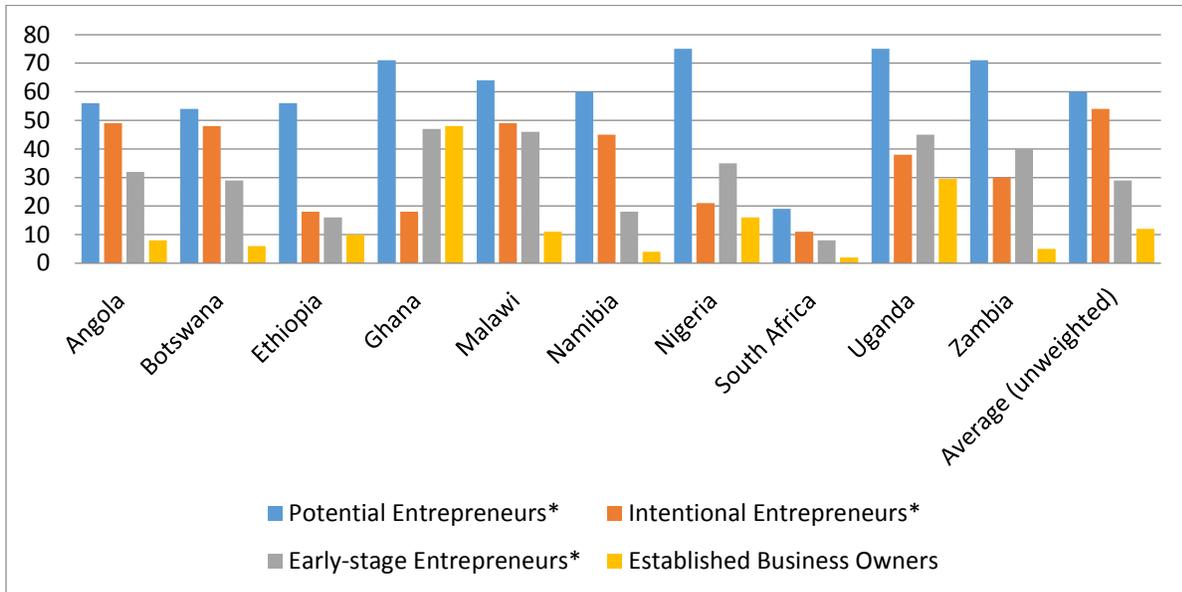


Figure 3.4: Entrepreneurial practices in Sub-Saharan African country

Source: Herrington and Kelley (2012), Global Entrepreneurship Monitor

The report in Figure 3.4, obtained from African Entrepreneurship Sub-Sahara Regional research, shows that Nigeria, among other countries in Africa including Angola, Botswana, Ethiopia, Ghana, Malawi, Namibia, South Africa, Uganda, and Zambia, possess high potential for would-be entrepreneurs but generally the intentions among the citizens are weak (Herrington & Kelley 2012, p.30). For instance, intentional entrepreneurs in countries like Angola is about 63%, Botswana 63%, Malawi 63%, Namibia 61% Uganda 50%, Zambia 30% while in Nigeria and South Africa intentional entrepreneurs only account for 19% and 13% respectively. The implication is that Nigeria is among the least countries with lowest youth entrepreneurship participation in Sub-Sahara Africa. This scenario is not devoid of the educational group within the country especially the university graduates (Uduak and Aniefiok, 2011, p.17).

For instance, Rae et al. (2012, p.386) explain that the graduates’ average rates of engagement in entrepreneurship in Europe are between 16 - 24%. The study further explains that the average is as low as less than 5% in most developing countries in Africa including Nigeria. The literature confirms that the intentions of students in HEIs in Nigeria remain how to secure remunerative employment after graduation (Ekundayo and Babatunde, 2014, p.16; Mohammed et al. 2014, p.69). The analysis as presented in the

study conducted by Musa and Adewale (2015, p.28) indicates that university graduates with a willingness for self-employment are as low as 6% in Nigeria. The low level of graduates' engagement in entrepreneurial activities according to studies by: (Fayolle and Linan, 2014; Kuttim et al., 2014), are perhaps due to scarcity empirical studies that determine the significance of sub-field of T&L methods in the context of entrepreneurial intentions. The Global Entrepreneurial Monitor explained that the level of post-secondary education participation is directly proportional to the level of entrepreneurial activities in any country (Herrington, Kew and Kew, 2015).

This research considers how individuals could develop entrepreneurial traits and intention to become entrepreneurs. Koe (2016) noted that individual entrepreneurial endowment could be manifested through an entrepreneurial orientation that promotes individual entrepreneurial intention and behaviour. Similarly, the combined issues relating to socioeconomic, environmental, cultural, institutional and social factors could influence the extent to which individual behaviour can be motivated. A similar understanding is embedded in the disposition that individual entrepreneurial behaviour could also happen by chance. This is possible especially when individuals frequently interface with multi-faceted learning paradigms that have the institutional supports (Ibrahim and Mus'ud, 2016). For instance, in an investigation by Musa and Adewale (2015: p29), when asked where and how respondents draw their entrepreneurial inspirations, results further indicate that as much as 96% student participants were encouraged by their parents. Similarly, about 72% respondents were attracted by friends and other social groups. Similarly, about 87% of the respondents drew their inspiration from the lecturers and academic tutors while about 40% were attracted by the success story of the entrepreneurs in history.

Earlier scholars like (Bryant, 2009; Fiac-Mmeremiku, 2010) summarise the facts that entrepreneurial initiatives in an individual can be systematically developed through training or teaching activities in an academic setting. The implication is that training can shift the behaviour or perceptions of the potential, nascent and those individuals without entrepreneurial intention. A similar understanding is created in the studies by (Valerio et al. 2014; Van Aardit et al., 2014) that explained that the intention of an individual to engage in business activities could be motivated through innovations training using relevant learning strategies. The approaches to T&L entrepreneurship could stimulate students into developing self-awareness through which acquiring specific skills are achievable.

The literature on the characteristics of entrepreneurship reveals that psychological attributes such as behavioural, psychological and sociological could influence entrepreneurial practices (Hamidi et al., 2008; Okhomina, 2010). Similar findings further explain that certain psychological demographics are relatively

suitable to predict individual velocity, tendencies and grabs of signals in the context of mindsets for entrepreneurship. The implication is that such velocity in individual mindsets to prefer a career in entrepreneurship as against organisational employment can easily be understood as mastery of relevant skills in real life. It is noted that individual entrepreneur with certain psychological traits has the potential to exhibit certain entrepreneurial orientation (Okhomina, 2010, p.3). As a result, entrepreneurship characteristics including the need for achievement, ability to take the risk, tolerance for ambiguity and locus of control are assumed as correlates of desiring behaviour or intentions of an individual for entrepreneurship. Okhomina findings further identify sociological attributes, on the other hand, as dealing with environmental issues influencing individual mindsets for entrepreneurship. As such, the understanding is also embedded in the fact that psychological attributes of individuals may serve as a source of motivation for future entrepreneurship. Thus, attributes including the ability to take risks, individual value orientation, need for achievement and self-esteem and ability to adapt to change could motivate university graduates readiness to engage in entrepreneurship.

On the other hand, a manifestation of entrepreneurial behaviour is linked to those characteristics like individual creativity, leadership ability, self-confidence, problem-solving skills, result orientation and ability to take risks (Amran et al., 2016; Koe, 2016). Similarly, Westhead et al. (2011, p.52) describes other additional sociological attributes like the desire for autonomy, need for achievement, desire for individual empowerment and the need to belong in the society, are required for manifestation as entrepreneurs. These additional attributes sum up to an aggregate of ideas are benchmarks required for building formidable potential entrepreneurs. The interrelationship among all these attributes provides understanding to how best individual entrepreneurial mindsets could be developed in the university setting.

3.7 THE OVERVIEW OF RELATED THEORIES GUIDING THE STUDY

This section is aimed at identifying and reviewing relevant theories relating to EET. The purpose is to afford the research an opportunity to select the theories that are most suitable to research objectives of this study. Such selection is poised to form the theoretical framework underpinning the research. The aim of discussing different theories relating to entrepreneurship and the individual behavioural intentions is to consider the strength of these theories and areas of overlap about the research objectives of this study. The target is to help the research understands these theories and select the most appropriate theory/theories as a theoretical framework for this study. Earlier studies in the literature by (Henry, Hill and Leitch, 2005; Kailer, 2005) argue that it is most difficult to link a specific theory that underpins entrepreneurship and training. Similarly, a recent study suggests the need to improve the existing theories grounded in EET (Martin et al., 2013).

Further information regarding the theoretical framework reflects on the concepts of self-confidence, self-efficacy, and self-regulation.

In the first instance, Lobler 2006 philosophy dwells on the influence of constructivist theory and differentiate between what is referred to as “dog teaching” and “cat learning” (Dreisler 2007, p.7). According to Lobler’s analysis, the classical teaching model refers to as “dog teaching” refused to work for “cat learning”. Dogs do whatever they are asked to do and enjoy doing it. Cats, on the other hand, do what is perceived as sensible to them and learn from their actions. These illustrations differentiate between approaches to learning and the implications on the learning outcome. Lobler’s illustration is also associated with the constructivist philosophy with producing learning results. The constructivist approach appears to have more support for cat learning. The constructivist theory and the concepts are further explained in the next sub-section.

3.7.1 The implication of constructivist theory

The issue of constructivism epistemological philosophy that deals with the acquisition of knowledge and skills are a priority area of focus in the literature (Ormrod, 2012). Prominent among constructivism theorists is Jean Piaget who developed the concept of *human making meaning* through interactions between experience and human ideas (Simatwa, 2010, p.370). Piaget considered himself as genetic epistemologist who believes in interactions between genetics and how human knowledge is developed. According to Simatwa, Piaget theory of intellectual development avers that learning orientation in education should be extended to life situation around the environment.

According to Ormrod (2012), the discussion of learning theories centred on a conceptual framework from education system perspective which involves how individual absorbed information, process and retained it during the learning process. The concepts such as cognitive, emotional and environmental factors as well as prior experiences are considered significant as related to how knowledge is formed. These variables have motivational impacts on how understanding is achieved through knowledge acquisition and skills. This viewpoint is also supported by behavioural theorists, who demonstrated the change in human behaviour in the context of conditioning learning model (Todd, Virbic and Bouton, 2014, p.53).

According to the findings of Todd et al. (2014), the behaviourist theory believes that human learning ability is a function of what is known and understood, relating to the acquisition of knowledge influenced through student-centred learning approach. Howard-Jones (2010, p.4-5) inferred that the techniques that are stimulated through direct observation are considered as having a significant impact on how human brain

functions during learning activities. The study further asserts that the techniques such as event-related activities, functional and magnetic imaging influence in educational neuroscience. These theories have garnered more support in the education system as a possible platform where functional approaches influence brain-learning operations.

This philosophical dialogue explains the extent of influence teaching methodologies could have on learning entrepreneurial competencies. The illustration of constructivist theory appears to be relevant in validating the appropriateness of blending theoretical and practical framework for sustainable EE. Chen et al. (2015, p.560) opined that the classical teaching approach tends to teach students to obey and duplicate information essentially with the aim of being employable. The authors inferred that constructivism theory considers significantly human learning development through factors around him as against the development that is influenced by another individual around him.

Of late, constructivism theory is considered to have substantial landmark influence in the education system particularly the fields of education, behavioural, social and management sciences. Constructivism theorist considered significantly, what is known as *knowledge schemes*, the interactions between individual experiences about their reflexes and how behaviours are formed. This study is motivated by constructivists' perspective, which emphasises the interaction between selected pedagogy and experiential learning. These epistemological perspectives to a large extent have significantly influenced learning theories and teaching methods including some global reform in the education sector. Cognitive skills are acquired through the abstract transfer of declarative knowledge which is often done through the lecturing method (Larsen-Freeman, 2013). This approach is described by Akpomi (2009) as too theoretical. A longitudinal empirical study found in the literature revealed that this approach had a marginal impact on the learning outcomes (Akhueomonkhan et al., 2013; p.67; Olorundare and Kayode, 2014; p.156).

Entrepreneurship, however, places a premium on teaching students to be innovative and creative for self-employment, which perhaps might be difficult to achieve through sole conventional approach. This research work attributes the learning of entrepreneurship to purposive cognitive activities, constructive inclusion, and action-based interactions with the use of technological support. Technology becomes a cognitive tool used to strengthen understanding, skills and knowledge creation (Lai et al., 2013; Voogt et al., 2013). Thus, technology supports active learning by doing, group learning by interactions, meta-cognitive and meta-analysis by self-learning (Alireza and Ebrahimi, 2014). Reinforcing learning through multimedia aided platforms could produce a potential cognitive and emotional influence on learning outcomes (Berk, 2009, p.2). Among the learning outcomes according to Berk's study, are visible in the following ways: grabbing

learners' attention, facilitating interactions, arousing interests, shaping imagination, influencing attitude and intention, building connection, increasing memory and stimulating understanding. Others are: encouraging creativity, providing ideas, promoting collaborations, inspiring learning, decrease anxiety, improve retention, creating a memorable visual image, fostering deeper learning, improving class attendance, promoting freedom of expression, making class fun and stimulating the flow of ideas.

Further affirming the significance of T&L approaches to EE are learning theories (formal and informal learning theories), stimulus-response theory, motivational theories, human capital development theory, Kolb's theory, Theory U, the blended learning and new technological framework and others. Pepin (2012) assert that the relationship that exists between cognitive, non-cognitive learning skills and entrepreneurial knowledge is significantly high. This relationship is propelled by supportive teaching styles that encourage practical knowledge in innovation, risk-taking ability, and proactive actions. The inclusion of innovative teaching methods promotes better understanding through practice-based teaching pedagogues (Blomberg et al., 2013). The teaching pedagogue equally establishes a link between abstract knowledge and the application of concrete knowledge.

The non-cognitive skills development, however, are practically driven, experienced-based, institutionally exchanged, supportive and action-based, and its dimensions have a great influence on learning outcomes (Jones and Iredale, 2010; Mgaya and Mbekomize, 2014). The study also established a complementary link between cognitive and non-cognitive skills development as having multiplier effects at various stages of learning. Similarly, Kolb (2015) establishes the fact that theoretical and practical approach to learning has a significant influence on human learning and development. The significance of Kolb's theory and the concepts are further explained in the next sub-section.

3.7.2 The implication of Kolb's learning theory

Kolb's (1984) experiential learning theory supports the need for integrating different learning inputs into the designing of teaching curriculum for the optimum development of the student entrepreneurial output. This provides that it would be more significant if students are engaged in highly practical entrepreneurship programs that would support their post-training entrepreneurial outputs. Another rather interactive in-class activity is the use of simulation games. A similar empirical study conducted in University Putra Malaysia engaged the use Kolb's Theory to examine how students' entrepreneurial intentions are shaped through the selected T&L methods (Akinboye and Pihie, 2014, p.221). Simulation games can help to develop critical abilities and the practice of important entrepreneurial behaviours by remodelling certain aspects of reality in a secure and risk-free environment (Janssen, Eeckhout, and Gailly, 2007; Heinonen and Akola, 2007;

Gabrielsson et al., 2010). Kolb's experiential learning theory Kolb (1984) provides different learning approaches for the optimum development of the students' entrepreneurial skills through a combination of knowing and doing learning techniques.

This study also interrogated the study conducted by Schon (1990) cited in Emesini (2013) which dealt with the reflective practitioner practice and research. This is followed by reviewing the position of educational practitioners in the reflection process. The assumption according to Schon (1990), is premised on the fact that "competent practitioners usually know more than they can say" and they show more of "a knowing in practice, most of which is tacit". This prompted Schon's concern about the positivist approach, a situation described as "contemporary fissure between theory and practice." Such practice is believed to be limited regarding the effective application when dealing with the complexity of technology. The study further noted that development in such areas as crafts, artistry, and myth had put the relevance of the positivist approach into a contest. As a result, the philosophy called "knowing-in-action" opined as suitable for reflection-in-action to learning. According to Costello (2016, p.2428), rather than operating solely within the classroom environment, Schon (1990) canvasses for the pedagogies that offer tacit knowledge.

3.8 BEHAVIOURAL INTENTION AND THEORIES IN ENTREPRENEURSHIP

Entrepreneurial intent can be explained in the context of developmental results created through the influence of the social groups. Corroborating this assertion is the assumption of the Ajzen's Behavioural Theory. The theory propounds that the intention of an individual for entrepreneurship is a function of three cognitive factors which include behaviour, subjective norms and behaviour control of human attitude (Daniela et al., 2016, p.173). Since the intention of an individual precedes the actual behaviour, it is argued that the stronger the intention, the more likely the actual behaviour that would be performed.

3.8.1 The implication Ajzen's Theory of Planned Behaviour in this study

The history of Ajzen's TPB is traceable to seminal works of Fishbein and Ajzen 1975 and later Ajzen and Fishbein 1980. TPB takes its background from the theory of reasoned action, which spelt out three measuring constructs and the interrelationship towards influencing human behaviour. These constructs, according to Ajzen (1991), as cited in Neergaard, et al. (2012), include the behavioural intention, subjective norms, and the individual attitude. The relationship is often expressed in term of the behavioural intention which is largely influenced by subjective norms and human attitudes. According to Rachmawan et al.'s (2015, p.420) submission, "the stronger the positive individual attitude toward a behaviour is and the stronger the social norm toward a behaviour is, then the stronger the human behavioural intention will be". The implication is that the high individual intention displaying towards a behaviour is, the higher the

likelihood that such individual could perform the specified action (Montano and Kasprzyk, 2015, p.71). The summary of these antecedents shows TPB are classified into three attitudinal and intentional dimensions as presented below in figure 3.5.

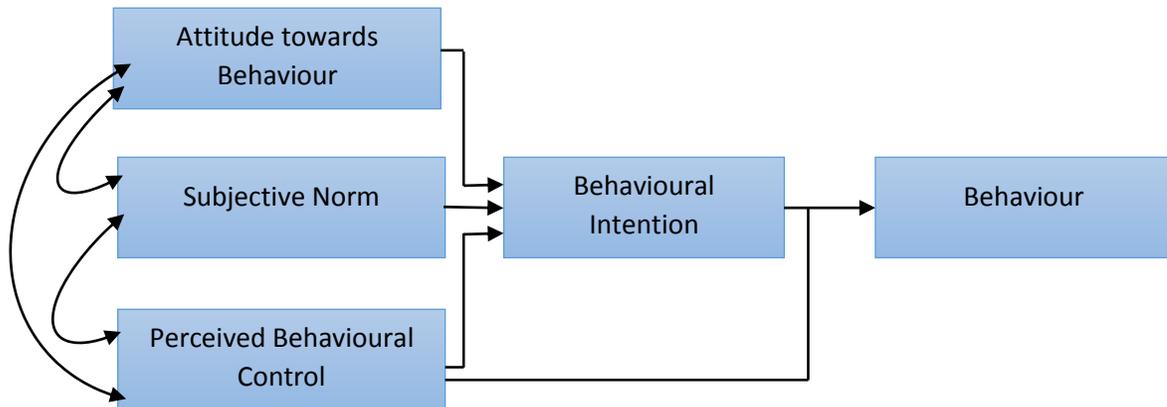


Figure 3.5: Index of Theory of Planned Behaviour

Source: Ajzen (1991)

From figure 3.5, the formation of human behaviour is linked to actual function of behaviour mediated by the intention of the individual to carry out a specific action. Such linkage is connected with the theory of reasoned action, which describes the degree of human thought or ability to display a given conceived attitude positively. On the other hand, attitude is described as the degree of individual desirability, displays towards a given result or expectation from a specified behaviour (Ferreira et al., 2012; Montano and Kasprzyk, 2015). Subjective norms are those social and cultural pressures which propel a certain individual to perform a specified behaviour. As mentions earlier, the examples of subjective norms include the influence of friends, family members, peer group, networking or mentoring expectations on individual towards entrepreneurial practices. Bandura (1986) as cited in Glamz, Rimer and Viswananath (2008) describes perceived behavioural control as overlapping the concept of individual self-efficacy and the measuring of individual perceived ability to perform a specified behaviour. The implication is that the intention of the individual that is determined through the tenets of TPB can reasonably predict future human behaviour in the real setting.

Individual attitude towards a behaviour is assumed to be related to the “the degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question”, especially the case of self-employment (Ajzen, 2002, p.5). Souitaris, Zerbinati and Al-Laham (2007) described individual intention towards entrepreneurship behaviour as the difference between the notions of a personal desire to be self-employed and the desire to seek for organisational jobs as an employee. As earlier explained in this chapter,

the subjective concept norm is described as “the perceived social pressure to act when being monitored” (Solesvik, Westhead, Kolvereid and Matlay, 2013, p.448). Such concept includes the significant influence of social groups such as parents, relations/family, peer group, and other groups like teachers, successful entrepreneurs, and business consultants. The influence of these groups on individual entrepreneurial development substantially determines if an individual would develop entrepreneurial behaviour (Ajzen, 2011).

The individual behavioural intention is measurable against the strength embedded in individual ability to display a given behaviour as a result of intention perceived earlier in life. Subjective norms deal with pressure from social groups: peers, friends, parents, family or relations to comply with specific norms (Castro et al., 2015, p.34). If for instance, parents or friends see entrepreneurship as too risky, then there is the likelihood that the individual might be less pushed to display behaviour for entrepreneurship (Bagheri and Pihie 2010, p.434-436; Oluwateleru and Oloruntegbe, 2010, p.1-4). Attitudes on the other hands comprise the expectations in the context of consequences for exhibiting a specified behaviour. According to Ajzen (2005), as discussed in (Montano and Kasprzyk 2015), the development of attitude is connected with prior individual intention measures along perceived behavioural control. The implication is that individual intention precedes future conscious actions. For instance, individual behaviour or intentions are affected by prior experiences as well as personal attributes that are previously garnered. These also include individual perceptions in the context of previously acquired life experiences (Neergaard et al., 2012; Shinnar et al., 2014, p.561).

In a related development, TPB establishes the fact that understanding entrepreneurial activities is significantly tied to individual attitude or intentions (Ng Kim-soon and Nurul, 2016). Other factors such as ideas and mental emotions are also considered as explanatory factors of the behaviour of human beings (Neergaard et al., 2012). Ajzen (1991) argues that individual personal attributes and social factors including behaviour, subjective norm, and perceived behavioural control have significant influence in determining his intentions. The implication is that these components are claimed to relate to the extent of trial and effort an individual intends to exert, to perform a certain behaviour. TPB has been proposed as an antecedent of entrepreneurial behaviour (Ferreira et al., 2012).

Perceived behavioural control relates to the extent to which individual learning group believe in the efficacy of the activity being studied such as entrepreneurship studies (Solesvik et al., 2013). As a result of this, the term perceived behaviour control is described as the perception of easiness or difficulty at fulfilling the desired behaviour. The interplay between the components of TPB and entrepreneurial intention has

attracted a considerable amount of research (Neergaard et al. 2012; Solesvik et al., 2013; Shinnar et al., 2014)) but the findings are yet inconclusive. Some the studies established a significant relationship between the three indicators of TPB and entrepreneurial intention (Solesvik et al., 2013; Souitaris et al., 2007). For instance, Solesvik et al. (2013) surveyed the views of a student studying business administration at the University of Ukraine, at the third, fourth and fifth year of their studies. The sample also consisted of students who participated in entrepreneurship courses during their second year of studies. The scholars found that students with the high attitude towards self-employment are more likely to demonstrate increased intention for developing entrepreneurial activities.

Significant numbers of empirical studies have tested and validated the suitability of TPB in the social context (Daniela et al., 2016, p.173; Fayolle et al., 2006; Muller, 2008). As such, the distinctive significance of the theory is the opportunity to measure how entrepreneurial intentions could be developed in the context of university-level entrepreneurship training. Similarly, parts of the significance are the value addition variable of subjective norms. Specifically, research questions 1-4 in this study, are discussed in the context of TPB subjective norms, and social cognitive factors: peer-pressure, may be significant in determining entrepreneurial intentions. Additionally, a significant relationship is found between subjective norm and entrepreneurial intention in another study conducted by Amran et al. (2016) on some selected students in Malaysia. However, research conducted by Wu and Wu (2008), as discussed earlier, established no such of significant relations on some selected Chinese students.

3.8.2 Social cognitive theory

Social cognitive theory disputes the popularity of the doctrine of behaviourism. The belief is that learning can take place not only from experience resulting individual effort by watching how others do their own (Neergaard et al. 2012). The social learning theorists including Miller and Dollard 1967 who referred to learning as a process by which behaviour, interest and imitation factors are transferred from generation to generation (Barone et al., 2012). In a statement borrowing extensively from the field of sociology and psychology, intentions and imitation are achievable when successful individuals intervene in the capacity development through role modelling strategy (Westhead et al., 2011, p.52).

Unlike behaviourists who place less emphasis on the doctrine of self-efficacy, this does not make any meaning its influence on human development and the chances of handling own lives in your way (Ali and Mohammad, 2012). Social theory learning promotes learners to believe in their abilities. It is claimed that rather than playing the central role of transmitting knowledge, lecturers ought to allow the learners to

showcase individual experience. Within the context of EE, self-efficacy and self-regulation are becoming more acceptable as they are easy to measure and reasonably valid (Shinnar et al., 2014, p.561).

Neergaard et al. (2012) argued that a “change in the cognitive maps of what is feasible and desirable, also changes the model of what students perceive as an opportunity and especially whether or not they will act on that opportunity”. This suggests that mastery experiences include activities that result in a more competitive, risk-taking, self-reliant and ambitious attitude which could also have a definite positive influence on self-efficacy. Their shortcoming is that students may take away the wrong lessons from a given experience. Thus, reliable and realistic role models are also essential. The implication of social learning theory is that the teacher needs to be a role model, and therefore has to be a teacher-cum-entrepreneur.

In a related development, parental influence on the students’ entrepreneurial intentions come to limelight in the context of the subjective norms. The views and contributions of social groups such as the family and friends positively shape the manner in which individual behaves (Barrett, 2006, p.623; Daniela et al. 2016, p.173). This further confirms parental involvement and its probable degree of influence on student entrepreneurial training and development (ETD). The implication is that the more inspiration a student receives from supporting social groups, the more motivation to engage in future entrepreneurship activities. Similarly, learners’ frequent interactions with the supporting social group, could create self-discovery, the result which could provide chances towards taking corrective actions. Volkman et al. (2009) also identify workshops and training programs as critical in providing educators with skills and confidence.

3.9 DISCUSSION OF THEORIES UNDERPINNING THE STUDY

As a result of fundamental changes that take place across the globe due to technological innovations and development, the education system is undergoing constant changes in the mode of operations. Changes in the approach take place, the new curriculum is introduced, and new technology changes the way T&L takes places (Lai et al., 2013, p.416; Voogt et al., 2013, p.403). The changes appear to offer a new model for better instruction. According to Sessoms (2008, p.88), the evolution of technology has changed the way of T&L representing the intersection of the abstract knowledge (constructivism), interactive hardware, interactive board and learning technology.

Westhead et al. (2011) also describe the design of transformational theorists with the institutional approach that assumes that the best practice, is to borrow from what works, where and how extensively. Some learning problems may require perspective solution while other may require learners’ control of the immediate environment. Such framework provides a flexible and adaptable model of learning involving the

combination of learning theory, tools, practices, interactive T&L, interactive tools (hardware and software) and the interaction between students, lecturers, and the environment.

One of the gaps identified in the approach is the lecturing model (didactic), which tends to promote a teacher-centred learning environment. Sessoms (2008, p.89) maintained that the interactive model is mutually inclusive in combining theoretical lectures with other active demonstrations to reinforce learning. It is further stated that the framework also includes integrating multiple forms of activities to encourage cognitive participation. The aim, therefore, is not to diminish the significance or unique contributions of the blended learning environment but to highlight the impressive degree of divergence and convergence both from the theoretical and methodological perspectives. The application occurs when learners are encouraged to engage both in classwork in trying to identify the theoretical view of the nature of the problem and at the same time when they are given the opportunity to analyse, share and reflect on personal learning activities. Such convergence is further demonstrated through Theory U which involves the creation of knowledge and transfer in the context of university EET.

3.9.1 Theory U and its implications for EET

The development of the knowledge economy is not without its serious implication and challenges (Peschl, 2007, p.137). This development is mostly associated with individual cultivation and formation of behaviour, intention, habit, and personality. This involves the creation of knowledge and knowledge transfer mechanism (knowing more about the fact) knowledge transfer, expertise, theoretical and reflective capabilities that are relevant to modern education. The essence is for such knowledge formulation to result in individual cultivation, which involves continuous learning and active adaptation of knowledge between cognitive system and the immediate environment. Knowledge is not only passively mapped out to the brain; rather it is actively constructed through regular interaction with environmental structure.

Slavich and Zimbardo (2012, p.56) maintained that such synergy, when experiential teaching activities are employed and when personal reflections of the thoughts and beliefs are encouraged among students, could always result in significant personal intentions and insights. The synergy between students' and lecturers' involvement in cognitive and non-cognitive activities could be achieved. According to Sessoms (2008, p.88), the lecturers perform the role of planning, teaching and facilitating the sequence of learning taking into consideration the relevant technological tools. Similarly, students construct and demonstrate knowledge from the experiential feedback blend with technological innovation (constructivism, interactive sessions and the use of web tools). Students/teachers action, which includes knowledge construction, knowledge display and collaboration on the part of the students form the desired EET framework. The

teacher action in the interactive learning processes includes interactive planning, interactive teaching, and facilitation with other experts or practitioners. Lai et al. (2011, p.4) admitted such learning framework promotes collaborative learning when two or more people learn together which includes learning from the expertise within a professional community.

The study earlier conducted by Sessoms (2008, p.88) explains that the collaborative learning exercise is a convergence or construction of a shared meaning relates to conventional analysis, which encourages the learning audience to reach a convergent thought. Interactive teaching affects interactive learning; such relationship is made possible through interactive planning, interactive teaching and facilitation in the context of teaching which produces knowledge construction, knowledge display and collaboration in the context of learning (Yong, Gate and Harrison, 2016). Such convergence is further demonstrated through Theory U which involves the creation of knowledge and transfer in the context of EET.

The creation of knowledge and knowledge transfer mechanisms are in line with theory U which (Scharmer, 2007; Scharmer and Kaufer, 2013; Ludevig, 2015) describes as changing processes in a “U” formation consisting of levels from the present state, beginning with the observation of present phenomena and concluding with specific decisions about desired future processes and phenomena. The concept of theory U, which underpins this research work, was developed by Dr Friedrich Glasl and Dirk Lemson in 1968 and was improved on by Otto Scharmer in early 1980s, and systematically presented in 2000s. Scharmer and Kaufer (2013) categorised the theory into learning circles, the learning on reflection of the experience and learning from the future as it emerges. According to Scharmer’s analysis, the theory helps in facilitating learning in the context of the following factors:

- the blind spots relating to training development around what is needed to know, how and by whom;
- Reinventing the education system involving relink of learning with the learner’s essential self;
- Emphasising the need to practice the U rather than preaching about it;
- Stressing the need to connect intention, mindsets or behaviour with specific operation on relevant instruments;
- Acting should be right immediately as the reality opens up;
- The process promotes individual choice of “doing what is love and love what is doing”;
- Promotes interactions with the universe;
- Balancing the talking-doing ratio;
- The theory promotes identifying the crack in organisation, society and make self-available; and
- Linking with relevant stakeholders to benefit from their wealth of experiences.

Similarly, Hardman and Hardman (2014, p.1) compared Theory U to a purposeful design that facilitates a shift in individual or organisational behaviour from the conventional way of learning to creative, innovative and sustainable approach to achieve sustainable entrepreneurship training and development. It is further stated that the new U approach is mediated by specific contemplative practices to achieve the desired objective. Such practices can suspend the regular way of thinking or learning in a U formation from the first stage with an individual by mediation focusing and integrate the heart and the will. The contemplative practices motivate the individual learner to let go the old way of thinking or downloading information to the next stage of co-creating level of “presenting” (Scharmer, 2007). This stage is followed by collective activities involving creativity, collaboration and crystallisation involving new ideas and new approaches.

Scharmer (2007) described co-creating literarily as creating something together. The intention of theory U, therefore, is to provide understanding of information relating to physical space, social atmosphere, pedagogical principles, and practices.

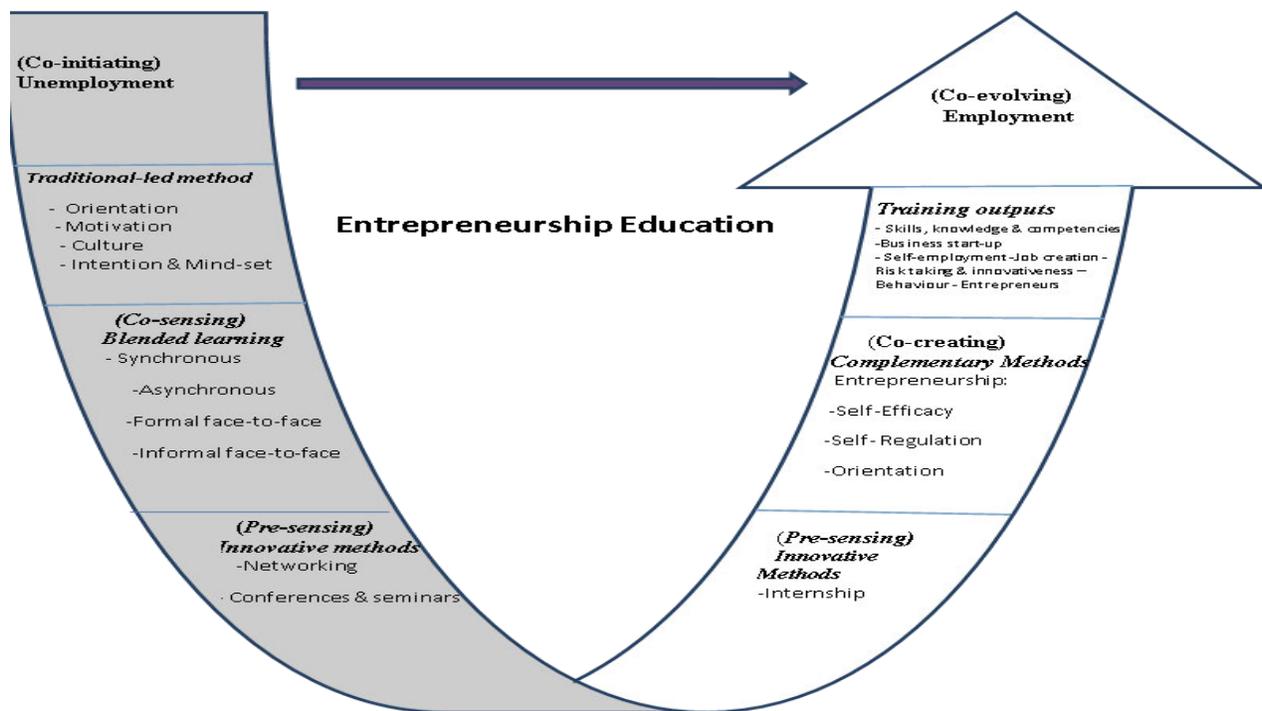


Figure 3.6: Theory U- Overview of its essential elements

Source: Adapted and modified from Scharmer and Kaufer (2013)

Figure 3.6 describes how the level of awareness of the entrepreneurial learners could be heightened through the use of contemplative practices as described Scharmer’s theory U. Hardman and Hardman (2014, p.1) described the theory as aiming towards changing and transforming individual behaviour to learning from

the future as it emerges. According to studies by (Gunlangson, Baron and Cayer, 2014; Thea, 2017), theory U could help learners identify their authentic self through building relationship that involves co-creating and co-evolving. As a developmental theory component of leadership development, Reams (2016, p.70) referred to the mediated activities as mindfulness-based practices, from presenting to representing. Such is believed to have the capacity to stimulate the mindfulness of individuals within the organisational structure, leadership and coaching contexts.

Peschl's (2007, p.142) reflection on constructivists perspective provided that learning should not be mainly focused on the rational and abstract transfer of knowledge, rather other essential values should be considered. The implication is that learning should not be conceived only as the transfer of knowledge but should substantially involve personality change and development as depicted in the Theory U. The theory is intended to propel the designing of a blended learning environment as a complementary strategy to the regular traditional learning practices. The framework replicates the coverage of key areas of this research work from the stage of co-initiating traditional learning model to the modifications provided by the digital operating system and blend with innovativeness. Such synergy provides joint creation of ideas through participation and collaboration in a bid to achieve the desired outputs. Gibbs (2013, p.68) also described how an individual develops experience from the process of relying on the past indicators, experience, prototyping and presenting events. This process according to the author, provides direct transfer of knowledge from an individual background with a wealth of experience to influence future behaviour. Such synergy also forms the new thinking in the blended learning environment, which navigates to the development of EET framework in the new knowledge economy.

3.10 EMPIRICAL REVIEW OF BLENDED LEARNING FRAMEWORK

The TLM of teaching involves verbal delivery of lectures through the use of many voices to pass information to the learners (Powel, 2013). Classroom teaching is said to be equal to leaning. The lecturers determine what to be taught and this is commonly used when a large class size is involved. Studies have shown that the classroom delivery approach is very good at imparting conceptual knowledge of entrepreneurship to the students (Arasti et al., 2012, p.4; Piperopoulous and Dimov, 2016, p.981).

It is imperative to point out that the classroom is a very good way to introduce graduates to a contextual understanding of entrepreneurship. The foundational knowledge through this method would provide information that would stimulate graduation awareness of the concepts of entrepreneurship. This is the reason why Arasti et al. (2012, p.4) asserted that understanding of the theoretical and contextual meaning of entrepreneurship is imperative to develop learners' knowledge towards creating their jobs. This method

provides training on how to behave and how to act as entrepreneurs in the real business world. It provides graduates with privileged information like how to generate business ideas, how to manage, sources of finance, bookkeeping and strategies to sustain the business. This method prohibits collaboration techniques that are action-oriented and innovative.

Making the traditional classroom teaching approach more innovative in such a way that intellectual capacity of graduates would be promoted has long been the subject of debate and recent, area of empirical research (Wahid et al. 2016). This discussion had been on for more than five decades. The emphasis has been on how to make classroom teaching more interesting and all-inclusive. The solutions have been to integrate the use of simulations through multimedia to classes to aid student learning (Berk, 2009; Lai et al., 2013). This also includes classroom-based electronic voting systems that allow the use of real-time to facilitate the free flow of communication (Lai et al., 2013, p.416; Voogt et al., 2013, p.403). Similarly, engaging students in social collaboration through internship and mentoring by successful entrepreneurs (Ford, 2011; Kaufer, 2011), and providing audio or printed versions of lectures to reinforce learning and retention (Lewis and Harrison, 2012).

The collaborations are necessary to facilitate how instructors teach entrepreneurship, and how students learn to enhance their skills and experience. This has become crucial to a university education system like the one adopted by Nigeria, where lecturing remains the most common approach to instruction and accounts for the largest percentage of class time used (Akuegu and Nwi-ue, 2016; Fayomi and Fields, 2016). Studies have shown that the progress recorded by teaching style account only for a little contribution to the overall pedagogy (Mazur, 2009; Ueckert et al., 2011). The more flexible is the classroom instruction method in accommodating interactions and collaboration, the better the outputs of entrepreneurship studies. The classroom teaching methodology as it is now, regard students as passive listeners. However, many publications have canvassed for getting students more actively involved and engaged in classes (Rosebrough and Leverett, 2011; Thea, 2017).

Similarly, unlike the practice where teachers are constrained to helping students master curriculum contents of entrepreneurship, Amran et al. (2016) and Caprara (2011) are the views that it is not out of place to involve a combination of student freedom and academic self-efficacy while studying entrepreneurship. This can be achieved through improving their self-regulatory capability (Zimmerman and Schunk, 2011), enhancing their feelings toward learning (Duncan and Arthurs, 2012) and instilling in them values and skills that promote lifelong learning (Aspin, 2012). In the process of interacting with the respondents during the data collection exercise, the current educational realities in most universities in Nigeria revealed that:

- Traditional classroom delivery is predominately theoretical knowledge;
- Talk and chalk teaching style;
- Poor teacher prestige and recognition are resulting in low teacher morale;
- Little or no exposure to experiential entrepreneurship learning;
- No spirit of enterprise and entrepreneurship among learners and teachers at all levels;
- The current curriculum does not include much of the related entrepreneurial training programmes: 20%-30%; and
- Performance is based on assessments and marks driven.

The techniques above according to Jackson (2015) have much influence on learning and contemporary pedagogical classroom discussions, as well as regulating the activities of the lecturers in the classroom. Several studies have now revealed that students display a more keen interest in learning, understanding concepts better, increased class attendance, interactions and engagement when collaborative or interactive teaching methods are used compared to when TLM is employed (Andrews, Leonard, Colgrove and Kalinowski, 2011; Deslauriers, Scelem and Wieman., 2011; Ueckert et al., 2011). This is in line with the submission that the practice-oriented dimension of T&L is critical to education for sustainable development (Dambudzo, 2015, p.11).

3.10.1 Review of blended learning method and technology

Developing a digital learning operating framework for EE through a blended learning approach is one recent strategic area of focus for entrepreneurial research. The growing interest in the Blended Learning Method (BLM) is motivated by its concept, which supports the integration of different learning techniques driven by technology. There is a dearth of research which reviews BLM about EE in Nigeria. This study is specifically aimed at ascertaining the influence of digital and traditional operating learning systems on entrepreneurial development programmes of Nigerian universities. The issue of globalisation and the growth rate of technology have completely changed ways of doing things. This has also created innovative dimensions to the delivery of instructions, learning, and interaction between lecturers and the students of tertiary institutions. One of such changes is the adoption of BLM to reinforce the learning of entrepreneurship. The rising interest in this dimension as an emerging empirical area of research is attributed to its model which enables the mixing of diverse strategies; that is synchronous, asynchronous, formal and informal techniques driven by technology (Frederick, 2007). Teaching entrepreneurship

requires different approaches since entrepreneurial students are not endowed with the same background skills.

Blended Learning is provided as a conceptual framework that could guide the T&L entrepreneurship in Nigerian universities. This is because the concepts have been promoted in recent times both in the areas of business and academics (Maritz et al., 2010). EE requires the combination of different teaching strategies. According to Frederick (2007), BTF provides complementary interventions between:

- live face-to-face formal T&L through instructor-led classroom teaching approach;
- live face-to-face informal T&L through work teams and modelling;
- virtual collaboration/synchronous through the use of live e-learning classes; and
- virtual collaboration/asynchronous through web learning modules, video and audio simulation.

BTM, therefore, engages the effective attainment of learning objectives through “a combination of right learning technologies, to match the right personal learning style, to transfer right skills, to the right person and at the right time” (Ginns and Ellis, 2007, p.55-56; Maritz et al., 2010, p.83). The blended learning approach, as shown above, involves the combination of educational interactions and interventions. Blended learning approach comprises certain guiding tenets in the context of signals produces to the learning groups. Some of these tenets include: adapting action-oriented methods to address the learning objectives; accepting that not only are there many different styles of learning but that entrepreneurship learners, in particular, prefer active, concrete and experiential teaching modalities

Blended learning combines the use of technology and face-to-face in a network-based setting (Frederick, 2007). This composition conforms to Hadjerrouit (2008, p.181) that the pedagogical approach by learning theory through ICT has received more attention in the literature as an antidote to addressing learning problem. According to the literature, the pedagogical foundation of blended learning is built on solid learning theories and explained through cognitivist, constructivist and socially situated learning theories. The pedagogy as presented in figure 3.7 describes the component of blended learning in a learning cycle as follows:

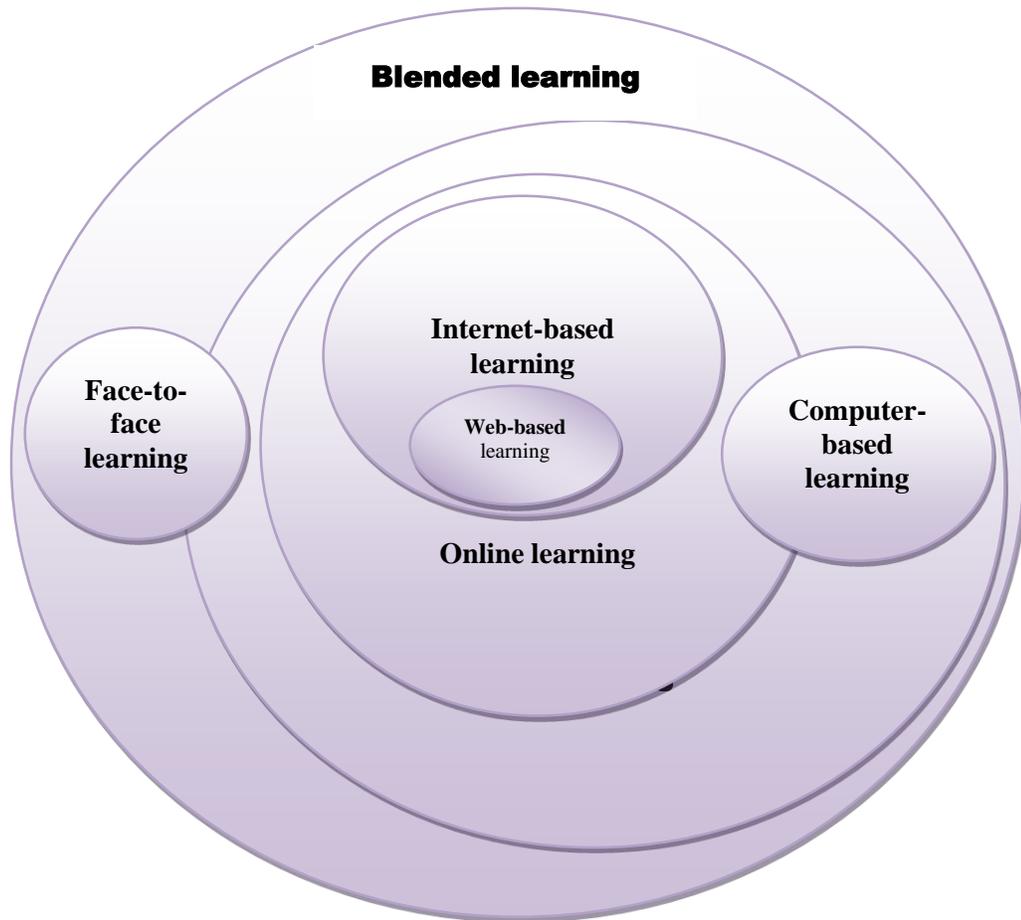


Figure 3.7: Components of blended learning

Source: Hadjerrouit (2008)

The presentation in figure 3.7 by Hadjerrouit's study argues that the significance of face-to-face learning dimension and computer-based learning mix could create a blended learning environment. The study further identifies learning facilitated by the internet and online learning platform as critical in creating a sustainable learning environment. Ferry and Kydd (2012, p.139) concurred that learning generated through such digital support systems have the potential for a discovery learning environment across different boundaries and cultures. The intention is to bring field activities to the classroom and classroom to the fields. The study also observes that through modern technology digital tools, the potential entrepreneurs might not need to visit other locations to acquire skills physically. Such approaches are facilitated through e-learning platform, visual supports, internet search, telemedia, print media, simulation and business games are explored in this study. Other technological learning supports such as blogging, tweeting, virtual communication, Facebook, Youtube, Edmodo, animations, and simulations are also highlighted in this study.

In a bid to address these inadequacies, this theoretical study reviews the influence of the e-learning structures provided by BLM in line with best practices around the world. The target is to replicate the practices in Nigerian universities. An earlier study conducted revealed that the concept of blended learning is alien to research and development particularly in Nigeria. As presented in table 3.7, similar research in relation to blended learning method and significance in EET is low in Nigeria.

Herrington and Kelley (2012) noted that among 10 Africa countries, Nigeria is still at a very base in the area of new technology transfer to help grow new firms. According to African Entrepreneurship Sub-Sahara Regional report, Nigeria is among the three least countries (Angola and Malawi inclusive) where the application of technology, science, and other knowledge are efficient transfer by the universities. This is also an indication that such technological tools might not be easily affordable to the institution more so that there is a low government subsidy. The above scenario notwithstanding, modern EE requires the combination of different teaching strategies. Among these is the use of the BLM. This involves the integration of synchronous, asynchronous, live face-to-face formal and live face-to-face informal instructional methods accessible through technology. This is facilitated by e-learning networks, visual supports, internet search, telemedia, print media, simulation and business games.

The present method of teaching entrepreneurship in most universities in Nigeria is described as too theoretical and mechanistic (Akpomi, 2009, p.9; Akuegu and Nwi-ue, 2016, p.322). Accordingly, this approach has not imparted the needed competencies and skills required for the employability of graduates. There is a general distress about how imparting entrepreneurial knowledge is handled in Nigerian universities.

3.10.1.1 The synchronous versus asynchronous model

The synchronous approach is designed to address the problem of poor experience identified in under-prepared graduates. Frederick (2007, p.4) identified the synchronous approach to T&L as one of the constructs provided by blended and new technology frameworks. Accordingly, learning can be provided through virtual collaborations such as live e-learning. These e-learning activities offer skills to students, expands their capacity to survive in the workplace, empowers educators with the relevant teaching skills and boosts the ability of graduates to generate a sustainable income after graduation (Akanbi, 2013).

As a result, the concept of a synchronous T&L approach is a combination of a networking environment that provides training using e-learning classes facilitated by the use of technology. The ICT environment serves as a workspace for learners to work on cases and reflections, which encompasses improved students

problem-solving skills, brainstorming of authentic solutions, collaborative learning, and acquisition of practical experience (Ganiee, 2014; Voogt et al., 2013). It has become imperative that universities in Nigeria like any other developing country around the world should deliver high-quality teaching using all means available at their disposal. The synchronous model, on the other hand, involves the use of technological applications such as simulations and business games, developed software, the use of internet facilities, bulletin board, multimedia options and videos to aid the process of T&L. This is so, to facilitate the technical progress of the learners (Volkman et al., 2009). The use of technology has enhanced the process of T&L all over the world. It, therefore, connotes that teaching of entrepreneurship in Nigerian universities should not be subjected to stagnation. The approach must be up-to-date and effective. The presentation in Table 3.7 demonstrates the inter-connectivity between expository, active and interactive learning experience dimensions as follows:

Table 3.7: Conceptual framework for blending technology supports and TLM

Learning Experience Dimension	Synchronicity	Face-to-Face Alternative	Face-to-Face Enhancement
Expository	Synchronous	Live, one-way webcast of online lecture course with limited learner control (e.g., students proceed through materials in set sequence)	Viewing webcasts to supplement in-class learning Activities
	Asynchronous	Math course taught through online video lectures that students can access on their schedule	Online lectures on advanced topics made available as a resource for students in a conventional math class
Active	Synchronous	Learning how to troubleshoot a new type of computer system by consulting experts through live chat	Chatting with experts as the culminating activity for a curriculum unit on network administration
	Asynchronous	Social studies course taught entirely through Web quests that explore issues in U.S. history	Web quest options offered as an enrichment activity for students completing their regular social studies assignments early
Interactive	Synchronous	Health-care course taught entirely through an online, collaborative patient management simulation that multiple students interact with at the same time	Supplementing a lecture-based course through a session spent with a collaborative online the simulation used by small groups of students
	Asynchronous	Professional development for science teachers through “threaded” discussions and message boards on topics identified by participants	Supplemental, threaded discussions for pre-service teachers participating in a face-to-face course on science methods

Source: Adapted from the United State Department of Education report (2010)

Table 3.7 is derived from a prior meta-analysis conducted on distance learning programme by the US Department of Education. It is established that it could be more advantageous when a variety of approaches are involved from multiple sources to reinforce learning than when the just single approach is used. Although, Zhao, Lei, Yan, Lai and Tan (2005) and Frederick (2007) earlier affirm that it could be more

advantageous when the synchronous application is applied in distance education learning than when the asynchronous application is used. Maritz et al. (2010) however affirmed more derivatives in communication that takes place when both synchronous and asynchronous applications are combined. Zhao et al. further explain that more positive effects could always be achieved when technological applications are blended with the routine face-to-face learning model, than when only one application is adherent to.

3.10.1.2 Live face-to-face formal versus the informal model

The live face-to-face formal model is the methodology aimed at making the traditional classroom teaching approach more innovative in such a way that the intellectual capacities of the students are enhanced. This discussion, according to Richardson (2008), has been going on for more than five decades. The emphasis has been on how to make classroom teaching more interesting and inclusive. The solution has always been to integrate the use of information and communication technology to aid student teaching (Berk, 2009), classroom-based electronic voting systems that allow the use of online real-time methods to facilitate the free flow of communication. This enables the delivery of audio or printed versions of lectures to reinforce learning and retention (Lewis and Harrison, 2012; McKinney et al., 2009). Live informal face-to-face teaching also refers to a formal style of teaching which is general and conceptual whereas informal styles are specific and experiential.

3.11 REVIEW OF FORMAL AND INFORMAL LEARNING STRUCTURE

In the United States of America, Europe, Australia, New Zealand, Asia including some African countries like Kenya and Botswana, the teaching of entrepreneurship does not end in the classrooms; rather it is closely associated with the practice. The classes are structured in such a way that experts and professionals are invited to seminars and conferences. The trends around the world also confirm that T&L nowadays is driven by ICT using multimedia platforms and simulations (Volkman et al., 2009).

This study explores similar case studies that could help HEIs in Nigeria successfully embed innovative T&L dimensions in EE. This is achievable in such a way that graduates are produced using both contextual and practical methodologies. This position is corroborated by the contributions of Volkman et al. (2009) to the report of the World Economic Forum, where contents and methods of teaching entrepreneurship are outlined. These contents include:

- Process of building individual self-confidence through self-efficacy and leadership skills for that is opportunity identification and networks;
- Individual creativity, innovation and ability to solve problems; and manage complexity and unpredictability, and developing negotiation skills;

- Business literacy including basic business and financial skills, how to build, finance and grow ventures; and building relationships, and social capital management.

For instance, a survey of 600 respondents at Laval University in Canada revealed that students prefer practical exposure over a theoretical lecture (Gasse and Tremblay, 2006). Similarly, a study of 10 vocational training programmes at five high schools in Europe confirmed that more focus is needed on practical and action-based learning (Heinonen and Akola, 2007). The consensus among researchers (Clergeau and Schieb-Bienfait, 2007; Gabrielsson et al., 2010; Janssen et al., 2007; Penaluna et al., 2010), is that effective EE is strongly related to training background that focuses on real-life problems through integrated theory and practices. This is supported by an article published by the Economist cited in Kleeman (2011, p.17), which was based on research done at the University of British Columbia. The study establishes a significant positive relationship between innovative teaching practices and students' learning outcomes.

In an experiment conducted on 850 engineering students of the University of British Columbia, the students were divided into two groups. The two groups participated in a traditional-led class for eleven weeks. At the end of week twelve, the group was divided into two with one group continuing with the traditional class while the second group shifted to practical-based classes. The two groups were after that subjected to voluntary examining. The results showed an average of 42% in favour of the traditional-led classes and 74% was in favour of the action-based class. From the results of the experiment, students who participated in both theory and practical training performed better than those in the theoretical class.

This is consistent with Kolb's (1984) theory, which stipulates that effectual interactive teaching is experiential and possesses explicit learning abilities that can impart exact knowledge on the learners. These abilities offer room for the interface between students and the workplace. The concept, according to Walker (2011) is designed to afford pairing classroom learning with fieldwork to enhance learning.

As a result, the mission of making teaching approaches more innovative in such a way that the intellectual capacity of graduates would be promoted has been the subject of debate and empirical research (Richardson, 2008). The prominence has been on how to make teaching more attention-grabbing and all-encompassing. This has become indispensable to the Nigerian university education system where lecturing is said to remain the most commonly used approach for conducting training activities. This conventional model is said to account for the largest percentage of class time (Twenge, 2009).

The case study at the University of British Columbia offers in-depth understanding of the structure of teaching and learning framework through which graduates' entrepreneurial intentions and insights may be

motivated along academic programme. For instance, in a country like Nigeria where there is a proven weak approach to EE, it is clearly relevant to provoke awareness and stimulate debates about mixed method dimensions to learning and learner's intentionality. Encouraging graduates to apply entrepreneurial intention and behaviour constructs over time could improve the mindsets of the potential and nascent entrepreneurs.

Maritz et al. (2010) provide that practical and real-world learning pedagogy has the potential to enhance intentionality. According to Maritz et al. (2010), there are certain psychological traits that are learnable through non-traditional ways including, creativity, initiative, tolerance, passion and risk tolerance. This is what Maritz et al. describe as teaching psychological traits through merging technologically-driven learning models to achieve the desired entrepreneurial learning outcome. According to the studies by (Daniela et al., 2016, p.173; Gibbs et al., 2013), hands-on activities are relevant in experimental pedagogical methods in learning entrepreneurship for sustainable development. This is supported by (Piperopoulos and Dimov, 2016; Wahid et al. 2016), that the combination of innovative teaching approaches with the long-established traditional model of training would provide students with stronger competence and experience. The more elastic the classroom instruction methodology in accommodating all interactions and collaborations among stakeholders, the healthier the quality of the entrepreneurship studies.

The experience from a model designed by Kuemmerle (2007) suggests that the modulation processes of entrepreneurship courses should take into consideration those factors like individual knowledge, skills, and attitude. The implication is that the mastery of skills is a function of repeated practice of the concepts and knowledge learning in the context of training. Knowledge refers to specific information communicated in a module through appropriate methods. These approaches can take the form of activities that this study identifies as influencing the mindsets of the students. These also include the potentials of self-efficacy, self-regulation, entrepreneurial orientation, innovative strategies and blended learning to entrepreneurship. According to Lobler (2006, p.23), information about entrepreneurship is obtainable through reading and listening to lectures. Doing, thinking and talking are the right approaches for acquiring experience through interactive learning that is technologically driven. Technology becomes a tool through which teaching is directed in a way that guides learners to solve peculiar problems online rather than on the stage.

Other studies have revealed that students display more keen interest in learning, understanding concepts better, increased class attendance, interactions, and engagement when collaborative or interactive teaching methods are used (Andrews et al., 2011; Deslauriers et al., 2011; Ueckert et al., 2011). The correlates enhance the value addition capacity to schools' formal or academic learning activities. Examples of these

correlates include mastery of cost-effective solutions to the organisational problem. Others are individual understanding of how deals can faster be concluded, for example, mergers and acquisitions, investment banking, fund management and private. The correlates also include investment in practical skills, team building spirit, and goals oriented, cost and benefits analysis of business decisions; among others.

3.12 ENTREPRENEURIAL ORIENTATIONS AND APPROACHES

Entrepreneurial orientation (EO) is regarded as a crucial factor to ensure networking and functioning of the business environment. EO connotes the understanding of the principles, practices, and policies that provide direction and action to entrepreneurship. The dimensions to measuring EO are reflected in the behaviour of learners through knowledge in innovation, proactive actions, risk-taking ability, competitive aggressiveness and autonomy (Muenjohn and Armstrong, 2008). This may be achievable through interactions provided by workshops and seminar platforms, networking and mentorship to facilitate learning.

Rasmussen and Sorheim (2006) found that in the Swedish context, individuals with a strong entrepreneurial orientation are likely to participate in any form of higher education. High EE would, however, be preferred as it allows for combining entrepreneurial aspirations with the entrepreneurial support structure of a university, and the long-term benefits of a degree.

3.12.1 Simulations and games model

The use of technology has enhanced the process of T&L all over the world. It can be suggested that the teaching approach of entrepreneurship in Nigeria universities should not be subjected to stagnation. The approach has to be current and mindful of the interventional roles technologies could play. In certain universities, unique technology applications such as simulation, developed software, use of internet facilities, bulletin board, multimedia options video, and games are used to aid the process of T&L and to facilitate the technical progress of the learners (Volkman et al., 2009).

Simulation approaches are offered through games and other instructional structured exercises. The urge to adopt simulations is borne out of the fact that the contributions to learning through instructional simulation, games, and groups have been attested to be remarkable. These methods stand out as supplementary to the TLM dispensing approach. It presents a variety and a paradigm shift of teaching-learning methods towards equipping the graduates with entrepreneurial skills. Students are involved in product development teams, simulation exercise, field trips and the use of video and films. According to Slavich and Zimbardo (2012), simulations also involve integrating multimedia, classroom-based electronic voting systems, social media, providing audio or printed versions of lectures and the inclusion of student-centred contact sessions to

reinforce learning. The major advantage of using simulations is that the students are actively involved in the learning process. This also enhances the widely used lecture method. The idea is suitable for providing information, explaining concepts and theories where necessary.

Although simulations may be regarded as one complex and diverse approach to teaching-learning, the outcome is more interactive, experiential, peer learning-oriented and collaborative. These factors enhance not only their knowledge and skills but also the technical know-how required of graduates for success in the business world. The attempt to encourage the use of simulations does not correspond with its analysis and evaluation among the stakeholders. At the inception of introducing entrepreneurship studies, the Nigerian Educational Policy emphasised the need for functional, innovative, complementary, practical experience, skills acquisition and competencies T&L approaches that could prepare university graduates for self-employment (Aladekomo, 2004). The emphasis has been on how to make teaching more interesting and all-inclusive.

The solution has been to integrate the use of simulations through multimedia with classes to aid student learning (Berk, 2009) classroom-based electronic voting systems that allow the use of real-time interactions to facilitate the free flow of communication. This is inclusive of engaging students in social collaboration through internship and mentorship by successful entrepreneurs (Ford, 2011; Kaufer, 2011). Also by providing audio or printed versions of lectures to reinforce learning and retention of information (Lewis and Harrison, 2012; McKinney et al., 2009). These synergies are necessary to facilitate how instructors teach entrepreneurship and how students learn to enhance their skills and experience.

3.12.2 Science and technology network-based approach

The use of technology has enhanced the process of T&L all over the world. It, therefore, connotes that the teaching method of entrepreneurship in Nigerian universities should not be subjected to degradation. The methodologies must be modern and must take into account the benefits that the effective integration of technologies offer. In some universities, some matchless technology applications such as simulation, developed software, use of internet facilities, bulletin board, multimedia option, video, and games are used to aid the process of T&L to facilitate the technical progress of the learners (Volkman et al., 2009).

The impact of entrepreneurship training on graduates' post-study and their ability to practice is largely influenced by the teaching styles and methods of assessment used in delivering entrepreneurship lectures (Pihie and Bagheri, 2011). According to these authors, these methods also influence the students' and teachers' networking with entrepreneurship practitioners and other available training resources

domestically and internationally. The process of learning is therefore explained in the context of the schools' curriculum content; the skills possessed by teaching staff, the learners, and available infrastructure.

According to Voogt et al. (2013, p.401), these components which include the curriculum contents, audiences: teachers and learners as well as available infrastructural supports, are also perceived as critical to achieving viable entrepreneurship learning in EE. The networking of teachers and students with entrepreneurship practitioners and stakeholders is crucial for effective delivery of EE (Gatchalian, 2010). Through networking and knowledge exchange programmes with other relevant entrepreneurial stakeholders, both the teachers and students gather skills and knowledge which enhances their future performance. The networking approaches through student placement on industrial assignments provide experiential learning to students in the areas of identifying opportunities and strengths in real enterprise environments, sources of funding and technical support towards business start-ups.

Since no organisation is an island, institutional partnership and collaboration provide capacity-building for both university students and lecturers on entrepreneurship programmes (Mansor and Othman, 2011). These include activating social links, collaboration and facilitating the recognition of opportunities for employment. University entrepreneurship education programmes can be supported through interventions from private companies, successful entrepreneurs, government agencies, development partners, business development service providers and other specialised local and international organisations promoting EET. Networking could promote student self-efficacy, consciousness and regulate the drives to establish their businesses in future.

3.12.3 Innovative teaching through internships

The internship is a process whereby students are engaged in activities outside their school environment with the aim of providing experience and skills through interaction with the real business world. According to Hendrick (2014) internship is regarded as “supervised work experiences” of which learners are thoroughly supervised on the job. There is a personal interface with the real world of work and students have the opportunity to acquire practical skills and competencies in addition to what has been taught in the class.

Havard, Morgan and Patrick (2010) summarised the internship as an activity directed by an instructor mostly in the workplace designed to provide job experiences to the graduates through real-life work activities. The students have the opportunity to have a direct contact with the work environment, and they are at liberty to ask questions on any grey area of operation from the instructors. The approach here is direct observation and physical practice of the operations of the workplace (Bell and Benes, 2012). This fosters

entrepreneurial drive and creates interest in the graduates as some organisations even pay stipends to the students for the period of the internship.

The internship approach offers graduates with a smoother transition to employment after graduation (Havard, Morgan and Patrick, 2010). Similarly, it affords graduates the opportunity at bridging the gap between the theories and practices of entrepreneurship (Hendrick (2014). Internship programmes are therefore designed to complement classroom lectures of entrepreneurship studies. This involves matching the learners in their areas of interests with successful entrepreneurs within the immediate environment to provide both vocational and technical skills to complement what is generally learned in the classroom (Aondoaseer, 2013, p.88). Classroom teaching is general and conceptual while learning through the internship is specific to learner's areas of interest. This concurs with Kolb's (1984) theory which acknowledged that successful interactive teaching is experiential in temperament. The main objective of internship teaching approach is to give graduates extra vocation, knowledge and enhance the skills needed for success outside the world. Graduates are empowered with brilliant interpersonal and effective human relations with experience and maturity for self-reliance. Graduates are exposed to the happenings outside university domain of which they would operate after graduation.

Universities obtain feedback about their outputs through interactions with the business world. This will always help in taking necessary control measures. The internship is a source of the good link between academics and business environment (Hendrick, 2014; Herget, 2009). The other benefit associated with internship apart from relevant practical experiences acquired by the students is that the traditional teaching technique is complemented. The lecturers while assessing the performance of the students on internship would also learn practices which could later dovetail with further research. The internship may serve as an avenue for organisations to recruit talented and hard-working graduates.

3.12.4 Innovation through collaboration and stakeholder participation

Entrepreneurship education warrants close collaboration and communication between the academia, government and the corporate world. The T&L of entrepreneurship studies would thrive better in a network comprising the participation of multiple stakeholders. It is a fact that education institutions are responsible for shaping the attitudes of students, their behaviour and skills. It is also a fact that the involvement of various elements outside the university teaching system has a significant influence on offering experience, skills, expertise, practices, mentoring and social interaction for the graduates. According to Barone et al. (2012), teaching entrepreneurship is better when learning is generated and reinforced through certain activities. Such activities may include developing desired business plans through participation and

engagement with private sectors and collaboration with other stakeholders. Applying this as a model is capable of facilitating the acquisition of skills for effective start-up and management of business ventures.

Entrepreneurship education requires close co-operation and interaction between the academia and the business world (Gatchalian, 2010; Sharif et al., 2011). The T&L component of entrepreneurship studies would thrive in a network comprising participation of multiple stakeholders including successful entrepreneurs, private business organisations, government agencies, non-governmental organisations (NGOs), business development services (BDS) providers, and other bodies specialised in entrepreneurship training. The involvement of various players outside the university in a teaching system occupies an increasingly cultural role in providing experience, skills, expertise, practices, mentoring and social interaction for the graduates (Thompson et al., 2009).

Dambudzo (2015, p.19) narrates the significance of the relationship between technological knowledge, pedagogical knowledge, leadership knowledge and subject content mastery as the critical outlook of pedagogy in the 21st Century. Dambudzo's report further maintained that the key performance indicators for measuring effective T&L strategies are the synergy between subject contents, technological, pedagogical and leadership knowledge. This is the reason why Capello et al. (2014) and UNESCO (2005) underscore the integration of schools' academic activities with industry experiences as promoted by academic scholars and faith-based organisations. It is perceived that the adopted teaching technique and the philosophy of link learning of theory to practice that could produce sustainable human training and development (Dambudzo, 2015, p.18). Such practice is described by Brundier, Wiek and Redman (2010) as extending classroom to the real world. Kearney and Zuber-Skerritt (2012) also referred to such synergy as learning from organisation to the community.

The various submissions outlined to establish the fact that teaching entrepreneurship is more likely advantageous when the learning is reinforced through experiential and active participation provided through effective practices. Earlier, Politis (2005) described social networking and interfacing with relevant entrepreneurial actors as capable of facilitating the acquisition of skills for effective start-up and management of business ventures. This is equally supported by Ifedili and Ofoegbu (2011), who support the involvement of winning entrepreneurs as guest speakers. Similarly, this also includes the use of internships, simulations, networking, mentorship programmes to balance the classroom instructional-led T&L methodology in Nigerian universities.

3.12.5 Entrepreneurial self-efficacy (ESE) approach

Shinnar et al. (2014, p.561) described ESE from the perspective of Bandura's (1986) social learning theory, as a belief in individual ability to perform a specific given task. People with a high sense of self-efficacy are motivated to have a higher intention to establish their businesses (Drnovsek et al., 2010). Also, they also can identify potential opportunities, make proper business decisions to harness the opportunities and drive to assemble resources for ventures creation. This understanding implies that if students are made to learn through a greater sense of self-efficacy, they might be confident to set-up their businesses. This study identifies the ESE approach as a crucial emerging construct to EE, its influence on business start-up and growth. Rideout and Gray (2013) explain the significance of understanding of ESE as the development of psychometric measurement in EE.

“...we need a larger pool of methodologically adequate EE research. In this regard, well-designed case studies would also be useful to help identify important mediators. We need more quantitative research that simultaneously examines the role of promising mediators like entrepreneurial self-efficacy, cognitive skills and knowledge, values and attitudes, social networks, and other contextual variables on policy-relevant outcomes...There is also need for the development of psychometrically sound measures to support these efforts” Rideout and Gray (2013, p.348).

The understanding of ESE as a promising mediator in entrepreneurship research is supported by Hamidi et al. (2008, p.307), who opines that individual employment status choice to work in the circular sector or to be self-employed is significantly related to an individual perceived behavioural control through self-efficacy. The implication according to the study is that the participation of students in enterprise activities has potential to increase subsequent entrepreneurial behaviour. Santoso (2016, p.131) also shares the same position by concurring that entrepreneurial self-efficacy stimulates future entrepreneurial behaviour. Moreover, it has been identified as having a significant relationship with becoming an entrepreneur. The approach according to Drnovsek et al. (2010) assesses the level of confidence, and believe learners have about the immediate internal environment (strengths and weaknesses) and the external environment (opportunities and threats). Similarly, recent knowledge (Bayron, 2013) also underscores issues relating to personality and environmental factors incorporated in ESE as strong predictors of entrepreneurial intentions (EI) and entrepreneurial actions (EA).

Shinnar et al. (2014, p.562) divided ESE into four critical parts including enactive mastery, vicarious experience, subjective norms and psychological state. The first part is related to individual learners' ability to develop entrepreneurial confidence when certain repetitive tasks are performed, such as writing business proposals and conducting market feasibility studies. Vicarious experience is said to be achievable when students are exposed to mentors or business angels as a role model, such as inviting successful entrepreneurs as guest speakers to motivate the students (Nieman and Nieuwehuizen, 2009, p.194). Subjective norms

relate to the influence social group such as peer group discussions of training activities or relating with the instructors. This is by the Ajzen's Planned Behaviour Theory which stated that a "perceived desirability is equal to the attitude of certain behaviour and subjective norms" (Rachmawan et al. 2015, p.420). The understanding is that an individual could be influenced by closer access to certain environmental and social valuations such as parents and/or close friends. It is inferred that other social cognitive factors: family mentoring and self- activities could be the links to universities' quest for graduates with entrepreneurial leadership qualities (Ajzen, 2011; Van Aardit et al., 2014).

Researchers have remained inconclusive on ESE as there are divergent findings of the extent of the impact on students' entrepreneurial intentions. While some studies established positive impacts, other researchers found none of such significance. For instance, Von Graevenitz (2010, p.91), found no significant influence of ESE on German university EE programme desired to stimulate students' entrepreneurial intentions. Fayolle (2007) also found no significant impact of the compulsory entrepreneurial designed programme and students' entrepreneurial mindsets. Wu and Wu (2008) also established no significant effect of ESE on Chinese college students to venture into entrepreneurial activities. Recent studies, however, establish that entrepreneurial self-efficacy established the positive impact of ESE key variables like on entrepreneurial intentions. Studies by (Piperopoulous and Dimov, 2016; Drnovsek et al., 2010; Santoso, 2016) found that ESE has significant inspiration on the intentions of potential entrepreneurs. As earlier stated, both Santoso (2016, p.131) and Drnovsek et al. (2010) shared the same positive opinions that entrepreneurial self-efficacy stimulates future entrepreneurial behaviour. The authors established a strong impact of ESE influence on entrepreneurial intentions of the students.

Achieving entrepreneurial orientation through self-efficacy and self-regulation appears to be crucial components of entrepreneurial education and training. Bayron (2013); Vantilborgh et al. (2015) noted that self-practices could allow students to deal with uncertain, complex, and often stressful situations. As such Bayron's study opines that investigations into the interaction that exists between learning strategies and EE as well as the relationship between EE and students' entrepreneurial action, requires future research. Leaving one's comfort zone and working under pressure is presumed to be relevant to designing learning framework for potential entrepreneurs. The approaches also take into account the interests and the needs of different groups within the learning range from the gifted students with learning difficulties, to the disabled (Judi and Lyn, 2005, p.47). The understanding of sources of entrepreneurial training provides the framework of how learning takes place in the context of EE as presented in figure 3.8.

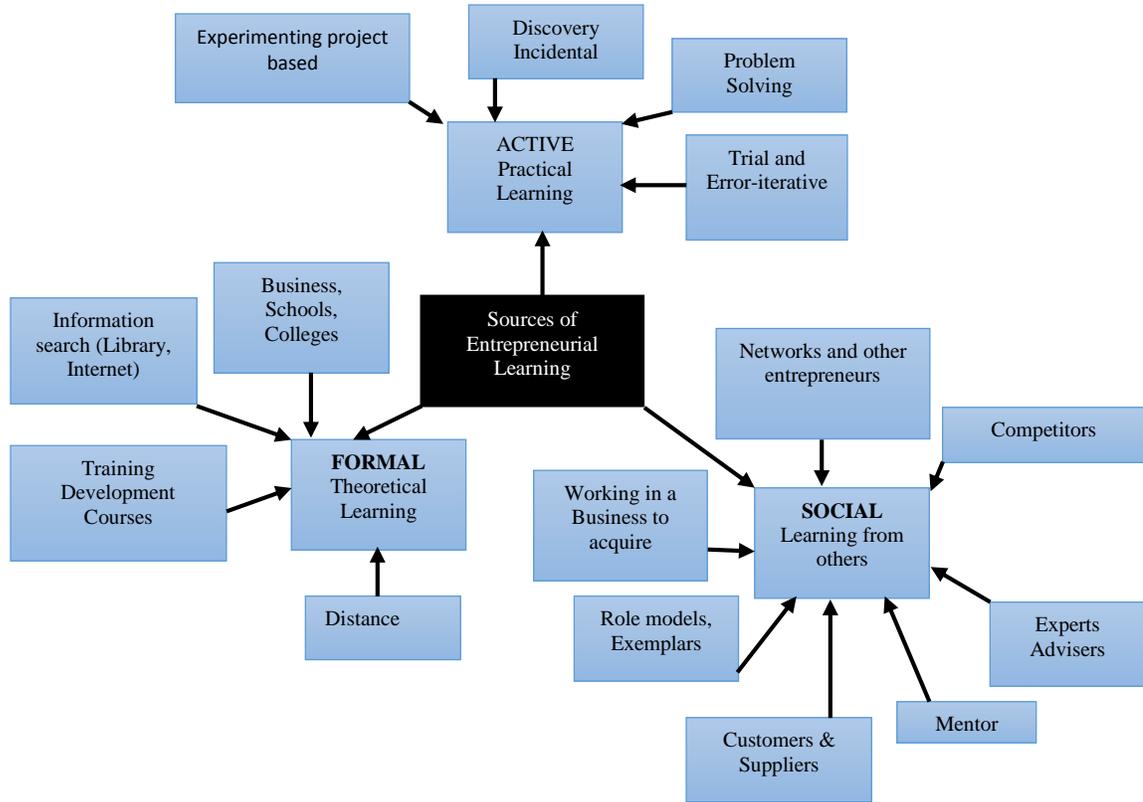


Figure 3.8: Sources of entrepreneurship learning strategies

Source: Adapted from Essen, Robert A.O (2015)

Figure 3.8 reveals the intention of EE framework as contained in a study cited in Essen (2015, p.37), provide a detailed reflection of the sources of entrepreneurial learning in the 21st Century. The composition of entrepreneurial learning strategies are divided into formal theoretical learning, social learning otherwise called interactive learning and active practical learning. The formal theoretical learning relates to information searches in the documented materials in the schools’ libraries, training centres and business schools. The compositions of social learning include the use of role-model or celebrities, mentorship expert advice, networking and working in business outfits (Nieman and Nieuwenhuizen, 2009, p.194). Essen’s report further narrates the sources of practical learning activities to include learning from experiments/project-based activities, discovery or incidental sources, problem-solving and trial and error activities.

These sources of learning are a similar study conducted in some selected Iranian universities by Esmi et al. (2015), which identifies the blend of arrays of methods as a strategy for entrepreneurship training. These multiple sources in a blended learning environment are also similar to Isaacs et al. ’s (2007) study, which maintains that allowing learners to pass through these learning sources could provide higher chances for

individuals to know their strengths and weaknesses. It is maintained that the levels of progression are capable of facilitating improved understanding by engaging students in authentic economic and action-based activities.

The European Commission (2009, p.22) emphasised the need to pay attention to the personality of the young learners as key when determining how to teach entrepreneurship. According to the EU report, good practices in conducting the T&L entrepreneurship consist of the methods that foster creativity, initiative, self-efficacy, risk-taking and extra-curricular activities such as practice firms and student companies. Focus on skill acquisition should go beyond general knowledge to the specific need for business start-up, social or commercial entrepreneurship.

3.12.6 Entrepreneurial self-regulation (ESR) approach

This approach has also been found relevant to the learning of entrepreneurship. All persons self-regulate the selection of ends and means within a framework of moral ideals and norms (Zimmerman and Schunk, 2011). The implication is that self-regulation implies the modulation of thought, emotion, behaviour, or attention via the deliberate or automated use of specific mechanisms, supportive skills, which could help graduates become self-employed through trial methods (Piperopoulos and Dimov, 2016, p.978).

A more flexible and self-regulated learning path will make entrepreneurship more suitable to learners (Bryant, 2009; Lans, Gulikers and Batterink, 2010). By this, graduates are given a chance to know their strengths and weaknesses. This construct is capable of facilitating better understanding by engaging students in authentic economic and action-based activities like temporary buying and selling within the course setting.

This position is also supported by (Bryant, 2009, p.506-507; Peggy et al. 2013, p.55), who argued that the entrepreneurial self-regulation approach is relevant to the learning of entrepreneurship. The person is believed to be self-regulated within a framework of moral ideals and norms. According to the previous author, self-regulation implies the modulation of thought, emotion, behaviour, or attention via the deliberate or automated use of specific mechanisms and supportive skills. As more flexible and self-regulated learning path could make entrepreneurship more suitable for learners. It is expected the self-efficacy could motivate a sense of responsibility to perform a certain task. It is submitted that if students are made to learn through a greater sense of self-efficacy, they might be confident to set-up their businesses.

3.13 THE NEED FOR A GUIDING FRAMEWORK FOR UNIVERSITY EET

A conceptual framework intends to facilitate the unified perceptions of entrepreneurial stakeholders (lecturers, students, curriculum planners) about the adoption of appropriate approaches. This understanding offers the research insight into the query regarding the need for a guiding framework in university EET. The judgement formed by Voogt et al. (2013, p.403), provide an understanding of the roles played by technology in creating jobs that did not exist some decades ago. The trajectory according to the authors is expressly claimed when submitting that today's young learners need to be abreast of information about job opportunities not yet in existence. Attaining this benchmark however according to European Commission (2012) has remained a challenge in EE especially in the areas of what has to be learned and how the learning should happen to acquire 21st Century competencies.

Henard and Roseveare (2012, p.12) explain that the extended interest in higher education, emphasis on students' learning approach and the emergence of new pedagogies coupled with new pedagogical opportunities offered by technological tools, all point to the need for an extended for higher education that includes pedagogical competencies. As a result, the effective T&L framework is also more often expected to be engaged and proficient in curriculum design, project-based-learning, new forms of group assessments, fundraising and regional networking, as well as more conventional class teaching. Having reviewed the study conducted by McWhorter and Hudson-Rose (1996) cited in Ganyanpful (2013, p.33), this research study comes to the knowledge that without designing a new pedagogical framework to address the learning needs, the performances of most students would remain below average while many could likely drop out of schools. Adunola (2011) noted that the perpetual students' low educational performance is largely due to ineffectively chosen T&L strategies in the education sectors.

The implementation of teaching methods to achieve continuous entrepreneurial learning competencies might need to be rebooted to meet the market requirements. This is justified by the declaration at the world economic development forum as reported by Volkmann et al. (2009, p.15) that:

“Academia needs to work with ministries, private sectors, and other stakeholders to rethink the educational system in their countries to develop entrepreneurial society. Embedding entrepreneurship and innovation, cross-disciplinary approach and interactive methods of teaching, require a new model, framework, and paradigms. It is time to rethink the old systems and have a fundamental “rebooting” of the education process. Incremental change in education is not adequate in today's rapidly changing society”.

The interest developed in the recent times is linked to the potential of entrepreneurial practices as catalysts for economic empowerment through employment generation for the vulnerable population (Garba, 2010, p.141). Similar studies conducted by Jackson (2015, p.10) underscored the fact that the institutional

strategies and structure within the available resources are the key elements that differentiate the best performing university from the weakest about entrepreneurial education programme.

These declarations and other similar empirical findings, affirm the importance of repositioning EET in a manner that is responsive to the needs of the learners and the demand of larger society, as a significant knowledge contribution in entrepreneurial research. This understanding perhaps coincides with the expanding interests in entrepreneurship across all facets of academic disciplines and the need for extended knowledge to achieve the desired objectives.

3.13.1 The need for curriculum reform in Nigerian universities

A significant number of studies in the literature have canvassed for education reform with particular reference to issue of curriculum both in the structures and the very content (Ajibola, 2008). In the same manner, Valerio et al. (2014) stress the need for changes in the way curricular contents are structured and implemented. It is also opined that the contents of subjects studied from the primary schools to secondary and tertiary institutions require being reviewed towards enhancing human development. The provision for a core curriculum (or core subjects) and optional curriculum (or elective subjects) is considered as requires significant change. These changes aim to guarantee an all-round education for learners, and to bring some degree of diversity into curriculum development (Aja-Okorie et al., 2013; Alabi et al., 2014, Gerba, 2010).

The model in figure 3.9 presents experiential learning and learning by doing as fundamental processes of knowledge development for entrepreneurs. Therefore, the level of EET can positively influence the innovativeness, risk-taking behaviour, concern for results (aggressiveness) and sense of responsibility (autonomy) for self-employment (Ibrahim and Mus'ud, 2016; Ibuya Newsmagazine, 2016). This model is affirmed by endogenous growth, the knowledge-based theories (Braunerhjelm, Acs, Audretsch and Carlsson, 2010, p.177; Qian and Acs, 2013, p.185-186). These theories explain the role of knowledge in increasing productivity within entrepreneurship and economic development framework. The framework provides that highly educated and innovatively trained learners are likely to exhibit higher performances compared to those that lack these key resources. The reason is that well-educated and trained learners are proactive and quick at learning and applying new skills to improve efficiency, productivity, risk-taking and innovativeness.

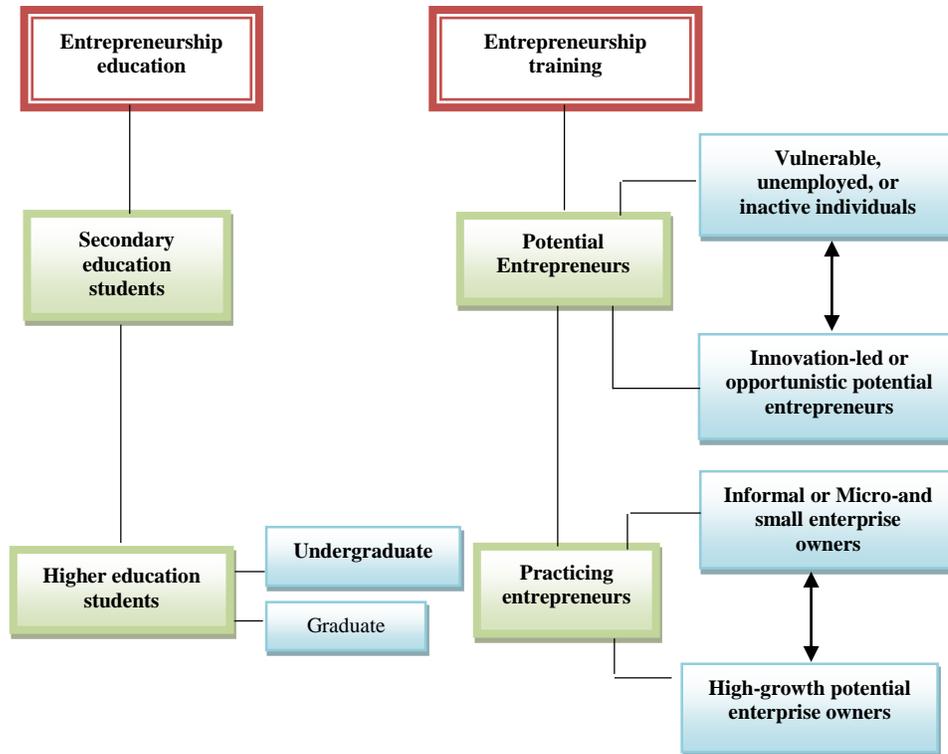


Figure 3.9: Classifying entrepreneurship education and training programs

Source: Valerio et al. (2014)

The model in figure 3.9 analyses the concept of EET. According to Valerio et al. (2014, p.2), the intention is to stimulate schools' entrepreneurial development programmes. The two concepts could be varying in the meaning and application. While entrepreneurship education (EE) focuses on creating awareness, knowledge, and skills for entrepreneurship, the entrepreneurship training (ET) on the other hand covers building specific skills and knowledge transfer in preparation for enterprises take off (Isaac et al., 2007, Valerio et al., 2014). As a result, ET is industrial driven and tend to focus more on the transfer of technical knowledge and skills as a follow-up to the abstract transfer of knowledge and skills through EE. Although most universities had made several attempts in the past at encouraging entrepreneurial training, Ekundayo and Babatunde (2014, p.16) observed that many graduates do not have the needed skills to begin their businesses despite entrepreneurship courses taken while in the universities. Alabi et al. (2014, p.40) and Unachukwu (2009, p.222) noted that universities in Nigeria are confronted by several challenges including curriculum development. This is more evident in the recent events where many of the courses across universities were denied accreditation based on the relevance to the required standards for sound academic growth and development (Okojie, 2008). According to Okojie's study, due to factors such as ill-structured

curricula, many higher institutions could not meet T&L requirements for the promotion of economic self-reliance and self-sufficiency.

3.13.1.1 Mentoring and self-efficacy in entrepreneurship education and development

Salter and Gannon (2015, p.374) referred to mentoring as a long-term advocacy, counselling, supports, exposure and role modelling provided from mentor to mentee. Oluwateleru and Oloruntegbe (2010, p.1) explained mentoring from the perspective of parental involvement efforts that are deliberately targeted at reinforcing improved academic achievement. The family is one demographic factor through which relevant entrepreneurial experiences could be facilitated (Baghery and Pihie, 2010, p.436; Nieman and Nieuwehuizen, 2009, p.194).

Such interaction could provide start-up ideas, business skills, and management. The parents are duty-bound to mentor their offspring towards entrepreneurship for national development. These include providing information, motivation, support, and materials to complement what the universities are doing. As mentioned in the introduction, students from entrepreneurial-enriched backgrounds have higher chances to become entrepreneurs. Hoffman, Junge, and Malchow-Moller, (2015, p.81) opine that parents could choose to be socially responsible by creating entrepreneurial intents through mentoring and modelling interventions. Dyer and Handler (1994, p.74) also affirm that aspirant entrepreneurs might not be encouraged to engage in future entrepreneurship if the families are not adequately supported.

Mentoring provides a platform for an individual to learn from the wealth of experience of other people (Barrett 2006, p.615). It is maintained that the roles of a mentor are to inspire wider thinking, challenge assumptions and provide a hands-on demonstration of skills. Family mentoring is the active involvement of parents or the relations in all aspects of development that concern students' academic, social and emotional requirements (Castro et al., 2015, p.34). The study further notes that students' academic excellence is achievable when parental involvement programmes, either directly or indirectly, is deliberately designed by school management to include the participation of the family in the framework for students' development. Part of the interventions could also be matching students with mentors in the entrepreneurial chosen area of interests. Barrett (2006, p.615) believes that the process of matching could create a mentor-mentee relationship which is essential to the success of entrepreneurial mentoring programmes.

The implication is that it might be difficult to attain the desired height of academic excellence without the cooperation of the parents or caregivers to students' academics. This is necessary to fulfil the societal

expectations and control of the students' academic future. The ascents of these expectations have motivated the research into a correlation between the participation of reference groups in students' training and educational achievement. As a result, the definition given by Wilder (2014, p.378), is adapted to explain the concept of family mentoring to simply mean the behaviour of parents or caregivers both at home and in the schools directed towards supporting the students' education progress. There is a marked relationship established between mentoring activities, self-efficacy and skill acquisition, and development (Hayes, 1998, p.53). Accordingly, mentoring is a critical factor in promoting self-practices in a given profession. The intention of self-practice could help to understand the learning activities and impacts on the learning outcomes.

3.13.1.2 Cross-disciplinary learning and entrepreneurial orientation

“...any attempt to unify the entire body of diverse entrepreneurship work within a single common framework would inevitably omit certain disciplinary contributions and questions of interest”.

This contribution above by Ireland and Webb (2007, p.914) provides an insight into how an effective T&L framework for EE could be approached. The discussion on the cross-disciplinary approach has witnessed a regular reoccurrence in the global context (Pihie and Sani, 2009, p.340). The issue of how EE can be delivered to students was also discussed by Cotrugi cited in Daniela et al. (2016, p.172). According to this author, EE is approachable in the context of diverse academic disciplines and faculties. This argument is premised on the fact that students from such backgrounds like engineering and sciences have higher entrepreneurial tendencies (Daniela et al., 2016, p.174). However, another scholar (Jin et al., 2015, p.10) found students from business-related disciplines as showing higher entrepreneurial intention. This multi-disciplinary model along different professions or disciplines is supported by GEM report (Herrington and Kelley (2012, p.30).

Herrington and Kelley's finding reveals some of the sectors along the multi-disciplinary sections to include agriculture: forestry, fishing; mining: construction and manufacturing as well as trading, ICT, provision of services. The study further reveals that much is needed to be done in such areas as mining, transportation, social services, and consumer service activities. The implication is that skills could be made more available to promote entrepreneurial activities in the country. The view supported by Gibbs (2002) cited in Fayomi and Fields (2016b, p.931), is that EE should be taken out of “locker room of economics”, and be based “on a wider cross-disciplinary context with pluralistic and diffused views of society”. To develop an entrepreneurial framework also requires innovative teaching methodologies capable of imparting both knowledge and skills. This is justified by Kolb's experiential learning theory mentioned in Frederick (2007,

p.7). The theory propounds different learning approaches for the optimum development of the students' entrepreneurial skills achievable through a combination of knowing and doing learning techniques.

According to Anene and Imam (2011, p.10), the intention of concentrating EE in a particular context within the universities calls for a review. Anene and Imam's study observed that there is always an element of an entrepreneurship component in every academic discipline. This position is affirmed by the submissions of Neergaard et al. (2012, p.4) that learning is situated in a diverse environment and involves apprentices starting with little assignments using the relevant tools to deliver. The apprentice practices and builds confidence slowly over the time. The apprentices advance from the observation stage to participation stage in more difficult assignments until they become fully skilled. Based on his findings from grounded theory perspectives, Frederick (2007, p.7) concluded that learning entrepreneurship requires experiential pedagogical interventions. Nambisan (2015) opines that such components of entrepreneurship are better identified and made available across different levels of disciplines. The nature of multi-disciplinary approach could also facilitate cross-disciplinary knowledge transfer model within the university system irrespective of career paths.

3.13.1.3 Digital learning support system in entrepreneurship education

The issue of ICT advancement has increased access to digital and technological devices in the last decades. The learners enhance their competencies through deep learning of the theory, process and practice of entrepreneurial activities (Maritz et al., 2010). The blended school of thought believes that learners want less theory and prefer more experience. They are like "clinicians": they want to learn how to make decisions based on, not necessarily the facts.

Research shows that this development has influenced how youth play, learn and communicate. Accordingly, Ananiadou et al. (2009) and Yong, Gate and Harrison (2016) affirm that young people tend to develop knowledge and expertise primarily in an out-of-school learning environment through digital and mobile technology. In a study conducted by Kaiser Family Foundation, it was revealed that young people in the USA between 8 and 18 age brackets spent an average of 90 minutes/per day on text messaging, 82 minutes/day on voice communication, music, downloading (Lai et al., 2013, p.415). This time estimates exclude about 90 minutes/day on the computer, social networking, and watching videos. In all, average young people is proved to be in use of digital and technological devices for learning.

The digital delivery operating solution is established to be a good complementary or extension strategy designs to improve portfolio of existing programme designs (Volkman et al., 2009; Mwasalwibia, 2010).

According to the authors, modern information and communication technology interventions can connect allied businesses and higher education sectors. The connection has the potential to stimulate bidirectional relationship benefiting to a variety of participating stakeholders, the students, lecturers, universities, other educational institutions and enterprises (Coe, Aloisi, Higgins and Major, 2014; Corbett, 2005; Lekang et al. 2016). For example, Corbett (2005, p.489) summarised the literature on how entrepreneurs learn and how their different modes of learning influence opportunity recognition and exploitation. It is accepted that courses are focusing on “improvising and adapting in reaction to changes” and those that use “scenarios, role-plays, and experiences” are valuable to entrepreneurship students. They prefer learning that is behaviour- or competency-based, that is focused on doing and demonstrating.

The trend worldwide suggests increasing focus on facilitating learning through technology-supported collaboration and interactions (Mutemeri and Chetty, 2013, p.72; Tsordia and Papadimituion, 2015, p.24). This includes visual communities, instant messaging and blogging (Graham 2006). Distributive learning environment increases when digital technology and face-to-face learning model are simultaneously engaged to create blended learning system.

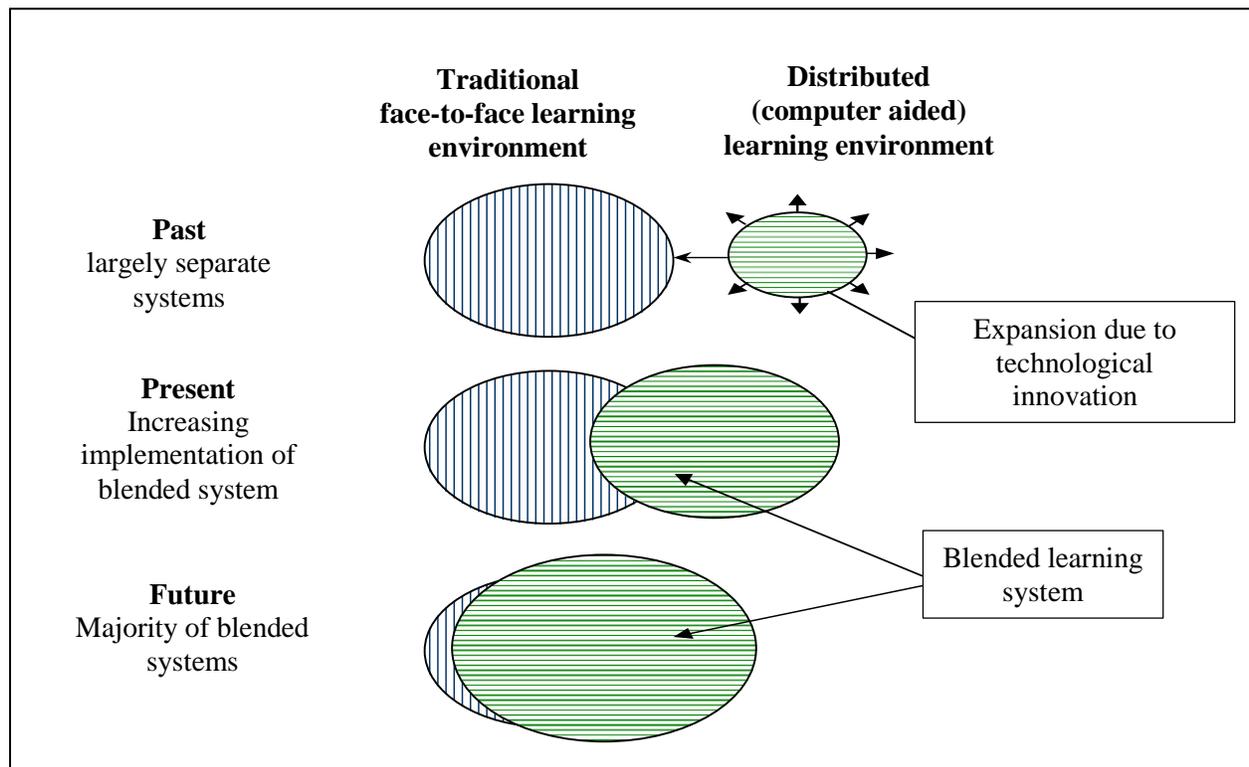


Figure 3.10: Convergence of TLM and digital learning environment

Source: Graham (2006)

Figure 3.10, depicts the level of growth achievable through the convergence of traditional face-to-face learning approach and digital technologies to provide blended learning. According to Graham (2006, p.6), the intersection of the two archetypes (traditional learning environment and distributed computer-mediated environment), provide growth in a distributive learning environment where blended learning system emerges. The integration of digital technology and TLM mix is assumed could increase the encroachment into another institutional territory which could have been denied, if the system is only one-way. The implication, therefore, is that the rapid development of digital technologies has brought innovation into how learning occurs in a distributive learning environment in the 21st Century (Lai et al., 2013, p.416; Voogt et al., 2013, p.403; Wahid et al., 2016, p.85).

This is also justified by Kolb's (1984) experiential learning theory which provided different learning approaches for the optimum development of the students' entrepreneurial skills achievable through a combination of knowing and doing learning techniques. Gatchalian (2010) also supported that both teachers and learners strongly favour experiential teaching methods relevantly applicable to entrepreneurship studies in Nigerian Universities.

3.13.1.4 A complementary approach to teaching and learning entrepreneurship

The idea of the complementary approach is aimed at providing learners with a platform that actively engages them with the real world of practices in addition to what they are taught in the school. This is in line with the submission that blending innovative approach with the long-established TLM could provide students with stronger competence and experience (Colin and Jack 2004, p.420; Lekang et al. 2016,p.1). The focus is to provide a conceptual model for graduates' entrepreneurial training by investigating some psychosocial variables and the influence on entrepreneurial mindsets.

Recent research suggests that the process of how entrepreneurship training programme is conducted has a potential influence on the quality of learners that could be produced (Ali and Mohammad 2012). Alabi et al. (2014, p.39-40), established a big gap in the current theoretical lecturing method mainly used to the conduct of entrepreneurship classes in most educational institutions in Nigeria. At the moment, most students adopt the technique of memorising entrepreneurship lectures and read merely to pass examinations just like every other general study (GST) courses. Even though there are attempts to engage the students in few practical vocations ranging from tailoring, soap making, catering, shoemaking, bead making and the rests in entrepreneurship development centres (EDC). The level of exposure is still subjected to available skilled capacity.

A related study shows that universities are challenged in the areas of funding and experienced entrepreneurial workforce (Westhead et al., 2011, p.52). Researchers have however established that effective teaching entrepreneurship requires different approaches because entrepreneurial students learn differently and they have different learning moments (Frederick, 2007; Mkala and Wanjau, 2013). Accordingly, the students exhibited a higher preference for experiential interventions through active, practical, concrete, visual and reflective teaching. These also include the potentials of self-efficacy, self-regulation and blended learning. The implication is that these active-learning approaches are perceived as complementary to contextual knowledge provided through the lecturer-centre mode of instructions (Wahid et al., 2016, p.84). The intention is to accommodate hands-on activities within school's curriculum to cater for students' individual variations and learning abilities. This also considers the interests of different groups within the learning range which including the gifted, disable and student with learning difficulties (Judi and Lyn, 2005, p.47). Several theories justify the significance of learning environment and activities to the desired learning outcomes in entrepreneurship.

3.14 SUMMARY

This chapter explored general issues related to entrepreneurship education and innovative T&L practices in a higher education setting. They review other documentary evidence from the literature to support the argument that people can be taught to become entrepreneurial and that EE is possible in discipline and profession based contexts. The possible objectives of EE at the discipline level were identified to yield an understanding of the kind of issues that could be considered in the design of innovative curriculum and to improve the T&L entrepreneurship in a discipline-based context. These ideas have implications for addressing research questions (RQ 1), which seek to answer the question to what extent do T&L methods influence student's post-study entrepreneurial intentions in the selected universities in South-West Nigeria. The review confirms T&L methods, the influence on graduate's post-study training and their ability to practice effectively.

The various theories discussed the significance of the mode of conducting learning and the influence on individual (entrepreneurial) behaviour. It is noted that if the teaching methods are right, this could promote entrepreneurial intention of the learning audience. It is also understood that individuals with high entrepreneurial intentions are more likely to engage in entrepreneurial practices than those with low intentions. Even though research in this sub-area of entrepreneurship are few and available mostly in the developed countries as discussed in chapter one of this study, the findings have been contentious with mixed conclusions. While some of the past studies established a positive impact of the selected strategies on

learning the outcome, some other found none of such impact. As a result, this research work is intended to fill the knowledge gap that exists in the literature.

3.15 CONCLUSION

The understanding in the new knowledge economy is the issue pedagogy relevant to knowledge acquisition, retention and transfer of entrepreneurship education and training. The argument that is common to research scholars provides the understanding that entrepreneurial learners learn by systematic processes. As a result, cognitive and non-cognitive sciences form the basis by which entrepreneurial learning processes are defined. Such model including problem-solving approach, student-centred framework, BLM and conventional model-mix for sustainable entrepreneurship training form the paradigms in the 21st Century. Having reviewed both the strength and the weaknesses of the different methods from the literature, the understanding propels this research` work to offer a comprehensive classification of suitable research methods as discussed in chapter four.

CHAPTER FOUR

RESEARCH DESIGN, METHODS AND TECHNIQUES

4.1 INTRODUCTION

The research methodology is a process that deals with the collection and analysis of information, with the aim of increasing the understanding of the research topic or issues (Creswell, 2012, p.3). Under this chapter issues relating to research design, study population, sampling methods, magnitude of the sample, data collection and data analysis techniques, are discussed. The research design is multiple in nature, using both quantitative and qualitative approaches. This design is suitable because it describes the germane aspects of the phenomena under study from organisation-oriented perspectives and provides suggestions towards modifying the existing practices (Sekaran and Bougie, 2009, p.106). The design describes various innovative variables, considered as complementary strategies towards understanding the current delivery approaches in EE. Similarly, the use of a descriptive design is justified on the premise that the study is interested in the description of the identified variables regarding frequencies, averages and other statistical calculations.

Due to the nature of this study, the characteristics of the learning environment and the need for effective use of emerging technologies to reinforce teaching, a mixed method approach was adopted. The essence of choosing the mixed method approach is to provide an understanding of the processes and the expected outcomes. Many scholars have argued that human learning and behaviour are better understood through qualitative research (Domegan and Fleming, 2007; Gill and Johnson, 2010). Similarly, understanding the learning environment requires effective interactions of variables, which could be mostly studied through quantitative surveys (Denzin and Lincoln, 2011). As a result, the significance of quantitative surveys is to the extent of its potentials to provide insight and experiences into the complex nature of the learning processes as well as the contextual factors required for the learning environment.

Research contributions in the entrepreneurship literature substantially remain the use of quantitative research techniques (Rideou and Gray, 2013). Additionally, most of these studies are conducted in the developed nations (Gartner, 2010; Nabi and Linan, 2011; Solevik et al., 2013). The use of a mixed method approach appears to be scanty in EET research. Similarly, studies that investigate the combination of a positivist study (what is and where issues are), and the interpretative study (why and how issues) in EET, are very few or non-existent in Nigeria. This perhaps justifies the need for developing a T&L framework which is considered as a critical area of further research in the entrepreneurial literature (Gartner, 2010;

Kuttim et al., 2014; Van Burg and Romme, 2014). This chapter, therefore, reviews the research methodology, the selection and overall justification. Issues such as mapping of the survey data, the item linkages analysis, summary and conclusion are also defined.

4.2 RESEARCH DESIGN

The research design is regarded as a comprehensive strategy mapped out for data collection exercises to achieve the stated objective in any empirical study (Bhattacharjee, 2012, p.35). Creswell (2014, p.31) also describes the research design as “planning procedures involving data collection, analysis and interpretation processes”. The main emphasis in the literature is that the research design provides a framework for which evidence is generated in any empirical study to deal with the identified research questions (Denzin and Lincoln, 2011). According to Ary, Jacobs, Sorensen and Razavieh (2012, p.32), research design is deemed to be relevant if different components of the study are integrated logically and coherently in such a way that it addresses the research problem, answers the research questions, data collection and analyses and follows the ethical requirement.

In a concrete term, Ary et al. (2010) explain that it is key for researchers to reflect on the research plan, which indicates the kind of methods to be used, the nature of data to be collected, where, how and from whom, based the objectives of the study. As highlighted in chapter one of this thesis, this study aims to offer a framework for T&L entrepreneurship in HEIs towards creating entrepreneurial discipline and behaviour. A guiding framework for the selection of the research philosophy to guide the research approach and selection of appropriate research strategy. As discussed in section 1.3 under the background philosophy, this research considers the philosophies which include positivism, Interpretivism, critical realism and pragmatism; while the research strategies include qualitative, quantitative, mixed method and data triangulation approach. The combination of all these interactions influences the choice of multiple research methods. A research method includes the tools used by a researcher for the systematic collection of data, analysis and interpretations of data (Kothari 2004; Gill and Johnson, 2010). Lavrakas (2008) explains survey research as systematic methods adopted in information gathering to create knowledge that affects informed decisions, i.e. cross-sectional case study research design as explains in the next sub-headings.

4.2.1 The case study research design

The use of the case study method is common in social and behavioural sciences research. Yin (2011a, p.18) links the use of a case study method to the research activities that deal with investigating the how what and why of a specifically studied phenomenon, about the adopted paradigm, methods and approaches. Creswell (2012, p.465) describes case studies as in-depth studies of “bounded system” involving either people,

places, events, activities, processes or individuals. Cohen, Manion and Morrison (2007, p253) further explain the fact that case studies offer an investigation into people in their true situation. This enriches the researchers' knowledge rather than relying on more theories or principles. Case studies, therefore, provide a detailed contextual outlook of a given situation in the social context or the relationship purposely to describe or explain the study phenomena (Sekaran and Bougie, 2016, p.98). Such relevance relates to the case study method as the kind of investigation dealing with contemporary phenomena within the natural setting. Additionally, Yin (2009, p.19) claims that case study research is relevant in describing study phenomena, develop a theory or conceptual test framework, to ascertain the extent of the relationship between the study objectives.

The use of case study methods also provides the opportunity to present the event under investigation in a chronological order in a way that the relevant events are blended with the description of the events in the context of the analysis. Case study tends to focus more on individual participants or a group of actors and seek to understand the perception of the events and highlight specific issues relating to the case. Cohen et al. (2011, p.298) affirm that writing reports on the case study research portray the richness of the case. It is further noted that the idea of case study research supports arrays of variables operating in a single case and also encourages the use of multiple techniques for data collection, analysis and presentations (Sekaran and Bougie, 2016, p.98). This study adopted case study method to address the questions relating to why what and how of EE. The study was able to explore the participants (lecturers, students and academic planning professionals) perceptions to provide in-depth understanding of the T&L variables. This also includes measuring the influence of the variables on individual entrepreneurial intentions. In the context of this study, three universities were selected as case studies along the cluster of federal, state and private universities respectively as discussed subsequently in other sub-section 4.4 in this chapter. The use of these participants as case studies was helpful in obtaining information regarding the description, illustration and validation of framework desirable for EE in HEIs (Yin, 2009, 19-20). The case study method to an extent is however limited in term of scope and generalisation of the findings. Cohen et al. (2011, p.293) identify observer bias and subjectivity of the result among other limitations associated with the use of case study methods.

Pannuci and Wilkens (2010, p.1) explain observer bias from the perspective of systematic error relating to the designing, collecting and analysing data obtained from the participants. To avoid the issue of bias limitation, this study selected questions that addressed the research objectives of the study. Similarly, after transcribing the interview data, the reports were referred back to the participants for integrity check. The aim was to avoid distortion or to misconstrue the facts as provided by the participants. Larsson (2009, p.30)

argues that the issue of generalisation of research findings may not be necessary because results of similar case study empirical investigations are meaningful without swiping generalisation. The author of this research stayed seven months in the field during the data collection exercise. Apart from the data collection activities during this period, the author of this study used the opportunity to attend scheduled classes on entrepreneurship and interact with the participants (students and lecturers) before, during and after the lectures. Among the designs used was cross-section research design from the selected cases.

4.2.2 The use of cross-sectional research design

As part of multiple research strategies adopted in this study, a cross-section research design was also employed for data collection involving the three selected universities (federal, state and private universities) as discussed under sub-section 4.4. Wilson (2010, p.112) explains cross-sectional research design as data collection approach that affords empirical research the privilege to collect data from a given study population at a given time, not more than once. The implication is that such design allows researchers to collect data not more than one time from respondents under investigation. Wilson's study further explains that the use of cross-sectional design in research is less expensive and cheaper in term of cost of conducting an investigation. Similarly, such design is found to be regularly applied in social and management research, particularly in programmes leading to the award of degrees for its proficiency and less time demanding. The choice of cross-sectional research design in this study is premised on the need to submit this thesis within the stipulated timeframe. Similarly, the research was a constraint in term of available funding, thereby preventing the second round of data collection for a possible model analysis and testing with the case studies as obtained from this study.

This study adopted a triangulated data approach having noted the constraints as related to the use of cross-sectional research design,. The use of data a triangulation approach affords the research to structure the study in a way that allows simultaneous collection of qualitative and quantitative data based on concurrent triangulation strategy in the mixed method as stressed by (Hanson et al., 2005; Creswell 2014) studies. Consequently, the use of cross-sectional research allows the study to save cost, time and stress within the available opportunity in the course of this study.

4.3 JUSTIFICATION OF RESEARCH DESIGNS AND METHODS

Research practices are eternal procedures that are always mutating and developing. A complete account of the research methods informs the users of the investigation on precisely how the investigator treated the data. The research strategy used in this study is the mixed method approach, using both quantitative and qualitative data for data collection. Quantitative data collection using questionnaire is relevant when the

study involves big inquiries involving public and private organisations (Kothari 2004, p.100). These sources are in line with the methods used in the field of management sciences (Bubou and Okrigwe, 2011). This is because the actions and reactions of respondent form part of the data upon which the researcher draws out conclusions (Creswell, 2009, p.174). A study by Esmi et al. (2015, p.174) on T&L methods for entrepreneurship using some selected Iranian universities as case studies, employing the mixed method approach.

The choice of mixed methods is premised on the need to take advantage of the differences between quantitative and qualitative methods. This also gives the study opportunity to take into account the views of the participants and the subtleties of complex group interactions and multiple interpretations in the group natural environment (Myers, 2009). The use of the mixed method strategy is also found to be relevant in human learning (Bryman and Bell, 2011). Both qualitative and quantitative approaches mend the loopholes associated with each strategy. The understanding is that quantitative approach is highly structured and scientific in validating the existing theories while qualitative provide an in-depth understanding, which could have been eroded if the only quantitative method is applied (Creswell, 2014).

The number of respondents involved in qualitative data is often few, even though the interview allows the few professionals to clarify issues which could have been missed out in the case where only quantitative strategy is applied. Concurrent triangulation is also justified on the premise that it can provide a detailed understanding of the relationship between EE and individual entrepreneurship intentions (Fielding, 2012; Van Burg and Romma, 2014). This is because all the variables, which are understudied require some level of objectivity which could have been lost if only the quantitative data collection method is applied.

The use of qualitative research deals with developing issues relating to queries and processes in socially related matters. Creswell (2014) explains that quantitative and qualitative data collection enhances model testing by scientific method as well provides an in-depth understanding of the phenomena in the natural setting. The concept of quantitative research analysis rather establishes the linkages between the research variables. The variables are measured and analysed in numerical terms through multiple statistical tools.

4.4. THE SAMPLE OF THE STUDY

Sample denotes the selection of certain proportion of a given population of a study area, with the intention of finding out something about the population from which they are obtained (Sekaran and Bougie, 2016, p.263). It is more economical in time, efforts and finance to obtain the desired information from the chosen member of the population in a study area. The study area represents the location where a study takes place.

In the case of this research, South-West Nigeria represents the study location, where three universities were selected for this study. The study sample represents the proportion of the population selected for the survey. The review of the geopolitical zones in Nigeria and the rationale for the selection of South-West region for this study, are discussed in the next sub-heading.

4.4.1 Justification of selected research district/profiles of universities in South-West Nigeria

As discussed in sub-section 2.1 of this study, Nigeria is made up of six geopolitical zones: North-East, North-West, North-Central, South-West, South-East and South-South (FRN 2014, p.8). The South-West geopolitical region was the focus of this study. The region comprises six states, namely Lagos, Oyo, Osun, Ondo, Ekiti and Ogun states. The rationale for the selection is hinged on the fact that the region is believed to be the most educated region in the country (Kolawole and Adepoju, 2007, p.18). Until recently when the federal capital territory was relocated to Abuja, Lagos had served as both the administrative and economic capital of Nigeria. Besides Kolawole and Adepoju (2007, p.18) also noted that out of 72 public and private universities operating in Nigeria as at the 1980s, South-West had 17 universities in the region. The region is therefore noted to have possessed the highest level of literacy among other geopolitical zones.

Despite the high literacy rates in the region, the South-West geopolitical zone has high rates of unemployment and poverty, resulting in incidences such as high urban pollution, political thuggery, the prevalence of HIV/AIDS and prostitution. For instance, Onuma (2016) narrates that the South-West region has the highest percentage of unemployed female graduates accounted for as high as 10.6% when compared with the rest of the geopolitical regions in Nigeria, as presented in table 4.1 below:

Table: 4.1: Number of unemployed educated group in Nigeria

Zones	Male	%	Female	%	Total	%
North-West	647,631	19.42	199,241	5.97	846,872	25.40
North-East	385,518	11.55	164,241	4.93	549,759	16.49
North-Central	239,307	7.18	147,283	4.42	386,590	11.60
South-East	121,986	6.38	217,859	6.53	430,845	12.92
South-West	365,310	10.98	353,479	10.60	718,789	21.56
South-South	230,900	6.92	170,334	5.11	401,234	12.03
	2,081,652	62.44	1,253,437	37.56	3,334,089	100

Source: Nwite Onuma (2016)

Similarly, information in table 4.1 by Onuma (2016, p.18) further reveals that the South-West geopolitical zone has the record of the second largest population of the unemployed graduates with 21.56% after

Northwest. These factors, therefore, informed the selection of the region purposively as a study area. Additionally, Okoro (2013, p.239) also describes the South-West as highly educated when compared with another region, but entrepreneurial activities are low in the region compared to other geopolitical regions of the country. For instance, Okoro (2013) establishes the fact that the South-East and South-South regions dominate entrepreneurial activities and commerce more than South-West region in southern Nigeria. The Igbos are dominant in the areas of entrepreneurship and international business. One would have expected South-West region with the highest level of literacy to have dominated entrepreneurship activities and commerce in the country. As a result, the selection of the region for this study. Similarly, a study that engages mixed method strategy to determine a framework for entrepreneurship training in the universities is scanty in Nigeria, specifically South-West region.

There are six federal universities, seven state universities and six first generation private universities located in South-West region in Nigeria. Three universities that comprised one federal university, one state university and one private university were selected for this research work. The study made use of pseudonyms to represent the names of the three universities involved in this study. Ogden (2008, p.692) explains pseudonyms as the fictitious name given to a person or place used in research with the aim of protecting the identity of the studied components. The research involves pseudonyms as an anonymity strategy to keep the disclosure of sensitive materials used in this study as ethically required.

Table: 4.2: List of Federal Government Universities in South West Nigeria

Names	Years of Establishment	Locations
Federal University of Agriculture, Abeokuta	1988	Ogun State
Federal University of Technology, Akure.	1981	Ondo State
Obafemi Awolowo University, Ile-Ife,	1961	Osun State
The University of Ibadan.	1948	Oyo State
University of Lagos, Lagos	1962	Lagos State
Federal University, Oye-Ekiti	2011	Ekiti State

Source: Field Survey (2015)

The study adopts cluster sampling technique to group the universities into three distinct categories, namely as private, state and federal universities. The basis of categorisation is the ownership status of the universities. Teddle and Yu (2007, p.78) describe cluster sampling as a “taxonomy of sampling technique relevant in the field of social and behavioural sciences”. One university was selected from each cluster through simple random sampling (tables 4.2, 4.3 and 4.4). Similarly, the list of the state and private universities obtained from South-West region of Nigeria is presented in tables 4.3 and 4.4 respectively as follows:

Table 4.3: List of State Government Universities in South-West Nigeria

Names	Years of Establishment	Locations
Adekule Ajasin University, Akungba-Akoko,	1999	Ondo State
Ekiti State University Ado-Ekiti	1981	Ekiti State
Ladoke Akintola University, Ogbomoso,	1987	Oyo State
Lagos State University, Ojo	1983	Lagos State
Olabisi Onabanjo University, Ago Iwoye,	1982	Ogun State
Osun State University, Osogbo	2006	Osun State
Ondo State University of Science and Technology, Okitipupa	2010	Ondo State

Source: Field Survey (2015)

Table 4.4: List of First Generation Private Universities in South-West Nigeria

S/N	Names	Years of Establishment	Locations
1.	Babcock University, Remo	1999	Ogun State
2.	Covenant University, Ota	2002	Ogun State
3.	Bell University, Ota	2004	Ogun State
4.	Redeemer University, Mowe	2003	Lagos State
5.	Bowen University, Iwo	2002	Osun State
6.	Lead City University, Ibadan	2005	Oyo State

Source: Field Surveys (2015)

Table 4.5 Summary of Universities Selected for the study

S/N	Ownership	No of Universities	No selected
1.	Federal Universities	06	01
2.	State Universities	07	01
3.	Private Universities	06	01
	Total	19	03

Source: Field Survey (2015)

From table 4.5, the study adopted the use of pseudonyms to name the three universities in such a way that protects their anonymity in this research as the federal government, state university and private university. For instance, the selected federal government university was established with a mandate to specialise in producing graduates in practical skills and technically related fields of study. The university is noted for self-reliance as the hallmark of technological education. The university is made up of seven schools: Schools of Earth and Mineral Resources, Environmental Technology, Engineering Technology, Agricultural Technology, Management Technology and Post-graduate school. State University was also selected as a state-own university. The university has nine faculties: Medicine, Arts, Agriculture, Education, Law, Management Sciences, Engineering, Sciences and Social Sciences. Private University, a privately own university was accredited by the government as a private university. The university has eleven schools comprising: Basic and Applied Sciences, Computer and Engineering, Education and Humanities, Law and

Security Studies, Nursing Sciences, Public and Allied Health, Science and Technology, Management Sciences, Social Sciences, Medicine and Post-Graduate School.

Since the process of designing an appropriate T&L framework for EET within the classroom environment is complex (Domegan and Fleming, 2007; Neck and Greene 2011), the use of higher education institutions as case studies assist to obtain the inputs of the students, lecturers and top academic planning and policymakers, who are responsible for curriculum planning and implementation. The essence is to ensure inclusiveness of the major stakeholders in developing a framework for EE adoption, ownership and implementation. Additionally, Adunola (2011, p.7-8) describes the inputs of the lecturers and students as critical in determining the acceptable T&L framework in the education system.

4.4.2 Research participants

The study recruited participants who included students, lecturers, management and other key stakeholders who were involved in the teaching, learning and implementation of the entrepreneurship curriculum. This was done through creating awareness in the newsletters, news bulletins and official websites dedicated to disseminating information on the selected universities. The strategy also included distributing flyers and pasting posters in strategic locations within the campuses. The involvement of the participants was voluntary, and they were free to refuse to participate or withdraw at any stage of the research without any negative consequence or penalty.

As explains by Ganyaupful (2013, p.30; Wahid et al. 2016, p.84), graduates' entrepreneurial intentions could be motivated if the right pedagogical framework is applied to the education system. Developing such framework has remained a 'gap' in EE in Nigerian universities (Aja-Okorie and Adali, 2013; Aondoaseer, 2013). There is also the absence of a reliable database of the university graduates, who engage in entrepreneurial activities in Nigeria. Ajayi et al. (2008, p.88-91) earlier noted this 'gap' and formed the views that graduates' rates of absorption into small businesses, private and entrepreneurial self-initiatives could be the indicators for graduates' entrepreneurship and assessment database. As a result, the targeted population included students in their final year, who completed all their modules on entrepreneurship, and students undergoing post-graduate degree programmes, who have completed their first degrees with entrepreneurship modules. As discussed under the scope of the study in the preamble section, the student population is included as a simple because this group of people is justified by Mueller 2004 (cited in Ozaralli and Rivenburgh, 2016, p.13) as potential future entrepreneurs and those with no intention to engage in entrepreneurship. The implication is that studying population of students could facilitate easy understanding

T&L approaches before they occur. The interest in this research is to influence the academic curriculum in such a way that capture entrepreneurial intentions and behaviour of the university graduates in Nigeria.

Members of academic staff in the three universities were also included in the study. This approach is justified on the premise that the lecturers who implement the curriculum, teach entrepreneurship modules and assess student performance are critical factors in determining integrated T&L methods (Adunola, 2011, p.7-8). In a related development, a similar empirical study conducted in University of Putra, Malaysia by (Akinboye and Pihie, 2014, p.220), which determine EET about graduate entrepreneurial intentions, purposively engaged the captive population of students as respondents. Similarly, Arasti et al.'s (2012, p.6) study on three Tehrani universities, purposively sampled the expert opinions of the lecturers to determine the influence of EET. Similarly, Esmi et al. (2015, p.174) also considered the expert opinion of the curriculum planners to validate an integrated framework for EE in the context of Iranian universities. This research, therefore, aligns with preceding submissions by considering students and lecturers' perspectives as well as expert opinions of randomly selected members of Academic Planning and Curriculum Development Committee (APCDC) of the three universities.

The APCDC comprises deans of faculties, heads of departments and directors of academic planning, who were purposively selected. These are key professionals charged with the responsibility of planning and developing all academic curricula in the universities. The study population for the research then comprised of 36 members of the APCDC; 1,636 members of the academic staff; 6,200 estimated final year full-time students in the final semester and 1600 post-graduate students identified from the universities under study.

Table 4.6 Distribution of academic staff of the selected universities by sex

S/N	Universities	Male	Female	Total
1.	Federal University	587	118	705
2.	State University	450	130	580
3.	Private University	260	91	351
	Total	1,297	339	1,636

Source: Field Survey (2015)

As presented in table 4.6, quantitative data were collected from members of the academic staff, 1636 lecturers in the three selected universities in South-West, Nigeria. The members of staff were chosen because they are familiar with the existing framework operational for teaching entrepreneurship as a general study course and they are also involved in scholarly research. The data regarding the population of academic staff was obtained from the offices of the academic establishments of each of the universities.

The views of the lecturers are critical to the new framework conceptualised in this research. The data obtained from the database of three universities shows a breakdown of population figures of lecturers as follows: 351 lecturers from Private University, 580 lecturers from State University and 705 lecturers from Federal University. The total population of female lecturers in the three universities is 339 while males make a majority of 1,297. Other categories of the respondents were the undergraduate at the final year level as well as some post-graduate students as presented in table 4.7 and 4.8 as follows:

Table 4.7: Distribution of the population of final year full-time students

S/N	Universities	Male	Female	Total
1.	Federal University.	2,040	410	2,450
2.	State University	2,211	639	2,850
3.	Private University	667	233	900
	Total	4,918	1,282	6,200

Source: Field Survey (2015)

Table 4.8 indicates that students who are in the final year level of their degree in the three universities participated in the research study. The final year full-time students are those who have completed all their modules on entrepreneurship and are about to graduate and join the labour market in Nigeria. Many of the students had already completed their degree programmes and were only awaiting their final results.

Table 4.8: Distribution of the population of post-graduate students of the selected universities

S/N	Universities	Male	Female	Total
1.	Federal University.	526	106	632
2.	State University	571	165	736
3.	Private University	172	60	232
	Total	1,269	331	1600

Source: Field Survey (2015)

Table 4.8 composes the post-graduate students who have completed either their first degree or higher national diploma (HND) in the universities and polytechnics respectively. These are trained graduates already in the labour markets and who are expected to engage in entrepreneurial activities after graduation. Eneji, Mai-Lafia and Weiping (2013, p.156) explain that the problem of graduates' unemployment also extends to those with post-graduate degree qualifications. Eneji et al. (2013) further explain that the rate of unemployment of higher degree holders (post-graduates) increases from 3.3% to 4.7%. Consequently, many of the post-graduate degree holders take up occupations, which are below their qualifications. Many roam the streets in search of organisational jobs. One would have expected that these sets of highly educated individuals to possess higher employable skills than those who acquire only secondary school education. The study, therefore, engages the perspectives of 1600 post-graduate students in the three universities.

4.5 SAMPLING TECHNIQUES

According to Sekaran and Bougie (2013, p.240), research efforts may be in vain if the information is not sought from the right set of respondents relevant to the study. The sample must be fully representative of the population. If the sample is obtained scientifically, we can reasonably be sure that the sample statistics are close to the population (Sekaran and Bougie, 2013, p.243).

Probability and non-probability sampling techniques were used. Non-probability sampling included cluster sampling to select the three universities along criteria of ownership (private, state and federal governments). Struwig and Stead (2007) argued that a non-probability sampling is any procedure of sampling where the statistical concept of randomness does not affect the selection of elements in the gathering of samples. The simplified proportional representation sampling technique is known as the “Taro Model” as cited in Israel (2009, p.4) and Singh and Masuku (2014), is used to select the sample size. The captive population comprises the estimated 6,200 final year students in the final semester; 1,600 post-graduate students; and 1,636 members of academic staff while ratio scale analysis is used to delineate the sample. These scaling analyses according to Sekaran and Bougie (2009, p.145; 2016, p.209) erases the shortcoming of the arbitrary origin point of the interval scale and have the advantage of possessing the absolute zero point. Probability sampling was conducted through simple random sampling to select nine respondents from a population of 36 members of the APCDC.

The “Taro Model” according to Polonia (2013) helps in determining the representative proportion of the captive population of the students and lecturers. A total population of 7,800 respondents comprising final year and post-graduate students was used for the study. Moreover, a captive population of 1,626 lecturers and 36 APCDC members from the three universities were also used for the study respectively. The simplified proportional representation sampling technique is known as the “Taro Model” as cited in Israel (2009, p.4) is presented in figure 4.4 as follows:

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

Taro model (1.)

Source: Israel (2009)

From the equation above according to Israel (2009), the following information below is applicable in arriving at the sample for this study:

n= the sample size

N= Total population for the study

e= the acceptable sampling error at (0.05)

According to Sekaran and Bougie (2009, p.294), this sample size is descriptive and satisfies the mandatory level of confidence and accuracy. The total sample used for this study is 710 respondents obtained as follows in equation (2.)

1.	n =	Students =	$\frac{7,800}{1 + 7,800 * (0.0025)}$	=	$\frac{7,800}{20.50}$	380
2.	n=	Lecturers =	$\frac{1,636}{1 + 1,636 * (0.0025)}$	=	$\frac{1,636}{5.09}$	321
3.	n=	Sample size (for quantitative study) =	1+2			701
Sample size (randomly selected for qualitative study)						09
						Total= 710

Sample size

From the equation two above, a total of 710 questionnaires were administered to group of randomly selected lecturers, final year students and post-graduate students at different faculties of the three universities. An average number of 380 (final-year and post-graduate) students and 321 members of the academic staff from the three universities were expected to be sampled for this study. The published table of the sample size of a given population by Sekaran and Bougie (2016, p.263), also justifies the representativeness of sample sizes 380 students and 321 academic staff selected from the captive population of 7800 students and 1636 lecturers respectively. According to Sekaran and Bougie (2016), this sample size is representative and justified the required level of confidence and precision. Additionally, the table of sample size contains in the study conducted by Singh and Masuku (2014, p.11), also justifies randomly selected sample sizes of the students and the lecturers as reflecting the combination of precision, confidence level and reliability. It is also suggested that between 378 and 383 is the required sample given the population between 7000 and 9000. Similarly, a sample between 286 and 333 is deemed to be representative, when the total population figure is between 1000 and 2000.

The captive population of 36 members of the APCDC was identified in the three universities as the sample for the qualitative research. APCDC members were purposively selected because of their professional skills in university academic planning and curriculum development. Sekaran and Bougie (2013, p.270) affirm the suitability of purposive sampling criterion to select this target group based on their expertise since the research is not intended to draw the statistical inference. Nine members of the APCDC were subsequently selected through simple random sampling from the captive population of 36 members.

4.5.1 The use of convenient sampling technique

In this study, for administration of research instruments on the participants (the lecturers, students and APCDC members), the researcher adopted a convenient sampling technique. Sekaran and Bougie (2016, p.247) explain the convenient sampling technique as a non-random sampling. The advantages are to such an extent of the convenience it offers in term of use, cost and time effectiveness. The study was able to select from the population of the students, lecturers and APCDC based on the participants' willingness and accessibility in the three universities. Saunder et al. (2009) describe this sampling technique as allowing the study to obtain the participants in a given study base on their accessibility and willingness to participate in the study. The selection of the participant was delineated through department and faculties.

With the advantages of convenient sampling, the technique is not without its limitations. The technique is limited to the extent of generalisation of the findings and the issue of participant bias. Wilson (2010) explains that the use of convenient sampling technique is not free from the problem of bias and that it is difficult to infer generalisation of the participants' contributions. The research adopted multiple sampling strategies including the use of simple random sampling to eliminate the limitations. Hedt and Pagano (2011) also explain that the limitation associated with the use of convenient sampling technique can be eliminated when combining with simple random sampling. The research uses this technique due to busy schedules of the lecturers and availability of the students on the campuses according to schools' academic calendar. Hence the study took advantage of the cost and time efficient as well as availability, accessibility and proximity of the participants while collecting data in this study.

4.6 DATA COLLECTION PROCEDURES

Data collection is described as a procedure that involves systematic collection or gathering of data with the aim of measuring research variables identified in a given study (Creswell, 2014; Saunder et al., 2009). The approaches to data collection in this study are in two distinct phases. The first phase deals with the rigorous collection of quantitative data from the lecturers and students of the three selected universities. This is followed by the second phase, which involved a purposive sampling method for the collection of qualitative

data. The research made use of self-administered questionnaire, semi-structured interview and documentary analysis to obtain data from the respondents in this study. This study is a product of data collected from primary and secondary sources. The data collection processes are executed in a manner that accounts for the research questions as well as the objectives of the study. Secondary data are obtained from textbooks, accredited and non-accredited journals, newspaper and media publications, government gazettes, conference proceedings and electronic search engines. These data collection procedures are used as a way of exploring the students', lecturers', and academic planners' perceptions on the framework for T&L entrepreneurship.

4.6.1 The use of self-administered questionnaire

For the quantitative study, a questionnaire was developed from information obtained in the literature related to EE (*see appendixes13*). The use of a questionnaire adapted from related studies (Arasti et al., 2012; Sherman, Seborá and Digman, 2008) form the structure of the design. After initial design of the questionnaire, the author of this study conducted a pilot study on 12 students and seven lecturers who were not part of the main sample of the study. The students and lecturer respondents completed the questionnaire and were asked three days later to complete the same questionnaire again. An analysis of all answers to the questionnaire indicated a very high Pearson correlation of 0.98. The aim was to test the level of clarity, comprehension and understanding of the questionnaire before the actual field exercise would commence (Saunders, Saunders, Lewis and Thornhill, 2012; Sekaran and Bougie, 2016). Parts of the aims of the pre-test exercise were to determine if there were questions considered as ambiguous by the respondents. Such could also be of help in eliminating irrelevant questions and adding new ones based on the suggestions and comments of the participants where necessary. None of such ambiguity was established in the questionnaire after the pilot study.

The questionnaire was divided into three sections A, B and C. Section A contains the bio-data of the respondents while section B contains questions on the objectives of the study. The first section of the questionnaire requested each participant to reveal the extent to which the T&L methods at selected universities influenced student post-training career intentions and practices. The second section of the questionnaire gathers the insight of each participant on the extent to which the blended approach is significant to the conventional method of teaching entrepreneurship in the selected universities in the study area. Moreover, this section also assessed the relevance of entrepreneurial orientations to student motivation towards entrepreneurship in the selected universities.

The third section of the questionnaire obtains information about the perceptions of the respondents regarding the association between entrepreneurial self-efficacy, self-regulation and entrepreneurial orientation in randomly selected universities in South-West Nigeria. The respondents were allowed to indicate the level of their agreement with the statements that are contained in the questionnaire according to a six-point Likert scale according to (strongly disagree-1, disagree-2, strongly disagree-3, slightly agree-4, agree-5 and strongly agree-6) and rank various T&L methods as perceived relevant to entrepreneurship. Chomeya (2010, p.399) describes the 6-point Likert scale as the appropriate scale of measurement to determine the true behaviour of the respondents. Such scale compels the respondent to think deeply before the selection of any point since no provision is made for undecided points.

On the other hand, section C of the questionnaire contains open-ended questions for free responses of the respondents. The open-ended questions near the end of the questionnaire are designed to enable further respondents to express their opinions in their chosen words. This gave room to clarify further and obtain information as foreseen by the researcher. The aim is, therefore, to obtain more information from the respondents to accommodate reasons for differences in opinion as deemed necessary. Bubou and Okrigwe (2011) note such design is consistent with methods employed in social and management research.

The research approach started with visits to the offices of the registrars of the participating universities to discuss the research intent. This was followed by a meeting with the deans of faculties and heads of the departments after obtaining gatekeeper approvals from each of the universities. After that, the questionnaire was administered to the group of randomly selected lecturers and students at their various departments and faculties in the universities. The administration of questionnaires on the participants based on convenience, accessibility, availability, proximity and willingness of the respondents to participate in the study. All the questionnaire administered were personally done by the author of this research with almost 100% answered rates. The administration of the questions on the participants was voluntary and anonymous. The majority of the students (final year undergraduate and post-graduate students) completed the questionnaire within the average of about 20-30 minutes individually in their classes either before or after their lectures. The lecturers on the other hand completed and returned the questionnaire on an agreed date since they could not complete it immediately. This was done to give them enough time to attend to the questionnaire at their most convenient time as well as to avoid the interference with their daily functions at work or home. The administration of the questionnaire and the interview was conducted between October 2015 and February 2016.

4.6.2 The use of semi-structured interviews

The collection of qualitative data is based more on the use of words rather than figures (Yin, 2011b). It is a process of testing the words and actions of the respondents. It is also more appropriate when the research phenomena are not known, or little is known about it or when the research requires an in-depth understanding of the extent of complexity and when identified variables need to be validated. Interviews remain the most commonly used method of collecting qualitative data as similar to the use in this study. The structured interview questions (*see appendix 14*) was used as a tool to elicit responses of the senior academic professionals in charge of curriculum development, design and implementation from the universities used as case studies. Wemgraf (2001, p.5) explains that the semi-structured interview questions are prepared in advance of the data collection but substantially opened to accommodate subsequent questions of the interviewers.

The members of the APCDC were handed over the copies of the questions some days before the interview was conducted. The essence was to allow the respondents familiarise themselves with the questions before the interview. As a result, the use of interview and other documentary sources necessitated the need to validate the research instrument. The procedure of conducting reliability and validity tests in qualitative research is a bit different from the processes involved in quantitative studies (Sekaran and Bougie 2013, p.350). The reliability checks on qualitative data comprise category and interjudge reliability, while category reliability test relates to the ability of the study to formulate the data into categories and presents to competent judges' definitions of each category, interjudge reliability provides the degree of consistency showing the extent of agreement.

In this study, the concept of category and interjudge validity are applied in that the qualitative questions after the design of the interview questions. The content of the questions was later subjected to expert opinion and comments of four top academic planning experts. The aim was also to conduct content validity check to match the design with the research objectives of the study.

4.6.3 Documentary materials

Documentary analysis refers to the review of legal documents, such as the national policy on education, EE guiding curriculum, course outlines and other reports (Cohen et al., 2007, p.201). Documentary materials provide insights into the past events (Burton and Jones, 2008, p.75). McEwan and Mc Ewan (2003, p.82) notes that other significance of documentary analysis can also be its usefulness in filling the missing data in a given study. Some of the documentary materials used in the cause of this research are statutorily kept

in the universities; some are available at the level of NUC achieves while some others were retrieved from the online.

Different documents relating to EE are reviewed in the course of this study. These include EE contents of national policy on education, NUC benchmark minimum academic standards as well as the national policy on micro, small and medium enterprises (MSMEs). The study also reviewed the curricula designed for T&L entrepreneurship. The significance of documentary source of data is that it can be of help to the researchers in obtaining further information about the research topic and other valuable information for the study (Ary et al., 2010, p.443).

The information obtained through documentary records underscore the influence of entrepreneurship under the university education system. The findings from the relevant documents were used to corroborate the perceptions as provided by the students, lecturers and academic planning professionals in this research. Similarly, the documented information provides more background information about the current education policies, current practices in EE and the strategies for implementation.

Ary et al. (2010, p.433) however note that data obtained through documentary analysis of records as gazetted may be limited to the extent that such documents are not purposely produced for research. The information from records may be manipulative or not representative. Most times, the data may not provide an accurate account of the history or may be biased about the phenomena under investigation. Arising from these limitations, Ary et al. (2010, p.433) suggest that researchers should take adequate, noting the complete account of the history of documentary materials, completeness and originality.

4.7 DATA ANALYSIS PROCEDURES

The procedure of data analysis involves a systematic searching and arranging raw data with the aim of increasing the understanding of the researcher about the data gathered in a study (Ary et al., 2010, p.465; Miles and Huberman, 1994, p.50). The understanding of the study would be achieved when collected data is processed by coding or categorising into groups. Ritchie and Lewis (2003, p217) note that analysis of data substantially involves making sense of the data gathered and using the results of the analysis to provide answers to the research questions in a given study. In this study, two distinctive procedures are engaged to carry out the data analysis. The procedures are quantitative analysis and qualitative analysis of data.

4.7.1 Quantitative analysis

Bhattacharjee (2012, p.119) explains quantitative analysis as the data analysis of a research project in a numeric form. The procedures also involve converting data into a machine-readable format such as a spreadsheet, which can be analysed through computer programmings such as SPSS or SAS. The SPSS was adopted because it is comprehensive statistical software that is appropriate for analysing survey data in social sciences, market, health and educational research (Muijs, 2012, p.78). This explains that SPSS has the proficiency to produce tabularised descriptive statistics, reports, distribution plots, charts, and fulfil multifaceted statistical questions from any data (Pallant, 2010). Similarly, the processes involved in the quantitative analysis include data coding, which is referred to as the process of converting data into a numeric format. Similarly, the processes also include data entry into Excel spreadsheet to create an SPSS database for the collected data.

This study significantly features the use of descriptive statistics involving the description, aggregation and presentation of the research variables, to determine the association or present the constructs of interest. Wilson (2010, p.213) notes that the descriptive statistics involves the statistical analysis that describes or summarises data. Sekaran and Bougie (2009) also describe these analyses as the summary of demographic data achieved through frequency distribution table, pie chart, histograms, which spells out some occurrence and percentage differences.

At the univariate level in this research, therefore, the data were analysed using descriptive statistics such as frequency and percentage distribution of the data, means and standard deviations of numeric data. The descriptive statistics were used to depict the distribution of background characteristics of the study participants (Treimam, 2012). Besides, in each of the objectives of this study, it was used for preliminary expression of the distribution of graduates' entrepreneurship intentions and practices, description of methods of T&L entrepreneurship in randomly selected Nigerian universities. The perceptions about realistic activities influencing entrepreneurial intention and practice, description of the weight of traditional and blended methods of teaching entrepreneurship were determined. Similarly, the study also determined the views about the use of technical facilities, the relevance of entrepreneurial orientation and self-regulation, self-efficacy and self-practice in EET.

At the bivariate level of the analysis involving inferential statistics, Pearson correlation coefficient was used to examine the relationship between two variables while analysis of variance (ANOVA) was used to investigate the difference in means as appropriate. Saunder et al. (2009) explain Pearson correlation coefficient as a statistical tool used to measure the direction, strength and significance of bivariate

relationship among research variables in a given study. The multivariate analysis of the data employed multiple linear regression to depict the effect of each independent variable on the dependent variables (entrepreneurial intentions and practices) when interacting with other variables (Sekaran and Bougie, 2016, p.311). This interaction enables independent consideration of variables that consistently influence the graduates' entrepreneurial intentions and practice in the study area. Also, Exploratory Factor Analysis (EFA) was conducted using Principal Component Analysis (PCA) approach to extract latent factors that are most relevant to entrepreneurial intentions and practice among graduates in Nigerian universities. The research ensured that all assumptions of each statistical test were satisfied, and all analyses were carried out at the 0.05 level of significance.

Similarly, the study employed the use of Welch tests of equality of means to determine the central location of the means and compare normality in distributions between variance of the means (Frank and Klar, 2016, p.528; Jan and Shieh, 2014, p.73). The implication is that the Welch test of the mean of equality was conducted to determine Fisher exact results between classical two-sample models with equal variance. Such cross-tabulations allowed this study to determine whether a significant relationship exists between the two variables represented in the cross-tabulation, particularly where the variance obtained from F-statistics of equality of the means shows nearly equal results.

With the specific objectives of this research in mind, a cross-sectional research design is adopted to examine the association between some variables in the research including self-efficacy, self-regulation, entrepreneurial orientation and post-training outputs. To determine the relationship between the research variables, an extensive review of the literature on past studies was conducted: (Sekaran and Bougie, 2016, p.104; Muenjohn and Armstrong, 2008). This was to enable the study to exploit the origins and mechanisms of the identified variables in cognitive-learning theories. The F-statistic in all the models indicates the significance of the independent variables (methods of teaching entrepreneurship) on the dependent variables (graduates' preference for a government or private job other than entrepreneurship, preference for a government or private job before going into entrepreneurship and preference for combining government or private job and entrepreneurship).

4.7.1.1 Validating the constructs relating to the influence of teaching and learning methods

One objective this study was to determine the influence of T&L methods on the student's post-study entrepreneurial intentions. To achieve this objective, various T&L methods were reported using frequencies and percentages displayed in tables and charts; mean ratings of each method and its standard deviation, to determine the level of use of each method, and to compare the students' and lecturers' ratings.

Pearson's correlation coefficients were used at the bivariate level to examine the relationship between each of the methods and each entrepreneurial intention (preference for employment with government or private company rather than entrepreneurship; preference for a government or private job first before moving into entrepreneurship; and preferring to combine government or private job with entrepreneurship) which were the dependent variables. Also, ANOVA was used to determine if there is a significant difference in average scores of methods of T&L entrepreneurship among federal, state and private universities. Effect the methods on student's post-study entrepreneurial intentions was also determined at multivariate level using multiple regression analysis. The use of ANOVA has been justified on the basis that it allows the comparison of the mean of a score of continuous or ordinal variables with many scale points, between numbers of groups (Muijs, 2012, p.175).

4.7.1.2 Validating the relative weight of the blended versus TLM

The above was addressed by an initial description of the traditional, blended or combined methods used for teaching, using frequency and percentages in tables and charts; means and standard deviation were used to describe the weight of each method and to compare students' and lecturers' ratings. The study made use of Pearson Correlation Coefficient to investigate if there is a significant relationship between students' entrepreneurial intentions and the teaching method, realistic activities, and the technical facilities used. Multiple regression analysis was used to determine the effect of the correlated variables on entrepreneurship intention and practice (Raykov and Marcoulodes, 2011, p.206).

4.7.1.3 Validating the relative efficacy of entrepreneurship orientation strategies

Pearson's correlation coefficient was used at a bivariate level to examine the relationship between each of the methods and each entrepreneurial intention (preference for employment with government or private company rather than entrepreneurship. This also includes a preference for a government or private job first before moving into entrepreneurship, and preferring to combine government or private job with entrepreneurship) which were the dependent variables. Also, ANOVA was used to determine if there is a significant difference in average scores of methods of T&L entrepreneurship among federal, state and private universities. Effect the methods on student's post-study entrepreneurial intentions was also determined at multivariate level using multiple regression analysis.

4.7.1.4 Validating the interplay between ESE, ESR and EI

The SPSS was adopted because it is comprehensive statistical software that is appropriate for analysing survey data in social sciences, market, health and educational research (Muijs, 2012, p.78). This explains

that SPSS has the proficiency to produce tabularised descriptive statistics, reports, distribution plots, charts, and fulfil multifaceted statistical questions from any data (Pallant, 2010). Pearson's correlation coefficient was used at a bivariate level to examine the relationship between each of the methods and each entrepreneurial intention (preference for employment with government or private company rather than entrepreneurship. This also includes a preference for a government or private jobs first before moving into entrepreneurship, and preferring to combine government or private jobs with entrepreneurship) which were the dependent variables. Also, ANOVA was used to determine if there is a significant difference in average scores of methods of T&L entrepreneurship among federal, state and private universities. Effect the methods on student's post-study entrepreneurial intentions was also determined at multivariate level using multiple regression analysis.

4.7.1.5 Validating the conceptual framework and design

The Principal Component Analysis (PCA) approach was used to extract the relevant factors, whose selection was based on Eigenvalues of ≥ 1.000 . All variables, whose commonality were below 0.600 and whose highest rotated factor loading were below 0.500, were excluded from the EFA to avoid spuriousness in the analysis (Raykov and Marcoulodes, 2011, p.206). The presentation shows that the total % of Variance explained = 69.289; Kaiser-Meyer-Olkin Measure of sampling adequacy = 0.833; Bartlett's Test of Sphericity: $\chi^2=6059.241$; $df=325$; $p<0.001$, Cronbach alpha (α) = 0.902. Factor loadings were rotated using varimax rotation to ensure uncorrelated factor loadings. Muijs (2012, p.202) describes varimax rotation as capable of producing the loading of several distinctive factors of a given research. The factor scores of each factor generated from the analysis were further used in multiple regression analysis to determine their effect on students' post-study entrepreneurial intention and practice in Nigerian universities. Sekaran and Bougie (2009) describe multiple regression analysis as the analysis that involves multivariate inferential statistics. The tool is used to determine the degree of relationship between study variables. Wilson (2010) also explains that multiple regression analysis is used to measure the percentage of reliability as well as the linearity of the relationship.

4.7.2 Qualitative data analysis

According to Bhattacharjee (2012, p.113), qualitative analysis of data involves data analysis in the context of information gathered from the interview transcripts. Unlike quantitative analysis which is statistically driven to predict or explain the phenomena and to a large extent independent of the researchers, qualitative analysis depends on largely more on the researcher's analytic skills as well as the knowledge of the phenomena in the social context (Sekaran and Bougie, 2016, p.271). The focus in qualitative research is more of "sense-making" or understanding of studied phenomena rather than predicting or explaining. The

in-depth interviews in the study were analysed through thematic content analysis and critical discourse analysis.

4.7.2.1 The use of thematic content analysis

The qualitative data in this research work is coded and analysed using thematic content analysis (TCA) techniques. Boyatzis (1998) explains the use of TCA as encoding the interview responses into relevant themes and merge the information that is relevant to each theme. This technique examines words or phrases in the data collected for a study. Descriptive statistics are used to describe the demographic attributes of the selected sample. Esmi et al. (2014, p.174) cite the instance of entrepreneurship T&L method conducted in an academic environment, which involves interface with educated scholars and experts, as requiring multi-dimensional and sophisticated qualitative factor analysis.

Although the analysis of qualitative data may take different forms, the nature of presentation is mostly non-mathematical. In this study, the interview conducted are tape recorded and transcribed according to the content. The transcription report was later given to each participant to validate the originality and eliminate any possible issue of bias. The research adopted Miles and Huberman's (1994, p.10-12) interrelated three phases, to present the analysis of the qualitative data collected in this research. The first phase of the analysis begins with data reduction, which involves identifying, coding and classifying data. The second phase involves data display, which involves assembling of the data collected into themes. The third phase of data verification involves interpreting, verifying and drawing a conclusion on the information obtained from the participants.

Cohen et al. (2011, p.493) concur that researchers stand to understand better the phenomena under investigation if a constant comparative method of data analysis is followed. Consequently, the adopted three phases enable the research to focus on the perceptions, thoughts and actions of the participants about the objectives of the study. The constant comparative method of data analysis in this study began with coding and simultaneous comparing all units of the meaning as provided by the participants.

4.7.2.2 Critical discourse analysis

Weninger (2008, p.145) narrates the understanding of critical discourse analysis to include “ a critical perspective geared towards examining the subtle ways of which unequal power relations are maintained and reproduced through the use of language”. Language (discourse) in this context explains the significance of understanding the interactions of words as used among the participants. Weninger (2008) further explains that the extent to which the issue of globalisation, power and ideology are often revealed through

critical discourse analysis. Similarly, Shaw and Bailey (2009, p.143) capture critical discourse as offering relative meaning to investigation, conversations and culture as well as the interconnectivity among the discourse.

In this study, the understanding of critical discourse analysis helps the researcher to pay adequate attention to the interactions among the use of words from the participants that participated in the in-depth interview. The understanding also assists in identifying the discourse in the literary term and the interconnectivity among the participants. However, one argument against qualitative nature of data analysis is that the presentation is often not cleared or may not be well formulated. For instance, Vosloo (2014, p.304) argues that the qualitative research approach may not fit easily into positivity orientation. As a result, the need for the mixed method research approach is needed, which combine qualitative and quantitative research strategies. Vosloo's report further explains the significance of quantitative strategy, which provides numerical data that are measurable.

4.8 ETHICAL CONSIDERATION

Ethical considerations are of great value in research. Ethics connote what is right and just to the research and the interests of the respondents who participate in the study (Flick, 2009, p.36). The author of this study sought and obtained the ethical approval letter from the ethics office of University of KwaZulu-Natal before the commencement of the research (*see appendix 9*). As stipulated by the research ethics guidelines, the researchers applied the mandate, which was termed *informed consent* as part of the university ethics requirements. Consequently, the researcher sought the consent of the participants before the study was conducted. The participants were informed of the research objectives, research processes, what was expected of the participants and how the information obtained would be managed.

After obtaining the approval letters authorising the conduct of the study in the three universities, the author of this research immediately opened telephone discussions with registrars of the schools. The telephone conversations covered discussions bordering on the research processes and procedures as well as the university-level of participation in the study. The telephone conversations were followed up with meetings with the registrar, director of academic planning and the deputy vice-chancellors (academics). The author of this study was later given the opportunity to address the university communities through their bi-annual congregational meeting. The forum was used as an avenue to brief all the university stakeholders about the issues of confidentiality, anonymity, the right to withdraw from the study and the use of pseudonyms. The involvements of the participants were emphasised as voluntary, and they are free to refuse to participate or

withdraw at any stage of the research as such wishes. This was aimed at protecting the rights, interests and well-being of the participants, who were involved in the research.

Similarly, all material evidence cited in this research are referenced and acknowledged appropriately. Confidentiality and anonymity of the records identifying the participants and the study sites were to be maintained according to an ethical standard of the study. The results of the study, as well as all the information collected in the successive stages of the research, was assured would only be used for academic purposes and not for personal gain. Under the next sub-sections, the issues relating to informed consent, anonymity, confidentiality and the use of pseudonyms are outlined and discussed as follows:

4.8.1 Informed consent

Patrick (2011, p.86) describes consent as an agreement, compliance or permission that certain things should take place. Consent also denotes providing relevant information relating to a research and the privilege to give consent before a study commences. As approved by the authority of the University of KwaZulu-Natal ethical clearance office, an informed consent form was given to each participant (*see appendixes: 13, 14*). The essence of the consent form is for each participant to append his or her signature to the fact that the content of the research is well understood and that the participants are willing to participate in the research. Similarly, Patrick (2011) further explains that the intention of informed consent is not only for regulatory purposes but more of establishing mutual trust, partnership and upholding the research ethics. For the interview sections, the respondents were given the opportunity to choose the preferred date, time and venue for the interviews. Some of the interviews were conducted during the lunch times or free periods, while some after the school hours, venues were respective participants' offices within the university premises.

4.8.2 Confidentiality

Cohen et al. (2011, p.92) describe confidentiality intends to protect the right of the respondents to privacy. The essence of confidentiality in research is to make it nearly impossible for anyone to trace the source of information as supplied by the respondents. The author of this research took time to inform the participant either in writing or verbally of the assurances that all information provided in the study would be kept with a high sense of confidentiality. The participants were also assured that their contributions and identity would be maintained as anonymous while their right to privacy would be maintained.

The author of this research also informed the participants that all information transcribed from the data supplied would be kept the secret within University of KwaZulu-Natal campus, in a secured locked room. Such information after five years that the research has been concluded would be destroyed in line with the

policy of the university. Additionally, the participants who participated in the interview section were informed that the transcribed information would be made available for their attention after the interviews, to ascertain the veracity of the report. For those who raised the concern that people are easily identifiable through the story they tell, the researcher assured that he would be obliged to reveal any information supplied by the participants to anyone.

4.8.3 The use of pseudonyms

A pseudonym also is known as anonymity is a strategy adopted to ensure that the identities of the respondents are kept secret (Ogden, 2008, p.16). Pseudonyms intend to disclose the participants impossible for anyone. Ogden (2008) further explains that the use of pseudonyms is a way of giving a fictitious name to individuals or places that participated in the study. The essence of anonymity is to keep the identities of the respondents' secret. In this study, the concept of pseudonyms was used to protect the identities of randomly selected universities as well as individuals who participated in the data collection (students, lecturers and academic planning professionals). For instance, such name as Federal University, State University and Private University is used to represent the three selected universities. Such names as used in this study are a general name, which can never be linked to any of the selected universities.

Similarly, the identities of the academic planning professionals, who participated in the in-depth interview, are maintained as pseudonyms for the sake of confidentiality as follows:

- Male, Professor, HOD of Entrepreneurship Management Technology, Federal University
- Male, Professor, Director of Academic Planning, Federal University
- Male, Associate Professor, HOD of Entrepreneurship and Management Technology Department, Federal University
- Male, Professor, Director of Entrepreneurship Development Centre, State University
- Female, Professor, Dean, Entrepreneurial Counsellor, State University
- Male, Director of Academic Planning, State University
- Male, Professor, Management Sciences, Private University
- Male, PhD, Member of Academic Curriculum Committee, Private University
- Female, PhD, Director of Academic Planning, Private University

4.9 CREDIBILITY AND TRUSTWORTHINESS

Meriam (1998, p.198); Sekaran and Bougie (2016, p.117) explain that the issue of credibility and trustworthiness refer to the ability to trust the results of research. Nieuwenhuis (2007, p.80) describes validity and reliability of research as for how credible and trustworthy are the results of a study. Lincoln and Guba (1985, p.991) narrate the criteria for trustworthiness which include the credibility, applicability and dependability. These criteria are equivalent to the conventional model of internal and external validity and reliability. Similarly, Lincoln and Guba (1985) affirm that there can never be reliability without validity. The demonstration of the reliability measurement is enough to establish the validity of the research results and the confidence in the success. The researcher engaged the use of multiple data collection and analysis methods. These analysis methods were subjected to reliability and validity checks explained as follow:

4.9.1 Measurement of reliability

The issue of reliability according to Wilson (2010) refers to the extent by which the measurement of a research instrument is stable and consistent. As a result, the reliability deals with stability, consistency and dependability of the research instrument. In this study, the internal consistency check was determined through Cronbach's alpha coefficient. Sekaran and Bougie, (2009, p.324) describe Cronbach alpha as measuring items of a research instrument to determine the extent to which the variable is positively related. Matkar (2012) also explains that the Cronbach's alpha coefficient closer to 1 (one), has higher internal consistency. Pallant (2011) also considers Cronbach's alpha range from 0.7 and above as reliable. The instrument's reliability was therefore evaluated in this study, using Cronbach's Dominance to establish an alpha consistency which was 0.902.

Reliability tests according to (Sekaran and Bougie, 2016, p.223) implies the capacity of a measurement to produce results that are consistent over a period. Additionally, in a bid to achieve high reliability and validity results, the scales relied upon include the standards in the previous studies, which were published in A-rated journals and used for a similar research purpose: (Arasti et al., 2012; Sherman, Sebor and Digman, 2008). Along with this approach, two additional measures were taken to check the reliability of the scales: At the development stage, after the pilot-test, a separate test-retest was conducted. Twelve of students' respondents and seven lecturer respondents, who did not participate in the main study, completed the questionnaire. After three days, the respondents were later asked to complete the same questionnaire again. The results of the analysis indicate a very high Pearson correlation at 0.902 of all the answers in the questionnaire.

Creswell (2012, p.150) suggests that modifications and adaptations to the original instruments might cause the former reliability and validity to be altered. Pilot testing served as a consistency check for item simplicity, estimation and appropriateness of the arrangement of queries. The Cronbach's alpha coefficient was used to test the level of significance items in the instrument in accordance to the objectives of the study. The use of triangulation in data collection increased the data validity and reliability. Furthermore, the views of experts and academics in the research area were sought to authenticate the research tools further. Most of the scales adopted in the research have been used in other studies and found to have internal consistency.

Before regressing independent variables on the dependent variable, the collinearity of the independent variables would be examined. The collinearity diagnostics tool of SPSS provides two measures of collinearity. The first is tolerance, which measures the correlation between the independent variables and varies between 0 and 1, with 0 being an indication of a marked relationship between the examined independent variables. Collinearity is indicated if the tolerance value is "very low" (Pallant, 2010). Variance Inflation Factor (VIF) is an alternative indicator of collinearity, where large values indicate a marked relationship between independent variables. As a rule of thumb, VIF values of higher than >2 indicate multi-collinearity (Miles et al., 2001). The tolerance and VIF statistics were calculated and indicated high tolerance values of >0.595 and low VIF <1.6 and therefore (multi-) collinearity was not evident.

4.9.2 Validity of the research instruments

The validity of an instrument deals with the degree to which an instrument measures what it is supposed to measure (K.Digalwar, Tagalpallewar and Sunnapwar, 2013; Wilson, 2010, p.199). This will authenticate the cause-and-effect relationship and applicability of the variables to the immediate environment (Sekaran and Bougie, 2016, p.220). The construct, content and criterion validity of the research instrument was assessed by means of exploratory factor analysis. The questions were designed according to the objectives of the study and were given to three experts in the fields of management, entrepreneurship, ICT including the research supervisors for review. Their opinions and suggestions were used to prepare the final copy to achieve the face, content and criterion associated validity.

Factor analysis was conducted to verify the validity of the constructs under investigation by using Principal Component Analysis (PCA) with varimax rotation. Bryman and Bell (2011, p.170) explain that factor analysis is related to the use of Likert scales and the essence is to determine if the variables tend to bunch together to form a unique framework. The scores of the questions in each section of the research instrument were subjected to normality test using Skewness and Kurtosis to determine the degree of normality of the variables and appropriateness of the inferential statistics employed in the analysis (Ghasemi and Zahediasl,

2012). A Skewness value of zero would signify that the data were well spread or evenly distributed, which implied that the data are normally distributed, while a Kurtosis value of zero indicated that the data clusters well.

4.10 LIMITATIONS OF THE METHODOLOGY

The research resulted in the use of a cross-sectional approach as against the longitudinal approach for the data collection. The use of the cross-sectional approach was a major gap in the methodology. Morin et al. (2011) narrate that cross-sectional data collection approach is limited to the extent of making a swift conclusion based on causal inferences. The study resulted in the use of a cross-sectional approach for data collection in the three universities due to the irregular academic calendar. The university education system in Nigeria is characterised by labour unrests and strike actions. Similarly, most lecturers because of the tight schedules and work-loads were extremely busy during and after the school hours.

As a result, the research made use of convenient sampling techniques which allows collection of data based on participants' availability, proximity and willingness to participate in the study. The use of a convenient sampling technique is characterised by bias limitations and issues of generalisation of the findings. The research, therefore, combines the use of probability and non-probability sampling techniques to eliminate the limitations. Hedt and Pagaro (2011) explain that the use of probability and non-probability samplings eliminate the problem of bias.

The data collection in this study was restricted only to the three universities in the South-West, Nigeria. The information gathered from the universities were used to explain entrepreneurship framework in the context of T&L. The implication is the issue of generalisation of the findings of the data among other universities in the country.

4.11 SUMMARY

The type of research design and strategies adopted in this study are discussed and justified in this chapter and covers the sampling procedure, data collection, analysis and interpretation. This study adopts data triangulation using mixed methods that allow for a combination of documentary information, quantitative and qualitative data to avoid the issue of bias relating to strict adherence to a particular research strategy. These strategies allowed the study to conduct a test on the identified variables in teaching and learning entrepreneurship, while at the same time provided an in-depth understanding of how entrepreneurial intentions could be developed in the context of universities in Nigeria.

A self-administered questionnaire adapted from previous related studies was used to elicit responses from the respondents based on a six-point Likert scale fundamental to the level of agreement to the statements contained in the questionnaire to achieve the quantitative findings of the study. The qualitative data were obtained through an in-depth interview conducted with the professionals in charge of academic curriculum planning and implementation in randomly selected universities in South-West Nigeria. The essence of the data triangulation is to determine the extent of convergence or divergence in the findings on the phenomena under investigation.

Chi-square test of independence is used on cross-tabulations to see whether a significant relationship exists between the two variables represented in the cross-tabulation. The study also makes use of an independent sample t-test (tests for significant differences in average responses between two independent groups). The essence is to provide Fisher's exact test in case the conditions are not met. The quantitative data were analysed using the Statistical Package for the Social Sciences (SPSS). The SPSS was adopted because it is comprehensive statistical software that is appropriate for analysing survey data in social sciences, market, health and educational research. This explains that SPSS has the proficiency to produce tabularised descriptive statistics, reports, distribution plots, charts, and fulfil multifaceted statistical questions from any data.

4.12 CONCLUSION

The research is a product of data collected through primary and secondary sources. The idea of multiple research strategies provides illustrations to teaching methods (descriptive studies), establish the significant relationship of the teaching components (correlational studies) and attempt to define a change to some aspects of practices (experiential studies). The validity and reliability measurements of the research approaches including factor loading of the research constructs determine the accuracy of the data in relation to the research objectives. Frequencies are represented in tables or graphs. Chi-square goodness-of-fit-test: A univariate test, used on a categorical variable to test whether any of the response options are selected significantly more/less often than the others. The one-sample t-test is used to test whether the average value is significantly different from a value of 3.5 (the central score). This is applied to six-point Likert scale questions according to (strongly disagree-1, disagree-2, strongly disagree-3, slightly agree-4, agree-5 and strongly agree-6). Similarly, critical discourse and the use of thematic content analyses are adopted to discuss the qualitative data. The next chapter provides detailed presentation and analysis of data obtained through the quantitative study of this research. The presentation of the data in the next chapter deals with presentation, analyses, interpretation and discussion data obtained from the quantitative findings of the research survey.

CHAPTER FIVE

PRESENTATION AND ANALYSIS OF QUANTITATIVE DATA

5.1 INTRODUCTION

This chapter is a product of the analyses and presentation of data obtained from the self-administered questionnaire through the quantitative research strategy. In addition to the presentation of the findings, the results obtained are interpreted and discussed in the context of the quantitative data analyses techniques. The frequency scores for the dependent, mediating and independent variables were obtained after reliability and validity testing conducted on the research instrument.

In this chapter, section 5.2 contains the statistical control and test of reliability while section 5.3 provides the socio-demographic profiles of the respondents who participated in the quantitative study. Section 5.4 discusses the factor analyses of the identified T&L approaches in EE while section 5.5 discusses summary effects of factor analyses of T&L strategies on EE. Section 5.6 statistical relationship between teaching, learning and assessment effects on EE. Section 5.7 presents the relative weight between the blended learning model and traditional method of learning as well as the influence on graduates' entrepreneurial intentions. Also presented are data that provides realistic activities and the significance on EET. Also, considers is the relationship between blended and TLM in the context of determining the framework for T&L entrepreneurship. This also includes the learning outcomes and the level of skills and knowledge attainable using the mixed method approach as an innovative dimension.

In a related development, section 5.8 presents the mediating roles of entrepreneurial orientation in the context of graduates' motivation and drive for entrepreneurial practices. Section 5.9 of this chapter presents regression analysis showing entrepreneurial self-efficacy about graduates' entrepreneurial behaviour. Similarly, the data analysis containing the relationship between entrepreneurship orientation through entrepreneurial self-efficacy, self-regulation and self-practices influence and individual entrepreneurial intentions are presented. Section 5.10 presents the rating of the level of skills achievable through EE in Nigeria while section 5.11 of the study discusses the need for a guiding framework in EET. The results of the demographic profile of the participating respondents in the quantitative study are provided in the next sub-section.

5.2 DEMOGRAPHIC PROFILE OF THE RESPONDENTS

The study recorded seven hundred and one (701) questionnaires, which were administered to final-year undergraduate and post-graduate students and lecturers in the three universities. Of the total number of

questionnaire returned, only 665 questionnaires were valid, yielding a 94.86% response rate. The demographic profiles of the participants are presented in table 5.1 below:

Table 5.1: Socio-demographic characteristics of the respondents

	Background characteristics	Frequency	Percentage
Respondents' status	Lecturers	222	33.4
	Post-graduate students	131	19.7
	Final year full-time students	312	46.9
Students' age	16-20	72	16.3
	21-25	176	39.7
	26-30	107	24.2
	31-35	37	8.4
	36+	51	11.5
Lecturers' age	<25	12	5.4
	25-29	24	10.8
	30-39	60	27.5
	40-49	72	32.4
	50-59	44	19.8
	60+	9	4.1
Gender	Male	432	65.0
	Female	233	35.0
Students' educational qualification	Final-year Undergraduate student	312	70.4
	Post-graduate student	131	29.6
Lecturers' educational qualification	Bachelor degree lecturer	21	9.5
	Master's degree lecturer	90	40.5
	Doctorate degree lecturer	111	50.0
Lecturers' employment status	Full time	209	94.1
	Part-time	13	5.9
Faculty/Field of study	Education/Arts/Law	133	20.0
	Social Sciences/Management	221	33.2
	Engineering, Agriculture/Environmental	224	33.7
	Sciences/Medicine	87	13.1
Type of University	Federal University	209	31.4
	State university	220	33.1
	Private university	236	35.5

Source: Fieldwork 2016

Figure 5.1 indicates that the final year undergraduate students (46.9%), the post-graduate students (19.7%) and the lecturers (33.4%) participated in the study. There were more students (66.6%) than lecturers (33.4%) who participated in the study.

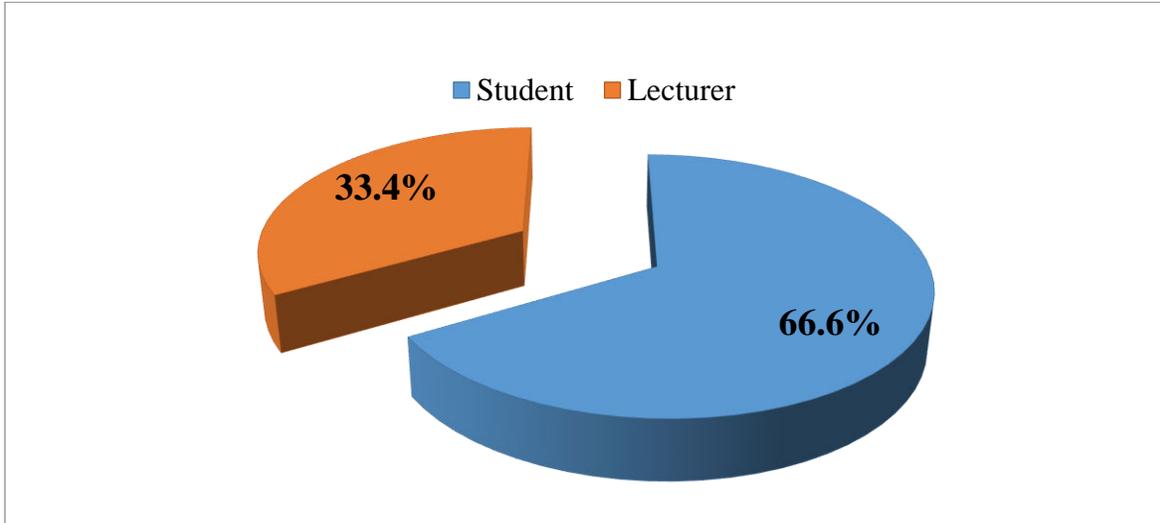


Figure 5.1: Status of the respondent

As presented in figure 5.2, there were more male (65.0%) than females (35.0%) who participated in the study, which reflects representativeness of the randomly sampled respondents.

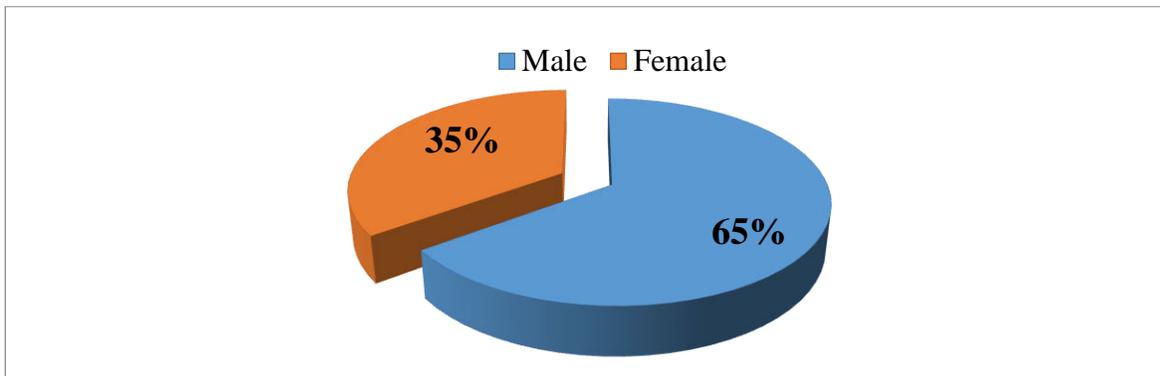


Figure 5.2: Gender of the respondents

Figure 5.3 shows that a large proportion of the students, were young people aged 21-25 years (39.7%); about 16% were in the 16-20 year age group, 24.2% were aged 26-30 years, while the rest were above 30 years (19.9%). This age distribution implies that the students were mature enough to make a correct judgement and appraise their entrepreneurial intentions. The 222 sampled lecturers clustered more in the 40-49 year age group (32.4%) and 30-39 years (27.5%); more than 16% of them were below 30 years, and

23.9% were 50 years and above. This suggests that the lecturers who participated in this study were age-appropriate to judge the students' entrepreneurial predisposition.

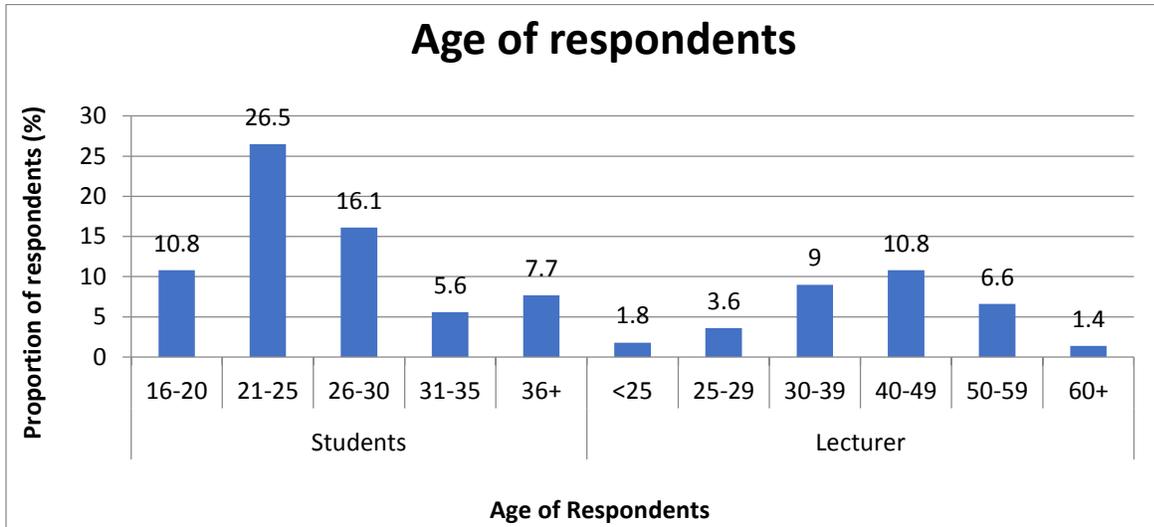


Figure 5.3: Age of the respondents

Figure 5.4 indicates that the final year full-time students (46.9%) are the undergraduate students while post-graduate students (19.7%) are first degree holders. The majority of the lecturers had a doctorate (16.7%) or master's degree (13.5%), few with bachelor's degrees (3.2%).

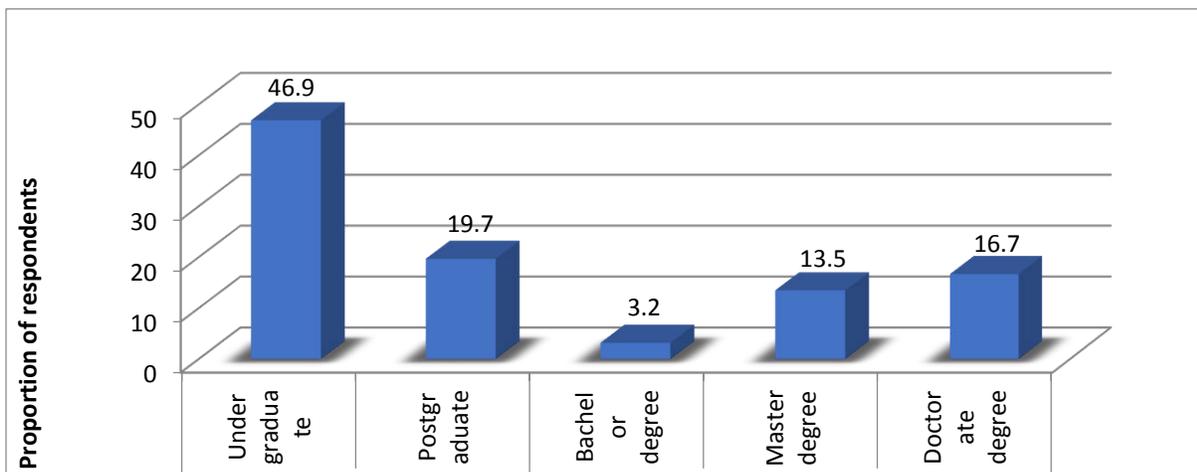


Figure 5.4: Educational status of the respondents

The results in figure 5.5 reveal that about one-third of the respondents (both students and lecturers) were in Social Sciences or Management fields (33.2%); Engineering or Agricultural or Environmental Science

field (33.7%); about one-fifth were Education, Arts or Law (20.0%); and the rest in Sciences or Medicine (13.1%).

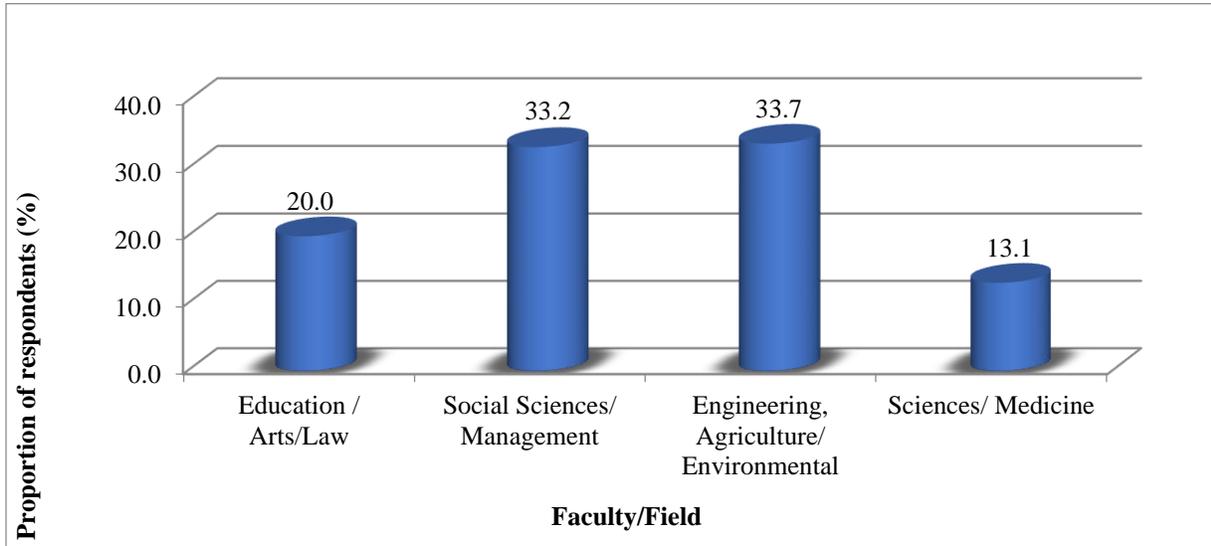


Figure 5.5: Faculty/education fields of study of the respondents

Figure 5.6 reveals that the respondents were evenly represented across the selected federal (31.4%), state (33.1%) and private universities (35.5%).

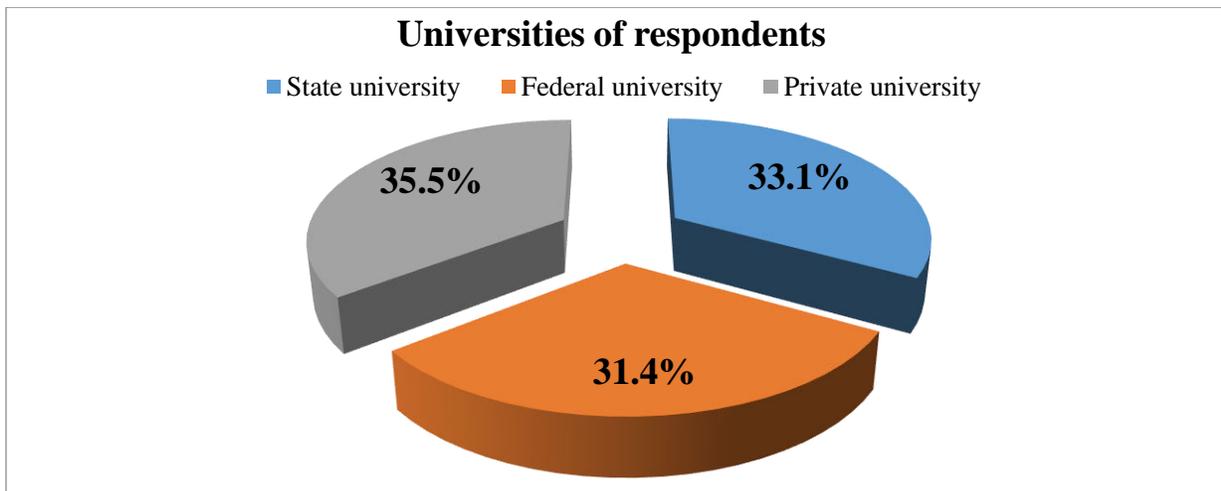


Figure 5.6: Educational institutions of the respondents

The presentation in figure 5.6 shows that the federal university recorded the highest number of participants representing 35.5% of the study population. This is followed by State University; a state government-owned

university with 33.1% participants while the privately-owned university, Private University has 31.4% participation in the quantitative study.

5.3 STATISTICAL CONTROLS AND TEST OF RELIABILITY

The reliability test of internal consistency of each and all the measurements were conducted and reported using the Cronbach Alpha method. The results of the Cronbach Alpha coefficient for each item ranges from a minimum of 0.900 to a maximum of 0.902 while the general Cronbach Alpha coefficient was 0.902 (Treiman, 2012, p.245). This result has found that all the item measurement used for this study was highly reliable presented as follows:

Table 5.2: Test of reliability using Cronbach alpha statistic

	Scale Mean	Scale Variance	Corrected Item-Total Correlation	Cronbach's Alpha
Face-to-face teaching and learning known as traditional lecturing method is mostly used to conduct entrepreneurship courses at my university	257.20	879.56	0.20	.902
Teaching and learning entrepreneurship is conducted through theoretical classes at my university.	257.62	883.45	0.15	.902
Teaching and learning entrepreneurship involves practical classes in my school.	257.55	864.80	0.37	.900
Teaching and learning entrepreneurship in my institution involves more theory than practical work.	257.77	898.18	-0.03	.905
Learning from experienced entrepreneurs and orientation from other stakeholders form part of the teaching and learning approach to entrepreneurship at my university.	257.67	868.81	0.33	.900
An assessment area of entrepreneurship in my school includes student self-practice, regulation and efficacy.	257.55	861.62	0.45	.899
Graduates would rather seek employment with government/private firms than setting up their own business	257.53	895.89	-0.01	.904
Graduates would prefer to secure employment with government or a private company straight after graduation and later move into entrepreneurship	257.21	886.44	0.14	.902
After graduating, graduates would like to work for a government or a private company while at the same time establish an entrepreneurial	257.45	887.10	0.13	.902
Previous experience in an entrepreneurial family	258.52	875.08	0.24	.902
Previous experience starting a business	258.58	881.04	0.18	.902
Textbook presentations about entrepreneurship	259.11	878.22	0.22	.902
Reading business plans written by peer students	259.21	872.73	0.28	.901
Hearing from practicing entrepreneurs	258.02	865.88	0.44	.899
Participating in a venture forum with entrepreneurs, venture capitalists and service providers	258.25	865.80	0.40	.900
Hearing the instructor's experiences as a small business owner/operator	258.29	870.24	0.36	.900
Interviewing a practicing entrepreneur	258.43	863.51	0.41	.900
Talking to other students about their entrepreneurial intentions	259.10	869.09	0.33	.900
Examining websites dedicated to entrepreneurship	258.75	867.24	0.36	.900
Reading about entrepreneurs in the current news	258.55	868.18	0.36	.900
Reading about entrepreneurs in history	258.75	878.42	0.21	.902
Seeing videos about entrepreneurs	258.63	872.36	0.29	.901
Listening to theoretical lectures about entrepreneurship in the classroom	258.88	874.14	0.26	.901

Writing and exchanging business plans, cards with entrepreneurs, angel investors and service providers.	258.53	866.00	0.38	.900
Lectures	257.72	883.33	0.25	.901
Chalk and talk	258.62	884.29	0.16	.902
Field works/tours	258.98	859.55	0.51	.899
Discussions	258.19	881.07	0.27	.901
Role-play	259.01	872.85	0.35	.900
Use of project/multimedia facilities	258.80	860.55	0.50	.899
Business simulations/games	259.56	868.37	0.43	.900
Internship	258.95	863.16	0.43	.899
Mentoring/coaching	258.93	863.66	0.48	.899
Conferences and seminars	258.85	864.24	0.50	.899
Self-practice/regulation	258.69	868.09	0.42	.900
On-line/e-learning	259.01	857.53	0.52	.899
Business Networking	259.34	858.98	0.55	.898
ICT/Internet search	258.80	854.52	0.57	.898
Blended learning	259.02	858.36	0.56	.898
Teaching and learning method that involves listening to theoretical lectures in the classroom	258.60	874.38	0.27	.901
Teaching and learning method that involve visual displays provided through telemedia and projectors	258.40	856.34	0.50	.899
Teaching and learning method through e-learning, internet services, simulations and business games	258.77	862.70	0.41	.900
Teaching and learning method that combines the use of ICT facilities and listening to theoretical lectures in the classroom	258.41	867.71	0.36	.900
Teaching and learning approaches that involve more practical and self-efficacy than theory	257.93	870.62	0.33	.900
I have not experienced teaching and learning with the use of computer technology at my university	259.71	917.59	-0.24	.907
There has been some attempt to use multimedia and ICT facilities to aid teaching and learning in my classes, but help is still required on a regular basis	258.07	877.86	0.19	.902
Students are engaged in running small businesses and participating in research projects on an existing business to boost entrepreneurial awareness before graduation.	258.12	859.79	0.41	.900
Digital portfolios facilities are used in the class to make teaching and learning more comfortable for students	258.39	853.71	0.45	.899
The use of a wide variety of e-learning and visual display facilities forms part of teaching and learning entrepreneurship at my university	258.35	851.12	0.50	.899
Using ICT methodology is/would be more suitable for teaching and learning entrepreneurship courses at my university	257.29	863.62	0.46	.899
Experiential teaching and learning approaches will have a greater impact on the students' decision to become an entrepreneur than reading activities.	256.96	873.97	0.37	.900
High impact activities will be positively related to the decision to become an entrepreneur.	256.98	875.41	0.39	.900
Effective teaching and learning entrepreneurship could be achieved when attachment, internship and consulting assignments are included in the curriculum	256.71	875.99	0.37	.900
The level of skills and knowledge attained by entrepreneurial graduates in my institution is.....	258.96	873.31	0.42	.900
Student internship experience helps to relate the theories learnt in the classroom with the work environment.	256.98	871.63	0.42	.900
Student internship attachment provides necessary job experience that can improve chances for employment upon graduation.	256.98	866.99	0.51	.899
Mentoring experiences help to improve graduate personal confidence and self-esteem.	256.85	876.41	0.41	.900
The mentoring experiences help to develop problem-solving skills.	256.96	874.35	0.39	.900
Conference and seminar experiences provide insights into business ideas and potential threats.	257.01	877.25	0.34	.900
Conference and seminar experiences help graduates to identify their weaknesses and strengths	256.93	876.44	0.39	.900
Business networking exposure motivates job creation ability and competency.	256.92	878.85	0.36	.900
Business networking experience enhances business idea startup, sustenance and growth.	256.92	877.77	0.39	.900
Teaching and learning entrepreneurship through student self-practice and self-efficacy could enhance creative learning activities, innovation and self-reliance.	256.95	879.61	0.35	.900

Student self-practice would provide practical exposure to creative productivity and discovery of new knowledge.	256.85	876.40	0.42	.900
Self-efficacy will inculcate in students the confidence to perform specific tasks in their ability.	256.90	878.77	0.37	.900
Self-regulation would prepare students for opportunity recognition and innovation to establish their own business.	256.94	877.14	0.41	.900
Based on the training in your institution, does the approach used to teach and learn	260.50	892.02	0.17	.902
How are the practical aspects of the entrepreneurship taught in your university? Please explain.	260.33	890.06	0.22	.901
Will you advise that methods of teaching and learning entrepreneurship in Nigerian universities should be modified? Please explain	260.02	898.06	-0.04	.902
Overall reliability				.902

Source: Fieldwork 2016

The analysis in table 5.2 contains an overview of the Cronbach α coefficients of all scales which are at minimum ≥ 0.898 . As a general rule of thumb, the understanding is that the measuring scales are deemed to be internally consistent when the results of Cronbach α coefficient tests are above 0.6 rating. This implies that the internally consistent scales are achieved. For instance, all constructs relating to the model of orientation in EET as contained in the research instrument, are multiple-item scales. There is, therefore, the potential to achieve the internal consistency reliability. This is applied to groups of items that measure one construct and examines the homogeneity of the variables. Such measurement that determines the internal consistency of the measuring constructs could be achieved through the use of Cronbach's coefficient alpha.

Consequently, the reliability test of internal consistency of each and all the measurements variables of the construct was conducted and reported using Cronbach Alpha method. Treiman (2012, p.245) asserts that Cronbach Alpha remains the most widely used scale to measure internal-consistency reliability of research variables. The result of the Cronbach Alpha coefficient for each item ranges from a minimum of 0.900 to a maximum of 0.902 while the general Cronbach Alpha coefficient was 0.902. This result has found that all the item measurement used for this study were highly reliable. The study was further subjected to a test to determine the extent of validity of the research instrument.

5.3.1 Validity test of the research instruments

After the confirmation of the reliability of the instrument used for measurement, what is next is the review of the validity of the research instrument. As explained in subsection 4.9, the issue of validity simply means how well a research instrument measures what it sets out to measure. Aside from the earlier face and content validity conducted through a pilot-test, feedback loops from other opinions from academic entrepreneurship experts, analysts, and the university statistician including the researcher's supervisor were incorporated during the development stage of the questionnaire. An exploratory factor analysis was further conducted to determine the construct validity of the research instrument. Factor analysis is deemed to be a method appropriate for examining the construct validity of research instrument. The results of construct validity

reveal a close fit between the construct it supposedly measures and actual observations made with the instrument is achieved in empirical research. Table 5.3 presents the result of the one-sample test to indicate the extent of EET variables.

Table 5.3: Extent of EET using one-sample t-test

	N	Mean	SD	SE Mean	T	df	Mean difference	Sig (1-tailed)
Prefer government/private job to entrepreneurship	661	4.363	1.521	0.059	23.041	660	1.363	.000
Prefer government /private job first before moving into entrepreneurship	663	4.771	1.197	0.047	38.078	662	1.771	.000
Prefer combining government /private job with entrepreneurship	662	4.479	1.238	0.048	30.733	661	1.479	.000
Realistic activities (Test value = 2.5)								
3.1 Previous experience in an entrepreneur family	656	3.482	1.450	0.057	17.337	655	0.982	.000
3.2 Previous experience starting a business	658	3.442	1.388	0.054	17.410	657	0.942	.000
3.3 Textbook presentations about entrepreneurship	657	2.924	1.345	0.052	8.080	656	0.424	.000
3.4 Reading business plans written by peer students	656	2.858	1.386	0.054	6.621	655	0.358	.000
3.5 Hearing from practicing entrepreneurs	654	4.023	1.606	0.063	24.248	653	1.523	.000
3.6 Participating in a venture forum with entrepreneurs' venture capitalists and service providers	655	3.744	1.288	0.050	24.709	654	1.244	.000
3.7 Hearing the instructor's experiences as a small business owner/operator	655	3.756	1.192	0.047	26.966	654	1.256	.000
3.8 Interviewing a practicing entrepreneur	656	3.552	1.332	0.052	20.224	655	1.052	.000
3.9 Talking to other students about their entrepreneurial intentions	656	3.015	1.352	0.053	9.759	655	0.515	.000
3.10 Examining websites dedicated to entrepreneurship	655	3.269	1.346	0.053	14.617	654	0.769	.000
3.11 Reading about entrepreneurs in the current news	654	3.433	1.326	0.052	17.986	653	0.933	.000
3.12 Reading about entrepreneurs in history	654	3.243	1.389	0.054	13.679	653	0.743	.000
3.13 Seeing videos about entrepreneurs	654	3.336	1.371	0.054	15.598	653	0.836	.000
3.14 Listening to theoretical lectures about entrepreneurship in the classroom	655	3.197	1.367	0.053	13.051	654	0.697	.000
3.15 Writing and exchanging business plans, cards with entrepreneurs, angel investors and service providers.	654	3.521	1.321	0.052	19.776	653	1.021	.000
Traditional and blended learning (Test value = 2.5)								
Lectures	662	4.323	0.933	0.036	50.305	661	1.823	.000
Chalk and talk	650	3.297	1.287	0.051	15.782	649	0.797	.000
Field works/tours	661	2.912	1.222	0.048	8.676	660	0.412	.000
Discussions	661	3.829	0.977	0.038	34.983	660	1.329	.000
Role-play	649	2.945	1.160	0.046	9.762	648	0.445	.000
Use of project/multimedia facilities	658	3.184	1.248	0.049	14.060	657	0.684	.000
Business simulations/games	652	2.463	1.139	0.045	-0.825	651	-0.037	.409
Internship	653	3.048	1.308	0.051	10.696	652	0.547	.000
Mentoring/coaching	658	3.076	1.189	0.046	12.430	657	0.576	.000
Conferences and seminars	657	3.183	1.146	0.045	15.264	656	0.683	.000
Self-practice/regulation	655	3.261	1.160	0.045	16.788	654	0.761	.000
On-line/e-learning	659	2.950	1.266	0.049	9.120	658	0.450	.000
Business Networking	653	2.649	1.166	0.046	3.272	652	0.149	.001
ICT/Internet search	659	3.225	1.241	0.048	14.993	658	0.725	.000
Blended learning	655	2.944	1.216	0.048	9.335	654	0.444	.000
Method that involves listening to theoretical lectures in the classroom	661	3.387	1.344	0.052	16.969	660	0.887	.000
Method that involve visual displays provided through telemedia and projectors	661	3.579	1.352	0.053	20.521	660	1.079	.000
Method through e-learning, internet services, simulations and business games	660	3.300	1.346	0.052	15.265	659	0.800	.000
Method that combines the use of ICT facilities and listening to theoretical lectures in the classroom	661	3.586	1.353	0.053	20.625	660	1.085	.000

Approaches that involve more practical and self-efficacy than theory	660	3.936	1.379	0.054	26.758	659	1.436	.000
5.1 I have not experienced teaching and learning with the use of computer technology at my university	663	2.297	1.583	0.061	-11.434	662	-0.703	.000
5.2 There has been some attempt to use multimedia and ICT facilities to aid teaching and learning in my classes, but help is still required on a regular basis	663	3.848	1.592	0.062	13.711	662	0.848	.000
5.3 Students are engaged in running small businesses and participating in research projects on an existing business to boost entrepreneurial awareness before graduation.	660	3.868	1.499	0.058	14.875	659	0.868	.000
5.4 Digital portfolios facilities are used in the class to make teaching and learning more comfortable for students	660	3.582	1.581	0.062	9.456	659	0.582	.000
5.5 The use of a wide variety of e-learning and visual display facilities forms part of teaching and learning entrepreneurship at my university	663	3.697	1.498	0.058	11.976	662	0.697	.000
5.6 Using ICT methodology is/would be more suitable for teaching and learning entrepreneurship courses at my university	662	4.657	1.211	0.047	35.211	661	1.657	.000
5.7 Experiential teaching and learning approaches will have a greater impact on the students' decision to become an entrepreneur than reading activities.	663	4.950	1.103	0.043	45.528	662	1.950	.000
5.8 High impact activities will be positively related to the decision to become an entrepreneur.	661	4.899	1.050	0.041	46.472	660	1.899	.000
5.9 Effective teaching and learning entrepreneurship could be achieved when attachment, internship and consulting assignments are included in the curriculum	663	5.155	1.071	0.042	51.830	662	2.155	.000
5.10 The level of skills and knowledge attained by entrepreneurial graduates in my institution is.	658	3.058	0.959	0.037	1.545	657	0.058	.123
Entrepreneurial orientation								
Student internship experience helps to relate the theories learnt in the classroom with the work environment.	658	4.921	1.110	0.043	44.382	657	1.921	.000
Student internship attachment provides necessary job experience that can improve chances for employment upon graduation.	658	4.942	1.085	0.042	45.908	657	1.942	.000
Mentoring experiences help to improve graduate personal confidence and self-esteem.	657	5.073	0.906	0.035	58.648	656	2.073	.000
The mentoring experiences help to develop problem solving skills.	656	4.936	1.048	0.041	47.317	655	1.936	.000
Conference and seminar experiences provide insights into business ideas and potential threats.	657	4.956	1.006	0.039	49.840	656	1.956	.000
Conference and seminar experiences help graduates to identify their weaknesses and strengths	655	5.012	0.974	0.038	52.896	654	2.012	.000
Business networking exposure motivates job creation ability and competency.	659	5.006	0.953	0.037	54.021	658	2.006	.000
Business networking experience enhances business idea start-up, sustenance and growth.	659	5.018	0.972	0.038	53.297	658	2.018	.000
Self-efficacy								
Self-practice and self-efficacy could enhance creative learning activities, innovation and self-reliance.	652	4.957	0.972	0.038	51.422	651	1.957	.000
Student self-practice provide practical exposure to creative productivity and discovery of new knowledge.	651	5.085	0.870	0.034	61.109	650	2.084	.000
Self-efficacy will inculcate in students the confidence to perform specific tasks to their own ability.	650	5.062	0.890	0.035	59.086	649	2.062	.000
Self-regulation prepares students for opportunity recognition and innovation to establish their own business.	649	5.020	0.905	0.036	56.863	648	2.020	.000

Source: Fieldwork 2016

The results in table 5.3 show the one-sample t-test of the test of differences between average rating of respondents in each question and a test value of 2.5 which is the average of the 6-point Likert scale. According to the result, the mean rating of each question was significantly different from the test value ($p < 0.05$) except in traditional blended learning involving business simulation/game. The idea of exploratory factor analysis indicated that variables within the construct of entrepreneurial intention were loading on the attitude toward behaviour construct. The factor analysis in this study simplifies an extensive set of data by reducing the number of variables and identifying an underlying structure of the dimension of the data. Factor analysis has the characteristic of summarising a large number of variables into a smaller set of new variables. Such factors identified are usually named. The success factor determines the naming with high significance for interpretation.

For further analysis, the reduced set of variables for entrepreneurial intention was adopted. An overview of the rotated component matrix, all items below 0.5 is expected to be eliminated for better visualisation of which components the variables are loading on. The factor loadings, the correlation between the factor and the variables, in all cases should be above or approximately 0.6, which indicates a high correlation. The total variance explained by these four factors would be approximately 73%. All variables relating to the methods of teaching, blended and traditional method, realistic activities influencing entrepreneurial intention, technological facilities, entrepreneurial orientation and self-regulation, efficacy and practice were subject to exploratory factor analysis (EFA) using principal component analysis (PCA) approach were used to develop a framework for guiding teaching and learning entrepreneurship in Nigerian universities. Eigenvalues of ≥ 1.000 were used as a criterion for factor selection; factor loadings were rotated using varimax rotation to ensure uncorrelated factor loadings.

In summary, the analysis was provided as evidence to support the validity of the measurement instrument. As presented in table 5.4, the factor loading of the variables and level of the significance are presented as follow:

Table 5.4: Factor loading of the research constructs

	Component								Com
	F1	F2	F3	F4	F5	F6	F7	F8	
1.1 Face-to-face teaching	.052	.147	.110	.061	.050	.024	-.035	.806	.694
1.2 Theoretical classes	.013	.086	-.059	.070	.024	-.044	.037	.792	.648
1.3 Practical classes	.140	.066	.783	.116	.020	.073	.038	.119	.671
1.5 Includes learning from experienced entrepreneurs and other stakeholders	.176	.093	.767	-.007	.019	.193	-.028	.013	.667
1.6 Assessment area includes self-practice, regulation & efficacy	.240	.138	.768	.077	.066	.025	.083	-.068	.689
3.11 Reading about entrepreneurs in the current news	.121	.015	.076	.058	.068	.091	.847	.038	.755
3.12 Reading about entrepreneurs in history	.009	.036	-.004	.025	.126	-.047	.875	-.034	.786
4.9 Mentoring/coaching	.681	.091	.325	-.016	.068	-.032	-.072	-.116	.603
4.11 Self practice/regulation	.732	-.003	.260	.102	.026	-.157	.036	-.042	.643
4.12 On-line/e-learning	.713	-.039	.045	.002	.147	.369	.108	.067	.685
4.13 Business Networking	.775	.059	.045	-.043	.085	.296	.015	.070	.707
4.14 ICT/Internet search	.750	.069	-.043	.008	.175	.288	.065	.060	.691
4.15 Blended learning	.765	.021	.152	.047	.095	.100	.067	.046	.637
4.17 Teaching and learning method that involve visual displays provided through tele media and projectors	.223	.129	.161	.052	.762	-.059	.035	.063	.685
4.18 Teaching and learning method through e-learning, internet services, simulations and business games	.120	.076	-.121	.046	.787	.167	.089	-.002	.693
4.19 Teaching and learning method that combines the use of ICT facilities and listening to theoretical lectures in the classroom	.081	.025	.074	.037	.814	.073	.090	.033	.691
5.4 Digital portfolios facilities are used in the class to make teaching and learning more comfortable for students	.259	.145	.144	.107	.063	.811	.001	-.024	.783
5.5 The use of a wide variety of e-learning and visual display facilities forms part of teaching and learning entrepreneurship at my university	.277	.050	.159	.136	.118	.811	.038	-.016	.796
5.7 Experiential teaching and learning approaches will have a greater impact on the students' decision to become an entrepreneur than reading activities.	.040	.163	.070	.824	.051	.146	-.025	.102	.747
5.8 High impact activities will be positively related to the decision to become an entrepreneur.	.060	.320	.024	.812	.028	.000	.120	-.019	.781
5.9 Effective teaching and learning entrepreneurship could be achieved when attachment, internship and consulting assignments are included in the curriculum	-.021	.261	.101	.792	.063	.074	.020	.089	.724
6.7 Business networking exposure motivates job creation ability and competency.	.143	.748	-.090	.190	.002	.036	.099	-.104	.645
6.8 Business networking experience enhances business idea start-up, sustenance and growth.	.174	.773	-.079	.150	.088	-.017	.049	-.063	.671
7.1 Teaching and learning entrepreneurship through student self-practice and self-efficacy could enhance creative learning activities, innovation and self-reliance.	-.115	.675	.245	.221	.063	.115	.002	.194	.632
7.2 Student self-practice would provide practical exposure to creative productivity and discovery of new knowledge.	-.045	.721	.249	.135	.103	.079	-.018	.234	.674
7.3 Self efficacy will inculcate in students the confidence to perform specific tasks to their own ability.	-.021	.708	.191	.155	.043	.052	-.073	.217	.619
<i>Eigen Value</i>	5.67	3.45	1.95	1.54	1.47	1.28	1.25	1.11	
<i>% of total variance</i>	22.9	13.2	7.50	5.92	5.65	4.91	4.81	4.28	
	6	6							
<i>Total % of Variance explained = 69.289</i>									
<i>Kaiser-Meyer-Olkin Measure of sampling adequacy = 0.833</i>									
<i>Bartlett's Test of Sphericity: $\chi^2=6059.241$; $df=325$; $p<0.001$</i>									

As presented in table 5.4, all variables whose commonality was below 0.600 and whose highest rotated factor loading were below 0.500 were excluded from the EFA to superiority in the analysis. The reliability of factor analysis for usage is dependent on sample size and some variables. The sampling adequacy test using the Kaiser-Meyer-Olkin (KMO=0.833) showed that data collected were adequate for the analysis and Bartlett's test of sphericity ($p < 0.001$) for correlations adequacy between the variables was highly significant. The analysis of correlation matrix for factor extraction revealed eight (8) underlying factors with Eigenvalues ≥ 1.00 as presented in table 5.33 in this chapter. The eight extracted factors explain 69.29% of the total variance. This shows that 69.29% of the common variance shared by 26 variables can be accounted for by the eight factors. The high communalities also indicate that the extracted components represent the variables well. The analysis provided that the total % of Variance explained = 69.289; Kaiser-Meyer-Olkin Measure of sampling adequacy = 0.833; Bartlett's Test of Sphericity: $\chi^2=6059.241$; $df=325$; $p < 0.001$, Cronbach alpha (α) = 0.902.

As explained, the test of reliability regarding the internal consistency of each and all the measurements variables of the construct was conducted and reported using Cronbach alpha method. The result of the Cronbach alpha coefficient for each item ranges from a minimum of 0.900 to a maximum of 0.902 while the general Cronbach Alpha coefficient was 0.902. This result has found that all the item measurement used for this study were highly reliable. The outputs of analysis establish the fact that all items are properly loaded and satisfied the results of the study (Straub et al., 2004; Dwivedi, 2008). The justification accordingly is premised on the fact that the research instruments used for data collection and the research findings are valid to produce reliable results. The analysis further confirms the component consistency of the constructs with numbers of independent factors in the conceptualised framework for T&L entrepreneurship. The finding of the descriptive statistics shows that all items on the 6-Likert scale are rated strongly by the respondents.

In the same manner, the tests of agreement between lecturers and students were conducted on the variables according to the objective of the study. The essence is to ascertain, if any, the level of disparity between lecturers and students' perspectives in defining the subject matter as contained in this study. The judgement of such findings indicates that about 43 constructs in table 5.5 show that there is a significant disparity between lecturers' and students' rating of the studied variables as follow:

Table 5.5: Test of agreement between lecturers' and students' ratings

		N	Mean	SD	Std. Error Mean	T	Df	Sig
Face-to-face teaching and learning known as traditional lecturing method are mostly used to conduct entrepreneurship courses at my university.	Student	442	4.701	1.437	0.068	-1.688	507.257	.092
	Lecturer	218	4.881	1.201	0.081			
Teaching and learning entrepreneurship is conducted through theoretical classes at my university.	Student	437	4.387	1.424	0.068	.736	652	.462
	Lecturer	217	4.300	1.430	0.097			
Teaching and learning entrepreneurship involves practical classes in my school.	Student	438	4.171	1.577	0.075	-4.707	528.622	.000
	Lecturer	218	4.706	1.258	0.085			
Teaching and learning entrepreneurship in my institution involves more theory than practical work.	Student	440	4.282	1.513	0.072	.703	654	.482
	Lecturer	216	4.194	1.462	0.100			
Learning from experienced entrepreneurs and orientation from other stakeholders form part of the teaching and learning approach to entrepreneurship at my university.	Student	440	4.148	1.486	0.071	-3.425	520.067	.001
	Lecturer	218	4.518	1.208	0.082			
An assessment area of entrepreneurship in my school includes student self-practice, regulation and efficacy.	Student	440	4.211	1.478	0.070	-3.110	525.456	.002
	Lecturer	220	4.546	1.202	0.081			
Graduates would rather seek employment with government/private firms than setting up their own business	Student	442	4.199	1.604	0.076	-4.294	530.847	.000
	Lecturer	219	4.694	1.279	0.086			
Graduates would prefer to secure employment with government or a private company straight after graduation and later move into an entrepreneurship	Student	443	4.729	1.278	0.061	-1.372	535.355	.171
	Lecturer	220	4.855	1.014	0.068			
After graduating, graduates would like to work for a government or a private company while at the same time establish an entrepreneurial	Student	442	4.500	1.284	0.061	.623	660	.534
	Lecturer	220	4.436	1.143	0.077			
Previous experience in an entrepreneur family	Student	436	3.436	1.477	0.071	-1.164	462.567	.245
	Lecturer	220	3.573	1.394	0.094			
Previous experience starting a business	Student	438	3.489	1.428	0.068	1.246	476.048	.214
	Lecturer	220	3.350	1.303	0.088			
Textbook presentations about entrepreneurship	Student	437	3.055	1.403	0.067	3.758	511.502	.000
	Lecturer	220	2.664	1.180	0.080			
Reading business plans written by peer students	Student	437	2.872	1.456	0.070	.375	504.927	.708
	Lecturer	219	2.831	1.235	0.083			
Hearing from practicing entrepreneurs	Student	435	3.995	1.858	0.089	-.756	651.914	.450
	Lecturer	219	4.078	0.923	0.062			
Participating in a venture forum with entrepreneurs' venture capitalists and service providers	Student	435	3.667	1.378	0.066	-2.334	545.038	.020
	Lecturer	220	3.896	1.074	0.072			
Hearing the instructor's experiences as a small business owner/operator	Student	436	3.713	1.268	0.061	-1.380	527.628	.168
	Lecturer	219	3.840	1.021	0.069			
Interviewing a practicing entrepreneur	Student	436	3.482	1.429	0.068	-2.069	548.547	.039
	Lecturer	220	3.691	1.104	0.074			
Talking to other students about their entrepreneurial intentions	Student	436	3.080	1.437	0.069	1.862	529.975	.063
	Lecturer	220	2.886	1.159	0.078			
Examining websites dedicated to entrepreneurship	Student	435	3.303	1.421	0.068	.986	515.854	.325
	Lecturer	220	3.200	1.184	0.080			
Reading about entrepreneurs in the current news	Student	435	3.414	1.420	0.068	-.556	537.776	.579
	Lecturer	219	3.470	1.118	0.076			
Reading about entrepreneurs in history	Student	435	3.317	1.445	0.069	2.015	493.026	.044
	Lecturer	219	3.096	1.262	0.085			
Seeing videos about entrepreneurs	Student	436	3.317	1.462	0.070	-.564	527.705	.573

	Lecturer	218	3.376	1.170	0.079			
Listening to theoretical lectures about entrepreneurship in the classroom	Student	435	3.324	1.409	0.068	3.515	490.704	.000
	Lecturer	220	2.946	1.245	0.084			
Writing and exchanging business plans, cards with entrepreneurs, angel investors and service providers.	Student	435	3.568	1.418	0.068	1.376	544.191	.169
	Lecturer	219	3.429	1.100	0.074			
Lectures	Student	441	4.308	1.023	0.049	-.648	588.033	.517
	Lecturer	221	4.353	0.721	0.049			
Chalk and talk	Student	432	3.151	1.346	0.065	-4.403	516.111	.000
	Lecturer	218	3.587	1.109	0.075			
Field works/tours	Student	440	2.732	1.245	0.059	-5.719	495.740	.000
	Lecturer	221	3.272	1.091	0.073			
Discussions	Student	441	3.830	1.027	0.049	.035	507.803	.972
	Lecturer	220	3.827	0.869	0.059			
Role-play	Student	431	2.828	1.204	0.058	-3.808	498.969	.000
	Lecturer	218	3.174	1.033	0.070			
Use of project/multimedia facilities	Student	437	3.062	1.302	0.062	-3.768	514.254	.000
	Lecturer	221	3.425	1.095	0.074			
Business simulations/games	Student	433	2.337	1.185	0.057	-4.251	509.415	.000
	Lecturer	219	2.712	0.997	0.067			
Internship	Student	433	2.894	1.308	0.063	-4.268	651	.000
	Lecturer	220	3.350	1.257	0.085			
Mentoring/coaching	Student	439	2.959	1.212	0.058	-3.607	656	.000
	Lecturer	219	3.311	1.106	0.075			
Conferences and seminars	Student	440	3.152	1.229	0.059	-1.051	535.501	.294
	Lecturer	217	3.244	0.958	0.065			
Self-practice/regulation	Student	437	3.279	1.245	0.060	.614	539.272	.540
	Lecturer	218	3.225	0.970	0.066			
On-line/e-learning	Student	438	2.927	1.336	0.064	-.695	516.199	.487
	Lecturer	221	2.996	1.118	0.075			
Business Networking	Student	437	2.554	1.245	0.060	-3.265	537.291	.001
	Lecturer	216	2.843	0.961	0.065			
ICT/Internet search	Student	438	3.148	1.352	0.065	-2.477	582.683	.014
	Lecturer	221	3.376	0.967	0.065			
Blended learning	Student	436	2.897	1.283	0.061	-1.476	514.327	.141
	Lecturer	219	3.037	1.066	0.072			
Teaching and learning method that involves listening to theoretical lectures in the classroom	Student	440	3.450	1.397	0.067	1.769	494.980	.077
	Lecturer	221	3.262	1.226	0.082			
Teaching and learning method that involve visual displays provided through telemedia and projectors	Student	440	3.461	1.446	0.069	-3.474	553.000	.001
	Lecturer	221	3.815	1.111	0.075			
Teaching and learning method through e-learning, internet services, simulations and business games	Student	440	3.214	1.440	0.069	-2.539	544.733	.011
	Lecturer	220	3.473	1.120	0.076			
Teaching and learning method that combines the use of ICT facilities and listening to theoretical lectures in the classroom	Student	440	3.464	1.455	0.069	-3.617	565.274	.000
	Lecturer	221	3.828	1.086	0.073			
Teaching and learning approaches that involve more practical and self-efficacy than theory	Student	439	3.797	1.493	0.071	-4.104	582.658	.000
	Lecturer	221	4.213	1.068	0.072			
I have not experienced teaching and learning with the use of computer technology at my university	Student	441	2.422	1.647	0.078	3.018	505.864	.003
	Lecturer	222	2.050	1.418	0.095			
There has been some attempt to use multimedia and ICT facilities to aid teaching and learning in my classes, but help is still required on a regular basis	Student	441	3.796	1.578	0.075	-1.180	661	.238
	Lecturer	222	3.951	1.618	0.109			
Students are engaged in running small businesses and participating in research projects on an existing business to boost entrepreneurial awareness before graduation.	Student	440	3.811	1.539	0.073	-1.417	472.441	.157
	Lecturer	220	3.982	1.414	0.095			
	Student	440	3.450	1.622	0.077	-3.155	480.377	.002

Digital portfolios facilities are used in the class to make teaching and learning more comfortable for students	Lecturer	220	3.846	1.463	0.099			
The use of a wide variety of e-learning and visual display facilities forms part of teaching and learning entrepreneurship at my university	Student	442	3.557	1.536	0.073	-3.562	484.441	.000
	Lecturer	221	3.977	1.380	0.093			
Using ICT methodology is/would be more suitable for teaching and learning entrepreneurship courses at my university	Student	441	4.571	1.304	0.062	-2.833	562.041	.005
	Lecturer	221	4.828	0.980	0.066			
Experiential teaching and learning approaches will have a greater impact on the students' decision to become an entrepreneur than reading activities.	Student	442	4.851	1.188	0.057	-3.651	568.517	.000
	Lecturer	221	5.149	0.879	0.059			
High impact activities will be positively related to the decision to become an entrepreneur.	Student	442	4.799	1.114	0.053	-3.796	536.179	.000
	Lecturer	219	5.101	0.877	0.059			
Effective teaching and learning entrepreneurship could be achieved when attachment, internship and consulting assignments are included in the curriculum	Student	443	5.050	1.125	0.053	-3.640	661	.000
	Lecturer	220	5.368	0.920	0.062			
The level of skills and knowledge attained by entrepreneurial graduates in my institution is.....	Student	440	2.991	1.008	0.048	-2.552	656	.011
	Lecturer	218	3.193	0.837	0.057			
Student internship experience helps to relate the theories learnt in the classroom with the work environment.	Student	438	4.779	1.194	0.057	-5.254	580.044	.000
	Lecturer	220	5.205	0.854	0.058			
Student internship attachment provides necessary job experience that can improve chances for employment upon graduation.	Student	438	4.795	1.173	0.056	-5.646	593.442	.000
	Lecturer	220	5.236	0.810	0.055			
Mentoring experiences help to improve graduate personal confidence and self-esteem.	Student	437	4.952	0.986	0.047	-4.914	655	.000
	Lecturer	220	5.314	0.660	0.044			
The mentoring experiences help to develop problem-solving skills.	Student	435	4.802	1.133	0.054	-5.204	589.587	.000
	Lecturer	221	5.199	0.796	0.054			
Conference and seminar experiences provide insights into business ideas and potential threats.	Student	437	4.840	1.103	0.053	-4.815	610.178	.000
	Lecturer	220	5.186	0.726	0.049			
Conference and seminar experiences help graduates to identify their weaknesses and strengths	Student	435	4.924	1.070	0.051	-3.715	602.406	.000
	Lecturer	220	5.186	0.719	0.049			
Business networking exposure motivates job creation ability and competency.	Student	438	4.886	1.051	0.050	-5.338	625.139	.000
	Lecturer	221	5.244	0.663	0.045			
Business networking experience enhances business idea startup, sustenance and growth.	Student	438	4.922	1.056	0.050	-4.016	587.471	.000
	Lecturer	221	5.208	0.746	0.050			
Teaching and learning entrepreneurship through student self-practice and self-efficacy could enhance creative learning activities, innovation and self-reliance.	Student	436	4.858	1.052	0.050	-4.181	570.879	.000
	Lecturer	216	5.157	0.749	0.051			
Student self-practice would provide practical exposure to creative productivity and discovery of new knowledge.	Student	435	5.012	0.914	0.044	-3.056	649	.002
	Lecturer	216	5.232	0.755	0.051			
Self-efficacy will inculcate in students the confidence to perform specific tasks to their own ability.	Student	435	4.968	0.974	0.047	-3.862	648	.000
	Lecturer	215	5.251	0.650	0.044			
Self-regulation would prepare students for opportunity recognition and innovation to establish their own business.	Student	435	4.949	1.001	0.048	-3.280	600.796	.001
	Lecturer	214	5.164	0.647	0.044			

Source: Fieldwork 2016

Additionally, the results in Table 5.5 further shows that there is no significant disparity between lecturers' and students' populations regarding 24 constructs (the use of face-to-face format, use of theoretical model, using theory more than practical activities, graduate will prefer private/government work after graduation, combine private work with self-practice, previous experience and others at 0.92, 0.462, 0.482, 0.584, 0.245 respectively). Significant disparity is noted on almost 50 other constructs which include (teaching involving practical classes, learning from experienced practitioners, use of textbooks, participating in venture forum, interviewing the practitioners, like more of theory, use of fieldwork/tours and others at .000, 0.001, 0.000, 0.20, 0.000, and 0.000 respectively).

The selection of both the lecturers' and students' populations appears to be more appropriate in such a way that element of bias is eliminated. The findings provoke further research to determine why there was a wide disparity between the studied groups (students' and lecturers' perceptions). Similarly, the results of normality distribution test of the research constructs are analysed and presented under the next sub-heading.

5.3.2 Tests for normality distribution

In a bid to carry out normality distribution tests in this study, the data analysis was subjected to review in the context of testing the key constructs using skewness. Skewness specifies the symmetry of the distribution. For instance, a value indicating 0 is assumed to represent a perfectly normal distribution. Bernard and Bernard (2012, p.575) however note that "since virtually all distributions of real data are skewed, what really matters is how much". A skewed result of -2 to +2 is considered as a normal distribution, which is assumed to be an acceptable parametric test. Kurtosis, on the other hand, measures the flatness of the results considered as (- values) or peakedness (+ values) of distribution. Such range is taken as falling within the range of -2 to +2 and consider as acceptable for parametric tests.

Table 5.6: Test of normality of data using Skewness and Kurtosis

	N	Skewness		Kurtosis	
		Statistic	Std. Error	Statistic	Std. Error
1.1 Face-to-face teaching and learning known as traditional lecturing method is mostly used to conduct entrepreneurship courses at my university.	660	-1.514	.095	1.632	.190
1.2 Teaching and learning entrepreneurship are conducted through theoretical classes at my university.	654	-.947	.096	-.054	.191
1.3 Teaching and learning entrepreneurship involves practical classes in my school.	656	-.836	.095	-.303	.191
1.4 Teaching and learning entrepreneurship in my institution involve more theory than practical work.	656	-.693	.095	-.558	.191
1.5 Learning from experienced entrepreneurs and orientation from other stakeholders' form part of the teaching and learning approach to entrepreneurship at my university.	658	-.814	.095	-.170	.190
1.6 An assessment area to entrepreneurship in my school includes student self-practice, regulation and efficacy.	660	-.857	.095	-.104	.190

2.1 Graduates would rather seek employment with government/private firms than setting up their own business	661	-.849	.095	-.354	.190
2.2 Graduates would prefer to secure employment with government or a private company straight after graduation and later move into an entrepreneurship	663	-1.219	.095	1.350	.190
2.3 After graduating, graduates would like to work for a government or a private company while at the same time establish an entrepreneurial	662	-.925	.095	.540	.190
3.1 Previous experience in an entrepreneur family	656	-.510	.095	-1.059	.191
3.2 Previous experience starting a business	658	-.455	.095	-1.029	.190
3.3 Textbook presentations about entrepreneurship	657	.109	.095	-1.082	.190
3.4 Reading business plans written by peer students	656	.131	.095	-1.159	.191
3.5 Hearing from practicing entrepreneurs	654	-1.038	.096	.226	.191
3.6 Participating in a venture forum with entrepreneurs' venture capitalists and service providers	655	-.797	.095	-.422	.191
3.7 Hearing the instructor's experiences as a small business owner/operator	655	-.694	.095	-.385	.191
3.8 Interviewing a practicing entrepreneur	656	-.570	.095	-.821	.191
3.9 Talking to other students about their entrepreneurial intentions	656	.002	.095	-1.114	.191
3.10 Examining websites dedicated to entrepreneurship	654	-.230	.096	-1.008	.191
3.11 Reading about entrepreneurs in the current news	654	-.372	.096	-.976	.191
3.12 Reading about entrepreneurs in history	654	-.235	.096	-1.162	.191
3.13 Seeing videos about entrepreneurs	654	-.347	.096	-1.102	.191
3.14 Listening to theoretical lectures about entrepreneurship in the classroom	655	-.136	.095	-1.162	.191
3.15 Writing and exchanging business plans, cards with entrepreneurs, angel investors and service providers.	653	-.493	.096	-.847	.191
4.1 Lectures	662	-1.437	.095	1.898	.190
4.2 Chalk and talk	648	-.330	.096	-.869	.192
4.3 Field works/tours	659	.111	.095	-.790	.190
4.4 Discussions	661	-.533	.095	-.026	.190
4.5 Role-play	646	.038	.096	-.728	.192
4.6 Use of project/multimedia facilities	656	-.149	.095	-.846	.191
4.7 Business simulations/games	652	.464	.096	-.553	.191
4.8 Internship	653	.019	.096	-1.025	.191
4.9 Mentoring/coaching	658	-.033	.095	-.845	.190
4.10 Conferences and seminars	656	-.162	.095	-.548	.191
4.11 Self practice/regulation	654	-.028	.096	-.758	.191
4.12 On-line/e-learning	659	.013	.095	-.931	.190
4.13 Business Networking	652	.278	.096	-.721	.191
4.14 ICT/Internet search	659	-.145	.095	-.892	.190
4.15 Blended learning	653	.060	.096	-.831	.191
4.16 Teaching and learning method that involves listening to theoretical lectures in the classroom	658	-.404	.095	-.925	.190
4.17 Teaching and learning method that involves visual displays provided through telemedia and projectors	658	-.645	.095	-.750	.190
4.18 Teaching and learning method through e-learning, internet services, simulations and business games	657	-.338	.095	-.943	.190
4.19 Teaching and learning method that combines the use of ICT facilities and listening to theoretical lectures in the classroom	658	-.678	.095	-.676	.190
4.20 Teaching and learning approaches that involve more practical and self-efficacy than theory	657	-1.064	.095	-.193	.190
5.1 I have not experienced teaching and learning with the use of computer technology at my university	663	1.042	.095	-.203	.190
5.2 There has been some attempt to use multimedia and ICT facilities to aid teaching and learning in my classes, but help is still required on a regular basis	663	-.436	.095	-1.095	.190
5.3 Students are engaged in running small businesses and participating in research projects on an existing business to boost entrepreneurial awareness before graduation.	660	-.457	.095	-.850	.190
5.4 Digital portfolios facilities are used in the class to make teaching and learning more comfortable for students	659	-.216	.095	-1.209	.190
5.5 The use of a wide variety of e-learning and visual display facilities forms part of teaching and learning entrepreneurship at my university	662	-.358	.095	-1.056	.190
5.6 Using ICT methodology is/would be more suitable for teaching and learning entrepreneurship courses at my university	662	-1.252	.095	1.392	.190
5.7 Experiential teaching and learning approaches will have a greater impact on the students' decision to become an entrepreneur than reading activities.	663	-1.615	.095	2.987	.190
5.8 High impact activities will be positively related to the decision to become an entrepreneur.	661	-1.520	.095	2.885	.190

5.9 Effective teaching and learning entrepreneurship could be achieved when attachment, internship and consulting assignments are included in the curriculum	663	-1.868	.095	3.941	.190
5.10 The level of skills and knowledge attained by entrepreneurial graduates in my institution is.....	658	.009	.095	-.015	.190
6.1 Student internship experience helps to relate the theories learnt in the classroom with the work environment.	658	-1.564	.095	2.874	.190
6.2 Student internship attachment provides necessary job experience that can improve chances for employment upon graduation.	658	-1.426	.095	2.320	.190
6.3 Mentoring experiences help to improve graduate personal confidence and self-esteem.	657	-1.514	.095	3.689	.190
6.4 The mentoring experiences help to develop problem solving skills.	656	-1.668	.095	3.624	.191
6.5 Conference and seminar experiences provide insights into business ideas and potential threats.	656	-1.528	.095	3.573	.191
6.6 Conference and seminar experiences help graduates to identify their weaknesses and strengths	655	-1.580	.095	3.777	.191
6.7 Business networking exposure motivates job creation ability and competency.	659	-1.627	.095	4.177	.190
6.8 Business networking experience enhances business idea start-up, sustenance and growth.	659	-1.570	.095	3.653	.190
7.1 Teaching and learning entrepreneurship through student self-practice and self-efficacy could enhance creative learning activities, innovation and self-reliance.	652	-1.848	.096	5.101	.191
7.2 Student self-practice would provide practical exposure to creative productivity and discovery of new knowledge.	651	-1.681	.096	4.906	.191
7.3 Self-efficacy will inculcate in students the confidence to perform specific tasks to their own ability.	650	-1.689	.096	4.819	.191
7.4 Self-regulation would prepare students for opportunity recognition and innovation to establish their own business.	649	-1.556	.096	4.233	.192

Source: Fieldwork 2016

Table 5.6 presents the normality distribution test and establishes that the variables were normally distributed. As presented, the results of normality test indicate a normal distribution of the key constructs identified in the study, as the range of skewness is between -1.868 and +1.042. A Skewness value of zero would signify that the data were well spread or evenly distributed, which implied that the data are normally distributed, while a Kurtosis value of zero has found that the data clusters well. Though the skewness value of the variables in this study was non-zero, they were not too far from zero; and with the large sample size of 701, the parametric tests could withstand some degree of non-normality (Ghasemi and Zahediasl, 2012, p.486).

5.4 PARTICIPANTS' PERCEPTION OF ENTREPRENEURIAL INTENTIONS AND DESIRABILITY

In this research, questions were posed to the students and lecturers to understand how the respondents perceived individual entrepreneurial intention in the context of frameworks/practices available in the university education system. The analyses are presented as follows:

Table 5.7: Respondents perceptions of graduate preference for organisational employment rather than be self-employed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	6.8	6.8	6.8
	Disagree	70	10.5	10.6	17.4
	Slightly Disagree	42	6.3	6.4	23.8
	Slightly Agree	112	16.8	16.9	40.7
	Agree	227	34.1	34.3	75.0
	Strongly Agree	165	24.8	25.0	100.0
	No response	4	0.7		
Total		665	100.0		

Source: Fieldwork 2016

Table 5.7 depicts one of the three entrepreneurial intentions and practices among students in Nigerian universities. About 25.0% of the respondents strongly agreed while, 34.3% agreed and 16.9% slightly agreed, that graduates would rather seek employment with government/private firms than setting up their own business. This result has found that the vast majority (76%) of the participants believed that graduates would prefer securing government or private job setting up their own business in the study area.

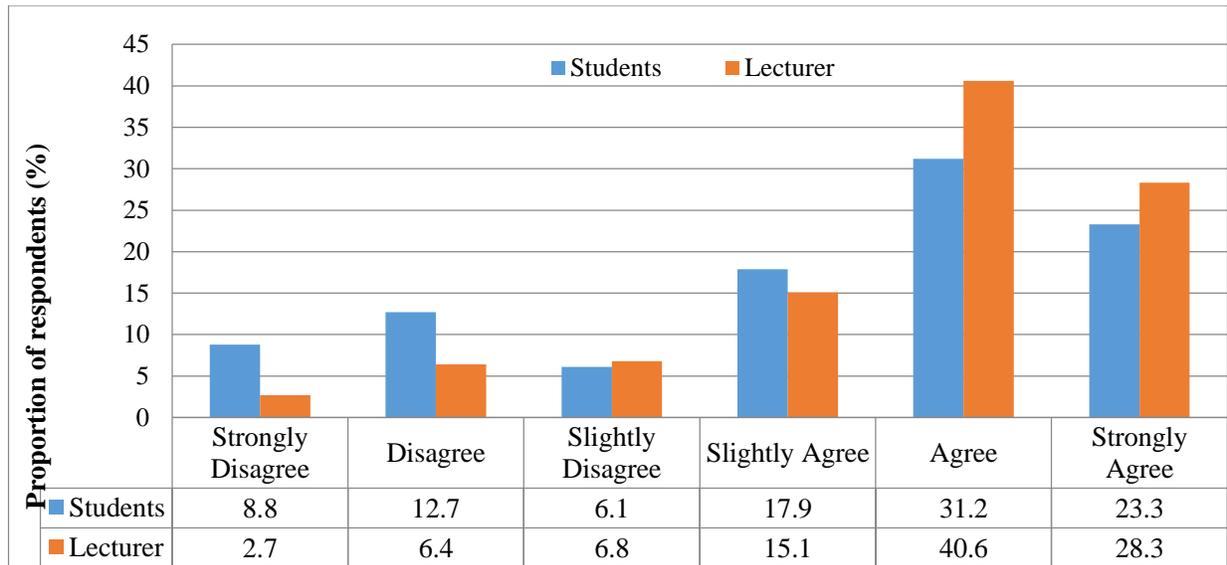


Figure 5.7: Preference for a government/private jobs

Figure 5.7 compares students’ and lecturers’ opinions about graduates’ entrepreneurial intentions. There was no wide disparity in their ratings of graduates’ predisposition about entrepreneurship intentions. About 72.4% of the students and 84.0% of the lecturers were of the view that graduates would rather prefer government or private job to set up their own business. The combined ratings of the two categories of

respondents tend to adjust for the effect of the potential underrating among students' and lecturers' overrating of the graduates' post-university entrepreneurial intentions.

Table 5.8: Graduates would prefer organisational employment after graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	2.6	2.6	2.6
	Disagree	27	4.1	4.1	6.6
	Slightly Disagree	37	5.6	5.6	12.2
	Slightly Agree	125	18.8	18.9	31.1
	Agree	261	39.2	39.4	70.4
	Strongly Agree	196	29.5	29.6	100.0
	No response	2	0.2		
Total		665	100.0		

Field study 2016

In table 5.8, participants' opinion about graduates' entrepreneurial intentions were displayed in another dimension. As shown in the table, 29.6% of the respondents with valid responses were in strong agreement while 39.4% agreed and 18.9% slightly agreed that graduates would prefer employment with government/private firms first after graduation and then later move into entrepreneurship. This result has found that about 88% of the study participants opined that graduates would prefer securing government or private job first and then later move into entrepreneurship.

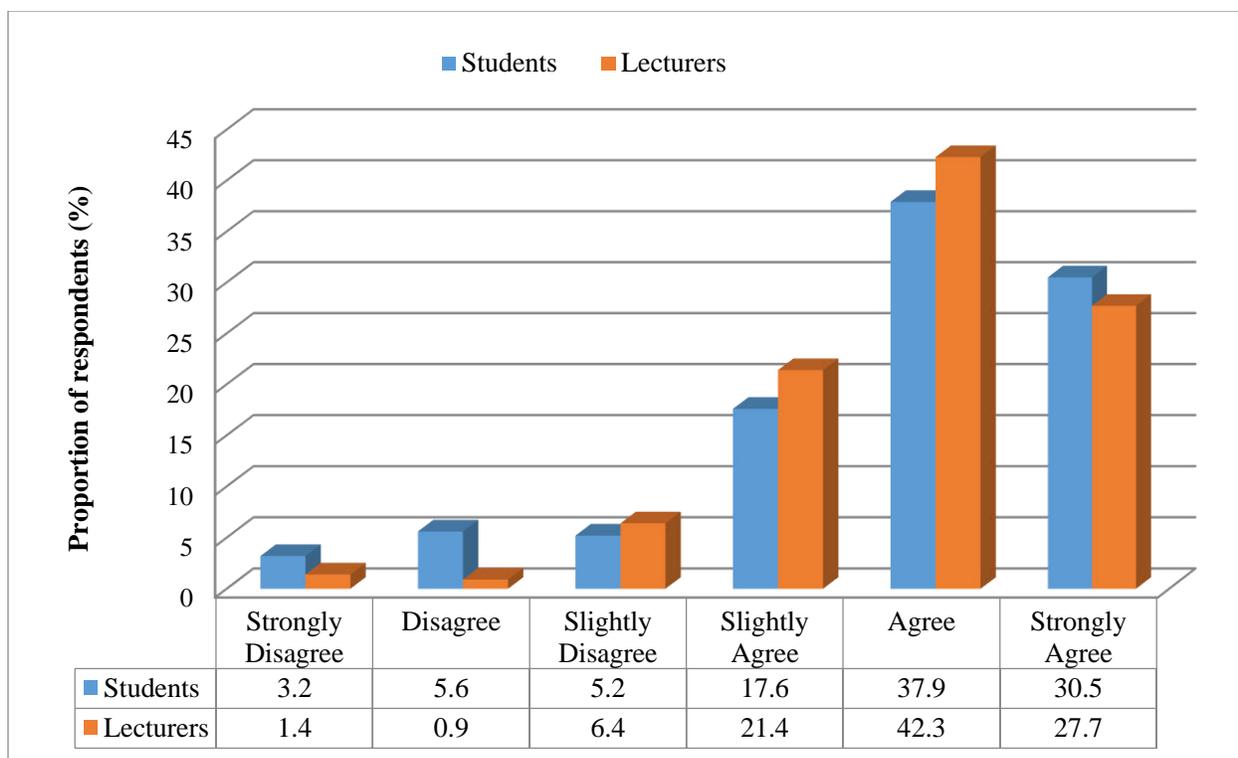


Figure 5.8: Preference for a government/private job before going into entrepreneurship

Figure 5.8 reflects that students and lecturers who participated in this study had a similar view about graduates' preference for a government or private jobs before moving into their own business. About 86.0% of the students and 91.4% of the lecturers agreed that graduates would prefer employment with government or a private company first and later move into entrepreneurship. This result has found that a greater proportion of the respondents believed that as much as a graduate in the study area would like to embark on an entrepreneurial venture, they would prefer securing first a job with stable and regular income.

Table 5.9: Graduates would like employment with government /private company combined with entrepreneurship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	3.2	3.2	3.2
	Disagree	37	5.6	5.6	8.8
	Slightly Disagree	57	8.6	8.6	17.4
	Slightly Agree	166	25.0	25.1	42.4
	Agree	251	37.7	37.9	80.4
	Strongly Agree	130	19.5	19.6	100.0
	No response	3	0.4		
Total		665	100.0	100.0	

Source: Fieldwork 2016

The results in Table 5.9 reveal that 19.6% of the participants with strongly agreed, 37.9% agreed while 25.1% slightly agreed, that graduates would like to secure employment with the government or a private company and still combine it with entrepreneurship. This shows that over 83% of the participants were in agreement that Nigerian graduates in the study areas would like to secure government or private job and combine it with setting up their own business. The above results have found that a larger proportion of the participants believed that graduates would like to either go into entrepreneurship after securing employment with government or private company or hold both simultaneously.

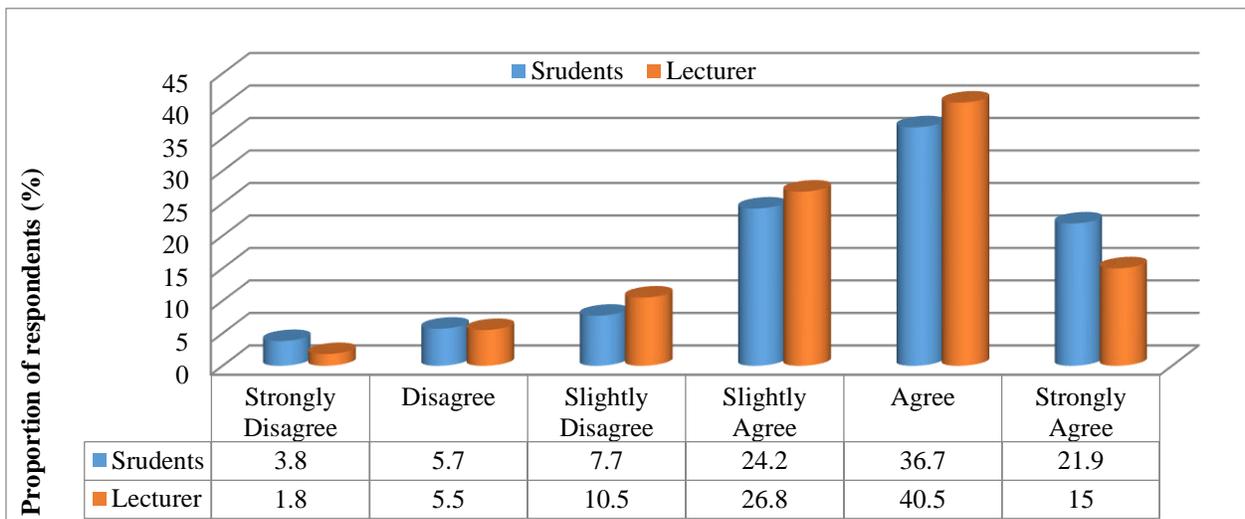


Figure 5.9: Like combining government/private jobs with entrepreneurship

Figure 5.9 shows that students' and lecturers' rating of graduates' preference for combining both government or private job and entrepreneurship were similar. About 83% of the students and 82% of the lecturers agreed that graduates after graduation would like to combine employment with government or private company with entrepreneurship. As a result, the average rating about the graduates' entrepreneurial intentions and practices remains high. Table 5.10 shows the respondents' points along the cluster of federal, state and private universities.

Table 5.10: Entrepreneurial intentions of federal, state and private university students

	N	Mean	Std. Deviation	Std. Error	95% C.I.		Df	F	Sig.	
					Lower Bound	Upper Bound				
Prefer government / private job to entrepreneurship	Federal	209	4.464	1.500	0.104	4.260	4.669	2, 658	.760	.468
	State	219	4.347	1.523	0.103	4.144	4.550			
	Private	233	4.288	1.539	0.101	4.089	4.486			
Prefer government / private job first before moving into entrepreneurship	Federal	209	4.866	1.106	0.076	4.715	5.017	2, 660	1.580	.207
	State	220	4.791	1.247	0.084	4.625	4.957			
	Private	234	4.667	1.226	0.080	4.509	4.825			
Prefer combining government / private job with entrepreneurship	Federal	208	4.447	1.199	0.083	4.283	4.611	2, 659	5.609	.004
	State	220	4.691	1.184	0.080	4.534	4.848			
	Private	234	4.308	1.297	0.085	4.141	4.475			

The results in Table 5.10 compare the average rating of graduates' entrepreneurial intention and practice among federal, state and private universities in the study areas. According to the result, there was a significant difference ($F_{2,659} = 5.609$; $p < 0.05$) in graduates' preference for the combination of government or private job with entrepreneurship among a federal university (mean=4.447, SD=1.199), a state university (mean=4.691, SD=1.184) and a private university (mean=4.308, SD=1.297). However, there was no significant difference in graduates' preference for a government or private job to entrepreneurship and preferring government or private job first before moving into entrepreneurship.

This research study attempted to determine if the study groups differ in the views and the extent of the difference along the course of studies as accredited in the universities. There are different disciplines that are delineated into education, social sciences, engineering and sciences. The objective is aimed at determining if the study participants differ regarding academic background and disciplines at the universities as presented as follows:

Table 5.11: Analysis of variance (ANOVA) showing differences in graduates' entrepreneurial intentions and practice by field of study

	Faculty or field of study	N	Mean	SD	Std. Error	95% C.I.		F	Df	Sig
						Lower Bound	Upper Bound			
Prefer government/private job to entrepreneurship	Education/Arts/Law	132	4.379	1.604	0.140	4.103	4.655	0.138	3, 655	0.937
	Social Sciences/Management	220	4.391	1.481	0.100	4.194	4.588			
	Engineering/Agriculture/Environmental	220	4.305	1.574	0.106	4.095	4.514			
	Sciences/Medicine	87	4.379	1.366	0.146	4.088	4.671			
	Total	659	4.358	1.521	0.059	4.242	4.474			
Prefer government/private job first before moving into entrepreneurship	Education/Arts/Law	132	4.727	1.146	0.100	4.530	4.925	0.658	3, 657	0.578
	Social Sciences/Management	220	4.732	1.266	0.085	4.564	4.900			
	Engineering/Agriculture/Environmental	222	4.865	1.196	0.080	4.707	5.023			
	Sciences/Medicine	87	4.713	1.109	0.119	4.476	4.949			
	Total	661	4.773	1.198	0.047	4.682	4.865			
Prefer combining government/private job with entrepreneurship	Education/Arts/Law	132	4.568	1.279	0.111	4.348	4.789	0.544	3, 656	0.653
	Social Sciences/Management	220	4.432	1.239	0.084	4.267	4.596			
	Engineering/Agriculture/Environmental	221	4.439	1.226	0.082	4.276	4.601			
	Sciences/Medicine	87	4.563	1.227	0.132	4.302	4.825			
	Total	660	4.479	1.240	0.048	4.384	4.574			

Source: Fieldwork 2016

*Key: SD= Standard Deviation

The results in Table 5.11 reveal the differences in perception about graduates' entrepreneurial intention and practices. Graduates' preference for a government or private jobs, to entrepreneurship, before moving into entrepreneurship and then combine government or private jobs with entrepreneurship, did not differ significantly by the respondents' field of study. However, the perception that graduates prefer government or private jobs to entrepreneurship was slightly higher among the study participants in social sciences and management fields of study (mean=4.391, SD=1.481), and least among respondents in engineering, agriculture and environmental studies (mean=4.305, SD=1.574).

The perception that graduates preferred government or private jobs first and would later move into entrepreneurship was highest among participants in engineering, agriculture and environmental studies (mean=4.865, SD=1.197), and least among those who are in the field of sciences and medicine (mean=4.713, SD=1.109). Whereas, participants in the field of education, arts and law (mean=4.568,

SD=1.279) had the highest rating for graduates' intention to combine both government and private jobs with entrepreneurship, while those in social sciences and management had the least (mean=4.432, SD=1.239). Similarly, the results as presented in table 5.12 show significant differences across faculties as to the fact that there is more theory than practical work ($F(3, 438) = 4.177, p=.006$). Specifically, Social Sciences (4.60) shows more average agreement than Engineering (4.03) and Science and Medicine (4.04).

Table 5.12 Summary of the difference of respondents by educational groups

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
1. Teaching and learning entrepreneurship is conducted through theoretical classes at my university.	Education/arts/law	90	4.47	1.376	.145	4.18	4.75	1	6
	Social sciences/management	140	4.37	1.538	.130	4.11	4.63	1	6
	Engineering/agriculture/environmental	156	4.43	1.410	.113	4.21	4.65	1	6
	Sciences/medicine	53	4.23	1.250	.172	3.88	4.57	1	6
	Total	439	4.39	1.425	.068	4.26	4.53	1	6
2. Teaching and learning entrepreneurship involves practical classes in my school.	Education/arts/law	88	4.09	1.630	.174	3.75	4.44	1	6
	Social sciences/management	141	3.82	1.693	.143	3.53	4.10	1	6
	Engineering/agriculture/environmental	158	4.43	1.465	.117	4.20	4.66	1	6
	Sciences/medicine	53	4.47	1.265	.174	4.12	4.82	1	6
	Total	440	4.17	1.573	.075	4.02	4.32	1	6
3. Teaching and learning entrepreneurship in my institution involves more theory than practical work.	Education/arts/law	90	4.38	1.583	.167	4.05	4.71	1	6
	Social sciences/management	142	4.60	1.469	.123	4.35	4.84	1	6
	Engineering/agriculture/environmental	158	4.03	1.486	.118	3.80	4.27	1	6
	Sciences/medicine	52	4.04	1.441	.200	3.64	4.44	1	6
	Total	442	4.29	1.512	.072	4.14	4.43	1	6

In addition to presentation in table 5.12, analysis of means of variance of equity (*also see appendix 16a*) shows a significant agreement among students' participants across all the faculties that theoretical lectures remain mode of instruction to entrepreneurship courses ($t(443) = 17.710, p<.0005$); the classes are conducted mostly through theoretical classes ($t(438) = 13.150, p<.0005$). However, as presented (*also see appendix 15a*) significant differences across faculties are found in the agreement that teaching and learning involve practical classes ($Welch(3, 183.901) = 4.619, p=.004$). Specifically, there is less average agreement from students' fields of social sciences (3.82) than engineering (4.43) and sciences and medical studies

(4.47) students. The imports of these findings demonstrate that such students who attend science, engineering, medical related courses appear to be more exposed to practical-related work activities than their counterparts in arts, education, social sciences. These hands-on activities appear to be more visible in the scheme of work of students engineering, sciences and medical sciences. The influence of the industrial related experiences appears to have much influence on tendencies to become practising entrepreneurs. The summary of the differences according to respondents along educational groups are presented in table 5.13 as follows:

Table 5.13: Education groups’ perceptions of delivery methods

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
1. Blended learning	Education/arts/law	87	2.75	1.391	.149	2.45	3.04	1	5
	Social sciences/management	140	2.73	1.211	.102	2.53	2.93	1	5
	Engineering/agriculture/environmental	157	3.08	1.225	.098	2.89	3.28	1	5
	Sciences/medicine	52	3.19	1.221	.169	2.85	3.53	1	5
	Total	436	2.92	1.265	.061	2.80	3.03	1	5
2. Teaching and learning approaches that involve more practical and self-efficacy than theory	Education/arts/law	86	3.50	1.665	.179	3.14	3.86	1	5
	Social sciences/management	140	3.64	1.415	.120	3.41	3.88	1	5
	Engineering/agriculture/environmental	159	4.01	1.389	.110	3.79	4.22	1	5
	Sciences/medicine	52	4.29	1.258	.174	3.94	4.64	1	5
	Total	437	3.82	1.460	.070	3.69	3.96	1	5

Table 5.13 shows significant differences across faculties are found in the agreement that blended learning method (BLM) could be effective in EE. Specifically, there is less average agreement from Education, Social Sciences students (2.75, 2.73) than Engineering, Sciences and Medicine (3.08, 3.19) respectively, (Welch (3, 175.765) = 5.002, p=.002) analysed as Welch tests of equality of the means (*also see appendix 15d*). Similarly, engineering, sciences and medicine differ in their agreements that self-efficacy methods are effective to EE. The result provides significance agreement between Engineering, Sciences and Medical students (4.01, 4.29) than Education, Social Sciences (3.50, 3.64) respectively. It is evident that effective EE requires active learning that provides a practical platform to the learner. The current practices in Nigerian universities are described not meeting the expected standard. This affirms the reason why Garber (2010, p.145) advocates for a shift from general education model to specific entrepreneurial education in Nigeria.

5.5 RELATIONSHIP BETWEEN TEACHING AND LEARNING APPROACHES

The presentations under this sub-heading analyse the influence the objective one of the study about teaching methods (cognitive and non-cognitive) as well as methods of assessment in entrepreneurship under the university education system. Table 5.14 below contains the analysis involving participants' opinions regarding (formal and informal) model of learning including the significance in EI as follows:

Table 5.14: Methods used for teaching and learning entrepreneurship

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree	Total N=665	Mean	SD
	(1)	(2)	(3)	(4)	(5)	(6)			
	n (%)	n(%)	n(%)	n(%)	n(%)	n(%)			
Face-to-face teaching used	41 (6.2)	28 (4.2)	22 (3.3)	68 (10.3)	299 (45.3)	202 (30.7)	660	4.76	1.37
Conducted through theoretical classes	37 (5.7)	69 (10.6)	36 (5.5)	116 (17.7)	273 (41.7)	123 (18.8)	654	4.36	1.43
Involves practical classes	43 (6.6)	70 (10.7)	34 (5.2)	136 (20.7)	214 (32.6)	159 (24.2)	656	4.35	1.50
Involves more theory than practical work	41 (6.3)	71 (10.8)	70 (10.7)	115 (17.5)	217 (33.1)	142 (21.6)	656	4.25	1.50
Includes learning from experienced entrepreneurs and other stakeholders	39 (5.9)	60 (9.1)	58 (8.8)	144 (21.9)	241 (36.6)	116 (17.6)	658	4.27	1.41
Assessment area includes self-practice, regulation & efficacy	35 (5.3)	64 (9.7)	49 (7.4)	140 (21.1)	249 (37.7)	123 (18.6)	660	4.32	1.40

The results in Table 5.14 reveal that 30.7% of the participants strongly agreed, 45.3% agreed and 10.3% slightly agreed, that face-to-face methods were used for teaching entrepreneurship. About 86% of the participants opined that face-to-face method of teaching was used in the universities. About 18.8% strongly agreed, 41.7% agreed while 17.7% slightly agreed that entrepreneurship was taught through the conduct of theoretical classes. As a result, about 78.2% agreed that entrepreneurship was taught through theoretical classes with an average rating of 4.36 (SD=1.43).

About 78% of the respondents agreed that teaching of entrepreneurship involved practical classes (mean=4.35, SD=1.50), 72.2% agreed that it involved more theory than practical work (mean=4.25, SD=1.50). Similarly, 76.1% agreed that it included learning from experienced entrepreneurs and other stakeholders (mean=4.27, SD=1.41) while about 76.4% agreed that assessment area included self-practice, self-regulation and efficacy with a mean and standard deviation of 4.32 and 1.40 respectively.

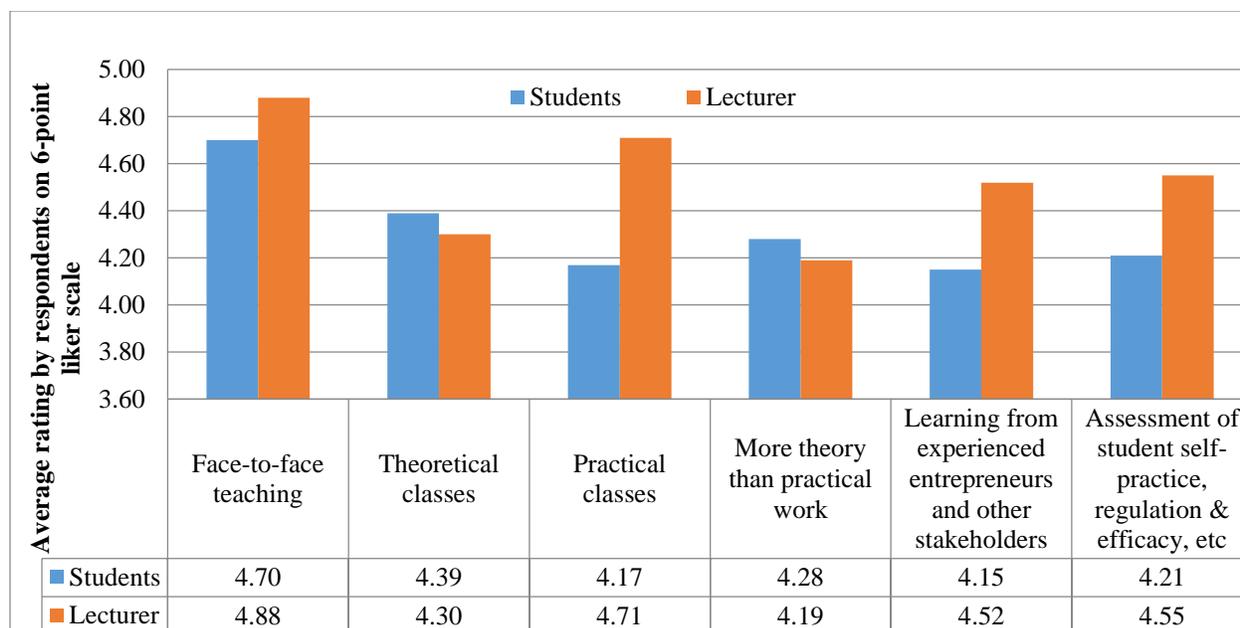


Figure 5.10: Methods of teaching and learning entrepreneurship

The result in figure 5.10, reveal that lecturers' ratings of methods of T&L entrepreneurship were slightly higher than that of students, especially in agreement to the use of the face-to-face method of teaching with an average rating of 4.88 versus 4.70, practical classes with an average rating of 4.71 versus 4.17. The learning from experienced entrepreneurs and other stakeholders with an average rating of 4.52 versus 4.15 and assessment of students by self-practice, self-regulation and efficacy with average rating of 4.55 versus 4.21 respectively; whereas, students' ratings were slightly higher than that of the lecturers in agreement to teaching entrepreneurship using theoretical classes and more theories than practical work. The results suggested lecturers' reputation of theoretical-based teaching while the students in their rating tend to disprove high rating of non-theoretical methods. However, combining the two ratings provided an adjusted rating of methods being used for T&L entrepreneurship in the selected Nigerian universities.

In another development, the results of analysis of means of the variance of equity (*also see appendix 16a*) further indicate that a significant difference in average agreement scores for the students and lecturers about the use of practical classes ($t(527.199) = -4.723, p < .0005$). Lecturers agree more (mean = 4.71) than students (mean = 4.17) that this form of learning is used. The presentations in this section depict the differences of the respondents' viewpoints along different groups of universities. The findings allow the research to determine the extent of the respondents differs from teaching methods applicable to each university as presented as follow:

Table 5.15: Comparison of methods by institutions

Method of teaching and learning entrepreneurship	Schools	N	Mean	Std. Deviation (SD)	Std. Error	95% C.I. of mean		F	Df	P
						Lower Bound	Upper Bound			
Face-to-face teaching	Federal	208	4.736	1.331	0.092	4.554	4.918	2.069	2, 657	.127
	State	219	4.639	1.389	0.094	4.454	4.824			
	Private	233	4.897	1.367	0.090	4.721	5.073			
Theoretical classes	Federal	206	4.277	1.447	0.101	4.078	4.476	.659	2, 651	.518
	State	218	4.436	1.287	0.087	4.264	4.608			
	Private	230	4.357	1.528	0.101	4.158	4.555			
Practical classes	Federal	207	4.744	1.173	0.082	4.583	4.905	22.928	2, 653	.000
	State	219	4.507	1.454	0.098	4.313	4.701			
	Private	230	3.844	1.659	0.109	3.628	4.059			
More theory than practical work	Federal	207	3.961	1.545	0.107	3.750	4.173	9.479	2, 653	.000
	State	219	4.196	1.418	0.096	4.007	4.385			
	Private	230	4.570	1.469	0.097	4.379	4.761			
Learning from experienced entrepreneurs and other stakeholders	Federal	209	4.584	1.324	0.092	4.403	4.764	11.120	2, 655	.000
	State	217	4.300	1.276	0.087	4.129	4.470			
	Private	232	3.961	1.538	0.101	3.762	4.160			
Assessment of student self-practice, regulation and efficacy, etc.	Federal	208	4.582	1.279	0.089	4.407	4.757	8.205	2, 657	.000
	State	219	4.365	1.415	0.096	4.177	4.554			
	Private	233	4.052	1.446	0.095	3.865	4.238			

The results in table 5.15, show the comparison of methods of T&L entrepreneurship among federal, state and private universities in the study area. The result indicated a significant difference among the universities in the use of practical classes, using theory more than practical work, learning from experienced entrepreneurs and other stakeholders and assessing students' self-practice, regulation and efficacy ($p < 0.05$).

Practical classes, learning from experienced entrepreneurs and other stakeholders, and assessment of students' self-practice, regulation and efficacy were used more at the federal universities (mean=4.74, SD=1.17; mean=4.58, SD=1.32; mean=4.58, SD=1.28 respectively). The state universities (mean=4.51, SD=1.45; mean=4.30, SD=1.28; mean=4.37, SD=1.42 respectively) than their private counterparts (mean=3.84, SD=1.66; mean=3.96, SD=1.54; mean=4.05, SD=1.45 respectively). However, using more theory than practical exposure was more prominent in randomly selected private university (mean=4.57, SD=1.47) compared to the state (mean=4.20, SD=1.42) and federal universities (mean=3.96, SD=1.55) of the study area.

As further shown in the result, though there was no significant difference among the universities in the use of the face-to-face method and theoretical classes for T&L entrepreneurship, the face-to-face method was

more pronounced in the private universities (mean=4.90, SD=1.37) compared to federal (mean=4.74, SD=1.33) and state universities (mean=4.64, SD=1.39). The use of theoretical classes was more rampant in the state universities (mean=4.44, SD=1.29) compared to federal (mean=4.28, SD=1.45) and private universities (mean=4.36, SD=1.53).

Analyses under table 5.16 ascertain the relationship that exists between the adopted T&L strategies about the influence on the choice of employment (self-employment or organisational employment) presented as follows:

Table 5.16: Correlation between teaching methods and entrepreneurial intentions

S N		1	2	3	4	5	6	7	8
1	Prefer government/private job to entrepreneurship								
2	Prefer government /private job before moving into entrepreneurship	.382**							
3	Prefer combining government/private job with entrepreneurship	.136**	.360**						
4	Face-to-face teaching	.142**	.176**	.100**					
5	Theoretical classes	.115**	.177**	.164**	.422**				
6	Practical classes	0.048	.178**	.196**	.186**	0.064			
7	More theory than practical work	.189**	.166**	.124**	.231**	.382**	-.119**		
8	Learning from experienced entrepreneurs and other stakeholders	0.046	.137**	.147**	.161**	0.044	.515**	-0.066	
9	Assessment of student self-practice, regulation & efficacy, etc.	0.004	.117**	.170**	0.069	0.009	.552**	-0.031	.587**

***. Correlation is significant at the 0.01 level (2-tailed).*

The results of the bivariate analysis show that graduates' preference for employment with the government or private company to entrepreneurship is significantly related to use of face-to-face teaching ($r=0.142$, $p<0.01$), theoretical classes ($r=0.115$, $p<0.01$) and more theory than practical work ($r=0.189$, $p<0.01$). This implies that using the face-to-face method, theoretical classes and more theory than practical work in teaching entrepreneurship tends to tie graduates' entrepreneurial intentions towards seeking government or private jobs rather than embarking on their own business venture.

On the other hand, graduates' preference for employment with the government or private company before moving into entrepreneurship was significantly and positively associated with face-to-face teaching ($r=0.176$, $p<0.01$), theoretical classes ($r=0.177$, $p<0.01$), practical classes ($r=0.178$, $p<0.01$). The use of

more theory than practical work ($r=0.166$, $p<0.01$), learning from experienced entrepreneurs and other stakeholders ($r=0.137$, $p<0.01$) and assessment of student self-practice, regulation and efficacy ($r=0.117$, $p<0.01$) influenced individual intention for entrepreneurship.

Similarly, all the listed methods were positively and significantly related to graduates' intention to combine government/private job with entrepreneurship; however, the relationship as indicated by the Pearson correlation coefficient got weakened with face-to-face teaching ($r=0.100$, $p<0.01$), theoretical classes ($r=0.164$, $p<0.01$). The use of more theory than practical work ($r=0.124$, $p<0.01$), while the relationship was stronger with practical classes ($r=0.196$, $p<0.01$), learning from experienced entrepreneurs and other stakeholders ($r=0.147$, $p<0.01$) and assessment of student self-practice, regulation and efficacy ($r=0.170$, $p<0.01$). These results suggest that the use of practical classes, learning from experienced entrepreneurs and other stakeholders and assessment of student self-practice, regulation & efficacy could improve entrepreneurial intention of graduates in the study area.

5.5.1 Regression analysis showing the effects of teaching-learning methods on EI

Regression analysis was carried out among other techniques, to measure the effects of the T&L methods on the entrepreneurial intentions. The results as presented in in table 5.17 shows the multivariate analysis of the effect of methods of T&L entrepreneurship on entrepreneurial intention in the study area using multiple regression analysis.

Table 5.17: Regression analysis showing the effect of methods of teaching/learning entrepreneurship

	Unstandardised Coefficients		Standardised Coefficients Beta	T	Sig.	95.0% C. I.		Model diagnosis
	B	Std. Error				Lower Bound	Upper Bound	
Prefer government/private job to entrepreneurship								
(Constant)	2.935	.323		9.101	.000	2.302	3.569	R = 0.235
Face-to-face teaching	.104	.049	.094	2.141	.033	.009	.200	R squared = 0.055
Theoretical classes	-.006	.048	-.005	-.116	.908	-.101	.089	Adjusted R ² = 0.046
Practical classes	.063	.050	.062	1.257	.209	-.035	.161	F=6.104
More theory than practical work	.188	.043	.187	4.339	.000	.103	.273	p<0.001
Learning from experienced entrepreneurs and other stakeholders	.054	.054	.051	1.003	.316	-.052	.160	
Assessment of student self-practice, regulation & efficacy, etc.	-.080	.056	-.074	-1.427	.154	-.189	.030	
Prefer government /private job first before moving into entrepreneurship								
(Constant)	3.002	.250		12.018	.000	2.512	3.493	R = 0.291
Face-to-face teaching	.068	.038	.078	1.810	.071	-.006	.142	R squared = 0.085
Theoretical classes	.058	.037	.069	1.535	.125	-.016	.131	Adjusted R ² = 0.076
Practical classes	.128	.039	.162	3.321	.001	.053	.204	F=9.648
More theory than practical work	.118	.034	.149	3.527	.000	.053	.184	p<0.001
Learning from experienced entrepreneurs and other stakeholders	.021	.042	.025	.495	.621	-.061	.103	
Assessment of student self-practice, regulation & efficacy, etc.	.010	.043	.012	.239	.811	-.075	.095	
Prefer combining government /private job with entrepreneurship								
(Constant)	2.751	.263		10.455	.000	2.235	3.268	R = 0.277
Face-to-face teaching	-.002	.040	-.003	-.063	.950	-.080	.075	R squared = 0.077
Theoretical classes	.101	.039	.115	2.551	.011	.023	.178	Adjusted R ² = 0.068
Practical classes	.121	.041	.146	2.977	.003	.041	.201	F=8.665
More theory than practical work	.087	.035	.104	2.445	.015	.017	.156	p<0.001
Learning from experienced entrepreneurs and other stakeholders	.030	.044	.034	.674	.501	-.057	.116	
Assessment of student self-practice, regulation & efficacy, etc.	.063	.046	.070	1.378	.169	-.027	.152	

In table 5.17 the R-squared values of 0.055, 0.085 and 0.077 give preference for a government or private jobs other than entrepreneurship, and preference for a government or private jobs before going into entrepreneurship. This also includes the preference for combining government or private jobs and entrepreneurship models respectively, implies that the identified methods of teaching entrepreneurship account for 5.5%, 8.5%, and 7.7% of the variations in each of the graduates' entrepreneurial intentions respectively. The F-statistic in all the models indicates the significance of the independent variables (methods of teaching and learning entrepreneurship) on the dependent variables (graduates' preference for a government or private job other than entrepreneurship, preference for a government or private job before going into entrepreneurship and preference for combining government or private job and entrepreneurship). From the result, the F-statistic diagnosing the fitness of the model shows that all the independent variables were statistically significant ($p < 0.001$) in the models.

The results of the regression analysis show that face-to-face teaching methods had a significant effect ($t = 2.141$, $p < 0.05$) on the graduates' preference for a government or private jobs other than entrepreneurship. This shows that the use of more theory than practical work also had a significant effect ($t = 4.339$, $p < 0.01$) on the graduates' preference for a government or private jobs, other than entrepreneurship, preference for a government or private jobs before going into entrepreneurship ($t = 3.527$, $p < 0.01$), and preference for combining government or private jobs with entrepreneurship ($t = 2.445$, $p < 0.05$). On the other hand, practical classes had a significant effect on the graduates' preference for a government or private jobs before going into entrepreneurship ($t = 3.321$, $p < 0.01$), and preference for combining government or private jobs with entrepreneurship ($t = 2.977$, $p < 0.05$). The use of theoretical classes had a significant effect ($t = 2.551$, $p < 0.05$) only on the graduates' preference for combining government or private jobs with entrepreneurship.

The unstandardised regression coefficients results indicate that a unit increase in the use of face-to-face teaching methods and use of more theory than practical work would increase graduates' preference for a government or private jobs rather than entrepreneurship, by 0.104 and 0.188 respectively. Other factors remaining constant; whereas, the standardised coefficient explains the relative (unique) effect of the T&L methods, which implied that for every standard deviation increase, face-to-face methods account for 9.4% increase in the standard deviation, more theory than practical work accounts for 18.7% increase in the standard deviation of graduates' preference for a government or private jobs, than entrepreneurship. This indicates that adopting more theory than practical work more strongly encouraged the graduates' intention to seek employment with government or a private company, compared to face-to-face teaching methods.

The unstandardised regression coefficients revealed that, a unit increase in the use of practical classes and more theory than practical work would increase graduates' preference for a government or private jobs, before entrepreneurship by 0.128 and 0.118 respectively, other factors being held constant. The standardised coefficient implied that a unit increase in standard deviation of use of practical classes and use of more theory than practical work account for 16.2% and 14.9% increase in standard deviation of graduates' preference for a government or private jobs before going into entrepreneurship respectively. The results further show that a unit change in the use of theoretical classes, practical, classes, more theory than practical work, will yield changes in the preference for combining government or private jobs with entrepreneurship by 0.101, 0.121 and 0.087 respectively. Other factors held constant, and when standardised, each has a relative effect of 11.5%, 14.6% and 10.4% on the entrepreneurial intention of the graduates in the study area. The results have found that at the multivariate level of the analysis, other methods of T&L entrepreneurship did not have any significant effect on the graduates' entrepreneurial intentions.

5.6 ENTREPRENEURIAL EXPOSURE AND EXPERIENCE EFFECTS ON EI

The analyses in this section address research question two of the study, which sought to assess the relative weight blended approach compared with the traditional method of T&L entrepreneurship in randomly selected universities in South-West Nigeria. The analyses report the finding relating to the weights of blended learning combining the regular lecturing model effects on entrepreneurial desirability and intentions of the learning group. The results of the analyses establish the significant weights indicating the effectiveness of the blended entrepreneurial orientation factors including field activities, internship, mentoring, self-practices, Networking through ICT supports as complementary to lectures, case studies, discussions and literature reviews. The results also establish a positive relationship of blended weights on entrepreneurial learning outcomes, presented as follow:

Table 5.18: Traditional and blended methods mix in entrepreneurship education

	Never	Rarely	Sometimes	Often	Always	Total N=665	Mean	SD
	(1)	(2)	(3)	(4)	(5)			
	n(%)	n(%)	n(%)	n(%)	n(%)			
Lectures	12 (1.8)	22 (3.3)	74 (11.2)	189 (28.5)	365 (55.2)	662	4.323	0.933
Chalk and talk	77 (11.8)	94 (14.5)	161 (24.8)	187 (28.8)	129 (19.5)	650	3.297	1.287
Field works/tours	92 (13.9)	154 (23.3)	207 (31.3)	128 (19.4)	78 (11.8)	661	2.912	1.222
Discussions	12 (1.8)	46 (7.0)	167 (25.3)	258 (39.0)	178 (26.9)	661	3.829	0.977
Role-play	72 (11.1)	157 (24.2)	206 (31.7)	149 (23.0)	62 (9.6)	649	2.945	1.160
Use of project/multimedia facilities	73 (11.1)	114 (17.3)	197 (29.9)	159 (24.2)	113 (17.2)	658	3.184	1.248
Business simulations/games	147(22.5)	214 (32.8)	169 (25.9)	86 (13.2)	36 (5.5)	652	2.463	1.139
Internship	95 (14.5)	140 (21.4)	172 (26.3)	134 (20.5)	112 (17.2)	653	3.048	1.308
Mentoring/coaching	68 (10.3)	149 (22.6)	193 (29.3)	162 (24.6)	86 (13.1)	658	3.076	1.189
Conferences and seminars	61 (9.3)	99 (15.1)	245 (37.3)	159 (24.2)	92 (14.1)	657	3.183	1.146
Self-practice/regulation	40 (6.1)	129 (19.7)	222 (33.9)	145 (22.1)	118 (18.0)	655	3.261	1.160
On-line/e-learning	108 (16.4)	134 (20.3)	184 (27.9)	152 (23.1)	81 (12.3)	659	2.950	1.266
Business Networking	119 (18.2)	188 (28.8)	192 (29.4)	106 (16.2)	47 (7.2)	653	2.649	1.166
ICT/Internet search	68 (10.3)	118 (17.9)	197 (29.9)	151 (22.9)	125 (19.0)	659	3.225	1.241
Blended learning	87 (13.3)	150 (22.9)	202 (30.8)	136 (20.8)	78 (12.0)	655	2.944	1.216

Source: Fieldwork 2016

The results in Table 5.18 depict the level of use of traditional and blended methods in T&L entrepreneurship in the selected Nigerian universities. As shown in the table, the result reveals that 83.7% of the study participants agreed that lectures were often or always being used to teach entrepreneurship while 11.2% opined that it was seldom used; this level of use was followed by use of discussions method (69.5% and 25.3% respectively); the chalk and talk method (48.3% and 24.8% respectively), ICT/Internet search (41.9% and 29.9% respectively); the use of projector multimedia facilities (41.4% and 29.9% respectively) and self-practice/regulation (40.1% and 33.9% respectively). Less than 40% of the participants agreed that other methods were often or always used for teaching entrepreneurship.

For instance, 31.2% agreed that fieldwork/tours were often or always used while 31.3% opined that it was seldom used; 32.6% believed that role-play was often or always used while 31.7% agreed to its seldom use; 37.7% agreed that each of internship and mentoring/coaching was often or always used. Similarly, 26.3% and 29.3% respectively opted for the occasional use of the methods; 38.3% of the participant was of the view that conferences and seminars were often or always used whereas 37.3% agreed to use the method seldom. Use of online/e-learning, business networking and blended learning often or always were supported by 35.4%, 23.4% and 32.8% of the participants respectively while 27.9%, 29.4% and 30.8% respectively agreed that the methods were seldom used. This result has found and reported that traditional methods were

more often used for T&L entrepreneurship in randomly selected Nigerian universities in Nigeria, whereas, blended methods appears to be accorded lesser attention.

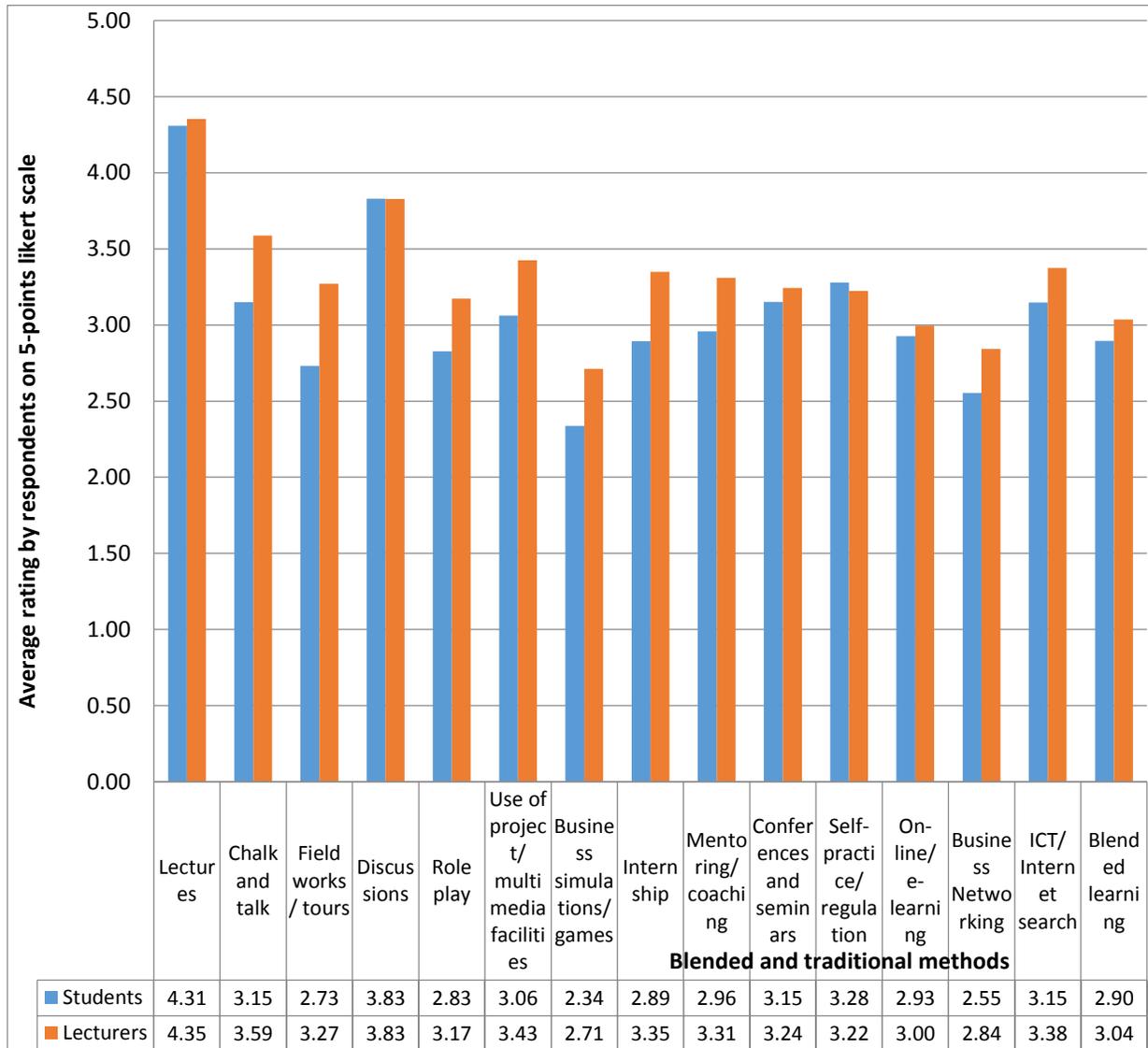


Figure 5.11: Weighted of blended/traditional teaching and learning entrepreneurship

The results in figure 5.11, revealed that the lecturers’ rating of the frequency of use of the traditional and blended methods in T&L entrepreneurship were similar to students’ rating. However, while the level of agreement was widely higher among lecturers, it was lower among students in the use of chalk and talk with an average rating of 3.59 and 3.15 respectively. Similarly, field work/tours (3.27 versus 2.73), use of role-playing (3.17 versus 2.83), use of project/multimedia facilities (3.43 versus 3.06), internship (3.35 versus 2.89) and mentoring/coaching (3.31 versus 2.96).

The respondents were asked to determine the array of delivery approaches and the extent of motivation which could be derivable both by the lecturers and the students. The essence is to determine the model that is most acceptable to the respondent. The results are presented as follows:

Table 5.19: Entrepreneurship teaching and learning model

	Not at all effective	Slightly effective	Effective	Very effective	Extremely effective	Total N=665	Mean	SD
	(1)	(2)	(3)	(4)	(5)			
	n(%)	n(%)	n(%)	n(%)	n(%)			
Method that involves listening to theoretical lectures in the classroom	83 (12.6)	75 (11.3)	170 (25.7)	154 (23.3)	176 (26.6)	661	3.387	1.344
Method that involve visual displays provided through telemedia and projectors	74 (11.2)	70 (10.6)	117 (17.7)	184 (27.8)	213 (32.2)	661	3.579	1.352
Method through e-learning, internet services, simulations and business games	94 (14.2)	69 (10.5)	189 (28.6)	146 (22.1)	159 (24.1)	660	3.300	1.346
Method that combines the use of ICT facilities and listening to theoretical lectures in the classroom	79 (12.0)	56 (8.5)	126 (19.1)	184 (27.8)	213 (32.2)	661	3.586	1.353
Approaches that involve more practical and self-efficacy than theory	66 (10.0)	48 (7.3)	79 (12.0)	121 (18.3)	343 (52.0)	660	3.936	1.379

The results displayed in table 5.19 portray the level of effectiveness of T&L methods in the selected universities in Nigeria. According to the result, about 76% of the study participants were of the views that listening to theoretical lectures in the classroom was effective or very effective or extremely effective, 11.3% agreed that it was slightly effective while 12.6% disagree with its effectiveness; the result produced mean effectiveness of 3.39 (SD=1.34). The method involves visual displays provided through telemedia and projectors (mean=3.58, SD=1.35), the method through e-learning, internet services, simulations and business games (mean=3.30, SD=1.35). Similarly, methods that combine the use of ICT facilities and listening to theoretical lectures in the classroom (mean=3.59, SD=1.35) and approaches that involve more practical and self-efficacy than theory (mean=3.94, SD=1.38) was perceived as being effective or very effective or extremely effective by 77.7%, 74.8%, 79.1% and 82.3% respectively. The results have found that method through e-learning, internet services, simulations and business games and method that involves listening to theoretical lectures in the classroom were the least effective of the listed methods. This study equally attempted to determine how the respondents perceived the methods different along students and

lecturers' samples. The essence is to determine the difference in viewpoints and the effects on EE in Nigeria. The analyses are presented as follows:

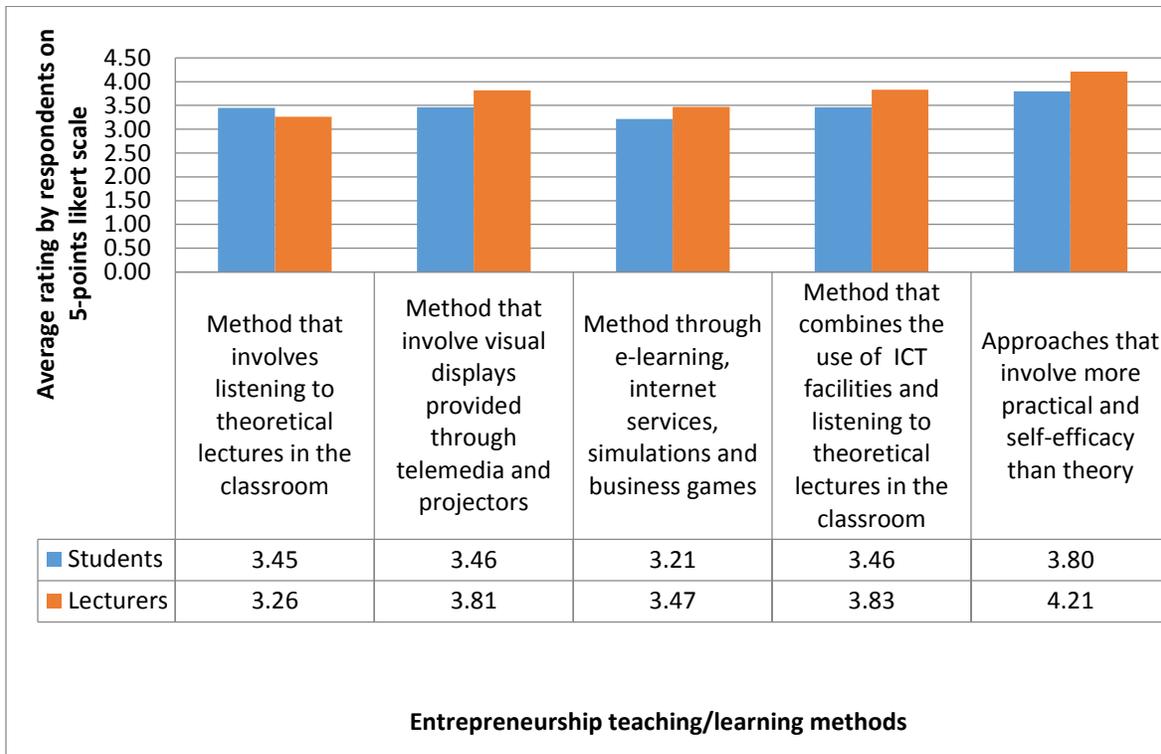


Figure 5.12: Effectiveness of teaching and learning methods to entrepreneurship

In figure 5.12, the result revealed that students' opinion regarding the effectiveness of listening to theoretical lectures in the classroom was higher compared to lecturers' perception, 3.45 and 3.26 respectively. On the other hand, lecturers' perceptions about the effectiveness of other methods were higher than that of the students. These higher opinions formed by the lecturers could be viewed as being determined by their level of exposure and understanding of the subject matter.

The analyses in this section compare the significances of the relationship between traditional and blended learning model about EET. The essence is to determine the level of influence on entrepreneurial intentions as presented below:

Table 5.20: Relationship between TLM, blended learning methods and EI

SN		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	Prefer government/private job to entrepreneurship																	
2	Prefer government /private job before moving into entrepreneurship	.382**																
3	Prefer combining government /private job with entrepreneurship	.136**	.360**															
4	Lectures	.086*	.085*	.104**														
5	Chalk and talk	.075	-.003	-.033	.236**													
6	Field works/tours	-.014	.032	.013	.055	.176**												
7	Discussions	-.011	.031	.087*	.325**	.115**	.329**											
8	Role-play	.003	-.027	.053	.035	.137**	.436**	.399**										
9	Use of project/multimedia facilities	-.042	.031	-.004	.154**	.139**	.504**	.381**	.387**									
10	Business simulations/games	.025	-.016	.047	.049	.179**	.482**	.332**	.518**	.553**								
11	Internship	.010	-.018	-.041	.167**	.176**	.452**	.250**	.309**	.421**	.471**							
12	Mentoring/coaching	-.006	-.010	.061	.127**	.137**	.448**	.363**	.471**	.418**	.516**	.489**						
13	Conferences and seminars	-.023	-.044	.007	.183**	.122**	.379**	.369**	.273**	.370**	.380**	.475**	.448**					
14	Self-practice/regulation	-.127**	.001	.060	.019	.094*	.361**	.317**	.360**	.371**	.392**	.307**	.477**	.404**				

15	On-line/e-learning	-.049	-.020	-.001	.181**	.128**	.395**	.313**	.317**	.447**	.422**	.397**	.410**	.519**	.430**			
16	Business Networking	.011	-.009	.003	.093*	.113**	.425**	.285**	.410**	.409**	.568**	.481**	.510**	.471**	.460**	.638**		
17	ICT/Internet search	.001	-.044	-.030	.253**	.135**	.382**	.278**	.263**	.438**	.380**	.399**	.411**	.510**	.404**	.652**	.603**	
18	Blended learning	-.035	.030	.043	.146**	.142**	.430**	.335**	.394**	.407**	.471**	.458**	.513**	.432**	.500**	.512**	.560**	.561**

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

As shown in table 5.20, the results of the correlation analysis of the relationship between graduates' entrepreneurial intentions and traditional or blended learning reveal that graduates' preference for employment with the government or private company rather than going into entrepreneurship was significantly related to lecturing method ($r = 0.086$, $p < 0.05$) and self-practice or regulation ($r = -0.127$, $p < 0.01$). Also, preference for a government or private job before moving into entrepreneurship was significantly associated with lecturing ($r = 0.085$, $p < 0.05$); while intention to combine government or private job with entrepreneurship was significantly related to lecture ($r = 0.104$, $p < 0.01$) and discussion methods ($r = 0.087$, $p < 0.05$) in the study area. Further findings, however, reveals the summary of the differences according to respondents along educational groups are presented in table 5.21 as follows:

Table 5.21: Education groups' perceptions of delivery methods

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
1. Blended learning	Education/arts/law	87	2.75	1.391	.149	2.45	3.04	1	5
	Social sciences/management	140	2.73	1.211	.102	2.53	2.93	1	5
	Engineering/agriculture/environmental	157	3.08	1.225	.098	2.89	3.28	1	5
	Sciences/medicine	52	3.19	1.221	.169	2.85	3.53	1	5
	Total	436	2.92	1.265	.061	2.80	3.03	1	5
2. Teaching and learning approaches that involve more practical and self-efficacy than theory	Education/arts/law	86	3.50	1.665	.179	3.14	3.86	1	5
	Social sciences/management	140	3.64	1.415	.120	3.41	3.88	1	5
	Engineering/agriculture/environmental	159	4.01	1.389	.110	3.79	4.22	1	5
	Sciences/medicine	52	4.29	1.258	.174	3.94	4.64	1	5
	Total	437	3.82	1.460	.070	3.69	3.96	1	5

Table 5.21 shows significant differences across faculties are found in the agreement that the blended learning method could be effective in EE. Specifically, there is less average agreement from Education, Social Sciences students (2.75, 2.73) than Engineering, Sciences and Medicine (3.08, 3.19) respectively, (Welch (3, 175.765) = 5.002, $p = .002$) presented as the Welch tests for equality of means (*see appendix 15c*). Similarly, engineering, sciences and medicine differ in their agreements that self-efficacy methods are effective to EE. The result provides significance agreement between Engineering, Sciences and Medical students (4.01, 4.29) than Education, Social Sciences (3.50, 3.64) respectively. It is evident that effective EE requires active learning that provides a practical platform to the learner. The current practices at Nigeria universities are described not meeting the expected standard. This affirms the reason why Garber (2010, p.145) advocates for a shift from general education to specific entrepreneurial education in Nigeria.

5.6.1 Cognitive influence of diffused activities in human capital development

The discussions under chapter four of this study provide indirect effects of cognitive factors as motivating factors for the human capital development of T&L entrepreneurship. Such factors as analyses in this section of the study reveal a significant positive relationship with entrepreneurial learning outcomes. The factors including educational, social and technological variables are relevant as mediators between blended learning strategy and conventional practices towards shaping entrepreneurial desirability and behaviours. The implication is that cognitive and social learning factors are complementary to the development of entrepreneurial intention of the learning groups presented as follow:

Table 5.22: Ranking of blended activities

	Never	Rarely	Sometimes	Often	Always	Total N=665	Mean	SD
	(1)	(2)	(3)	(4)	(5)			
	n(%)	n(%)	n(%)	n(%)	n(%)			
Previous experience in an entrepreneur family	109 (16.6)	49 (7.5)	146 (22.3)	121 (18.4)	231 (35.2)	656	3.48	1.45
Previous experience starting a business	87 (13.2)	86 (13.1)	129 (19.6)	156 (23.7)	199 (30.2)	658	3.44	1.39
Textbook presentations about entrepreneurship	125 (19.0)	128 (19.5)	193 (29.4)	94 (14.3)	117 (17.8)	657	2.92	1.34
Reading business plans written by peer students	151 (23.0)	114 (17.4)	183 (27.9)	93 (14.2)	115 (17.5)	656	2.86	1.39
Hearing from practicing entrepreneurs	38 (5.8)	39 (6.0)	115 (17.6)	170 (26.0)	292 (44.6)	654	3.98	1.18
Participating in a venture forum with entrepreneurs' venture capitalists and service providers	61 (9.3)	55 (8.4)	116 (17.7)	183 (27.9)	240 (36.7)	655	3.74	1.29
Hearing the instructor's experiences as a small business owner/operator	39 (6.0)	61 (9.3)	146 (22.3)	185 (28.2)	224 (34.2)	655	3.76	1.19
Interviewing a practicing entrepreneur	73 (11.1)	77 (11.7)	124 (18.9)	180 (27.4)	202 (30.8)	656	3.55	1.33
Talking to other students about their entrepreneurial intentions	117 (17.8)	119 (18.1)	180 (27.4)	118 (18.0)	122 (18.6)	656	3.02	1.35
Examining websites dedicated to entrepreneurship	92 (14.0)	82 (12.5)	198 (30.2)	120 (18.3)	162 (24.8)	655	3.27	1.34
Reading about entrepreneurs in the current news	72 (11.0)	91 (13.9)	159 (24.3)	147 (22.5)	185 (28.3)	654	3.43	1.33
Reading about entrepreneurs in history	104 (15.9)	94 (14.4)	159 (24.3)	133 (20.3)	164 (25.1)	654	3.24	1.39
Seeing videos about entrepreneurs	92 (14.1)	96 (14.7)	135 (20.6)	162 (24.8)	169 (25.8)	654	3.34	1.37
Listening to theoretical lectures about entrepreneurship in the classroom	96 (14.7)	113 (17.3)	170 (26.0)	118 (18.0)	158 (24.1)	655	3.20	1.37
Writing and exchanging business plans, cards with entrepreneurs, angel investors and service providers.	69 (10.6)	72 (11.0)	161 (24.6)	148 (22.6)	203 (31.0)	654	3.53	1.31

Source: Fieldwork 2016

The results as depicted in Table 5.22 reveal the realistic activities are influencing graduates' entrepreneurial intentions and practice. The result found and reported that more than half of the study participants opined

that realistic activities such as previous experience in an entrepreneur family (mean=3.48, SD=1.45), previous experience in starting a business (mean=3.44, SD=1.39), hearing from entrepreneurs (mean=3.98, SD=1.18) were effective to students. This also includes participating in a venture forum with entrepreneurs (mean=3.74, SD=1.29), hearing instructors' experiences as a small business owner (mean=3.76, SD=1.19), interviewing a practising entrepreneur (mean=3.76, SD=1.19). Also, methods relating to reading about entrepreneurs in the news (mean=3.43, SD=1.33), seeing videos about entrepreneurs (mean=3.34, SD=1.37) and writing and exchanging business plans with entrepreneurs (mean=3.53, SD=1.31) do often or always influence graduates' entrepreneurial intentions and practice, while others were perceived to be less influential.

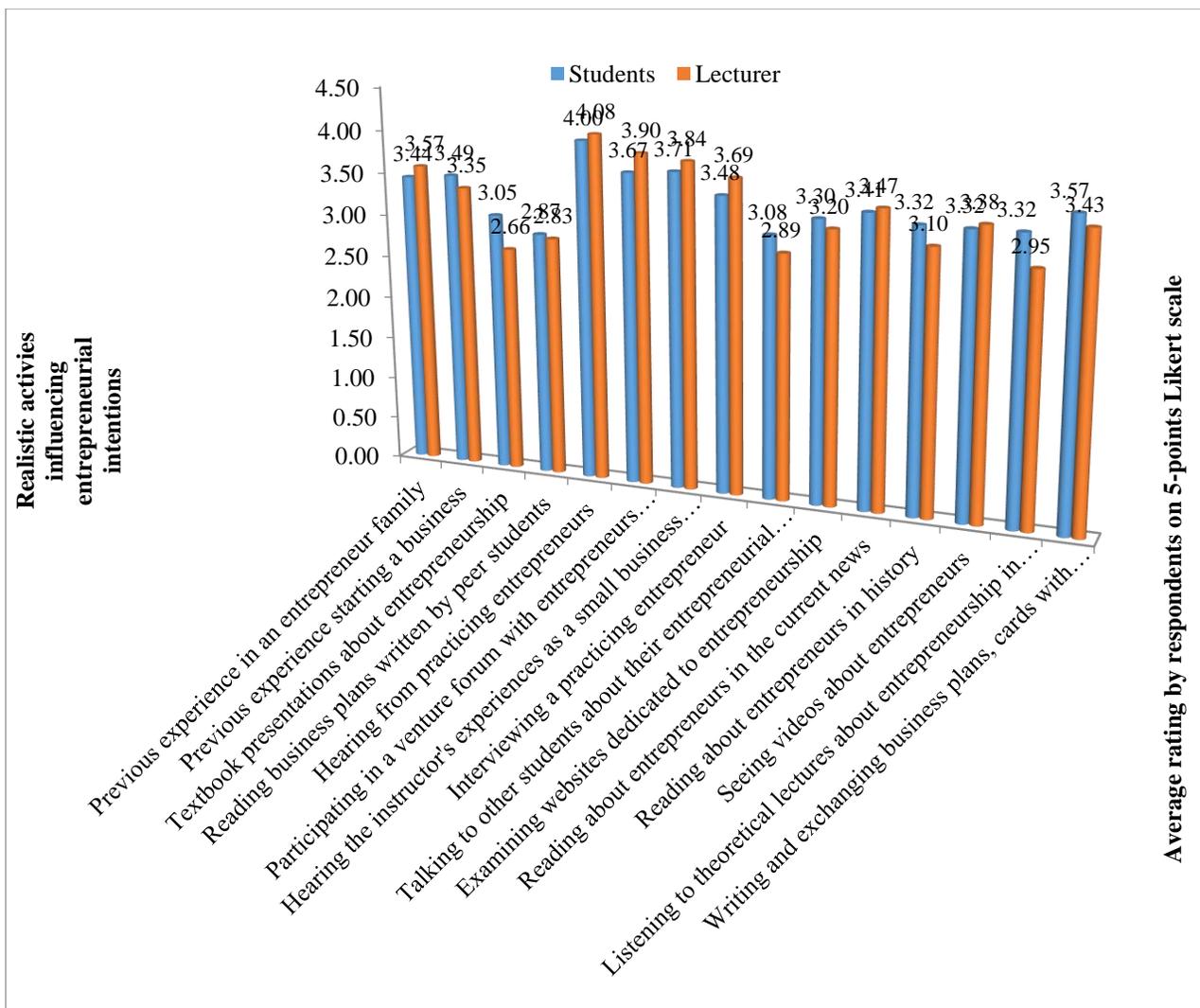


Figure 5.13: Realistic activities and entrepreneurial intention

The result in figure 5.13, revealed that lecturers' ratings of realistic activities influencing entrepreneurship were slightly higher than that of students. The rating especially in their agreement on the influence of seeing videos about entrepreneurs with an average rating of 3.38 versus 3.32, reading about entrepreneurs in the current news (3.47 versus 3.41). This also includes interviewing a practicing entrepreneurs (3.69 versus 3.48), hearing the instructor's experiences as a small business owner/operator (3.84 versus 3.71), participating in a venture forum with entrepreneurial venture capitalists and service providers (3.90 versus 3.67), hearing from practicing entrepreneurs (4.08 versus 4.00) and previous experience in an entrepreneur family, 4.55 versus 4.21 respectively. Conversely, students had higher average ratings in other realistic activities. Since there were no wide disparities in the ratings of the two categories of the respondents, the results suggested the views of lecturers agreed with that of the students on realistic activities influencing entrepreneurial intentions and practised among graduates of selected Nigerian universities.

5.6.2 Cognitive influence of diffused learning with technological supports

The results of the study as presented in table 6.19 show the level of use of technology facilities in T&L entrepreneurship; according to the result, only 22.9% of the study participants agreed that they had not experienced T&L with the use of computer technology at their university with mean rating and standard deviation of 2.30 and 1.58 respectively. Some 65.4% agreed that there had been some attempt to use multimedia and ICT facilities to aid T&L in my classes, but help is still required on a regular basis (mean=3.85, SD=1.59). Similarly, 64.0% opined that students are engaged in running small businesses and participating in research projects on an existing business to boost entrepreneurial awareness before graduation (mean=3.87, SD=1.50), 57.6% believed that digital portfolios facilities were used in the class to make T&L more comfortable for students (mean=3.59, SD=1.58).

Table 5.23: Use of technology supports

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree			
	(1)	(2)	(3)	(4)	(5)	(6)	Total		
	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	N=665	Mean	SD
I have not experienced teaching and learning with the use of computer technology at my university	299 (45.1)	156 (23.5)	56 (8.4)	53 (8.0)	62 (9.3)	37 (5.6)	663	2.297	1.583
There has been some attempt to use multimedia and ICT facilities to aid teaching and learning in my classes, but help is still required on a regular basis	67 (10.1)	123 (18.6)	40 (6.0)	133 (20.1)	214 (32.3)	86 (13.0)	663	3.848	1.592
Students are engaged in running small businesses and participating in research projects on an existing business to boost entrepreneurial awareness before graduation.	61 (9.2)	85 (12.9)	92 (13.9)	141 (21.4)	204 (30.9)	77 (11.7)	660	3.868	1.499
Digital portfolios facilities are used in the class to make teaching and learning more comfortable for students	80 (12.1)	134 (20.3)	65 (9.8)	141 (21.4)	177 (26.8)	62 (9.4)	660	3.587	1.576
The use of a wide variety of e-learning and visual display facilities forms part of teaching and learning entrepreneurship at my university	62 (9.4)	123 (18.6)	72 (10.9)	149 (22.5)	205 (30.9)	51 (7.7)	663	3.702	1.492
Using ICT methodology is/would be more suitable for teaching and learning entrepreneurship courses at my university	22 (3.3)	29 (4.4)	41 (6.2)	120 (18.1)	300 (45.3)	150 (22.7)	662	4.657	1.211
Experiential teaching and learning approaches will have a greater impact on the students' decision to become an entrepreneur than reading activities.	15 (2.3)	20 (3.0)	23 (3.5)	81 (12.2)	310 (46.8)	214 (32.3)	663	4.950	1.103
High impact activities will be positively related to the decision to become an entrepreneur.	11 (1.7)	22 (3.3)	21 (3.2)	96 (14.5)	330 (49.9)	181 (27.4)	661	4.899	1.050
Effective teaching and learning entrepreneurship could be achieved when attachment, internship and consulting assignments are included in the curriculum	12 (1.8)	18 (2.7)	18 (2.7)	54 (8.1)	266 (40.1)	295 (44.5)	663	5.155	1.071

Source: Fieldwork 2016

Similarly, 61.1% were of the view that the use of a wide variety of e-learning and visual display facilities formed part of T&L entrepreneurship in their university (mean=3.70, SD=1.49), 86.1% agreed that using ICT methodology would be more suitable for T&L entrepreneurship courses in their university (mean=4.66, SD=1.21). Additionally, 91.3% agreed that experiential T&L approaches would have a greater impact on the students' decision to become an entrepreneur than reading activities (mean=4.95, SD=1.10). Here also 91.8% claimed that high impact activities would be positively related to the decision to become an entrepreneur (mean=4.90, SD=1.05) while 92.7% believed that effective T&L entrepreneurship could be achieved when attachment, internship and consulting assignments are included in the curriculum (mean=5.16, SD=1.07).

These results found and reported that the majority of the respondents believed that use of technology facilities would improve T&L of entrepreneurship and ultimately boost entrepreneurial intention and practice among graduates in the study area. The investigation was conducted further to determine the how of the respondent by status (lecturers and students) in their views as far as the use of the technology facilitates learning activities. The essence is to determine the extent of how the respondents differ in the application of technology as part of the dimension of T&L entrepreneurship as presented below:

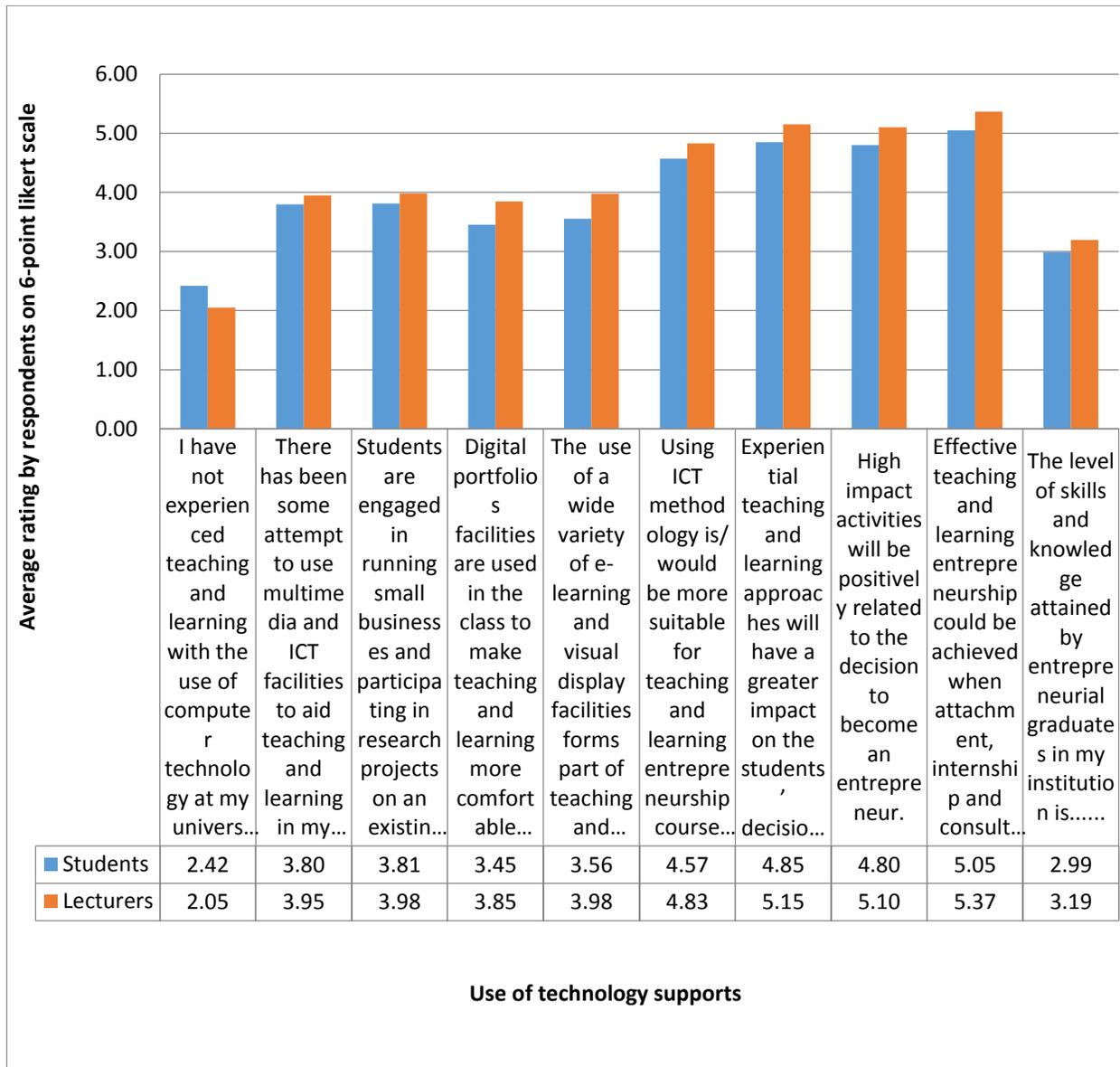


Figure 5.14: Teaching and learning entrepreneurship through digital supports

In figure 5.14, students' average rating of having never experienced T&L with the use of computer technology at their university was higher than that of the lecturer, 2.42 and 2.05 respectively. This indicated the level of exposure of the students was lower than that of the lecturers as expected. There were no wide disparities in the rating of students and lecturers on the use of other technology facilities except in digital portfolios facilities being used in the class to make T&L more comfortable for students (3.45 versus 3.85). Equally, the use of a wide variety of e-learning and visual display facilities formed part of teaching and learning entrepreneurship in their university (3.56 versus 3.98). This also includes using ICT methodology was/would be more suitable for teaching and learning entrepreneurship courses in their university (4.57 versus 4.83), experiential T&L approaches would have a greater impact on the students' decision to become an entrepreneur than reading activities (4.85 versus 5.15). The study established that high impact activities would be positively related to the decision to become an entrepreneur (4.80 versus 5.10) and effective T&L entrepreneurship could be achieved when attachment, internship and consulting assignments are included in the curriculum (5.05 versus 5.37). The result is clear evidence that both lecturers and students agreed that use of technology facilities as structured for this study would improve entrepreneurial intentions.

5.7 MEDIATING EFFECTS OF ENTREPRENEURIAL ORIENTATION STRATEGIES ON ENTREPRENEURIAL BEHAVIOUR

In this section of the study, the analyses relating to the research question three, presenting the perceived relevance of entrepreneurship orientation to drive for entrepreneurial activities in the selected universities, are discussed. The presentations under this section provide what respondents points of view are to the level of influence of influence achievable through entrepreneurial orientation activities in the context of universities in Nigeria. Also revealing are the results as presented below that show the perceptions of the respondents as follows:

Table 5.24: Relevance of entrepreneurial orientation in entrepreneurial intention

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree	Total N=665	Mean	SD
	(1)	(2)	(3)	(4)	(5)	6			
	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)			
Student internship experience helps to relate the theories learnt in the classroom with the work environment.	16 (2.4)	20 (3.0)	17 (2.6)	102 (15.5)	295 (44.8)	208 (31.6)	658	4.936	1.048
Student internship attachment provides necessary job experience that can improve chances for employment upon graduation.	10 (1.5)	23 (3.5)	23 (3.5)	100 (15.2)	285 (43.3)	217 (33.0)	658	4.956	1.006
Mentoring experiences help to improve graduate personal confidence and self-esteem.	5 (0.8)	11 (1.7)	17 (2.6)	80 (12.2)	329 (50.1)	215 (32.7)	657	5.012	0.974
The mentoring experiences help to develop problem solving skills.	14 (2.1)	18 (2.7)	13 (2.0)	95 (14.5)	327 (49.8)	189 (28.8)	656	5.006	0.953
Conference and seminar experiences provide insights into business ideas and potential threats.	10 (1.5)	15 (2.3)	8 (1.2)	118 (18.0)	310 (47.2)	195 (29.7)	657	5.018	0.972
Conference and seminar experiences help graduates to identify their weaknesses and strengths	10 (1.5)	9 (1.4)	20 (3.1)	92 (13.8)	317 (48.4)	207 (31.6)	655	4.921	1.110
Business networking exposure motivates job creation ability and competency.	10 (1.5)	9 (1.4)	17 (2.6)	92 (14.0)	334 (50.7)	197 (29.9)	659	4.942	1.085
Business networking experience enhances business idea start-up, sustenance and growth.	9 (1.4)	11 (1.7)	20 (3.0)	89 (13.5)	320 (48.6)	210 (31.9)	659	5.073	0.906

The results in table 5.24, depict the relevance of entrepreneurial orientation in motivating graduates entrepreneurial drive. According to the result, the majority (91.9%) of the study participants agreed that student internship experience helped to relate the theories learnt in the classroom with the work environment. The ratings producing a mean and standard deviation of 4.94 and 1.05 respectively; 91.5% agreed that student internship attachment provided necessary job experience that can improve chances for employment upon graduation (mean=4.96, SD=1.01). Around 95.0% opined that mentoring experiences helped to improve graduate personal confidence and self-esteem (mean=5.01, SD=0.97); 93.1% supported that the mentoring experiences helped to develop problem-solving skills (mean=5.01, SD=0.95). About 95% opined that conference and seminar experiences provide insights into business ideas and potential threats (mean=5.02, SD=0.97); about 94% were of the view that conference and seminar experiences help graduates to identify their weaknesses and strengths (mean=4.92, SD=1.11). About 94.6% believed that business networking exposure motivates job creation ability and competency (mean=4.94, SD=1.09) while 94% agreed that business networking experience enhances business idea startup, sustenance and growth (mean=5.07, SD=0.91).

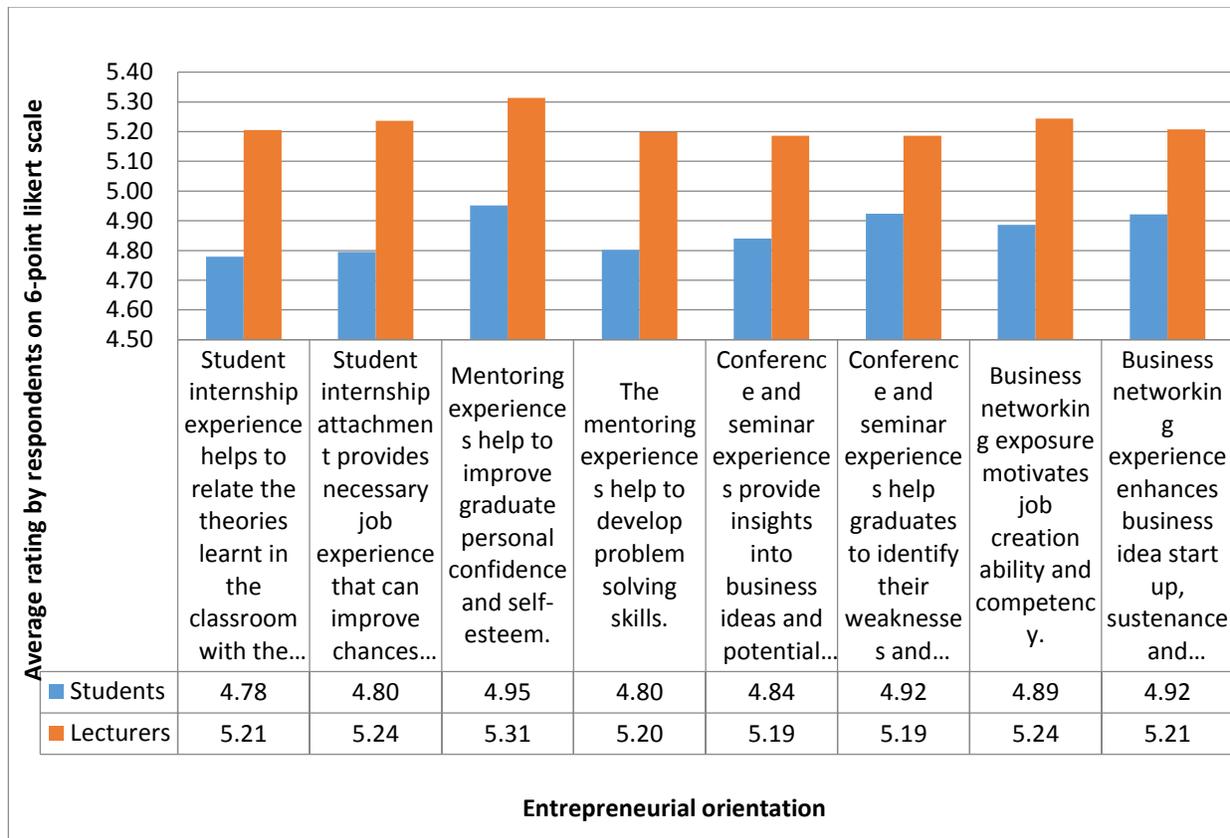


Figure 5.15: Relevance of entrepreneurial orientation

The results of the analysis in figure 5.15 reveal students' and lecturers' rating of the relevance of entrepreneurial orientation in motivating graduates towards entrepreneurship. According to the result, both students and lecturers rated each item high; however, the average opinion of lecturers (5.21) that student internship experience helped to relate the theories learnt in the classroom with the work environment was higher compared to that of the students (4.78). This pattern of average rating was similar to the views that student internship attachment provided necessary job experience that can improve chances for employment upon graduation (5.24 versus 4.80), that mentoring experiences helped to improve graduate personal confidence and self-esteem (5.31 versus 4.95).

That the mentoring experiences helped to develop problem-solving skills (5.20 versus 4.80), that conference and seminar experiences provide insights into business ideas and potential threats (5.19 versus 4.84). Similarly, conference and seminar experiences help graduates to identify their weaknesses and strengths (5.19 versus 4.92), that business networking exposure motivates job creation ability and competency (5.24 versus 4.89) while that business networking experience enhances business idea startup, sustenance and growth (5.21 versus 4.92). This result found that virtually all the lecturers who are assumed to have better

knowledge and clearer perception due to their experience in the field agreed that the various items of entrepreneurial orientation are relevant in motivating graduates' entrepreneurial drive.

Table 5.25: Relationship between entrepreneurial orientation and entrepreneurial intentions using Pearson correlation

SN		1	2	3	4	5	6	7	8	9	10
1	Prefer government/private job to entrepreneurship										
2	Prefer government /private job before moving into entrepreneurship	.382**									
3	Prefer combining government/private job with entrepreneurship	.136**	.360**								
4	Student internship experience helps to relate the theories learnt in the classroom with the work environment.	.125**	.141**	0.07							
5	Student internship attachment provides necessary job experience that can improve chances for employment upon graduation.	.170**	.177**	.079*	.656**						
6	Mentoring experiences help to improve graduate personal confidence and self-esteem.	.109**	.128**	0.074	.537**	.615**					
7	The mentoring experiences help to develop problem solving skills.	.129**	.141**	.100*	.470**	.560**	.636**				
8	Conference and seminar experiences provide insights into business ideas and potential threats.	0.062	.109**	.101**	.339**	.458**	.443**	.455**			
9	Conference and seminar experiences help graduates to identify their weaknesses and strengths	.084*	.160**	.196**	.340**	.454**	.445**	.483**	.593**		
10	Business networking exposure motivates job creation ability and competency.	0.065	.117**	.121**	.436**	.490**	.454**	.476**	.498**	.504**	
11	Business networking experience enhances business idea start-up, sustenance and growth.	.099*	0.072	.107**	.431**	.475**	.452**	.447**	.409**	.515**	.674**

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

Table 5.25 shows the result of Pearson correlation analysis of the relationship between graduates' entrepreneurial intention and each item of entrepreneurial orientation in the study area. According to the result, preference for a government or private job rather than entrepreneurship was significantly and positively related to student internship experience helping to relate the theories learnt in the classroom with the work environment ($r = 0.125$, $p < 0.01$). Student internship attachment is providing necessary job experience that can improve chances for employment upon graduation ($r = 0.170$, $p < 0.01$), mentoring experiences helping to improve graduate personal confidence and self-esteem ($r = 0.109$, $p < 0.01$). Mentoring experiences helping to develop problem solving skills ($r = 0.129$, $p < 0.01$), conference and seminar experiences helping graduates to identify their weaknesses and strengths ($r = 0.084$, $p < 0.05$), and business networking experience enhancing business idea startup, sustenance and growth ($r = 0.099$, $p < 0.05$).

On the other hand, graduates' preference for employment with the government or a private company before moving into entrepreneurship later was significantly related to all the items of entrepreneurial orientation

($p < 0.01$) except business networking experience enhancing business idea startup, sustenance and growth. Also, preference for a combination of government or private job with entrepreneurship was significantly associated with the entrepreneurial orientation items ($p < 0.05$) except student internship experience helping to relate the theories learnt in the classroom with the work environment and mentoring experiences helping to improve graduate personal confidence and self-esteem.

Table 5.26: Regression analysis of EO constructs and individual entrepreneurial intention

	Unstandardised Coefficients		Standardised Coefficients	T	Sig.	95.0% C. I.		Model diagnosis
	B	Std. Error	Beta			Lower Bound	Upper Bound	
Prefer government/private job to entrepreneurship								
(Constant)	3.247	.417		7.790	.000	2.429	4.066	R = 0.178
Student internship experience helps to relate the theories learnt in the classroom with the work environment.	.004	.075	.003	.053	.958	-.143	.151	R squared = 0.032
Student internship attachment provides necessary job experience that can improve chances for employment upon graduation.	.222	.085	.157	2.618	.009	.055	.388	Adjusted R ² = 0.020
Mentoring experiences help to improve graduate personal confidence and self-esteem	-.037	.095	-.022	-.384	.701	-.224	.151	F=2.614
The mentoring experiences help to develop problem solving skills	.094	.080	.064	1.175	.240	-.063	.250	p=0.008
Conference & seminar experiences provide insights into business ideas & potential threats	-.049	.079	-.032	-.623	.533	-.204	.106	
Conference & seminar experiences help graduates identify their weaknesses & strengths	.022	.084	.014	.255	.799	-.144	.187	
Business networking exposure motivates job creation ability and competency.	-.101	.092	-.063	-1.098	.272	-.281	.080	
Business networking experience enhances business idea start-up, sustenance and growth	.073	.088	.047	.834	.404	-.099	.246	
Prefer government /private job first before moving into entrepreneurship								
(Constant)	3.597	.326		11.046	.000	2.958	4.236	R = 0.203
Student internship experience helps to relate the theories learnt in the classroom with the work environment	.031	.058	.028	.529	.597	-.084	.146	R squared = 0.041
Student internship attachment provides necessary job experience that can improve chances for employment upon graduation.	.128	.066	.115	1.933	.054	-.002	.258	Adjusted R ² = 0.029
Mentoring experiences help to improve graduate personal confidence and self-esteem	-.010	.075	-.008	-.141	.888	-.157	.136	F=3.434
The mentoring experiences help to develop problem solving skills	.042	.062	.036	.669	.504	-.081	.164	p=0.001
Conference and seminar experiences provide insights into business ideas and potential threats	-.041	.062	-.034	-.671	.503	-.162	.080	
Conference and seminar experiences help graduates to identify their weaknesses and strengths	.157	.066	.128	2.382	.018	.028	.287	
Business networking exposure motivates job creation ability and competency	.051	.072	.040	.715	.475	-.089	.192	

Business networking experience enhances business idea start-up, sustenance and growth	-0.119	.069	-0.097	-1.743	.082	-.254	.015	
Prefer combining government /private job with entrepreneurship								
(Constant)	3.356	.334		10.051	.000	2.700	4.011	R = 0.200
Student internship experience helps to relate the theories learnt in the classroom with the work environment	-.022	.060	-.020	-.366	.714	-.140	.096	R squared = 0.040
Student internship attachment provides necessary job experience that can improve chances for employment upon graduation	.002	.068	.002	.026	.980	-.132	.135	Adjusted R ² =0.028
Mentoring experiences help to improve graduate personal confidence and self-esteem	-.039	.077	-.028	-.507	.612	-.189	.111	F=3.310
The mentoring experiences help to develop problem solving skills	.028	.064	.024	.434	.664	-.098	.153	p=0.001
Conference and seminar experiences provide insights into business ideas and potential threats	-.056	.063	-.046	-.887	.375	-.180	.068	
Conference and seminar experiences help graduates to identify their weaknesses and strengths	.259	.068	.206	3.829	.000	.126	.392	
Business networking exposure motivates job creation ability and competency	.061	.073	.047	.837	.403	-.083	.205	
Business networking experience enhances business idea start-up, sustenance and growth	-.008	.070	-.006	-.110	.913	-.146	.130	

The results of multivariate analysis using multiple regression analysis in Table 5.26 depict the effect of entrepreneurial orientation on the entrepreneurial intention of graduates in the study area. The R-squared values of 0.032, 0.041 and 0.040 indicate a preference for a government or private job other than entrepreneurship. Also, the preference for a government or private job before going into entrepreneurship and preference for combining government or private job and entrepreneurship models, respectively, implies that the entrepreneurial orientation variables account for 3.2%, 4.1%, and 4.0% of the variations in each of graduates' entrepreneurial intentions respectively. The F-statistic in all the models indicates the significance of the independent variables used for the dependent variables (graduates' preference for the government or private job other than entrepreneurship, preference for a government or private job before going into entrepreneurship and preference for combining government or private job and entrepreneurship). From the result, the F-statistic diagnosing the fitness of the model shows that all the independent variables were statistically significant ($p < 0.001$) in the models.

Considering the significance of each of the independent variables used, the result shows that ability of students' internship to provide necessary job experience that can improve chances for employment upon graduation has significant effect on graduates' preference for a government or private job other than entrepreneurship ($t = 2.618$, $p < 0.01$); ability of conference and seminar experiences to help graduates

identify their weaknesses and strengths has significant effect on graduates' preference for a government or private job before going into entrepreneurship ($t=2.382$, $p<0.05$); so also the preference for combining government or private job and entrepreneurship ($t=3.829$, $p<0.01$). The unstandardised regression coefficients indicated, a unit increase in the perceived students' internship to provide necessary job experience that can improve chances for employment upon graduation will increase graduates' preference for a government or private job other than entrepreneurship by 0.222, other factors remaining constant.

The standardised coefficient revealed that for every standard deviation increase in perceived students' internship to provide necessary job experience that can improve chances for employment upon graduation will increase graduates' preference for a government or private job other than entrepreneurship by 0.157 standard deviation unit. Also, the unstandardised regression coefficients indicated, a unit increase in the perceived ability of conference and seminar experiences to help graduates to identify their weaknesses and strengths will increase graduates' preference for a government or private job before going into entrepreneurship and preference for combining government or private job and entrepreneurship by 0.157 and 0.259 respectively, holding other factors constant. The standardised coefficient found and reported that there would be 12.8% and 20.6% standard deviation increase in graduates' preference for a government or private job before going into entrepreneurship and preference for combining government or private job with entrepreneurship respectively, for every standard deviation increase in the variables. The results found that at the multivariate level of the analysis, other variables relating to entrepreneurial orientation did not have any significant effect on the graduates' entrepreneurial intentions. Similarly, the findings as presented in table 5.27 revealed the differences in perceptions of students according to their education group as follows:

Table 5.27: Education groups' perception of experiential learning activities

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Student internship experience helps to relate the theories learnt in the classroom with the work environment.	Education/arts/law	89	4.43	1.437	.152	4.12	4.73	1	6
	Social sciences/management	141	4.68	1.227	.103	4.48	4.89	1	6
	Engineering/agriculture/environmental	158	5.08	.968	.077	4.92	5.23	1	6
	Sciences/medicine	51	4.78	1.064	.149	4.48	5.08	2	6
	Total	439	4.78	1.192	.057	4.67	4.90	1	6
Business networking exposure motivates job creation ability and competency.	Education/arts/law	89	4.63	1.343	.142	4.35	4.91	1	6
	Social sciences/management	141	4.95	1.016	.086	4.78	5.12	1	6
	Engineering/agriculture/environmental	158	5.03	.927	.074	4.89	5.18	1	6
	Sciences/medicine	51	4.73	.827	.116	4.49	4.96	1	6
	Total	439	4.89	1.051	.050	4.79	4.99	1	6

Table 5.27 showing significant differences across education groups by faculties in the level of agreement that experience from internship experience helps to relate the theories learnt in the classroom with the work environment. The results show differences in agreement between social science, education, arts and engineering, science and medical students. Specifically, there is less average agreement from Education, Social Sciences students (4.43, 4.68) than Engineering, Science and Medical studies (5.08, 4.78) respectively, (Welch (3, 175.789) = 3.102, p=.028) also contained in the Welch tests of the equality of the means (also see appendix 15b). Similarly, students from faculties of engineering, sciences, medicine differ in their agreements with education, social science, arts that business networking exposure motivates entrepreneurial mindsets. The result provides significance agreement of Engineering, Sciences and Medical students (5.03, 4.73) than Education, Social Sciences students (4.63, 4.95) respectively, Welch test (3, 169.605) = 6.348, p=0005.

Alabi et al. (2014, p.40) support the findings when submitting that EET require learning that places students at the centre of the education system which affords them the freedom to learn about themselves in their chosen areas of interests and relevance. As discussed earlier in the literature individuals with a strong entrepreneurial orientation are likely to participate in any form of higher education.

5.9 RELATIONSHIP BETWEEN INDIVIDUAL SELF-PRACTICE AND ENTREPRENEURIAL INTENTION

Analyses under this section relating to research question four of the study depict the interplay between entrepreneurial self-regulation, self-efficacy and learners' practices. Entrepreneurial self-efficacy (ESE) and entrepreneurship self-regulation (ESR) effects reveal the propensity of the locus of control and the significant influence on entrepreneurial intention. Substantial of the data analyses establish the extent of the relationship ESE and ESR as a student-centered learning strategy. Such self-practice activities are perceived to have a positive influence on graduates' entrepreneurial behaviour as a complementary mediating strategy as presented as follow:

Table 5.28: Entrepreneurship self-efficacy, self-regulation and practice

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree			
	(1)	(2)	(3)	(4)	(5)	(6)	Total		
	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	N=665	Mean	SD
Self-practice and self-efficacy could enhance creative learning activities, innovation and self-reliance.	14 (2.1)	11 (1.7)	8 (1.2)	92 (14.1)	358 (54.9)	169 (25.4)	652	4.957	0.972
Student self-practice provide practical exposure to creative productivity and discovery of new knowledge.	6 (0.9)	8 (1.2)	16 (2.5)	65 (10.0)	356 (54.7)	200 (30.7)	651	5.085	0.870
Self-efficacy will inculcate in students the confidence to perform specific tasks to their own ability.	7 (1.1)	8 (1.2)	17 (2.6)	69 (10.6)	354 (54.5)	195 (30.0)	650	5.062	0.890
Self-regulation prepares students for opportunity recognition and innovation to establish their own business.	7 (1.1)	10 (1.5)	11 (1.7)	96 (14.8)	336 (51.8)	189 (29.1)	649	5.020	0.905

In table 5.28, the result shows the significance of self-regulation, efficacy and self-practice factors on entrepreneurial intention and practice of graduates at the selected Nigerian universities. The result found that 94.4% of the respondents agreed that self-practice and self-efficacy could enhance creative learning activities, innovation and self-reliance; the responses produced a mean and standard deviation of 4.96 and 0.97 respectively. Also, about 95% believed that student self-practice provides practical exposure to creative productivity and discovery of new knowledge; their responses resulted in an average rating of 5.09 (SD=0.87). Furthermore, 94.6% of the participants were of the views that self-efficacy would inculcate in students the confidence to perform specific tasks in their ability (mean=5.06, SD=0.89) while a larger proportion (95.7%) agreed that self-regulation prepares students for opportunity recognition and innovation to establish their own business (mean=5.02, SD=0.91). This result found that majority of the study

participants agreed that the listed self-regulation, efficacy and practice would improve graduates' entrepreneurial intention and practice in the study area.

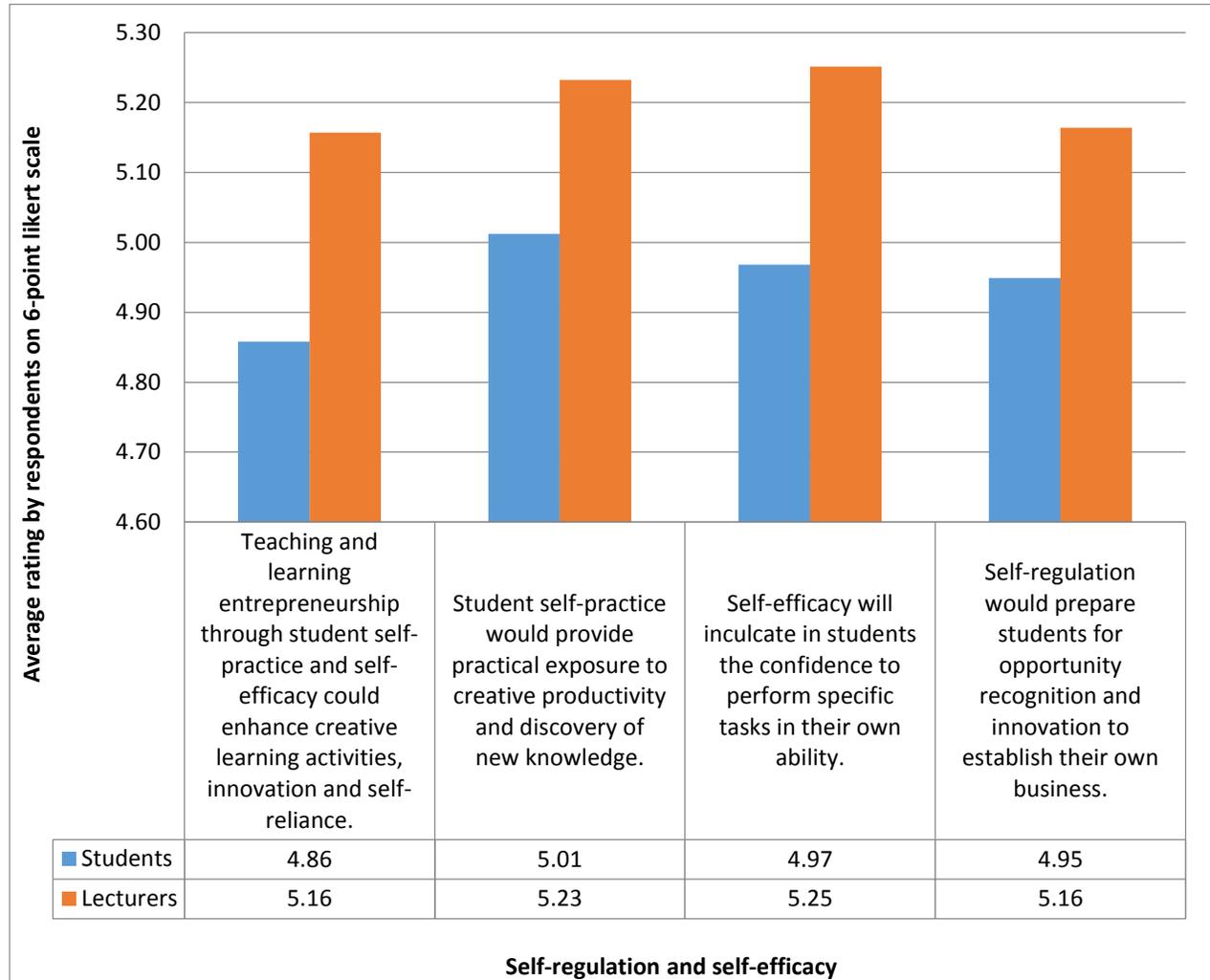


Figure 5.16: Entrepreneurial self-efficacy and self-regulation

In figure 5.16, the result shows that the relevance of T&L entrepreneurship through self-regulation, self-efficacy and practice to entrepreneurial intention were rated high by both students and lecturers used for the study. However, lecturers' rating of each item was higher compared to that of the students. The understanding as earlier stated under the literature review provides that a more flexible and self-regulated learning path could make entrepreneurship more suitable to learners (Clergeau and Schieb-Bienfait, 2007; Lans et al., 2010). By this, graduates are given a chance to know their personal strengths and weaknesses. This construct is capable of facilitating better understanding by engaging students in authentic economic

and action-based activities like temporary buying and selling within the course setting. In a related development, there is the understanding that entrepreneurial self-regulation approach is relevant to the learning of entrepreneurship. The individual person is believed to be self-regulated within a framework of moral ideals and norms.

Table 5.29: Relationship between entrepreneurial self-regulation, self-efficacy and intentions

SN		1	2	3	4	5	6
1	Prefer government/private job to entrepreneurship						
2	Prefer government /private job before moving into entrepreneurship	.382**					
3	Prefer combining government/private job with entrepreneurship	.136**	.360**				
4	Self-practice and self-efficacy could enhance creative learning activities, innovation and self-reliance.	.098*	.161**	.175**			
5	Student self-practice provide practical exposure to creative productivity and discovery of new knowledge.	.090*	.173**	.119**	.677**		
6	Self-efficacy will inculcate in students the confidence to perform specific tasks to their own ability.	.101*	.141**	.135**	.553**	.669**	
7	Self-regulation prepares students for opportunity recognition and innovation to establish their own business.	.116**	.091*	.114**	.482**	.522**	.576**

** . Correlation is significant at the 0.01 level (2-tailed);

* . Correlation is significant at the 0.05 level (2-tailed).

The result displayed in table 5.29, shows that graduates' preference for employment with government or private company rather than going into entrepreneurship was significantly related to self-practice and self-efficacy for enhancing creative learning activities, innovation and self-reliance ($r = 0.098$, $p < 0.05$). The students' self-practice also provides practical exposure to creative productivity and discovery of new knowledge ($r = 0.090$, $p < 0.05$), self-efficacy for inculcating in students the confidence to perform specific tasks to their own ability ($r = 0.101$, $p < 0.05$) and self-regulation for preparing students for opportunity recognition and innovation to establish their own business ($r = 0.116$, $p < 0.01$).

Similarly, preference for employment with government or private company before moving into entrepreneurship was significantly related to self-practice and self-efficacy is enhancing creative learning activities, innovation and self-reliance ($r = 0.161$, $p < 0.01$). Student self-practice provides practical exposure to creative productivity and discovery of new knowledge ($r = 0.173$, $p < 0.01$), self-efficacy inculcating in students the confidence to perform specific tasks to their own ability ($r = 0.141$, $p < 0.01$) and self-regulation preparing students for opportunity recognition and innovation to establish their own business ($r = 0.091$, $p < 0.05$).

The result shows a similar relationship between prefer combining a government/private job with entrepreneurship and self-practice and self-efficacy enhancing creative learning activities, innovation and self-reliance ($r = 0.175$, $p < 0.01$). Student self-practice provides practical exposure to creative productivity and discovery of new knowledge ($r = 0.119$, $p < 0.01$), self-efficacy inculcating in students the confidence to perform specific tasks to their own ability ($r = 0.135$, $p < 0.01$) and self-regulation preparing students for opportunity recognition and innovation to establish their own business ($r = 0.114$, $p < 0.01$).

Table 5.30: Effect of entrepreneurial self-regulation, self-efficacy on entrepreneurial intention

	Unstandardised Coefficients		Standardised Coefficients	T	Sig.	95.0% C. I.		Model diagnosis
	B	Std. Error	Beta			Lower Bound	Upper Bound	
Prefer government/private job to entrepreneurship								
(Constant)	3.112	.408		7.619	.000	2.310	3.914	R = 0.128
Ability of self-practice and self-efficacy to enhance creative learning activities, innovation and self-reliance.	.061	.086	.039	.713	.476	-.108	.230	R squared = 0.016
Ability of student self-practices to provide practical exposure to creative productivity and discovery of new knowledge.	-.014	.108	-.008	-.128	.898	-.225	.198	Adjusted R ² = 0.010
Effectiveness of self-efficacy in inculcating in students the confidence to perform specific tasks to their own ability.	.068	.098	.039	.692	.489	-.124	.259	F=2.646
Efficiency of self-regulation in preparing students for opportunity recognition and innovation to establish their own business.	.134	.084	.080	1.598	.111	-.031	.299	p=0.033
Prefer government /private job first before moving into entrepreneurship								
(Constant)	3.363	.319		10.537	.000	2.736	3.990	R = 0.195
Ability of self-practice and self-efficacy to enhance creative learning activities, innovation and self-reliance.	.103	.067	.083	1.541	.124	-.028	.235	R squared = 0.038
Ability of student self-practices to provide practical exposure to creative productivity and discovery of new knowledge.	.159	.084	.114	1.884	.060	-.007	.324	Adjusted R ² = 0.032
Effectiveness of self-efficacy in inculcating in students the confidence to perform specific tasks to their own ability.	.055	.076	.041	.724	.469	-.094	.205	F=6.315
Efficiency of self-regulation in preparing students for opportunity recognition and innovation to establish their own business.	-.040	.066	-.030	-.607	.544	-.169	.089	p<0.001
Prefer combining government /private job with entrepreneurship								
(Constant)	3.153	.329		9.573	.000	2.506	3.800	R = 0.187
Ability of self-practice and self-efficacy to enhance creative learning activities, innovation and self-reliance.	.205	.069	.160	2.949	.003	.068	.341	R squared = 0.035

Ability of student self-practices to provide practical exposure to creative productivity and discovery of new knowledge.	-.057	.087	-.040	-.655	.513	-.227	.114	Adjusted R ² =0.029
Effectiveness of self-efficacy in inculcating in students the confidence to perform specific tasks to their own ability.	.085	.079	.061	1.077	.282	-.070	.239	F=5.809
Efficiency of self-regulation in preparing students for opportunity recognition and innovation to establish their own business.	.035	.068	.025	.516	.606	-.098	.168	p<0.001

The results of multivariate analysis using multiple regression analysis in Table 5.30 depict the effect of self-regulation, self-efficacy and practice on the entrepreneurial intention of graduates in the study area. The R-squared values of 0.016, 0.038 and 0.035 in preference for a government or private job other than entrepreneurship, preference for a government or private job before going into entrepreneurship and preference for combining government or private job and entrepreneurship models respectively. This implies that the self-regulation, self-efficacy and self-practice variables account for only 1.6%, 3.8%, and 3.5% of the variations in each of the graduates' entrepreneurial intentions respectively.

The F-statistic in all the models indicates the significance of the independent variables used (self-regulation, self-efficacy and self-practice variables) on the dependent variables (graduates' preference for a government or private job other than entrepreneurship, preference for a government or private job before going into entrepreneurship and preference for combining government or private job and entrepreneurship). From the result, the F-statistic diagnosing the fitness of the model shows that all the independent variables were statistically significant ($p < 0.001$) in the models.

Considering the significance of each of the independent variables used, the result shows that nearly all the independent variables had any significant effect on graduates' preference for a government or private job, other than entrepreneurship and preference for a government or private job before going into entrepreneurship. The preference for combining government or private job and entrepreneurship except for the views that self-practice and self-efficacy could enhance creative learning activities, innovation and self-reliance ($t=2.949$, $p < 0.01$). The unstandardised regression coefficients indicated, a unit increase in the perceived ability of self-practice and self-efficacy to enhance creative learning activities, innovation and self-reliance will increase graduates' intention to combine government or private job and entrepreneurship in the study area by 0.205, other factors remaining constant. The standardised coefficient implied an effect of 16.0% standard deviation increase in graduates' intention to combine government or private job with entrepreneurship, for a unit standard deviation increase in the variable.

The result further shows that ability of student self-practices to provide practical exposure to creative productivity and discovery of new knowledge displayed evidence of strong effect though significantly

($t=1.884$, $p=0.60$) on the graduates' intention to seek government or private job first before moving into entrepreneurship. As a result, the unstandardised regression coefficient revealed that a unit increase in the ability of student self-practices to provide practical exposure to creative productivity and discovery of new knowledge would yield increase in graduates' intention to seek government or private job first before moving into entrepreneurship by 0.159, other factors held constant. The unstandardised regression coefficient suggested that for every standard deviation increase in the variable, graduate preference for a government or private job first before moving into entrepreneurship will increase by 0.114 standard deviations.

As reported in figure 5.16, the result shows that both students and lecturers rated the relevance of T&L entrepreneurship through self-regulation, self-efficacy and practice to entrepreneurial intention, high. However, lecturers' rating of each item was higher compared to that of the students. Similarly, the presentation in table 5.31 provides participants' viewpoints along the education group as reported below:

Table 5.31: Education groups' perception of frequency of delivery approaches

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Field works/tours	Education/arts/law	88	2.33	1.379	.147	2.04	2.62	1	5
	Social Sciences/management	140	2.56	1.195	.101	2.36	2.76	1	5
	Engineering/agriculture/environmental	159	3.13	1.066	.085	2.96	3.29	1	5
	Sciences/medicine	53	2.70	1.170	.161	2.38	3.02	1	5
	Total	440	2.73	1.224	.058	2.62	2.85	1	5
Self-practice/regulation	Education/arts/law	88	3.26	1.418	.151	2.96	3.56	1	5
	Social Sciences/management	141	3.03	1.213	.102	2.83	3.23	1	5
	Engineering/agriculture/environmental	156	3.53	1.138	.091	3.35	3.71	1	5
	Sciences/medicine	53	3.32	1.105	.152	3.02	3.63	1	5
	Total	438	3.29	1.232	.059	3.17	3.40	1	5
a. student/lecturer = student									

The presentations in table 5.31 show significant differences across faculties in the agreement that field works/tour and self-efficacy form the basis of learning framework. Students in technical related disciplines engineering and Sciences and Medical studies differ in their opinion with those in arts, social sciences and education. The former engages in more field activities than the latter. The results reveal engineering, sciences and medicine > education, social sciences: (3.13, 2.70) > (2.33, 2.56) respectively, (Welch (3,

177.103) = 4.396, $p=.005$) as Welch tests of means of equity (*also see appendix 15a*). Similarly, the concept of self-efficacy is higher in faculties such as engineering, sciences and medicine than social sciences, art and education, i.e. engineering, sciences, medicine > education, social sciences: (3.53, 3.32) > (3.26, 3.30) respectively, (Welch (3, 183.901) = 4.619, $p=.004$). The implication is that engineering, sciences, medical students have greater tendencies for entrepreneurship than students in education, social sciences. The findings establish the possibility that graduates entrepreneurial orientation and intention would be high when self-practice, self-efficacy and self-regulation orientation are integrated to T&L entrepreneurship.

5.8 RATING ENTREPRENEURSHIP LEVEL OF LEARNING OUTCOMES

The results of the findings as presented in this section reveal the level EET effects at raising the level of skills in Nigerian universities. Finding from the past studies have explained that EE can provide through vocational training and technical skills for entrepreneurship development.

Table 5.32: Velocity of entrepreneurial learning outcomes

	Extremely low	Low	Moderate	High	Very high	Extremely high			
	(1)	(2)	(3)	(4)	(5)	(6)	Total		
	n(%)	n(%)	n(%)	n(%)	n(%)	n(%)	N=665	Mean	SD
The level of skills and knowledge attained by entrepreneurial graduates in my institution is...	36 (5.5)	130 (19.8)	296 (45.0)	154 (23.4)	40 (6.1)	2 (0.3)	658		

In table 5.32, the result shows that only 29.7% of the participants agreed that the level of skills and knowledge attainable by entrepreneurial graduates in selected Nigerian universities was high or very high or extremely high while 45.0% believed that it was moderate. Conversely, about 25.0% believed that the level of skills and knowledge attained by entrepreneurial graduates in their institution was low or extremely low.

5.9 DEVELOPING AN INTEGRATED FRAMEWORK FOR EET

To develop an integrated framework for T&L entrepreneurship to address objective five of this study, all variables relating to the methods of teaching (blended and traditional methods), realistic activities influencing entrepreneurial intention, technological facilities, entrepreneurial orientation and self-regulation, and efficacy and practice, were subject to exploratory factor analysis (EFA) using the principal component analysis (PCA) method. Eigenvalues of ≥ 1.000 were used as a criterion for factor selection;

factor loadings were rotated using varimax rotation to ensure uncorrelated factor loadings. As contained in figure 5.33, the analysis shows the eight underlying factors categories with Eigenvalues ≥ 1.00 . The analysis provided that the total % of Variance explained = 69.289; Kaiser-Meyer-Olkin Measure of sampling adequacy = 0.833; Bartlett's Test of Sphericity: $\chi^2=6059.241$; $df=325$; $p<0.001$, Cronbach alpha (α) = 0.902 as presented as follows:

Table 5.33: Exploratory factor analysis measuring relationship between T&L methods

	Factor loadings	Com-munality	Total item correlation	Cronbach Alpha
Factor 1 – Entrepreneurial self-regulation practices				
4.9 Mentoring/coaching	.681	.603	0.48	.899
4.11 Self practice/regulation	.732	.643	0.42	.900
4.12 On-line/e-learning	.713	.685	0.52	.899
4.13 Business Networking	.775	.707	0.55	.898
4.14 ICT/Internet search	.750	.691	0.57	.898
4.15 Blended learning	.765	.637	0.56	.898
Factor 2- Entrepreneurial self-efficacy practices				
6.7 Business networking exposure motivates job creation ability and competency.	.748	.645	0.36	.900
6.8 Business networking experience enhances business idea startup, sustenance and growth.	.773	.671	0.39	.900
7.1 Teaching and learning entrepreneurship through student self-practice and self-efficacy could enhance creative learning activities, innovation and self-reliance.	.675	.632	0.35	.900
7.2 Student self-practice would provide practical exposure to creative productivity and discovery of new knowledge.	.721	.674	0.42	.900
7.3 Self-efficacy will inculcate in students the confidence to perform specific tasks to their own ability.	.708	.619	0.37	.900
Factor 3- Blended learning model				
1.3 Practical classes	.783	.671	0.37	.900
1.5 Includes learning from experienced entrepreneurs and other stakeholders	.767	.667	0.33	.900
1.6 Assessment area includes self-practice, regulation & efficacy	.768	.689	0.45	.899
Factor 4 – Entrepreneurial orientation and intention				
5.7 Experiential teaching and learning approaches will have a greater impact on the students' decision to become an entrepreneur than reading activities.	.824	.747	0.37	.900
5.8 High impact activities will be positively related to the decision to become an entrepreneur.	.812	.781	0.39	.900
5.9 Effective teaching and learning entrepreneurship could be achieved when attachment, internship and consulting assignments are included in the curriculum	.792	.724	0.37	.900
Factor 5- Simulation and technical transfer supports				
4.17 Teaching and learning method that involves visual displays provided through telemedia and projectors	.762	.685	0.50	.899
4.18 Teaching and learning method through e-learning, internet services, simulations and business games	.787	.693	0.41	.900
4.19 Teaching and learning method that combines the use of ICT facilities and listening to theoretical lectures in the classroom	.814	.691	0.36	.900
Factor 6 - Operating digital learning supports				

5.4 Digital portfolios facilities are used in the class to make teaching and learning more comfortable for students	.811	.783	0.45	.899
5.5 The use of a wide variety of e-learning and visual display facilities forms part of teaching and learning entrepreneurship at my university	.811	.796	0.50	.899
Factor 7 Social cognitive factors				
3.11 Reading about entrepreneurs in the current news	.847	.755	0.36	.900
3.12 Reading about entrepreneurs in history	.875	.786	0.21	.902
Factor 8 – Traditional learning methods				
1.1 Face-to-face teaching	.806	.694	0.20	.902
1.2 Theoretical classes	.792	.648	0.15	.902

The analysis in table 5.33 presents all the variables in this study into eight underlying factors with Eigenvalues ≥ 1.00 . Using factor analysis is dependent on the sample size and the number of variables. The sampling adequacy test using the Kaiser-Meyer-Olkin (KMO=0.833) showed that data collected were adequate for the analysis and Bartlett's test of sphericity ($p < 0.001$) for correlations adequacy between the variables was highly significant. The analysis of correlation matrix for factor extraction revealed eight (8) underlying factors with Eigenvalues ≥ 1.00 as presented in the table 5.34. The eight extracted factors explain 69.29% of the total variance. This shows that 69.29% of the common variance shared by 26 variables can be accounted for by the eight factors. The high communalities also indicate that the extracted components represent the variables well.

Table 5.34: Rotated factors matrix

	Eigen value	Percentage of total variance	Cumulative percentage of total variance
Factor 1: Entrepreneurial regulation self-practices	5.67	22.96	22.96
Factor 2: Entrepreneurial self-efficacy practices	3.45	13.26	36.22
Factor 3: Blended learning model	1.95	7.50	43.72
Factor 4: Entrepreneurial orientation and intention	1.54	5.92	49.64
Factor 5: Simulation and technical transfer supports	1.47	5.65	55.29
Factor 6: Operating digital learning system	1.28	4.91	60.2
Factor 7: Social cognitive factors	1.25	4.81	65.01
Factor 8: Traditional learning method	1.11	4.28	69.29

All variables, whose communality was below 0.600 and whose highest rotated factor loadings were below 0.500 were excluded from the EFA, to avoid spuriousity in the analysis. The factor loadings reflecting the F-statistic in all the models show the significance of the independent variables (methods of T&L entrepreneurship) on the dependent variables (graduates' preference for a government or private jobs, other than entrepreneurship). Similarly, the preference for a government or private jobs before going into entrepreneurship and preference for combining government or private jobs and entrepreneurship. The mediators are also reflected in the perceived influence teaching methods, curriculum, modules, blending theoretical learning and experiential activities using ICT supports.

The results showed that an upward change in the associated factors would lead to an increase in graduates' preference for the various entrepreneurial intentions and practices.

Table 5.35: Correlation between rotated factors and individual employment preference

Sn		1	2	3
1	Prefer government/private job to entrepreneurship			
2	Prefer government /private job before moving into entrepreneurship	.382**		
3	Prefer combining government/private job with entrepreneurship	.136**	.360**	
4	Factor 1: Entrepreneurial regulation self-practices	-.054	-.061	.151
5	Factor 2: Entrepreneurial self-efficacy practices	.079	.074	.146*
6	Factor 3: Blended learning model	-.016	.129**	.167**
7	Factor 4: Entrepreneurial orientation and intention	.077	.209**	.144**
8	Factor 5: Simulation and technical transfer supports	-.013	.023	-.015
9	Factor 6: Operating digital learning system	.116**	.071	.013
10	Factor 7: Social cognitive factors	-.073	-.003	.036
11	Factor 8: Traditional learning method	.123**	.164**	.132**

** . Correlation is significant at the 0.01 level (2-tailed); * . Correlation is significant at the 0.05 level (2-tailed).

The factors generated in table 5.35, were correlated with graduates' entrepreneurial intentions and practices. Similarly, the result displayed in table 5.4 show that the graduates' preference for employment with government or a private company rather than going into entrepreneurship, was significantly and positively related to the significance of factor 6 = operating digital learning system ($r = 0.116$, $p < 0.05$) and highly related to factor 8=simulation and technical transfer supports ($r = 0.123$, $p < 0.01$). On the other hand, preference for employment with government or private company before moving into entrepreneurship was significantly related to factor 1 = entrepreneurial regulation self-practices ($r = 0.151$, $p < 0.01$), factor 2= entrepreneurial self-efficacy practices, ($r = 0.146$, $p < 0.01$), factors 3 = Blended learning model ($r = 0.129$, $p < 0.01$), factor 4 = Entrepreneurial orientation and intention ($r = 0.209$, $p < 0.01$) and factor 8= Traditional learning method ($r = 0.164$, $p < 0.01$). Similarly, preference for combining government or private job and entrepreneurship was significantly related to, factor 2 = entrepreneurial self-efficacy practices ($r = 0.086$, $p < 0.01$), factor 3 = blended learning model ($r = 0.167$, $p < 0.01$), factor 4 = entrepreneurial orientation and intention ($r = 0.144$, $p < 0.01$) and factor 8= traditional learning method ($r = 0.132$, $p < 0.01$). Further analysis as provided through F-statistic diagnosing the fitness of the model shows that all the independent variables were statistically significant ($p < 0.001$) in the models. The results are provided in table 5.36 below:

Table 5.36: Multiple regression analysis showing the effects of the eight underlying factors

	Unstandardised Coefficients		Standardised Coefficients	T	Sig.	95.0% C.I.		Model diagnosis
	B	Std. Error	Beta			Lower Bound	Upper Bound	
Prefer government/private job to entrepreneurship								
(Constant)	4.391	.061		71.672	.000	4.270	4.511	R =0. 222
Factor 1	-.082	.061	-.055	-1.331	.184	-.202	.039	R-Squared =0.049
Factor 2	.118	.061	.079	1.933	.054	-.002	.239	F = 3.682
Factor 3	-.023	.061	-.016	-.383	.702	-.144	.097	P<0.01
Factor 4	.115	.061	.077	1.882	.060	-.005	.235	
Factor 5	-.019	.061	-.013	-.312	.755	-.139	.101	
Factor 6	.174	.061	.116	2.834	.005	.053	.294	
Factor 7	-.109	.061	-.073	-1.778	.076	-.229	.011	
Factor 8	.184	.061	.123	3.001	.003	.063	.304	
Prefer government /private job before moving into entrepreneurship								
(Constant)	4.757	.047		100.306	.000	4.664	4.850	R =0. 319
Factor 1	-.073	.047	-.061	-1.537	.125	-.166	.020	R-Squared = 0.102
Factor 2	.088	.047	.074	1.861	.063	-.005	.181	F = 8.054
Factor 3	.154	.047	.129	3.244	.001	.061	.247	P<0.001
Factor 4	.248	.047	.208	5.238	.000	.155	.342	
Factor 5	.028	.047	.023	.586	.558	-.065	.121	
Factor 6	.085	.047	.071	1.794	.073	-.008	.178	
Factor 7	-.003	.047	-.003	-.064	.949	-.096	.090	
Factor 8	.196	.047	.164	4.129	.000	.103	.289	
Prefer combining government/private job with entrepreneurship								
(Constant)	4.485	.050		90.518	.000	4.387	4.582	R =0. 274
Factor 1	.002	.050	.002	.040	.968	-.095	.099	R-Squared = 0.075
Factor 2	.105	.050	.086	2.121	.034	.008	.202	F = 5.733
Factor 3	.204	.050	.167	4.123	.000	.107	.302	P<0.001
Factor 4	.177	.050	.144	3.567	.000	.079	.274	
Factor 5	-.019	.050	-.015	-.377	.706	-.116	.079	
Factor 6	.016	.050	.013	.331	.741	-.081	.114	
Factor 7	.044	.050	.036	.881	.379	-.054	.141	
Factor 8	.161	.050	.132	3.258	.001	.064	.259	

The results of multiple regression analysis in table 5.36, depict the effect of various extracted factors on the entrepreneurial intentions of graduates in the study area. The R-squared values of 0.049, 0.102 and 0.075 in ‘preference for a government or private job’ other than entrepreneurship, preference for a government or private job before going into entrepreneurship and preference for combining government or private job and entrepreneurship models respectively imply that these factors (Prefer government/private job to entrepreneurship, Prefer government /private job before moving into entrepreneurship and Prefer combining government/private job with entrepreneurship), account for 4.9%, 10.2%, and 7.5% of the variations in the graduates’ entrepreneurial intentions respectively. The F-statistic in all the models indicates the significance of the independent variables (the extracted factors) on the dependent variables (graduates’ preference for a government or private job other than entrepreneurship, preference for a

government or private job before going into entrepreneurship and preference for combining government or private job and entrepreneurship). The F-statistic diagnosing the fitness of the model shows that all the independent variables were statistically significant ($p < 0.01$) in the models.

Considering the significance of each of the independent variables used, the result shows that factor 6 and factor 8 had significant effect on graduates' preference for a government or private job other than entrepreneurship, factor 1= entrepreneurial regulation self-practices, factor 2=entrepreneurial self-efficacy practices, factor 3=blended learning model, factor 4= entrepreneurial orientation and intention and factor 8=traditional learning method had significant effect on preference for a government or private job before going into entrepreneurship, while factors 2, 3, 4 and 8 significantly affected preference for combining government or private jobs and entrepreneurship ($p < 0.05$). The unstandardised regression coefficients revealed that a unit increase in factor 6= Operating digital learning system and factor 8=traditional learning method will increase the graduates' preference for a government or private jobs other than entrepreneurship by 0.174 and 0.184 respectively. A unit increase in factors 1, 2, 3, 4 and 8 will increase the graduates' preference for a government or private job before going into entrepreneurship by 0.154, 0.248 and 0.196 respectively. A unit increase in factors 3, 4 and 8 will significantly increase graduates' intention to combine government or private jobs and entrepreneurship in the study area by 0.105, 0.204, 0.177 and 0.161 respectively, all other factors remaining constant.

The standardised coefficient explains the unique effect of each variable, which implies that for every standard deviation increase in factors 6 and 8 graduates' preference for a government or private job rather than entrepreneurship increase by 0.116 and 0.123 standard deviation respectively. For every standard deviation increase in factors 3, 4 and 8 graduates' preference for a government or private job before going into entrepreneurship correspondingly increases by 0.129, 0.208 and 0.164 standard deviations. While a unit increase in standard deviation of factors 2, 3, 4 and 8 will increase intention to combine government or private job with entrepreneurship by 0.86, 0.167, 0.144 and 0.132 respectively.

Table 5.37: The need to modify delivery model for university EET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	23	3.4	4.8	4.8
	Yes	448	66.7	93.9	98.7
	Don't Know	6	.9	1.3	100.0
	Total	477	71.0	100.0	
	MS	88	29.0		
Total		665	100.0		

Analyses in table 5.37 indicate the extent of the new thinking for knowledge and skill acquisition paradigms through diffused strategy in the new knowledge economy. The results provide the need for an integrated framework to reflect the new thinking as provided in the findings. The implication is that teaching entrepreneurship could be more effective when learning is reinforced through education and training strategies. Several studies in Nigeria have canvassed the review of existing entrepreneurship curricula as critical to EE (Aja-Okorie et al., 2013; Alabi et al., 2014; Ali and Muhammad, 2012; Gerba, 2010). The aim is to strengthen the available structure for better performance. Such quest has motivated this study as a way determining factors that could be embedded to scale-up the current framework.

5.10 SUMMARY

This chapter of the study presents the quantitative data obtained from the lecturers and the student of the three universities that participated in this research. The presentation includes the regression and correlation analyses of factors effects on EE. The results are interpreted based on the findings. The data provides that T&L method have a strong influence on entrepreneurial intentions. The results show that the adoption of both theory and practical model in T&L entrepreneurship. Similarly, the results also show that more of theoretical methods are engaged to conduct entrepreneurship classes than practical activities. The results show that such practice significantly influences graduates' choice of organisational as against entrepreneurial intention.

Additionally, it compared students' and lecturers' opinion about graduates' entrepreneurial intention. The results on lecturers' opinion agree with that of the students. As a result, there was no wide disparity in their rating of graduates' predisposition about entrepreneurship intention. As shown, about 72.4% of the students and 84.0% of the lecturers were of the views that graduates would rather prefer government or private jobs to set up their own business. The combined ratings of the two categories of respondents tend to adjust for the effect of the potential underrating among students and lecturers' overrating of the graduates' post-university entrepreneurial intentions.

The results of the data analyses established significant effects when blended learning approaches are combined with the regular lecturing model in entrepreneurial education. The result is the desirability and intentions of the learning group. The results of the analyses establish the significant weights indicating the effectiveness of the blended entrepreneurial orientation factors including field activities, internship, mentoring, self-practices, networking through ICT supports as complementary to lectures, case studies, and discussions.

The results also show that self-practice and self-efficacy could enhance creative learning activities, innovation and self-reliance ($t=2.949$, $p<0.01$). The implications according to the findings are the ability to engage students in self-practices could provide exposure to creativity and discovery of new knowledge displayed evidence of strong effect though significantly ($t=1.884$, $p=0.60$) on the graduates' intention to seek government or private job first before moving into entrepreneurship. As a result, the unstandardised regression coefficient found and reported that a unit increase in the ability of student self-practices to provide practical exposure to creative productivity and discovery of new knowledge would yield an increase in graduates' intention to seek a government or private job first before moving into entrepreneurship.

5.11 CONCLUSIONS

The descriptive statistics including means and standard deviations, where applicable are used. Frequencies are represented in tables or graphs. Chi-square goodness-of-fit-test: A univariate test, used on a categorical variable to test whether any of the response options are selected significantly more/less often than the others. The one-sample t-test was used to test whether the average value is significantly different from a value of 3.5 (the central score). This is applied to six-point Likert scale questions according to (strongly disagree-1, disagree-2, strongly disagree-3, slightly agree-4, agree-5 and strongly agree-6). Chi-square test of independence is used on cross-tabulations to see whether a significant relationship exists between the two variables represented in the cross-tabulation.

CHAPTER SIX

ANALYSES OF THE QUALITATIVE DATA

6.1 INTRODUCTION

The chapter presents the analyses of the data collected through semi-structured interviews with academic planning professionals of the three universities. The interviews were conducted purposely to explore the inputs of academic planning professionals in a bid to validate a T&L framework for entrepreneurship training in HEIs. The chapter was discussed under five themes based on the research questions of the study. The themes explain the thinking, understanding and perceptions of the academic planning professionals towards redefining EET in the context of university education system. The major themes that define the contributions of the respondents according to the objectives of this study are listed as follows:

- The influence of T&L methods on entrepreneurial intentions;
- The perception of blended and traditional learning strategies as an intervention;
- Entrepreneurial orientation as interventions in T&L entrepreneurship;
- The perception of ESR and ESE in the context of individual entrepreneurial intention; and
- The perception of a framework for the T&L entrepreneurship in HEIs.

6.2 THE DEMOGRAPHIC PROFILE OF THE RESPONDENTS

Table 6.1 indicates that seven male professionals representing 78% and three female participants representing 22% members of academic planning and curriculum development participated in the interviews. Among the respondents were five professors, three PhD holders and one with another qualification.

Table 6.1: Demographic characteristics of respondents interviewed

Characteristics of the respondents	Frequency
Sex	
Male	7
Female	2
Qualification	
Professor	5
PhD	3
Others	1
Universities of respondents	
Federal	3
State	3

Private	3
Positions of respondents	
Director	4
Dean	1
HOD	2
Others (senate member, member of academic curriculum committee)	2
Areas of profession	
Academic planning, curriculum development, counselling services	4
Entrepreneurship development/centre	4
Business administration and marketing	1

Fieldwork 2016

Table 6.1 depicts the characteristics of nine respondents that participated in the in-depth interview. The compositions of the respondents reveal the status of five professors, three doctoral degree holders and one participant with another qualification. The nine academics are experts in the areas such as academic planning and curriculum development, entrepreneurship development programmes, technology development, human capital development, business administration, behavioural and counselling services. For anonymity and confidentiality, the identities of the respondents are represented as pseudonyms by demographic characteristics of the respondents as explained under sub-section 4.8.3. The perceptions of the respondents are presented according to outlined themes as follows:

6.3 THE INFLUENCE OF T&L METHODS ON ENTREPRENEURIAL INTENTIONS

The institutional factors relating to entrepreneurship in the learning environment were significantly considered in this study. The aim was to seek to understand the influence of such factors including government policies, a schools programme, university curriculum, adoption and implementation of delivery strategies about the significance of individual entrepreneurship intention. Similarly, the study was interested in understanding how the academic planning professionals perceived T&L activities in the context of individual entrepreneurial intentions. The findings also covered the rationale, process, substance, curriculum content, pedagogy and the learning outcomes under university entrepreneurship training. The first question posed to the respondent was: “Do you believe that the methods used to teach and learn entrepreneurship can influence the level of knowledge and skills acquired by students for self-employment”? The responses as provided by the respondents attempted to address the objective one of this study. Some of the responses given by respondents are expressed as follows:

“The kind of method used to conduct entrepreneurship classes can influence the motive of students’ entrepreneurial activities. The university tries to include lectures and practical exposure of students to

various vocations like shoemaking, catering services, tailoring, etc. The theoretical classes give information related to the skills and how to write effective business plans.”

(Male, Professor, Director of Entrepreneurship Development Centre, State University)

“Theory must be supplemented with practice. You must acquire skills through theory and practice. We believe once you are provided with these tools you can now create employment for yourself and others. The methods can influence what the students learn and to become practising entrepreneurs after graduation”. (Male, Associate Professor, HOD of Entrepreneurship and Management Technology Department, Federal University)

All other participants perceived T&L methods in the context of entrepreneurship from various perspective. For instance, some respondents perceived activity learning and knowledge of concepts could influence Entrepreneurial intention (EI) and entrepreneurial action (EA). One of the participants (Male, PhD, Member of Academic Curriculum Committee, Private University), opined that learning framework is beyond practical and theoretical learning activities but has to do with the behavioural intention of the student from the perspective of the theory of human behaviour. From the views of other participants, two dimensions to learning entrepreneurship (formal and informal) are established. The positions expressed by the respondents dwelt more on cognitive and non-cognitive structures for learning.

6.3.1 Formal structure of learning in entrepreneurship

In this study, a formal model of T&L refers to the structurally designed model, which involves imparting knowledge and skills in a formal school setting. In other words, the formal model of learning is obtainable through the use of lecture, case studies, role-play, literature review and others. All the respondents in the interview highlighted diverse perceptions on modes of delivery and the influence in the context of skills and knowledge development. For instance, when the perceptions of the respondents were sought on whether or not methods used to teach and learn entrepreneurship can influence the level of knowledge and skills students could acquire for self-employment, all the nine respondents expressed similar beliefs and re-emphasised that methods adopted for training learners could determine the extent of learning. From the state university, the respondents (Male, Professor, Director of Entrepreneurship Development Centre, State University; Female, Professor, Dean, Entrepreneurial Counsellor, State University) shared the views that the method used could influence students’ entrepreneurial intentions. It was further explained that the university is making an effort at exposing students to practical work-related activities on entrepreneurship.

Similarly, (Male, Professor, Director of Entrepreneurship Development Centre, State University) explained that the university tries to include lectures and practical exposure of students to various vocations like shoemaking, catering services, tailoring and others. “The theoretical classes give information related to the skills and how to write effective business plans”. These thoughts agree with the prior study conducted by

Pedler (2012), who explains that once the concepts are well understood, practice would be much more meaningful. The implication is that the learning of theory could prelude practical activities. Such understanding also relates to Martins et al.'s (2013) study, which concludes that the university could first engage the students in the knowledge related to theories. Once the theory is mastered, then practices become meaningful.

The perceptions of the participants both from the federal and private universities aligned with the thoughts of respondents from the state university. For instance, the three respondents from the federal university viewed the formal or theoretical learning approach as necessary to ensure that students understand the theory of entrepreneurship. Some respondents (Male, Associate Professor, HOD of Entrepreneurship and Management Technology Department, Federal University) asserted that “the approach is to teach the student how to spot opportunities in their profession, an entrepreneurship centre handle skill acquisition to students, and we provide theory that will enable them to know how to set up their businesses”. The evidence as provided by other participants equally established the significance of T&L methods on entrepreneurial knowledge and skills development. These points of view expressed by the academic planning professionals are consistent with the studies by Mkala and Wanjau (2013, p.24), Frederick (2007, p.4), which found that the chosen T&L strategies have significant impacts on entrepreneurial intention.

Other respondents (Female, PhD, Director of Academic Planning, Private University; Female, Professor, Dean, Entrepreneurial Counsellor, State University) opined that entrepreneurial skills could best be acquired when the theory is supplemented with practice; this will influence them to become practising entrepreneurs after graduation. The respondents also claimed that teaching method could influence how the students learn. One of the participants (Female, PhD, Director of Academic Planning, Private University) informed that “from our university, we only use the theoretical methods just like any other course to give general knowledge about how to start a business”. The lecture method is used to give general information on how to start a business and how to engage in any entrepreneurship that can help the students to start a business of their own. Some people have the entrepreneurial characteristics; they still need someone to tutor, guide and mentor them. It involves the rudimentary of business practices. The perception of other participants in the private and state universities are similar to more of formal and academic activities. For instance, one participant from the private university narrate the experience as follows:

“The teachers do not have the experiences; they are not entrepreneurs. They teach from the books. The impact is nothing. Just like the way you teach Mathematics, English, the mode of teaching is the same. There is an inadequate and defective curriculum, mode of teaching and the teacher.”
(Male, Professor, Management Sciences, Private University).

In summary, the responses by the nine respondents indicate that the influence of the T&L methods significantly predicts entrepreneurial desirability and intentions. The delivery methods involving theoretical lectures and practical activities influence how best the student can learn entrepreneurship. These viewpoints are in agreement with the literature that the methods adopted for T&L entrepreneurship have a potential influence on the learning outcomes (Frederick, 2007, p.4; Mkala and Wanjau 2013, p.24).

6.3.2 Informal structure of learning in entrepreneurship

The informal learning model is described as activities that take place mostly out of school setting or workplace learning environment. Such model is more of experiential-based learning activities. Evidence obtained from the respondents from the in-depth interviews indicate that much could be done in the area of experientialism. The method used mostly remains formal or theoretical. Learning through lectures that take place in the class is not enough to produce graduates desiring to venture into entrepreneurship. The knowledge of theories that are acquired in the classroom must be supplemented with work-related activities, to produce the desired entrepreneurs. A respondent, (Male, Associate Professor, HOD of Entrepreneurship and Management Technology Department, Federal University) asserted that students must acquire knowledge and skills through learning the theory and practical training. “To me, we believe once you are provided with these tools you can now create employment for yourself and others. The methods can influence what the students learn and to become practising entrepreneurs after graduation”.

By implication, it was also narrated the significance of engaging students in industrial training as part of the learning strategy. For instance, (Male, Professor, Director of Academic Planning, Federal University) further stated the significance of teaching methods on students’ entrepreneurial intention after graduation. Similarly, it is stated that “from my experience, students in their final year were engaged in industrial training, besides undertaking courses in entrepreneurship department. The aim is to produce graduates who can establish on their own; students are sent on practical industrial training (IT) at 400 level besides attending courses in the department of entrepreneurship to complete the practical training at the level of the department”. Students’ work experience during the holidays also prepares them for self-employment after graduation.

When asked to explain some of the methods/approaches relevant to T&L entrepreneurship at the university, one of the respondents (Male, Professor, Director of Entrepreneurship Development Centre, State University) explained that mentoring, interaction with successful entrepreneurs, business tours, seminars and trade fares are significant in a bid to creating entrepreneurial intention. “Different approaches are used.

These should be more than just interactions in the classes. There could be mentoring, inviting successful entrepreneurs to interact with the students/lecturers. The students could be taken out on business tours. These might not be possible in another course of study. There are also seminars, trade fairs to showcase what you produce and competitions between participating schools.

Other approaches considered as of huge significance in the informal settings are field trips/business tours to successful and unsuccessful entrepreneurs. These could provide hands-on training involving taking the student on a field trip to see successful and unsuccessful ones. The university could operate practical training to prepare students for self-employment based on the economic situation. The university courses are more practical oriented. A participant from the private university, (Male, PhD, Member of Academic Curriculum Committee, Private University), explains that “I believed 80% that the method adopts for T&L entrepreneurship has a significant influence on students’ entrepreneurial intentions as well as the level of knowledge achievable. As a result, the issue that deals with behavioural intention and understanding how an individual behaves is critical in the new framework”. The implication is that understanding how individuals develop intention, culture, skills and knowledge are critical paths in the entrepreneurship training framework.

6.3.3 Entrepreneurship intention and behaviour

The respondents were of the view that entrepreneurial intention can only be stimulated through interesting teaching methods. One of the respondents, (Female, Professor, Dean, Entrepreneurial Counsellor, State University), maintained that “where the methods of teaching are not motivating, the entrepreneurial intention will not be stimulated”. If the strategies that are used by the lecturers are not motivating, the entrepreneurial intentions of students might not be stimulated. Entrepreneurship requires a combination of practical and theoretical learning framework to provide the much-needed entrepreneurship orientation to the students. The practical exercises will enhance students’ skills. The theory could be taught by lecturers while facilitators could be invited from outside to provide practical skills to the students or the students are sent on industrial attachment.

A respondent from the private university (Male, PhD, Member of Academic Curriculum Committee, Private University) asserted that entrepreneurship learning could be influenced when the guiding model is backed by the role of the theory of planned behaviour. Also, canvassed was the use of celebrities, those who are successful and unsuccessful entrepreneurs, coming back to classes to share their experience. These could motivate the students to be like them. This could form part of the framework for university entrepreneurship training programmes. Two hours’ practical exposure to the people on the field will be of

great help to students. In another development, Male, Professor, HOD of Entrepreneurship Management Technology, Federal University opined that the use of a dual entrepreneurship system; which introduces the artisans to bookkeeping and how to manage the business. There could be a synergy between the university and the successful/unsuccessful entrepreneurial practitioners, to give information on why and why not some businesses succeed or fail.

One of the respondents from the federal university, (Male, Associate Professor, HOD of Entrepreneurship and Management Technology Department, Federal University), underscored the significance of parental involvement in the guiding framework. According to the participant “children whose parents are entrepreneurs have higher chances of becoming entrepreneurs than other children who are not”. Nevertheless, the principles and the practices of entrepreneurship can also be learned in the schools by students from less entrepreneurially endowed backgrounds.

The findings of this study affirm the significance of incorporating other auxiliary activities as complementary to university entrepreneurship training strategies. These positions are in agreement with the prior study in the literature that to achieve the best learning outcome, the selection of T&L strategies must be right (Adunola, 2011, p.7-8). In a related study, Ganyanpful (2013, p.33) acknowledges that the poor academic performance of students is related to poorly selected approaches to learning. Adunola’s finding, therefore, concludes that without a right blend of carefully selected pedagogies for human learning, the academic performances of the learners would remain average.

6.3.4 Current school practices

Entrepreneurial education intends to provide skills for self-employment so that rather than looking for jobs, the graduate will be self-employed. Findings show that most methods adopted in schools are not right. One of the respondents (Male, Professor, Management Sciences, Private University) opined that the methods of entrepreneurship training in the university are defective. The respondent also stated that “there is still a big defect in what is being done currently. Most of what we do remain academics and theories. The students are not taught enough. In 1975, there were automatic jobs for the students unlike now when there is no job. The system now is just making noise”. The implication is that most of what is done remain academics and theories in most universities. There is a limit to the extent of how learning through theories could achieve in developing an entrepreneurial culture, skill and intention.

Another respondent (Female, Professor, Dean, Entrepreneurial Counsellor, State University), informed that there was a laboratory attached to entrepreneurial education, but the practice mostly is the more of theory

to conduct learning. It was stated that “we use the project to show how it is done and what to do”. Take the students to the laboratory to learn how to produce soap and some few things. The respondent, further explains the significance of engaging facilitators to handle practical training activities after theoretical classes. Such opinions as expressed in this study relates to the study of Bercovitz and Feldman (2006) cited in Jackson (2015, p.8), who establishes that effective entrepreneurship training is not based on the traditional/formal learning processes alone. Bercovitz and Feidman’s report further validates the adoption and implementation of an institutional framework that engages other practitioners in entrepreneurship both within and outside the university.

When asked to describe the current T&L of entrepreneurship in Nigerian universities, the participants differed in their opinions. Three of the respondents, (Male, Professor, Director of Entrepreneurship Development Centre, State University; Female, Professor, Dean, Entrepreneurial Counsellor, State University; Male, Associate Professor, HOD of Entrepreneurship and Management Technology Department, Federal University) were of the view that the current method is fairly adequate. Methods used are interesting and are different. The method use is different; it involves skills acquisition. There are interesting skills included in the T&L. We teach the obstacle and how to overcome these. More time is spent on EE better than other courses to equip the students. The method is adequate to produce entrepreneurial graduates, but there is room for improvement to include learning from the practices from other parts of the world.

The other six participants believed that the current method is not adequate. The students are just developing the interest. The students are not motivated enough; they see tailoring, catering services as odd jobs belittle their status. The T&L methods must be improved upon. Male, Associate Professor, HOD of Entrepreneurship and Management Technology Department, Federal University further explained that the approach uses to teach entrepreneurship and others are similar to sciences and engineering; we should emphasise experientialism. It is adequate for the time being but needs to be reviewed to meet the immediate and future needs of the society.

However, other respondents (Male, Professor, Director of Entrepreneurship Development Centre, State University; Male, Associate Professor, HOD of Entrepreneurship and Management Technology Department, Federal University; Male, Professor, Management Sciences, Private University) opined that the intention of blended learning could be relevant; at the moment the university is trying to improve the current template. Theory in the class in a comfortable environment and a practical section in the laboratory in the school by experienced facilitators from outside the campus and send students on internships and pay

the students stipends will have many impacts. Have the experience in the industries, and graduate internship scheme could make much impact in developing a right entrepreneurial attitude.

Another respondent (Male, Director of Academic Planning, State University) viewed the current practice as slightly adequate because students see entrepreneurship like other general study courses in the university. Not much serious attention is given to it by students. More of practical works should be included in the curriculum to provide hands-on experience. A minimum number of contacts should be allocated to vocational activities. Male, PhD, Member of Academic Curriculum Committee, Private University concurred that active, visual and practical exercises would help the students to discover themselves. When students are exposed to tutorials on how practical works are done will help the students. The environment or background may not be of help, but when they see how it is done, they can be motivated. Male, Professor, HOD of Entrepreneurship Management Technology, Federal University explained that the use of visual stimulation, practical and case studies would enhance student skills.

In another development, Male, Director of Academic Planning, State University the first-generation universities emphasise white collar jobs. Today, employability of graduates is no longer based on the academic programme but the skills they acquire for employability. “This has led to the deviation from conventional universities to the university of agriculture, university of education, university of technology and shortly we will soon have a university of medicine in Nigeria”. Entrepreneurship is still handled as a course, not yet fully handled as a programme. NUC is planning to make it a programme not a course any longer. There are just two modules the students take in entrepreneurship just like other courses in the universities. The participants also believed that student hands-on practices are not fully implemented. For instance, Male, Professor, Management Sciences, Private University perceived that student hands-on experience could be the ideal area to train the students. The participants explained that NUC is the sole regulator of the university’s academic programmes. The current mode can be improved upon to incorporate peer learning with other parts of the world. Other participants in their narrations explained other diverse opinions as follows:

“The approach is the same. The skill/vocational aspect is not well handled. There is no blend of vocational skills and teaching entrepreneurship” (Male, Professor, Management Sciences, Private University). Students are given skills, how to write visibility study. And other experience to guide them how to start their businesses. And other experience to guide them how to start their businesses. There are core courses and elective course. The core courses provide practical exposure to complement the electives. Each department engages in practical activities plus the theory they have in the entrepreneurship classes. The approach is not so much different. Most lecturers teach in a traditional way including the teaching and learning of entrepreneurship. No much practical exposure to science. The workshop is not big enough to accommodate the number of students; the practical activities are done in the classroom. All these methods

need be improved. The same approach to teach other subjects is the same way we used to teach entrepreneurship, lecturing method. Unlike science where they engage students in some practical work-related exercises. Entrepreneurship education is mostly taught as a theory in the class; no much practical works are done”.

The views of most respondents decried the formal outlook of current practices. These perceptions are in agreement with the study conducted by Aondoaseer (2013, p.87), who argues that the framework for learning in most universities has little or no impact on the kind of graduates desired for the Nigerian economy. The analysis of the research findings further revealed that all the respondents were of the views that the regulating authority - the NUC - should be more flexible regarding the policies about the university curriculum. Interestingly, such findings agree with the study by Ojo and Oluwatayo (2015, p.329), which noted that over-regulating activities of the university are one institutional constraint to the growth of EET. Public policy could be more effective when it is driven by demand from relevant stakeholders, rather than being imposed. The implication is the fact that government top-down policy approach and over-regulation of the university education system could be part of institutional constraints affecting the effective development of EE.

6.4 THE PERCEPTIONS OF BLENDED LEARNING METHODS AND ITS IMPLICATIONS

The investigation in this study sought to understand the significance of blended learning and TLM on the quest to develop an entrepreneurial culture. The intention is to understand how increased access and engagement with authentic tasks within the immediate environment could influence a desire for entrepreneurship. The domain mixed didactic and enterprising effects, digital operating systems, ICT supports with learning contents in the context of the classroom, and collaborative learning is identified as mediating variables in this context. The study of how digital learning system impact students’ learning provides an understanding of how technology shapes the development of skills and knowledge. The respondents provided diverse perceptions as presented under the next sub-headings.

6.4.1 Implications of blending practical and theoretical methods

All the respondents were emphatically strong in their views that ‘blended learning approaches’ that combines the right delivery strategies would contribute to the development of entrepreneurship. The views of the four of the respondents: Male, Professor, Director of Entrepreneurship Development Centre, State University; Male, Professor, Management Sciences, Private University; Male, PhD, Member of Academic Curriculum Committee, Private University; Male, Professor, HOD of Entrepreneurship Management Technology, federal university, explained EE as requiring technology supports. When asked to explain if

the approach to the teaching of entrepreneurship differs from teaching other subjects? The responses expressed by the respondents were that it differs, and these perceptions are explained as follows:

A respondent (Male, Professor, Director of Academic Planning, Federal University) explains that the approach should not be different approaches. There are core courses and elective course. The core courses provide practice exposure to complement the electives. Each department engages in practical activities plus the theory they have in the entrepreneurship classes. The approach is not so much different. Most lecturers teach in a traditional way including the T&L entrepreneurship like other academic modules. Not much practical exposure to science. The workshop is not big enough to accommodate the number of students; the practical work is done in the classroom. All these methods need to be improved (Female, Professor, Dean, Entrepreneurial Counsellor, State University). The same approach to teach other subjects is the same way we used to teach entrepreneurship, lecturing method. Unlike science where they do practical, EE is only taught the theory; no much practical works are done (Female, PhD, Director of Academic Planning, Private University). It should be different (Male, Director of Academic Planning, State University). Other methods that can be used are research and development (R&D) equivalent to an incubation centre, to provide innovations. There is the need to promote innovation through R&D (Male, Associate Professor, HOD of Entrepreneurship and Management Technology Department, Federal University)

6.4.2 Relative efficacy of digital operating systems in this study

All the nine respondents are similar in their perceptions, which established the significant roles of technology in the 21st Century EE. The respondents agree that the world has turned into a global village and the knowledge economy needs innovative approaches to achieve the desired learning objectives. While asked to describe what they like about using projectors, telemedia and e-learning as platforms for T&L entrepreneurship, the participants explained that ICT drives the world; the whole world is a village. E-learning is key to EET to enable the views of other people from another part of the world to what we are doing here. This results by the respondents are explained as follow: E-facilities blend with cultural values; the cultural base technology, interaction using technology to reach out to everybody both locally and international will be good for the system. E-learning will make the students learn from another part of the world, to develop their skills and venture into their own business after graduation.

Female, Professor, Dean, Entrepreneurial Counsellor, State University analysed that the use of e-facilities as learning aids motivates T&L. We are in the computer age. These could form part of the methods to enhance learning. They are teaching aids that will enhance learning. The viewpoints as expressed by the

respondents agree with the objective of this study about the implication of blended learning and technological framework as needful in EE.

The relevance of information and communication technology in the development of EET including information and Communication Technology confirmed the relevance of the use of a laboratory for nurturing entrepreneurial activities. Respondents also explained the significance of technicians and facilitators: projectors and Powerpoint presentation while the participants underscored the use of ICT and audio-visuals. When asked to report the teaching aids available to conduct entrepreneurship classes, the participants enumerated the use of modern technologies, to stimulate the skills and create awareness among the graduates. Whiteboard is used to teach the student complemented with the use of the projector. We have a laboratory attached to entrepreneurial education; technicians are assisting in providing experience to students.

The respondents Male, Professor, Director of Academic Planning, Federal University; Male, Associate Professor, HOD of Entrepreneurship and Management Technology Department, Federal University), Female, Professor, Dean, Entrepreneurial Counsellor, State University viewed the use of facilitators and technicians to assist learning. The projectors are used to show some skills to complement whiteboard method whiteboard markers are used, Powerpoint slides to present visuals of what is a project of the theory on the slide by the teachers. Most of the students are easily carried away and lazy to learn. You use something to catch their attention; then they will be following you especially when you add video and pictures. When students are taught with technology, it will make them retain what they have learnt.

The views of the respondents agreed with the effectiveness of blended learning and TLM mixed as a motivation for university EET. Such integration is capable of deepening learning the theories, processes and practices of entrepreneurship. The viewpoints of the respondents are consistent with the study conducted by Sherif et al. (2011) that extra-curricular activities have a substantial influence on entrepreneurial skills acquisition. Similarly, the perceptions of the respondents also aligned with Mojalalchubqlu et al. (2011), who affirmed that the use of activities like organising a workshop, holding classes, promoting creativity, activity learning all have potentials to motivate T&L entrepreneurship. The responses are also in agreement with Mwasalwibia (2010, p.27) research position which establishes case study methods, knowledge of how to write business plans and the use of conventional lectures have a substantial influence on developing entrepreneurial behaviour. This position also conforms to the submission of the European Commission (2012) that the evolution of technology has changed how knowledge is created in the knowledge economy.

6.5 ENTREPRENEURIAL ORIENTATION AND ITS IMPLICATIONS

Further investigation probed into participants' opinions on diverse learning activities and the influence on the entrepreneurial orientation of the university students. When asked about other methods or approaches to T&L entrepreneurship, most of the respondents particularly Male, Professor, Director of Academic Planning, Federal University strongly affirmed hands-on training activities involving taking the student on a field trip to see successful and unsuccessful entrepreneurs. The university also operates in practical training to prepare students for self-employment based on economic situation. The university courses are more practical oriented. The evidence provided by the interviewees reveal the significance of entrepreneurial orientation to the development of EE. The responses attest to the fact the prior exposure to entrepreneurial activities through active interactions with stakeholders has a higher influence on graduates learning outcomes. Such experiential activities the respondents believe would affect not only individual EI but also shape their behaviour.

6.5.1 Suggested methods for teaching and learning entrepreneurship

The perceptions as provided by the respondents underscored interaction with practising entrepreneurs, university exchange programmes and exposing students to industrial training programmes as significant in EI. The interviewees believed that prior knowledge and experiential exposure to various work-related activities would form the required entrepreneurial orientation as benchmarked in this study. Orientations acquired through such model could affect individual entrepreneurial learning outcomes. Evidence provided by the interviewees, imitating the achievements of the practising entrepreneurs and celebrities, would boost learner internal locus of control and self-confidence for EI. When the question was posed to the participants to know if the use of active, practical, concrete, visual and reflective modes of teaching could motivate learning of entrepreneurship, some respondents (Male, Professor, Director of Academic Planning, Federal University; Male, Associate Professor, HOD of Entrepreneurship and Management Technology Department, Federal University; Female, Professor, Dean, Entrepreneurial Counsellor, State University) affirmed the relevance of the following practices as part of university framework summaries below:

“Invite practising entrepreneurs to share the experience with the students. Students could also be taken out to learn on a field trip to provide them with more exposure. There could be exchanged programmes between students of different universities and departments within universities to get students trained so as enhance the performance on entrepreneurship, between the university in Nigeria and others in another part of the world. There could be exchange programmes between industries and the university to get students trained to enhance the performance of entrepreneurship. The system, where students are attached to specific instructors, posted out to work in the industries and not just the classroom practical activities. Student industrial training within the course content to gain more of practice understanding”.

These opinions agree with the findings earlier conducted by (Peterman and Kennedy, 2003; Vantilborgh et al., 2015), which explains that individual with prior experience and training are more likely to be willing to participate in future entrepreneurial activities. According to Male, Professor, Management Sciences, Private University, students learn more from what you see than what you hear. When students can see, it will make them be alert and find them interested. Similarly, Male, PhD, Member of Academic Curriculum Committee, Private University opined that learning in a simulated environment could help, so also, audiovisual equipment. Visual learning could boost the morale of the students. “I strongly believe that the use of visual and reflective methods will strongly enhance their skills more”. The practice of operating a simulation learning in the schools could be idea framework. “If students can survive in a simulation environment, then they can do well in future entrepreneurship. Attending entrepreneurship conferences and seminars should be included in the guiding framework. When we have better interactions between students, lecturers and practitioners, such relationship will enhance entrepreneurial desirability and intention”, Male, PhD, Member of Academic Curriculum Committee, Private University.

The views as provided by the respondents are in agreement with the earlier findings that the issue of ICT advancement has increased access to digital and technological devices in the last decades. According to the respondents, the learners could enhance their competencies through deep learning of the theory, process and practice. This is in line with the blended school of thought, which believes that learners want less theory and prefer more experience (Frederick, 2007). Research shows that this development has influenced how youths play, learn and communicate (Yong et al., 2016, p.49). Accordingly, young people tend to develop knowledge and expertise primarily in an out-of-school learning environment through digital and mobile technology. This is also aligning with Corbett (2005) and Coe et al. (2014) submissions that how entrepreneurs learn and how their different modes of learning influence opportunity recognition and exploitation. Corbett’s study, therefore, concludes that courses focusing on “improvising and adapting in reaction to changes” and those that use “scenarios, role-plays, and experiences” are valuable in EET.

6.6 THE PERCEPTION OF INDIVIDUAL FACTORS IN THE CONTEXT OF EE

It is observed in this study that the discussions of the factors that influence entrepreneurial intention, using T&L methods as mediations, would be incomplete without underscoring the individual strengths. Such observation in this research aligns with a similar study conducted in Tunisia by Amari et al. (2014, p.48), which establishes the significance of individual factors like personal motivation, need for achievement, the quest for autonomy and individual passion for ideas as influential on graduates’ entrepreneurial intentions. Other factors considered include work experiences, teaching methods and other individual factors. This viewpoint aligns with similar research by Bagheri and Pihie (2014, p.23) in Malaysia that confirms

individual personal attraction and control as among the factors influencing graduates' entrepreneurial intention in the high schools.

Additionally, a positive impact is established between subjective norms and social interactions as motivational variables to individual perceived entrepreneurial desire. Parts of the area of study in this research are the influential roles of entrepreneurial self-efficacy and self-regulation as a complementary strategy towards developing entrepreneurial intention in T&L. It is established under discussion in the literature that individual intention precedes the actual behaviours (Daniela et al. 2016, p.173). The implication is that prior graduates' entrepreneurial intentions would always precede future engagement in practical activities as explained by the respondents as follows:

6.6.1 The influence of self- practices, self-efficacy and experientialism

In this study, the perceptions of the academic planning professionals were explored regarding the significance of self-practices, self-efficacy and self-regulation in the context of developing entrepreneurial intention of university graduates. The findings as provided by the academic planning experts served as a contemporary study to similar other empirical studies in the past. Drnovsek et al. (2010) describe ESE as the level of confidence, and believe learners have about the immediate internal environment (strengths and weaknesses) and the external environment (opportunities and threats). These definitions further narrate the need for achievement effects, which is also influential in entrepreneurial achievements of the learners. There have been mixed findings as to whether the ESE and ESR influence individual entrepreneurial intentions. When asked the academic planning professionals if they believe self-efficacy, entrepreneurship orientation, self-regulation, networking, simulation and business games could form the framework for developing graduate entrepreneurs, all the participants were unanimous in their thoughts as follows:

“Entrepreneurship education requires exposure; it’s a practical venture. Beyond what is learnt in the school, fieldwork will create practical experience including sending graduates on internship will further stimulate the orientation. Inviting entrepreneurs would help to complement what we do in school. The school cannot do all it alone, encouraging academic staff to take students out on field trips. Similarly, the idea of blended learning could be the framework allowing the student to interact with the international research institute within and outside the country. Conferences and seminars will make the students learn more and interact with those who have the skills. Mentoring self-practices in the form of actual buying and selling together with counselling services are critical paths to developing an entrepreneurial culture. These will go a long way to assist the students. The mentor will be there as a guide whenever the situations are not going on well”.

The respondents' opinions are synonymous with the understanding that the need for achievement is significantly related to the expectations of the individual to do something better than others or better than what was earlier achieved. These responses agree with Amari et al.'s (2014, p.48) study which establishes

individual factors like personal motivation, need for achievement, the quest for autonomy and individual passion for ideas as influential on individual entrepreneurial intentions (IEI). The implications are that through self-practices and self-efficacy, individual learners have the potential to be attracted to those tasks considered as highly challenging. Some respondents (Male, Professor, HOD of Entrepreneurship Management Technology, Federal University; Male, Professor, Director of Academic Planning, Federal University) opined that when such difficult tasks are achieved, this could lead to self-actualisation and self-esteem. The implication is that such self-practices can provide a direct link between individual efforts and the accomplishment of meaningful tasks. As a result, the respondents show that individual with the high need for achievement has potential to record high learning outcomes in EET.

These perceptions as expressed by the respondents affirming that hands-on activities, industrial exposures, interactive learning, practical interfaces, self-practice as well as self-efficacy strategies, agree with Ojo and Oluwatayo (2015, p.330) study. Ojo and Oluwatayo's study is synonymous with the knowledge that "practice makes perfect". The study further advocates for national reorientation, change in attitude, intention, skills, knowledge and aspiration of the youth. Bayron (2013) also supports that the self-practice model could impact on future behaviour and practices.

6.6.2 The structure of framework for schools' EDP

In this study, the participants maintained that a synergy between the university and the industries could aid effective learning of entrepreneurship in the universities (Male, Director of Academic Planning, State University). Artisans employed by the university may not be enough to provide the required skills. Similarly, the Female, PhD, Director of Academic Planning, Private University concurred that the influence of self-efficacy could be the model for universities. These could be a model for the university in Nigeria. Using the multimedia platform to aid learning (Male, Professor, HOD of Entrepreneurship Management Technology, Federal University).

Students' work experience during the holidays could prepare them for self-employment after graduation (Male, Professor, Director of Academic Planning, Federal University). The implication of engaging students in hands-on activities is to encourage self-practices towards the implementation of the EET curriculum. Student hands-on experiences could be the ideal framework for EET in the universities in Nigeria. Training students in specific vocations like fashion designing, computer repairs, water packaging, software construction and others in addition to spotting business ideas and writing business feasibility report.

6.7 ENTREPRENEURIAL INTENTION IN THE CONTEXT OF SCHOOLS EDP

The influence of a social group in the area of developing an entrepreneurial culture is critical in the context of schools' entrepreneurship development programme (EDP). The implication is that social effects are considered as having a visible influence on entrepreneurial intention. Based on responses in the in-depth interview, the study by Hoffmann et al. (2015, p.79) aligned with the influence of social factors as significant in the framework. The understanding that individuals from highly endowed entrepreneurial families are more likely to engage in similar ventures in the future agreed with the similar knowledge that novice entrepreneurs might not be encouraged to engage in future entrepreneurship if not motivated by the social group. This understanding is similar to views of a respondent, Male, Professor, Management Sciences, Private University as follows:

“Until graduates begin to acquire relevant skills that could lead to creating goods and services of value addition that meet the needs of the society, then it might be difficult to claim that entrepreneurship education has fulfilled the purpose for its inclusion in the university curriculum”.

Similarly, the responses confirmed with Barakat et al. (2014); Bryan (2009) who advocated for a shift to sustainable entrepreneurship training development through transformative styles to training, mediated by the regular conventional model, self-efficacy, self-regulation and other blended creative learning methods. The perceptions as formed by the respondents aligns with the understandings Amari et al. (2014, p.48) that expressed a significant relationship between self-efficacy and mentoring in a bid to influence learners' behaviour. Accordingly, this implies that the relationship between self-practice and mentoring is a predictor of positive learning outcome in university EE.

6.7.1 Behavioural factors and the implications in EET

This section addresses objective three of the study stating the relationship between entrepreneurial orientation and EI in the context of chosen T&L approaches. Part of the aims of this study is to determine the extent of mediating roles certain instructional strategies (use of internship, workshops and seminars, entrepreneurial conferences, mentoring and others) on developing entrepreneurial orientation among the university graduates. Male, Professor, Director of Academic Planning, Federal University explained that the techniques such as visual technique adaptable to our environment from where the university operates would be useful. Female, Professor, Dean, Entrepreneurial Counsellor, State University also believed the use of internship. Workshop and seminars, entrepreneurial conferences, mentoring and others practical activities will create more interest and make the student more active. Male, Director of Academic Planning, State University asserted that memorising notes might not be enough to build the entrepreneurial instinct.

Male, Professor, Management Sciences, Private University also maintained that such activities would improve behaviours of the lecturers and the students.

6.7.2 Social factor and its implications for EET

The views formed by the respondent attest to the fact that entrepreneurship intent can be created in the context of developmental results produced through the influence of the social groups. These positions are in agreement with the Theory of Planned Behaviour (TPB). The theory propounds that entrepreneurship intent is a function of three cognitive factors which include attitude towards behaviour, subjective norms and behaviour control (Daniela et al. 2016, p.173). The implication is that the intention of an individual precedes the actual behaviour, subjective norms and behaviour control. Accordingly, it is proposed that the stronger the intention, the more likely the actual behaviour that would be performed. The influence of social groups comes to light in the context of the subjective norms which include the influence of the family, parents, friends, peers and educational groups. The influence of these social groups positively shapes the manner in which an individual behaves (Barrett., 2006, p.623; Daniela et al., 2016, p.173).

This understanding further confirms the more inspiration students receive from the supporting social groups, the more they are motivated to engage in future entrepreneurship endeavours. The implication is that learning interface through supporting social group could complement university EET. Such understanding aligns with Dambudzo's (2015, p.18) submission that the teaching method adopted by the lecturers and the philosophy to link theory with the practical activities promotes skills development.

6.8 INTEGRATED FRAMEWORK FOR UNIVERSITY EED

This section reviews the responses of the respondents in respect of the need for an extended framework that could accommodate other interventions for effective EET. The responses affirm the significance of changing the paradigm to accommodate other T&L interventions in the current curriculum. The evidence provided by the interviewees are in line with the study conducted by Hardman and Hardman (2014), changing and transforming individual behaviour in "U" formation as provided in Theory U. According to Gunlangson et al. (2014), theory U could be a formation by which individual learners could identify their authentic self, through a relationship that involves co-creating and co-evolving. Reams (2016) refers the process to such activities as the ones that are mindfulness-based. Such is believed to have the capacity to stimulate the mindfulness of individuals within organisational structure, leadership and coaching contexts.

Studies by (Peschl, 2007; Welsh et al., 2016) indicating reflection on constructivist's perspective, provided that learning should not be mainly focused on the rational and abstract transfer of knowledge, rather other

essential values should be considered. The implication is that learning should not be conceived only as the transfer of knowledge but should substantially involve personality change and development as depicted in the Theory U. The theory is intended to propel the designing of a blended learning environment that complement the regular traditional learning practices. Such synergy provides joint creation of ideas through participation and collaboration in a bid to achieve the desired outputs. Gibbs (2013, p.68) also described how an individual develops experience from the process of relying on the past indicators, experience, prototyping and presenting events. It is accepted that these processes provide direct transfer of knowledge from an individual background with a wealth of experience to influence future behaviour. These points of view in the literature form the basis of suggestions as offered by the interviewee as the basis for designing extended framework for effective EE in the universities. The views are as follows:

6.9 SUMMARY OF THE RESPONSES

The viewpoints of the nine respondents indicate EET requires pedagogy largely operated in a blended learning environment. The responses of the interviewees that demonstrate that the current practices are either fairly adequate, adequate or not adequate. The implication is that the current approach might provide marginal (moderate) learning results. The submissions link the use of the business plan, case studies and lectures as methods to influence entrepreneurial intentions also confirm the views of the interviewees. It was admitted that appropriate use of teaching strategies relating to desired learning objectives, would substantial influence learning outcomes. All the respondents were unanimous in their views that teaching methods have to be properly chosen with the learning objective to ensure effective learning outcomes.

6.10 CONCLUSION

The use of conferences, seminars, role-play, and celebrity, simulations, counselling services, mentoring coaching and industrial training would bridge the gap in the current approach to the acquisition of sustainable training and development. Similarly, the institutional framework that provides self-efficacy, self-regulation and self-practices as complementary strategies could provide the need for motivation for intentional entrepreneurs. The views of respondents validated institutional collaboration, cross-disciplinary, university exchange programmes as critical to entrepreneurial education, training and development. The respondents unanimously underscored the significance of ICT supports as the 21st Century strategy to cope with changes in the knowledge economy. There is a need for regulating authority to be more flexibility regarding policy formulation, the design and implementation of the academic curriculum. The National Policy on Education could be opened to accommodate bottom-up, participatory and stakeholders' inclusiveness in a bid to motivate entrepreneurship in teaching and learning in the universities.

CHAPTER SEVEN

DISCUSSIONS AND FRAMEWORK SYNTHESIS

7.1 INTRODUCTION

This chapter offers discussions regarding analyses of the research findings about quantitative and qualitative data, as presented earlier in chapters five and six. Similarly, the discussions also covered the information obtained from the secondary sources of data analysis including documentary analyses relating to EE curriculum, BMAS and NPE. The focus of this chapter is to ascertain if the objectives of the study were met and if the research questions were answered. The discussions under this chapter also present a detailed explanation as to if the findings of the study confirm or refute the existing studies.

The discussions of findings include the significance of T&L methods in the context of developing entrepreneurship attitude in the HEIs. This also features the implication of findings in respect of blended learning and traditional method of learning. The significance of mentoring, simulation, internship, conferences and seminars as entrepreneurship orientation (EO) interventions put the study forward in a bid to develop an integrated framework for T&L entrepreneurship. Also discussed are the findings relating to the significance of entrepreneurial self-efficacy, self-regulation and self-practice in the context of developing entrepreneurial skills among university students. The discussions also include further information regarding the existing discrepancies in other studies if entrepreneurial self-efficacy influence individual entrepreneurial intentions. The discussions also include findings about other realistic activities and the significance of creating a framework for EET. Additionally, the chapter also explains how T&L methods influence entrepreneurial intentions. Consequently, in this study, the findings are synthesised into a framework for entrepreneurship training at higher education institutions.

7.2 LESSONS LEARNED FROM THE RESEARCH FINDINGS

Among the main objectives of this research is to establish a nexus between the strategies used for conducting training and the implications on the outcome of human learning. Lessons include identifying the current practice and other interventions motivational to both the lecturers, students and the academic planning committee of the university. The overview of the research variables and syntheses with the research objectives as derived from the findings of this research is presented in Figure 7.1.

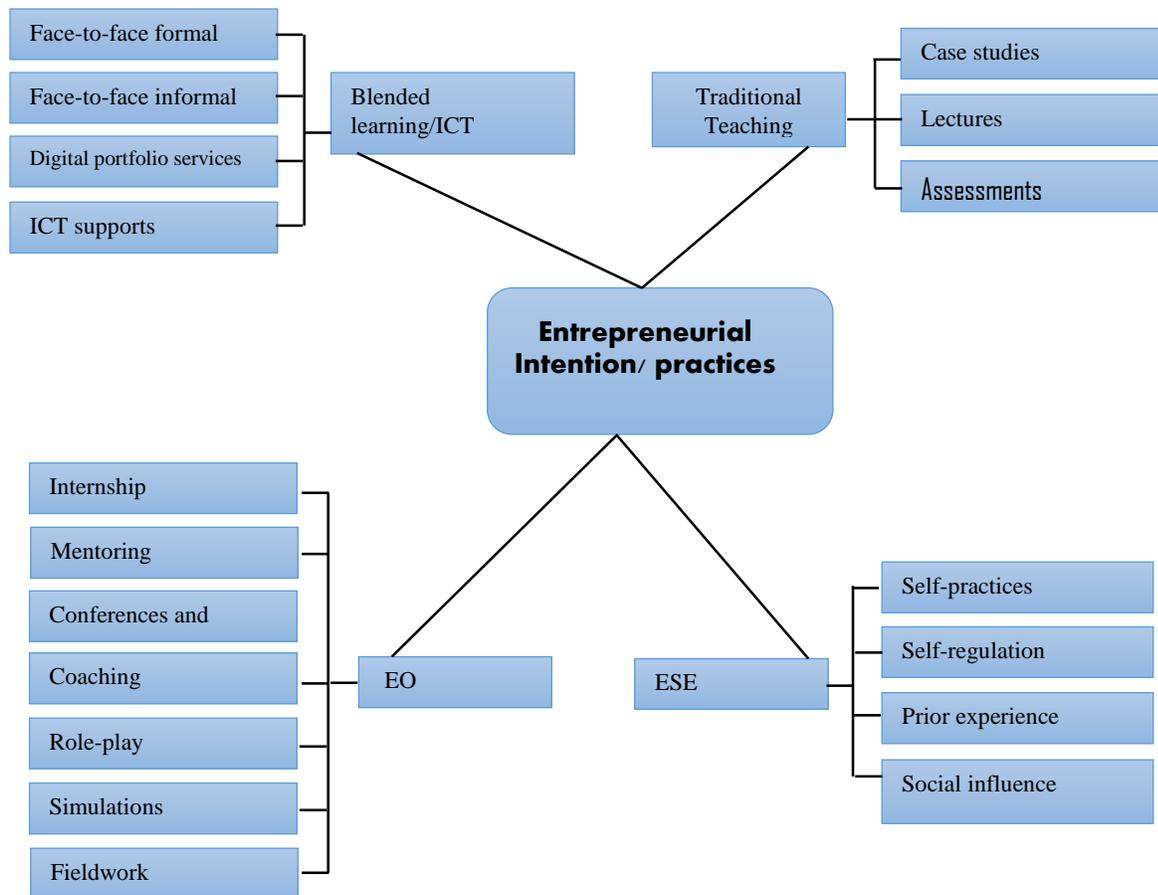


Figure 7.1: Overview of the research variables synthesis

Keys: EO: Entrepreneurship Orientation

ESE: Entrepreneurial Self-Efficacy

As presented in figure 7.1, the overview of the factors and the interrelations as investigated in the study provides the variable synthesis regarding T&L methods in the context of entrepreneurial intentions. The result of the study provided that individual entrepreneurial intention could be ignited in a blended learning environment where both cognitive and non-cognitive methods are in practice. The results of the preliminary findings have revealed significant influence when blended learning and traditional methods of learning are applied. The combination involves the use of ICT, arrays of methodology, lectures, case studies and class assessments as interventions. Such synergy between delivery strategies is found to be an interaction that creates a blended learning environment, which could also complement the current learning practices in the universities. Similarly, the entrepreneurial intention is found to have a direct relationship with orientation obtainable through an internship, mentoring, conferences, seminars, role-play, coaching, simulations, fieldworks and self-efficacy, self-regulation and self-practice.

The variables presented as framework synthesis aligns with the study by Costello (2016, p.2428), who offers that knowledge and skills could be achieved in a diffused learning environment. As a result, findings of this study align with studies (Anyebe, 2014, p.82; Costello, 2016, p.2425), which found EET as a significant drive behind skill acquisition, human empowerment and economic growth of nations of the world. The broad discussions of lessons from the investigation by the objectives of this study are reported in the next sub-headings as follows:

7.3 SIGNIFICANCE OF TEACHING AND LEARNING METHODS

The data obtained in this study indicate arrays of activities and the level of their significance in university EET. Although the analysis of the findings has revealed differences in each of the methods' ranking results as perceived by the respondents, the components in the context of the level of significance are higher in some of the activities than the others. For instance, the results as presented in table 5.22 indicate that more than half of the study participants opined that realistic activities such as previous experience in an entrepreneur family (mean=3.48, SD=1.45), previous experience in starting a business (mean=3.44, SD=1.39), hearing from entrepreneurs (mean=3.98, SD=1.18), participating in a venture forum with entrepreneurs (mean=3.74, SD=1.29), hearing instructors' experiences as a small business owner (mean=3.76, SD=1.19) and interviewing a practicing entrepreneur (mean=3.76, SD=1.19) are the first five most preferred methods in the context of EET.

Similarly, other activities relating to reading about entrepreneurs in the news (mean=3.43, SD=1.33), seeing videos about entrepreneurs (mean=3.34, SD=1.37) and writing and exchanging business plans with entrepreneurs (mean=3.53, SD=1.31) do often or always influence graduates' entrepreneurial intentions and practice, while others were perceived as of lesser significance. The implication is that graduates would learn better from experienced entrepreneurs about their success stories and those areas where they have failed (Arasti et al., 2012). Similarly, the effective development of graduates' entrepreneurship programme requires social influence from family, peer group, relations and the caregivers (Baghery and Pihie 2010, p.436).

Further analysis was done on each component of the activities as presented in figure 5.13 establish lecturers' ratings of some of the activities slightly higher than that of students. The rating especially in their agreement to the influence of seeing videos about entrepreneurs with an average rating of 3.38 versus 3.32, reading about entrepreneurs in the current news (3.47 versus 3.41). This also includes interviewing a practicing entrepreneurs (3.69 versus 3.48), hearing the instructor's experiences as a small business owner/operator (3.84 versus 3.71), participating in a venture forum with entrepreneurial capitalists and service providers

(3.90 versus 3.67), hearing from practicing entrepreneurs (4.08 versus 4.00) and previous experience in an entrepreneur family, 4.55 versus 4.21 respectively. The implication is that there were no wide disparities in the ratings of the two categories of the respondents (lecturers and students). These results suggest that the views of lecturers aligned with that of the students on activities influencing entrepreneurial intentions and practice among graduates of selected Nigerian universities.

In a related development, the data obtained through the quantitative study as presented in table 5.14, established the statistical relationship between teaching, learning and assessment methods. For instance, part of the findings has revealed that about 78% of the respondents (lecturers and students) agreed that teaching of entrepreneurship should involve practical classes (mean=4.35, SD=1.50), 72.2% agreed that the current school practice involved more theory than practical work (mean=4.25, SD=1.50). Similarly, 76.1% agreed that activities should include learning from experienced entrepreneurs and other stakeholders (mean=4.27, SD=1.41) while about 76.4% agreed that assessment area should include self-practice, self-regulation and efficacy with a mean and standard deviation of 4.32 and 1.40 respectively.

Similarly, the findings of qualitative study established that entrepreneurship offers capacity training towards influencing human capital development. Similarly, the research findings in this study revealed that the adopted learning approaches influence attitude, knowledge and skills. The implication is that intention to engage in entrepreneurship activities, is positively related to the level of orientation available through the framework for learning. The results of an in-depth interview on whether or not methods used to teach and learn entrepreneurship can influence the level of knowledge and skills students could acquire revealed that all the nine respondents were unanimous in their opinions that the methods adopted for conducting teaching in entrepreneurship could determine the extent of learning. The finding also revealed that the universities are making efforts at exposing students both to learning of theories and other practical work-related activities.

Similarly, evidence from the documentary analyses revealed that effective teaching strategies operate in a diffused learning environment. For instance, findings from NPE, BMAS and EE curriculum showed that teaching entrepreneurship requires unique learning approaches. The NPE stressed equipping graduates with job creation skills towards reducing unemployment (Alabi et al., 2014). Similarly, NPE (2013, p.2) also advocates methods of learning that are concept-centred, activity based and work-related, to warrant the training of graduates through teaching activities that involve critical stakeholders. BMAS document on its part offers a paradigm shift from a highly prescriptive content-based curriculum to an outcome-based curriculum. This is directed towards exposing university students to an in-depth knowledge that integrates

learning entrepreneurship to the set standards (Okojie, 2008). The EE curriculum also specifies core curriculum (or core subjects) and optional curriculum (or elective subjects) as needed for all-round education for learners with some degree of diversity.

Similarly, the results of qualitative data analysis provided sufficient ground that affirmed entrepreneurial learners' preference for concrete, practical, visual and reflective learning methods. They are tides to experientialism needed for skills acquisition for comparative analysis. Many of the academic planning professionals who participated in the research interviews, opined that using techniques adaptable to the immediate environment and inclusive of practitioners are the ideal EET framework. The techniques are regarded as adaptable to the immediate environment. The issue of visual technique adaptable to our environment from where the university operates is deemed to be significant in an EET framework. The implication according to the results of the finding in this research is that teaching methods that take the form of practical, visual, reflective and concrete activities influence entrepreneurial desirability in the context of EE. These understandings align with a compendium presented by Gibbs (2013, p.24) of forty-four (44) motivational strategies to entrepreneurial intentions (see table 3.4).

From the theoretical perspectives, the findings of this study established a complementary linkage between learning through cognitive and non-cognitive activities. As a result, part of the findings of this study was that both formal and informal methods of teaching have significant influence at various stages of learning. The implication is that learning that occurs through learning the theories and practical activities have a substantial influence on the learning outcomes. The results are in agreement with the earlier studies that what students are taught and how they are taught have a significant influence on what they learn in entrepreneurship (Volkman et al. (2009, p.11). Similar findings are in agreement with other studies (Esmi et al., 2015; Pihie and Bagheri, 2011), which concluded that post-study participation in entrepreneurial activities and ability to practice, are largely influenced by teaching styles and methods of assessment. As a result, the results of this study, provide sufficient answers to the research question one of this study that seeks to determine the extent to which T&L methods influence individual entrepreneurial intention.

7.3.1 Relationship between entrepreneurial training and individual intention

As presented in chapter four of this study, Pearson's correlation coefficients were used at the bivariate level to determine the relationship that exists between each of the methods and each entrepreneurial intention (preference for employment with government or private company rather than entrepreneurship; preference for a government or private job first before moving into entrepreneurship; and preferring to combine government or private job with entrepreneurship) which were the dependent variables. Parts of analysis

of the findings of this study also established a significant positive correlation between the use more of formal or TLM and the intention to seek employment with Government or firms rather than setting up of one's own business ($r = 0.151$, $p < .0005$). The results revealed an agreement between the lecturers and the students that the traditional teaching approach is used to conduct entrepreneurship classes and that such practice is closely associated with an agreement that graduates would rather seek employment with government or private firms as against willingness for entrepreneurial action. The results of the multivariate analysis presented in table 5.36 showed the influence of delivery methods and perceived entrepreneurial desirability/intention.

Similarly, the result of the F-statistic in all the models indicates the significance of the independent variables (methods of T&L entrepreneurship) on the dependent variables (graduates' preference for a government or private job other than entrepreneurship, preference for a government or private job before going into entrepreneurship and preference for combining government or private job and entrepreneurship). The F-statistic diagnosing the fitness of the model shows that all the independent variables were statistically significant ($p < 0.001$) in the models. More significantly are the results of the exploratory factor analysis as presented (see table 5.26), revealing that graduates' preference for employment with government or a private company rather than going into entrepreneurship, was significantly and positively related to factor 6: the use of digital portfolio, variety of e-learning and visual display facilities in classes to reinforce learning and factor 8: the use of face-to-face or theoretical learning methods.

On the other hand, preference for employment with a government or private company before moving into entrepreneurship was significantly related to factors 3: learning from practical classes, experienced practitioners and factor 4: experiential learning and high impact learning, and factor 8: the theoretical process of learning. Similarly, preference for combining a government or private job and entrepreneurship was significantly related to factor 2: business networking, entrepreneurial self-efficacy and factor 3: learning from practical classes, experienced practitioners and factor 4 ($r = 0.144$, $p < 0.01$) and factor 8 ($r = 0.132$, $p < 0.01$). The results showed that an upward change in the associated factors would lead to an increase in graduates' preference for the various entrepreneurial intentions and practices. The results of the unstandardised regression coefficients found that a unit increase in factor 6 and factor 8 will increase the graduates' preference for a government or private jobs other than entrepreneurship by 0.174 and 0.184 respectively. A unit increase in factors 3, 4 and 8 will increase graduates' preference for a government or private job before going into entrepreneurship by 0.154, 0.248 and 0.196 respectively. A unit increase in factors 3, 4 and 8 will also increase graduates' intention to combine government or private jobs and

entrepreneurship in the study area by 0.105, 0.204, 0.177 and 0.161 respectively, all other factors remaining constant.

The standardised coefficient explains the unique effect of each variable, which implies that for every standard deviation increase in factors 6 and 8 graduates' preference for a government or private job rather than entrepreneurship increase by 0.116 and 0.123 standard deviation respectively. For every standard deviation increase in factors 3, 4 and 8 graduates' preference for a government or private job before going into entrepreneurship correspondingly increases by 0.129, 0.208 and 0.164 standard deviation. While a unit increase in standard deviation of factors 2, 3, 4 and 8 will increase intention to combine government or private job with entrepreneurship by 0.86, 0.167, 0.144 and 0.132 respectively. These findings as obtained in this research conform to the earlier study by Twenge (2009), which argues that the classical lecturing model accounts for the largest percentage of class time in Nigeria. The current practices also indicate that most of what is done in the universities relate to lectures and classwork as depicted in figure 7.2:

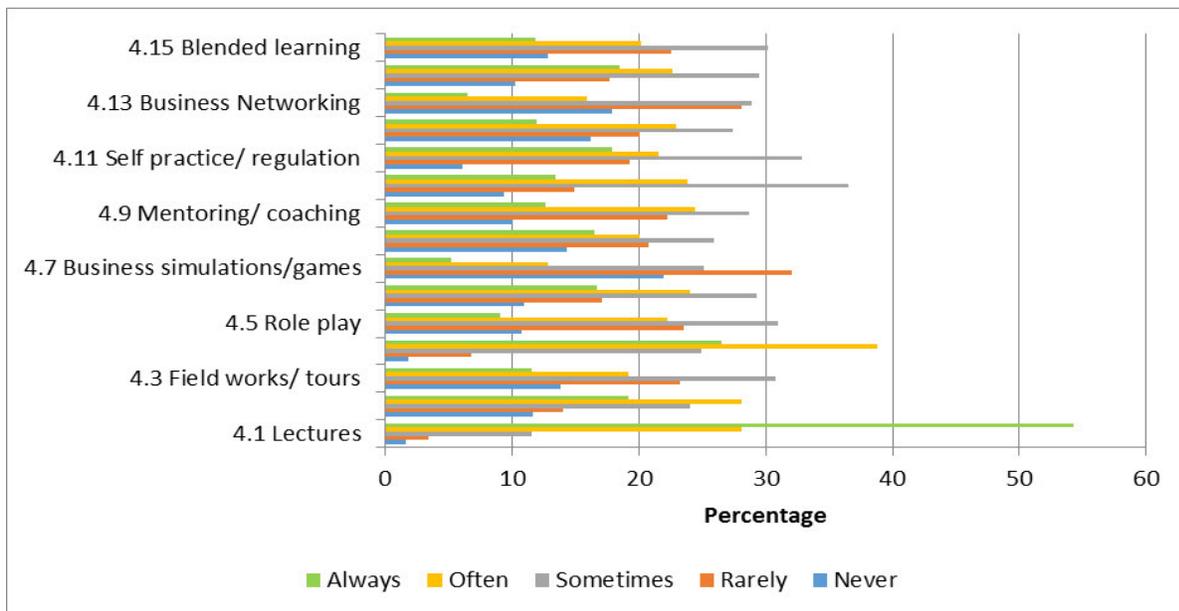


Figure 7.2: Frequency of methods used in University EET

Source: Fieldwork (2015)

The presentations in figure 7.2, provides an array of strategies and subsequent application in conducting learning activities. The data indicate that the use of the traditional face-to-face lecturing method accounts as the most frequently used method of learning in HEIs in Nigerian. The non-cognitive related activities such as business networking, mentoring, internships, coaching, self-regulation/practices, and fieldwork are

accorded less priority. Relying mostly on TLM for entrepreneurship training and development would only result in knowledge of theories because the methods lack the basic initiative for the application (Smith and Paton, 2011).

The results of this finding established that level of skills achievable will be marginal, when the model of learning substantially remains formal or traditional lecturing method (TLM). Such findings as obtained in this study aligns with similar research conducted under the European university enterprise by Gibeus et al. (2006) cited in Jackson (2015, p.4). Gibeus et al.'s study compared the performances of the three approaches adopted for entrepreneurship training programmes between formal teaching programme, informal or active enterprise training activities and the control group, who neither had the former or the latter exposure. The result of the investigation showed the higher positive impact on the entrepreneurial intention of the students who learned through the active or non-formal model (seminars, simulation, group project) over the formal or traditional model (lectures and case studies) as well as the other group who were not exposed. Gibeus et al. (2006) concluded that conducting entrepreneurship training through formal or TLM did not necessarily lead to the formation of business enterprises.

Gibeus et al.'s (2006) findings agree with the results obtained from the quantitative study as presented in table 5.36, which established the velocity: high, low or moderate level of skills in the selected universities. The findings of the study show that only 29.7% of the participants agreed that the level of skills and knowledge attainable through university EET was high or very high or extremely high while 45.0% believed that it was moderate. Conversely, about 25.0% believed that the level of skills and knowledge attainable by entrepreneurial graduates in their institution was low or extremely low. Such investigations achieved in this study conforms to earlier research by Uduak and Aniefiok (2011, p.175), which confirms low and moderate skills in EE in higher education institutions in Nigeria. The research further concludes that entrepreneurial desirability and intentions are low because the mode of instruction largely remains academic exercises.

Parts of the results of the qualitative study as presented in chapter six of this study advance the existing knowledge, which reveals that entrepreneurial skills would be better ignited when theory (cognitive) learning activities are supplemented with practice (non-cognitive) learning activities in the right proportion. The responses of the academic planning experts who participated in the interviews show that theory must be supplemented with a practical curriculum. The students acquire knowledge and skills through theory and practice. The implication is that the combination of the duo (formal and informal) activities, can influence future entrepreneurial intentions. The methods can influence what the students learn to become practising

entrepreneurs after graduation. The findings imply that the low entrepreneurial intentions of students are related to stringent reliance on formal or traditional entrepreneurship training practices. The results as obtained in this study also align with other studies (Costello, 2016; Jackson, 2015), which conclude that effective learning outcome in EE would be achieved more in a diffused learning environment. It further stated that learners could be more motivated with the right blend of education and training pedagogies in a right proportion.

7.3.2 Differences in opinions across groups of participants

The results of the findings in the context of the quantitative study indicate that significant differences exist in the perceptions of the participants according to their groups. For instance, further findings of the study established a significant difference in average agreement scores for the students and lecturers about the use of practical classes. Similarly, the results of past studies have been contradictory. For instance, Daniela et al. (2016, p.174) found that students from such backgrounds like engineering and sciences have higher entrepreneurial tendencies. On the other hand, other scholars like Jin et al. (2015, p.10) established students from business-related disciplines as having higher entrepreneurial intention. The findings of this study are therefore reported according to differences in perceptions of groups who participated in the research. For instance, Table 7.1 provides the comparison between lecturers and students responses to the methods of learning as well as the significant influence as follow:

Table 7.1: Comparison of lecturers’ and students’ rating methods in this study

Teaching methods	Respondents	N	Mean	Std. Deviation	Std. Error Mean
Face-to-face teaching	Students	442	4.70	1.437	0.068
	Lecturer	218	4.88	1.201	0.081
Theoretical classes	Students	437	4.39	1.424	0.068
	Lecturer	217	4.30	1.430	0.097
Practical classes	Students	438	4.17	1.577	0.075
	Lecturer	218	4.71	1.258	0.085
More theory than practical work	Students	440	4.28	1.513	0.072
	Lecturer	216	4.19	1.462	0.100
Learning from experienced entrepreneurs and other stakeholders	Students	440	4.15	1.486	0.071
	Lecturer	218	4.52	1.208	0.082
Assessment of student self-practice, regulation & efficacy, and more	Students	440	4.21	1.478	0.070
	Lecturer	220	4.55	1.202	0.081

Table 7.1 shows a significant difference in average agreement scores for the students and lecturers about the use of practical classes ($t(527.199) = -4.723, p < .0005$). Lecturers agree more (mean = 4.71) than students (mean = 4.17) that this form of learning is used. Similarly, results obtained from the qualitative data as presented in chapter six of the study revealed that the institutional factors effects on entrepreneurship education development including government regulations, curriculum and educational policies significantly influence learning outcomes.

Also, ANOVA was used to determine if there is a significant difference in average scores of methods of T&L entrepreneurship among federal, state and private universities. More importantly, part of the findings of this research established a variation in the views was found from the respondents across the cluster private, state and federal universities as case studies. Further findings show the comparisons in the individual entrepreneurial intention according to the type of universities: federal, state and private universities as presented below:

Table 7.2: Variance of entrepreneurial intentions of federal, state and private universities

	N	Mean	Std. Deviation	Std. Error	95% C.I.		Df	F	Sig.	
					Lower Bound	Upper Bound				
Prefer government / private job to entrepreneurship	Federal	209	4.464	1.500	0.104	4.260	4.669	2, 658	.760	.468
	State	219	4.347	1.523	0.103	4.144	4.550			
	Private	233	4.288	1.539	0.101	4.089	4.486			
Prefer government / private job first before moving into entrepreneurship	Federal	209	4.866	1.106	0.076	4.715	5.017	2, 660	1.580	.207
	State	220	4.791	1.247	0.084	4.625	4.957			
	Private	234	4.667	1.226	0.080	4.509	4.825			
Prefer combining government / private job with entrepreneurship	Federal	208	4.447	1.199	0.083	4.283	4.611	2, 659	5.609	.004
	State	220	4.691	1.184	0.080	4.534	4.848			
	Private	234	4.308	1.297	0.085	4.141	4.475			

As contained in Table 7.2, the analyses of the result compare the average rating of graduates' entrepreneurial intention and practice among federal, state and private universities in the study areas. The results established a significant difference ($F_{2,659} = 5.609; p < 0.05$) in graduates' preference for a combination of government or private job with entrepreneurship among the federal university (mean=4.447, SD=1.199), state university (mean=4.691, SD=1.184) and private university (mean=4.308, SD=1.297). However, there was no significant difference in graduates' preference for a government or private job to entrepreneurship and preferring a government or private job first before moving into entrepreneurship.

Additionally, the results as presented in table 5.12 show significant differences across faculties as to the fact that there is more theory than practical work ($F(3, 438) = 4.177, p=.006$). Specifically, Social Sciences (4.60) shows more average agreement than Engineering (4.03) and SM (4.04). The presentation in table 5.12 as also reflected in (*appendix 16a*), shows a significant agreement among students across all the faculties that theoretical lectures remain the mode of instruction to entrepreneurship courses ($t(443) = 17.710, p<.0005$); the classes are conducted mostly through theoretical classes ($t(438) = 13.150, p<.0005$). However, significant differences across faculties are found in the agreement that T&L involves practical classes (Welch ($3, 183.901$) = 4.619, $p=.004$) contained in the Welch tests of means of equality (*also see appendix 15a*). Specifically, there is a less average agreement of students from the fields of social sciences (3.82) than the field of engineering (4.43) and fields of sciences and medical studies (4.47) students.

The imports of these findings demonstrate that such students who attend science, engineering, and medical related courses appear to be more positioned in practical-related work activities than their counterparts in arts, education, social sciences. The findings agree with the position of Jackson (2015, p.9) that performance variation across faculties or institutions is as a result of quality academic framework guiding the delivery of entrepreneurship training. The implication is that hands-on activities appear to have higher influences on tendencies to become practising entrepreneurs. The findings also agree with a similar study conducted by Kleeman (2011, p.17), which established a significant relationship between innovative teaching practices and students' learning outcomes. Tendencies are higher than graduates with such background in practical activity related disciplines might be better motivated towards entrepreneurship. This submission aligns with Daniela et al. (2016, p.173), who asserted that students from technically related faculties have higher chances to venture into technical self-oriented entrepreneurship. The implication is that this research has served as a contemporary study to earlier contradictions in the literature.

7.3.3 Variation across student groups by demographic profiles

The level of disparity in the agreement between population groups as presented in sections 5.3 gave credence to this research in terms of determining the extent of differences across groups of the respondents. For instance, the study determined if there were significant differences among student groups by gender, age and academic status. The independent samples t-test or ANOVA was used to compare the means of more than two categories of a variable and test significant differences across categories. Similarly, to determine exact location of the means and compare normality in distributions, Welch test was conducted between variance in equality of the means (Frank and Klar, 2016, p.528). For instance, the idea of student groups by gender was to determine if the issue of gender significantly widens the gender gap as already established by some empirical studies. The results of the analysis are presented as follows:

Table 7.3: Group statistics comparing student groups by gender

		N	Mean	Std. Deviation	Std. Error
1. Prefer government / private job to entrepreneurship	Male	259	4.15	1.573	.098
	Female	184	4.28	1.640	.120
2. Prefer government / private job first before moving into entrepreneurship	Male	259	4.67	1.325	.082
	Female	184	4.81	1.201	.088
3. Prefer combining government / private job with entrepreneurship	Male	259	4.37	1.356	.084
	Female	184	4.69	1.146	.084

From the presentation in table 7.3, the results indicated that no significant differences across gender were found among the student groups (full-time and post-graduate). For instance, the questions 1&2 results indicated (4.15, 4.28) (4.67, 4.81) male and female agreements respectively. The responses to question 3, however, showed significant differences between female and male population as (4.69>4.37) (female>male). The implication is that female students seem to agree more than the male students that graduates would prefer to combine government job with the entrepreneurial business venture. The import of this results is that women are more likely to show higher attitude for organisational employment over entrepreneurship than the male population group. Such findings align with recent empirical studies by (Ewens and Townsend, 2017; Shinner, Hsu, Powell and Zhou, 2017; Terjesen, 2017), which have established the fact that women are more likely to be risk-averse in pursuing entrepreneurship than men. For instance, in the United States, Ewens and Townsend (2017, p.2) establish the fact that women drop off in entrepreneurship career is higher than men. The study further narrates that only about 10% of business start-up in the US, is owned by women population group. A similar development is confirmed in Nigeria by Okafor and Mordi (2010) cited in Fayomi and Fields (2016, p123), that women participation in entrepreneurship is less when compared with the male population.

Similarly, the perceptions of the student groups were determined by age along individual preference or intention for entrepreneurship as well as organisational employment. The analysis as presented in figure 5.3 provides the breakdown of the age profile of the respondents by groups. The presentation further shows that a large proportion of the student groups who participated in this study, were young people aged 21-25 years (39.7%); about 16% were in the 16-20 year age group, 24.2% were aged 26-30 years, while the rest were above 30 years (19.9%). This age distribution implies that the students were mature enough to make a correct judgement and appraise their entrepreneurial intentions. A

robust test of the equality of mean using the Welch tests in addition to descriptive tests of student groups by age is further explained in table 7.4 as follows:

Table 7.4: Robust analysis of the equity of means of student groups by age

		Statistics	df1	df2	Sig.
1. Prefer government / private job to entrepreneurship	Welch	2.964	4	143.080	.022
2. Prefer government / private job first before moving into entrepreneurship	Welch	.793	4	145.747	.532
3. Prefer combining government / private job with entrepreneurship	Welch	.705	4	142.567	.590

The analysis in table 7.4 shows that no significant difference was found across age of the student groups, who participated in the study in the context of questions 2 and 3, (Welch 4, 145.747)= .793, p= .532 and (Welch 4, 142.567)= .590, p= .590 respectively. The only exception (*also see appendix 16c*), however, was question 1 (Welch 4, 143.080) =2.964, p=.022, where students age groups between 36+>16-20, agreed more that graduate would rather seek employment with government/ private firm other than setting up personal business and the age group category between 36+<16-20. The implication is that, if well motivated, younger people tend to show higher attitude/behaviour towards entrepreneurship. According to a European Union technical report prepared by Potter and Halabisky (2014, p.7), it is stated that youths have higher potential and prospects to become entrepreneurs. Using Germany as a case study, the report identified a wide disparity between percentage range of adults and youth engagement in entrepreneurship as 5.4% and 7.9% of adults, to 27.7% and 58.3% of youths respectively. Other interesting parts of this study has to do with the significant difference in average agreement scores for the final year students and post-graduate students with regards to the understanding that graduates would rather seek employment with government/ private firms than setting up their own business.

Table 7.5: Group statistics comparing student groups (final year and post-graduate students)

		N	Mean	Std. Deviation	Std. Error
1. Prefer government / private job to entrepreneurship	Final year students	312	4.10	1.618	.091
	Post-graduate students	131	4.44	1.540	.135
2. Prefer government / private job first before moving into entrepreneurship	Final year students	312	4.73	1.280	.072
	Post-graduate students	131	4.72	1.270	.111
3. Prefer combining government / private job with entrepreneurship	Final year students	312	4.58	1.270	.072
	Post-graduate students	131	4.32	1.294	.114

The analysis in table 7.5 indicates that the post-graduate students agreed more with question 1 (mean = 4.44) than the final year full-time students (mean = 4.10) that university graduates prefer jobs with the government or private firms after graduation. Similarly, final year students agreed more with question 3 (mean=4.58) than the final year post-graduate students (mean=4.32) that graduates would in the alternative prefer combining working with government/private firms to engaging in entrepreneurship or self-employment. The implication is that the intention of the student groups, on the average, remains to secure organisational employment after graduation. These findings conform to that of other empirical studies (Ekundayo and Babatunde, 2014, p.16; Mohammed et al., 2014, p.69), which argued that graduate's attitude to entrepreneurship in Nigeria is low. Conversely, other findings of this research (*also see appendix 16b*), established a significant agreement: that face-to-face teaching (traditional lecturing) is mostly used in this course ($t(663) = 23.671, p < .0005$); teaching and learning entrepreneurship is conducted through theoretical classes ($t(655) = 15.499, p < .0005$). A significant positive correlation was also established between the use of traditional lecturing and the intention to seek employment with Government or firms rather than setting up on one's own ($r = 0.151, p < .0005$). Such a positive correlation indicates that high values for the one variable are associated with high variables for the other. Earlier studies by (Garba, 2010; Uduak and Aniefiok, 2011) agreed that the use of traditional teaching method is associated with an agreement that graduate attitudes could be biased toward organisational employment.

The perceptions of the academic planning experts involved in the in-depth interviews also confirmed the influence of adopted teaching, learning and assessment methods as predictors of individual entrepreneurial behaviour. The findings demonstrated practical activities as capable of creating more interest in entrepreneurship. Memorizing notes is not enough to build the entrepreneurial instinct in students. Activity learning could motivate the lecturers and the students. This could also enhance better understanding, knowledge, skills and interaction platform to enhance development. The import of these findings is the

evidence that effective entrepreneurship training at HEIs appears to require more of the cross-disciplinary framework. Such framework could engage students and lecturers across disciplines across the university.

7.4 LINKING BLENDED LEARNING AND TRADITIONAL LEARNING MODEL

In this study, the blended learning method and the influence were investigated in the context of the significance of entrepreneurship. The investigation was due to the recognition of the blended learning method as an intervention in EET in the recent time. The significance of the blended learning method relates to its arrays of delivery approaches that impart skills required for entrepreneurial practices. The study made use of Pearson Correlation Coefficient to investigate if there is a significant relationship between students' entrepreneurial intentions and the teaching method, realistic activities, and the technical facilities used. Multiple regression analysis was used to determine the effect of the correlated variables on entrepreneurship intention and practice.

The findings of the qualitative revealed blended learning synergy and interaction in the context of technology drives for T&L entrepreneurship as relevant in EET. The results of this findings established the technology applications such as simulation, developed software, use of internet facilities, bulletin board, multimedia option, video and games as required for the technical progress of the learners. The implication is that blended learning offers action-oriented methods of delivery and diverse techniques unique to effective entrepreneurship training. The results of the findings are in agreement with the study by Ginns and Ellis (2007, p.55-56), that BLM combines with right learning technologies, to match the right learning style, to transfer right skills, to the right person and at the right time.

7.4.1 The relationship between blended learning method and TLM

The intention of the blended learning method and traditional learning model provides a pedagogy in a diffused learning environment for skills and knowledge acquisition. It is also a way of using problem-based and demonstration-based facilitated learning approaches. These two approaches forming framework was identified as significant in EET. The combination of the duo creates the atmosphere for learning through experiential learning, networking and collaboration in a chosen career or area of interest. The findings of the quantitative surveys confirm the significant of blended learning strategies as perceived by the respondents. Under the quantitative study as depicted in table 6.12, the implementation of online/e-learning, business networking and blended learning often or always were supported by 35.4%, 23.4% and 32.8% of the participants respectively while 27.9%, 29.4% and 30.8% respectively agreed that the methods were seldom used.

The findings of this study, therefore, proposed integrating digital support learning and experiential learning pedagogies within a unit of a framework as appropriate in tertiary level training in entrepreneurship. Such methods include the use of lectures, chalk and talk, field work, role-play, multimedia support systems, simulations, online activities and business networking. The results depict the level of use of TLM and blended methods in T&L entrepreneurship in the selected Nigerian universities. As contained in table 5.18, the result of the findings have found and reported that 83.7% of the study participants agreed that lectures were often or always being used to teach entrepreneurship while 11.2% opined that it was seldom used; this level of use was followed by use of discussions method (69.5% and 25.3% respectively). The chalk and talk method (48.3% and 24.8% respectively), ICT/Internet search (41.9% and 29.9% respectively), use of projector multimedia facilities (41.4% and 29.9% respectively) and self-practice/regulation (40.1% and 33.9% respectively). Less than 40% of the participants agreed that other methods were often or always used for teaching entrepreneurship.

Evaluation of these approaches is predominantly longitudinal, which comprises measuring entrepreneurial intentionality in the context of ESE. Not only has the findings of this study identified traditional and experiential learning initiative as significant in EET, but also an acceptable framework, which integrates blended learning within the context of the integrated framework for EET at the tertiary level of education. The experiential pedagogies appear to be well related to digital supports and computer-based simulations as a blend of appropriate initiatives in EET framework at the levels of tertiary education institutions. Such synergy between traditional and technological support in learning models are relevant to behavioural development.

The implication of the finding revealed that the use of blended learning is rare in entrepreneurship research in Nigerian universities. This result has found and reported that traditional methods were more often used for T&L entrepreneurship in the selected Nigerian universities than the blended methods. The channel of communication using lecturing method is more likely to be one way, from teacher to the students (Arasti et al., 2012, p.4). As a result, the curriculum experts agreed with earlier findings that when arrays of methods are combined, the result would be more significant effects in EET (Piperopoulous and Dimov, 2016, p.981). The qualitative analysis of data showed that entrepreneurship requires a combination of practical and theoretical methods to provide the needed information to students. Entrepreneurial education should be backed with the role theory of planned behaviour play.

The findings imply that the respondents formed a positive attitude toward the diffused techniques as a more effective delivery strategy in EE. The blend of face-to-face learning (informal) and face-to-face (formal)

mediated by ICT, significantly influence T&L entrepreneurship. These findings imply that when blended and traditional learning methods are diffused, the weight would significantly influence graduates' entrepreneurial behaviour. These findings are in agreement with the study by Slavich and Zimbardo (2012), which affirms synergy involving integrating multimedia, classroom-based electronic voting systems, social media, providing audio or printed versions of lectures and the inclusion of student-centred contact sessions to reinforce learning. Such significance is also justified by Maritz et al. (2010, p.90) that underscore the synergies as critical to how students enhance their skills and experience.

7.5 MEDIATING INFLUENCE OF ENTREPRENEURSHIP ORIENTATION IN EET

The discussion under chapter three of this study revealed the significance of entrepreneurial orientation (EO) in the conduct of EET in the new knowledge economy. EO from the perspective of the principles, practices, policies and action-oriented strategies to entrepreneurship. The dimensions measuring EO are reflected in the behaviour of learners through knowledge in innovation, proactive actions, risk-taking ability, competitive aggressiveness and autonomy. The EO is relative to the human capital theory and risk-taking theory effects as discussed in this study (Vantilborgh et al., 2015, p.50). The theories provide that effective EET have the potential to influence individual creativity and innovativeness. Similarly, entrepreneurial education is also regarded as mental activities that create risk-taking awareness in the learner.

As reported under figure 5.16, the findings of the study revealed that the difference in perceptions of students' and lecturers' rating regarding the significance of internship, mentoring, conferences, seminars and business networking strategies effects in motivating graduates' entrepreneurial orientation towards entrepreneurship. The results show that both students and lecturers rated each item high; however, the average opinion of lecturers (5.21) that student internship experience helped to relate the theories learnt in the classroom with the work environment was higher compared to that of the students (4.78). This pattern of average rating was similar to the views that student internship attachment provided necessary job experience that can improve chances for employment upon graduation (5.24 versus 4.80), that mentoring experiences helped to improve graduate personal confidence and self-esteem (5.31 versus 4.95). Analyses of the findings established the fact that lecturers' opinions are slightly higher than how students perceived the use of significance of mentoring, internship, conferences, seminars and business networking effects could motivate the entrepreneurial orientation. The implication is that it seems that the lecturers were more experienced about the significance of these strategies as a model for conducting training activities. The lower response from the student group is attributable to the fact that many faculties/colleges at the universities do not have a culture of such practices as part of academic curriculum. The average results

however of both the students' and lecturers' perceptions indicate that the graduates' entrepreneurship programme could be enhanced using diffused learning strategies.

In a related development, the similar results as presented in table 5.27 showing significant differences across education groups by faculties in the level of agreement that experience from internship experience helps to relate the theories learnt in the classroom with the work environment. The results show differences in agreement between social science, education, arts students and engineering, science and medical students. Specifically, there is less average agreement from Education, Social Sciences students (4.43, 4.68) than Engineering, Science and Medical studies (5.08, 4.78) respectively, (Welch (3, 175.789) = 3.102, $p=0.028$) presented as the Welch tests of equality of the means (*also see appendix 15b*). Similarly, students from faculties of engineering, sciences, and medicine differ in their agreements with education, social science, and arts that business networking exposure motivates entrepreneurial mindsets. The result provides significance agreement between Engineering, Sciences and Medical students (5.03, 4.73) than Education, Social Science students (4.63, 4.95) respectively.

The results imply that the curriculum contents, which expose the students to work-related learning activities have a high influence on graduates' entrepreneurial orientation. It is noted that students who study professional courses like engineering, sciences, and related medical studies engage in industrial activities through exposures to students' industrial work experience scheme (SIWES) as part of extracurricular learning activities (Ojokuku et al., 2015). The implication is that graduates entrepreneurial skills, attitude and intention could be significantly motivated when exposing to internship, mentoring, seminars, conferences and business networking as parts of extracurricular activities in EE.

Alabi et al. (2014, p.40) support the similar findings when submitting that EET require learning that places students at the centre of the education system which affords them the freedom to learn about themselves in their chosen areas of interests and relevance. This understanding also aligns with the position that individuals with a strong entrepreneurial orientation are likely to participate in any form of higher education (Vantilborgh 2015, p.34). Additionally, the findings from academic planning committee, who participated in the in-depth interview schedule support these results. Part of the qualitative results indicates the significance of the changing paradigm in the current curriculum to accommodate other T&L interventions. The evidence provided by the interviewees also conform to the Theory U as contained in (Hardman and Hardman, 2014; Thea, 2017), which underscore changing and transforming individual behaviour. The EU's study reaffirmed exchange education programmes between students of different universities and

departments within universities to get student trained so as enhance the performance of entrepreneurship (Volkman et al., 2009).

7.6 SELF-PRACTICES AND INDIVIDUAL ENTREPRENEURIAL INTENTION

The results of both the quantitative and qualitative studies in this research showed that individual participation in enterprise activities is largely influenced by entrepreneurship self-efficacy, which subsequently heighten entrepreneurial behaviour and intentions. Such finding is from a study which argues that individual employment status choice to be self-employed or work for others is significantly motivated by individual perceived behavioural control (Hamidi et al., 2008, p.307). There are divergent findings whether or not ESE influences learners' intentions. Some of the previous studies established no significance influence (Fayolle et al., 2007; Von Graevenitz, 2010, p.9), while some others established positive impacts (Wu and Wu, 2008; Santoso, 2016, p.131).

The result in table 5.28 and figure 5.16, as obtained from the quantitative result of this study established the significance of ESE and ESR as practice strategies in EET. The result has found and reported that 94.4% of the respondents agreed that self-practice and self-efficacy could provide creative learning, innovation and self-reliance; the responses produced a mean and standard deviation of 4.96 and 0.97 respectively. Also, about 95% believed that student self-practice provides practical exposure to creative productivity and discovery of new knowledge; their responses resulted in an average rating of 5.09 (SD=0.87). Similarly, 94.6% of the participants were of the views that self-efficacy will inculcate in students the confidence to perform specific tasks to their own ability (mean=5.06, SD=0.89) while a larger proportion (95.7%) agreed that self-regulation prepares students for opportunity recognition and innovation to establish their own business (mean=5.02, SD=0.91). Both the lecturers and the students rated ESE and ESR effects as high. However, lecturers' rating of each item was higher compared to that of the students. This result found that the majority of the study participants agreed that the listed self-regulation, efficacy and practice would improve graduates' entrepreneurial intention and practice in the study area.

The results agree with the literature that flexible and self-regulated learning strategies could motivate entrepreneurial learners (Clergeau and Schieb-Bienfait, 2007; Lans et al., 2010). The findings of this study, therefore, align with the studies of Bayron (2013), Santoso (2016) and Wu and Wu (2008) and similar other studies that established positive impacts ESE and ESR. The findings of the qualitative study further provided results establishing ESE and ESR effects on the schools' entrepreneurship culture and intentions. The findings of the quantitative and qualitative surveys attested to entrepreneurial orientation through self-efficacy and self-regulation significance. The findings are inconsistent with the studies by Bayron (2013),

Santoso (2016) and Wu and Wu (2008) that affirmed self-practices as a strategy through which students can deal with uncertain, complex, and often stressful situations. The studies concluded that leaving one's comfort zone and working under pressure is critical to designing a training framework for potential entrepreneurs. As reported in figure 5.16, the result varies that shows students and lecturers rating relevance the significance of ESE and ESR and self-practices effects on entrepreneurial intention as further explained in the next sub-headings.

7.6.1 Education groups' perception of approaches and the frequency in EET

The presentations in table 5.31 show significant differences across faculties in the agreement that field works/tour and self-efficacy form the bases of the learning framework. Students in technical related disciplines engineering and Sciences and Medical studies differ in their opinion with those in arts, social sciences and education. The former engages in more field activities than the latter. The results reveal engineering, sciences and medicine > education, social sciences: (3.13, 2.70) > (2.33, 2.56) respectively, (Welch (3, 177.103) = 4.396, p=.005) analysed as the Welch tests of equality of the means (*also see appendix 15a*). Similarly, the concept of self-efficacy is higher in faculties such as engineering, sciences and medicine than social sciences, art and education, engineering, sciences, medicine > education, social sciences: (3.53, 3.32) > (3.26, 3.30) respectively, (Welch (3, 183.901) = 4.619, p=.004). The implication is that engineering, sciences, medical students have greater tendencies for entrepreneurship than students studying education, social and management sciences. The findings establish the possibility that graduates entrepreneurial orientation and intention would be high when self-practice, self-efficacy and self-regulation orientation are integrated into T&L entrepreneurship.

The previous finding supports the position that learning takes place within the workplace is likely to increase students' skills and performance. The finding in this study implies that practical and experiential activities are directly related to acquiring first hands-on skills development which might be significant to T&L entrepreneurship. These findings underscore the significance of ESE and ESR emerging constructs, their influences on individual entrepreneurial attitude and behaviour in the context of university EET. These positions are also in line with the study conducted by Hamidi et al. (2008, p.307), which confirms that individual employment status choice either to work in the circular sector or be self-employed is significantly related to an individual perceived behavioural control through self-efficacy. The implication is that the participation of students in enterprise activities has the potential to increase individual entrepreneurial behaviour and intentions.

7.7 CONCEPTUAL FRAMEWORK FOR UNIVERSITY EET

Arising from the findings from the documentary analyses, quantitative and qualitative data obtained in this study, the guiding framework for university EET was established as a gap in entrepreneurial research. The gap in the existing knowledge prompted the idea of a mixed method research strategy, which facilitates stakeholders' inclusiveness in the new knowledge economy. Findings from related studies suggest that the T&L framework must be correct both to lecturers and to students (Adunola, 2011; Ganyanpful, 2013, p.33). The implication is that it appears such a framework that has the direct inputs of lecturers and students could motivate T&L entrepreneurship in HEIs.

The presentations in table 5.37 reveal that as much as 95 % of the respondents mutually agree that there is a need for modifying the present curriculum to give room for more practical exposure to fieldwork both within and outside the universities. Similar empirical studies (Aja-Okorie et al., 2013; Alabi et al., 2014; Ali and Muhammad, 2012; Garba, 2010) have suggested a review of existing entrepreneurship curricula with a view of strengthening them for better performance. Based on the findings of this study, an integrated framework comprising EET informed the conceptual framework as depicted in figure 7.3. The framework spelt out the interconnectivity between the factors and the achievements of the desired learning objectives as presented below:

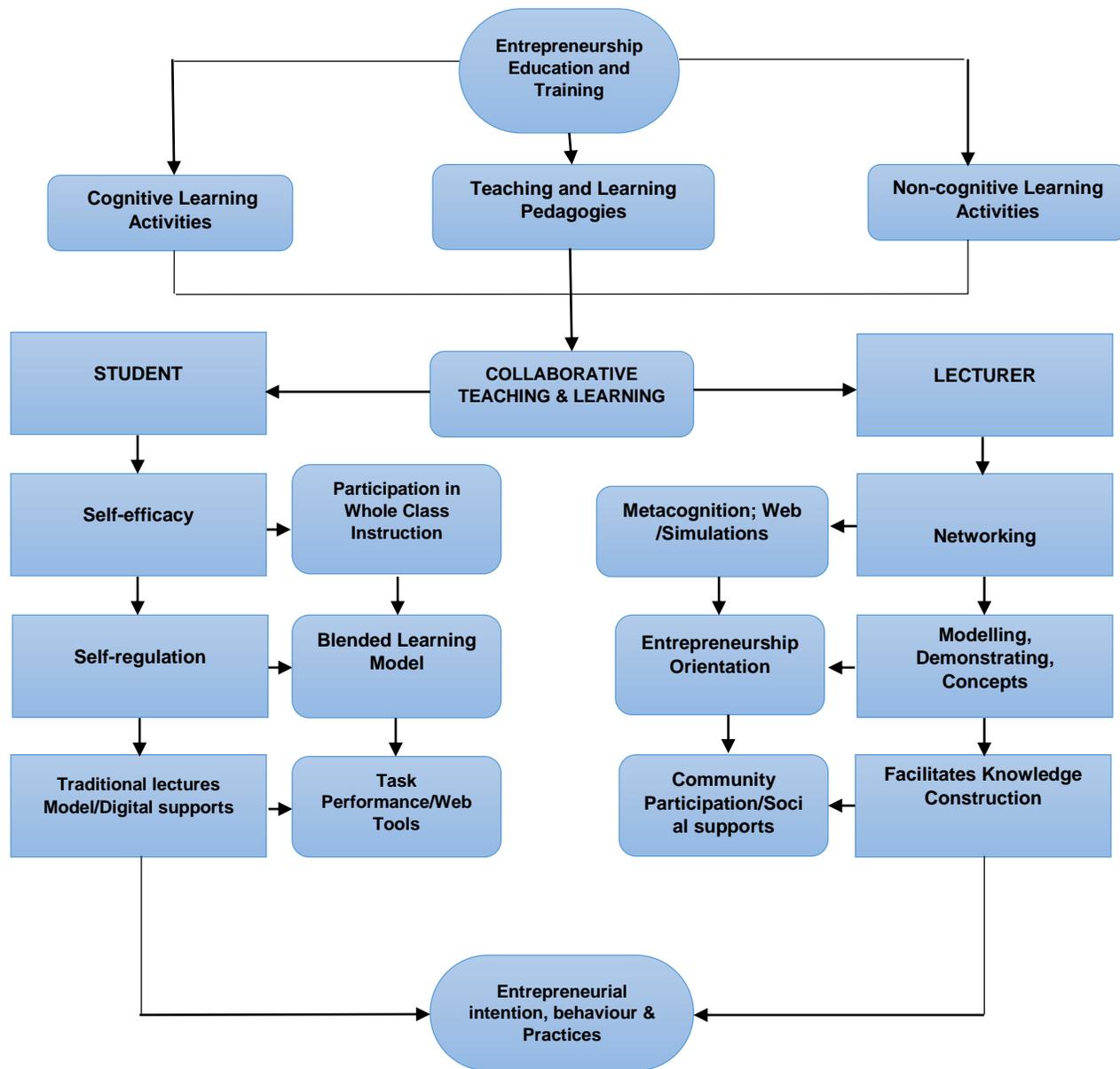


Figure 7.3: Conceptual framework for university EET
 Author's concept

The framework in Figure 7.3, provides an integrated EET framework developed in this study, around which EET could be pursued in the university education system. The framework explains the synergy between students' and lecturers' activities in the university EET. The lecturers perform the role of planning, teaching and facilitating the sequence of learning taking into consideration the relevance of technology supports. Similarly, students construct and demonstrate knowledge from the experiential feedback blend with technological innovation (constructivism, interactive sessions and the use of web tools). The figure further explains students' and teachers' actions, which includes knowledge construction, knowledge display and

collaboration on the part of the students. The teacher action in the interactive learning processes includes interactive planning, interactive teaching and facilitation with other experts or practitioners. Such learning framework promotes collaborative learning when two or more people learn together which include learning from the expertise within a professional community.

This framework is supported by separate studies conducted by (Lai et al., 2011, p.4; Sessoms, 2008, p.88; Yong et al., 2016), which demonstrate collaborative learning exercises as a convergence or construction of a shared meaning that relates to conventional analysis, which encourages the learning audience to reach a convergent thought. Interactive teaching affects interactive learning; such relationship is made possible through interactive planning, interactive teaching and facilitation in the context of teaching which produces knowledge construction, knowledge display and collaboration in the context of learning. Such convergence is further demonstrated through Theory U, which involves the creation of knowledge and transfer in the context of EET. The implication is that when experiential teaching activities are employed and when self-reflection of the thoughts and beliefs are encouraged among students, the interrelationship derivable could result in significant personal intentions and insights.

The implication is that an effective T&L framework is deemed to be engaging and proficient in curriculum design, project-based-learning, new forms of peer and group assessments, regional networking, as well as more conventional class teaching. Without designing and implementing such a pedagogical framework to address the learning gaps, Ganyanpful (2013, p.33) maintained that the performances of most students in EET would remain mostly average or below average. This finding is equally supported by Adunola (2011) who noted that the perpetual students' low educational performance is largely due to ineffectively chosen T&L strategies in the education sectors. The EU report in Volkmann et al. (2009, p.15) concurs that for continuous entrepreneurial learning competencies, the implementation of teaching methods might need to be rebooted to meet the requirements of the industries.

7.8 FRAMEWORK VALIDATION AND CONTRIBUTIONS TO KNOWLEDGE

The study validated the significance of blended learning and the use of information and communication technology (ICT) as reinforcements. The research also validated the potentials embedded in the use of self-efficacy and self-regulation, partnership and collaborations. The basic thematic findings of the research (quantitative and qualitative surveys) informed the research contributions to knowledge. As a result of the timeframe within which this study must be concluded and submitted, the researcher subjected the findings of this research for validation through article publications and peer review conferences as follows:

7.8.1 The implication of curriculum reform in Nigerian universities

One of the academic publications from this study (*see appendix 2*), established the fact that education reform all over the world is increasingly curriculum-based, as mounting pressures and demand for change tend to target and focus on both the structures and the very content of school curricula (Ajibola, 2008). Arising from the revolution in objectives, some radical changes were needed in curricular contents at all levels of education (Valerio et al., 2014). The implication is that the contents of subjects studied from the primary schools to secondary and tertiary institutions require being reviewed towards achieving the set objectives. The provision for a core curriculum (or core subjects) and optional curriculum (or elective subjects) is considered as requiring a significant change. These changes aim to guarantee an all-round education for learners, and to bring some degree of diversity into curriculum development (Aja-Okorie et al., 2013; Alabi et al., 2014; Gerba, 2010).

The findings of this study also established the fact that experiential learning and learning by doing are fundamental processes of knowledge development for entrepreneurs. Therefore, the level of education and training can positively influence the innovativeness, risk-taking behaviour, concern for results (aggressiveness) and sense of responsibility (autonomy) for self-employment. This model is explained in the context of endogenous growth and the knowledge-based theories, which explain the role of knowledge in increasing productivity within entrepreneurship development and the economy (Braunerhjelm et al., 2010, p.177; Quian and Acs, 2013, p.186). The framework provides that highly educated and innovatively trained learners are likely to exhibit higher performances compared to those that lack these key resources. The reason is that well-educated and trained learners are proactive and quick at learning and applying new skills to improve efficiency, productivity, risk-taking and innovativeness (Wahid et al. 2016).

The findings of the research work align with the model as presented in figure 3.9, which analyses the concept of EET. Valerio et al. (2014, p.2), established EET as significant to the schools' entrepreneurship course development. While EE focuses on the abstract transfer of knowledge and skills for entrepreneurship, the entrepreneurship training (ET) on the other hand is activity driven and involves the technical transfer of knowledge and skills in preparation for enterprises take off (Isaac et al., 2007, Valerio et al., 2014). It was explained that studies namely (Alabi et al., 2014, p.40; Ekundayo and Babatunde, 2014, p.16) noted that some universities made attempts in the past at encouraging entrepreneurial training. Such efforts have not translated into the needed skills for business start-up. Alabi et al. (2014) and Unachukwu (2009, p.222) identify defects in the operational curriculum in the context of how EET is conducted in most universities in Nigeria.

The study established the need for such reform in the curriculum contents especially in the face of high numbers of the courses, de-accredited based on the relevance to the required standards for sound academic growth and development (Okojie, 2008). It is noted in this study that some higher institutions could not meet the need of graduates for the promotion of economic self-reliance and self-sufficiency due to factors such as ill-structured curricula. The study subjected the need for a cross-disciplinary framework for academic publication in an A-rated journal as discussed in the next sub-heading.

7.8.2 Need for cross-disciplinary learning framework for university EET

In another academic publication completed from the findings of this study (*see appendix 3*), established the relevance of cross-disciplinary approaches as a framework for university entrepreneurship education and training. It was noted in this study that the respondents substantially differ in their perspectives along education group, interests and faculties. This study established a significant difference in the number responses of the respondents and also observed the study conducted by Ireland and Webb (2007, p.914), which states that:

“...any attempt to unify the entire body of diverse entrepreneurship work within a single common framework would inevitably omit certain disciplinary contributions and questions of interest”.

This contribution by Ireland and Webb (2007, p.914), provides an insight into how a T&L framework for EET could be approached. It was noted in the literature that there were attempts made to engage students on a few practical skills ranging from tailoring, soap making, catering, shoemaking, bead making and the rest in entrepreneurship development centres (Anene and Imam, 2011, p.10). It was also noted in the course of the research that the programme is still restricted to those vocations of which the universities have the capacities, skilled personnel and equipment. Entrepreneurship is offered as a general study (GST) at the universities and centralised either at business schools or the entrepreneurship development centre. It is important to underscore the fact that many of the lecture theatres used for learning are ill-equipped with modern technological apparatus while overcrowded students' attendance is witnessed mostly during class sessions.

These findings are affirmed in a related study, which shows that universities are challenged in the areas of funding and experienced entrepreneurial workforce. As discussed earlier in the literature, the study conducted by Olorundare and Kayode (2014, p.165-166), show that the overview of operational course contents of entrepreneurship is offered as a general study in most universities in Nigeria.

Similarly, the findings of the study conducted in Nigeria by Anene and Imam (2011, p.10), which identified different skills across different vocations and interests affirm that the idea of concentrating EE in a particular context within the universities calls for a review. The implication is that there is always an element of an entrepreneurship component in every academic discipline. This is in line with the study by Neergaard et al. (2012, p.4), which affirms that learning is situated in a diverse environment and involves apprentices starting with little assignments using the relevant tools to deliver. The apprentice practices and builds confidence slowly over the time. As a result, Fayomi and Fields (2016) conclude that entrepreneurial could thrive better if it is operated along disciplines, students interest and learning abilities. The framework in figure 7.4 further explains interactions between approaches and the influence on behavioural development.

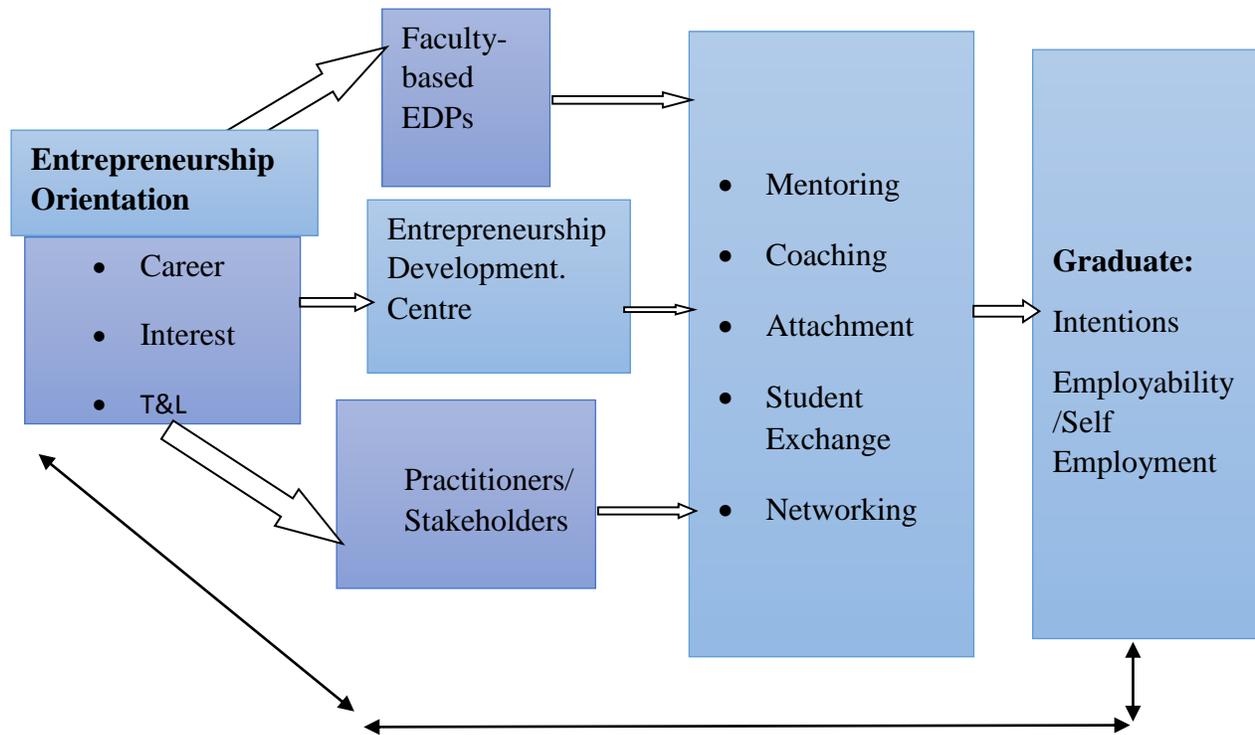


Figure 7.4: Conceptual framework for cross-disciplinary EET
Author's concept

In figure 7.4, the findings of this study as presented in this academic journal offer a framework that places more emphasis on students' career choice, area of interest and processes of learning at various departments/faculties. This includes a decentralised T&L model that provides entrepreneurial knowledge and training (EKT) through the department, faculties, EDCs, alumni and experienced stakeholder outside the university environment. It was also reported that these interactions could be achieved through

mentoring, coaching, industrial attachment and networking student exchange design. Through these approaches, graduate entrepreneurial intentions could be motivated for employment along career paths and interests. The alumni involvement in the area of mentoring, coaching and networking could act as a resource base to complement undergraduate empowerment development at Nigerian universities. These findings are justified by the assertion that an integral and practice-led delivery method is relevant to the development of mindsets for sustainable entrepreneurial development (Dambudzo 2015, p.11-12). These practices could lead to competition among participating academic groups, and the faculties that offer better programmes might experience higher students' enrolments. In the course of this study, the significance of arrays of methods as a complementary approach in the university EET was subjected to validation through an international impact journal as discussed in the next sub-heading.

7.8.3 The significance of complementary approaches in EET

Other significant contributions of this research work, which is already at the final stage of publication in an international journal are the issues of complementary approaches to T&L entrepreneurship (*see appendix 4*). It was explained in this article that the idea of the complementary approach is aimed at providing learners with a platform that actively engages them with the real world of practices in addition to what they are taught in the school. This is in line with the submission that blending innovative approach with the long-established traditional teaching method could provide students with stronger competence and experience (Arasti et al., 2012, p.6-7). The focus of this journal article was to provide a conceptual model for graduates' entrepreneurial training by validating some psychosocial variables and the influence on individual entrepreneurial behaviour.

It was argued in this study that recent knowledge in the literature suggested that the process of how entrepreneurship-training programme is conducted has a potential influence on the quality of learners that could be produced (Ali and Mohammad, 2012). It was also explained that a gap still exists in the current theoretical lecturing method, which was affirmed as mainly used to model for conducting entrepreneurship classes in most HEIs (Alabi et al., 2014, p.39-40). Similarly, it was argued that prior research has however established that effective teaching entrepreneurship requires different approaches because entrepreneurial students learn differently and they have different learning moments (Frederick, 2007; Mkala and Wanjau, 2013). Accordingly, the students exhibited a higher preference for experiential interventions through active, practical, concrete, visual and reflective teaching. These also include the potentials of self-efficacy, self-regulation and blended learning.

The implication is that these active-learning approaches are perceived as complementary to contextual knowledge provided through the lecturer-centre mode of instructions. The intention is to accommodate hands-on activities within the school curriculum to cater for students' variations and learning abilities. This also considers the interests of different groups within the learning range which including the gifted, disabled and students with learning difficulties (Judi and Lyn, 2005, p.47). The findings in this research as provided in table 7.6 was used to explain the preferences (students and lecturers) of activities and the significance in university EET as presented below:

Table 7.6: Rating arrays of activities preferred in the university EET

1. Hearing from practising entrepreneurs	3.98
2. Hearing the instructor's experiences as a small business owner/operator	3.75
3. Participating in a venture forum with entrepreneurs' venture capitalists and service providers	3.74
4. Interviewing a practising entrepreneur	3.55
5. Writing and exchanging business plans, cards with entrepreneurs, angel investors and service providers.	3.52
6. Previous experience in an entrepreneurial family	3.48
7. Previous experience starting a business	3.45
8. Reading about entrepreneurs in the current news	3.43
9. Seeing videos about entrepreneurs	3.33
10. Examining websites dedicated to entrepreneurship	3.27
11. Reading about entrepreneurs in history	3.24
12. Listening to theoretical lectures about entrepreneurship in the classroom	3.19
13. Talking to other students about their entrepreneurial intentions	3.01
14. Textbook presentations about entrepreneurship	2.92
15. Reading business plans written by peer students	2.86

Source: Fieldwork, 2016

As presented in table 7.6, the analysis shows that items 14 and 13 are not significantly different, so there is neither importance nor non-importance assigned to them. 15 shows significant non-importance ($p=.008$), and the rest show significant importance ($p<.0005$ in all cases). This connotes that the first ten activities preferred by the respondents were related to active learning and action-based regulations achievable through a blended learning model. In this article, the study at the University of British Columbia which showed a significant influence between practical training exercises and students' learning outcomes was used to further illustrate the significance of the complementary activities in university EET.

At British University, an experiment was conducted on 114 students who enrolled for different entrepreneurship courses based on theoretical and practical learning orientation (Piperopoulous and Dimov, 2016, p.971). The students with higher self-efficacy and theoretical lecturing orientation had higher

prevention disposition toward entrepreneurial behaviour. The other group with higher self-efficacy seemed to have developed his promotion orientation for entrepreneurship. The implication is that individual entrepreneurial intention is a product of the relationship that exists between self-efficacy, self-regulation and entrepreneurial orientation in the context of adopted teaching and learning framework. From the results of the research, students who learnt through practical training performed better than those in the theoretical class (Kleeman, 2011). Consequently, the study proposed a conceptual framework along which EET could be approached in T&L. Consequently, this study provided a conceptual framework reflecting the complementary nature under which T&L entrepreneurship at the university could be determined as follows in the figure below.

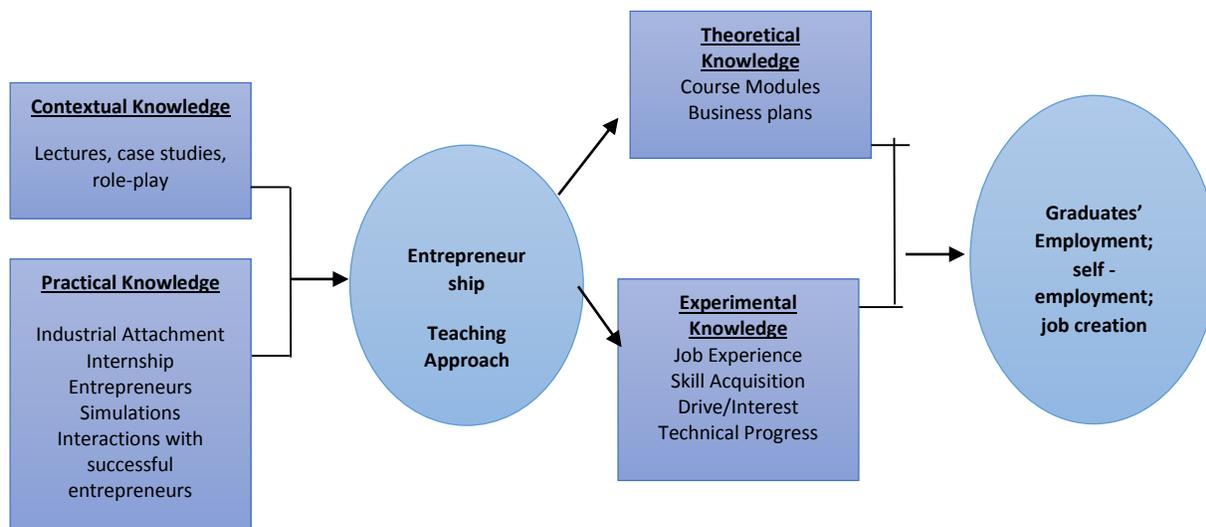


Figure 7.5: Complementary framework for EET
Author's concept

The framework in figure 7.5, argues that learners that are highly educated and innovatively trained are likely to exhibit higher performances compared to those that lack these key resources (Wahid et al., 2016). The reason is that well-educated and trained learners are proactive and quick at learning and applying new skills to improve efficiency, productivity, risk-taking and innovativeness (Martin and Lucu, 2014, p.4398). The knowledge-based theory also distinguishes between two types of learning based on the context of which it occurs. It was explained in this study the concept exploitative learning, which is external to entrepreneurship teaching and that has to be acquired. It was also narrated the idea of explorative learning, obtains from the learning that takes place within the classroom and through internal experiments. This framework is related to the Kolb Learning Theory, which relates effective EET to learning obtainable

through theories and experience (Kolb, 2015). The framework as provided in this journal article aligns with Middleton (2010) research, which explains that experiential learning and learning by doing are fundamental processes of knowledge development for entrepreneurs. Consequently, the level of education and training can positively influence the innovativeness and risk-taking behaviour.

7.8.4 The mediating roles of mentoring and self-efficacy in EET

This research also presents parts of the findings relating to entrepreneurial mentorship and self-practices at an international peer review annual conference at the University of Pretoria (*see appendix 7*). It is noted in the course of this study that mentoring is a long-term advocacy, counselling, supports, exposure and role modelling provided from mentor to mentee (Salter and Gannon, 2015, p.374). Additionally, Oluwatelelu and Oloruntegbe (2010, p.1) explain mentoring from the perspective of parental involvement efforts that are deliberately targeted at reinforcing improved academic achievement. The family is one demographic factor through which relevant entrepreneurial experiences could be harnessed (Baghery and Pihie, 2010, p.436).

Such interaction could provide start-up ideas, business skills and management. The parents are duty-bound to mentor their offspring towards entrepreneurship for national development. These include providing information, motivation, support and materials to complement what the universities are doing. It is noted in this study that those students from entrepreneurial-enriched backgrounds have higher chances to become entrepreneurs. Hoffman et al. (2015, p.81) opine that parents could choose to be socially responsible by creating entrepreneurial intents through mentoring and modelling interventions. Dyer and Handler (1994, p.74) also affirm that those aspirant entrepreneurs might not be encouraged to engage in future entrepreneurship if the families are not adequately supported.

Mentoring provides a platform for an individual to learn from the wealth of experience of other people (Barrett, 2006, p.615). This research maintained that the roles of a mentor are to inspire wider thinking, challenge assumptions and provide a hands-on demonstration of skills. Mentoring could also be the active involvement of parents or the relations in all aspects of development that concern students' academic, social and emotional requirements (Castro et al., 2015, p.34). Part of the interventions could also be matching students with mentors in the entrepreneurial chosen area of interests. The position in this research aligns with Barrett (2006, p.615), who argued that the process of matching could create a mentor-mentee relationship which is essential to the success of entrepreneurial mentoring programmes.

The contribution of this study is to the effect that a significant correlation exists between the participation of reference groups in students' training and educational achievement. The conference participant supported mentoring, self-efficacy and self-regulation framework as critical mediators between the university EET and entrepreneurship practices. Early-age enterprising activities could influence individual future behaviour for entrepreneurship. These are in agreement with the findings of Noor and Fakhrol (2015, p.438) that the involvement of social support groups has a positive relationship on students' entrepreneurial quality in HEIs. This position is also substantiated by the submission that the beneficial support of the informal social groups, family and friends either locally or internationally contribute markedly to the quality of graduated entrepreneurs produced by the universities (Noor and Fakhrol, 2015, p.438). Parts of the reactions of the respondents in the in-depth interview in this study informed that:

“Children of those whose parents are entrepreneurs have higher chances of becoming entrepreneurs than other children who are not. Nevertheless, the concepts of entrepreneurial education can also be learned by students from both family backgrounds.”

The finding of this research is in agreement with the literature that there is marked the relationship between mentoring activities, self-efficacy and skills development (Hayes, 1998, p.53). Accordingly, mentoring is a critical factor for promoting self-practices in a given profession. The intention of self-practice could help to understand the learning activities and impacts on the learning outcomes. Based on the investigations of this study, a university-family partnership framework was proposed for graduates' entrepreneurial education, training and development in Nigerian universities. The framework, which provides a synthesised relationship between self-practice, experiences learn from the university education curriculum, and mentoring supports could produce effective entrepreneurial leadership development.

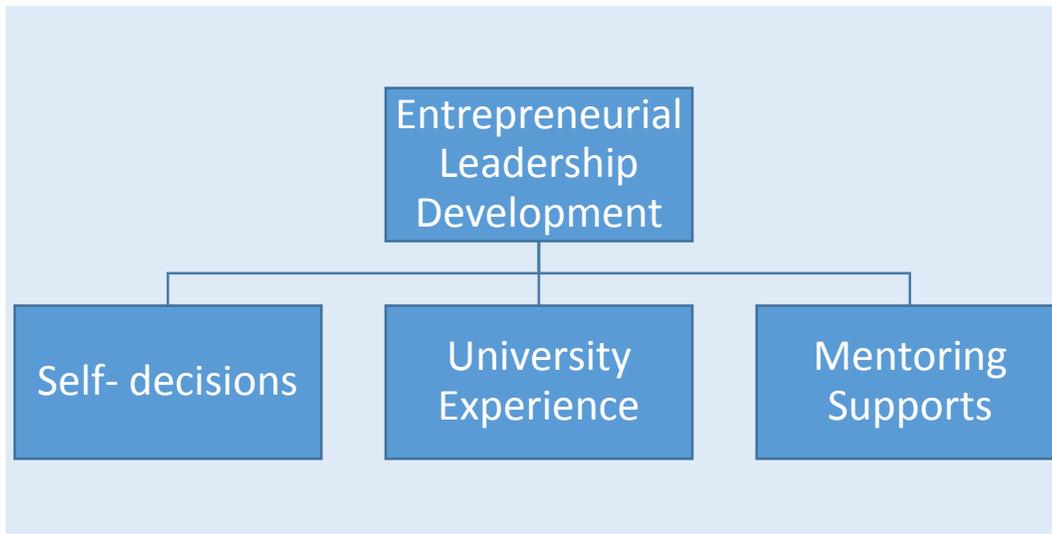


Figure 7.6: Integrated framework for collaborative learning

Author's Concept

In figure 7.6 above, the proposed framework provides insights into how a well-planned synergy between students' self-practice, the university acquired experience and family involvement activities could create a productive atmosphere for entrepreneurial education, training and mindset development. The graduates tend to benefit more if relevant stakeholders within and outside HEIs are involved in entrepreneurial training (Noor and Fakhrol 2015, p.438). This framework is underpinned by the Ajzen's Planned Behaviour Theory which stated that a "perceived desirability is equal to the attitude of certain behaviour and subjective norms" (Rachmawan et al., 2015, p.420). The understanding is that an individual could be influenced by closer access to certain environmental and social valuations such as parents and/or close friends. It is accepted that mentoring supports and self-activities could be the links to universities' quest for graduates with entrepreneurial leadership qualities. Another surprise noted in this study is the wide disparities that exist between studied groups. For instance, the analysis under figure 5.15 showed a wide disparity between lecturer and student groups ($5.31 > 4.95$) and ($5.20 > 4.80$), regarding the significance of student mentoring programme. The results indicate that lecturers seem to be more informed than the students, while such an experience appears unfamiliar to the students. Another finding of this study that was subjected to debate in the global context were the issues of the digital operating learning system and the significance in university EET as discussed in the next sub-heading.

7.8.5 The influence of the digital learning supports system in EET

Part of the findings of this study was validated through an academic paper at the Twelfth Biennial International Conference on Entrepreneurship, India (*see appendix 8*). The paper was with the title:

Developing digital learning operating framework for EET in Nigerian universities: a blended learning approach. Similarly, part of the research contributions of this study is the new concept of blended learning framework effects and the significance in 21st Century EET. It was established in this study with substantial evidence from the literature that the evolution of digital and technological effects has changed the way learning takes place in the new knowledge economy. The learners enhance their competencies through deep learning of the theory, process and practice of entrepreneurial activities. This research also argues that the blended learning school of thought believes less in the knowledge of theory and more emphasis on experiential activities (Frederick, 2011).

The study also provided the digital evolution influences of how youths play, learn and communicate. This position aligns with the literature (Yong et al., 2016, p.49), which reveals that young people tend to develop knowledge and expertise primarily in an out-of-school learning environment through digital and mobile technology. This study engaged the research conducted by the Kaiser Family Foundation as reported under sub-section 3.13.4 as an illustration, which revealed that young people in the USA between 8 and 18 age brackets spent on average of 90 minutes/per day on text messaging, 82 minutes/day on voice communication, music, downloading (Lai et al., 2013, p.415). This time estimates exclude about 90 minutes/day on the computer, social networking, and watching videos. In all, average young people are proved to be in use of digital and technological devices for learning.

The findings of the study align with a digital delivery operating solution, established to be a good complementary or extension strategy designs to improve portfolio of existing curriculum designs (Lai et al., 2013, p.415; Mwasalwibia, 2010). The contributions of this study established the fact that modern information and communication technology interventions can connect allied businesses and higher education sectors. The connection has the potential to stimulate bidirectional relationship benefiting to a variety of participating stakeholders, the students, lecturers, universities, other educational institutions and enterprises. Lekang et al. (2016) summarised the literature on how entrepreneurs learn and how their different modes of learning influence opportunity recognition and exploitation. It is concluded that courses are focusing on “improvising and adapting in reaction to changes” and those that use “scenarios, role-plays, and experiences” are valuable to entrepreneurship students. They prefer learning that is behaviour- or competency-based, that is focused on doing and demonstrating. The findings of the study also reveal the significant influence of blended learning and a technological framework to T&L entrepreneurship. The results of the findings provided data obtained in the quantitative research in this study as follows:

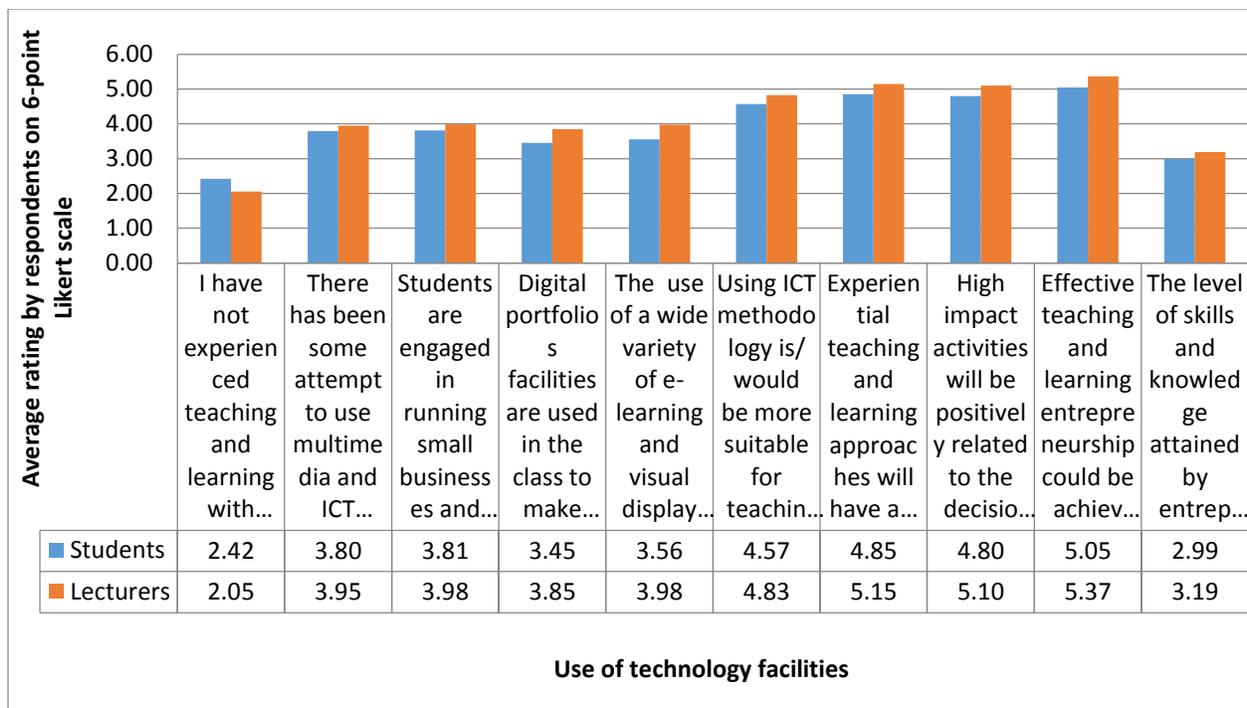


Figure 7.7: Variance analysis regarding digital system supports

In figure 7.7, it was discovered under the quantitative surveys that students' average rating of having never experienced T&L with the use of computer technology at their university was higher than that of the lecturer, 2.42 and 2.05 respectively. It was explained the level of exposure of the students was lower than that of the lecturers, as expected. The study also found that there were no wide disparities in the rating of students and lecturers on the use of other technology facilities except in digital portfolios facilities being used in the class to make T&L more comfortable for students (3.45 versus 3.85).

The use of a wide variety of e-learning and visual display facilities formed part of T&L entrepreneurship at their university (3.56 versus 3.98), using ICT methodology was/would be more suitable for T&L entrepreneurship courses in their university (4.57 versus 4.83). The experiential learning activities would have a greater impact on the students' decision to become an entrepreneur than reading activities (4.85 versus 5.15). High impact activities would be positively related to the decision to become an entrepreneur (4.80 versus 5.10), and effective T&L entrepreneurship could be achieved when attachment, internship and consulting assignments are included in the curriculum (5.05 versus 5.37).

The study, therefore, concluded that there was clear evidence that both lecturers and students agreed that the use of technology facilities as constructs in this study would improve entrepreneurial intentions of university graduates.

7.9 SUMMARY

The chapter aimed to clarify the challenge surrounding graduates' entrepreneurial development from the context of implementation and adoption of T&L strategies. From antecedent, pedagogical and content perspective, this study defined different approaches to EET in the context of EO, ESE, ESR arising from theory and practice learning activities. Through the findings of the study - quantitative and qualitative surveys - a conceptual framework is offered as a contribution towards T&L entrepreneurship. The framework synthesises the possible relationship between blended learning approaches and graduate entrepreneurial behaviour. The framework offers the main frame for reference purposes and the potential line of inquiry for similar empirical research that could be carried out in the field of EET to explore factors influencing entrepreneurial intention of a university student, implementation and the adoption. The proposed model is novel in that it combines education and training mechanisms into the taxonomy of knowledge and skills required by potential entrepreneurs of the 21st Century.

7.10 CONCLUSION

Education and training methods in the new knowledge economy could only be effective if the system is right both to the students and the lecturers. The students' poor academic performances are strongly related to the application of teaching and learning methods that are ineffective for the learning objectives. The velocity of entrepreneurial intentions: low, moderate or high among the educational group, is a function of adopted teaching and learning strategy. The findings imply that only delivery strategy preferred by the entrepreneurial education stakeholders (students, lecturers and curriculum planners), could motivate entrepreneurial aspirations with the entrepreneurial support structure of a university and the long-term benefits of a degree. This submission is in line with the existing knowledge that adopted methods of delivery must be right both to students and the lecturers. Such system seems to remain a challenge in the higher education system in most underdeveloped and developing nations around the world. The implication of this study, therefore, is the need for the education system to adopt the right teaching methods suitable for specific learning objective, to effectively create the desired entrepreneurial intentions, knowledge and skills in the students.

CHAPTER EIGHT

SUMMARY, CONCLUSION AND RECOMMENDATIONS

8.1 INTRODUCTION

The study is an exploration of the advantages associated with the use of quantitative and qualitative data analyses in the context of three selected universities in South-West, Nigeria. It is evident that this study was able to achieve the five cardinal research objectives spelt out in this research. Among the objective of the study was to determine the influence of different learning factors on individual entrepreneurial intentions. Similarly, the aim of the study was also to validate the relationship between arrays of methods in EET and graduates' entrepreneurial intentions. The results of these findings provide understanding on the nature of framework desirable for T&L entrepreneurship in HEIs towards creating an entrepreneurial culture.

In this study, the data reveal that regression analyses results obtained in the chapter five found motivation, work related experiences and teaching as influencing post study entrepreneurial intentions of university graduates. For instance, with reference to table 5.35 as presented under chapter five of this study, the data suggested that a unit increase in factor 8=traditional learning method was found to be incremental to graduates' preference for a government or private jobs other than entrepreneurship by 0.184. Factor 1 = Entrepreneurial regulation self-practices ($r = 0.151, p < 0.01$), factor 2 = Entrepreneurial self-efficacy practices ($r = 0.146, p < 0.01$), factor 3 = Blended learning model ($r = 0.129, p < 0.01$), factor 4 = Entrepreneurial orientation and intention ($r = 0.209, p < 0.01$) and factor 8 = Traditional learning method ($r = 0.164, p < 0.01$). Similarly, preference for combining government or private job and entrepreneurship was significantly related to factor 2 = Entrepreneurial self-efficacy practices ($r = 0.086, p < 0.01$), factor 3 = Blended learning model ($r = 0.167, p < 0.01$), factor 4 = Entrepreneurial orientation and intention ($r = 0.144, p < 0.01$), factor 8 = Traditional learning method ($r = 0.132, p < 0.01$) and factor 6 = operating digital learning supports.

Similarly, in data in table 5.36, a unit increase in factors: 1, 2, 3, 4 and 8 was established as capable of increasing graduates' preference for a government or private job before going into entrepreneurship by 0.151, 0.16, 0.154, 0.248 and 0.196 respectively. The data also revealed that a unit increase in factors 3, 4 and 8 would increase graduates' intention to combine government or private jobs and entrepreneurship in the study area by 0.105, 0.204, 0.177 and 0.161 respectively, all other factors remaining constant. Other summaries of the findings, quantitative and qualitative, obtained in the study are presented in the next sub-headings.

8.2 SUMMARY OF THE RESEARCH FINDINGS

Parts of findings presented in chapters seven of this study highlighted the influence of T&L methods on the entrepreneurial learning outcome in the context of university education system. The study adopted a mixed method research approach involving the collection of quantitative and qualitative data to avoid the element of bias. Data obtained through these strategies in addition to available documentary evidence, enable the study to determine the relationship between individual behavioural intention and delivery approaches in the context of global practices. The quantitative data were obtained from the final year full-time students and some students on post-graduate degree programmes. A self-administered questionnaire with six Likert scale questions was used to obtain the quantitative data, which was later analysed with SPSS (version 23). In-depth interviews were held to obtain qualitative data from the academic and curriculum professionals in the three selected universities (private, state and federal). The data obtained from the interview were analysed using advanced thematic content analysis (TCA).

The findings of the quantitative data are discussed in chapter five, while chapter six contains the discussions of the qualitative findings. Chapter five of the study provides that the data were subjected to factor and reliability tests which explain the justifications for selecting the research strategies. Most of the result of the Cronbach alphas for the factors indicated 0.900 to a maximum of 0.902 while the general Cronbach Alpha coefficient was 0.902. These are in agreement with the reliability of scale within an acceptable interim correction. The reliability and validity tests for the measurement of the factors as presented in chapter five of the study, indicated acceptable overall reliability tests of the factors at 0.902. The analyses as presented in chapter five show the regression and mediating effects of the factors as discussed in chapter seven of the study.

Analysis of data from the quantitative and qualitative studies presented in chapter seven of this thesis suggested a significant relationship between chosen delivery strategies and individual entrepreneurial intentions. The findings imply that graduate entrepreneurial development is a direct function of the appropriateness of the delivery strategies. The evidence of data triangulation (quantitative, qualitative and documentary analyses) achieved in this study further established a significant relationship between entrepreneurial self-efficacy, self-regulation and individual desirability and feasibility for entrepreneurship. The review of the theories under chapter three earlier demonstrated the nexuses between delivery approaches, perceived desirability and graduate entrepreneurial intention. The subsequent sub-headings contain the summary of other findings obtained in this research as follows:

8.2.1 Perception of pedagogy and model of delivery

As presented and discussed under section 7.3 of this study, evidence from information available established that teaching strategies operate in a diffused learning environment, because there is no single approach regarded as universal or applicable to all situations. It is also established in this study that teaching entrepreneurship requires different learning strategies because entrepreneurial students learn differently and they have a different learning moment. The findings are in line with the previous studies (Frederick, 2007; Mkala and Wanjau, 2013), which suggest that effective learning entrepreneurship require experiential, concrete, visual and active learning activities. To address the research question one of this study as contained in section 1.6 presented as thus:

To what extent do teaching and learning methods influence students' post-study entrepreneurial intentions in the selected universities in South-West Nigeria?

Both results: quantitative and qualitative findings established the fact that entrepreneurial intention of the students is substantially influenced by the chosen delivery method. The lecturers' and the students' respondents perceived a complementary linkage between cognitive and non-cognitive activities in the context of skills development as well as the multiplier effects at various stages of learning. From the findings, it is evident that what students learn and how they are taught have a significant influence on individual entrepreneurial intention. This is in line with the literature according to Volkmann (2009) that the factor of curriculum content and pedagogical methods form the basic factors that stimulate students' entrepreneurial intentions. The findings imply that both learnings: theory and practical activities have a significant influence on human development in the context of entrepreneurial desirability and intentions.

As reviewed under chapter seven of this study, findings from similar studies (Kaylea and Olen, 2017; Maritz et al., 2010; Piperopoulous and Dimov, 2016; Slavich and Zimbardo, 2012) affirmed that blended learning effects and traditional face-to-face learning strategy could be a good blend to develop graduates' entrepreneurial skills. These findings and other similar findings establish the relative efficacy of blended learning approach, and the use of lectures form the framework for EET. The implications are that formal learning or theory must be supplemented with non-formal or work-related activities to influence individual entrepreneurial behaviour. Entrepreneurial skills can best be acquired when the theory is supplemented with practical; this could influence the learners to become practising entrepreneurs after graduation.

Parts of the results of this study also established other strategies, prominent among these are the issue of exposing students to previous experiences as a factor that increases entrepreneurial self-efficacy,

behavioural intentions and learning outcomes. It is therefore instructive to note that university system should maximise the use of ESE and ESR as orientation strategies because of their antecedents, which cumulate into high behavioural intention in entrepreneurship. It is also important to note that the data obtained in this study suggested that high level of ESE and ESR would lead to increase the desire for entrepreneurship and ultimately to entrepreneurial action. These findings are in agreement with the research conducted by Mojalalchubqlu et al. (2011), which established multi-purpose activities including organising a workshop, holding classes, promoting creativity, active learning as influencing entrepreneurial intentions. Similarly, activities such as internship, mentoring, fieldwork and other extra-curriculum activities are identified in this research as influencing entrepreneurship training. Additionally, such data obtained through quantitative and qualitative studies as well as documented reports as established in this research addressed the research question one of this study. The implication is that the results data analysis (quantitative and qualitative) established the fact that effective application of relevant pedagogies: theory and practical, substantially motivate graduates' entrepreneurial intentions.

8.2.2 Diffusing blended and traditional learning models

Evidence under section 7.4 obtained through data analyses suggested that synergy between traditional and blended learning strategies are perceived as having high weights on graduates' entrepreneurial development. The expert opinion further explained the research question two is in line with the objective of this research discussed as follows:

What learning outcomes are associated with the blended learning method compare to the traditional learning method in the university-level entrepreneurship training?

The data obtained in this research study established a positive attitude of respondents towards delivery strategies operated in the diffuse learning environment as motivating in EET. Even though the approaches through technology are considered more as T&L aids by most of the respondents, it is evident that the experts were unanimous in their opinions that such technology supports could drive individual entrepreneurial desirability and intentions. The data (quantitative and qualitative) highlight supports for the synergy and interaction when technology drives the T&L entrepreneurship. The implication is that BLM offers realistic activities, methods and arrays of learning styles motivational in EET. The results of the finding align with the EU reports as presented in (European Commission, 2012; Volkman et al., 2009), which confirm that the application of some matchless technology including developed software, use of internet facilities, bulletin board, multimedia option, video and games, aid the process of teaching in such as a way that facilitates technical progress of the learners.

The finding of this study relating to the relevance of arrays of methods in EET is well discussed in the entrepreneurial research. As discussed in chapter seven of this study, the data revealed that individuals with a strong entrepreneurial orientation are likely to participate in any form of higher education. The implication is the fact that the behaviour of learners could be influenced by knowledge in innovation, proactive actions, risk-taking ability, competitive aggressiveness and autonomy. Such findings are consistent with earlier studies in the literature including (Lekang et al., 2016; Sherif et al., 2011), which established that extra-curriculum activities have a substantial influence on entrepreneurship development. Such findings obtained through the quantitative and qualitative studies in this research align with Valerio et al.'s (2014) position that effective entrepreneurial orientation required arrays of methodology including regular academic exercise and standalone training exercises. This evidence as provided by the participants and available records addresses the research question two of the study.

8.2.3 Significances of entrepreneurial orientation

Data, as discussed in section 7.5, shows that professional development will provide lecturers and students with the privilege to have the latest information relating to EDP. In explaining the significance of realistic strategies through which individual orientation could be enhanced in EET, data highlights the preference or ranking of the strategies as perceived by the respondents. The results of this data provide an explanation to research question three about the research objective of this study as follows:

To what extent is entrepreneurship orientation significant to students' motivation for entrepreneurship?

Findings of this study validated the significant influence of using graduates' internship scheme, mentoring, organised conferences, seminars and business networking strategies as motivating factors of entrepreneurial orientation. The results of the quantitative and qualitative surveys indicate the potential quality of EET could be realised when entrepreneurial aspirations are influenced by extracurricular activity supports. The findings are in line with the need for a paradigm change in the education system to accommodate other T&L interventions. Such orientation could change and transform individual behaviour (Hardman and Hardman, 2014). The implication is that practical steps are required to address low entrepreneurial intention and behaviour among educational groups in Nigeria. The step may include the university modifying the school practices to accommodate more activity-based learnings. Previous research has demonstrated that activity-based learning has potential to increase individual entrepreneurial intentions and behaviour.

Substantial evidence as determined by the quantitative and qualitative research strategies provided adequate justification that addressed the research question three of this study.

8.2.4 Attitude to entrepreneurial self-efficacy and self-regulation

As identified in this study in the statement of the research problem under sub-section 1.4, previous findings mostly in the developed countries, relating to the significance of entrepreneurial self-efficacy, self-regulation and individual entrepreneurial intentions remains inconsistent. The implication is that such inconsistencies make it crucial to determine the extent of influence of ESE and ESR in the context of entrepreneurship training in the higher education system of developing nations such as Nigeria. Recent knowledge suggests that the issue of whether ESE affects students' entrepreneurial intention requires further investigation (Bayron, 2013, p.74). Data obtained in this study provide findings that are comparative to earlier research, in a bid to address the research question four as follows:

To what extent are the concepts of entrepreneurial self-regulation and entrepreneurial self-efficacy related to perceived desirability for entrepreneurship?

Through the findings of this research as discussed under section 7.6 of this study, the issue of whether or not entrepreneurial self-efficacy has a significant influence on entrepreneurial orientation is considered in the context of this research. From the data (quantitative and qualitative) as obtained in this research, the results indicate a significant relationship between ESE, ESR and entrepreneurial intentions of an individual. The data imply that when the issue of self-practices is involved in T&L entrepreneurship, the entrepreneurial intentions of graduates could be motivated. Such finding is by the Ajzen's Planned Behaviour Theory, which stated that a "perceived desirability is equal to the attitude of certain behaviour and subjective norms" (Rachmawan et al., 2015, p.420).

Even though most of the previous studies are conducted in developed countries, the findings of the research work align with the other empirical studies that establish positive effects (Wu and Wu, 2008; Santoso, 2016) while the results also refute the other studies that find no such significant relationship (Fayolle et al., 2007; Von Graevenitz, 2010). Such evidence obtained from the quantitative and qualitative data in this research resolved the research question four of the study.

8.2.5 The need for a conceptual framework in EET

Data obtained from this process as validated under the qualitative analysis of data forms an integrated framework, which addresses the research question five of this study, discussed in the context of the research objective of the study as follows:

To what extent can the supposed teaching and learning framework influence the university-level entrepreneurship training?

The results of the quantitative demonstrate that as much as 95% of the lecturers and students, affirmed the need for current school practices to be modified in Nigerian universities. Such level of acceptability justifies the need for developing a framework for entrepreneurship training. Similarly, results of the qualitative data revealed that the expert opinions formed by all the academic planning professionals across the three participating universities endorsed the need for an integrated framework in EET. The results suggested a new thinking regarding the existing entrepreneurship curriculum.

This research underscored an institutional framework desirable both to the students and lecturers in the context of T&L entrepreneurship. The findings of this study align with the submission that effective entrepreneurship training could be achieved, when the learning approaches are suitable to the students and also to the lecturers (Adunola, 2011; Ganyanpful, 2013, Wahid et al., 2016). The research approach, which combines the captive population comprising the students, lecturers and academic curriculum committee members of the universities, appears to be first of its kind in entrepreneurial research.

8.3 MANAGERIAL IMPLICATIONS OF THE STUDY

This research has successfully been able to achieve informed understanding of the implications of chosen T&L strategies in the context of university EET. The study also determines the extent of influence the adopted T&L strategies have on developing individual entrepreneurial intention. From the imports of the findings, the study offers an integrated framework according to the viewpoints of students, lectures and academic planning professionals. The framework describes the conceptual relationship between formal and non-formal learning activities. Consequently, the framework spells out the synergy between blended learning method, the use of ICT, and traditional learning practices. The study further establishes the significance of entrepreneurial self-practices, self-regulation and self-efficacy in the context of entrepreneurial orientation. The significance of these factors is used to measure the relationship between entrepreneurship education programmes, perceived desirability and individual behavioural intentions.

The findings of this study also show that imparting entrepreneurial skills requires aggregation of knowledge with other knowledge providers. The study provides the university management with a framework, which attempts to strike a balance between EET in the context of entrepreneurship programmes in HEIs. Such framework integrates learning the principles and practices through complementary activities, cross-disciplinary exchange training, mentoring, self-regulation, industrial attachment, business networking, graduate internship programmes and business simulations. The research also provides understanding to how the model of learning influence individual entrepreneurial intentions.

The results of the study as cumulated to the development of an integrated framework, which describes the relationship between delivery strategies, prior experience, self-efficacy and individual entrepreneurial behaviours proposed by Ajzen's Theory. The results do not only establish the significance of the surveyed variables on graduate entrepreneurial intentions but also provides a direction for reforms relating to policies on entrepreneurship schools' education programmes. The research outcomes further provide a leeway to a programme of action towards effective implementation of university EET regarding quality and quantity for preparing the functional foundation for an individual to succeed in future entrepreneurship.

It is therefore offered in this research that EET should be decentralised and offered based on interest, at the departmental/faculty levels to all categories of students, irrespective of academic disciplines. The study offers a new thinking, which allocates as much as 70% practical training activities in the university EET operational framework. Such framework could operate along cross-disciplinary levels since there is always an element of entrepreneurship components in every academic discipline. The implications of the study are the need for more advocacy in the area of stakeholders' inclusiveness and community involvement in schools' entrepreneurial education vis-à-vis the value chain to the economy. The inclusion of stakeholders could cut across within and outside the university communities, who can provide both the lecturers and students with hands-on training. The EET could begin from the foundation level of the courses of study as against the structure, which introduces learning at the terminate classes (final year) when students are about to depart the universities. Early-age enterprising activities could individual future behaviour for entrepreneurship. Rather than over-regulating university programme, the government could be more flexible in term of inputs from the university stakeholders for a robust framework that is all-inclusive.

8.4 RECOMMENDATIONS FOR FUTURE RESEARCH

Consequent upon the findings in addition to the limitations, this study provides a veracity for adoption and implementation EET framework for sustainable entrepreneurship education programmes in HEIs. The findings invite the attention of the government, education policymakers, higher education institutions, faith-

based organisations, international communities, entrepreneurial practitioners, university administrators, parents and other social groups, to the desired framework for national orientation and entrepreneurship education development. However, the issues of the T&L method issues are not the only factors influencing entrepreneurial intentions and behaviour. Future research could, therefore, consider other factors not captured in this study.

Based on the limitations as discussed in the study, the following areas of research are therefore suggested as the need for further studies in entrepreneurial research as follows:

- It is noted in the course of this study that research is rare in the area of how EET has influence transition of graduates from classroom to practising entrepreneurs. According to findings in the literature, there is lack of a database of how many graduates, through university entrepreneurship education programme, have started their own businesses.
- The similar longitudinal study could be conducted in the future to ascertain the veracity of the framework contributed in another related area of entrepreneurship practices. For instance, a similar study could also be conducted in other geopolitical zones of Nigerian as a comparative study to determine the suitability of the integrated framework. Also, it is argued that the effects of EET could be better measured at the time when graduates pass out of the university to the labour market, hence a study ascertaining the impacts from when graduates begin entrepreneurship to when graduating from the schools could be conducted to determine the significance of the framework in the new knowledge economy.
- A comparative study of similar nature could also be conducted in other developing economies of the world for more robust research in such a way that could give the designed framework a global outlook. Similarly, other factors like environmental, institutional, social, infrastructural, religious, laws and government regulations including finance and funding effects could be ascertained and the extent of influence on entrepreneurial practices in the new knowledge economy. Similar other research that establishes why the Igbos are more entrepreneurially inclined than other regions is recommended for further study.
- Future studies could identify how the conceptual framework presented in this study could be modified to accommodate other factors of high-value addition to the current study. However, caution

must be taken to ascertain the cultural practices, government policies, the system of education and regulations peculiar to the chosen case study before adoption and implementation of the framework.

8.5 REFLECTION ON THE RESEARCH JOURNEY AND CONTRIBUTIONS

As a tutor in the field of entrepreneurship in one of the public schools in Nigeria, I embarked on this study when realising that a gap still exists on how EET is conducted in most HEIs in the developing countries. Research relating to adoption and implementation of the framework is noted to be few as different educational institutions appear to operate strategies as deemed appropriate. One factor of note that was peculiar to the most education systems is the issue of the conventional learning model, which is more of lecturing in the business schools. In Nigeria, I observed that the main operational curriculum guiding entrepreneurship emanates from sole inputs of the National University Commission (NUC). The inputs of lecturers, students, academic planning professional and the university community were found to be conspicuously missing out. The understanding from recent empirical studies has suggested that the designing of education policy framework requires the inputs of the end users. More importantly, it was also noted that research contributions from the college of management remain insignificant despite the fact that T&L entrepreneurship is substantially domiciled mostly in the business schools.

This investigation, therefore, provides the research with the opportunity to understand the magnitude of learning principles and practices in the context of entrepreneurship motivation, pedagogy and learning. The imports of the findings achieved in this study have provided insights into arrays of learning strategies operated in a diffused learning environment, the significance to EET and the implication on individual entrepreneurial intention. The reflection on the investigations, therefore, begins with the aim of this study, the significance of the study and research methodologies adopted in the research.

8.5.1 Reflection on the aims of the study

This research aims to offer a framework for university EET and the significance in creating entrepreneurial behaviour. Consequently, the research objectives are divided into five main thematic areas for investigations: to determine the influence of T&L methods on the student's post-study entrepreneurial intentions; to determine the influence of T&L methods on the student's post-study entrepreneurial intentions; to assess the relative weight of the teaching conducted through blended and traditional methods on the students' entrepreneurial learning outcomes; to determine the relevance of entrepreneurship orientation on students' motivation and drive for entrepreneurship; to ascertain the interplay between entrepreneurial self-regulation, self-efficacy and entrepreneurial learning outputs and to develop a framework for entrepreneurship T&L towards enhancing graduates' knowledge and skills.

8.5.1.1 Perception of T&L methods influence

In an attempt to pursue the research objectives highlighted in this study, I began to seek to understand to know if the T&L methods, in a way, affect individual entrepreneurial intention. It is noted that the studied participants were varied in their perceptions. The views are divided along cognitive and non-cognitive activities as well as the significance of T&L entrepreneurship. The sub-field area of teaching and learning was initially identified as required further research in entrepreneurship (Tsordia and Papadimitiou, 2015, p.24; Wahid et al., 2016, p.82). It was noted in this study that the concept of EET is still developing particularly in Africa unlike many developed economies in the world, where the concept is well developed and integrated into the education system. For instance, it is noted that research around BLM and the implications on EET was non-existent in entrepreneurial research of many developing nations, like Nigeria. By these gaps, the study picked interest in conducting an exploratory study to validate the concepts of BLM in the context of our environmental peculiarity in Africa.

8.5.1.2 Understanding blended and traditional learning strategies

Research development in the area of BLM in the context of EET is growing fast around the developed nations of the world (Frederick 2007, Maritz et al., 2010). The results of the findings obtained in this research provided understanding to the attitude of respondents towards delivery strategies operated in the diffused learning environment. The attitudes of the participants indicate a high disposition to T&L aids by technology supports as possible to drive individual entrepreneurial intentions. The data (quantitative and qualitative) highlight supports for the synergy and interaction when technology drives the T&L entrepreneurship. The implication is that BLM offers realistic activities, methods and arrays of learning styles motivational in EET. Similarly, the data analysis results were noted to agree with the position of EU as presented in (European Commission, 2012), which confirms that the application of some matchless technology including developed software, use of internet facilities, bulletin board, multimedia option, video and games, aid the process of teaching in such a way that facilitates technical progress of the learners. I realised the benefits of combining BLM and arrays of methods outweighs the current traditional lecturing model.

8.5.1.3 Entrepreneurial orientation variables and the significance in EET

This study was also aimed at validating the significant influence of using graduates' internship scheme, mentoring, organised conferences, seminars and business networking strategies as factors for attaining desired orientation in entrepreneurship. The results of the quantitative and qualitative surveys indicate that potential quality learning in EET could be realised when individual entrepreneurial orientation is influenced

by extracurricular activities and supports. The need for a paradigm change in the education system to accommodate other T&L interventions was noted as a required further study in the context of university EET. Such orientation is noted could change and transform individual behaviour (Nieman and Nieuwehuizen, 2009, 194). Substantial evidence as determined through the quantitative and qualitative studies provided adequate justification that addressed the research question three of this study.

8.5.1.4 Reflection of ESE and ESR effects

Through the findings of this research, the issue of whether or not individual self-efficacy has a significant influence on individual entrepreneurial intention is considered in the context of this research. The essence is for this study to act as contemporary research to the earlier studies conducted mostly in the developed economies. The aim was for the research to either confirm or refute earlier discrepancies in the results of the past studies. Review of the earlier studies indicates that while some studies establish a positive relationship between ESE, ESR and entrepreneurial desirability (Wu and Wu, 2008; Santoso, 2016), other studies found no significant relationship (Fayolle et al., 2007; Von Graevenitz, 2010). From the data (quantitative and qualitative) as obtained in this research, it is evidence that a significant relationship exists between ESE, ESR and possible entrepreneurial intentions of an individual. Such findings agree with earlier studies which established a positive relationship. Similarly, the findings of this research also refute other investigations, which did not find any significant relationship between ESE, ESR and entrepreneurial desirability of people.

Unlike the current teacher-centred practices, where lecturers dominate the class work and dictate solely what students should do, the findings of this research provide empirical understanding into the significance of ESE, ESR and self-practice in the context of EET. These findings obtained from objective one to four and validated by the respondents therefore cumulated into an integrated framework offered for EDP in the university system around developing nations, like Nigeria.

8.5.1.5 Significance of conceptual framework

The participants: students, lecturers and academic planning professionals in the three universities engaged in this research, were unanimous in their perceptions that an integrated framework is required to modify the existing practices. The understanding from similar empirical studies has suggested a review of existing entrepreneurship framework with a view to strengthening EET (Alabi et al., 2014; Ibuya, 2016). The results of this research, therefore, provided an opportunity for the university community to make inputs into current institutional curriculum operational in Nigerian universities. In this study, it was noted that before effective entrepreneurship training could be achieved, the learning approaches must also be suitable for the students,

lecturers and other stakeholders in the education system. Other findings of review under the literature also form the basis for reflection in this research.

8.6 REFLECTION ON THE LITERATURE REVIEW

A gap was identified in the existing knowledge in the literature. Even though several studies (Aja-Okorie and Adali, 2013; Alabi et al., 2014; Emechete and Awill, 2010) are conducted on entrepreneurship in some developing countries, like Nigeria, the sub-field area of T&L remained scanty. It was noted in the literature that what to teach (curriculum) and how to teach (effective pedagogies) have significant influence how best to learn (Ganyanpful 2013, p.33; Volkmann et al., 2009, p.11). Also noted is the knowledge that poor academic performance of the students was linked to the adoption of ineffective delivery strategies (Adunola, 2011; Ganyanpful 2013, p.33). Of high priority attention in this study is the understanding created in the literature (Gibbs, 2013; Wahid, 2016) that adopted delivery methods must be motivational both to students and to the lecturers before learning can be effective.

In many developing countries like Nigeria, studies (Akhueomonkhan et al., 2013; p.67; Olorundare and Kayode, 2014; p.156) revealed that the approach to learning entrepreneurship in most HEIs remained the use of lectures to teach theories in the class just like the ways other general courses are taught. It was also noted that recent knowledge informed that T&L entrepreneurship requires different teaching approaches and that entrepreneurial students have different learning moments (Frederick, 2007; Gatchalian, 2010; Mkala and Wanjau, 2013, p.19). Further investigation into these studies showed students' preference for active, visual, practical and concrete teaching methodologies. In a related development, it was noted that studies (Jones and Iredale, 2010; Piperopoulous and Dimov, 2016) established a complementary linkage between cognitive and non-cognitive skills development as having multiplier effects at various stages of learning. Similarly, other knowledge: (Kolb, 2015; Piperopoulous and Dimov, 2015) informed that the issues of cognitive and non-cognitive activities have a potential influence on individual entrepreneurial actions. It is noted in this research that such framework remains a gap in university EET research in most developing countries, like Nigeria. Addressing these gaps and other significant contributions of this study are noted as relatively critical to entrepreneurial research in the 21st Century.

8.7 REFLECTIONS ON THE SIGNIFICANCE OF THE STUDY

As presented in chapter one of this thesis, the highlights of the significance of teaching and learning strategies form four key reflections: theoretical, methodological, policy and practical significances as follows:

8.7.1 Reflection on the theoretical significance

The study attempted to be a reference regarding the research that applies a combination of Otto Scharmer 1980s Theory U and Ajzen's Planned Behaviour Theory (1991) to define a framework comprising BLM as a new thinking in the ever-changing knowledge society. It is noted that defining individual entrepreneurial intention can properly be defined through the theory of planned behaviour, hence suitable to narrate research questions 1-4 as contained in chapter one of this study. The purpose of this research is to generate rich data that provide required information regarding EET framework to address research question 5 for this study. The justification appears to be related to appropriate utilisation of the central tenets of the Theory U model as background understanding for answering research question 5 in this study. The review of the theories demonstrated the nexus between delivery approaches, perceived desirability and graduated entrepreneurial intention.

Such understanding informed the choice perceived as significant by the research participant as well as understanding the in-depth interrelationship between the study objectives and individual planned behaviour. By the nature of this investigation, the aspects of cognitive and non-cognitive psychology form part of the theoretical perspective applied in this study. The background findings were therefore used in developing a framework specifically designed to enhance T&L processes.

8.7.2 Reflection on the methodological significance

The application of the mixed methods research strategy to determine arrays of learning strategies and the preferences, and as well crystallised these strategies into an integrated framework made this research a point of reference. The use of the mixed method is noted to be of high value in social and behavioural research in the context of educational policy. I observed that past studies in entrepreneurial research (Kuttim et al., 2014; Bagheri and Pihie 2014) either adopt quantitative or qualitative study, primary or secondary sources of data, as well as the captive population of either the students or lecturers. In order to eliminate the demerits associated with either of these research methods, this study applied a mixed method research strategy, which combines (quantitative and qualitative) philosophies. Similarly, other documentary records (BMAS, NPE, NUC) formed the secondary sources of data in this study. The imports of these synergies between the use of mixed methods strategies: primary and secondary sources of data lead to the choice of data triangulation. The results obtained through data triangulation are noted to be more believable in the literature (Sekaran and Bougie, 2016, p.158).

8.7.3 Reflection on the policy significance

The findings of this study are cumulated as having implications for entrepreneurship educators. The research creates understanding into entrepreneurship educators' roles in motivating entrepreneurial intention and behaviour through the likelihood of engaging blended learning oriented synergy as a learning framework. In addition to the development of knowledge and skills, entrepreneurship educators could also inculcate value orientation for entrepreneurship among university graduates. Such valuations could positively enhance entrepreneurial intention and subsequent behaviour. Among such valuation, as investigated in this study are the use of case study, celebrities, role-play, field activities and stakeholder inclusion. The use of these groups is capable of portraying good images of successful entrepreneurs, which in turn could influence graduate perceptions and thinking for future entrepreneurship endeavours.

Considering minimal research on the sub-area of T&L in the university EET across most developing countries like Nigeria, the framework contributed in this study, provided insights into understanding the components of what should be taught (curriculum contents), who to teach (instructors/students), how to teach (pedagogy/methods), where to teach (place of study) and when to teach (period or level to begin entrepreneurial academic activities). The study further served as a reference to stakeholders on EET: regional government, National University Commission, the university administrators and practitioners. Most of the findings served as a comparative study and validated arrays of methods in the context of geographical location, political, cultural and environmental differences. The research also provides an understanding of the extent of relationship that exists between conventional models of learning and blended learning framework, and the influence on developing entrepreneurial behaviour. The study also creates knowledge of how future EET programme for adoption and implementation.

8.7.4 Reflection on the practical significance

Prior studies in the literature established the fact that students' education achievement is substantially influenced by adopted delivery strategies and the appropriateness to the learning objectives. As regards the practical application of this study, the findings of this research determined the extent by which different T&L methods influence the learning needs of the students. This also includes addressing issues relating to entrepreneurial curriculum content reform, adopting cross-disciplinary learning model and complementary strategies to EE. The study determined the influence of digital learning operating framework for entrepreneurship orientation through a blended learning approach, university-family collaborations, self-efficacy and self-regulation as strategies for achieving sustainable entrepreneurship education development. This study is directed at determining areas of overlap between the experiential teaching activities, TLM and the influence on the entrepreneurial learning processes.

8.8 FINAL CONCLUSION

The outlook of effective EET revolves around arrays of T&L strategies desired by entrepreneurial stakeholders in the university: students, lecturers and academic planning professionals. The research work explored different studies to explain available methodologies in the context of knowledge acquisition, retention and transfer in EET. The development of EET does not only have a critical role to play in influencing individual entrepreneurial behaviour but also significant at creating the knowledge requires for business start-up, survival and growth. In a bid to accomplish these critical roles, the issue of T&L approaches is identified as crucial in the context of developing entrepreneurship education programmes. Even though several past studies in the literature investigate the importance of EE as a field of academic research, the sub-field area of T&L methods remains scanty. More importantly, it is identified that the effectiveness of EET is not only limited to what to teach (curriculum), how to teach (pedagogy), who to teach (instructors), where to teach (environment) and when to begin (period to begin EE) but the skills of the lecturers and their ability to use arrays of methods relevant to EET.

Considering the influence of T&L methods on individual entrepreneurial intention, this study first review arrays of learning strategies along best practices in EET and provide a list of teaching methods. Quantitative and qualitative research strategies were adopted to complete the list as most preferred. The findings of this study validated action-based pedagogues: internship, mentoring, business networking, the use of conferences and seminars, simulations and business games and other experiential methodologies, as preferred in the university EET framework. The trends suggest that innovative T&L is driven by experiential pedagogy. The study also established the need for EET curriculum to include a strong practical orientation with a focus on real-life problems. The study established the influence of quality EET as a key determinant of quality entrepreneurial learning outcomes. It is established that the system of education must be right to the students and the lecturers. The students' poor academic performances are strongly related to the application of T&L methods that are ineffective to the learning objectives.

There is no known study of this nature that attempts to combine quantitative and qualitative strategies to investigate lecturers, students and academic planning professional's views point in the context of university-level training in entrepreneurship in Nigeria. The findings in the study cumulated to an integrated framework offered as blended learning themes: traditional lectures, blended learning, entrepreneurial orientation strategies, self-efficacy and self-practices together with technology acceptance as factors influencing individual entrepreneurial perceived desirability and intention. The study established the fact that the velocity of entrepreneurial intentions: low, moderate or high among the educational group, is significantly related to the chosen T&L strategy. The findings imply that only delivery strategies preferred

by stakeholders in university entrepreneurship education programme (students, lecturers and academic planning experts), could drive attitude for entrepreneurship, desirability and intention among education groups. To a large extent, such practices remained a challenge in most HEIs in the developing nations around the world.

Consequently, this study concluded that the approaches to teaching entrepreneurship are heterogeneous and unfortunately still lack a common paradigm among different educational group and researchers. Additionally, it was also established that the adopted T&L methods could only be effective if it is suitable to the needs of the learners and the learning objective. Based on these understandings and results from this study, a conceptual framework is provided as a contribution to university EET research. The framework synthesises the possible relationship between blended learning approaches and entrepreneurial behaviour/culture among graduates of HEIs. The framework also offers the main frame for reference purposes and the potential model testing for similar future research that could be carried out in the field of entrepreneurship. The findings from this research could be compared with other studies to explore factors influencing entrepreneurial intention of a university student, curriculum adoption and implementation in HEIs. The proposed model is novel in that it combines education and training mechanisms into the taxonomy of knowledge and skills significant to graduate entrepreneurs in the 21st Century. Such framework as provided in this study has further contributed to existing knowledge in entrepreneurial research. The results will be of great use to policymakers on EET as well as potential business proprietors both local and international.

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LIST OF APPENDICES

Appendix 1: NUC Benchmark Minimum Academic Standard

Preamble

Section 10 (1) of the Education (National Minimum Standards and Establishment of Institutions) Act, Cap E3, Laws of the Federation of Nigeria 2004, empowers the National Universities Commission to lay down minimum standards for all programmes taught in Nigerian universities. In 1989, the Commission, in collaboration with the universities and their staff, developed minimum academic standards for all the programmes taught in Nigerian universities and the Federal Government subsequently approved the documents.

After more than a decade of using the Minimum Academic Standard (MAS) documents as a major instrument of quality assurance, the Commission in 2001 initiated a process to revise the documents. The curriculum review was necessitated by the fact that the frontiers of knowledge in all academic disciplines had been advancing with new information generated as a result of research. The impact of Information and Communication Technologies on teaching and learning and the dynamics of the skills set required to face the challenge of competition engendered by globalization were also compelling reasons for the curriculum review.

Other compelling reason included the need to update the standard and relevance of university education in the country as well as to integrate entrepreneurial studies and peace and conflict studies as essential new platforms that will guarantee all graduates from Nigerian universities the knowledge and appropriate skills, competencies and disposition that will make them globally competitive and capable of contributing meaningfully to Nigeria's socio-economic development.

Recognising that the content-based MAS documents were rather prescriptive, a decision was taken to develop outcome-based benchmark statement for all programmes in line with contemporary global best practice. To actualise this, the Commission organised a stakeholder's workshop to benchmark each programme in all the disciplines taught in Nigerian universities. Following comments and feedback from critical stakeholders in the universities indicating that a Benchmark-style statements were too sketchy to meaningfully guide the development of curricula and were also inadequate for the purpose of accreditation, the commission put in place the mechanism for merger of the Benchmark-style statement and revisit Minimum Academic Standard into new documents referred to as the Benchmark Minimum Academic Standard (BMAS).

The resultant documents, an amalgam of the outcome-based Benchmark statements and the content-based MAS clearly enunciates the learning outcomes and competencies expected of graduates of each academic programme without being overly prescriptive while at the same time providing the requisite flexibility and innovativeness consistent with institutional autonomy.

The first step in the process of amalgamation of the Benchmark statements and the content based MAS was the conduct of a needs assessment survey and the publication of the findings in the report titled *Needs Assessment Surveys of Labour Market for Nigerian Graduates*. This was carried out for all the

disciplines taught in Nigerian universities. The exercise involved major stakeholders particularly employers of Nigerian graduates. The objectives of the Needs Assessment Survey included identification of expected knowledge, attitudes and skills for graduates and their ability to fit into the requirements of the new national and global economy. The second stage was the organisation of a workshop at which academic experts across Nigerian universities, including Vice-Chancellors, participated with the objective of ensuring that the designed BMAS for the various disciplines took into cognizance the identified knowledge and skill gaps. At the end of the workshop, draft BMAS documents were produced for the various programmes in the thirteen broad academic disciplines into which the Nigerian University System has been structured. Of significance was the introduction of science- and social science/humanities-based courses under the General Studies programme which are compulsory for all first- year students in Nigerian universities, irrespective of their course of study.

The documents were later sent to the Universities offering relevant disciplines for comments and input. Following the collation of the input and comments from the Universities, another workshop was held at which invited academic experts studied and incorporated the relevant comments and input received into the draft documents. After content and language editing, by relevant experts, a one-day workshop was held at which the edited documents were harmonized to produce the final BMAS documents.

Consequent upon the afore-mentioned processes, BMAS documents were produced for the under-listed academic disciplines:

- Administration; Management and Management Technology;
- Agriculture, Forestry, Fisheries and Home Economics;
- Administration; Management and Management Technology;
- Agriculture, Forestry, Fisheries and Home Economics;
- Arts;
- Basic Medical and Health Science;
- Education;
- Engineering and Technology;
- Environmental Sciences;
- Law;
- Pharmaceutical Sciences;
- Medicine and Dentistry;
- Science; xii. Social Sciences; and
- Veterinary Medicine

For each programme, the document contains suggestions of the status of each course in term of *compulsory*, *required* and *elective*. Universities are encouraged to take due cognizance of the BMAS while bringing necessary innovation into the content and delivery of their programmes towards achieving their overall objectives and goals. Programmes are to be structured in such a way that a typical student does not carry less than 30 credit units or more than 48 credit units per session.

It is the Commission's expectation that this BMAS document will serve as a guide to the universities in the design of curricula for their programmes in terms of the minimum acceptable standards of input, process as well as measurable benchmark of knowledge, skills and competences expected to be acquired by an average graduate of each of the academic programmes.

General Studies Programme

The aim of the General Studies Programme is to expose students to a course of liberal education through which they can develop and expand their awareness of their social, cultural and natural environments. The goal is to produce well-rounded graduates that are intellectually sound, competent in the use of English Language. The objectives of the programme include:

- Acquisition of a body of situational relevant knowledge outside of the respective field of specialization of the students for productive, healthy living and promotion of peaceful coexistence.
- Development of competence in the use of English Language as a tool for their studies and effective means of communication in the society and in their future employment/enterprise.

General Study courses are available up to 300 level. Those available for administration and management science which must be taken by all students are tabulated below:

General Studies: Courses Structure

Course Code	Course Title	Units
GST 111	Communication in English I	2
GST 112	Logic, Philosophy and Human Existence	2
GST 113	Nigerian Peoples and Culture	2
GST 121	Use of Library, Study Skills and ICT	2
GST 122	Communication in English II	2
GST 123	Basic Communication in French	2
GST 124	Basic Communication in Arabic	2
GST 125	Contemporary Health Issues	2
GST 211	Environment and Sustainable Development	2
GST 222	Peace and Conflict Resolution	2
GST 223	Introduction to Entrepreneurship	2
GST 224	Leadership Skills	2
GST 311	Entrepreneurship	2

Entrepreneurship

Toward Nigeria's quest for accelerated economic growth, it is important that active and virile youth population is assisted to develop and convert their innovative ideas into business ventures. These skills can be acquired particularly by those so innately inclined. This underscores the need to actively promote and train students to be entrepreneurial within our educational system. The course aims at re-orientating students towards a job creation mind set rather than the fixed attitude of job seeking. It will equip them with the skills required in establishing businesses or making them add value to existing systems, if employed in organisations. The main objective is to introduce students to concepts and opportunities available in entrepreneurship and innovation. It assumes no previous knowledge and takes students

through the rudiments of entrepreneurship to selecting a desired business and starting it with a Feasibility Report.

The specific objectives of the GST 223 (Introduction to Entrepreneurship Skills) and GST 311 (Entrepreneurship Studies), also to be taught under the General Studies Programme as reflected in the above table, are to enable students to:

- Understand the relationship of enterprise, entrepreneur, business, entrepreneurship, innovation and creativity
- Analyse the historical perspective of entrepreneurship in Nigeria and relate it to the recent trend of unemployment, under-employment and job dissatisfaction, personal, national and global economic recession
- Identify the roles of entrepreneurial development agencies and regulatory bodies
- Cultivate the spirit of entrepreneurship
- Correct wrong attitudes and mind sets and develop high entrepreneurial potential in student
- Select possible business ideas
- Build the capacity to develop business plan to start a business.

FMS 401- Entrepreneurship Development course content obtained from student handbook (2011-2015) academic session, Faculty of Management Sciences, Ekiti State University, Ado-Ekiti,

Overview of courses of the entrepreneurship programme. Entrepreneurship Development is a compulsory course offered to students at their final year level. As a compulsory course, students are expected to register for and pass before such a student can graduate.

Definition of entrepreneur and entrepreneurship

Discussing different aspects of the entire spectrum of entrepreneurship. Discussions of motivation of the entrepreneurs, definition of small business firm, characteristics of small business firms in Nigeria, case studies of socio-economic contributions of small business firms, roles of small business in Nigeria economy. The aim is to provide the participants with an overview of the entire entrepreneurship education programme.

Business Idea generation

Providing guidance for and the opportunity for identifying business ideas, environmental scanning, sources of business ideas and small business plan. Discussing the process of finding an idea and following it up through each steps, from idea generation to evaluation. Discussing estimation of cost and benefit of a business project, project appraisal techniques, discounted cash flow appraisal techniques, risk adjustment in project appraisal. Forms of business ownership.

Entrepreneurial Finance

Financial aspect of entrepreneurship, business success in most entrepreneurship in which business success is most commonly reflected. External aspects of entrepreneurship, with special emphasis on

Nigeria environment. Providing students with an understanding of the different variants of start-up financing as well as the finance cycles, different financial resources, criteria for finding partners with a focus on the special circumstances of start-up finance.

Business Plan

Overview of the building blocks of business plans. Writing a business plan and exercising the defense and communication of it. Analysis and improvement of real business plans and contact with professional business plan writers. Participation in a business plan competition.

Corporate Entrepreneurship

Advancement of entrepreneurship in corporations, working through examples of corporate entrepreneurship. Guidance through all kinds of internal and external corporate entrepreneurship and the whole process of corporate entrepreneurship, including assembling a team and the acquisition of capital. Contact with representatives of blue-chip companies.

Entrepreneurial sundries

Opening discussions around interpersonal or personal characters and behavioural traits of entrepreneurs. Critical success factors, objectivity, prioritisation, provision of excellent and distinctive goods or services. Managing people, managing small business firm in a recession, meeting the challenges of managing small business firms, small business failure and discontinuance. Spectrum of alternatives to founding a new company: characteristics of family enterprises, development of all core contents and processes of succession. Providing overview of succession exchanges and where to find potential contacts.

Patents and Technology

Basics of legal aspects of patent, trademarks, copyright laws and their application. Case studies and patent strategies, license agreements, patent valuations and training in patent and licensing negotiations with practitioners.

Law, Taxes & Insurances

Application-oriented introduction to relevant Swiss and international legal forms of companies. Dealing with the most important questions about legal forms, taxation and insurance questions of entrepreneurs.

Social Entrepreneurship

Overview in specific forms and new concepts of entrepreneurship: social entrepreneurship, culture entrepreneurship and immigrant entrepreneurship.

Entrepreneurial Responsibility

Sharpening participant awareness of the duties and rights of entrepreneurs and their commitment in relation to their stakeholders.

Business Modelling

Presentation of different kinds of business models, their embeddedness in the context of society, their framework and examples of different branches. Identification of what characterises successful entrepreneurs.

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Curriculum Contents Reform and Graduate Entrepreneurship Training in Nigerian Universities

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KEYWORDS Higher Institutions. Private Enterprise. Restructurings. Students. Syllabus

ABSTRACT The aim of this paper is to investigate the relationship between curriculum contents reform and graduate entrepreneurship training in Nigerian Universities in the southwestern geo-political zone of the country. A questionnaire was administered to five hundred and forty four students from six universities in Southwest Nigeria. The results showed that the current curriculum is deficient in producing the much needed graduates with sound entrepreneurial skills, who could be self-employed after leaving the universities. It was further discovered that curriculum has a direct relationship with the level of skills and knowledge students acquired to establish their own enterprise. The study therefore concludes that curriculum contents need to be reformed, be flexible and practically oriented. More importantly, the involvement of successful entrepreneurs and other relevant stakeholders with adequate experience within and outside the universities should be engaged. Similarly, the new curriculum should encourage entrepreneurship training throughout the duration of students' university programme.

Appendix 3: Journal Publication- Journal of Contemporary Management

**Journal of Contemporary
Management**

Volume 13



Cross-disciplinary approach and entrepreneurial orientation in Nigerian universities: a conceptual framework

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Abstract

Research was conducted on the general elective nature of entrepreneurship courses offered as compulsory to all students irrespective of their career paths and interests. Although, empirical studies have established the module as teachable and learnable, the impact remains significantly weak in Nigeria because of the teaching and learning pedagogy operating in most universities is substantially theoretical and centralised exposure.

This article was aimed at establishing the variation between individual disciplines, modes of learning and intentions for business start-up. Five hundred and ten questionnaires were administered through stratified and systematic sampling techniques on undergraduates and postgraduate students of three universities in Southwest Nigeria. Inferential statistics including Pearson's correlation, t-tests, and chi-square at 0.05 p-value level of significance were employed for the statistical analysis.

Significant differences in entrepreneurial orientation were found among school faculties and disciplines. It is concluded that education groups have potential influence on students' intentions and mind-sets for future entrepreneurial ventures. A cross-disciplinary learning model that is decentralised is recommended to bridge the dichotomy in the schools' curriculum, enhance distribution of hands-on activities, and cater for individual variations, preference and learning abilities. The new framework would comprise interdisciplinary mentoring, coaching, networking, attachment and students' exchange programmes.

Key phrases education; orientation; pedagogy, school; training

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Complementary Approaches to Teaching and Learning Entrepreneurship in Nigerian Universities: A Conceptual Framework

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Abstract

The conventional mode of teaching entrepreneurship in most of the Nigerian universities seems to not be sufficiently adequate to increase entrepreneurial action to decrease rates of graduates' unemployment. Using primary and secondary sources of data, the paper examined the influence of teaching and learning methods on entrepreneurship post-study intentions. The investigation yielded 93.52% response rate from the lecturers, postgraduate and final year students of the three selected universities in Southwest Nigeria, with seven hundred and ten questionnaires administered out of which six hundred and sixty four returned and analysed through combining stratified and systematic sampling techniques. Inferential statistics including Pearson's correlation, t-tests, and chi-square at p-value (0.05) level of significance were employed for the statistical analysis. From the findings, it appears that the Nigerian universities lack qualified and experienced lecturers in the area of entrepreneurship while the classes are conducted mostly through the traditional face-to-face theoretical method ($t(655) = 15.499$, $p < 0.0005$). The operating curriculum predominately remains academics while performance assessments are written examinations which are mark driven. The paper however established a significant positive correlation between the use of more theoretical learning patterns and the mind-sets to seek after remunerative employment by university graduates ($r = 0.151$, $p < 0.0005$). Consequently, the study recommended a guiding framework that promotes paradigm shift from perspective highly curriculum content-based approach to a more inclusive outcome-based model, that is more of collaboration, partnership and engagement with key stakeholders in entrepreneurial development.

Key words: Higher education, innovative teaching, Pedagogy, Undergraduate

Appendix 5: Accepted article: Entrepreneurship Theory and Practice

(Reference Number: ETP-2017-08-OA-0341)

Parental Mentoring in Entrepreneurial Leadership Development Programmes of Nigerian Universities: a conceptual framework

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ABSTRACT

This article explores the potentials of a university-parent partnership as a complementary dimension to learning entrepreneurship. Research into parent involvement in nurturing students' entrepreneurial competencies is relatively scarce in Nigeria. The motive of this article is to examine the learning needs of university students and establish the extent by which parental influence creates a pathway for further training. 710 questionnaires were administered through stratified and systematic sampling techniques to the selected undergraduates, postgraduate students and lecturers of three selected universities in Southwest Nigeria. Inferential statistics including Pearson's correlation, chi-square at 0.05 p-value level of significance, means and standard deviations were employed for the statistical analysis. The results established that parental mentoring, university experience, self-efficacy and self-regulation produce a contagious enthusiasm learning atmosphere for graduates' entrepreneurial leadership development. The implication is that the task of providing sound entrepreneurial teaching and learning pedagogy requires the support of social groups such as parents. The emphasis of this article is the proposition for the inclusion of family-based mentoring activities in the entrepreneurial education framework of universities in Nigeria

KEYWORDS: curriculum, family, leadership, training, stakeholders

Appendix 6: International Journal African Renaissance Studies

ID Number: RARS-2017-0013

An empirical review of the relationship between entrepreneurial self-efficacy, self-regulation and individual intention for entrepreneurship in Nigeria

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ABSTRACT

Previous findings of entrepreneurial self-efficacy (ESE) and entrepreneurial self-regulation (ESR) effects on individual entrepreneurial intentions (IEI) remains inconsistent. While some studies establish a positive relationships among the variables, others find none of such connection. Regrettably, a contemporary study that determines such contradictions remains a missing link particularly in the developing countries like Nigeria. This paper is aimed at determining the ESE, ESR and possible influence on entrepreneurial behaviour in the context of three selected universities in Nigeria. By data triangulating, a sample of 701 respondents comprising undergraduate and postgraduate students and lecturers of three selected universities in Southwest, was used for this study. A response rate of 94% was achieved while in-depth interviews were conducted with nine (9) senior academic planning experts in the universities. Inferential statistics which include Pearson's correlation, t-tests and regression analyses of quantitative data at the 0.05 level of significance and advanced total content analysis (TCA) of qualitative data, were used to address the research objectives. The results indicate a positive relationship within the context of institutional framework for entrepreneurship schools training programmes. It is therefore concluded that a blend of regular academic activity with some strategic standalone learning practices could influence graduates' entrepreneurial intentions.

Key words: Human behaviour, motivation, self-employment, university students

Appendix 7: SAIMS International conference 2016, University of Pretoria

CONFERENCE PAPER I

FAMILY MENTORING, SELF-PRACTICE AND ENTREPRENEURIAL LEADERSHIP

DEVELOPMENT IN NIGERIAN UNIVERSITIES: A CONCEPTUAL FRAMEWORK

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The influence of family in the area of developing entrepreneurial leaders within the strata of education economy is fast becoming a topical issue in entrepreneurial research. This empirical paper perceived family as the first level of learning process for developing future entrepreneurs. The family seems to possess emotional influence on students' areas of interests, strengths and weaknesses. Researchers have established a nexus between high positive attitude and academic performance of students whose families involve in their educational pursuits (Baghery & Pihie 2010:434-436, Oluwateleru & Oloruntegbe 2010:1-4). Accordingly, experience from family businesses and difficulty experience in early childhood are established to have positive effects on the mind-sets to venture into own businesses. There is also the notion that novice entrepreneurs might not be encouraged to engage in future entrepreneurship if the family members are not supportive. This paper however observed a limited body of knowledge in this area of research in Nigeria. Little or no study is available in the literature, to suggest if family involvement could mediate between entrepreneurial education and entrepreneurial leadership development in Nigerian universities. At the moment, the mode of instruction substantially remains traditional lecturing method in most universities in Nigeria (Olorundare & Kayode 2014:156). The intentions of many undergraduate and postgraduate students remain how to secure non-available remunerative employments after graduation (Uduak & Aniefiok 201:175). Hence, the study explored the potentials of university-family partnership as a dimension to entrepreneurship orientation. The aim is to establish the learning process and extent by which family ties creates a complementary pathway. The investigation recorded collection of 644 data through stratified and systematic sampling techniques from undergraduate, postgraduate students and lecturers of three universities in Southwest, Nigeria. Descriptive statistics including means and standard deviations were employed for the statistical analysis. Chi-square test of independence was used also on cross-tabulations to see whether a significant relationship exists between variables represented in the cross-tabulation. The preliminary findings reveal a strong relationship between family mentoring, self-practice and university entrepreneurial leadership development programmes. The implication perhaps is that family mentoring, self-efficacy and university experience framework could produce a contagious enthusiasm learning atmosphere for entrepreneurial leadership development in Nigerian. This is in tandem with Ajzen Planned Behaviour Theory which stated that a "perceived desirability is equal with the attitude of certain behaviour and subjective norms" Urbano and Guererro (cited in Rachmawan. 2015:420).

Appendix 8: Conference paper for 12th Biennial conference on entrepreneurship, India

Accepted for publication: *International Journal for Entrepreneurship and Innovation*

ID Number: IEI 17-0150

Developing digital learning operating framework for entrepreneurship education in Nigerian universities: a blended learning approach

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Abstract

The growing interest in Blended Learning Framework (BLF) as emerging empirical area of study in entrepreneurial research, is its concept that supports integration of different learning techniques driven by technology. There is paucity of research in the literature to suggest the review of BLF in relation to entrepreneurship education in Nigeria. This paper is specifically aimed at ascertaining the potentials of digital and traditional operating learning systems mix on entrepreneurial development programmes of Nigerian universities. Adopting a mixed method approach, 664 quantitative data were collected through self-administered questionnaire from the undergraduate, postgraduate students and lecturers, while qualitative data obtained through in-depth interview with 9 senior academic professionals. The data analysis results obtained using advanced *SPSS* and *TCA* revealed that entrepreneurship required adaptive learning methods driven by technology. Findings highlight that learning that occurs through multimedia, web-based, visual display and simulations could positively impact entrepreneurial post-training outcomes. Hence, it is concluded that complementing traditional learning method with BLF could engage entrepreneurial learners more with real practices. Recommendations include the facilitation of curriculum transformation by e-learning environment for sustainable entrepreneurial leadership development in Nigerian universities. This is in tandem with the assertion that embedding entrepreneurship and innovation, cross-disciplinary approach and interactive methods of teaching, all require new framework and paradigms.

Key words: *Orientation, Pedagogy, Strategy, Teaching approach, Technology.*

Appendix 9- Ethical approval letter



21 August 2015

Mr. Ezekiel Jide Fayomi (213574404)

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Dear Mr. Fayomi,

Protocol reference number: HSS/0955/015D

Project title: A conceptual framework for Teaching and Learning Entrepreneurship at Universities in Southwest Nigeria

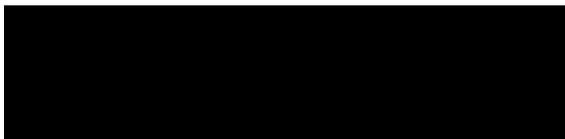
Full Approval — Expedited Application In response to your application received on 16 July 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.



Dr. She uka Singh (Chair)

/ms

Cc Supervisor: Dr Ziska Fields and Dr Given Mutinta Cc
Academic Leader Research: Professor Brian McArthur

Cc School Administrator: Ms Angela Pearce

Appendix 10: Gatekeeper letter- 1

FEDERAL UNIVERSITY OF TECHNOLOGY, AKURE

REGISTRAR: Dr. (Mrs.) M.O. Ajayi P.M.B. 704, AKURE
BA. Ed (Eng.), MPA, M. Phil (Bus. Admin), Ph.D. (Mgt. sc.)
ONDO STATE NIGERIA.

E-mail: registrar@futa.edu.ng

GSM: 0806-289-7715



FUTA/REG/DEHR/MISC/40010th August, 2014

Dr. Ziska Fields,
Academic Leader and Lecturer,
Management and Entrepreneurship,
School of Management, IT and Governance,
College of Law and Management Studies,
University of KwaZulu-Natal, South
Africa.

Dear Sir, **RE: PERMISSION TO CONDUCT RESEARCH AS PART OF THE PHD**

QUALIFICATION - FAYOMI EZEKIEL JIDE (STUDENT NO. 213574404)

The above subject matter refers.

I write to inform you that the University has consented to Mr. Fayomi's request to carry out his PhD research work in our University.

To this end, you are assured that he will be granted access to research facilities, data and equipment that will enhance his research work In his field of study.

Kindly accept the assurances of our highest regard.

Thank you.



and Human Resource

Appendix 11: Gatekeeper's letter- 2



**BABCOCK UNIVERSITY
HEALTH RESEARCH ETHICS COMMITTEE**

Our Ref. NHREC/17/12/2013 **Your Ref.** BUHREC210/15 **Date:** Oct. 21, 2015

NAME OF PRINCIPAL INVESTIGATOR: FAYOMI, EZEKIEL JIDE

**TITLE OF STUDY: A CONCEPTUAL FRAMEWORK FOR TEACHING AND
LEARNING ENTREPRENEURSHIP AT UNIVERSITIES IN
SOUTHWEST NIGERIA**

RESEARCH LOCATION: UNIVERSITIES IN SOUTHWEST NIGERIA

NOTIFICATION FOR ETHICAL APPROVAL

Babcock University Health Research Ethics Committee has approved your research proposal and other related materials after the necessary reviews and corrections.

The National code for Health Research Ethics requires that you comply with all institutional guidelines, rules and regulations. All forms and questionnaire must carry the assigned BUHREC number. No changes are permitted in the research without prior approval by the committee.

Please, note that the committee will monitor the research study. You are expected to give a progress report of the investigation and submit a final copy of the research to the committee.

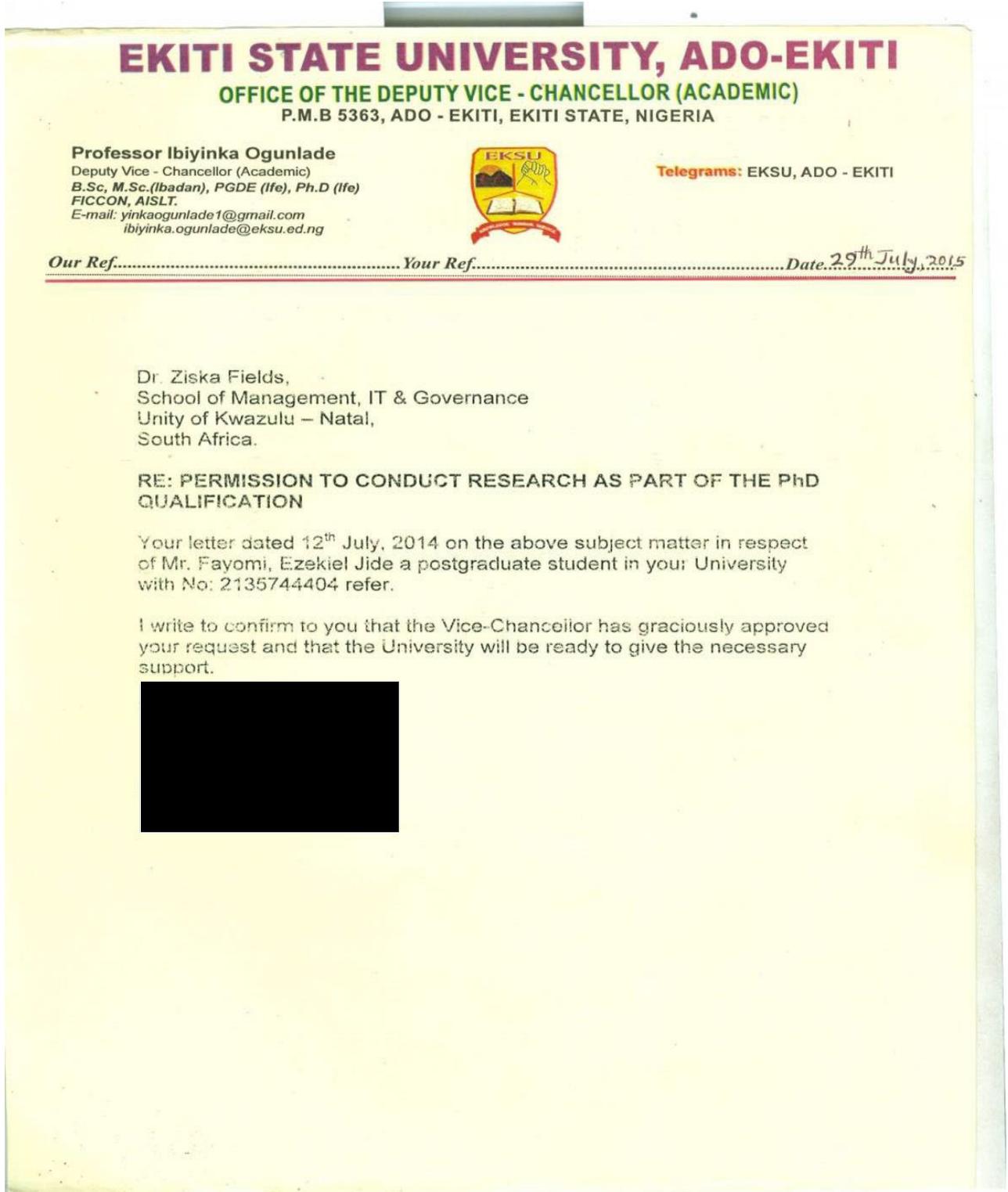
Thank you



Professor D.O. Akinboye
Chairman, Babcock University Health Research Ethics Committee

ILISHAN-REMO, NIGERIA.
buhrec@babcock.edu.ng buhrec@gmail.com

Appendix 12: Gatekeeper's letter- 3



Appendix 13- Administered questionnaire



**UNIVERSITY OF
KWAZULU-NATAL**
**INYUVESI
YAKWAZULU-NATALI**

**UNIVERSITY OF KWAZULU-NATAL
SCHOOL OF MANAGEMENT, IT AND GOVERNANCE**

Dear Respondent,

(PhD) Research Project
Researcher: Fayomi, Ezekiel Jide (Tel: 08033516038)
Supervisor: Dr. Ziska Fields (Tel: +27 31 260 8103)
Research Office: Ms. P Ximba (+27 31 260 3587)

I, (Fayomi, Ezekiel Jide), a (PhD) student, at the school of Management, IT and Governance, of the University of Kwazulu Natal. You are invited to participate in a research project entitled (A Conceptual Framework for Teaching and Learning Entrepreneurship at Universities in Southwest Nigeria). The aim of this study is to study the interplay among teaching methods, ICT and develop a framework to guide learning of entrepreneurship in universities in Nigeria

Through your participation I hope to understand the influence of complementary teaching and learning approaches on entrepreneurship education in Nigerian universities. Your participation is critical to the success of this effort. The results of the survey are intended to contribute to showing the linkages between entrepreneurship teaching methods and several important learning outcomes like:

- Graduates' employment
- Entrepreneurial knowledge and skills
- Students' motivation and intention towards entrepreneurship
- Knowledge about innovative and risk taking behavior
- Job creation and economic development

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the school of Management, IT and Governance, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The survey should take you about 20 minutes to complete. I hope you will take the time to complete this survey.

Sincerely

Investigator's signature _____ Date 18/06/2015

CONSENT

I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT DATE.....

QUESTIONNAIRE

Please mark an X where appropriate

Please mark an X where appropriate

SECTION A: PROFILE OF THE LECTURER RESPONDENT

Gender	Male	
	Female	
Age	16- 20	
	21- 25	
	26-30	
	31-35	
	36- & above	
Academic status	Full time final year	
	Postgraduate	

PROFILE OF THE STUDENT RESPONDENT

Gender	Male	
	Female	
Age	Under 25	
	25-29	
	30-39	
	40-49	
	50-59	
	60 & above	

Employment Status	Full time	
	Part time	
Highest Level of Educational qualification	Bachelor degree/ Equivalent	
	Master degree	
	PhD degree	

Department:

Faculty:

Name of the University:

SECTION B:

1. INFLUENCE OF METHOD OF TEACHING AND LEARNING ON ENTREPRENEURSHIP EDUCATION.

Please rate the extent to which you agree with the following statements:

	ITEMS	Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1.1	Face-to-face teaching and learning known as traditional lecturing method is mostly used to conduct entrepreneurship courses in my university.						
1.2	Teaching and learning entrepreneurship is conducted through theoretical classes in my university.						
1.3	Teaching and learning entrepreneurship involves practical classes in my school.						
1.4	Teaching and learning entrepreneurship in my institution involves more theory than practical work.						
1.5	Learning from experienced entrepreneurs and orientation from other stakeholders form part of the teaching and learning approach to entrepreneurship in my university.						
1.6	An assessment area to entrepreneurship in my school includes student self-practice, regulation and efficacy.						

2. ENTREPRENEURIAL POST-STUDY INTENTIONS TO PRACTICE.

Please rate the extent to which you agree with the following statements:

	ITEMS	Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
2.1	Graduates would rather seek employment with government/ private firms than set up their own business						
2.2	Graduates would prefer to secure employment with government or a private company straight after graduation and later move into an entrepreneurship						

2.3	After graduating, graduates would like to work for government or a private company while at the same time establish an entrepreneurial						
-----	--	--	--	--	--	--	--

3. PERCEPTIONS INDICATING REALISTIC ACTIVITY INFLUENCING ENTREPRENEURIAL INTENTIONS TO PRACTICE.

Please rate the importance of the following items, from 1 = not at all important to 5 = extremely important, on how important they are in their influence on the decision to become more or less interested in an entrepreneurial career.

	ITEMS	Importance Rating
3.1	Previous experience in an entrepreneur family	
3.2	Previous experience starting a business	
3.3	Textbook presentations about entrepreneurship	
3.4	Reading business plans written by peer students	
3.5	Hearing from practicing entrepreneurs	
3.6	Participating in a venture forum with entrepreneurs venture capitalists and service providers	
3.7	Hearing the instructor's experiences as a small business owner/operator	
3.8	Interviewing a practicing entrepreneur	
3.9	Talking to other students about their entrepreneurial intentions	
3.10	Examining websites dedicated to entrepreneurship	
3.11	Reading about entrepreneurs in the current news	
3.12	Reading about entrepreneurs in history	
3.13	Seeing videos about entrepreneurs	
3.14	Listening to theoretical lectures about entrepreneurship in the classroom	
3.15	Writing and exchanging business plans, cards with entrepreneurs, angel investors and service providers.	

4. WEIGHT OF BLENDED AND TRADITIONAL METHODS

1. Please rate the usage of the following methods for teaching and learning entrepreneurship in your university:

	ITEMS	Never	Rarely	Sometimes	Often	Always
4.1	Lectures					
4.2	Chalk and talk					
4.3	Field works/ tours					
4.4	Discussions					
4.5	Role play					
4.6	Use of project/ multimedia facilities					
4.7	Business simulations/games					
4.8	Internship					
4.9	Mentoring/ coaching					

4.10	Conferences and seminars					
4.11	Self-practice/ regulation					
4.12	On-line/ e-learning					
4.13	Business Networking					
4.14	ICT/ Internet search					
4.15	Blended learning					

II. Please rate, from 1 to 5, the effectiveness of the following methods of teaching/learning entrepreneurship (where 1= not at all effective to 5 = extremely effective):

	ITEMS	Effectiveness rating
4.16	Teaching and learning method that involves listening to theoretical lectures in the classroom	
4.17	Teaching and learning method that involve visual displays provided through telemedia and projectors	
4.18	Teaching and learning method through e-learning, internet services, simulations and business games	
4.19	Teaching and learning method that combines the use of ICT facilities and listening to theoretical lectures in the classroom	
4.20	Teaching and learning approaches that involve more practical and self-efficacy than theory	

5. TEACHING AND LEARNING THROUGH THE USE OF TECHNOLOGY FACILITIES

I. Please indicate your agreement with the following statements:

	ITEMS	Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
5.1	I have not experienced teaching and learning with the use of computer technology at my university						
5.2	There has been some attempt to use multimedia and ICT facilities to aid teaching and learning in my classes, but help is still required on a regular basis						
5.3	Students are engaged in running small businesses and participating in research projects on an existing business to boost entrepreneurial awareness before graduation.						
5.4	Digital portfolios facilities are used in the class to make teaching and learning more comfortable for students						
5.5	The use of a wide variety of e-learning and visual display facilities forms part of teaching and learning entrepreneurship in my university						
5.6	Using ICT methodology is/ would be more suitable for teaching and learning entrepreneurship courses in my university						

5.7	Experiential teaching and learning approaches will have a greater impact on the students' decision to become an entrepreneur than reading activities.						
5.8	High impact activities will be positively related to the decision to become an entrepreneur.						
5.9	Effective teaching and learning entrepreneurship could be achieved when attachment, internship and consulting assignments are included in the curriculum						

II. Please rate the level of skills attained by students in the entrepreneurial course in your university:

	ITEM	Extremely Low	Low	Moderate	High	Extremely High
5.10	The level of skills and knowledge attained by entrepreneurial graduates in my institution is...					

6. RELEVANCE OF ENTREPRENEURSHIP ORIENTATION

Please rate the extent to which you agree with the following statements

	ITEMS	Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
6.1	Student internship experience helps to relate the theories learnt in the classroom with the work environment.						
6.2	Student internship attachment provides necessary job experience that can improve chances for employment upon graduation.						
6.3	Mentoring experiences help to improve graduate personal confidence and self-esteem.						
6.4	The mentoring experiences help to develop problem solving skills.						
6.5	Conference and seminar experiences provide insights into business ideas and potential threats.						
6.6	Conference and seminar experiences help graduates to identify their weaknesses and strengths						
6.7	Business networking exposure motivates job creation ability and competency.						
6.8	Business networking experience enhances business idea start up, sustenance and growth.						

7. ENTREPRENEURIAL SELF-REGULATION AND SELF-EFFICACY

Please rate the extent to which you agree with the following statements

	ITEMS	Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
7.1	Teaching and learning entrepreneurship through student self-practice and self-efficacy could enhance creative learning activities, innovation and self-reliance.						
7.2	Student self-practice would provide practical exposure to creative productivity and discovery of new knowledge.						
7.3	Self-efficacy will inculcate in students the confidence to perform specific tasks in their own ability.						
7.4	Self-regulation would prepare students for opportunity recognition and innovation to establish their own business.						

SECTION C:

Basing on the training in your institution, does the approach use to teach and learn entrepreneurship courses differ from other subjects in your institution? Please explain.

How are the practical aspects of the entrepreneurship taught in your university? Please explain.

Will you advise that methods of teaching and learning entrepreneurship in Nigerian universities should be modified? Please explain

This is the end of the questionnaire. Thank you very much for your cooperation!

Appendix 14: Oral interview questions

CONSENT

I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby consent / do not consent to have this interview recorded

SIGNATURE OF PARTICIPANT..... DATE.....

Semi-structured questions (Oral interview)

1. Do you believe that the methods used to teach and learn entrepreneurship can influence the level of knowledge and skills acquired by students for self-employment?
2. From your experience in academic planning and curriculum development, can you please mention the methods/approach used in teaching and learning entrepreneurship in this university?
3. Apart from the blackboard and chalk what other teaching aids do you use while conducting entrepreneurship classes?
4. How would you describe the current teaching and learning of entrepreneurship in Nigerian universities?
5. Basing on your training, does the approach to teaching of entrepreneurship differ from teaching other subjects you teach?
6. Would you describe this approach as adequate enough to produce graduate entrepreneurs?
7. What other methods or approaches would you suggest for teaching and learning entrepreneurship that could facilitate effective production of graduates' entrepreneurs by universities in Nigeria?
8. Do you agree with the opinion that the use of active, practical, concrete, visual and reflective modes of teaching might motivate learning of entrepreneurship?
9. Do you believe that blended learning approaches including the use of conferences, seminars, internship, mentoring, entrepreneurship orientation, self-regulation, networking, simulation and business games should form the teaching and learning framework for preparing students for self-employment/ risk taking and business start-up?
10. Describe what you like about using projector, telemedia and e-learning as platforms for teaching and learning entrepreneurship. Please explain
11. Would you recommend these approaches as a model for Nigerian universities?

Appendix (15a): Welch tests for equality of means

Robust Tests of Equality of Means^b

		Statistic ^a	df1	df2	Sig.
1.1 Face-to-face teaching and learning known as traditional lecturing method is mostly used to conduct entrepreneurship courses in my university.	Welch	1.555	3	187.160	.202
1.2 Teaching and learning entrepreneurship is conducted through theoretical classes in my university.	Welch	.440	3	184.378	.725
1.3 Teaching and learning entrepreneurship involves practical classes in my school.	Welch	4.619	3	183.901	.004
1.4 Teaching and learning entrepreneurship in my institution involves more theory than practical work.	Welch	4.266	3	176.848	.006
1.5 Learning from experienced entrepreneurs and orientation from other stakeholders form part of the teaching and learning approach to entrepreneurship in my university.	Welch	5.753	3	191.927	.001
1.6 An assessment area to entrepreneurship in my school includes student self-practice, regulation and efficacy.	Welch	2.681	3	184.277	.048

a. Asymptotically F distributed.

b. student/lecturer = student

Appendix (15b): Welch tests for equality of the means

Robust Tests of Equality of Means ^b					
		Statistic ^a	df1	df2	Sig.
6.1 Student internship experience helps to relate the theories learnt in the classroom with the work environment.	Welch	6.348	3	169.605	.000
6.2 Student internship attachment provides necessary job experience that can improve chances for employment upon graduation.	Welch	2.481	3	170.647	.063
6.3 Mentoring experiences help to improve graduate personal confidence and self-esteem.	Welch	2.106	3	170.621	.101
6.4 The mentoring experiences help to develop problem solving skills.	Welch	1.334	3	175.158	.265
6.5 Conference and seminar experiences provide insights into business ideas and potential threats.	Welch	.140	3	173.801	.936
6.6 Conference and seminar experiences help graduates to identify their weaknesses and strengths	Welch	.969	3	173.140	.409
6.7 Business networking exposure motivates job creation ability and competency.	Welch	3.102	3	175.789	.028
6.8 Business networking experience enhances business idea start up, sustenance and growth.	Welch	2.059	3	176.679	.107

a. Asymptotically F distributed.

b. student/lecturer = student

Appendix (15c): Welch tests for equality of the means

Robust Tests of Equality of Means ^b					
		Statistic ^a	df1	df2	Sig.
4.16 Teaching and learning method that involves listening to theoretical lectures in the classroom	Welch	1.275	3	173.165	.284
4.17 Teaching and learning method that involve visual displays provided through telemedia and projectors	Welch	6.761	3	170.260	.000
4.18 Teaching and learning method through e-learning, internet services, simulations and business games	Welch	5.349	3	171.009	.002
4.19 Teaching and learning method that combines the use of ICT facilities and listening to theoretical lectures in the classroom	Welch	2.550	3	174.813	.057
4.20 Teaching and learning approaches that involve more practical and self-efficacy than theory	Welch	5.002	3	175.765	.002

a. Asymptotically F distributed.

b. Student/lecturer= students

Appendix (15d): Welch tests for equality of the means

Robust Tests of Equality of Means^b

		Statistic ^a	df1	df2	Sig.
4.1 Lectures	Welch	1.606	3	175.697	.190
4.2 Chalk and talk	Welch	2.149	3	169.478	.096
4.3 Field works/ tours	Welch	10.332	3	173.281	.000
4.4 Discussions	Welch	1.335	3	171.617	.265
4.5 Role play	Welch	.735	3	182.449	.532
4.6 Use of project/ multimedia facilities	Welch	2.521	3	176.450	.059
4.7 Business simulations/games	Welch	.305	3	175.078	.821
4.8 Internship	Welch	6.199	3	174.609	.001
4.9 Mentoring/ coaching	Welch	1.556	3	172.589	.202
4.10 Conferences and seminars	Welch	6.582	3	174.391	.000
4.11 Self practice/ regulation	Welch	4.396	3	177.103	.005
4.12 On-line/ e-learning	Welch	6.740	3	179.696	.000
4.13 Business Networking	Welch	1.555	3	176.061	.202
4.14 ICT/ Internet search	Welch	4.888	3	175.019	.003
4.15 Blended learning	Welch	3.375	3	173.245	.020

a. Asymptotically F distributed.

b. student/lecturer = student

Appendix (16a): Independent simple tests of means of variance

One-Sample Test ^a						
	Test Value = 3.5					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
1.1 Face-to-face teaching and learning known as traditional lecturing method is mostly used to conduct entrepreneurship courses in my university.	17.710	443	.000	1.207	1.07	1.34
1.2 Teaching and learning entrepreneurship is conducted through theoretical classes in my university.	13.150	438	.000	.894	.76	1.03
1.3 Teaching and learning entrepreneurship involves practical classes in my school.	8.941	439	.000	.670	.52	.82
1.4 Teaching and learning entrepreneurship in my institution involves more theory than practical work.	10.917	441	.000	.785	.64	.93
1.5 Learning from experienced entrepreneurs and orientation from other stakeholders form part of the teaching and learning approach to entrepreneurship in my university.	9.223	441	.000	.652	.51	.79
1.6 An assessment area to entrepreneurship in my school includes student self-practice, regulation and efficacy.	10.155	441	.000	.713	.57	.85
a. student/lecturer = student						

Appendix (16b): Independent simple tests of means of variance

One-Sample Test						
	Test Value = 3.5					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
1.1 Face-to-face teaching and learning known as traditional lecturing method is mostly used to conduct entrepreneurship courses in my university.	23.671	663	.000	1.259	1.15	1.36
1.2 Teaching and learning entrepreneurship is conducted through theoretical classes in my university.	15.499	655	.000	.863	.75	.97
1.3 Teaching and learning entrepreneurship involves practical classes in my school.	14.536	657	.000	.848	.73	.96
1.4 Teaching and learning entrepreneurship in my institution involves more theory than practical work.	12.957	657	.000	.755	.64	.87
1.5 Learning from experienced entrepreneurs and orientation from other stakeholders form part of the teaching and learning approach to entrepreneurship in my university.	14.086	659	.000	.773	.67	.88
1.6 An assessment area to entrepreneurship in my school includes student self-practice, regulation and efficacy.	15.146	661	.000	.823	.72	.93

Appendix (16c): Group statistics of age profile of the respondents

Descriptives^a

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
.1 Graduates would rather seek employment with government/private firms than set up their own business	16-20	72	3.82	1.879	.221	3.38	4.26	1	6
	21-25	176	4.21	1.488	.112	3.99	4.44	1	6
	26-30	106	4.24	1.630	.158	3.93	4.56	1	6
	31-35	38	4.03	1.684	.273	3.47	4.58	1	6
	36+	51	4.75	1.294	.181	4.38	5.11	1	6
	Total	443	4.20	1.601	.076	4.05	4.35	1	6
.2 Graduates would prefer to secure employment with government or a private company straight after graduation and later move into an entrepreneurship	16-20	72	4.56	1.352	.159	4.24	4.87	1	6
	21-25	176	4.71	1.329	.100	4.51	4.90	1	6
	26-30	106	4.85	1.204	.116	4.62	5.08	1	6
	31-35	38	4.63	1.195	.194	4.24	5.02	1	6
	36+	51	4.86	1.184	.166	4.53	5.20	2	6
	Total	443	4.73	1.275	.060	4.61	4.85	1	6
3 After graduating, graduates would like to work for government or a private company while at the same time establish an entrepreneurial	16-20	72	4.56	1.255	.148	4.26	4.85	1	6
	21-25	176	4.55	1.282	.097	4.36	4.74	1	6
	26-30	106	4.56	1.260	.122	4.32	4.80	1	6
	31-35	38	4.29	1.431	.232	3.82	4.76	1	6
	36+	51	4.29	1.254	.176	3.94	4.65	1	6
	Total	443	4.50	1.281	.061	4.38	4.62	1	6

Appendix 16d: Independent simple tests of means of variance

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
1.1 Face-to-face teaching and learning known as traditional lecturing method is mostly used to conduct entrepreneurship courses in my university.	Equal variances assumed	8.004	.005	-1.385	662	.166	-.156	.113	-.378	.065
	Equal variances not assumed			-1.462	503.980	.144	-.156	.107	-.367	.054
1.2 Teaching and learning entrepreneurship is conducted through theoretical classes in my university.	Equal variances assumed	.030	.863	.799	654	.425	.095	.118	-.138	.327
	Equal variances not assumed			.798	429.052	.425	.095	.119	-.138	.327
1.3 Teaching and learning entrepreneurship involves practical classes in my school.	Equal variances assumed	16.433	.000	-4.384	656	.000	-.536	.122	-.776	-.296
	Equal variances not assumed			-4.723	527.199	.000	-.536	.113	-.759	-.313
1.4 Teaching and learning entrepreneurship in my institution involves more theory than practical work.	Equal variances assumed	1.469	.226	.730	656	.466	.091	.124	-.153	.334
	Equal variances not assumed			.738	439.758	.461	.091	.123	-.151	.332
1.5 Learning from experienced entrepreneurs and orientation from other stakeholders form part of the teaching and learning approach to entrepreneurship in my university.	Equal variances assumed	12.503	.000	-3.166	658	.002	-.367	.116	-.594	-.139
	Equal variances not assumed			-3.394	519.361	.001	-.367	.108	-.579	-.154
1.6 An assessment area to entrepreneurship in my school includes student self-practice, regulation and efficacy.	Equal variances assumed	12.234	.001	-2.900	660	.004	-.333	.115	-.558	-.107
	Equal variances not assumed			-3.104	524.137	.002	-.333	.107	-.543	-.122

