



**ENTREPRENEURSHIP ATTAINMENT THROUGH THE AFE
BABALOLA UNIVERSITY PROGRAMME**

By

OLUWASEUN TEMITAYO ADESINA

22279322

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Prof. N. Dorasamy
(Ph.D., M.P.A., Adv.
Dip. Public Administration,
B.A. Hons., B.Paed. Arts)

8/5/2025

Supervisor:

Signature:

Date:

Dr. Ilugbusi Segun

(Ph.D.M.Sc, B.Sc (Hons)

7/5/2025

Co-Supervisor:

Signature:

Date:

DECLARATION

I, the undersigned, Oluwaseun Temitayo ADESINA, student number 22279322, hereby declare that this thesis entitled: Entrepreneurship Attainment Through the Afe Babalola University Programme is my work and that it has not been submitted in part or in full to any other degree or any other institution for other purposes. Subsequently, all sources used or referred to have been documented and acknowledged accordingly.

Mrs. O.T. ADESINA

19/9/2024

Name:

Signature:

Date:

ABSTRACT

Entrepreneurship education plays a pivotal role in fostering economic development, reducing poverty, and generating employment opportunities, particularly in emerging economies like Nigeria. Recognising the significance of this, the Nigerian government has implemented various socio-economic policies to support undergraduate entrepreneurship. This study evaluated the effectiveness of the Afe Babalola University Entrepreneurship Programme in equipping its participants with essential entrepreneurial skills. The research focused on analysing the impact of the programme on student success, exploring the motivations for pursuing entrepreneurship, examining the role of technology and mentorship, and identifying the challenges faced by participants. Using a mixed methods approach, this study adopted an explanatory sequential design, integrating both quantitative and qualitative data to achieve a comprehensive analysis. The quantitative phase consisted of a survey administered to 324 final-year students, selected through simple random sampling. In the qualitative phase, face-to-face interviews were conducted with eight lecturers, purposefully selected for their involvement in teaching within the entrepreneurship programme. Data from both phases were collected and analysed separately, then sequentially integrated to address the research questions comprehensively. The quantitative data were analysed using SPSS version 26.0, focusing on frequencies, percentages, means, and standard deviations. Meanwhile, the qualitative data were transcribed and subjected to thematic analysis, with NVivo software used to assist in the analysis. The findings revealed that 96% of the students had attended entrepreneurship classes, and the majority felt adequately prepared for entrepreneurial ventures. The study also revealed that the primary motivations for pursuing entrepreneurship included passion for specific industries, financial potential, and the desire for independence. Despite these positive outcomes, the research identified that entrepreneurial growth. Furthermore, while 64% of the respondents felt they received sufficient support from the university, there remains a need for enhanced practical resources and opportunities for hands-on experience. In conclusion, the Afe Babalola University Entrepreneurship Programme demonstrates significant strengths in fostering entrepreneurial readiness among students. However, to further strengthen the programme, it is essential to address the identified challenges, particularly in areas like funding, practical skills development, and resource availability, to ensure the programme's long-term success and impact on Nigeria's entrepreneurial ecosystem.

Keywords: Entrepreneurship, Attainment, Programme

DEDICATION

This work is dedicated to my creator, the author, and the finisher of my faith. My heartfelt appreciation goes to my husband, children, and mother for their sacrifices and unwavering belief in my potential.

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CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Widely recognised as a main driver of innovation, employment creation, competitiveness and competitiveness, and economic development and growth is entrepreneurship (Audretsch 2007: 65; Stoica, Roman and Rusu 2020: 2026). Entrepreneurship helps every society in three ways: first, it stimulates economic growth by means of employment creation; second, it drives innovation and third, it promotes social change by means of successfully breaking traditions, generating alternative solutions to old products or services, and improvising. Particularly in Joseph Schumpeter's foundational writings, entrepreneurship as a concept became important in academia and the business sphere in the first half of the 20th century.

It has been examined from a variety of interdisciplinary angles and connected to a range of subjects, including politics, economic development, and education.

Entrepreneurship-related skills are essential for the growth of all businesses and act as drivers of the fourth industrial revolution. As a result, individuals with soft skills and an emphasis on personal development are needed for new enterprises and small businesses wishing to expand internationally (Andersson 2011: 627).

According to Shane, Locke and Collins (2003: 258), the ontological and epistemological suppositions underlying the theoretical perspective utilised to understand the entrepreneurship phenomenon serve as the foundation of the methodology used for its teaching. Incorporating entrepreneurship values and openness to innovation into educational offerings necessitates the development of new models, frameworks, and paradigms. As a result, policymakers should reconsider how the education system has been integrating the needs of a constantly changing society with the transdisciplinarity and interaction demanded by the relationship between these two domains. As a result, it will reach a point where it will be necessary to reconsider the old paradigm and undertake a critical overhaul of the education system, which was established 150 years ago in response to the Industrial Revolution. This re-evaluation should take into account the subjects, the fragmented nature of teaching, and the reliance on rote memorisation. Indeed, as previously demonstrated, and as Rachwal, Kurek, and Bogus emphasise, the debate over the best ways to incorporate entrepreneurship values into school curricula is an ongoing one in countries like Poland that are attempting to balance traditional education with the needs of a developing economic ecosystem. Another Scandinavian

reference is a report on EE in Nordic countries, that traces the history of attempts to structure the education system to accommodate EE (Rachwał, Kurek and Boguś 2016: 62).

According to Banha, Coelho and Flores (2022: 6) following discussions in academia, particularly in the behavioural field and educational pedagogy, some favourable mindsets towards implementing policies that encourage individuals to benefit from entrepreneurship education were promoted at the EU level. In this regard, the European Commission produced an important reference document titled "The Outward Looking School and Its Ecosystem" in 2015. It promotes the establishment of an "entrepreneurship ecosystem" in schools, based on the assumption that the school can be the preferred location for the transfer of knowledge, practices, and competencies between the place of teaching and the labour world.

The Multiple Streams Framework (MSF) developed by Kingdon and then elaborated by Zahariadis has become relevant and appropriate for analysing policy design in the early twenty-first century, which is considered a complex environment due to ambiguous processes, scarcity of information, and limited decision time. Furthermore, connecting the three streams together implies the existence and agency of "policy entrepreneurs," who are persons prepared to invest their resources in an idea or initiative with the goal of seeing it through. Such entrepreneurs, experts in certain sectors with bargaining skills and access to policymakers, can be found in government (managers, heads of central or local administration) as well as in general society (opinion makers, academics, experts). As a result, policy entrepreneurs play an important role in connecting problems to solutions, problems to political forces, and all of this to current ideas (Kingdon and Stano 1984: 166; Zahariadis 2008: 5; Arnold 2021: 970).

In society, entrepreneurship initiatives are extremely important, especially in the setting of public administration. By encouraging social networks and giving community members chances to collaborate on projects to achieve shared objectives, it can also aid in the development of stronger communities (Scheidgen and Brattström 2023: 2233).

According to Li *et al.* (2022: 5), these programmes include instruction and training in key entrepreneurship skills, such as business planning, financial management, marketing, and networking. The knowledge and skills needed to launch and expand a successful firm can be developed by entrepreneurs with the aid of this education and training. They also give people access to networks, capital, mentors, and other resources that are important for a startup's success. These tools can benefit business owners as they move their

operations to the next level by assisting them in overcoming obstacles and entrance barriers (Wales *et al.* 2019: 99). Entrepreneurship programmes may also give participants the chance to interact with successful businesspeople, who can act as mentors and offer insightful counsel (Ubogu 2020: 130).

The youth in Nigeria are disproportionately affected by unemployment, with an estimated youth unemployment rate of over 30% (Nafiu, Ogbadu and Yakubu 2018a: 146). Entrepreneurship programmes can provide a way for young people to develop their skills, gain work experience, and create their own jobs. By empowering young people to become entrepreneurs, the government can help to reduce youth unemployment and provide a brighter future for the next generation. The aim of the study is to explore the extent to which entrepreneurship skills are attained through the Afe Babalola University entrepreneurship programme.

1.2 BACKGROUND TO THE STUDY

The popular belief that entrepreneurs "are born not made" Nguyen (2020: 1322) has gradually been replaced by the idea that entrepreneurs "are made through their life" and that anyone has the potential to become an entrepreneur (Essays 2015). Based on the idea that entrepreneurs are not born but are shaped by many factors that contribute to the development of necessary skills, qualities, and knowledge to be successful, and in recognition of the critical role that they play in each society, more research is needed to analyse these factors (Bayar *et al.* 2022: 1258).

The focus must be on factors that can be employed in various entrepreneurship development programmes and methods to contribute to entrepreneurship success. In this context, education can play a significant role in the entrepreneurship process, and policymakers and international organizations such as the Organization for Economic Cooperation and Development (OECD) can work with representatives of national education systems and education institutions "to promote entrepreneurship teaching and learning opportunities," as stated by the (OECD 2021).

Entrepreneurship provides an option to work for someone else while also encouraging innovation, productivity, job creation, and economic progress. To combat mass graduate unemployment, the country's unemployment crisis necessitates crucial public administration efforts such as entrepreneurship training, empowerment, and skill development programmes. Universities are promoting entrepreneurship programmes as one answer to the endemic post-graduate unemployment and underemployment (Nkechi, Emeh Ikechukwu and Okechukwu 2012: 102).

Prior research on the impact of education on Entrepreneurship activity yielded conflicting results. Researchers concluded that entrepreneurship education improves entrepreneurship attitudes, intentions, skills, or knowledge (Jena 2020: 106275; Mukhtar *et al.* 2021: 1918849), but there is evidence that some education programmes fail to foster entrepreneurship (Oosterbeek, Van Praag and Ijsselstein 2010: 443). When reviewing articles on the relationship between entrepreneurship education and entrepreneurship, three major trends emerged. Some studies focused on the design of entrepreneurship education curriculum rather than analysing the impact of entrepreneurship education on entrepreneurship activity (Nabi *et al.* 2018: 244; Penaluna, Penaluna and Polenakovikj 2020: 245) others examined the impact of different entrepreneurship education training programmes on entrepreneurship activity (Nabi *et al.* 2018: 244; Penaluna, Penaluna and Polenakovikj 2020: 245) linked education to entrepreneur incomes, pointing out that the higher the degree of graduated studies, the larger the premium of entrepreneurs over employees.

Stoica, Roman and Rusu (2020: 1186) explored the economic growth drivers, connecting knowledge, entrepreneurship, and economic growth. With their jobs and value-creating activities, entrepreneurs form the foundation of every economic system (Ogundele, Akingbade and Akinlabi 2012: 148). Because of the positive, multifaceted ripple effects on the social, environmental, technological, and cultural sectors, as well as the general growth of the country, public officials are interested in entrepreneurship activity (Hägg and Kurczewska 2022: 5).

Based on these benefits, incorporating entrepreneurship education into university curricula will enable and facilitate social and economic development, and will be considered as a solution to Nigeria's unemployment crisis (Hägg and Kurczewska 2022: 5). Entrepreneurs are accountable for taking measured risks that lead to progressively higher levels of economic growth (Dean *et al.* 2019: 24). The youth bulge and severe unemployment in developing countries like Nigeria have caused serious worry and demand for its population to engage in more entrepreneurship activities, skills, or ingenuity. Human capital theory highlights the concept of humans boosting their production and efficiency by focusing on education and training.

Entrepreneurship development is a means of fostering a better business environment by developing institutional and human capacities that will encourage and support the development of the general population (Garba 2010: 140). Following the trend, Afe Babalola University has developed entrepreneurship programmes such as farming (honey, moringa production, piggery), hotel management, bakery, water production, mat weaving, tiling,

paint manufacturing and painting skills, tie and dye, soap, hair styling, aluminium fabrication, leather works and shoe making, fabric furniture, ICT, hardware repairs and software and interior decoration, confectionaries. In the current National Development Plan, 2021-2025, University entrepreneurship is neither a prominent benchmark nor a strategy choice (Utomi 2022). The literature and statistics show an annual influx of university graduates and unemployed young people, putting further strain on the few jobs available in the labour market. This has also been highlighted as the root of Nigeria's public governance problems. Within 24 months, unemployment rose from 27.1% to 33.3% (National Bureau of Statistics (Utomi 2022)). Young individuals under the age of 34 account for more than 60% of the Nigerian population. However, the unemployment rate for young individuals aged 15 to 24 years is 53.4 percent, while the percentage for those aged 25 to 34 years is 37.2% (Utomi 2022). In Nigeria, entrepreneurship development has continued to suffer setbacks as Nigeria ranks 131st out of 190 countries in 2019, Ease of Doing Business Index. Scholars have advocated entrepreneurship development *vis-avis* its education as a solution to the Nigeria situation (Onuoha and Opele 2022: 2).

Young Nigerians are enrolled in educational institutions preparing to join a labour market where there are no sustainable job creation efforts. Educational attainment even up to doctoral degrees has not been the guarantee for gaining employment.

In confirmation, statistics revealed by the "National Bureau of Statistics show that recent university graduates of about 5.2 million Nigerian citizens remain jobless (Olukayode 2017: 219) implying that Nigeria is incapable of providing job opportunities to its graduates, which consequently causes an alarming rate of destructive behaviours such as drug abuse, gangsterism, cultism, and kidnapping among youths.

Jamil (2021: 297), opined that these, among other anti-social vices, are devastating new trends affecting peace and state security (Jamil 2021: 297).
programme

The World Bank anticipated that 90 million impoverished people would be reached by 2022, based on a rising poverty profile and a daily income of \$3.20. Furthermore, minimal job creation opportunities exist, thus restricting the career prospects of university graduates entering the labour market. Entrepreneurship education in universities has received a lot of attention recently since it has been identified as a crucial driver of economic growth and innovation. Typically, research on entrepreneurship education in universities looks at how well university programmes prepare students to establish and run their enterprises

(Gabriel and Kobani 2022: 247). This can include studies on the efficacy of certain curricula, teaching techniques, and support services in assisting students in developing the skills and knowledge required for entrepreneurship (Huang, Liu and An 2020: 2). Thus, this study intends to assess how the programme has influenced the entrepreneurship motivations of its students.

1.3 DEFINITION OF KEY TERMS

Attainment: This refers to the level of achievement or success in gaining entrepreneurship skills and knowledge through the programme. It also refers to the extent to which students can put into practice the skills they have acquired through the programme.

Entrepreneurship: This refers to the process of designing, launching, and running a new business venture, usually to generate profit, creating social and environmental impact.

Entrepreneurship Education: The process of imparting knowledge, skills, and attitudes necessary for individuals to start and run a business venture.

Motivations: This refers to the internal and external factors that stimulate and drive students to pursue entrepreneurship goals after undertaking the programme

Young: This refers to individuals in the early stages of life, such as childhood, adolescence, or early adulthood, marked by energy and potential for growth. It can also describe someone who is inexperienced or at the beginning of their personal or professional development.

1.4 RESEARCH PROBLEM

Entrepreneurship is crucial for economic growth and contributes significantly to innovation, increased productivity, and job creation. The growth of entrepreneurship education has led to over 2,600 institutions offering entrepreneurship courses by 2019. However, the complete academic legitimacy of entrepreneurship education remains a challenge. Nigeria faces significant challenges in the education and unemployment sector, with over 13 million unemployed youth (Ghauri and Kirpalani 2015; Ubogu 2020: 125).

The Afe Babalola University entrepreneurship programme stands as a potential solution to the youth unemployment issue by equipping students with entrepreneurship skills and fostering an entrepreneurship mindset. The research aims to assess the programme's effectiveness in equipping students with practical entrepreneurship skills, fostering an entrepreneurship mindset, and facilitating job creation and self-employment among its graduates. By addressing these research questions, the study will shed light on the role of

entrepreneurship education in addressing the pressing issue of youth unemployment in Nigeria (World Bank 2021).

Although entrepreneurship education is increasingly recognised as a critical driver of economic growth and self-reliance, a noticeable gap persists between academic training and the actual entrepreneurial achievements of graduates. Afe Babalola University has developed a specialised entrepreneurship programme intended to equip students with the skills, knowledge, and mindset required for entrepreneurial success. However, the extent to which this programme has resulted in measurable entrepreneurship attainment among its graduates remains uncertain. Concerns continue to surface regarding the programme's effectiveness, relevance, and ability to prepare students for real-world entrepreneurial challenges. As such, there is a pressing need to critically evaluate the levels of entrepreneurial attainment among students who have completed the programme, identify existing gaps, and propose strategies to enhance its impact and effectiveness.

Previous studies examining the relationship between education and entrepreneurial activity have produced mixed findings. Some researchers have found that entrepreneurship education positively influences entrepreneurial attitudes, intentions, skills, and knowledge (Jena 2020: 106275; Mukhtar *et al.* 2021: 1918849). However, evidence also suggests that certain educational programmes do not successfully foster entrepreneurship (Oosterbeek, Van Praag and Ijsselstein 2010: 443). Furthermore, a review of the literature reveals three key trends: while some studies have analysed the link between entrepreneurship education and entrepreneurial activity, others have primarily focused on curriculum design, often neglecting a thorough examination of the education's actual impact on entrepreneurial outcomes.

1.5. RESEARCH AIM

The overarching objective of this research study specifically focusing on the Afe Babalola University Entrepreneurship Programme, in order to comprehensively understand and evaluate the degree to which participants in the programme acquire essential entrepreneurship skills. The study seeks to illuminate the efficacy and impact of the Afe Babalola University Entrepreneurship Programme in equipping its participants with a robust set of skills that are fundamental for thriving in the dynamic and competitive landscape of entrepreneurship.

1.6. RESEARCH OBJECTIVES

Objectives of the research are as follows to:

1. Analyse the effects of the Afe Babalola University entrepreneurship programmes on student success and attainment of entrepreneurship skills.
2. Explore motivations that stimulates entrepreneurship attainment for students after undertaking the University entrepreneurship programme at ABUAD.
3. Ascertain the role of technology in facilitating the business venture by student entrepreneurs
4. Examine the role of mentorship and networking opportunities in the Afe Babalola University entrepreneurship programme and their effects on student attainment on Entrepreneurship goals.
5. Investigate the challenges faced by students in the Afe Babalola University entrepreneurship programme and ways to overcome them.

1.7 RESEARCH QUESTIONS

The study will seek answers to the following research questions:

1. What are the effects of the Afe Babalola University entrepreneurship programmes on student success and attainment of Entrepreneurship skills.
2. What are the motivations that stimulate Entrepreneurship attainment for students after undertaking the university entrepreneurship programme at ABUAD?
3. How can technology assist student entrepreneurs in their business ventures?
4. What role do mentorship and networking opportunities play in the Afe Babalola University entrepreneurship programme and how do they impact student success?
5. What are the challenges faced by students in the Afe Babalola University entrepreneurship programme and ways to overcome them?

1.8 SIGNIFICANCE OF THE STUDY

The reliance on the government to create jobs has been a challenge for Nigerian decision-makers.

The findings on motivations, especially achievement drives and entrepreneurship planned pathways, will help university education planners make the necessary adjustments within the curricula and general planning structure of the university system. It helps these local planners identify the

cognitive, affective, or social needs of student entrepreneurs. Moreover, the ABUAD initiation of an industrial park can benefit from the findings of this study on how to facilitate student ventures or incubation hubs within the industrial park. Also, it provides university administration with an opportunity to increase entrepreneurship solutions by students. Also, it will help the University to determine entrepreneurship solutions favoured by students and these solutions can be scaled up. So that it becomes appealing to more students. The findings of this research will stir up established entrepreneurs, investors, the general public, and policymakers toward investing within the university ecosystem with clarity on the challenges, activities, entrepreneurship initiatives, and programmes. Legislators enacted laws to expand the scope of the recently passed start-up bill to encourage entrepreneurship spirit at universities. By extension, policies can be made to accommodate and structure entrepreneurship training and attainment within the educational sector, so that Nigeria's youth unemployment bulge may be contained.

1.9. ABRIDGED LITERATURE REVIEW

Mokaya (2012: 134) defined entrepreneurship as a person or group's motivation and inclination to create, take risks, and sustain a growth-oriented and profit-making enterprise. Societies with no entrepreneurship drive are prone to poverty and unemployment in their population. This study is anchored in a diverse body of scholarly work that informs its theoretical and empirical foundation. The conceptual framing of entrepreneurship as a multidimensional construct draws significantly from Nafiu, Ogbadu, and Yakubu (2018b: 140), Mokaya (2012: 134), and Victor Barinua and Olatokunbo (2022: 137), who emphasize the interplay of mindset, skills acquisition, and opportunity identification in the entrepreneurial process. These authors underscore the importance of entrepreneurship as both a personal drive and a structured skillset, which has shaped this study's interpretation of entrepreneurship outcomes among students and graduates.

In terms of policy relevance and socioeconomic context, the works of Agbai (2018: 302) and Olotu (2014: 6) have been especially influential. Their analyses of unemployment trends in Nigeria and the strategic incorporation of entrepreneurship into national development policies provide the backdrop against which this study explores youth entrepreneurship as a tool for economic empowerment and sustainable development.

The conceptual linkage between entrepreneurship and the Sustainable Development Goals (SDGs), particularly SDG 4.4 and 8.3, is grounded in Filser *et al.* (2019: 4503) and UN (2015), whose work frames entrepreneurship education as a driver of innovation, inclusivity, and economic resilience.

Moreover, this study draws extensively on the self-efficacy theory of Bandura (1977: 193), as well as its application to entrepreneurship behaviour and intention, as seen in the works of Sandi and Nurhayati (2020: 9), Pramudita (2021: 54), and Wei *et al.* (2020: 493). These studies provide a theoretical lens for examining how individual beliefs influence entrepreneurial action, particularly in educational settings.

The empirical foundation of entrepreneurship education's effectiveness is further informed by Martin, McNally and Kay (2013: 214), and Brentnall, Lackéus and Blenker (2023: 4), whose analyses highlight the long-term impact of structured entrepreneurship programmes. These studies support the notion that experiential learning, mindset change, and institutional support are critical to fostering entrepreneurial capability.

1.10 RESEARCH METHODOLOGY

Research methodology is the framework within which researchers conduct their studies, enabling them to formulate problems, define objectives, and present the results obtained from collected data (Saunders, Lewis and Thornhill 2009). For this study, a sequential mixed-method approach was employed, with qualitative data structured to triangulate and support quantitative findings Programme (Clark *et al.* 2021: 139).

1.10.1 Research Design

Research design serves as the foundational strategy that provides a logical framework for guiding researchers in addressing research issues and answering critical research questions (Sage 2021: 19). Within the domain of mixed methods research, various designs exist, such as explanatory sequential design, explanatory sequential design, and convergence parallel design (Saunders, Lewis and Thornhill 2009: 182). For this study, an explanatory sequential design was employed, as outlined by (Creswell and Creswell 2017: 209). This design involved an initial quantitative data collection phase followed by a subsequent qualitative data collection phase.

1.10.2 Population

Ravikiran (2022) distinguishes between the broad and statistical definitions of population. In common language, population refers to the number of people living in a specific geographic area at a given time. However, in statistics, population has a more restricted connotation, representing data pertinent to the

area of investigation. This statistical definition can include a variety of items, such as groupings of people, objects, events, and organizations, from which researchers might draw conclusions and insights. The population under consideration were students enrolled in the Department of entrepreneurship Programme at Afe Babalola University, Ado Ekiti.

1.10.3 Target Population

A target population, as defined by Hays and Singh (2011: 189) is the specific group of people on whom a study focuses its research efforts and from whom it hopes to derive relevant conclusions. According to these criteria, the target population includes a large cohort of 1,710 fourth-year students who are all actively involved in the Programme ABUAD. It is also important to recognise and mention the acclaimed faculty, which consists of a cadre of 10 dedicated lecturers who played an important role in imparting entrepreneurship skills and information to the student body. This precise description of the target group emphasises the study's inclusiveness and completeness, allowing for a holistic examination of the dynamics surrounding entrepreneurship attainment through the ABUAD Entrepreneurship programme.

1.10.4 Sampling Techniques

The study employed probability sampling methods to achieve balanced and pragmatic participant selection. Probability sampling, which involves random selection, ensures that each member of the population has an equal chance of being included Creswell and Creswell (2017: 217). Alvi (2016:13) describes non-probability sampling techniques as methods that give researchers the flexibility to select sample elements based on their discretion or wherever they are readily available. This approach allows for greater adaptability in locating and choosing participants for a study. Although non-probability sampling does not use random selection and may introduce bias, it is noted for being more practical and cost-effective (Neuman 2017). Given the limited sample size of 324 students and 8 lecturers, probability sampling was utilised to enhance practicality and efficiency. purposive sampling was applied to select experienced lecturers from the ABUAD entrepreneurship programme, ensuring the inclusion of relevant participants. For the student cohort, convenience sampling was used, selecting participants based on availability and willingness, in line with the study's resource constraints (Bryman 2016).

1.11 PILOT STUDY

The pilot study tested the questionnaire and interview guide for clarity, comprehensibility, and suitability. It involved 50 students and 2 lecturers similar to the main study's participants but not part of it. The study evaluated respondent comprehension, response options, and completion time for the

questionnaire, and clarity, relevance, coverage of topics, and completion time for the interview guide. It identified issues with data collection and analysis procedures and helped refine the instruments. Feedback from the pilot study was used to make necessary changes, and the final versions of the questionnaire and interview guide were used for the main study.

1.12 CONFIDENTIALITY AND ANONYMITY

Participants were provided with clear and informed consent forms outlining the research's purpose, procedures, and potential risks. They were assured that their participation was voluntary, and that they could withdraw at any time without any consequences. The consent forms emphasised the commitment to confidentiality and anonymity. All data collected during the research were treated with the utmost confidentiality. The identities and personal information of participants, including students and lecturers, were strictly safeguarded. Data were securely stored, accessible only to authorised research personnel, and not shared with third parties. Any information that could potentially identify individual participants, such as names or contact details, was kept separate from the research data and stored in a secure location. The measuring instruments required the names of respondents, and confidentiality and anonymity were ensured through the personal administration of the questionnaire. Interview records were stored on password-protected computers, and paper records were locked in a safe and destroyed five years after the conclusion of the research.

1.13 ETHICAL CONSIDERATION

According to Olsson *et al.* (2022: 2), ethics is what individuals and society consider ethically acceptable. Resnik (2020) state that ethics are norms for conduct that differentiate between acceptable and unacceptable deeds in each profession. The broad ethical areas including voluntary perception, participants consent, confidentiality, communication of results, as well as anonymity, were carefully considered. Ethical standards were strictly followed, with informed consent obtained from all participants, along with guarantees of data confidentiality and the right to withdraw from the study. Limitations of the research include potential participant bias, recall bias in self-assessment, and generalisability of findings beyond the specific context of Afe Babalola University.

Ethical approval from ABUAD's Institutional Ethics Review Board or equivalent ethics committee were sought. The survey will be administered with the informed consent of participants, ensuring that their privacy and confidentiality

are protected. Any personal identifying information will be kept confidential and used only for research purposes. By employing this survey technique, the study aims to efficiently collect quantitative data from a representative sample of students in the ABUAD Entrepreneurship Programme, providing valuable insights into their perceptions, experiences, and attitudes towards entrepreneurship attainment.

1.14 STRUCTURE OF CHAPTERS

Chapter One: Introduction

This chapter will provide the background to the study; the statement of the problem; the objectives of the research, the research questions, the scope of the study, the significance of the study; and the conceptualization of critical terms or words.

Chapter Two: Literature review

This chapter will review the literature on entrepreneurship as a concept, entrepreneurship in sub-Saharan Africa, entrepreneurship attainment, youth bulge and poverty, causes and effects of the unemployment phenomenon in Nigeria, the role of technology in entrepreneurship, and the role of the entrepreneurship community in business start-ups. The theories and available empirical studies will also be discussed.

Chapter Three: Methodology

This chapter will focus on research methodology, which has to do with the study population, sampling techniques, and procedures for data collection.

Chapter Four: Data analysis

This chapter will present the results of the questionnaire and interview session. These will be supported with literature from relevant documented data, trends, and projection patterns by international institutions, government departments, and agencies that are useful in achieving the research objectives.

Chapter Five: Summary and Conclusion

This chapter will summarize the key findings, make recommendations for future research and draw the study's conclusion.

1.15 SCOPE OF THE STUDY

The scope of the study is limited to the Afe Babalola University entrepreneurship programme and its impact on students' attainment of entrepreneurship skills. The study will be conducted among final-year students

undertaking the entrepreneurship programme at ABUAD. The study will cover the period from the inception of the programme to the present. The study will be conducted within the Afe Babalola University campus in Ado Ekiti, Nigeria.

1.15.1 Study site

The study site is the Afe Babalola University, Ado-Ekiti, Nigeria. This institution was chosen as the study site because of its robust and innovative entrepreneurship programme, which has gained a reputation for equipping students with the necessary skills and knowledge to succeed as entrepreneurs.

1.16 CONCLUSION

This chapter provides an overview of the study, highlighting the background, problem statement, research questions, aims, objectives, significance, scope, research design, sampling technique, research population, data collection instruments, data collection approaches, data analysis, ethical issues, and structure of the study. The chapter sets the foundation for the rest of the study by establishing the context and framework for the research. The next chapter will focus on the literature review, which will provide an in-depth analysis of the current literature on entrepreneurship programmes and their effects on Entrepreneurship success and attainment of skills.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Entrepreneurship is a multidimensional concept encompassing various aspects of starting and growing a business. It is a process of identifying and exploiting new opportunities to create value and generate income (Nafiu, Ogbadu and Yakubu 2018b: 140). The concept of entrepreneurship has been defined in various ways depending on the context and perspective. Entrepreneurship is defined as a person or a group's motivation and inclination to create, take risks, and sustain a growth-oriented and profit-making enterprise (Mokaya 2012: 134). Entrepreneurship in the context of a skillset is defined as the acquisition of specific knowledge, skills, and abilities needed to start and grow a business (Victor Barinua and Olatokunbo 2022: 137). Entrepreneurship as a mindset is defined as developing of an entrepreneurship mindset in students who have completed an entrepreneurship programme (Nadelson *et al.* 2018: 114). This definition focuses on measuring the success of the programme in terms of changes in students' attitudes, beliefs, and behaviours related to entrepreneurship (Pidduck, Clark and Lumpkin 2023: 45). Entrepreneurship is defined as the creation and management of small, independently owned and operated businesses. It highlights the importance of starting and growing a business, often with limited resources and a high degree of autonomy (Mysyliuk 2019: 25).

It is argued that the emphasis on individual success and achievement in entrepreneurship can undermine collective efforts to address societal challenges (De Nicola, Anees and Maurizi 2022: 80). On the other hand, proponents of entrepreneurship argue that it can be a powerful tool for promoting economic development, job creation, and innovation (Keller and Kozlinska 2019: 137). Another criticism of entrepreneurship is that it can prioritize profit over social and environmental concerns (Nafiu, Ogbadu and Yakubu 2018b: 149). For example, some entrepreneurs may prioritize short-term gains over long-term sustainability, resulting in negative impacts on the environment and society. Entrepreneurs are often credited with driving technological advancements and creating new markets, which can lead to economic growth and prosperity (Ubogu 2020: 127). Additionally, entrepreneurship can provide individuals with greater autonomy, flexibility, and control over their economic destinies, which can be empowering (Vuorio, Zichella and Sawyerr 2023: 300).

Societies with no entrepreneurship drive are prone to poverty and unemployment in their population (Nafiu, Ogbadu and Yakubu 2018b: 140). The nature of Nigeria's unemployment rate calls for a robust and sound quality framework to be sought (Agbai 2018: 302). Within the Nigerian 4th Republic dating from 1999-till-date, growing attention has been paid to entrepreneurship as part of the strategic objective for reversing unemployment within the Nigerian Economic Empowerment Development Strategies and its subsequent national development policies (Olotu 2014: 6). This is because there is a massive imbalance between job creation expectations and the opportunities of an increasingly large pool of educated unemployed released yearly into the market economy. Specifically, developing countries, including Nigeria, have realized that, especially in the public sector, securing employment for university graduates is now uncertain (Agbai 2018: 303). Entrepreneurship outcomes in terms of attainment among students and graduates remain a critical area within national development studies, youth development, and unemployment policy-making practice (Shahlehi *et al.* 2020: 46).

Entrepreneurship education has become a vital aspect of business education globally, as it equips individuals with the necessary skills and knowledge to succeed as entrepreneurs (Gabriel and Kobani 2022: 246). According to Afolabi and Idowu (2014: 188), the disastrous behaviours caused by unemployment among graduates in Nigeria, and their effects on the state economy and social stability, are countless and highly immeasurable. Hence, the unemployment rate in Nigeria is seen as a formidable issue that requires urgent, solid, and sustainable attention by the government. The need for entrepreneurship becomes obvious since it can be used as a means to curb unemployment (Olorundare and Kayode 2014: 161).

2.2 CONCEPTUAL REVIEW

Various programmes have been developed around the world to encourage entrepreneurship-related educational programmes in schools and universities. Among the most well-known are those conducted by Junior Achievement (JA), specifically the Junior Achievement Company, and the Erasmus programme for Young Entrepreneurs, both of which have been shown to have a significant impact on entrepreneurship effort (Brentnall, Lackéus and Blenker 2023: 4).

Elert, Andersson and Wennberg (2015: 215) studied three cohorts of pupils and students in Sweden who had participated in the JA programme, compared them to similar individuals who had not participated in such programmes, and followed them up 16 years after graduation. They discovered that participation in the JA Company programme increased the subjects' likelihood of starting, a

business in the long term, but could not be linked to their enterprises' survival (Racolța-Paina 2016: 24).

Scholars point to two factors that motivate people to become entrepreneurs: opportunity and necessity. As a result, there are two types of entrepreneurship activities, opportunity-driven early-stage entrepreneurship activities and necessity-driven early-stage entrepreneurship activities (Stoica, Roman and Rusu 2020: 1186). The same authors considered several control variables in their econometric study, including the investment ratio (measured using gross capital formation as a GDP quota), knowledge (assessed through levels of education and R&D expenditure), unemployment rate, government expenditures, population growth, and economic openness overed. For the same sample, the authors discovered a unidirectional causal relationship between per capita GDP and total entrepreneurship activity at the population level (Balan, Ozekicioglu and Kilic 2016: 253).

2.2.1 Concept of entrepreneurship

The 17 Sustainable Development Goals (SDGs) featured in the 2030 Agenda for Sustainable Development (United Nations [UN] 2015) were adopted by world leaders in 2015. Two of these goals (SDG4.4 and SDG8.3) contribute to addressing economic and social challenges by recognising entrepreneurship as a key component that can facilitate growth, promote innovation, increase adoption of new technologies, change old consumption patterns, improve social cohesion, and so on (Filser *et al.* 2019: 4503). These objectives centre on the process of developing entrepreneurship abilities, which can be accomplished by utilizing several techniques for education and training, enhancing cognitive and non-cognitive skills, and promoting policies that foster entrepreneurship (UN 2015). Many countries developed national policies to integrate entrepreneurship into the formal educational system, beginning with basic and secondary school and progressing to postsecondary education (European Education and Culture Executive Agency (EACEA), (Education 2012). In general, entrepreneurship is not taught as a separate subject in primary school, but learning objectives related to entrepreneurship knowledge, attitudes, and abilities are defined (Education 2012). Unlike in primary school, entrepreneurship is now a required subject in several secondary schools (EACEA 2016). To begin, the Quality Assurance Agency for Higher Education defines entrepreneurship education as the application of enterprise behaviours, attributes, and competencies to the creation of cultural, social, or economic value." This can, but does not always, lead to venture creation (QAA 2018). From this, it is assumed that people can participate in various entrepreneurship programmes, and courses, and develop their entrepreneurship knowledge, skills, and competencies, but these do not

always promote employability. Following the first entrepreneurship programmes offered by U.S. colleges and universities (the University of Michigan in 1927, Harvard Business School beginning 1947, and the University of Texas at Austin since 1964). The Princeton Review Staff, 2014 at the end of the twentieth century, such specialized higher education programmes have grown globally at a very rapid pace (Solomon 2007: 168), supporting and encouraging the emergence and development of a wide range of entrepreneurs. Entrepreneurship education contributes significantly to a country's competitiveness and economic growth by providing a mix of entrepreneurship competencies and skills, experiential learning, and mindset change (Bayar *et al.* 2022: 1257). In this environment, it is critical for governments to recognise the value of entrepreneurship education from an early age and to develop appropriate tools and strategies to promote and support entrepreneurship education. Since entrepreneurship is fundamental to the economic development of nations, identifying and studying characteristics that encourage entrepreneurship can assist policymakers in pinpointing key components for enhancing national entrepreneurship strategies. There are four factors who are involved in innovation activities based on the Quadruple Helix Model of innovation: governmental authorities, academia, industry, and society. Everyone must participate actively and work together to achieve specific goals. Entrepreneurship may be encouraged by these actors' dynamic relationships. Entrepreneurship education has an impact on entrepreneurship activity, building on the idea that entrepreneurs can be formed using appropriate educational programmes and activities (Martin, McNally and Kay 2013: 214; Volery *et al.* 2013: 429). High-income nations typically have a superior entrepreneurship ecosystem, which contributes to their regular placement at the top of entrepreneurship rankings. In this regard, according to the Global entrepreneurship Development Institute (2018), the United States of America, the United Kingdom, and Ireland were among the top ten nations with the highest entrepreneurship index in 2018.

2.2.2 Entrepreneurship education

A key factor is entrepreneurship education since it relates to the acquisition of skills and information required to be successful entrepreneurs. Formally, entrepreneurship education gives students the knowledge, abilities, and attitudes they need to start and run their companies (Adunola 2020: 33). It can happen in non-formal environments such as incubators, accelerators, and mentoring programmes as well as in official educational environments including colleges and corporate schools (Seidahmetov *et al.* 2014: 617).

There are varying perspectives on the effectiveness of entrepreneurship education in producing successful entrepreneurs. Some scholars argue that teaching entrepreneurship can equip students with the necessary knowledge and skills to become successful entrepreneurs. For instance, Ugwu (2022: 132) says that one can effectively promote entrepreneurship through entrepreneurship education since it helps to build entrepreneurship competencies. Other scholars counter that entrepreneurship education may even be bad for the growth of entrepreneurship and is useless in producing successful entrepreneurs. Olominu (2018: 91), for example, contends that the emphasis on formal education may reduce the experience learning and networking chances that are vital for entrepreneurial success and that entrepreneurship is a complicated phenomenon that cannot be taught in a classroom environment.

It is argued that entrepreneurship is a personality trait that cannot be taught, and that education can only play a limited role in promoting entrepreneurship success. Critics also argue that entrepreneurship education tends to focus on the technical aspects of starting and running a business, such as writing a business plan or accessing funding, rather than on the development of entrepreneurship skills, such as creativity and innovation (Rotimi, Enimola and Ochidi 2021: 60). Moreover, there is a lack of consensus on the appropriate pedagogical approaches and content for entrepreneurship education. Some scholars advocate for a practical and experiential approach, where students are exposed to real-life business scenarios and challenges (Ediruke 2020: 215). Others advocate for a theoretical approach, where students are taught the underlying principles and of theories entrepreneurship (Alabi 2019: 83).

Despite these debates, there is a growing recognition of the importance of entrepreneurship education in fostering entrepreneurship activity.

2.2.3. Self-efficacy

Key factor influencing students' capacity to become successful entrepreneurs is self-efficacy. Self-efficacy is the belief of a person on their capacity to do a given task or reach a given goal (Sandi and Nurhayati 2020: 9; Aisy and Sumartik 2023: 116). Self-efficacy is crucial since it shapes the attitude and conduct of those who want to be entrepreneurs (Pramudita 2021: 54). Bandura's self-efficacy theory suggests that self-efficacy is a critical determinant of behaviour, motivation, and success in various domains, including entrepreneurship (Wei *et al.* 2020: 493). According to the theory, individuals with high self-efficacy are more likely to persevere in the face of challenges, take on difficult tasks, and set high goals for themselves (Bandura 1977: 193). In contrast, those with low self-efficacy tend to avoid challenges, give up easily,

and set low goals. Thus, in the context of entrepreneurship education, students' self-efficacy beliefs can significantly influence their entrepreneurship behaviour, including their ability to identify opportunities, take risks, and persist in the face of failure (Rahma and Usman 2019: 5) .

Empirical studies have shown a positive relationship between self-efficacy and entrepreneurship intentions, behaviour, and success. For instance, studies have found that students with high self-efficacy are more likely to pursue entrepreneurship as a career choice, engage in entrepreneurship activities, and exhibit high levels of Entrepreneurship success (Usman and Simare Mare 2020: 124). Additionally, studies have shown that self-efficacy is a better predictor of entrepreneurship behaviour than other personality traits such as locus of control, need for achievement, and risk-taking propensity (Chowdhury, Endres and Frye 2019: 373). However, some scholars have criticized the concept of self-efficacy in the context of entrepreneurship education, arguing that it oversimplifies the complex nature of entrepreneurship and the various factors that influence entrepreneurship behaviour and success (Broccia, Dias and Pereira 2022: 539). It is argued that self-efficacy does not capture the role of contextual factors such as social networks, culture, and institutional support in shaping entrepreneurship behaviour and outcomes (Kim 2021: 386). Others suggest that self-efficacy can lead to overconfidence, which may cause individuals to underestimate the risks and challenges involved in entrepreneurship and make poor decisions (Kim 2021: 386).

Self-efficacy in the context of entrepreneurship education is a complex and dynamic variable that has been studied extensively by researchers. While some studies suggest that higher levels of self-efficacy are positively associated with entrepreneurship intentions and behaviours, others suggest that the relationship is more complex and multifaceted (Nguyen 2020: 1323). One view is that self-efficacy is a critical determinant of entrepreneurship success, as individuals with high levels of self-efficacy are more likely to perceive opportunities, take risks, and persist in the face of challenges (Okoye, Nwakoby and Ezike 2021: 64). This perspective is supported by Bandura's social cognitive theory, which posits that self-efficacy is a key factor in determining an individual's behaviour, motivation, and level of achievement (Bandura and Adams 1977: 287). However, other researchers have challenged this view, arguing that the relationship between self-efficacy and entrepreneurship is more complex than a simple cause-and-effect relationship. They suggest that self-efficacy is just one of many factors that influence entrepreneurship behaviour and that it interacts with other factors such as the individual's prior experience, social support, and environmental factors (Chowdhury, Endres and Frye 2019:

379). Moreover, concerns have been raised about the measurement of self-efficacy in entrepreneurship education research. It is emphasized that many studies rely on self-reported measures of self-efficacy, which may not accurately reflect an individual's true level of self-efficacy. This can lead to issues with validity and reliability in research findings (Rahma and Usman 2019: 14).

The relationship between self-efficacy and entrepreneurship education is a complex one. It is argued that entrepreneurship education can significantly enhance self-efficacy among individuals, thereby increasing their chances of success in entrepreneurship ventures. For instance, Fabian, Nzewi and Yakubu (2022: 848) found that entrepreneurship education programmes can positively influence students' self-efficacy levels and help them develop entrepreneurship skills. However, other scholars have raised concerns about the effectiveness of entrepreneurship education in enhancing self-efficacy among students. Some argue that entrepreneurship education programmes may not be effective in enhancing self-efficacy among students because the programmes are too theoretical and do not provide enough practical experience (Ediruke 2020: 215). It is also argued that self-efficacy may be influenced by a range of external factors, such as social support and cultural factors, which may not be addressed adequately in entrepreneurship education programmes (Kim 2021: 389).

Furthermore, it is important to consider the context in which self-efficacy is discussed in the context of entrepreneurship education. While self-efficacy can be a strong predictor of entrepreneurship success, it is not the only factor that determines the success or failure of entrepreneurship ventures. Other factors, such as access to resources, market conditions, and the regulatory environment, can also significantly influence the success of entrepreneurship ventures (Keller and Kozlinska 2019: 140).

2.2.4. Creativity

Creativity is an important variable, as it refers to the ability to generate novel and valuable ideas that can be translated into innovative business opportunities (Belitski and Desai 2016: 1354). Creativity is the ability to generate new and valuable ideas, and it is a critical component of entrepreneurship thinking (Broccia, Dias and Pereira 2022: 538). Creativity in entrepreneurship involves the ability to identify gaps in the market, develop new products or services, and come up with innovative ways to solve problems (Caton 2019: 443).

However, there are differing views on the role of creativity in entrepreneurship education. Creativity is an innate ability that cannot be taught (Belitski and

Desai 2016: 1354). Others suggest that creativity can be developed and enhanced through education and training (Kuo and Tien 2022: 642). There are differing views on the methods that can be used to develop creativity in entrepreneurship education. Some scholars suggest that creative thinking can be taught through techniques such as brainstorming, mind mapping, or lateral thinking (Broccia, Dias and Pereira 2022: 540). Others argue that creativity is best developed through experiential learning, where students are given opportunities to work on real-life projects and solve real-world problems (Alabi 2019: 83; Huang, Silitonga and Wu 2022: 104494). Additionally, some scholars have highlighted the importance of the social and cultural context in which creativity is developed. For example, cultural values and norms can influence the extent to which creativity is valued and encouraged in a particular society (Aisy and Sumartik 2023: 130). Thus, entrepreneurship education programmes must consider the cultural context of their students and how this may affect their approach to creativity and innovation.

The development of creativity skills is crucial in fostering an Entrepreneurship mindset and in enabling individuals to recognise and seize opportunities in the marketplace. One of the major perspectives on creativity in entrepreneurship education is the cognitive perspective, which emphasises the cognitive processes involved in creativity, such as problem-solving, divergent thinking, and idea generation (Mawson, Casulli and Simmons 2023: 489). According to this perspective, creativity can be developed through a range of techniques, including brainstorming, mind mapping, and other ideation methods. For example, scholars like Fereidooni (2014: 60) suggest that creativity can be enhanced by providing a supportive environment, encouraging experimentation, and giving individuals the freedom to explore and test new ideas.

Another perspective on creativity in entrepreneurship education is the social perspective, which emphasises the role of social networks and interactions in fostering creativity (Hossain 2019: 74; Schoonmaker, Gettens and Vallee 2020: 41). According to this perspective, social interactions can stimulate the flow of ideas and facilitate the exchange of knowledge, skills, and resources that can lead to the development of innovative business concepts. It is further argued that social networks can facilitate the identification of market opportunities, the acquisition of critical resources, and the creation of social capital that can enhance entrepreneurship creativity (Baggen, Lans and Gulikers 2022: 12).

However, the concept of creativity in entrepreneurship education has been criticized, arguing that it can be overly focused on individualistic and heroic notions of entrepreneurship that overlook the broader social and institutional factors that shape entrepreneurship outcomes (Mukhtar *et al.* 2021: 193). It is

emphasised that creativity is not enough for successful entrepreneurship, and that a more nuanced understanding of the Entrepreneurship process is required that considers the role of institutional structures, social norms, and power relations (De Nicola, Anees and Maurizi 2022: 71).

2.2.5. Innovation

Innovation is a critical concept in entrepreneurship education. Entrepreneurship is the driving force behind innovation in the economy (Dean *et al.* 2019: 24). Therefore, entrepreneurship education should focus on developing the skills and knowledge needed to create innovative solutions to problems. While the terms "creativity" and "innovation" are often used interchangeably, they refer to different aspects of the entrepreneurship process (Baggen, Lans and Gulikers 2022: 3). Creativity is the ability to generate new and unique ideas (Gillier and Bayus 2022: 431), while innovation is the process of taking those ideas and turning them into a marketable product or service (Aisy and Sumartik 2023: 125).

Entrepreneurship education provides students with the skills and knowledge they need to recognise opportunities that others may overlook, and innovation allows them to develop creative solutions to these opportunities (De Nicola, Anees and Maurizi 2022: 71). However, it is also argued that innovation in entrepreneurship education can be challenging to teach effectively. This is because innovation is often seen as a personal trait or characteristic, and it is difficult to teach students how to be innovative (Pramudita 2021: 57). It is further emphasised that the education system is often too focused on knowledge transfer rather than fostering creativity and innovation. As a result, students may not be adequately prepared to become innovative entrepreneurs (Tawami and Rahman 2019: 56).

Another challenge of teaching innovation in entrepreneurship education is that it requires a diverse range of skills and knowledge. To be innovative, entrepreneurs must be skilled in a range of areas, including marketing, finance, technology, and management. Therefore, entrepreneurship education programmes must be designed to provide students with a comprehensive understanding of these areas (Rotimi, Enimola and Ochidi 2021: 60).

Innovation in entrepreneurship education can be fostered through different approaches. Some scholars argue that innovation is an innate ability that cannot be taught. However, others argue that innovation can be learned and developed through education and training. For instance, entrepreneurship education can focus on developing critical thinking and problem-solving skills, which are essential in identifying opportunities and generating ideas. Innovation

in entrepreneurship education can also be facilitated through the use of technology. Technology can provide entrepreneurs with access to information, resources, and tools that can enhance their innovation capabilities (Scheidgen and Brattström 2023: 2234). For instance, technology can provide entrepreneurs with access to online resources, such as market research reports, industry data, and trend analysis. Furthermore, technology can provide entrepreneurs with tools to develop and test new products or services, such as computer-aided design (CAD) software or virtual reality (VR) technology (Zhang 2023: 6).

2.2.6 Opportunity recognition

Opportunity recognition is a critical aspect of entrepreneurship education that refers to the ability to identify and capitalize on viable business opportunities (Agu, Anidiobu and Ezinwa 2016: 6). Opportunity recognition is one of the key skills that entrepreneurs must possess to be successful in their endeavours. The goal is to develop this skill in students so that they can identify and pursue entrepreneurship opportunities in the future.

It is argued that opportunity recognition is a cognitive process that involves the identification and evaluation of business opportunities. Students who are taught to identify and evaluate opportunities are more likely to become successful entrepreneurs (Cohen, Hsu and Shinnar 2021: 1931–1955). The ability to recognise opportunities is essential to the success of any entrepreneurship venture. Fabian, Nzewi and Yakubu (2022: 848) emphasises that opportunity recognition is not just a cognitive process, but also a social and cultural one. It is further emphasised that students who come from backgrounds that value entrepreneurship and innovation are more likely to recognise opportunities than those who do not (Fabian, Nzewi and Yakubu 2022: 848). Cultural factors play an important role in shaping the way people think about entrepreneurship and the opportunities that exist (Goulap 2018: 229).

Proponents of opportunity recognition argue that it can be taught and developed through entrepreneurship education. They contend that students can learn to identify opportunities by studying successful entrepreneurs and their business models, conducting market research, and learning to analyse market trends and consumer behaviour (Huang, Liu and An 2020: 3). These proponents also suggest that teaching students to recognise opportunities can help to create a more entrepreneurship mindset among young people, leading to increased innovation and economic growth (Keller and Kozlinska 2019: 137). However, some critics argue that opportunity recognition is not something that can be taught, but rather is an innate ability that some people possess, and others do not (Li *et al.* 2022: 1). They argue that focusing too heavily on this skill in

entrepreneurship education may not be effective in creating successful entrepreneurs (Kim 2021: 400). Instead, it is suggested that more emphasis should be placed on teaching practical skills such as financial management, marketing, and strategic planning (Kim 2021: 400).

Another criticism of opportunity recognition in entrepreneurship education is that it can lead to a narrow focus on business opportunities that are already established and may not encourage students to think outside the box or pursue opportunities that may be less conventional but still have potential for success (Gabriel and Kobani 2022: 250). This is where creativity and innovation come into play, as they can help students to think creatively and develop new business models and ideas.

2.2.7 Entrepreneurship opportunities

Entrepreneurship opportunities refer to circumstances or situations that entrepreneurs perceive as potentially profitable and worth pursuing. The concept of entrepreneurship opportunities has been widely studied in entrepreneurship research, and it is considered to be a central component of the entrepreneurship process (Huang, Liu and An 2020: 2). The study of entrepreneurship opportunities is particularly important as it helps to equip students with the skills and knowledge necessary to identify and capitalize on potential business opportunities.

Another perspective on entrepreneurship opportunities is the resource-based view, which suggests that entrepreneurship opportunities arise when individuals possess or can acquire resources that are valuable, rare, inimitable, and non-substitutable (Mukhtar *et al.* 2021: 200). According to this view, entrepreneurship opportunities can be identified by analysing the availability and potential value of resources such as knowledge, skills, capital, and social networks (Nafiu, Ogbadu and Yakubu 2018: 150). For instance, a student who possesses a unique set of skills or knowledge may be able to identify an opportunity to start a business that leverages these resources. Another perspective on entrepreneurship opportunities is the effectuation approach, which emphasises the role of the entrepreneur's mindset and actions in creating opportunities (Klenner, Gemser and Karpen 2022: 78). Effectuation is a process of entrepreneurship decision-making that involves identifying available resources, setting goals based on those resources, and taking action to achieve those goals (Jun *et al.* 2023: 835). In effectuation, opportunities are created through a process of experimentation and iteration, rather than by identifying pre-existing opportunities in the external environment (Agbai 2018: 320). However, the concept of entrepreneurship opportunities, has been criticized as too vague and lacks a clear definition. It is emphasised that the identification of

entrepreneurship opportunities is a subjective process that varies depending on the individual and the context, and that it cannot be fully understood through a single framework or theory (Aisy and Sumartik 2023: 117).

One view of entrepreneurship opportunities suggests that they arise from changes or gaps in the market, which create a demand for new products or services (Li *et al.* 2022: 9). These changes can be driven by factors such as shifts in consumer preferences, technological advancements, changes in regulatory frameworks, and other external forces (Mawson, Casulli and Simmons 2023: 486). Entrepreneurs who can identify these changes and gaps in the market are better able to create innovative products and services that meet the evolving needs of customers (Østergaard and Marinova 2018: 7).

Entrepreneurship opportunities are the potential for new and innovative business ideas to be developed and brought to market (Godley 2013: 280). These opportunities can arise from a variety of sources, such as changes in technology, shifts in consumer behaviour, or changes in the economy (Kraus *et al.* 2015: 603). Entrepreneurs who are able to identify and capitalize on these opportunities have the potential to create successful and growing businesses (Chang and Chen 2020: 751). Entrepreneurs cannot exist without entrepreneurship opportunities, and these opportunities differ from other economic opportunities due to the fact that they "require the discovery of new means-ends relationships" in contrast to other economic opportunities that require the optimization of existing means-end arrangements (Stam and Van de Ven 2021: 810). Entrepreneurs can develop businesses based on their new understanding of how existing or new products and services can be used in the market economy. Entrepreneurship involves discovering new products, services, raw materials, and methods to organize them that can be brought to the market and sold for more than their cost of production (Zaheer, Breyer and Dumay 2019: 120). The discovery of new opportunities and entrepreneurship, by extension, does not mean re-inventing the wheel, but rather finding uses for new or existing goods, services, and raw materials. In times of shortage, one recognise price increases as a consequence of entrepreneurs identifying profit opportunities amid uncertainty, either by expanding supply through increased production or engaging in arbitrage, (Olanrewaju *et al.* 2020: 91). The concept of entrepreneurship opportunity does not necessarily mean inventing something new, it involves, generating new knowledge, such as through the invention of new technologies, exploiting market inefficiencies caused by imperfect information or information asymmetry, and adapting to political, regulatory, or demographic changes that influence the relative costs and benefits of alternative resource allocations, (Shane, Locke and Collins 2003: 258).

According to Sundararajan and Sundararajan (2015: 35), identifying and capitalizing on entrepreneurship opportunities is not always easy. One of the main challenges is that entrepreneurship opportunities can be difficult to identify. They may be hidden or disguised and may not be obvious to the entrepreneur (Dana 2007: 65; Peiris *et al.* 2015). This can make it difficult for entrepreneurs to identify opportunities that are truly viable and worth pursuing. According to Jarvis (2016: 184), entrepreneurship opportunities can be highly uncertain and risky which is a challenge for entrepreneurs. Entrepreneurs must be willing to take on significant risk to pursue these opportunities, and there is no guarantee of success. This uncertainty can make it difficult for entrepreneurs to secure funding, as investors may be hesitant to invest in an uncertain venture (Sarasvathy 2014: 306).

2.2.8 Entrepreneurship orientation

Entrepreneurship Orientation (EO) is a concept that refers to the mindset and behaviour of an individual or organization that is characterized by a strong inclination towards innovation, risk-taking, and proactiveness in creating new business opportunities (Anderson *et al.* 2015: 1580). It is a key driver of new venture creation and growth and is considered a key component of the entrepreneurship process. An individual's entrepreneurship mindset is defined by their entrepreneurship orientation (Broaddus 2017: 14). According to Korte, Smith and Li (2018: 5) an entrepreneurship mindset places different values on resources and opportunities than a traditional one, thus encouraging creativity and innovation, changing the game and being different. A mind-set and a strategy to achieve goals are both described as (EO), (Larsen 2022: 17). According to Osman *et al.* (2018: 105) this trait involves a tendency to act autonomously, a willingness to innovate, and a tendency to be aggressive against competitors and proactive in responding to market opportunities. As a result of limited knowledge and skills, lack of resources, such as finance and equipment, and strict regulations on their activities in regions and cities with stiffer controls on their activities, entrepreneurs were highly constrained in applying EO (Putri, Rahmawati and Putri 2022: 1180). It has also contributed to reducing aggressive competition among entrepreneurs due to the effect of social networks in the form of cooperation, e.g., sharing of production resources, working tools, and space, or expecting help and trust from others. Because of cooperative behaviour in the use of production tools, (Hagebakken, Reimers and Solstad 2021: 74) suggest that competitive aggressiveness is not strongly associated with EO. Instead, competitors are regarded more as potential collaborators than rivals.

EO is positively related to a variety of business outcomes, such as improved financial performance, greater innovation, and increased organizational growth (George 2011: 1299). Entrepreneurship oriented firms are more likely to identify and exploit new opportunities, which may lead to more successful new ventures (Gupta and Gupta 2015: 60). However, EO is not without its criticisms and limitations. One of the main criticisms is that EO is not a well-defined concept, and different researchers have used different measures to define and operationalize it. This lack of consistency makes it difficult to compare research findings across studies (Wales *et al.* 2019: 98).

Another limitation is that EO is not always positively related to business outcomes. It may lead to negative consequences such as over-investment in risky projects, poor strategic decision-making, or even failure (Seyed Kalali 2022: 1737). Entrepreneurship firms may also face challenges in scaling up their business and managing its growth, which may make it difficult to sustain their competitive advantage in the long-term (Gupta and Gupta 2015: 59).

2.2.9 Factors that support entrepreneurship orientation in Nigeria

Transitional factors for attaining and sustaining student entrepreneurs go beyond intuiting a curriculum. Teaching entrepreneurship curriculum and training skills does not translate into entrepreneurship. However, starting a business can reverse the trend of graduate job seeking and bleak employment opportunities. Neither does entrepreneurship intention, which has been ascertained from entrepreneurship education (Shinnar, Hsu and Powell 2014: 561; Halimat and Abioye 2022). Attaining entrepreneurship entails a transition from the learnt entrepreneurship education and learnt skills to the student undertaking a venture (Okolie *et al.* 2021: 19).

Nigeria, like many other developing countries, faces several challenges that can hinder entrepreneurship orientation (EO). However, several factors that can support EO and promote the development of new and innovative business ventures in the country (Gabriel and Kobani 2022: 248).

Unemployment has become a contemporary issue that paralyses the nation's social, educational, and economic standards, especially in developing countries like Nigeria. However, young Nigerians expend years of effort and resources on acquiring a university education to obtain skills and qualifications. Nevertheless, there is little or no certainty of securing gainful employment in the labour market due to a lack of skill-based and employment placement. The country despite mineral and natural resource endowment includes crude oil, gas, natural waters and land for agriculture (Rotimi, Uba and Aruwa 2022: 161). The 2022 poverty profile has not been released, and Nigeria's estimated poor population was

predicted to increase to 90 million by 2022. This represents 45 percent of the total population; the data becomes more worrisome if the \$3.20 income poverty threshold per day set by the World Bank is used as a baseline. However, several studies have been conducted on entrepreneurship, education, unemployment, and inflation. However, none of the previous studies suggested social-economic or education policies that could encourage skilled-based and employed education to engender entrepreneurship activities among Nigerian undergraduates.

Entrepreneurship is critical for generating innovation, wealth, and job opportunities (Beynon, Jones and Pickernell 2020: 10). Nigerian youth face the challenge of unemployment, which has increased their involvement in anti-social vices like violent crimes, kidnappings, online fraud, and social delinquency (Ajufu 2013: 307). Youth unemployment has led to psychological and social harm to individuals and society. For instance, Ezeanokwasa, Nwachukwu and Yaba (2014: 96) examined practical entrepreneurship skills in reducing unemployment through small business innovation in Nigeria.

University trainers have sought to understand entrepreneurship intentions among students from its enabling factors and enhance entrepreneurship education. The insights into the motivations, the role of technology, and the role of entrepreneurs' communities in their transition towards entrepreneurship attainment for students. (Deebom and Baridoma 2017: 327) opined several proofs from academic research suggesting the inability of tertiary institutions to infuse entrepreneurship education into educational curricula led to a higher rate of joblessness and poverty.

Scholars such as (Ekpe, Mat and Razak 2010: 40; Ambad and Damit 2016: 109) studied students' perceptions and attitudes toward entrepreneurship and submitted that personal perception has a significant impact on students' aspirations to be entrepreneur. Therefore, when youth have a positive attitude towards entrepreneurship, the entrepreneurship intention of such youth also increases considerably.

Afe Babalola University is one of the foremost Nigerian institutions in teaching and instilling spirit in their students. The university commenced a 12-week certificate programme in entrepreneurship for all 300-level students in the 2017/2018 academic session after due approval by the school's Senate. The university's entrepreneurship education aims to enhance alumni's availability in the contemporary, complex, and competitive global marketplace ABUAD 2017, (Guarin and Cardoso 2023). Through entrepreneurship, young Nigerians have learned about establishing a profitable business, among others.

2.2.10 Entrepreneurship intention

Entrepreneurship intention refers to the desire or inclination of an individual to engage in entrepreneurship activities or start their own business. Entrepreneurship intention refers to an individual's subjective probability or willingness to start a business or engage in entrepreneurship activities (Usman and Simare Mare 2020: 120). It has been recognised as a key factor in predicting Entrepreneurship behaviour, as individuals with high levels of entrepreneurship intention are more likely to pursue entrepreneurship opportunities and engage in entrepreneurship activities (Vuorio, Zichella and Sawyerr 2023: 299).

There are differing views on the concept of entrepreneurship intention. It is argued that entrepreneurship intention is a stable characteristic of an individual that is formed through their personal background, education, personality traits, and experience (Wei *et al.* 2020: 491). In this view, individuals who have a predisposition towards entrepreneurship are more likely to have high levels of

Entrepreneurial intention significantly influences an individual's likelihood of engaging in entrepreneurial activities (Wales *et al.*, 2019). This intention, however, is not a static trait but can be shaped by various environmental factors such as social norms, perceived support, and institutional policies (Schoonmaker, Gettens and Vallee 2020: 24). For example, when individuals perceive strong support from their surroundings, be it family, friends, or society, they are more inclined to develop a higher entrepreneurial intention and actively participate in entrepreneurial ventures. Additionally, exposure to role models, access to entrepreneurial education and training, and the availability of both financial and non-financial resources play critical roles in shaping an individual's entrepreneurial intention (Scheidgen and Brattström, 2023: 2233). These factors collectively contribute to creating a supportive environment that fosters the development of entrepreneurial intentions and increases the likelihood of engaging in entrepreneurial activities.

While entrepreneurship intention is a critical variable in entrepreneurship research, there is some debate regarding its usefulness as a predictor of actual entrepreneurship behaviour (Rahma and Usman 2019: 5). It is emphasised that there is a weak link between entrepreneurship intention and actual entrepreneurship behaviour, as other factors such as external environmental factors, personal characteristics, and opportunity recognition can also influence whether an individual engages in entrepreneurship activity or not (Pramudita 2021: 60).

Various scholars have proposed different theories and models to explain entrepreneurship intention. One such model is the Theory of Planned Behaviour (TPB), which suggests that an individual's intention to engage in a particular behaviour is influenced by their attitudes towards the behaviour, subjective norms, and perceived behavioural control (Sabah 2016: 80; Sampene *et al.* 2023: 21578). In the context of entrepreneurship, this implies that an individual's intention to start a business is influenced by their attitude towards entrepreneurship, their perception of the norms and expectations of the society they live in, and their belief in their ability to successfully start and run a business (Carr and Sequeira 2007: 1092; Seyed Kalali 2022: 1732).

2.2.11 Entrepreneurship skills

Entrepreneurship skills refer to the set of abilities, knowledge, and competencies that are necessary for starting and running a successful business venture. These skills are crucial for entrepreneurs to identify and exploit opportunities, manage resources effectively, make informed decisions, and adapt to changing market conditions (Keller and Kozlinska 2019: 123). Key entrepreneurship skills include creativity, innovation, risk-taking, problem-solving, communication, leadership, and financial management (Leon 2017: 97).

One school of thought suggests that entrepreneurship skills are inherent traits that some individuals possess, while others do not. In this view, entrepreneurship is considered a personality trait or a set of characteristics that are innate and difficult to teach. This approach emphasises the importance of genetic factors and early-life experiences in shaping an individual's entrepreneurship potential (Wales *et al.* 2019: 96). However, an opposing view argues that entrepreneurship skills can be learned and developed through education and training. This perspective emphasises the role of environmental factors such as education, mentorship, and experience in cultivating entrepreneurship skills (Kim 2021: 390). It is emphasised that anyone can acquire and improve their entrepreneurship skills through formal education, apprenticeships, and on-the-job training (Huang, Liu and An 2020: 2). Moreover, it is also suggested that entrepreneurship skills are context-specific and vary according to the industry, market, and geographic location (Goulap 2018: 229). For instance, the skills required to start and run a technology company may differ significantly from those needed for a service-based business. Additionally, the cultural and regulatory context of a particular region may also influence the type of skills that are most valuable for entrepreneurship success (Gao, Zhuang and Chang 2021: 3).

Several researchers have identified the importance of entrepreneurship skills in entrepreneurship education. For instance, Fereidooni (2014: 58) argued that entrepreneurship skills can be learned and that entrepreneurship education plays a vital role in developing these skills. Similarly, Ediruke (2020: 215) emphasised that entrepreneurship skills are critical for new venture creation and that entrepreneurship education should focus on developing these skills. However, the concept of entrepreneurship skills has also been criticised. Some researchers have questioned the effectiveness of entrepreneurship education in developing these skills. For example, Dean *et al.* (2019: 37) argued that entrepreneurship education is often based on a one-size-fits-all approach, which may not be effective in developing the unique skills that different entrepreneurs need.

2.2.12 Entrepreneurship attainment

Entrepreneurship attainment is a complex and multi-dimensional concept that refers to the level of success achieved by an entrepreneur in starting and growing a business venture (Godfrey-Kalio, Kalio and Ndifon 2017: 19). It is a critical variable in entrepreneurship education research, as the ultimate goal of such programmes is to equip students with the skills and knowledge necessary to succeed as entrepreneurs (Bayar *et al.* 2022: 1259). However, there is no universally accepted definition of what constitutes entrepreneurship attainment or how it should be measured.

One view is that entrepreneurship attainment is primarily influenced by the personal characteristics and skills of the entrepreneur, such as self-efficacy, creativity, risk-taking propensity, and networking abilities (Blume 2018: 523). For instance, Bandura (1977: 193) suggests that high levels of self-efficacy can enable entrepreneurs to overcome obstacles and persist in the face of failure. Similarly, the importance of effectuation is highlighted as a process of entrepreneurship decision-making that involves leveraging available resources to create new opportunities (Long, Xia and Hu 2017: 980; Jun *et al.* 2023: 836). In this view, entrepreneurship education plays a role in developing these skills, but ultimately, it is up to the individual to utilize them effectively to achieve entrepreneurship success (Alabi 2019: 83).

Another view is that entrepreneurship attainment is heavily influenced by external factors or environmental factors, such as access to capital, market conditions, and government policies. For instance, Alabi (2019: 84) suggests that the level of entrepreneurship activity in a society is influenced by the institutional environment, including the availability of financial and legal infrastructure. Similarly, (Agu, Anidiobu and Ezinwa 2016: 11) argue that market conditions, such as the size and growth rate of the industry, can significantly

impact the success of entrepreneurship ventures. In this view, entrepreneurship education can play a role in equipping students with the knowledge and resources necessary to navigate these external factors and overcome barriers to Entrepreneurship success.

Furthermore, it is argued that the definition of entrepreneurship attainment should be expanded beyond financial metrics such as profitability and revenue growth (Baggen, Lans and Gulikers 2022: 17). It is also suggested that attaining other goals, such as creating social impact, personal fulfilment or achieving work-life balance, should also be considered as measures of entrepreneurship attainment (Chansongpol *et al.* 2022: 1015). This view aligns with the notion of social entrepreneurship, which emphasises the importance of addressing social and environmental issues through innovative business models (Abu Zeid *et al.* 2017: 19). However, this broader definition may be harder to measure and may not align with the expectations of stakeholders, such as investors and financial institutions.

It is important to note that measuring entrepreneurship attainment can be challenging due to the subjective nature of success and the long-term nature of entrepreneurship (Wach, Stephan and Gorgievski 2016: 1099; Aisy and Sumartik 2023: 127). Some businesses may take years to turn a profit, and success can be influenced by a wide range of factors beyond the control of the entrepreneur (Aboobaker and Renjini 2020: 81) entrepreneurship attainment should be viewed as a process rather than a discrete outcome. In this view, the attainment of entrepreneurship goals is seen as a continuous process of learning, experimentation, and adaptation. This perspective highlights the importance of resilience, persistence, and adaptability in the face of setbacks and challenges.

2.2.13 Student satisfaction

Student satisfaction is a concept that refers to the level of contentment and fulfilment that students experience with their educational experience (Hrnjic 2016: 55). According to Keller and Kozlinska (2019: 130), student satisfaction is a complex and multi-dimensional construct that encompassing students' perceptions, attitudes, and evaluations of their educational experience. Student satisfaction is a subjective judgment of the overall quality of the educational experience, based on comparisons of perceived performance with expectations and needs (Gao, Zhuang and Chang 2021: 5). According to Jamil (2021: 384), student satisfaction is a broad construct that encompasses various aspects of the educational experience, including academic, social, and administrative factors.

One important aspect of student satisfaction is the quality of instruction. Students who feel that they are receiving a high-quality education, with well-prepared instructors and engaging coursework, are more likely to be satisfied with their educational experience (Nasirun *et al.* 2017: 7954). This could mean that students who feel that they are receiving a comprehensive and effective education in entrepreneurship will be more satisfied with the programme and ultimately attain entrepreneurship goals.

Another aspect of student satisfaction is the availability of resources and support. Students who have access to resources such as mentoring, networking opportunities, and funding are more likely to be satisfied with their educational experience (Macedo 2022: 195). This could mean that students who feel that they have access to the resources and support they need to start and grow their own businesses will be more satisfied with the programme. According to Ubogu (2020: 126), student satisfaction is the sense of belonging and community, hence, students who feel that they are part of a supportive and inclusive community are more likely to be satisfied with their educational experience. In the context of this study, this could mean that students who feel that they are part of a community of like-minded entrepreneurs and are able to connect with other entrepreneurs will be more satisfied with the programme.

2.3. THE ROLE OF TECHNOLOGY IN ENTREPRENEURSHIP

Technology has had a significant impact on the field of entrepreneurship, and its role in supporting and enhancing the process of starting and growing a business has been widely studied. Technology can support entrepreneurship by facilitating innovation. Advances in areas such as 3D printing, automation, and artificial intelligence have provided entrepreneurs with new tools and platforms to create, test, and bring new products and services to market (Tawami and Rahman 2019: 40). This has enabled entrepreneurs to create new products and services that were previously impossible and has opened up new opportunities for innovation (Matejun 2016: 170).

Pillay (2019: 41) emphasises that technology can support entrepreneurship is by reducing costs and increasing efficiency. Through automation, inventory management and streamlined communication, technology can help entrepreneurs operate more effectively and efficiently, which can be particularly beneficial for small businesses and start-ups (Tawami and Rahman 2019: 37). Additionally, technology can provide entrepreneurs with new ways to reach customers and expand their market reach. The internet, social media and e-commerce platforms have made it easier for entrepreneurs to market and sell their products and services globally, increasing the reach of their businesses

and providing access to new customers (Walicka, Zemigala and Czemiel-Grzybowska 2015: 13).

Furthermore, technology has also made it easier for entrepreneurs to access capital. Platforms for crowdfunding, online lending, and other forms of alternative financing have made it possible for entrepreneurs to raise funds from a wider range of investors, including individuals and institutions (Davey, Hannon and Penaluna 2016: 173). This has made it easier for entrepreneurs to access the capital they need to start and grow their businesses and has opened up new opportunities for entrepreneurship.

Technology can also pose challenges for entrepreneurs. The rapid pace of technological change can make it difficult for entrepreneurs to keep up with new developments, and the high costs of acquiring new technology can be a barrier for some entrepreneurs (Tawami and Rahman 2019: 52). Eryılmaz (2019: 439) states that if entrepreneurs do not have the necessary skills to leverage technology, it can put them at a disadvantage. Entrepreneurs need to continuously update their skills and knowledge to be able to fully leverage the potential of technology (Walicka, Zemigala and Czemiel-Grzybowska 2015: 18).

2.4. THE ROLE OF THE ENTREPRENEURSHIP COMMUNITY IN BUSINESS START-UPS

Entrepreneurship communities can include a range of organizations and individuals, including incubators, accelerators, business associations, mentorship programmes, and angel investor groups (George 2011: 1300). The role of the entrepreneurship community in business start-ups is an important factor that contributes to the success of new ventures. This section critically discusses the various roles that the entrepreneurship community plays in business start-ups.

2.4.1. Resource provision

One of the critical roles of the Entrepreneurship community is resource provision (Tripathi and Oivo 2020: 147). Start-ups need resources such as capital, expertise, networks, and infrastructure to succeed. The entrepreneurship community provides these resources through various channels such as angel investors, venture capitalists, incubators, accelerators, and co-working spaces (Blume 2018: 530). Incubators and accelerators, for example, provide early-stage companies with shared office space, mentoring, and other resources to help them develop their businesses.

These resources not only provide start-ups with financial support but also with access to mentorship, industry networks, and infrastructure that helps them to

overcome challenges and grow their businesses (Cho and Lee 2018: 120). However, the provision of resources by the entrepreneurship community is not always straightforward. Some argue that the focus on providing resources to start-ups can create a culture of entitlement, where entrepreneurs rely on handouts rather than developing the necessary skills to become self-sufficient (Ediruke 2020: 218). Additionally, the resources provided by the community may be limited, and some start-ups may not be able to access them due to various reasons such as geographic location, industry focus, or lack of networks (Eryilmaz 2019: 440).

2.4.2. Mentorship and coaching

Another critical role of the entrepreneurship community is mentorship and coaching. Entrepreneurs need guidance and advice from experienced mentors who can provide insight into the industry, help them develop their skills, and provide feedback on their business ideas (Franco 2022: 404). The entrepreneurship community provides mentorship and coaching through various channels such as incubators, accelerators, and business support organizations (Guerrero and Lira 2023: 337).

Mentorship and coaching not only provide entrepreneurs with valuable advice but also help to build relationships with experienced industry players (Seikkula-Leino and Salomaa 2020: 80). However, the effectiveness of mentorship and coaching in the entrepreneurship community is subject to debate. Some argue that mentorship can be limited by the personal biases of the mentor or the inability of the mentor to provide relevant advice due to changes in the industry or market conditions. Additionally, not all entrepreneurs may have access to mentors or coaches, and those who do may not find the advice provided to be useful (Usman and Simare Mare 2020: 132).

2.4.3. Market opportunities

The entrepreneurship community also plays a critical role in providing market opportunities for start-ups. Entrepreneurs need access to markets where they can sell their products or services and build their customer base. The entrepreneurship community provides these opportunities through various channels such as networking events, trade fairs, and business support organizations (Wales *et al.* 2019: 98).

Market opportunities can provide entrepreneurs with access to customers, industry networks, and potential investors (Scheidgen and Brattström 2023: 2233). However, market opportunities may be limited, and some entrepreneurs may not have access to them due to various reasons such as lack of networks, geographic location, or industry focus (Ubogu 2020: 133).

2.4.4. Advocacy

The entrepreneurship community also plays a critical role in advocating for policies and regulations that support the growth of start-ups. The community advocates for policies such as tax incentives, regulatory reform, and investment in infrastructure that supports the growth of the entrepreneurship ecosystem (Scheidgen and Brattström 2023: 2233). This advocacy can help to create a favourable business environment that supports the growth of start-ups.

However, advocacy by the entrepreneurship community is subject to challenges such as conflicting interests, lack of coordination, and political opposition (Seikkula-Leino and Salomaa 2020: 78). Additionally, the effectiveness of advocacy may be limited by the power dynamics within the entrepreneurship community, where certain actors have more influence than others (Franco 2022: 404)

2.4.5. Networking and collaboration

Networking refers to building relationships with other individuals or organizations for mutual benefit, while collaboration involves working together with others towards a common goal (Scheidgen and Brattström 2023: 2233). These two components are critical in the success of start-ups, and the entrepreneurship community plays a vital role in facilitating networking and collaboration among start-ups (Rotimi, Enimola and Ochidi 2021: 60). Business associations provide networking opportunities and access to industry experts, while mentorship programmes connect entrepreneurs with experienced business owners who can provide guidance and advice (Gupta and Gupta 2015: 130). Networking can be critical to the success of a new business, as it can provide entrepreneurs with access to customers, suppliers, partners, and investors (Gabriel and Kobani 2022: 254).

2.5. THE ROLE OF ENTREPRENEURSHIP IN UNEMPLOYMENT REDUCTION AND POVERTY IN NIGERIA

Entrepreneurship can play a critical role in reducing unemployment and poverty in Nigeria. Small and medium-sized enterprises (SMEs) are considered to be the backbone of the Nigerian economy and are responsible for creating a significant number of jobs in the country (Nafiu, Ogbadu and Yakubu 2018b: 141). Entrepreneurship can create jobs by providing self-employment opportunities for individuals and by creating new businesses that can employ others (Sabah 2016: 88).

The creation of new businesses through entrepreneurship can also help to diversify the economy and reduce the dependence on oil and other natural resources (Tawami and Rahman 2019: 50). This can lead to more sustainable

economic growth and can help to reduce poverty by providing more opportunities for individuals to improve their economic well-being (Gabriel and Kobani 2022: 250). In addition to creating jobs and economic growth, entrepreneurship can also help to improve the quality of life for individuals and communities (Nafiu, Ogbadu and Yakubu 2018b: 140). Small and medium-sized enterprises can provide goods and services that are essential to the daily lives of people, such as food, clothing, and healthcare (Sundararajan and Sundararajan 2015: 40). Moreover, entrepreneurship can also be a powerful tool for empowering women and marginalized groups, who often face significant barriers to economic opportunities (Vanevenhoven and Liguori 2013: 318).

2.6 THE ROLE OF HIGHER INSTITUTIONS IN PROVIDING ENTREPRENEURSHIP EDUCATION

Entrepreneurship education has become increasingly important in today's world as it provides students with the knowledge, skills, and attitudes necessary to start and manage their businesses (De Nicola, Anees and Maurizi 2022: 108). Higher institutions have an important role to play in providing entrepreneurship education to students, as they are in a unique position to provide the necessary resources, expertise, and support to aspiring entrepreneurs (Ndofirepi 2022) : 215). This section explores the various roles that higher institutions play in providing entrepreneurship education.

2.6.1 Curriculum development

Higher institutions play a critical role in the development of entrepreneurship education curriculum. They design and develop courses that provide students with a comprehensive understanding of the entrepreneurship process, including identifying opportunities, creating business plans, financing their ventures, and managing their businesses (Ncanywa and Dyantyi 2022: 80). The curriculum also includes courses that teach students how to develop critical thinking, problem-solving, and communication skills, which are essential to the success of any entrepreneur (Efi 2014: 20). Higher institutions also work to integrate entrepreneurship education across all disciplines, encouraging cross-disciplinary collaboration and innovation (Raval 2016: 25).

2.6.2 Faculty training and support

Higher institutions also provide faculty training and support to ensure that they have the necessary skills and knowledge to effectively teach entrepreneurship education courses (Siddikov 2021: 28). This includes providing faculty with access to resources such as entrepreneurship conferences, seminars, and workshops to improve their understanding of the latest trends and practices in entrepreneurship (Mei and Symaco 2022: 179). Institutions also incentivize

faculty members to participate in entrepreneurship activities, such as starting their own businesses or serving as mentors to student entrepreneurs (Wang 2021: 69).

2.6.3 Student support and mentoring

Institutions provide support and mentoring to students who are interested in entrepreneurship (Mei and Symaco 2022: 176). This includes providing access to incubators, accelerators, and other resources that provide mentorship, networking opportunities, and access to funding (Ncanywa and Dyantyi 2022: 79). Higher institutions also develop programmes that match student entrepreneurs with successful alumni or other entrepreneurs who can provide guidance and mentorship (Ncanywa and Dyantyi 2022: 77). Institutions also encourage students to participate in entrepreneurship competitions and other activities that allow them to showcase their ideas and receive feedback (Mei and Symaco 2022: 176).

2.6.4 Community outreach and collaboration

Higher institutions engage with the wider entrepreneurship community to create opportunities for collaboration and knowledge-sharing. This involves partnering with local businesses, community organizations, and government agencies to provide students with access to resources and mentorship (Dzisi and Odoom 2017: 440).

2.6.5 Industry partnerships

Higher institutions form partnerships with industries to provide practical training opportunities for students. This collaboration often includes internship programmes, research projects, and joint ventures (Ncanywa and Dyantyi 2022: 79). The partnership also provides students with exposure to industry professionals who can provide mentorship and guidance on business start-up and management (Wang 2021: 71).

2.7. CHALLENGES FACING HIGHER EDUCATION INSTITUTIONS IN PROVIDING ENTREPRENEURSHIP EDUCATION

Entrepreneurship education is increasingly becoming popular in higher education institutions (HEIs) as more students seek to gain entrepreneurship skills and knowledge (Aboobaker and Renjini 2020: 73). However, the provision of entrepreneurship education is not without challenges. This section discusses the various challenges facing HEIs in providing entrepreneurship education.

2.7.1 Limited resources

One of the main challenges facing HEIs in providing entrepreneurship education is the lack of adequate resources. Providing entrepreneurship

education requires a significant investment in terms of finances, time, and personnel (Mei and Symaco 2022: 177). The costs of developing and delivering entrepreneurship courses, hiring qualified staff, and providing students with access to entrepreneurship resources can be high. This presents a challenge for HEIs, especially those with limited budgets (Scott and Guan 2023: 327).

2.7.2 Faculty training

Another challenge facing HEIs in providing entrepreneurship education is the lack of trained faculty. Teaching entrepreneurship requires specialized skills and knowledge that many faculty members may not possess. This is particularly true in fields where entrepreneurship is not traditionally taught, such as the humanities and social sciences (Agbonlahor 2016: 55). HEIs must invest in training their faculty to deliver effective entrepreneurship education.

2.7.3 Limited industry engagement

Effective entrepreneurship education requires engagement with the business community. This engagement provides students with exposure to real-world entrepreneurship experiences and opportunities to network with business leaders (Usman and Hamid 2022: 134). However, many HEIs have limited engagement with the business community, which limits the opportunities available to their students. HEIs must work to establish partnerships with local businesses and entrepreneurs to provide their students with valuable entrepreneurship experiences (Scott and Guan 2023: 334-335).

2.7.4 Lack of entrepreneurship culture

The lack of an entrepreneurship culture within HEIs can hinder the effectiveness of entrepreneurship education. If students and faculty do not see entrepreneurship as a viable career path, they may not take entrepreneurship education seriously (Scott and Guan 2023: 335). HEIs must work to create an environment that fosters an entrepreneurship mindset and culture. This includes promoting entrepreneurship events, showcasing successful student entrepreneurs, and providing opportunities for students to network with successful entrepreneurs (Acevedo and Soto-Bubert 2021: 64).

2.7.5. Difficulty in measuring outcomes

Measuring the outcomes of entrepreneurship education can be challenging. It is difficult to determine the effectiveness of entrepreneurship education programmes and the impact they have on students' entrepreneurship abilities (Ubogu 2020: 127). HEIs must invest in effective evaluation methods to determine the outcomes of entrepreneurship education programmes.

2.7.6. Resistance to change

Resistance to change can be a significant challenge facing HEIs in providing entrepreneurship education. Many HEIs may be resistant to changing their traditional curriculum and academic structures to incorporate entrepreneurship education (Aboobaker and Renjini 2020: 80). This resistance can be due to a lack of understanding of the benefits of entrepreneurship education or a fear of losing academic prestige (Aboobaker and Renjini 2020: 80). HEIs must work to overcome this resistance to change and create an environment that supports entrepreneurship education.

Higher education institutions play a critical role in providing entrepreneurship education to students. However, they face several challenges that can hinder the effectiveness of entrepreneurship education programmes (Abu Zeid *et al.* 2017: 25). HEIs must invest in resources, train faculty, engage with the business community, foster an Entrepreneurship culture, measure outcomes, and overcome resistance to change to provide effective entrepreneurship education to their students.

2.8. REQUIREMENTS FOR SUCCESSFUL ENTREPRENEURSHIP EDUCATION

Successful entrepreneurship education involves equipping students with the necessary knowledge, skills, and resources to identify and exploit business opportunities (Aisy and Sumartik 2023: 129). However, to achieve this goal, several requirements must be in place. This section critically evaluates the requirements for successful entrepreneurship education.

2.8.1. Curriculum development and delivery

The first requirement for successful entrepreneurship education is curriculum development and delivery. The curriculum should be designed to equip students with relevant skills and knowledge to succeed as entrepreneurs. The curriculum should also be flexible to accommodate changes in the market and emerging trends (Ndofirepi 2022: 2). Delivery of the curriculum should be student-centered and hands-on, allowing students to apply theoretical knowledge to real-life situations (Nguyen 2020: 1324). The curriculum must also incorporate experiential learning activities such as internships, case studies, and simulations to enhance the learning experience (De Nicola, Anees and Maurizi 2022: 72).

In Nigeria, the need for entrepreneurship education is becoming increasingly important, particularly given the country's high youth population and high unemployment rate.

2.8.2. Qualified faculty

Another requirement for successful entrepreneurship education is qualified faculty. Entrepreneurship is a multidisciplinary field, and faculty members should have a diverse range of skills and expertise to provide students with a comprehensive learning experience (Ncanywa and Dyantyi 2022: 75). Faculty members must be knowledgeable about the latest trends and best practices in entrepreneurship and should be committed to fostering an entrepreneurship mindset among students. They should also have practical experience in starting and managing businesses (Ndofirepi 2022: 16). This is also a key requirement for successful entrepreneurship education. Nigerian higher education institutions must invest in recruiting and retaining qualified faculty members with practical experience in starting and managing businesses (Gabriel and Kobani 2022: 249).

2.8.3. Resources and infrastructure

Entrepreneurship education requires access to resources and infrastructure to support student learning (Ncanywa and Dyantyi 2022: 75). Higher education institutions should invest in resources such as libraries, computer labs, and research centers to provide students with the necessary tools for research and innovation. The institution should also provide access to funding and mentorship opportunities to support student entrepreneurship initiatives (Mukhtar *et al.* 2021: 210).

In Nigeria, the availability and accessibility of resources and infrastructure for entrepreneurship education have been identified as major challenges to the effective implementation of entrepreneurship education in higher education institutions (Gabriel and Kobani 2022: 250). Many higher education institutions in Nigeria lack adequate resources such as libraries, computer labs, and research centres that can support student learning in entrepreneurship. This limits the ability of students to conduct research and innovation that is necessary for entrepreneurship (Godfrey-Kalio, Kalio and Ndifon 2017: 19). Additionally, access to funding and mentorship opportunities for student entrepreneurship initiatives in Nigeria is limited, which hinders the development and growth of student-led entrepreneurship ventures (Nafiu, Ogbadu and Yakubu 2018b: 153). Therefore, higher education institutions in Nigeria should invest in resources and infrastructure that can support student learning in entrepreneurship and provide access to funding and mentorship opportunities to support student entrepreneurship initiatives.

2.8.4. Collaboration and networking

Successful entrepreneurship education requires collaboration and networking among students, faculty, and industry professionals (Okoye, Nwakoby and

Ezike 2021: 60). The institution should foster an environment that encourages collaboration and networking, such as organizing networking events and mentorship programmes (Ndofirepi 2022: 2). Collaboration and networking provide students with opportunities to learn from experienced entrepreneurs and industry professionals, access funding and resources, and build relationships that can be beneficial in their entrepreneurship journey (Nguyen 2020: 1322).

2.8.5. Entrepreneurship culture

Creating an entrepreneurship culture is another requirement for successful entrepreneurship education. The institution should cultivate a culture that encourages innovation, risk-taking, and creativity (Olominu 2018: 94). This can be achieved through various initiatives such as hosting entrepreneurship competitions, incubation centers, and accelerator programmes. The institution should also celebrate and showcase successful student entrepreneurs to inspire and motivate others to pursue entrepreneurship (De Nicola, Anees and Maurizi 2022: 87).

Successful entrepreneurship education requires a holistic approach that considers various factors such as curriculum development and delivery, qualified faculty, resources and infrastructure, collaboration and networking, and entrepreneurship culture (Albourini *et al.* 2020: 2524; Nguyen 2020: 1323). The incorporation of these requirements will enable higher education institutions to produce graduates with the necessary knowledge, skills, and mindset to succeed as entrepreneurs.

2.9. HIGHER EDUCATION POLICY ON ENTREPRENEURSHIP EDUCATION (EE) IN NIGERIA

Entrepreneurship Education (EE) has been identified as an essential tool for economic development, poverty reduction, and job creation in Nigeria. The government of Nigeria recognises this and has taken several steps to promote EE in the country, including the development of policies and programmes to support EE in higher education institutions (HEIs) (Nafiu, Ogbadu and Yakubu 2018b: 140).

In 2004, the Federal Ministry of Education in Nigeria introduced the National Policy on Education (NPE), which recognised the importance of entrepreneurship education in addressing the challenges of unemployment and poverty in the country (Okoye, Nwakoby and Ezike 2021: 59). The policy aims to develop an entrepreneurship culture among graduates, encourage self-employment, and promote economic development (Fayomi and Fields 2016:

124). The NPE made entrepreneurship education compulsory for all students in higher education institutions. In 2013, the National Universities Commission (NUC), the regulatory body for higher education institutions in Nigeria, developed the entrepreneurship Curriculum for Nigerian Universities (ECNU) (National Universities Commission, 2020). The ECNU provides guidelines for the integration of entrepreneurship education into the curricula of higher education institutions in Nigeria (Fapohunda 2014). The curriculum aimed to promote the development of entrepreneurship skills, attitudes, and mindsets among students. This curriculum was developed in line with the Nigerian government's efforts to promote entrepreneurship as a means to create jobs and reduce poverty (Adunola 2020: 33). The NUC also made it mandatory for universities to have a center for entrepreneurship and to offer entrepreneurship courses (Adunola 2020: 33).

In addition, the Central Bank of Nigeria (CBN) and the Bank of Industry (BOI) have developed several programmes to support entrepreneurship development in Nigeria. The Central Bank of Nigeria (CBN) launched the Entrepreneurship Development Centres (EDCs) initiative in 2016. The initiative aimed to provide training and funding for entrepreneurs across the country (Adunola 2020: 34). The CBN provided funding for the establishment of EDCs in all states of the federation and the Federal Capital Territory (FCT). The EDCs were established to provide training, mentoring, and funding opportunities to entrepreneurs. For example, the CBN has established the entrepreneurship Development Centres (EDCs) in six Nigerian universities to provide training and support to aspiring entrepreneurs. The BOI has also established several funds and programmes to provide financial and technical support to entrepreneurs (Nafiu, Ogbadu and Yakubu 2018b: 141).

2.9.1. Status of entrepreneurship education in Nigeria

Notwithstanding the government's efforts to promote EE in higher education, the status of EE in Nigeria remains questionable. Despite the policies and guidelines on EE in Nigeria, the implementation of entrepreneurship education in HEIs has been slow and ineffective (Nafiu, Ogbadu and Yakubu 2018b: 143). According to a report by the Global Entrepreneurship Monitor (2020), only 5.3% of Nigerian adults were involved in early-stage entrepreneurship activity in 2020, which is much lower than the average for sub-Saharan Africa (22.8%). The report also indicates that the rate of entrepreneurship activity in Nigeria has been declining over the years. Furthermore, a study by the National Bureau of Statistics (2018) revealed that only 19.3% of Nigerian youths have received entrepreneurship education. The study also found that most of the EE programmes offered in Nigeria were focused on the theoretical aspects of

entrepreneurship and lacked practical components, such as business incubation and mentorship.

Reports indicate that the entrepreneurship curriculum developed by the NUC has not been fully integrated into the academic programmes of Nigerian universities. This is partly due to the lack of qualified faculty and the absence of adequate funding (Okoye, Nwakoby and Ezike 2021: 69). In addition, the curriculum has not been updated to reflect current trends and practices in entrepreneurship (Nafiu, Ogbadu and Yakubu 2018b: 148). Furthermore, the establishment of EDCs across the country has not significantly impacted the state of EE in Nigeria. Reports indicate that the EDCs have been poorly funded, and their operations have been limited (Olominu 2018: 103).

The low status of EE in Nigeria is attributed to several factors, including:

- **Lack of funding:** EE programmes in Nigeria are often underfunded, leading to inadequate resources and poor-quality training (Okoye, Nwakoby and Ezike 2021: 64).
- **Poor infrastructure:** The inadequate infrastructure in Nigeria, such as poor electricity supply, affects the delivery of entrepreneurship education, particularly in practical aspects such as business incubation and mentorship (Olominu 2018: 100)
- **Limited access to information and communication technology (ICT):** Access to ICT is still limited in Nigeria, which hinders the dissemination of information and communication necessary for entrepreneurship development (Adunola 2020: 40).
- **Inadequate collaboration between higher institutions and industry:** Collaboration between higher institutions and industry is necessary to provide practical training and enhance the relevance of EE programmes in Nigeria. However, such collaboration is limited (Rotimi, Enimola and Ochidi 2021: 68).
- **Inadequate policy framework:** The policy framework for entrepreneurship development in Nigeria is still weak, and there is a need to develop policies that will promote and support entrepreneurship education (Ubogu 2020: 131).

2.10 LITERATURE GAP

Several studies examined the effectiveness of entrepreneurship education in universities in other countries, but there is a dearth of research in the Nigerian context, especially concerning the Afe Babalola University Entrepreneurship Programme. There is also a lack of focus on the effectiveness of specific entrepreneurship programmes in Nigerian Universities, particularly the Afe

Babalola University Entrepreneurship Programme. This is a major gap in the literature that needs to be addressed. Moreover, there is a need for more research on the extent to which entrepreneurship programmes in Nigerian Universities, particularly the Afe Babalola University Entrepreneurship Programme, can equip students with the necessary skills and knowledge to start and grow successful businesses. There is also a lack of research on the specific challenges that students face when trying to start their businesses, and how these challenges can be overcome through entrepreneurship programmes. Therefore, there is a need for more empirical research to advance the literature. The current study aims to explore the extent to which entrepreneurship skills are attained through the Afe Babalola University Entrepreneurship programme. The study examined the programme's effectiveness in preparing students for entrepreneurship, the challenges students encountered when starting their businesses, and the resources and support provided by the programme to help address these challenges. Through this analysis, the study contributed to the existing literature on entrepreneurship education in Nigerian universities and informed future policy and programme development.

2.11 THEORETICAL REVIEW

Human capital is a renewable resource with no theoretical supply limit, unlike other forms of capital. Indefinitely, as the world becomes more knowledgeable, it should likewise become richer. For obvious reasons, that assumption gives a lot of space for dispute. It also poses an essential question: Does education improve a person's economic production, or does it distinguish poor and high earners by acting as a selection criterion? (Becker 1994: 16), agreed that education could only produce indications about talents and abilities, rather than determining true economic potential. One might speculate that education's credentials correspond to far more intricate techniques of determining social appurtenance than Becker's simple workplace "talents" or "abilities". Claussen and Osborne (2013: 59), for example, effectively demonstrated that education is one crucial aspect in a person's cultural capital, which in turn defines where an individual would stand on the social-economic ladder. Becker stated that one of his assessments had a flaw: "Persons differing in education also differ in many characteristics that cause their income to differ systematically."

Adam Smith's human capital theory posits that human capital, akin to a stock of knowledge and skills, is essential for economic growth. This theory suggests that individuals can increase their productivity and economic value through education and skill development. Building on Smith's ideas, Gary Becker expanded the theory by emphasizing that investments in education and training

directly enhance an individual's economic value and productivity. However, this theory has faced criticism. Richard Freeman argues that human capital should be seen more as a measure of individual talent and competence rather than a simple factor of production. Furthermore, Herbert Gintis and Samuel Bowles critique the theory for its overemphasis on education as the primary means of boosting productivity. According to Bowles and Gintis (1975:74), the focus should be on understanding human capital as part of a broader system of human resources, where societal factors and structures play a significant role in shaping economic value. Thus, while the theory suggests that graduates will become productive members of the workforce, critics call for a more nuanced understanding of human capital beyond just education and training.

2.11.1. Human capital theory

The human capital theory assumes that human capital is akin to a stock of knowledge or talents. The theory identified human beings as a form of capital that remains essential in driving the global economy. The theory also points out that talent, education and training are of utmost importance to assist this resource function optimally (Sweetland, 1996: 344). The theory posits that investments in education, training, and other forms of human capital development led to increased productivity and economic growth, both for the individual and for society as a whole (Marvel, Davis and Sproul 2016: 600), investments in education and training can lead to an increase in the human capital of students and, in turn, increase their chances of success as entrepreneurs.

One of the key insights of HCT is that investments in human capital can lead to higher returns, both in terms of increased income and improved quality of life (Aboobaker and Renjini 2020: 80). For example, an individual with higher levels of education and job-specific skills is likely to have a higher income and greater job security than an individual with lower levels of human capital.

The Afe Babalola University entrepreneurship programme can be seen as an investment in the human capital of students, which can lead to increased returns in the form of successful businesses and economic growth.

In the context of entrepreneurship, HCT suggests that an individual's human capital can play a critical role in their ability to start and grow a successful business. Entrepreneurs with higher levels of human capital, such as knowledge and skills in finance, marketing, and management, are likely to have a greater chance of success than those with lower levels of human capital (Østergaard and Marinova 2018: 4). Additionally, HCT also highlights the importance of general cognitive and non-cognitive skills such as problem-

solving, critical thinking, and decision-making which are essential for an entrepreneur to identify business opportunities, develop a business plan, and adapt to the changing environment (Campbell, Kryscynski and Olson 2017: 350). However, some criticisms have been raised towards HCT. Some researchers like Tan (2014: 420); Fix (2018: 60) argue that HCT may not apply to all behaviours and contexts and that other factors such as social capital, network, and access to resources.

2.11.2 Relevance of human capital theory

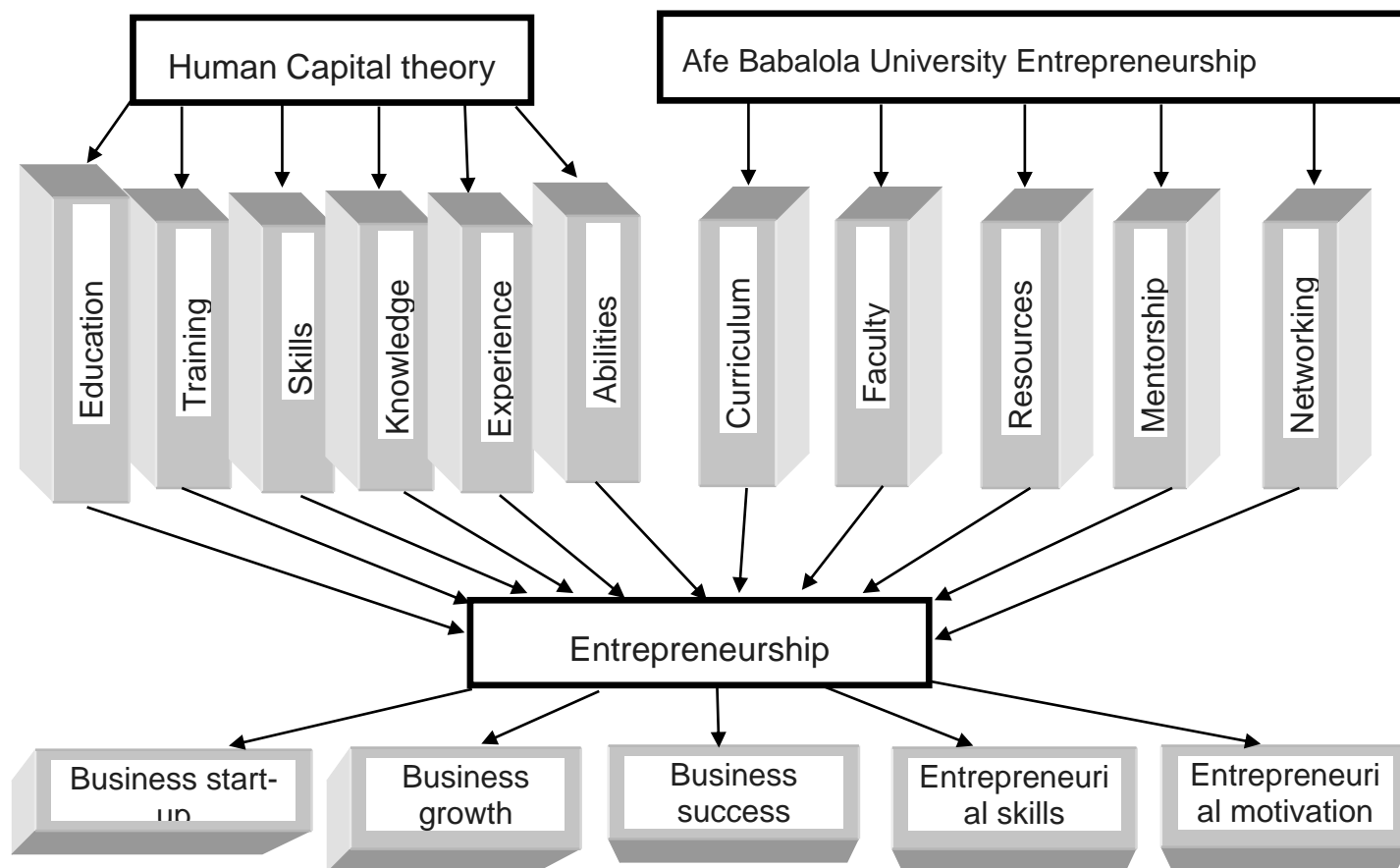
Human capital theory recognises the value of experience in enhancing an individual's skillset. ABUAD bridges the gap between theory and practice by offering mentorship programmes that connect students with successful entrepreneurs. These mentors provide invaluable guidance, share their experiences, and offer personalized advice based on the students' specific ventures (Raposa *et al.* 2019: 423). This one-on-one interaction with experienced practitioners allows students to learn from real-world challenges and successes, fostering confidence and resilience. Human capital theorists acknowledge the importance of social networks in career development. ABUAD fosters a vibrant entrepreneurial ecosystem by facilitating networking opportunities through workshops, conferences, and alumni events. These events connect students with potential investors, collaborators, and fellow aspiring entrepreneurs. This network provides not only access to resources and funding but also fosters a sense of community and shared purpose, further fuelling entrepreneurial motivation (Osano 2021: 695). The combined effect of these human capital development initiatives at ABUAD is the creation of graduates with a strong foundation in business knowledge and practical skills. More importantly, ABUAD fosters an entrepreneurial mindset, equipping students with the confidence, motivation, and network to translate their ideas into successful ventures. This focus on human capital development positions ABUAD as a leading institution in nurturing the next generation of entrepreneurs, contributing not only to individual success but also to economic growth and job creation. The diagrammatical representation is found below.

2.11.3 Analysis of theory construct

Entrepreneurship-specific courses investigate deeper, introducing students to concepts like opportunity recognition, venture creation, and business model development (Ajetunmobi and Ademola 2014: 50). This exposure allows students to explore the entrepreneurial landscape, identify their strengths and weaknesses, and refine their business ideas.

Human capital theory extends beyond formal education to encompass training and skill development. ABUAD's approach goes beyond textbooks by offering workshops, seminars, and boot camps focused on practical entrepreneurial skills. These programme, often led by experienced entrepreneurs, provide students with hands-on learning experiences in areas like pitching to investors, building a business plan, and navigating regulatory hurdles. This targeted training not only equips students with practical skills but also fosters entrepreneurial motivation by demonstrating the viability of their ventures (Roy and Das 2016: 102). The quality of faculty significantly impacts the effectiveness of human capital development. ABUAD boasts a team of experienced academics with expertise in entrepreneurship and related fields. These faculty members not only possess a deep understanding of the entrepreneurial ecosystem but also actively engage in research, constantly updating the curriculum with the latest trends and best practices (Ajetunmobi and Ademola 2014: 50). This ensures that students receive knowledge that is current, relevant, and directly applicable to the challenges they will face as entrepreneurs.

Figure 2. 1: **Basic Variables that affect Human Capital Theory and Entrepreneurship Attainment**



Source: Self-generated by the researcher

The Figure 2.1 above shows how the variables of education, experience, knowledge, entrepreneurship mindset, entrepreneurship intentions, entrepreneurship skills, and entrepreneurship identity are all related to human capital theory (HCT), which is a theoretical framework that emphasises the importance of investing in human capital to promote economic growth and development. This diagram highlights the relevance of human capital theory and its associated variables in understanding the factors that contribute to successful entrepreneurship education and attainment. By investing in education, training, and the development of entrepreneurship skills, students can develop the knowledge and attitudes necessary to become successful entrepreneurs. This, in turn, can promote economic growth and development in Nigeria.

2.12. CONCLUSION

This chapter discussed the various concepts, and theories. It has highlighted the importance of entrepreneurship education in fostering an Entrepreneurship mindset and preparing students for the challenges of the 21st-century economy.

The chapter has explored the various components of successful entrepreneurship education, including curriculum development, delivery, faculty qualifications, access to resources, and infrastructure. Nigeria, like many other developing countries, faces significant challenges in developing a vibrant Entrepreneurship ecosystem. However, by investing in entrepreneurship education, higher education institutions in Nigeria can play a vital role in addressing these challenges and preparing students for successful careers as entrepreneurs. The next chapter will introduce and describe the various methods employed by the researcher to gather and analyse data.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. INTRODUCTION

The literature review on entrepreneurial programmes and the effects on entrepreneurship attainment at Afe Babalola University was presented in the last chapter. This chapter clarifies the method of research applied to investigate the development of entrepreneurial abilities via the entrepreneurship Programme of Afe Babalola University. Together with details on the mixed-methods approach which combines quantitative and qualitative techniques the first part of the chapter describes the research design in great length. It presents the study population, research sample, sampling strategy, data collecting tools, data collecting practices, validity and reliability concerns, data processing methods, ethical considerations. It also gives a summary of the restrictions of the research and the steps done to guarantee the quality and dependability of the gathered data. This chapter also shows the Nvivo Software and statistical package for the social sciences (hereinafter SPSS) version 26.0 used in data analysis.

3.2 RESEARCH PARADIGM

The fundamental framework that directs a research study, influencing its design, techniques, and interpretation, is known as the research paradigm or philosophy. The pragmatic research paradigm also places a strong emphasis on making a meaningful contribution to the outside world, encouraging a mutually beneficial interaction between research and practice. Pragmatist research is often mixed methods, using both qualitative and quantitative data (Ugwu, Ekere and Onoh 2021: 117). This approach was used because it ensured that the research findings were useful and could be used to inform policy and practice. It also allowed for the use of multiple methods and sources of data, which increased the credibility and validity of this research. (Kamal 2019: 1390).

3.3 RESEARCH APPROACH

A research approach refers to the overall plan and procedures for conducting a study, encompassing the broad assumptions, detailed methods of data collection, analysis, and interpretation. (Creswell and Creswell 2018: 309). this study adopted an explanatory sequential approach, integrating both quantitative and qualitative data to achieve a comprehensive analysis.

3.3.1 Quantitative approach

The quantitative approach involves the collection and analysis of numerical data to identify patterns, test hypotheses, and make predictions. It emphasises

objectivity, measurement, and the use of statistical tools to generalize findings from a sample to a larger population (Creswell, 2014: 201). The quantitative phase consisted of a survey administered to 324 final-year students, selected through simple random sampling.

Quantitative research methods, as defined by Connaway and Powell (2010: 3), are systematic and structured, focusing on formal data collection and the quantification of concepts. Saunders et al. (2016: 166) highlight that these methods examine relationships between numerically measured variables, which are analysed using statistical and graphical techniques. Leedy and Ormrod (2010: 94) added that surveys with measurement scales are commonly used in quantitative research. Quantitative research is used to answer questions concerning quantifiable variable relationships to explain and regulate events (Leedy, Ormrod and Johnson 2014: 94).

In this study, a quantitative approach was employed to assess entrepreneurship attainment through the Afe Babalola University Entrepreneurship Programme. This method facilitated clearer analysis and comparison of the data, enhancing the objectivity and reliability of the study, and ensuring the results could be replicated (Saunders *et al.* 2016: 179; Bhattacharyya 2012: 129).

3.3.2 Qualitative approach

The qualitative approach focuses on exploring and understanding individuals' experiences, perceptions, and meanings attached to social or human problems. It relies on non-numerical data, such as interviews, observations, and open-ended surveys, to provide in-depth insights into complex phenomena (Merriam and Tisdell, 2016). In the qualitative phase, face-to-face interviews were conducted with eight lecturers, purposefully selected for their involvement in teaching within the entrepreneurship programme.

Qualitative research explores human experiences and perceptions through non-numerical data like interviews and observations, aiming to understand participants' perspectives (Robertson 2008: 82; Saldana 2018: 32). Creswell and Creswell (2018: 306) emphasised that the researcher's close involvement with participants allows for detailed insights into specific issues.

In this study, a qualitative approach was employed to evaluate the effectiveness of the Afe Babalola University Entrepreneurship Programme in fostering entrepreneurship. This method enabled in-depth exploration and revealed unexpected insights, as highlighted by (Hair et al. 2017: 78). Leedy and Ormrod (2014: 145) note that qualitative research captures complex relationships, beliefs, and emotions, offering a comprehensive understanding. Given the

exploratory nature of the research questions, which focused on student success and skill development, a qualitative approach was appropriate. Allen (2017: 111) supports the use of broad, open-ended questions, allowing for flexibility in gathering responses. This flexibility was valuable as some interview questions extended beyond the academic staff's immediate responsibilities. Despite its depth, qualitative research has limitations, including smaller sample sizes and less structured instruments, which can affect the generalisability of results (Queirós, Faria and Almeida 2017: 370). To address this, the study also employed quantitative methods, providing a more balanced and comprehensive analysis.

3.3.3 Mixed methods approach

The mixed methods approach, on the other hand, combines both quantitative and qualitative research methods in the same study (Othman, Steen and Fleet 2020: 75). This approach provides a more comprehensive and detailed understanding of the research topic, as it not only analyses the numerical data but also delves into the subjective experiences and perceptions of the research participants (Neupane 2019: 77). The mixed methods approach is particularly useful when a study aims to explore a complex and multifaceted research topic, such as entrepreneurship attainment through the Afe Babalola University programme.

Therefore, the mixed methods approach was the most suitable because it allowed for a thorough exploration of the research topic, as it provided both numerical data and qualitative information. Through the quantitative approach, the study obtained statistical information on the number of students who had attained entrepreneurship skills through the university programme. The qualitative approach, on the other hand, provided detailed information on how these students acquired the skills and their experiences during the programme. By combining both approaches, the study provided a comprehensive analysis of entrepreneurship attainment through the ABUAD programme.

3.4 RESEARCH DESIGN

Research design is the strategy that offers the logical framework, guides an investigator in addressing issues, and answers research questions (Tobi and Kampen 2018: 1209). According to Terre Blanche, Durrheim and Painter (2010:162), research design refers to a strategic framework that guides the research process, ensuring that reliable conclusions are drawn. Van Wyk (2012:13) also emphasises that research design is goal-oriented, focusing on how the study is structured to achieve its objectives.

This research adopted a mixed sequential explanatory research design to analyse the effects of the Afe Babalola University entrepreneurship programmes on student success and attainment of entrepreneurship skills.

The sequential research design served as the foundational framework that directed the investigator in addressing pertinent issues and formulating responses to this research inquiries. This research design proved advantageous as it enabled the researcher to gain new insights into the phenomenon and develop a deeper understanding of the research problem. The design followed a two-phase approach, beginning with the collection of quantitative data, followed by the integration of qualitative data to offer further clarity on the quantitative results. Face-to-face interviews were conducted with lecturers before administering questionnaires to students. Data from both phases were collected and analysed separately, then sequentially integrated to address the research questions comprehensively.

3.5. RESEARCH POPULATION

Ravikiran (2022: 11), asserts that the word "population" has two meanings. The population in this context is defined as the set of data points related to the research topic. This includes a wide variety of objects, such as but not limited to people, things, events, and organizations. To draw insightful findings and insights, researchers work with populations, using the data collected from these groups as the basis for their analysis and inference. The population were students and lecturers in the entrepreneurship programme at Afe Babalola University, Ado Ekiti.

3.5.1. Target population

A target population, as defined by Hays and Singh (2011: 189), is a specified group of people that a research project wants to thoroughly explore and then draw meaningful conclusions from. This defined population acts as the study's focal point, representing the core group from whom data will be collected, processed, and synthesized to get useful insights into the research objectives. The choice of a target population is crucial since it determines the scope and applicability of the research findings. Thus, the target population were the 4th year students, which constituted the quantitative approach and 8 lecturers handling entrepreneurial courses at Afe Babalola University which constituted the qualitative sample.

3.6 SAMPLE SIZE AND SAMPLING TECHNIQUE

According to Albaum and Smith (2012: 93), a sampling method refers to testing a subset of the universe in a systematic manner. Sampling, as defined

by Terre Blanche, Durrheim and Painter (2010: 162), refers to the process of selecting participants from a population, which includes determining the people, settings, events, or behaviours to observe. Effective sampling ensures that the selected sample accurately reflects the characteristics of the larger population. Check and Schutt (2012: 96) highlight that sampling involves selecting a subset of the population to gather information on the phenomenon being studied. The purpose is to choose a representative sample, enabling the researcher to draw valid conclusions about the broader population, as noted by (Newman 2018: 246). This study employed purposive sampling method.

3.6.1. Non-Probability sampling technique

Purposive sampling was employed to select lecturers for the interviews, focusing on those teaching entrepreneurship. This technique involves selecting participants based on their specific characteristics relevant to the research (Bhattacharjee 2012:69). As Kumar (2014:189) explains, purposive sampling relies on the researcher's judgment to identify participants who can provide the most valuable information to meet the study's objectives. The chosen lecturers were therefore considered well-suited to offer insights into the strategies and effectiveness of the entrepreneurship attainment through the Afe Babalola University Entrepreneurship Programme.

Convenience sampling was utilised to collect data from students, combining both online and physical methods. This technique involves selecting participants who are readily available and willing to participate, making it a practical choice for data collection (Andrade 2021: 86). A hybrid approach was adopted, where data were gathered through Google Forms for online respondents and self-administered physical questionnaires for those accessible in person. This method was deemed effective in reaching a broad sample of students and ensuring a timely collection of data for the study.

3.6.2 Sample size

Shapiro (2008:2) defines sample size as the total number of units selected for data collection purposes. A sample size of 324 4th year students was used (Survey). The second sample was the lecturers with significant experience in the ABUAD Entrepreneurship Programme. This selection comprised 2 Professors, 3 Senior Lecturers, and 3 lecturers below the rank of senior lecturers and they were all interviewed. Moreover, 2 lecturers from the total of ten, teaching 4th year students, was excluded. because they are graduate assistants and do not engage directly in teaching the course instead, their role involves assisting professors in the classroom.

The inclusion criteria for the selection of students were because they are final year students in the entrepreneurship programme at Afe Babalola University and would be going into the labour market. The sample size was calculated using the Taro Yamane (1967) formula as shown below.

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

Where:

n = sample size

N = finite population

α = level of significance or limit of tolerable error

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

$$n = \frac{1,710}{[1+1,710(0.025^2)]}$$

$$n = \frac{1,710}{1+1,710(0.0025)}$$

$$n = \frac{1,710}{1+4.1375}$$

$$n = \frac{1,710}{1+4.1375} = n = 324$$

Table 3. 1: **Breakdown sample population of entrepreneurship students**

YEAR	TOTAL POPULATION	TARGET POPULATION
4 th Year	1,710	324

Source: Adapted from University student Databank (2022)

Table 3. 2: **Breakdown of Lecturers**

LECTURERS	TOTAL POPULATION	TARGET POPULATION
Lecturers	10	8

Source: Adapted from University staff Databank (2022)

3.6.3. Inclusion criteria

Inclusion criteria for participants was established to ensure the selection of individuals who were directly relevant to the objectives of the study. Inclusion criteria for the student participants was required that they were enrolled as 4th-year students in the Afe Babalola University Entrepreneurship

Programme at the time of data collection. This criterion ensures that participants have sufficient exposure to the programme to provide meaningful insights into entrepreneurship attainment. For the lecturers, inclusion criteria was stipulated that they were actively involved in teaching within the ABUAD entrepreneurship programme, thereby possessing the necessary expertise and experience relevant to the research focus (Bryman 2016). These criteria will help ensure that the study's findings were derived from participants with direct knowledge and experience related to the research context, contributing to the validity and relevance of the research outcomes (Creswell and Creswell 2017).

3.6.4. Exclusion criteria

In alignment with the research focus and objectives, specific exclusion criteria were applied to ensure the relevance and suitability of the sample. Students who were not in their fourth year and were not actively enrolled in the ABUAD entrepreneurship programme were excluded from participation. Likewise, lecturers without substantial experience teaching within the ABUAD entrepreneurship programme were excluded from the pool of potential interviewees. These criteria ensured that selected participants had a direct connection to the programme and were well-positioned to provide insights into entrepreneurship development through the ABUAD entrepreneurship programme.

3.7 METHODS OF DATA COLLECTION

There were qualitative as well as quantitative approaches in the data collecting procedure. The quantitative phase consisted in compiling information with a self-administered questionnaire. On the other hand, the qualitative phase consisted in interviewing people to get data supporting or adding more information on the acquired quantitative data. A self-administered questionnaire was developed for the quantitative phase to compile information on student achievement and entrepreneurial skill acquisition resulting from the ABUAD entrepreneurship programmes. Before release, the questionnaire was verified for clarity and comprehensibility. Participants were gathered by way of targeted ads and email invites among other channels. Since the questionnaire was self-administered, the participants were sent one to complete on their own. Participants could complete the English-language questionnaire anonymously; it was administered in English.

Key informants for the qualitative phase were lecturers engaged in the Afe Babalola University entrepreneurship initiatives. The interview subjects were chosen on purposeful basis. Depending on the availability and inclination of

the participants, the interviews were done either in person or virtually using Zoom. With participant permission, the interviews were audio recorded and then verbatim transcribed. Using a semi-structured interview guide (See Appendix F), the interviews covered issues including the part technology plays in helping the business venture by student entrepreneurs, the value of mentoring and networking possibilities in the Afe Babalola University entrepreneurship programme and their effects on student attainment on entrepreneurial goals, and the difficulties students in the Afe Babalola University entrepreneurship programme face and how to overcome them.

3.7.1. Questionnaire as a research instrument

The research instruments utilised encompass two distinctive modes of data collection: self-administered semi-structured questionnaires and face-to-face interviews. These instruments were selected to effectively address the diverse dimensions of the research objectives, ensuring a comprehensive exploration of the research topic.

For the quantitative phase a questionnaire served as the principal data collection instrument. The self-administered nature of the questionnaire augmented its efficiency as a data collection instrument. Participants independently completed the questionnaire, accommodating their convenience and minimizing the need for direct researcher involvement during the data collection process (Kumar *et al.* 2019: 87; Dawadi, Shrestha and Giri 2021: 27). This aspect not only expedites the data collection process but also enhanced the likelihood of obtaining accurate responses, as participants took their time to reflect upon and answer the questions posed (Neupane 2019: 77).

The questionnaire was developed based on a review of relevant literature and tailored to the context of Nigerian tertiary education, particularly in relation to entrepreneurship development and attainment among youth. The questionnaire is divided into three main sections:

Section A (Demographic Information): This section collects baseline demographic and background data to provide a contextual understanding of respondents. It includes:

Section B (Afe Babalola University Entrepreneurship Programme): This section explores the awareness, participation, and perceptions of the university's entrepreneurship initiatives. It includes:

Section C (Entrepreneurship Attainment): This section assesses the outcomes and impact of the entrepreneurship programme on students' entrepreneurial intentions and capabilities.

The questionnaire was designed to include a mix of closed-ended and open-ended questions, allowing for both quantitative analysis and the capture of rich qualitative feedback. The structure ensures alignment with the study's objectives, particularly in assessing the influence of institutional entrepreneurship education on students' intentions, motivations, and perceived readiness to become entrepreneurs.

In the quantitative phase, questionnaires were administered using an online platform (Google Forms) due to the students' demanding lecture schedules. When response rates were initially low, the researcher enlisted the support of class representatives from each faculty. The representatives were approached professionally, with the study's purpose and the context of the questionnaire clearly explained. Despite consistent follow-ups, online response rates remained low. The Google Form was kept open and made available at weekly intervals to encourage more participation. Accessing fourth-year students was particularly challenging as they had entered their examination period. To overcome this, the researcher personally distributed and collected questionnaires from these students, resulting in a significant improvement in the overall response rate.

3.7.2. Interview as a data collection method

An interview is a conversation between the researcher and the participant, in which the researcher asks open-ended questions to gather information about the participant's experiences, perceptions, and attitudes. Interviews were conducted face-to-face, over the phone, and online depending on the preference of the participant. These interviews were specifically designed to extract rich, contextualized insights from participants, which enabled an in-depth exploration of their perspectives, experiences, and opinions (Kumar *et al.* 2019: 87; Neupane 2019: 77; Kumar 2022). The semi-structured format provided the flexibility necessary to navigate the nuances of individual narratives, allowing for the pursuit of emergent themes and ideas that may not have been anticipated during the study's conception (Neupane 2019: 77). The face-to-face interaction further fostered rapport and a conducive atmosphere, which elicited candid responses and fostered deeper levels of understanding (Kumar *et al.* 2019: 87; Kumar 2022).

3.7.3. Reliability of the research instrument

Reliability serves as a crucial indicator of the robustness and consistency of the measurements obtained (Bougie and Sekaran 2019: 106). In order to ascertain and ensure the reliability of the research instruments and protocols, a pilot test involving fifty respondents was carried out. These respondents were not drawn from the target population, but rather, they served as a sample that is separated

yet aligned with the broader study context. The rationale behind employing students from the entrepreneurial programme is twofold: firstly, it ensures that participants possess relevant insights into the context of the study; and secondly, it facilitates the use of a random selection technique for this pilot test, enhancing its representativeness and validity. The pilot study aims to improve the research tools, streamline the data collection procedure, and identify any potential ambiguities or obstacles that target population participants may have. The early survey results were used to refine the questionnaire and interview guide, improving their clarity and efficacy.

3.7.4. Validity of the research instrument

The validity of a measurement tool is determined by whether the questions posed in the questionnaire and interview questions are the best for the research being conducted (King and Horrocks 2010). Content and construct validity was conducted via expert review of the students and the entire entrepreneurship programme in Afe Babalola University.

3.7.5. Trustworthiness of the study

Ensuring the trustworthiness of a research study is crucial to establish the credibility, transferability, dependability, and confirmability of the findings (Gunawan 2015: 10). Credibility was established through the use of multiple data sources and methods, namely quantitative and qualitative methods. The use of a mixed methods design allowed for the triangulation of data, where data from different sources were compared and contrasted to ensure consistency and convergence. The use of a self-administered questionnaire and key informant interviews provided a deeper understanding of the research problem, thereby increasing the credibility of the study.

Transferability was enhanced through the provision of a detailed description of the study context, population, and sampling procedures. The sampling procedures for both the quantitative and qualitative phases were clearly described, including the inclusion and exclusion criteria. Therefore, the study findings can be transferable to other similar contexts and populations.

Dependability was established through the use of clear and well-documented research procedures. The data collection procedures were standardized, and the questionnaire and interview guide were pilot tested to ensure clarity and comprehensibility. The researcher also maintained detailed records of the research process, such as the data collection and analysis procedures, which were auditable to ensure dependability.

Confirmability was enhanced through the use of an audit trail and member checking. An audit trail was maintained to document the research process,

including the data collection, analysis, and interpretation procedures. Member checking was conducted by sharing the preliminary findings with the study participants to verify the accuracy and authenticity of the findings.

3.7.6 Pilot study

A pilot study is a small-scale preliminary study carried out to evaluate and improve the research techniques, tools, and approaches set to be used in the major study (In 2017: 602). It aimed to evaluate the clarity, comprehensibility, and suitability of the questionnaire and interview guide. It assessed respondents' understanding of the questions, response options, and the time required to complete the questionnaire. The pilot sample consisted of two professors with characteristics similar to the main study participants and fifty students. The pilot research for the interview guide evaluated the clarity and relevance of the questions, ensuring they addressed pertinent topics, as well as the time needed to complete the interviews. Additionally, the pilot study identified potential issues with data collection methods, such as challenges in recruiting participants or conducting interviews, and highlighted problems with data analysis, including the effectiveness of the statistical approach and the adequacy of the sample size. Most of the questionnaire items were clear and well-understood by the student participants. Minor ambiguities were identified in the phrasing of questions related to entrepreneurial motivation and post-graduation plans. These items were revised for clarity and conciseness to avoid misinterpretation.

3.8 METHOD OF DATA ANALYSIS - QUALITATIVE AND QUANTITATIVE PHASE

Data analysis is a method that is used to reduce and organise data to generate results that require some explanation from the researcher (Burns and Bush 2007: 86).

3.8.1 Quantitative phase

Analysing data that is based on numbers or that can be quickly and readily transformed into numbers without losing any significance is known as quantitative data analysis (Jansen and Warren 2020). It is employed to quantify group differences, examine the connections between variables, and test hypotheses. Understanding the requisite statistical knowledge and abilities is crucial to doing quantitative data analysis. Correctness in the selection of a suitable analysis model and comprehension of the analysis's findings are also necessary. The type of research topic and the characteristics of the data will determine which analytical procedures are most appropriate. The data collected in the quantitative phase was analysed using statistical software SPSS version

26.0. Both descriptive and inferential statistical procedures were applied to analysed and present the data. Grand-Clement, Baruch, and van Gorp (2018:57) explain that descriptive statistics are valuable for organizing, summarizing, and presenting survey data in a clear manner. In this study, univariate descriptive statistical techniques were applied to were used to summarise respondent profiles and programme experiences. The findings were illustrated using bar charts and frequency tables in the form of frequencies, percentages, means, and standard deviations. In contrast, inferential statistical analysis applies probability principles to draw conclusions and make generalizations based on sample data (Johnson and Christensen, 2012:4). In this study, arithmetic means, standard deviations, and One-way ANOVA were employed to examine the relationships between demographic variables and satisfaction of entrepreneurship programme. In addition, binary logistic regression were used to test the effects of key variables on entrepreneurship outcomes, specifically attainment of entrepreneurial skills (Objective 1) and attainment of entrepreneurship goals through mentorship and networking (Objective 4). These regression models allowed for the identification of significant predictors among socio-demographic and programme-related variables.

3.8.2 Qualitative phase

Qualitative data collected through the face-to-face interview, was subjected to thematic analysis. It is a technique for summarizing data that also incorporates interpretation when choosing codes and creating themes. When attempting to comprehend a collection of experiences, viewpoints, or justifications for actions inside a data set, thematic analysis is a useful and effective technique (Kiger and Varpio 2020: 846). The data collected in the qualitative phase was transcribed and analysed using qualitative data analysis software "NVivo". The researcher audio-recorded the interviews to ensure full attention to participants' responses and to capture complete data for analysis. A phone sound recorder was used to detect any cues missed during the conversation. During data analysis, participant responses were quoted verbatim to preserve the authenticity of the data.

Following Saldana's (2018: 44) guidelines for thematic analysis, the researcher developed codes to categorise and theme the data. Initially, the transcripts were fully reviewed to derive relevant codes. A second reading involved highlighting sections of text, which were deductively coded, and quotations were organised into separate documents. This process facilitated the identification of themes and subthemes within the interview transcripts.

3.9 ETHICAL CONSIDERATIONS

Ethics is a complex concept that encompasses beliefs and values held by individuals and society, shaping the ethical framework that underpins research endeavours. It transcends codes and norms, delineating the boundaries between actions deemed acceptable and those deemed unacceptable within each professional realm. This study emphasised the importance of ethical considerations, focusing on critical domains such as voluntary participation, informed consent, confidentiality, responsible communication of results, and preserving anonymity. (Olsson *et al.* 2022: 2).

Voluntary participation ensures participants' autonomy and upholds their rights and well-being. Informed consent is crucial, as it ensures transparency and respects participants' rights. Confidentiality safeguards participants' privacy and sensitive information, while transparently communicating research results upholds honesty and integrity. Anonymity shields participants' identities from exposure, preventing unintentional consequences and enhancing their sense of security. This study adhered to the principles of voluntary participation, informed consent, confidentiality, responsible communication of results, and anonymity, ensuring respect for participants' rights, dignity, and well-being while upholding ethical standards and norms.

3.9.1 Ethical procedures

According to McMillan and Schumacher (2010: 335), researchers make strategic decisions in the field, some of which are motivated by ethical concerns. Venter *et al.* (2017: 57) also stated that ethical issues should be taken into consideration during the planning phase of a research project. Many academic institutions require students and staff to obtain ethical clearance before starting a research project. The researcher received training in the ethical procedures mandated by DUT and was certified in basic research ethics. The researcher ensured that the study was conducted in full compliance with ethical standards. In accordance with the guidelines outlined by Resnik (2020), participants were provided with comprehensive information through an informational letter (Appendix A) and gave their full consent to participate in the study (Appendix B) without any form of coercion.

3.9.2 Informed consent

Any research involving human subjects must first take ethical issues including informed consent top priority. The researcher and the participants engage in a process of communication whereby the participants are given information about the research project and are let to freely consent to participate in the study (O'Sullivan *et al.* 2021: 10). Informed permission was acquired from every participant including professors as well as students. Participants in the informed

consent process received a thorough overview of the study endeavor, its goals, and the relevant processes. Participants were also advised of their rights to stop the study at any point without facing penalties.

The consent form had the following components and was written in clear, easily comprehensible English:

- A declaration of the aim of the study project.
- An account of the research's involved processes.
- An explanation of the advantages and drawbacks of taking part in the study.
- An explanation of participants' rights to anonymity and confidentiality. Declared participation in the study is optional, hence participants may stop at any moment without facing consequences.
- Should questions or concerns arise, contact details for the research ethics committee and the researcher.

Before requested to sign the informed consent form, participants had plenty of opportunity to read and comprehend it. Separate from the research data, the signed informed permission forms were stored secretly and securely. As documentation of the participants' permission to take part in the study, the researcher also delivered copies of the signed informed consent form to them.

3.9.3 Confidentiality and anonymity

Confidentiality is about the integrity of the researcher, by ensuring information received during data collection which are treated as classified. The measuring instruments required the names of respondents and assurance about the confidentiality and anonymity of participants was assured by administering the questionnaire personally. The interview records were kept in password-protected computers while paper records were locked up in a safe and will be destroyed after 5 years of the research.

3.9.4 Beneficence

The researcher ensured the interests of all participants are paramount and of utmost importance.

3.9.5 Respect

According to Wikipedia the Free Encyclopaedia (2022), respect for persons is the concept that all people deserve the right to fully exercise their autonomy. Showing respect for persons is a system of interaction in which one entity ensures that another has the agency to be able to make a choice. All participants were accorded due respect during this research. They were

informed that they have a right to participate or choose not to and there will be no benefit attached. The freedom of all participants was protected by ensuring their respect is maintained.

3.9.6 Limitations of the study

The scope of the research is restricted to Afe Babalola University entrepreneurship programme, Ado-Ekiti, Nigeria, 4th-year students due to the constraint of time and r resources.

3.10 Conclusion

This chapter outlines the methodological framework for addressing the research objectives, detailing the methods used for data collection and analysis. The study employed self-administered semi-structured questionnaires and face-to-face interviews, incorporating both quantitative and qualitative approaches. The quantitative approach facilitated data collection and enhanced comparability, while the qualitative approach provided context-specific insights through semi-structured interviews. The ethical framework adhered to key principles, including voluntary participation, informed consent, confidentiality, responsible communication, and anonymity. This chapter established the foundation for the exploration of research findings, including the presentation, analysis, and interpretation of empirical data.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This section outlines the procedures employed in analysing both quantitative and qualitative data within the framework of an explanatory sequential mixed methods design. In line with this design, the study commenced with a quantitative phase to identify patterns and relationships related to entrepreneurship education at Afe Babalola University, Nigeria. This was followed by a qualitative phase, aimed at exploring and interpreting the quantitative findings in greater depth. The integration of both phases provided a more robust and nuanced understanding of the factors influencing student entrepreneurship, enhancing the study's ability to draw meaningful conclusions and practical recommendations.

4.2 QUANTITATIVE COMPONENT

In the initial phase, the questionnaire was the primary tool for data collection and was distributed to 324 sampled students drawn from the Afe Babalola University. The collected data was analysed in line with the research objectives. Both descriptive and inferential statistics were applied to analyse and present the data. All questionnaires were returned, accounting for a high response rate of 100%. This section is structured in subsections. To improve readability, the analyse data was presented using frequency tables. The primary objectives of this research are to evaluate the impact of the entrepreneurship programme on student success and skill attainment, explore the motivations behind entrepreneurship achievement among students, ascertain the role of technology in supporting business ventures, examine the influence of mentorship and networking opportunities and identify challenges faced by students along with strategies to overcome them.

4.2.1 Demographic characteristics

This section details the demographic characteristics of the respondents who participated in the survey. The respondents were characterised by their gender, age range distribution, and academic background.

4.2.1.1 Gender

Figure 4.1 shows the gender distribution of the respondents. The gender distribution of the study respondents indicates a higher representation of females compared to males. Specifically, females make up 61.9% of the respondents, while males constitute 38.1%. This disparity suggests that there

was greater female participation. This gender distribution aligns with broader trends observed in educational settings and certain sectors of the workforce, where female participation has been increasing. Literature suggests that women often face unique challenges in entrepreneurship, including access to funding, mentorship, and balancing work-life responsibilities (Brush *et al.* 2018: 115). Consequently, the higher female representation could provide valuable insights into these areas and contribute to the development of more targeted support programmes for female entrepreneurs. Moreover, understanding the gender dynamics in entrepreneurship is crucial for policymakers and educators to create inclusive programmes that cater to the needs of both male and female entrepreneurs. Studies have shown that gender-inclusive policies and programmes can significantly impact the success rates of entrepreneurial ventures by providing equal opportunities for training, mentorship, and funding (Marlow and McAdam 2013: 115).

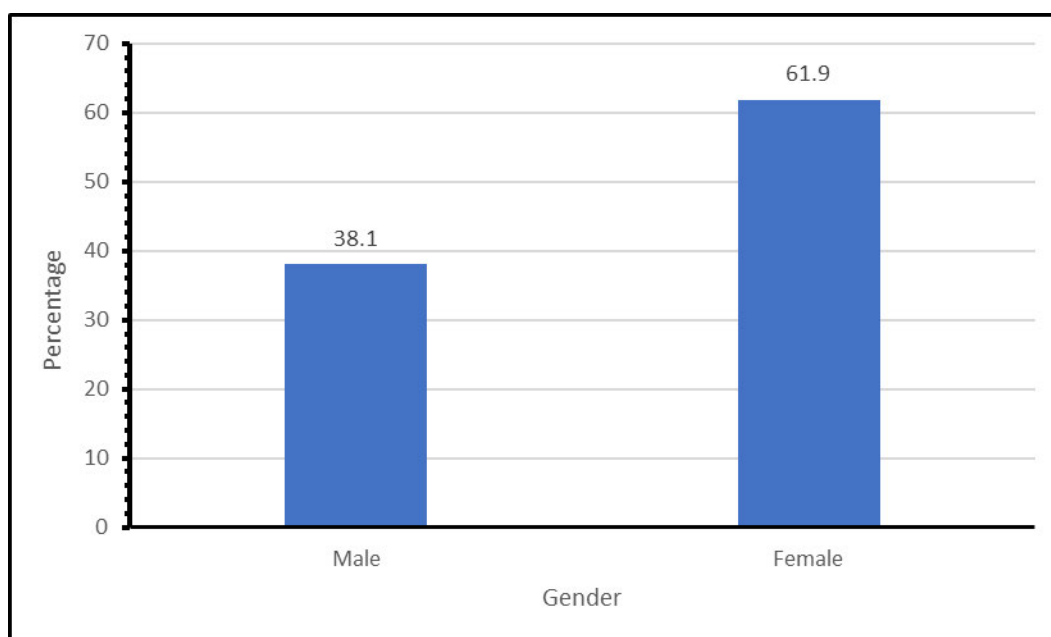


Figure 4. 1: **Gender distribution of respondents (N=323)**

4.2.1.2 Age range

The age distribution of the respondents is given in Figure 4.2. The age distribution of the study participants shows a predominant concentration of younger individuals. The majority of respondents, 65.9%, fall within the 17-20 years age range. This is followed by 32.2% of respondents in the 21-24 years age range. Only a small fraction of the respondents are older, with 1.5% aged 25-28 years and 0.3% aged 29-32 years. This age distribution suggests that the study largely captures the perspectives of younger individuals, primarily those who are likely to be at the beginning or early stages of their higher education or

professional careers. The high percentage of respondents in the 17-20 years age range aligns with typical university student demographics, indicating that the findings may be particularly relevant for understanding the experiences and views of younger students.

The focus on a younger demographic could have implications 's findings, especially in relation to entrepreneurship education. Younger individuals might have different motivations, challenges, and expectations compared to older age groups. For example, studies suggest that younger entrepreneurs often exhibit higher levels of risk-taking and innovation but may also face more significant barriers in terms of access to resources and experience (Kirkwood 2009: 485; Mueller 2011: 2).

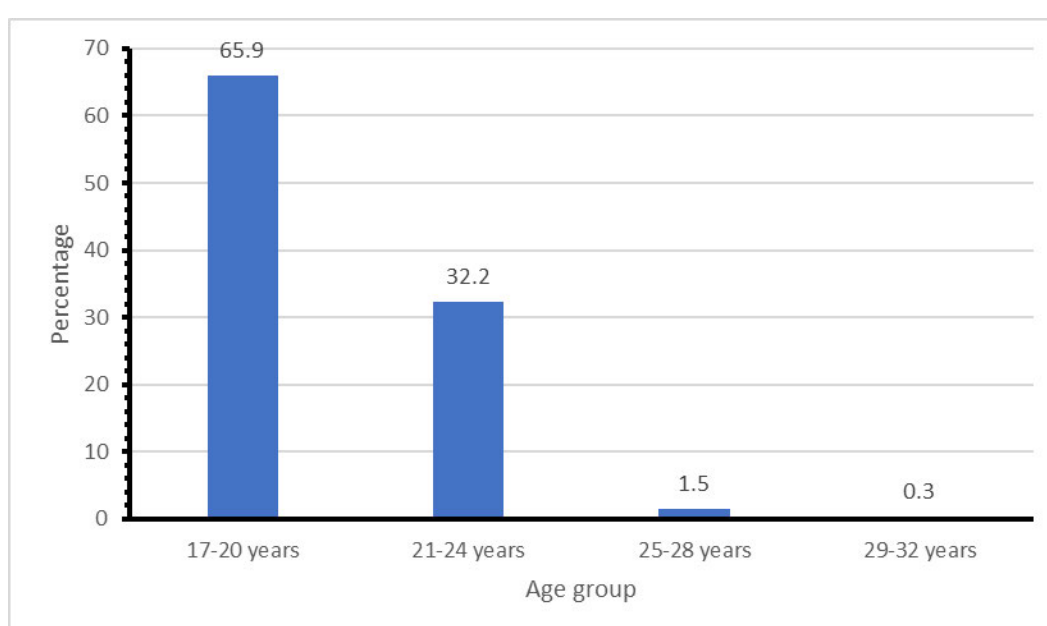


Figure 4. 2:: **Age range distribution of respondents (N=323)**

4.2.1.3 Academic background

The distribution of academic backgrounds among the study participants is diverse, with a notable concentration in certain fields (Figure 4.3). The largest group of respondents, 46.7%, are from the Pharmacy discipline. This is followed by equal representation in Applied Sciences and Arts, both accounting for 14.6% of the respondents. Social Sciences participants make up 10.8%, while those from the Law field represent 7.1%. A smaller percentage of respondents come from Engineering (1.2%) and Health Sciences (0.6%). Additionally, 4.3% of the respondents fall under the 'Others' category.

The high percentage of participants from Pharmacy suggests that the findings of this study might be particularly relevant to students and professionals in this field. This concentration can provide insights into the specific entrepreneurial

interests, challenges, and opportunities faced by those in the Pharmacy sector. The balanced representation from Applied Sciences and Arts (both 14.6%) indicates a strong interest in entrepreneurship across these fields as well. The presence of respondents from diverse academic backgrounds suggests that entrepreneurship is a cross-disciplinary interest, which aligns with existing literature indicating that entrepreneurial education and initiatives are increasingly being integrated into various fields of study (Bae *et al.* 2014: 218; Fayolle and Gailly 2015: 76).

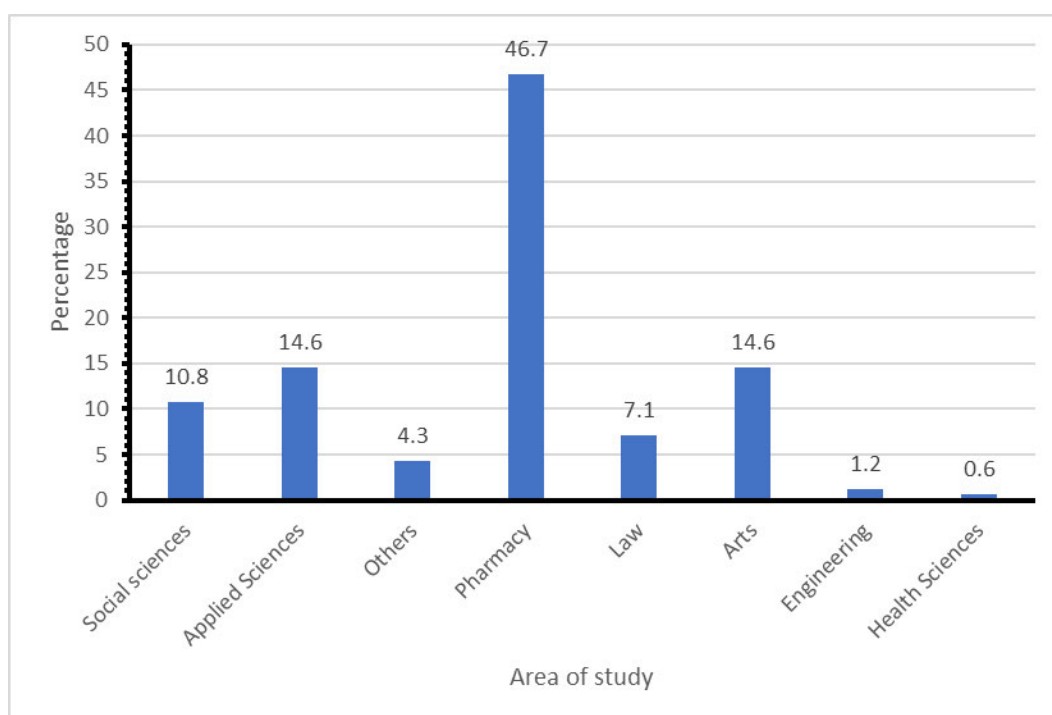


Figure 4. 3: **Academic background of the respondents (N-323)**

4.2.2 Entrepreneurship experiences

This section details the entrepreneurship experiences of the respondents and the motivating factors influencing their entrepreneurship journey.

4.2.2.1 Previous experiences in entrepreneurship

Table 4.1 highlights the response on the question which sought to know whether the respondents have had any previous experience in entrepreneurship before joining Afe Babalola University. A majority of the respondents (57.3%) reported not having any previous experience in entrepreneurship before joining Afe Babalola University. In contrast, 42.7% of the respondents indicated that they had prior entrepreneurial experience.

The finding reveals that a significant portion of the student body (42.7%) has already been exposed to entrepreneurial activities before their university education. This could suggest that these students are likely to have an existing

interest in entrepreneurship and may be seeking to enhance their knowledge and skills through formal education at Afe Babalola University. For the majority (57.3%) who do not have previous entrepreneurial experience, the university serves as their initial exposure to entrepreneurship. This underscores the importance of the university's role in providing comprehensive entrepreneurship education and support.

Existing literature emphasises the critical role of entrepreneurial education in shaping students' entrepreneurial intentions and capabilities, particularly for those without prior experience. Programme

Table 4. 1: Prior experience in entrepreneurship before joining university

		Frequency	Percent
Have you had any previous experience in entrepreneurship before joining Afe Babalola University?	No	185	57,3
	Yes	138	42,7
	Total	323	100,0

4.2.2.2. Type of Business activities

Table 4.2 outline the details of various business activities engaged by participants with previous experiences of entrepreneurship before joining Afe Babalola University. The distribution of previous entrepreneurial activities among the respondents is quite diverse, reflecting a range of interests and experiences. Below are the detailed business activities:

Personal Services (9.4%): This category includes activities like barbing, cosmetics, hairdressing, tailoring, and other beauty-related services. The presence of 13 respondents in this category suggests a considerable interest in personal care and beauty services among the participants.

Food-Related (9.4%): Similarly, 13 respondents have engaged in food-related businesses, indicating a significant number of students have experience in the food industry. This category includes bakery, cake baking, cooking schools, and snack production.

Handicraft (10.1%): The largest single category, with 14 respondents, focuses on creative and artisanal activities such as bead making, card making, and soap making. This indicates a strong inclination towards crafting and handmade products among the students.

Sales and Marketing (7.2%): With 10 respondents, this category shows a substantial engagement in buying and selling activities, including sales of various items like nails, belts, and shoes, highlighting the participants' commercial acumen.

Technical and Professional Services (5.1%): This category, with 7 respondents, encompasses activities related to computer-based services, design, and digital marketing. The interest in technical and professional services suggests that some students are oriented towards more modern, technology-driven businesses.

Family Business (6.5%): Nine respondents have experience working in family-owned businesses, which may provide them with practical insights and a foundational understanding of business operations.

Education and Courses (5.8%): Eight respondents have gained entrepreneurial experience through educational courses and programmes, indicating that formal education plays a role in fostering entrepreneurial skills.

Miscellaneous (10.1%): This diverse category includes 14 respondents with varied experiences that do not neatly fit into other categories. It reflects a broad spectrum of activities and motivations, from independence to income generation.

The data indicates that students at Afe Babalola University come from a wide array of entrepreneurial backgrounds, with no single category dominating the landscape. This diversity highlights the importance of offering a variety of entrepreneurial training programmes to cater to different interests and experiences. Research by Levie and Autio (2008: 20) suggests that diverse entrepreneurial experiences can contribute to a more vibrant entrepreneurial ecosystem within educational institutions. By understanding the varied backgrounds of students, universities can tailor their entrepreneurship education programmes to better suit the needs and interests of their students, thereby enhancing their overall effectiveness. Furthermore, the significant presence of students with experience in personal services, food-related businesses, and handicrafts aligns with findings from Global Entrepreneurship Monitor (GEM) reports, which indicate that these sectors often serve as entry points for young entrepreneurs in developing economies.

Table 4. 2: **Prior business activities before joining university**

Category	Business Activities	Frequency	Percent
Personal Services	Barbing, Cosmetics, Hair dressing making, Makeup learning and craft, knitting in secondary school and hairdressing, Tailoring, Photography and barbing, Hair making and baking, Hair dressing.	13	9.4%
Food-Related	Bakery, Baking, Cake baking in church, cooking school, how to bake cake, I had an international snack business, Production of chips, Snail farm, small shop at home.	13	9.4%
Handicraft	Ankara Craft, Art Commission, Bag Making, Bead making, Card making, Design and digital marketing, Sewing, Soap making handicraft.	14	10.1%
Sales and Marketing	Buying and selling, Sales of press on nails, Sales of Belts, selling recharge cards, selling of female wears and earrings, selling of pastries, Making hair, Selling of underwear, Selling Shoes.	10	7.2%
Technical and Professional Services	Computer-based activities, Design and digital marketing, Exposure on operation of basic window applications, Graphics designs, Network Marketing Entrepreneur, Taught on operation of basic window applications like Power Point and Excel and Word.	7	5.1%
Family Business	Family business, my dad's business, our pharmacy store, I worked in my dad's company as his secretary and also in the marketing department, I helped my elder sister with her laundry business	9	6.5%

Education and Courses	I attended makeup classes for a month and half, I did it as a course, Entrepreneurship programme in bead making, Secondary School Club, Secondary School Business Club, We did entrepreneurship in my pre degree and we learnt different things	8	5.8%
Miscellaneous	Man, Home, None, to be independent, to have money, Yes, No, Trade, I used to hawk pure water, I used to market digital courses and earned a commission for each sale I made.	14	10.1%
Total		98	100%

4.2.2.3 Factors motivating student entrepreneurship

Table 4.3 details the motivating factors that could have influenced the pursue of entrepreneurship. The responses indicate a variety of motivating factors behind students' engagement in entrepreneurial activities. Each category reflects different personal, social, and economic motivations. These are detailed below:

Personal Financial Motivation (12.3%): This is the most cited motivating factor, with 17 respondents indicating the need to sustain themselves financially. This aligns with research showing that financial independence is a key driver for entrepreneurship among young adults (Levesque and Minniti 2006: 179).

Family Influence (8.0%): Eleven respondents mentioned the influence of family members such as parents or siblings as their motivation. Family influence plays a significant role in shaping entrepreneurial intentions, as noted by various studies (Carr and Sequeira 2007: 1092).

Personal Interest (8.7%): Twelve respondents indicated that their personal interest or passion drives them towards entrepreneurship. This intrinsic motivation is crucial for sustaining long-term entrepreneurial endeavours (Shane, Locke and Collins 2003: 258)

External Influences (4.3%): Six respondents were motivated by external influences, including role models and influential figures like Afe Babalola. Role

models are known to inspire entrepreneurial behaviour by providing a tangible example of success (Bosma *et al.* 2012: 2).

Educational and Learning Motivation (6.5%): Nine respondents cited educational experiences and exposure to entrepreneurship as their motivation. This underscores the importance of entrepreneurial education in fostering entrepreneurial intentions among students (Fayolle and Gailly 2015: 76).

Necessity (4.3%): Six respondents were driven by necessity or survival due to unemployment or poverty. Necessity entrepreneurship is common in environments with limited job opportunities (Reynolds *et al.* 2002; Hui *et al.* 2018: 1; O'Donnell *et al.* 2024: 45).

Personal Development (4.3%): Six respondents mentioned the desire for independence and self-reliance as their motivation. This aligns with the psychological need for autonomy, which drives many to pursue entrepreneurship (Ryan and Deci 2000: 68; Al-Jubari 2019: 1).

Social Impact (2.2%): Three respondents were motivated by the desire to help others and address social issues. Social entrepreneurship is gaining recognition for its role in addressing societal problems (Mair and Marti 2006: 3).

No Specific Motivation (10.1%): Fourteen respondents indicated a lack of specific motivation. This category might include individuals who engage in entrepreneurship opportunistically or without a clear driving factor.

The diversity of motivating factors among the respondents highlights the multifaceted nature of entrepreneurial motivations. The prominence of financial motivation suggests that financial support and training in financial management could be beneficial. The influence of family and personal interest underscores the need for mentorship programmes that leverage family involvement and passion-driven projects.

Educational motivations indicate the importance of integrating entrepreneurship into the curriculum, while the necessity-driven motivations point to the need for creating more employment opportunities and support for necessity entrepreneurs. Overall, this analysis aligns with the broader literature on entrepreneurial motivations, emphasizing the complex interplay of personal, social, and economic factors in driving entrepreneurial activity.

Table 4. 3: Motivating factors behind entrepreneurial activity

Motivating factors	Reasons	Frequency	Percent
Personal	sustain myself, I like to make my	17	12.3%

Financial Motivation	money and be dependent, I needed more money for food, I don't want to lack money, Money, to make money, etc.		
Family Influence	My Daddy, My father's growth, My mother, My Mum, my parents, my sister, my uncle.	11	8.0%
Personal Interest	creativity, I just loved it as a passion, I love doing make-up, I want to be self-reliant, passion, etc.	12	8.7%
External Influences	Afe Babalola's life style, NHSMUN, New York, Family, people's life style of living, the encouraging words of Afe Babalola.	6	4.3%
Educational and Learning Motivation	Computer-based activities, exposure to entrepreneurship, it was a course offered in school, School curriculum, etc.	9	6.5%
Necessity	Due to the level of unemployment in the country, I had no choice, poverty, lack of job, solely make money.	6	4.3%
Personal Development	Desire for independence, I want to be self-reliant, I liked the fact that I will be able to invest in myself, to be independent, to earn a living.	6	4.3%
Social Impact Others	Helping people, proffering solutions to real-life problems, to provide solutions, to be able to give money to the needy.	3	2.2%
No Specific Motivation	I am not motivated, No, None, nothing, Nothing.	14	10.1%
Total		84	61.2%

4.2.2.4 Family history of entrepreneurship

In Table 4.4, the question aimed to determine whether the respondents came from entrepreneurial families, highlighting the significant role of family background in shaping students' entrepreneurial aspirations and activities. The data shows that a significant majority of the respondents (59.1%) come from families with a background in entrepreneurship, while 40.9% do not. The fact that 59.1% of respondents have family members who are entrepreneurs suggests a strong familial influence on entrepreneurial intentions. This is consistent with literature indicating that exposure to family business activities can positively influence one's entrepreneurial intentions (Carr and Sequeira 2007: 1092). Family businesses provide early exposure to business operations, management practices, and entrepreneurial thinking, which can foster entrepreneurial skills and ambitions in younger family members.

Table 4. 4: Responses on family history of entrepreneurship

		Frequency	Percent
Do you come from a family with entrepreneurs (e.g., father/mother/brother /sister/)?	No	132	40,9
	Yes	191	59,1
	Total	323	100,0

4.2.3 Entrepreneurship education and career options

4.2.3.1 Awareness and participation of entrepreneurship

The data in Table 4.5 indicates that a vast majority of respondents (96.0%) have attended an entrepreneurship class at the university, while only a small fraction (4.0%) have not. The high participation rate (96.0%) suggests that entrepreneurship education is well-integrated and widely attended within the university. This could be indicative of a strong institutional emphasis on fostering entrepreneurial skills and mindsets among students. This aligns with global trends in higher education where universities are increasingly incorporating entrepreneurship courses into their curricula to prepare students for the dynamic job market and encourage innovation (Kuratko 2005: 578).

The high attendance rate suggests that many students at the university are gaining essential knowledge and skills that can enhance their entrepreneurial capabilities. By contrast, the 4.0% of respondents who have not attended an

entrepreneurship class might represent a group with different academic focuses or schedules that do not align with the offered entrepreneurship courses.

Overall, the overwhelming participation in entrepreneurship classes at the university underscores the institution's commitment to equipping students with entrepreneurial skills and knowledge. This high engagement level is likely to foster a robust entrepreneurial culture within the student body, contributing to their preparedness for entrepreneurial endeavours post-graduation.

Table 4. 5: Respondents awareness and participation of entrepreneurship class at the University

		Frequency	Percent
Awareness and Participation: Have you attended an Entrepreneurship class at the University?	No	13	4,0
	Yes	310	96,0
	Total	323	100,0

4.2.3.2 Perception on the influence of academic programme on entrepreneurship preparedness

The data in Table 4.6 illustrates varying perceptions among respondents regarding how well their current academic programme prepares them for entrepreneurship. A significant proportion of students feel prepared (44.9%) or very prepared (18.6%) for entrepreneurship, collectively accounting for 63.5% of respondents. Conversely, 36.5% of students feel either not prepared (21.1%) or not very prepared (15.5%).

The 63.5% who feel prepared or very prepared likely benefit from a curriculum that includes practical and theoretical knowledge related to entrepreneurship. This may include courses, workshops, and hands-on projects that develop entrepreneurial skills. Feeling prepared can boost students' confidence in pursuing entrepreneurial activities, potentially leading to higher rates of startup creation and innovation within the student body.

On the other hand, the 36.5% of respondents who feel not prepared or not very prepared highlight a need for improvements in the academic programme. These students may perceive gaps in the curriculum, such as insufficient practical experiences, limited access to mentorship, or lack of integration of entrepreneurial thinking across different subjects.

Overall, the mixed responses highlight both strengths and areas for improvement in the current academic programme's ability to prepare students for entrepreneurship. While a majority of students feel prepared, a considerable

minority feels underprepared, indicating the need for ongoing enhancements to ensure all students receive adequate entrepreneurial training and support.

Table 4. 6: Responses on the influence of academic programme on entrepreneurship preparedness

		Frequency	Percent
To what extent do you think your current academic programme prepares you for entrepreneurship?	Not prepared	68	21,1
	Not very prepared	50	15,5
	Prepared	145	44,9
	Very prepared	60	18,6
	Total	323	100,0

4.2.3.3 Rating student interest in entrepreneurship

This section provides student self-reported rating of their interest in entrepreneurship. The data in Table 4.7 indicates a diverse range of interest levels in entrepreneurship among the respondents. A majority of students (73.6%) express a significant interest in entrepreneurship, with 36.8% identifying as "interested" and another 36.8% as "very interested." A smaller portion of students, 14.8%, are either "not interested" (7.4%) or "not very interested" (7.4%) in entrepreneurship while 11.5% of students remain neutral, neither expressing a strong interest nor disinterest in entrepreneurship.

The high percentage of students who are either interested or very interested (73.6%) suggests a robust enthusiasm for entrepreneurship within the student body. This enthusiasm can be leveraged by the university to foster a dynamic entrepreneurial ecosystem. High interest levels are indicative of students' recognition of entrepreneurship as a viable and attractive career path, likely influenced by the perceived opportunities for innovation, financial independence, and personal fulfilment.

The neutral (11.5%) and low interest (14.8%) responses indicate that there is a segment of the student population that may require additional motivation or exposure to entrepreneurial activities.

Table 4. 7: Students interest in entrepreneurship

		Frequency	Percent
How would you rate your	Not interested	24	7,4

interest in entrepreneurship?	Not very interested	24	7,4
	Neutral	37	11,5
	Interested	119	36,8
	Very interested	119	36,8
	Total	323	100,0

4.2.3.4 Factors motivating entrepreneurship as a career option

The data in Table 4.8 reveals various motivations that drive students to consider entrepreneurship as a career option. Each motivation reflects different personal and professional aspirations, which align with findings from existing literature on entrepreneurial motivations. These are detailed below:

Passion for a specific industry area or Idea (46.1%): The largest group of respondents is motivated by passion for a specific industry or idea. This aligns with findings from Cardon *et al.* (2009: 511) which suggest that entrepreneurial passion significantly influences entrepreneurial intentions and behaviours. The implication of this is that students driven by passion are likely to be more committed, resilient, and innovative, as passion fuels perseverance and creativity (Vallerand, Houliort and Fores 2003: 175). As such, universities should provide platforms where students can explore and develop their passions through specialized programmes, incubators, and industry partnerships.

Financial Potential (24.5%): A substantial number of students are motivated by the financial potential of entrepreneurship. This aligns with Schjoedt and Shaver (2007: 738) findings that financial gain is a primary motivator for many entrepreneurs. It is therefore reasonable to say that these students are likely to be driven by profit-making opportunities and may pursue ventures with high financial returns. They are also likely to be interested in fields with high scalability and profitability. Financially motivated students can benefit from financial literacy programmes, investment opportunities, and mentorship from successful entrepreneurs to understand the economic aspects of running a business.

Desire for independence (12.7%): A notable portion of respondents seeks independence through entrepreneurship. This is consistent with findings from Benzing, Chu and Kara (2009: 61), who highlighted independence and autonomy as key entrepreneurial motivators. These students value autonomy and control over their work environment and decision-making processes. They

may be inclined towards solo ventures or leadership roles within their businesses. Providing resources on how to manage and sustain independent ventures, and offering opportunities to develop leadership skills, can be beneficial for these students.

Desire to solve problems (10.8%): A smaller yet significant group is motivated by the desire to solve problems. This reflects findings by (Shane and Venkataraman 2000: 221), who note that entrepreneurs often identify and exploit opportunities to address market needs. It this implies that students with desire to solve problems are likely to focus on social entrepreneurship or ventures aimed at addressing societal issues. They are driven by a mission-oriented approach rather than solely by profit. Hence, encouraging involvement in social entrepreneurship initiatives, hackathons, and problem-solving competitions can help harness this motivation.

Other motivations (5.9%): A small portion of respondents has other unspecified motivations. This category may include factors such as lifestyle aspirations, personal fulfilment, or external influences.

In summary, the above analyses suggests that the motivations for considering entrepreneurship among students are diverse, with a predominant focus on passion for specific industries or ideas. Financial potential, desire for independence, and problem-solving also play significant roles. Understanding these motivations allows universities to tailor their entrepreneurship programmes to better support and engage students, fostering a conducive environment for entrepreneurial growth and success.

Table 4. 8: Factors motivating student choice of entrepreneurship as a career options

		Frequency	Percent
What motivates you to consider entrepreneurship as a career option?	Desire for independence	41	12,7
	Passion for a specific industry area or idea	149	46,1
	Financial Potential	79	24,5
	Desire to solve problems	35	10,8
	Others	19	5,9
	Total	323	100,0

4.2.3.5 Entrepreneurship as a viable career path

This section answers the question which sought to know whether the student entrepreneurship is a viable career path for them. The data reveals varying beliefs among students regarding the viability of entrepreneurship as a career path (Table 4.9). The majority of respondents (61.6%) that entrepreneurship is a viable career path. This indicates a strong inclination towards entrepreneurship among the student population. Students who view entrepreneurship as a viable career option are likely to be more motivated to engage in entrepreneurial activities and pursue related opportunities.

A notable portion of respondents (22.6%) does not see entrepreneurship as a viable career path. This could be due to perceived risks, lack of confidence, or insufficient support and resources. Students with this view may need additional encouragement and support to overcome their reservations about entrepreneurship. Addressing the concerns of these students through workshops, success stories, and confidence-building activities can help shift their perspective. Providing information on risk management and entrepreneurial success can also be beneficial.

A considerable number of respondents (15.8%) are uncertain about the viability of entrepreneurship as a career path. This group may be weighing the pros and cons or lacking sufficient information to make a definitive decision. These students represent an opportunity for targeted interventions to clarify their doubts and provide the necessary information and support.

In summary, the belief in entrepreneurship as a viable career path varies among students, with a significant majority viewing it positively. However, a substantial minority either do not see it as viable or are uncertain.

Table 4. 9: **Student on entrepreneurship as a viable career path**

		Frequency	Percent
Do you believe entrepreneurship is a viable career path for you?	No	73	22,6
	Yes	199	61,6
	Maybe	51	15,8
	Total	323	100,0

4.2.3.6 The effectiveness of entrepreneurship programme in preparing students for entrepreneurship

The responses to the question which sought to know the effectiveness of the Entrepreneurship Programme in preparing students for entrepreneurship is given in Table 4.10. The majority of respondents (69.0%) view the Entrepreneurship Programme positively, considering it either effective or very effective in preparing students for entrepreneurship. The findings suggest that the Entrepreneurship Programme is largely perceived as effective by the students. This aligns with previous studies that highlight the importance of well-structured entrepreneurship education in fostering entrepreneurial skills and mindsets among students. programme

A significant portion (22.0%) remains neutral, while a small minority (8.9%) finds the programme ineffective or very ineffective. The minority of respondents who find the programme ineffective or very ineffective indicate areas where the programme may be falling short. According to (Fayolle and Gailly 2008: 570) and, entrepreneurship programmes must balance theoretical knowledge with practical skills to be effective. The negative feedback could suggest a need for more practical, hands-on components or better integration of entrepreneurial experiences. Solomon (2007: 168) points out that entrepreneurship education should continuously evolve to meet the changing needs of the entrepreneurial landscape. This implies that the programme could benefit from regular updates and enhancements to maintain its relevance and effectiveness.

Overall, the data suggests that the entrepreneurship Programme is largely successful in preparing students for entrepreneurship, with the majority of respondents viewing it positively. However, the presence of neutral and negative responses indicates opportunities for further improvement.

Table 4. 10: Rating on the effectiveness of entrepreneurship programme in preparing students for entrepreneurship

		Frequency	Percent
How would you rate the effectiveness of the Entrepreneurship Programme in preparing students for entrepreneurship?	Very effective	60	18,6
	Effective	163	50,5
	Neutral	71	22,0
	Ineffective	25	7,7
	Very ineffective	4	1,2
	Total	323	100,0

4.2.3.7 Skills and knowledge gained from entrepreneurship programme

Table 4.11 shows the responses on the specific skills and knowledge gained from the entrepreneurship programme. The survey results reveal that the entrepreneurship programme effectively imparts a range of technical, practical, and creative skills, essential for fostering entrepreneurial capabilities. For instance, 37.8% gained technical skills. The prominence of technical skills suggests that the programme is well-aligned with the needs of modern entrepreneurs, who often require technical proficiency. According to Rasmussen and Sørheim (2006: 186), entrepreneurship education that includes technical training can significantly enhance students' ability to innovate and develop viable business ventures. This aligns with the high frequency of technical skills reported.

More so, 26.3% gained skills in crafting and fabrication (26.3%). The substantial number of students gaining crafting and fabrication skills indicates the programme's emphasis on practical, hands-on learning. Research by Heinonen and Poikkijoki (2006: 81) supports the importance of experiential learning in entrepreneurship education, which helps students develop tangible skills necessary for product development and manufacturing.

Other skills gained from the programme includes culinary skills (19.5%). The acquisition of culinary skills reflects a focus on food-related entrepreneurship, which is crucial in regions with significant opportunities in the food industry. According to McKeever, Jack and Anderson (2015: 50), tailoring entrepreneurship education to local economic contexts can enhance its relevance and impact, supporting the observed emphasis on culinary skills. Artistic and creative skills (13.6%). The emphasis on artistic and creative skills highlights the programme's role in fostering innovation and creativity, essential traits for entrepreneurs. Creativity is often linked to successful entrepreneurial outcomes, as noted by Fillis and Rentschler (2010: 6) who argue that creative thinking and artistic skills are critical for identifying and exploiting business opportunities.

Leadership and management skills (9%). The relatively lower percentage of students gaining leadership and management skills suggests a potential area for programme enhancement. Effective leadership and management are crucial for business success, as emphasised by (Neck and Greene 2011: 65). Strengthening these aspects in the curriculum could better prepare students for the challenges of running their ventures. Communication and interpersonal

skills (1.2%). The low percentage of students reporting gains in communication and interpersonal skills indicates a significant gap in the programme. Communication skills are essential for networking, negotiation, and team management, as highlighted by (Markman and Baron 2003: 292). Integrating more training in these areas could improve the overall effectiveness of the programme.

In addition to the above, some of the respondents notes that they gained miscellaneous skills without any specification while few reported none. The small percentages (5%) suggest that while the programme is largely effective, there are a few students who did not find it beneficial or gained skills outside the major categories listed. This highlights the importance of continuously adapting the curriculum to address diverse student needs and emerging industry trends.

Table 4. 11: Specific skills and knowledge gained from the entrepreneurship programme

Specific skills and knowledge gained from the entrepreneurship programme	Frequency	Percent	Valid Percent	Cumulative Percent
Communication and Interpersonal Skills	4	1.2%	1.2%	57.6%
Crafting and Fabrication	85	26.3%	26.3%	85.8%
Culinary Skills	63	19.5%	19.5%	93.5%
Leadership and Management	29	9.0%	9.0%	77.1%
Artistic and Creative Skills	44	13.6%	13.6%	84.8%
Technical Skills	122	37.8%	37.8%	96.9%
Miscellaneous	6	1.9%	1.9%	97.2%
None/Not Applicable	10	3.1%	3.1%	76.5%
Total	323	100%	100%	

4.2.4 University Support and Resources for Entrepreneurship Programme

Table 4.12 shows the responses to the question which sought to know whether respondents receive sufficient support and resources from the university's entrepreneurship Programme. The data indicates a clear division in students' perceptions of the support and resources provided by the university's

entrepreneurship Programme. A significant majority (64.7%) of respondents feel that they received sufficient support and resources from the university. This suggests that the entrepreneurship Programme is generally effective in providing the necessary support and resources to foster entrepreneurial activities among students. The positive feedback indicates that current initiatives, mentorship, resources, and educational content are meeting the needs of many students. The programme can build on this success by continuously improving and adapting to new entrepreneurial trends and student feedback

On the other hand, over a third (35.3%) of respondents feel that the support and resources provided were insufficient. This highlights a need for improvement in certain areas of the entrepreneurship programme. It suggests gaps in resources, mentorship, networking opportunities, or perhaps the relevance and quality of the entrepreneurial education provided. Kirby (2004: 515) notes that universities must foster an environment that not only teaches entrepreneurship but also supports it through accessible resources, a strong network of mentors, and opportunities for real-world application. The finding is also consistent with Boh and Chukwu (2023: 799) who reveal that continuous improvement and adaptation of entrepreneurship programmes are essential to address the evolving needs of students and the dynamic nature of the entrepreneurial landscape.

Table 4. 12: Responses to University Support and Resources for Entrepreneurship Programme

		Frequency	Percent
Did you receive sufficient support and resources from the university's Entrepreneurship Programme?	No	114	35,3
	Yes	209	64,7
	Total	323	100,0

Table 4.13 further provides the detailed support and resources from the university's Entrepreneurship Programme. The data reveals that while a range of supports and resources are acknowledged, there are significant gaps and areas for improvement. A small percentage (9.3%) of respondents acknowledged receiving general support, which may include broad-based encouragement and resources without specifying particular types of support. General support is necessary but often insufficient on its own. However,

detailed and specific support mechanisms might be needed to better address students' entrepreneurial needs.

Some respondents (4.3%) mentioned the importance of internet access as a critical resource. Internet access is essential for research, networking, and developing digital skills. Ensuring reliable and free internet access can significantly enhance entrepreneurial learning and activities.

Availability of adequate equipment and resources was noted by a few respondents (4.6%). Access to the right tools and resources is crucial for practical learning and implementation of entrepreneurial projects.

Facilities like ICT buildings, comfortable lecture rooms, laboratories, and libraries were appreciated by 4.3% of the respondents. Quality facilities provide a conducive environment for learning and entrepreneurial experimentation, supporting students in their academic and entrepreneurial endeavours.

Full electricity supply was mentioned by a few respondents (2.8%). Reliable electricity is fundamental for running equipment, internet access, and other essential activities, ensuring smooth operation of entrepreneurial projects.

Adequate training and a good learning environment were highlighted by 4.3% of the respondents. Effective training and quality teaching are pivotal for developing entrepreneurial skills and knowledge.

A few respondents (0.9%) valued the freedom to engage in small businesses and practical implementation. Allowing students the freedom to experiment and practice entrepreneurial activities is vital for experiential learning.

Only one respondent (0.3%) mentioned gaining practical skills. Practical skills training should be emphasised more, as hands-on experience is critical for entrepreneurship.

Some respondents (1.2%) noted specific areas such as bakery and computer centers. Support in specialized areas indicates targeted entrepreneurial interests, suggesting a need for specialized resources and training.

Various options for entrepreneurship and collaboration were mentioned by 1.2% of the respondents. Diverse opportunities and collaboration can foster a rich entrepreneurial ecosystem within the university.

A significant portion of respondents (21.7%) did not specify or were unsure about the support received. This highlights a gap in awareness or satisfaction

with the support provided, indicating a need for better communication and enhancement of support services.

Table 4. 13: Detailed support and resources from the university's entrepreneurship programme

Category	Varieties	Frequency	Percent
General Support	Yes, a lot, many supports, plenty support.	30	9.3%
Internet Access	Access to free internet, free internet supply.	14	4.3%
Equipment and Resources	Adequate equipment, availability of resources needed.	15	4.6%
Facilities	Big ICT building, comfortable lecturer room, laboratory, library.	14	4.3%
Electricity	Full electricity supply, full light, electricity.	9	2.8%
Training and Teaching	Adequate training, facilitators, good environment for learning.	14	4.3%
Freedom to Practice	Freedom to do small business, freedom to implement.	3	0.9%
Practical Skills	Practical skills in marketing, practice and training.	1	0.3%
Specific Areas	Bakery, barbing saloon, computer center.	4	1.2%
Miscellaneous	Various options for entrepreneurship, collaboration.	4	1.2%
Non-Specific/Unsure/Negative	No, nil, none, not sure, not yet, nothing.	70	21.7%
Total	Total	323	100.0%

4.2.5 Facilitating business ventures

4.2.5.1 The Role of Technology in Facilitating Business Ventures by Student Entrepreneurs

Table 4.14 shows the response to the question which sought to know whether technology has a role in facilitating business venture by student entrepreneurs. A significant majority of respondents (87.0%) that technology plays a role in facilitating business ventures by student entrepreneurs. The overwhelming consensus underscores the critical importance of technology in modern entrepreneurship, especially among students who are often more technologically adept and reliant. On the other hand, a small percentage of respondents (13.0%) do not see technology as a facilitator for student business ventures. This minority viewpoint may reflect a lack of awareness or access to technological resources, or it could indicate areas where technological integration and education could be improved.

Overall, the data strongly indicates that most student entrepreneurs recognise the vital role of technology in facilitating business ventures. This aligns with extensive literature that underscores the transformative impact of technology on entrepreneurship. For example, Rideout and Gray (2013: 330) stress the importance of integrating technology into entrepreneurship education. This integration equips students with the digital skills necessary to compete and innovate in the modern economy.

Table 4. 14: Responses on the role of technology in facilitating business ventures

		Frequency	Percent
Do you think technology has a role in facilitating business venture by student entrepreneurs?	No	42	13,0
	Yes	281	87,0
	Total	323	100,0

Table 4.15 further highlights the role of technology in facilitating business venture by student entrepreneurs. The highest percentage (21.9%) of respondents identified marketing and advertising as the primary area where technology facilitates business activities. This reflects the widespread use of digital marketing tools and platforms to promote businesses. The finding aligns with scholarly reports on the influence of technology in facilitating business ventures. Chaffey and Ellis-Chadwick (2019: 2) discuss how digital marketing

has revolutionized advertising by enabling targeted campaigns, real-time analytics, and cost-effective strategies. Edelman (2010: 3) highlights the impact of digital platforms on advertising efficiency and reach, allowing businesses to engage with specific customer segments more effectively.

Close behind (20.8%), communication is seen as a critical area, highlighting the importance of digital communication tools in coordinating business activities, managing teams, and engaging with stakeholders. Turban *et al.* (2017: 2-435) emphasise the role of communication technologies in improving internal and external business communication, fostering better collaboration, and enhancing customer service. Mazzei (2014: 87) notes that effective communication strategies, supported by technology, are essential for managing stakeholder relationships and ensuring business success.

A significant number (12.7%) of respondents acknowledge the role of technology in expanding customer bases and acquiring new customers through online channels. Kietzmann *et al.* (2011: 241) discuss how social media and other digital tools facilitate customer engagement and acquisition, allowing businesses to tap into new markets and customer bases. Brodie *et al.* (2013) highlight the importance of online customer engagement in building brand loyalty and driving customer acquisition.

Additionally, 5.7% reported Sales and Exposure. Technology aids in increasing sales and exposing businesses to larger audiences, though this is less emphasised compared to marketing and communication. Some of the respondents reported audience reach (5.4%) and customer interaction (3.1%). These further emphasise the role of technology in connecting with potential and existing customers. Sturgeon (2021: 2) discuss how digital technologies expand market reach and sales opportunities by breaking down geographical barriers and providing access to global markets. Amit and Zott (2001: 493) emphasise that e-commerce platforms enhance sales by offering new channels for product exposure and customer interaction.

Furthermore, few reveals the operational (1.5%) and social media (1.5%) benefits of technology applications. These highlight the operational efficiencies and the specific role of social media in business activities (Gunasekaran *et al.* 2017: 4) discuss the operational efficiencies gained through digital transformation, including improved supply chain management, resource allocation, and process automation. Davenport (2013: 66) highlights the role of data analytics in optimizing business operations and decision-making processes. Kaplan and Haenlein (2010: 60) explore the strategic use of social media in business, emphasizing its role in marketing, customer engagement,

and brand building. Mangold and Faulds (2009: 357) discuss how social media platforms facilitate customer interaction and influence buying decisions.

In summary, the data illustrates that technology plays a multifaceted role in facilitating various business activities for student entrepreneurs, with marketing, communication, and customer acquisition being the most prominent areas. Supporting literature reinforces the critical importance of digital tools and platforms in modern entrepreneurship.

Table 4. 15: Areas that technology facilitates business venture by student entrepreneurs.

Category	Frequency	Percentage
Communication	54	20.8%
Marketing/Advertising	57	21.9%
Customer Reach/Acquisition	33	12.7%
Sales and Exposure	15	5.7%
Audience Reach	14	5.4%
Customer Interaction	8	3.1%
Operational Benefits	4	1.5%
Social Media Usage	4	1.5%
Time and Flexibility	8	3.1%
Miscellaneous	14	5.4%
"I don't know" Responses	42	16.2%

4.2.5.2 The role of Entrepreneurial Communities in Facilitating Business Ventures by Student Entrepreneurs

Table 4.16 provides responses on the question which sought to know whether entrepreneurs' communities can facilitate business ventures by student entrepreneurs. A substantial majority of respondents (78.3%) that entrepreneurial communities can significantly facilitate business ventures by student entrepreneurs. This indicates a widespread recognition of the value these communities offer in terms of support, networking, and resources.

While a smaller portion of respondents (18.9%) do not see entrepreneurial communities as beneficial, this skepticism may stem from personal experiences or a lack of exposure to effective entrepreneurial communities. A minimal

number of respondents (2.8%) are uncertain (Maybe), suggesting that their experiences or awareness of such communities are limited or mixed.

The data clearly indicates a strong belief among the majority of respondents that entrepreneurial communities can facilitate business ventures by student entrepreneurs. This is supported by extensive literature that highlights the critical role these communities play in providing support, resources, and networking opportunities. Entrepreneurial communities provide a supportive environment that fosters innovation, collaboration, and resource sharing. Neck *et al.* (2004: 191) argue that such communities play a crucial role in nurturing entrepreneurial ventures by offering mentorship, access to capital, and a network of like-minded individuals. (Chrisman, McMullan and Hall 2005: 772) find that entrepreneurial support programmes, which are often a part of these communities, significantly increase the chances of business success by providing critical resources and support.

However, the skepticism and uncertainty among a smaller portion of respondents suggest that there is a need to improve the effectiveness and inclusivity of these communities. Stam and Spigel (2016: 3) notes that not all entrepreneurial communities are equally effective, and some may fail to provide adequate support or become too exclusive.

Table 4. 16: Responses on role of Entrepreneurial Communities in Facilitating Business Ventures

		Frequency	Percent
Do you think entrepreneur communities can facilitate business venture by student entrepreneurs?	No	61	18,9
	Yes	253	78,3
	Maybe	9	2,8
	Total	323	100,0

4.2.6 Students' Plans to Start Their Own Business Upon Graduation

Table 4.17 shows the responses to the question that sought to know whether the respondents plan to start their own business upon graduation. A significant majority of respondents (67.2%) plan to start their own business upon graduation, indicating a strong entrepreneurial intent among the students. This reflects a positive attitude towards entrepreneurship as a viable career path and suggests that a considerable number of students are motivated and prepared to embark on entrepreneurial ventures. Entrepreneurial intent is a crucial predictor of entrepreneurial behaviour. Ajzen (1991: 202) Theory of Planned Behaviour

suggests that intention is the best predictor of planned behaviour, including entrepreneurship.

Despite the high entrepreneurial intent, nearly a third of the respondents (29.1%) do not plan to start their own business, which could be due to various factors such as risk aversion, lack of resources, or preference for traditional employment. Gnyawali and Fogel (1994: 51) discuss how perceived lack of financial resources, fear of failure, and regulatory challenges can deter potential entrepreneurs. Lüthje and Franke (2003: 138) found that risk aversion and negative perceptions of the entrepreneurial environment can reduce students' entrepreneurial intentions.

A small percentage (3.7%) are uncertain (Maybe), indicating that these students might be considering entrepreneurship but are not yet fully committed or need more information and support to make a decision. Krueger Jr and Brazeal (1994: 92) argue that entrepreneurship education should also focus on reducing uncertainty by providing clearer pathways and support structures for aspiring entrepreneurs.

In summary, the data indicates a strong entrepreneurial intent among the majority of students, with 67.2% planning to start their own business upon graduation. This reflects the effectiveness of entrepreneurship education and the positive attitude towards entrepreneurship. However, nearly a third of the students are not inclined towards starting a business, highlighting the need to address perceived barriers and enhance support systems. The small percentage of uncertain respondents suggests the need for further encouragement and resources to help them make informed decisions.

Table 4. 17: Responses to Plans to Start Their Own Business Upon Graduation

		Frequency	Percent
Do you plan to start your own business upon graduation?	No	94	29,1
	Yes	217	67,2
	Maybe	12	3,7
	Total	323	100,0

Among the students (n=217) who planned to start their own business upon graduation, Table 4.18 highlights the planned business activities. The data reveals a wide range of planned business activities among students, reflecting their varied interests and the influence of a multidisciplinary entrepreneurship

education. Shane and Venkataraman (2000: 220) suggest that the recognition and exploitation of entrepreneurial opportunities depend on individual differences, such as prior knowledge and experiences. The diverse range of business activities indicates that students are leveraging their unique backgrounds and interests to identify entrepreneurial opportunities. Aldrich and Martinez (2001: 45) discuss the role of social networks and cultural capital in shaping entrepreneurial ventures. The concentration in fields like community pharmacy may be influenced by students' family backgrounds or social connections in those industries.

Table 4. 18: Proposed student plan business activities venture

Activity Category	Frequency	Percent
Community Pharmacy	13	6.0%
Real Estate	7	3.2%
Soap Making	6	2.8%
Beauty/Salon	2	0.9%
Event Planning/Management	2	0.9%
Farming/Agriculture	2	0.9%
Marketing/Advertising	2	0.9%
Art/Design/Fashion	1	0.5%
Artificial Intelligence Consulting	1	0.5%
Barbing	2	0.9%
Catering/Food Services	1	0.5%
Digital Marketing	1	0.5%
Embroidery	1	0.5%
Graphic Design	1	0.5%
Hair Styling/Beauty Services	1	0.5%
Leadership Training	1	0.5%
Photography	1	0.5%
Printing Press/Painting Tuition	1	0.5%
Production (Various)	6	2.8%
Others (Various)	163	75.1%
No Specific Plan/Undecided	1	0.5%

Total	217	100.0%
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4.2.7 Contributions of the Afe Babalola University Entrepreneurship Programme

Table 4.19 provide the responses regarding how the Afe Babalola University Entrepreneurship Programme has contributed to students' ability to pursue entrepreneurship. The most mentioned contribution is the development of entrepreneurial skills and mindset, accounting for 8.0% of the responses. This indicates that the programme effectively nurtures essential entrepreneurial qualities such as risk-taking, opportunity recognition, and resilience. Practical skills development is highlighted by 4.3% of the respondents. This suggests that the programme offers hands-on experiences and training that equip students with tangible skills necessary for starting and managing businesses. The finding aligns with Fayolle and Gailly (2015: 76) who argue that practical experience is crucial in entrepreneurship education. The programme's emphasis on practical skills development supports this view, providing students with hands-on learning opportunities that are essential for real-world business challenges.

Exposure to different facets of entrepreneurship is mentioned by 4.0% of the respondents. This reflects the programme's ability to provide a comprehensive overview of entrepreneurial activities, enabling students to understand the diverse nature of entrepreneurship. Motivation and inspiration are reported by 3.7% of the respondents, indicating that the programme successfully encourages students to consider entrepreneurship as a viable career path by instilling confidence and enthusiasm. Kirby (2004: 515) notes that motivation and inspiration are critical components of entrepreneurship education. The programme's role in motivating and inspiring students suggests that it effectively engages students and fosters a positive attitude towards entrepreneurship.

Providing resources and facilities is cited by 2.8% of the respondents. This shows that the programme offers physical and material support, such as access to workspaces, equipment, and other necessary resources. Pittaway and Cope (2007: 16) highlight the significance of providing adequate resources and facilities for entrepreneurship education. The programme's provision of resources reflects this necessity, ensuring that students have the tools needed to succeed. Entrepreneurship courses are mentioned by 2.2% of the respondents, highlighting the importance of structured academic learning in entrepreneurship education.

Encouraging innovation and creativity is noted by 1.5% of the respondents. This indicates that the programme fosters an environment where students can develop new ideas and creative solutions. Contributing to community development is mentioned by 1.2% of the respondents, suggesting that the programme also emphasises the social and communal impact of entrepreneurial activities.

Enhancing financial literacy is highlighted by 0.9% of the respondents, indicating that the programme includes components that improve students' understanding of financial management and investment. Supporting capital formation is mentioned by 0.6% of the respondents. This suggests that the programme helps students with the financial aspects of starting a business, including funding and investment. The finding echoes the position of Mason and Harrison (2002: 272) who stress the importance of capital formation in entrepreneurship. The programme's support for capital formation indicates its role in helping students navigate financial challenges and secure funding.

From the above, one could say that the Afe Babalola University Entrepreneurship Programme makes significant contributions to students' entrepreneurial pursuits by developing essential skills and mindset, providing practical training, offering resources, and motivating students. The programme aligns with established educational theories and literature, emphasizing the comprehensive approach necessary for fostering successful entrepreneurs. Neck and Greene (2011: 65), for example, emphasise the importance of developing an entrepreneurial mindset through education. The Afe Babalola University programme's focus on skills and mindset aligns with this perspective, highlighting the need for both cognitive and behavioural attributes in successful entrepreneurs.

Table 4. 19: Responses on the contributions of the Afe Babalola University Entrepreneurship Programme

Category	Frequency	Percent
Development of entrepreneurial skills and mindset	26	8.0
Practical skills development	14	4.3
Exposure to various aspects of entrepreneurship	13	4.0
Motivation and inspiration	12	3.7
Providing resources and facilities	9	2.8
Offering entrepreneurship courses	7	2.2

Encouraging innovation and creativity	5	1.5
Contributing to community development	4	1.2
Enhancing financial literacy	3	0.9
Supporting capital formation	2	0.6
Others (including miscellaneous comments)	24	7.4
Total	323	100.0

4.2.8 Anticipated challenges in starting a business and strategies to overcome them

Table 4.20 provides responses for the question which sought to know the challenges the respondents anticipate in starting one's own business, and how do they plan to overcome them. The most significant challenge identified is securing capital and funding (49.4%), with nearly half of the respondents expressing concerns about financial resources. This indicates a prevalent issue among aspiring entrepreneurs regarding initial investment and operating capital.

The second major challenge involves marketing and acquiring customers (12.5%), highlighting the difficulties in reaching target markets and building a customer base. A smaller but notable portion (4%) of respondents identify gaps in knowledge and training as a barrier, underscoring the need for better educational resources and skill development.

Finding the right location is seen as a challenge by 2.2% of the respondents, emphasizing the importance of strategic placement for business success. Competition from other businesses is a concern for some respondents (2.5%), indicating the need for differentiation and strategic positioning. Other challenges are noted by 12.7% of the respondents, reflecting the diverse nature of obstacles faced by entrepreneurs.

Table 4. 20: **Perceived anticipated challenges in starting a business**

Category	Frequency	Percent
Capital/Funding	99	49.4
Marketing/Customers	21	6.5
Knowledge/Training	13	4.0
Location	7	2.2
Competition	8	2.5

Miscellaneous/Other	41	12.7
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4.2.9 Opportunities in the entrepreneurial landscape

Table 4.21 highlights the various opportunities perceived by respondents in the entrepreneurial landscape. From the data analysed a wide range of activities including agriculture, technology, fashion, networking, and consultancy were mentioned with most mentioning agriculture.

Table 4. 21: **Opportunities in the entrepreneurial landscape.**

Category	Variety of Activities	Frequency	Percentage
Agriculture	Agriculture, green House i.e. Agriculture, farming.	12	3.7%
Technology	Artificial intelligence, digital transformation, e-commerce and online marketplaces, Information Technology, making use of technology, digital process, Technology.	8	2.5%
Fashion	Becoming a stylist, bridal headgear and stoning, cloth marketing, fashion designing, tailoring.	6	1.9%
Consultation	Consultation	3	0.9%
Independence	Financial freedom, independence, independent market, self-employed.	6	1.9%
Government Support	Federal help, good government, government, government initiative, government revenue, government support, government support and federal.	9	2.8%
Networking	Connections, networking, networking and effective planning, collaboration,	7	2.2%

	collaborative innovation		
Education/Training	Learning more things, making use of opportunities, seeking support, staying informed and adaptable.	4	1.2%
Healthcare	Lower number of healthcare delivery systems, pharmacy student.	2	0.6%
Sustainability	Circular economy, eco-friendly solutions, fulfilling needs through local access, sustainable entrepreneurship.	4	1.2%
Innovation	Continuous revenue generation, filling a need gap, innovation, new process, room for innovation, staying agile and adaptable, leveraging digital marketing, exploring new business models.	8	2.5%
Finance	Capital (loan from friends and family), financial backing, financial stability	3	0.9%
Miscellaneous	Advertising online, believing in oneself, developing personal initiatives, ineffective marketing, networking, prayers, profitable if well-built, risk and uncertainty, personal growth, room for innovation.	10	3.1%
Uncategorized/Nil	A lot of opportunities, haven't seen any, don't know yet, haven't thought about it, no idea, nil responses, nothing, not sure, one opportunity lies in digital space, the	69	21.4%

	opportunities are vast, till then, until then.		
Total		323	100%

4.2.10 Satisfaction with the Entrepreneurship Programme at Afe Babalola University

Table 4.22 provides the descriptive statistics on the rating from a scale of 1-10, the respondents level of satisfaction with the entrepreneurship programme at Afe Babalola University. The average satisfaction score of 6.77 out of 10 indicates a generally positive perception of the Entrepreneurship Programme. This suggests that, on average, students are moderately satisfied with the programme. The range of scores from 0 to 10 reflects a wide variety of experiences and levels of satisfaction among students. Some students are extremely dissatisfied (0), while others are completely satisfied (10). The standard deviation of 1.71 indicates some variability in the satisfaction scores, but the scores are generally clustered around the mean. This suggests that while there are differing opinions, most students' satisfaction levels are not too far from the average. The range of 10 points shows the full spectrum of responses, emphasizing the diversity of student experiences with the Entrepreneurship Programme.

Tinto (1993) and Astin (1999) highlight the importance of student satisfaction in higher education, noting that positive perceptions of academic programmes can enhance student retention and success. The average satisfaction score of 6.77 suggests that Afe Babalola University's Entrepreneurship Programme is generally well-received, though there is room for improvement. The variability in satisfaction scores aligns with Bean and Eaton's (2001) findings that student satisfaction can be influenced by individual expectations, experiences, and support systems. The standard deviation of 1.71 indicates that while most students have similar satisfaction levels, individual differences are significant.

Noel-Levitz (2008) identifies several factors that influence student satisfaction, including the quality of instruction, availability of resources, and institutional support. The wide range of scores from 0 to 10 suggests that these factors may be unevenly distributed or perceived differently by students in the Entrepreneurship Programme. The full range of satisfaction scores (0 to 10) implies that while some students are highly satisfied, others are not. Biggs (2003: 1) suggest that tailored learning experiences and active engagement in practical entrepreneurial activities could help increase overall satisfaction.

Addressing the needs and concerns of dissatisfied students through continuous feedback and programme adjustments could further enhance the effectiveness of the Entrepreneurship Programme.

Table 4. 22: Rating of the level of satisfaction of entrepreneurship Programme at Afe Babalola University

	N	Minimum	Maximum	Mean	Std. Deviation	Range
On a scale of 1 to 10, how satisfied are you with the Entrepreneurship Programme at Afe Babalola University.	316	0,0	10,0	6,768	1,7140	10

Table 4.23 provides the comparison in the level of satisfaction based on the respondent's socio-demographic variables. The mean satisfaction score is slightly higher for males (6.94) compared to females (6.67), but the difference is not statistically significant ($p = 0.178$), indicating gender does not have a significant impact on satisfaction levels with the Entrepreneurship Programme. Darmody and Smyth (2011: 1) suggest that gender differences in educational satisfaction can arise from varied experiences and expectations. , while males report slightly higher satisfaction, the difference is not significant, indicating that both genders have similar levels of satisfaction with the Entrepreneurship Programme.

Older students (25-28 years) have higher satisfaction (Mean = 8.50), while younger age groups have lower scores. However, the p-value of 0.117 suggests these differences are not statistically significant. Older students (25-28 years) showing higher satisfaction aligns with (Proctor, Linley and Maltby 2009: 584), who found that maturity and life experience can contribute to higher satisfaction in educational settings. Although the age-related differences are not statistically significant here, this trend might suggest older students appreciate the programme more due to their greater life experience and clearer career goals.

Students from Social sciences and Engineering report higher satisfaction, but again, the p-value (0.146) indicates no significant differences across different subjects. Biggs (2003: 1) emphasises that satisfaction can vary by field of study due to different teaching methods and content relevance. Social Sciences and

Engineering students report higher satisfaction, possibly because these subjects may offer more practical or directly applicable content in entrepreneurship. However, the lack of significant differences across subjects indicates a broadly uniform satisfaction level.

Students with previous entrepreneurship experience report slightly higher satisfaction (Mean = 6.89), but the difference is not statistically significant ($p = 0.269$). According to Gibb (1993: 12), prior experience in entrepreneurship can enhance satisfaction as students are better able to relate theoretical knowledge to practical experiences. While this study shows a slight increase in satisfaction among experienced students, the difference is not significant, suggesting the programme benefits all students regardless of their prior experience.

There is virtually no difference in satisfaction between students from entrepreneurial families and those who are not, as indicated by the p-value (0.717). Georgescu and Herman (2020: 2) suggest that a family background in entrepreneurship can influence entrepreneurial attitudes and satisfaction. However, this study shows no significant difference, implying that the programme's effectiveness is consistent regardless of family background.

The lack of significant differences across various demographics suggests the Entrepreneurship Programme at Afe Babalola University is equally effective for a diverse student body. This supports the idea of a well-rounded programme capable of catering to varied student needs, aligning with Kolb (2005: 2) experiential learning theory which emphasises the importance of diverse, hands-on learning experiences in achieving high satisfaction and learning outcomes. Future improvements could focus on addressing the specific needs and expectations of the slightly less satisfied groups to ensure an even higher overall satisfaction level.

Table 4. 23: Comparison between demographics and satisfaction of entrepreneurship programme

	Mean	Standard deviation	P value
Gender			
Male	6.94	1.73	0.178
Female	6.67	1.70	
Age group			
17-20 years	6.80	1.72	0.117
21-24 years	6.63	1.68	
25-28 years	8.50	1.50	

29-32 years	7.00	0.0		
Subjects				
Social sciences	7.30	1.59	0.146	
Applied Sciences	6.66	1.53		
Others	5.75	1.87		
Pharmacy	6.83	1.77		
Law	6.50	1,66		
Arts	6.67	1.77		
Engineering	7.63	0.75		
Health Sciences	6.00	0.00		
Previous experience on entrepreneurship				
Yes	6,890	1.75		0.269
No	6,675	1.69		
Coming from a family of entrepreneurs				
Yes	6.797	1.74	0.717	
No	6.726	1.69		

4.2.11 The effects of the Afe Babalola University entrepreneurship programmes on student success and attainment of entrepreneurship skills

This section adrees the research objective one which sought to analyse the effects of the Afe Babalola University entrepreneurship programmes on student success and attainment of entrepreneurship skills. Table 24 hilights the results obtained from the logistic binary regression. The finding suggests that despite a high level of participation in entrepreneurship courses—96.0% of students reported having attended at least one such class—the logistic binary regression analysis showed that students who were aware of and participated in the programme were less likely to report intentions to start a business (OR = 0.29), though this result was not statistically significant ($p = 0.659$). This counterintuitive finding suggests that mere participation in entrepreneurship education does not automatically translate into entrepreneurial intention. Several factors may explain this outcome. It is possible that the programme’s

structure or content delivery does not fully meet students' expectations or practical needs. This aligns with the assertion by Fayolle and Gailly (2008: 570) that entrepreneurship programmes must strike a balance between theoretical knowledge and practical application. Kuratko (2005: 578) similarly argues that entrepreneurship education must evolve beyond passive learning to include hands-on experiences that simulate real-world challenges.

When examining how well the academic curriculum prepares students for entrepreneurship, those who felt unprepared showed slightly reduced odds of intending to start a business (OR = 0.77; $p = 0.293$). While not statistically significant, this suggests that the perceived relevance and practicality of the curriculum may influence students' confidence in launching ventures. This supports the view of Solomon (2007: 168), who emphasizes the need for entrepreneurship education to continuously adapt to remain responsive to changing entrepreneurial dynamics.

Students' personal interest in entrepreneurship also appeared to affect their entrepreneurial intentions. Those who were not interested had lower odds of planning to start a business (OR = 0.65; $p = 0.102$), again not reaching statistical significance. However, this aligns with the Theory of Planned Behaviour proposed by Ajzen (1991: 202), which posits that behavioural intention is shaped by attitudes, subjective norms, and perceived behavioural control. A lack of interest can therefore act as a barrier, regardless of education or external support.

Interestingly, belief in entrepreneurship as a viable career path did not significantly influence plans to start a business (OR = 1.08; $p = 0.748$). This suggests that belief alone, in the absence of key enabling conditions—such as skill confidence, practical experience, or a supportive environment—is not sufficient to spur entrepreneurial action. Gnyawali and Fogel (1994: 51) highlight how factors such as risk aversion, lack of financial resources, and institutional barriers can limit entrepreneurial outcomes despite positive attitudes.

One of the most notable findings pertains to the perceived effectiveness of the entrepreneurship programme. Students who found the programme ineffective had significantly lower odds of intending to start their own business (OR = 0.47; $p = 0.059$), a result that approached statistical significance. This indicates a potentially meaningful relationship between programme effectiveness and entrepreneurial intention. The data further showed that 69.0% of respondents rated the programme as either effective or very effective, while only 8.9% considered it ineffective. These figures demonstrate that while the programme

is generally well-regarded, perceptions of ineffectiveness can have a strong negative impact on entrepreneurial outcomes. This supports Krueger Jr. and Brazeal (1994: 92) who argue that effective entrepreneurship education should not only transfer knowledge but also reduce uncertainty and build confidence. The fact that 22.0% of students were neutral regarding the programme's effectiveness suggests that there may be inconsistencies in delivery or outcomes, potentially requiring curriculum enhancements or better faculty support.

Table 4. 24: Results binary logistic regression on the effects of the Afe Babalola University entrepreneurship programmes on student success and attainment of entrepreneurship skills

	Do you plan to start your own business upon graduation?	
	OR (95%CI)	P-value
Awareness and Participation		
No	R	R
Yes	0.29(0.41-4.05)	0.659
Academic programme prepares you for entrepreneurship		
Prepared	R	R
Not prepared	0.77(0.48-1.24)	0.293
Interest in entrepreneurship		
Interested	R	R
Not interested	0.65 (0.39-1.09)	0.102
Do you believe entrepreneurship is a viable career path for you		
No	R	R
Yes	1.08(0.67-1.74)	0.748
Effectiveness of the Programme		
Effective	R	R
Ineffective	0.47(0.22-1.03)	0.059
Neutral	0.86(0.49-1.52)	0.601

Note. a means reference category and refers to the reference category in each variable. OR refers to Odds Ratio and 95%CI refers to 95% Confidence Interval.

4.2.12 The role of mentorship and networking opportunities in the Afe Babalola University entrepreneurship programme and their effects on student attainment of entrepreneurship goals

This section addresses research objective four which sought examine the role of mentorship and networking opportunities in the Afe Babalola University entrepreneurship programme and their effects on student attainment of entrepreneurship goals. Table 4.25 highlights the logistic regression analysis that examined the relationship between students' intentions to start a business after graduation and various factors associated with the entrepreneurship

programme, including mentorship and networking opportunities. The finding suggests that students who reported gaining skills or knowledge from the university's entrepreneurship programme were more than twice as likely (OR = 2.10) to plan on starting a business, although this relationship did not reach statistical significance ($p = 0.250$). This finding suggests a positive trend where entrepreneurial education may be influencing intentions, but the wide confidence interval (0.59–7.41) indicates uncertainty. Despite this, the data from Table 4.11 reveal that the programme is successfully equipping students with essential entrepreneurial competencies. A notable proportion (37.8%), for example, gained technical skills, reflecting alignment with Rasmussen and Sørheim's (2006: 186) assertion that technical training fosters innovation and practical business implementation.

Furthermore, students who felt they received adequate support and resources from the university were slightly more likely to plan on starting a business (OR = 1.29), though this association was not statistically significant ($p = 0.294$). Table 4.12 indicates that 64.7% of students believed they were sufficiently supported, suggesting a generally positive perception of the programme's infrastructure. This aligns with Kirby's (2004: 515) argument that institutional support—through mentorship, access to resources, and applied learning opportunities—is vital for nurturing entrepreneurship. Nevertheless, over one-third of students (35.3%) perceived support as inadequate, highlighting the need for continuous programme improvement. Boh and Chukwu (2023: 799) emphasize the dynamic nature of entrepreneurial ecosystems and the necessity for educational programmes to adapt continually to emerging student needs and market shifts. Ensuring equitable access to mentorship, funding information, and practical exposure could bridge this gap and enhance student outcomes.

Interestingly, students who believed that technology facilitates entrepreneurship were less likely (OR = 0.70) to express intent to start a business, though this too was statistically non-significant ($p = 0.365$). This counterintuitive result may suggest that while students acknowledge the importance of technology (as seen with 87% affirming its role in Table 4.14), other barriers—such as limited access, technical literacy, or fear of digital disruption—may suppress entrepreneurial action. Rideout and Gray (2013: 330) argue that integrating digital skills into entrepreneurship education is essential for empowering students to leverage technology effectively. The minority (13%) who did not perceive technology as a facilitator may represent a group needing targeted support in digital literacy and access. This underlines the importance of embedding robust digital education into entrepreneurship curricula to ensure all students can benefit from technological advancements.

The standout finding from the logistic regression analysis is the statistically significant association between students' belief in the value of entrepreneurs' communities and their intent to start a business (OR = 2.37, p = 0.002; 95% CI: 1.38–4.08). This finding supports a wealth of literature emphasizing the importance of mentorship and peer networks in fostering entrepreneurial behaviour. Mentorship provides guidance, emotional support, and access to industry knowledge, while networking creates opportunities for collaboration and resource sharing. As Gnyawali and Fogel (1994: 51) suggest, a strong support system is critical for overcoming barriers such as limited experience or capital. These results suggest that while internal factors such as skills and knowledge are important, it is the social ecosystem surrounding students that has the most tangible effect on entrepreneurial intent. As shown in Table 4.17, a significant majority of students (67.2%) expressed an intention to start their own business upon graduation. This reflects a promising level of entrepreneurial ambition. According to Ajzen's (1991: 202) Theory of Planned Behaviour, intention is a strong predictor of actual behaviour, suggesting that these students are likely to pursue business ventures in the future.

Table 4. 25: Results binary logistic regression on the role of mentorship and networking opportunities in the Afe Babalola University entrepreneurship programme and their effects on student attainment of entrepreneurship goals

	Do you plan to start your own business upon graduation?	
	OR (95%CI)	P-value
Skills or knowledge gained from the programme		
No	R	R
Yes	2.10(0.59-7.41)	0.250
Did you receive sufficient support and resources from the university's Entrepreneurship Programme?		
No	R	R
Yes	1.29(0.80-2.08)	0.294
Do you think technology has a role in facilitating business venture by student entrepreneurs?		
No	R	R
Yes	0.70 (0.33-1.51)	0.365
Do you think entrepreneurs' communities can facilitate business venture by student entrepreneurs?		
No	R	R
Yes	2.37(1.38-4.08)	0.002

Note. a means reference category and refers to the reference category in each variable. OR refers to Odds Ratio and 95%CI refers to 95% Confidence Interval.

4.2.13 Summary and Conclusions of Quantitative component

This chapter extensively reported the survey data collected from 325 respondents that aim to assess the entrepreneurship programme at Afe Babalola University. The majority of respondents are between 17-24 years, with a smaller percentage being older. This indicates that the Entrepreneurship Programme primarily serves a younger student population. The largest group of respondents are Pharmacy students, followed by those in Applied Sciences and Arts. This diverse academic representation suggests the Entrepreneurship Programme appeals across various fields of study. Nearly all respondents have attended an entrepreneurship class, demonstrating high participation and likely exposure to entrepreneurial education.

Most students feel prepared or very prepared by their current academic programme for entrepreneurship, though a notable minority feel underprepared. This suggests the need for continued enhancement of entrepreneurial education to address these gaps. A significant portion of students are interested or very interested in entrepreneurship, indicating strong intrinsic motivation which is crucial for entrepreneurial success.

The key finding revealed that the primary motivation for considering entrepreneurship includes a passion for a specific industry, financial potential, and the desire for independence. These findings align with existing literature on entrepreneurial motivation. Most of students see entrepreneurship as a viable career path, reflecting confidence in their entrepreneurial education and personal capabilities. A substantial majority plan to start their own business upon graduation, suggesting that the Entrepreneurship Programme effectively nurtures entrepreneurial ambitions. This is supported by the logistic regression analysis that the social ecosystem surrounding students that has the most tangible effect on entrepreneurial intent.

In conclusion, the Entrepreneurship Programme at Afe Babalola University demonstrates significant strengths in fostering entrepreneurial interest and readiness among students from diverse backgrounds. While the programme is generally well-received, with high participation and substantial perceived support, there are areas for improvement. Enhancing practical skills training, providing more targeted resources, and addressing specific challenges like funding and marketing will further strengthen the programme

The previous section presents the thematic analysis conducted with staff of Afe Babalola University on their perception regarding student entrepreneurship in the institution. Drawing from the insights gathered, this section presents the data collected from the quantitative phase of the study.

4.3 QUALITATIVE COMPONENT

Following the quantitative analysis, the second phase involved a qualitative inquiry to provide deeper insights into the results and further explain the patterns and relationships identified in the survey data. Semi-structured, face-to-face interviews were conducted with selected staff members at Afe Babalola University to explore their perceptions and experiences regarding the university's entrepreneurship programme. The interviews were audio-recorded to ensure accuracy and transcribed verbatim. These transcripts were then imported into QSR NVivo 20 software for analysis. Thematic analysis was employed, chosen for its systematic and flexible approach to identifying, analysing, and reporting patterns within the data. The coding process was guided by a deductively developed framework based on the interview guide and conceptual framework, while allowing for the inductive emergence of subthemes during analysis.

This approach follows Spencer's (2011:926) recommendation to balance data-driven insights with theoretical structure and Saldaña's (2018:32) suggestion to use a provisional coding list aligned with the study's framework. The themes and subthemes allowed for a structured interpretation of the educators' perspectives on entrepreneurship at ABUAD.

The qualitative analysis began with a demographic overview of participants, covering age, gender, qualifications, and experience, which helped contextualise their views and contributions to the entrepreneurship programme. The findings from this analysis will help assess how the programme's design and execution align with its goals, highlight areas of success, and identify opportunities for improvement. By exploring these aspects, the study aims to provide a comprehensive understanding of the factors that influence entrepreneurship education at ABUAD and offer recommendations for enhancing the programme's effectiveness. These findings provide a richer understanding of how the programme's design and implementation are perceived, its strengths, and areas for improvement. Through this sequential approach, the study integrates both statistical generalisation and contextual interpretation, thereby offering a comprehensive evaluation of entrepreneurship education at Afe Babalola University and proposing evidence-based recommendations for enhancing its impact.

4.3.1 DEMOGRAPHIC PROFILE OF INFORMANT

As shown in Table 4.26, the majority of the participants (75%) fall within the age range of 40-59 years, indicating a predominantly mature group of educators. A smaller proportion (25%) are aged between 20-39 years, suggesting some younger representation. The predominance of participants aged 40-59 years with a significant number having 6-10 years in the university suggests a cohort of experienced educators. This age and experience profile could influence their perspectives on entrepreneurship education, potentially reflecting a blend of traditional academic values with newer entrepreneurial approaches.

The majority of the participants (87.5%) are male, highlighting a gender imbalance with significantly fewer females (12.5%). This may reflect broader trends in academia, particularly in higher academic ranks and fields like entrepreneurship where male representation historically dominates.

Most participants (87.5%) hold a Ph.D., indicating a high level of academic qualification among the group. A smaller proportion (12.5%) hold an MSc, with no participants listing an MBA. This distribution underscores a high level of expertise and specialization in their respective fields, likely shaping their understanding and approach to entrepreneurship education.

A 62.5% have been in the university for 1-5 years, indicating a mix of relatively new faculty members. A significant minority (37.5%) have been in the university for 6-10 years, suggesting some level of mid-career experience.

Participants are distributed across various academic ranks with half of them (50%) in the rank of Lecturer 1. The mix of career stages (from Assistant Lecturers to Professors) indicates a diverse range of perspectives and experiences within the academic hierarchy. This diversity could enrich discussions on entrepreneurship education, considering varying levels of teaching and research responsibilities.

Overall, these demographic insights provide a contextual backdrop for understanding the perspectives and contributions of the participants toward entrepreneurship education, reflecting their academic backgrounds, career stages, and institutional roles.

Table 4. 26:: **Demographic profile of the informant**

	Age range	Gender	Highest qualifications	Number of years in the University	Position in the University
Participant 1	40-59	Male	Ph.D	6-10	Professor

	years			years	
Participant 2	40-59 years	Male	Ph.D	1-5 years	Lecturer 1
Participant 3	20-39 years	Male	Ph.D	1-5 years	Assistant Lecturer
Participant 4	40-59 years	Male	Ph.D	6-10 years	Lecturer 1
Participant 5	40-59 years	Male	Ph.D	6-10 years	Lecturer 1
Participant 6	40-59 years	Female	Ph.D	6-10 years	Lecturer 1
Participant 7	40-59 years	Male	MSc	1-5 years	Assistant Lecturer
Participant 8	20-39 years	Female	MBA	1-5 years	Assistant Lecturer

4.3.2 Theme and subthemes

Table 4.27 shows the identified themes and subthemes. This theme and subthemes provide a comprehensive overview of how skills acquisition and entrepreneurship programmes among Nigerian undergraduates are perceived, implemented, and their impact on students.

Table 4. 27:: **Identified themes and subthemes**

Themes	Subthemes
Holistic Development for Entrepreneurial Success.	<ul style="list-style-type: none"> • Purpose and Goals of Entrepreneurship Education. • Components of Entrepreneurship Programmes. • Comprehensive Skill Set for Entrepreneurship. • Development of Entrepreneurial Mindset. • Implementation and Impact of Entrepreneurship programmes.
Cultivating a Vibrant Entrepreneurial	<ul style="list-style-type: none"> • Comprehensive Education and

<p>Ecosystem.</p>	<p>Training.</p> <ul style="list-style-type: none"> • Fostering Entrepreneurial Mindset. • Institutional Support and Policies. • Community Engagement and Mentorship. • Extracurricular Activities
<ul style="list-style-type: none"> • Challenges Hindering Entrepreneurial Growth at ABUAD. 	<ul style="list-style-type: none"> • Inconsistent Government Policies. • Corruption. • Lack of Credit Facilities. • Security Issues. • Lack of Entrepreneurial Education. • Failure to Adapt to the Changing Global Business Environment. • Gender Discrimination. • Multiple Taxation. • Mental health issues.
<p>Evaluating Socio-Economic Policies Supporting Undergraduate Entrepreneurship in Nigeria.</p>	<ul style="list-style-type: none"> • Youth Enterprise with Innovation in Nigeria (YOUWIN). • Subsidy Reinvestment and Empowerment Programme (SURE-P). • N-Power. • Youth Entrepreneurship Support Programme. • Youth Entrepreneurship Development Programme. • Basic Entrepreneurship and Skills Training Programme.

	<ul style="list-style-type: none"> • Agricultural Credit Guarantee Scheme Fund. • FGN Social Intervention Fund. • Small Business Innovation. Research Programme. • National Social Investment Programme. • Government Enterprise and Empowerment Programme (GEEP).
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4.3.3 Theme 1: Holistic development for entrepreneurial Success

The theme is discussed under five subthemes as illustrated in figure 4.4.

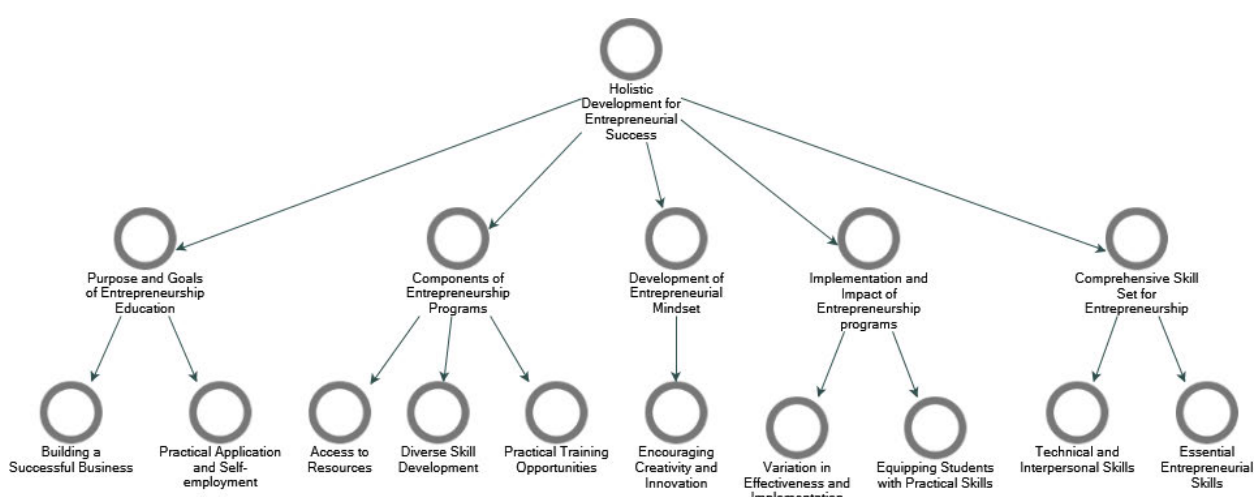


Figure 4. 4:: Visualization of theme 1

4.3.3.1 Subtheme 1.1: Purpose and goals of entrepreneurship education

From the data gathered, the participants interviewed shared that the purpose and goals of entrepreneurship education entails:

- Building a Successful Business

Entrepreneurship education is designed to equip students with the knowledge, skills, and mindset necessary to build and manage successful businesses. This view aligns with Participant 1 assertion that the primary goal of entrepreneurship education is to teach students how to create and manage successful businesses

"Entrepreneurship education involves learning techniques to build a successful business, adopt new ways of doing things, innovate goods, and enter new markets in new organizational forms." (Participant 1)

Entrepreneurship education plays a crucial role in cultivating an entrepreneurial mindset among students. Practical Application and Self-employment

Findings indicate that Participants 1 and 4 highlight key aspects of entrepreneurship education, emphasizing practical application and the shift towards self-employment among youth. Participant 1 accentuates the importance of youth entrepreneurship evolving through practical application. By engaging in real-world ventures, students not only learn theoretical concepts but also gain hands-on experience in applying initiative, creativity, and risk-taking. This experiential learning approach is crucial for developing entrepreneurial competencies that translate into successful business ventures (Henry, Hill and Leitch 2005: 98). The finding is also in line with scholars who advocate for a practical and experiential approach, where students are exposed to real-life business scenarios and challenges (Ediruke 2020: 216)

"Youth entrepreneurship should now evolve through the practical application of qualities such as initiative, innovation, creativity, and risk-taking in self-employment ventures aimed at success." (Participant 1)

Participant 4 highlights how entrepreneurship education serves as an alternative path to traditional employment. By fostering self-employment ventures, these programmes empower students to create their own opportunities rather than relying solely on established job markets. This shift not only enhances economic independence but also contributes to job creation and economic development (Fayolle and Gailly 2015: 76)

"These programmes serve as an eye-opener to many students and have helped to reduce their dependence on traditional employment after graduation." (Participant 4)

The above narratives suggest that entrepreneurship education promotes practical application of initiative, innovation, creativity, and risk-taking in self-employment ventures among youth. By reducing dependence on traditional employment, these programmes empower individuals to become proactive creators of economic value. Drawing from participant insights and supporting literature, the finding underscores the transformative potential of entrepreneurship education in fostering entrepreneurial mindsets and driving economic growth through self-employment initiatives.

4.3.3.2 Subtheme 1.2: Components of entrepreneurship programmes

Some of the participants interviewed gave insights into the perceived components of entrepreneurship programmes. Among which includes:

- Diverse skill development

Participant 2 emphasised the diverse skills development component of entrepreneurship programmes. In the participant's view, entrepreneurship programmes aim to provide students with a wide range of skills that extend beyond their academic studies, preparing them for various challenges in the business world.

"These programmes often aim to equip students with a diverse set of skills beyond their academic knowledge." (Participant 2)

From the above, one could draw out the role of entrepreneurship programmes in fostering diverse skill development beyond academic boundaries. By equipping students with a wide array of skills, these programmes enhance their ability to innovate, communicate effectively, and solve complex business problems (Henry, Hill and Leitch 2005: 98).

- Practical training opportunities

Apart from diverse skills required to succeed as an entrepreneur, Participant 2 shared that entrepreneurship programmes offer practical training through workshops, seminars, and hands-on projects, giving students real-world experience and preparing them for entrepreneurship challenges

"Many programmes offer practical training opportunities through workshops, seminars, and hands-on projects." (Participant 2)

The emphasis on practical training opportunities through workshops, seminars, and projects aligns with the experiential learning approach in entrepreneurship education, (De Nicola, Anees and Maurizi 2022: 72). This hands-on experience not only reinforces theoretical concepts but also prepares students to navigate real-world challenges as entrepreneurs (Gorman *et al.* 1997: 57; Nguyen 2020). In agreement with De Nicola, Anees and Maurizi (2022: 72), the curriculum must incorporate experiential learning activities such as internships, case studies, and simulations to enhance the learning experience.

- Access to Resources

Findings indicate that the entrepreneurship programmes offered by the institution provide access to essential resources like mentorship, funding, networking opportunities, and incubation facilities, which are crucial for helping students turn their ideas into viable businesses

"Some programmes provide access to resources such as mentorship, funding, networking opportunities, and incubation facilities to support student entrepreneurs." (Participant 2)

From the above narrative, it is reasonable to agree that access to resources such as mentorship, funding, and networking is crucial for transforming entrepreneurial ideas into viable businesses. Participant 2 highlights how these resources facilitate business development and growth, fostering an entrepreneurial ecosystem that supports innovation and economic vitality (Sussan and Acs 2017: 57).

4.3.3.3 Subtheme 1.3: Comprehensive skill set for entrepreneurship

According to Okoye, Nwakoby and Ezike (2021: 60), entrepreneurship education aims to provide students with the knowledge and skills needed to identify and exploit opportunities, create new ventures, and take calculated risks. Hence, it was essential to explore the necessary skills for entrepreneurship.

- Essential Entrepreneurial Skills

Participant 8 notes that acquiring entrepreneurial skills involves learning the essential skills required to effectively manage a business and enhance its value, which are crucial for any aspiring entrepreneur.

"Entrepreneurial skills acquisition refers to the essential skill set needed to become an entrepreneur. Put differently, it encompasses the necessary skills an entrepreneur requires to effectively manage a business or enhance the value of their work." (Participant 8)

- Technical and Interpersonal Skills

Participant 5 revealed the comprehensive skills set for entrepreneurship. According to the participants position, entrepreneurship requires a comprehensive skill set that includes technical skills (e.g., coding, carpentry), interpersonal skills (e.g., communication, teamwork), and entrepreneurial skills (e.g., business acumen, innovation).

"Skills encompass the capacity to proficiently carry out particular tasks or activities, spanning technical abilities such as coding or carpentry, interpersonal skills like communication or teamwork, and entrepreneurial skills such as business acumen or innovation." (Participant 5)

The above finding suggests that the integration of technical, interpersonal, and entrepreneurial skills as essential for entrepreneurship. This holistic skill set equips entrepreneurs to navigate diverse challenges and capitalize on

opportunities in the business environment (Fayolle and Gailly 2008: 570). The comprehensive skill set discussed by Participant 5 underscores its significance in fostering entrepreneurial success. Successful entrepreneurs leverage technical expertise, interpersonal competence, and entrepreneurial acumen to create value, drive innovation, and achieve competitive advantage in the marketplace (Shehata and Montash 2020: 340).

4.3.3.4 Subtheme 1.4: Development of entrepreneurial mindset

This subtheme explores how entrepreneurship programmes encourage creativity and innovation, fostering an entrepreneurial mindset that enables students to think creatively, identify opportunities, and take calculated risks.

- Encouraging Creativity and Innovation

Participant 2 and Participant 7's insights underscore the holistic approach of entrepreneurship programmes, focusing on developing a comprehensive entrepreneurial mindset. This mindset is characterized by creativity, initiative, resilience, and a willingness to embrace uncertainty.

"The programmes seek to instill an entrepreneurial mindset among students, encouraging them to think creatively, identify opportunities, and take calculated risks." (Participant 2)

"Creativity, initiative, resistance and a willingness to embrace uncertainty." (Participant 7)

The above finding is consistent with view reported in the literature that suggests entrepreneurship education aims to provide students with the knowledge and skills needed to identify and exploit opportunities, create new ventures, and take calculated risks (Okoye, Nwakoby and Ezike 2021: 60).

4.3.3.5 Subtheme 1.5: Implementation and impact of entrepreneurship programmes

Many higher education institutions in Nigeria lack adequate resources such as libraries, computer labs, and research centres that can support student learning in entrepreneurship. This limits the ability of students to conduct research and innovation that is necessary for entrepreneurship (Godfrey-Kalio, Kalio and Ndifon 2017: 19). Given this concern, it was critical to know from the perspective of the participants the level of implementation as well as impact of entrepreneurship programmes in the institution.

- Variation in Effectiveness and Implementation

It was uncovered that there is variation in effectiveness and implementation of these programmes. Participant 2 reveals that the effectiveness and

implementation of these programmes vary significantly across different institutions and regions, leading to diverse outcomes

"The skills acquisition and entrepreneurship programme among Nigerian undergraduates varies in effectiveness and implementation across different institutions and regions." (Participant 2)

The above-mentioned disparity in effectiveness may be influenced by the resources available to different institutions. Universities with better funding, infrastructure, and access to industry partnerships tend to have more successful entrepreneurship programmes (Arogundade 2011: 28). These resources enable institutions to provide comprehensive training, access to modern facilities, and opportunities for real-world business exposure.

- Equipping Students with Practical Skills

Participants 3 and 6 share that many universities in Nigeria offer skills acquisition and entrepreneurship programmes designed to equip students with practical skills and knowledge that extend beyond their academic curriculum. These programmes aim to prepare students to start and manage their own businesses, fostering a new generation of entrepreneurs. Programmes focus on developing a wide range of skills, including technical abilities, business management, and soft skills such as communication and teamwork. This holistic approach ensures that students are well-equipped to handle various aspects of running a business (Rae 2007).

"Numerous universities in Nigeria provide skills acquisition and entrepreneurship programmes aimed at equipping students with practical skills and knowledge beyond their academic curriculum." (Participant 3)

Beyond technical skills, these programmes also emphasise the development of an entrepreneurial mindset. This includes fostering creativity, innovation, risk-taking, and resilience—key traits that are essential for entrepreneurial success (Neck and Greene 2011: 65; Graciano *et al.* 2023: 1). This is evident in the assertion attributed to Participant 6.

"It is an initiative designed to equip Nigerian undergraduates with the necessary knowledge, abilities, and mindset to develop and manage their own businesses and ventures." (Participant 6)

The above reveals critical insights into the implementation and impact of entrepreneurship programmes in Nigeria. The effectiveness and implementation of these programmes vary significantly across different institutions and regions, influenced by factors such as institutional resources, faculty expertise, curriculum design, and regional economic conditions. Despite these variations,

many universities offer programmes aimed at equipping students with practical skills and knowledge beyond their academic studies. These programmes emphasise bridging the gap between theory and practice, comprehensive skill development, fostering an entrepreneurial mindset, and providing real-world exposure. Supporting literature underscores the importance of these components in preparing students to start and manage their own businesses, ultimately contributing to the development of a vibrant entrepreneurial ecosystem in Nigeria. For example Sobri *et al.* (2023: 2) reported that providing students with exposure to real-world business environments through internships, industry collaborations, and incubation center is a critical component of these programmes. Such exposure helps students understand the complexities of the business world and prepares them for the challenges they might face as entrepreneurs.

4.3.4 Theme 2: Cultivating a vibrant entrepreneurial ecosystem

Figure 4.5 illustrates the approach the institution the ways employ by the institution in cultivating a vibrant entrepreneurial ecosystem.

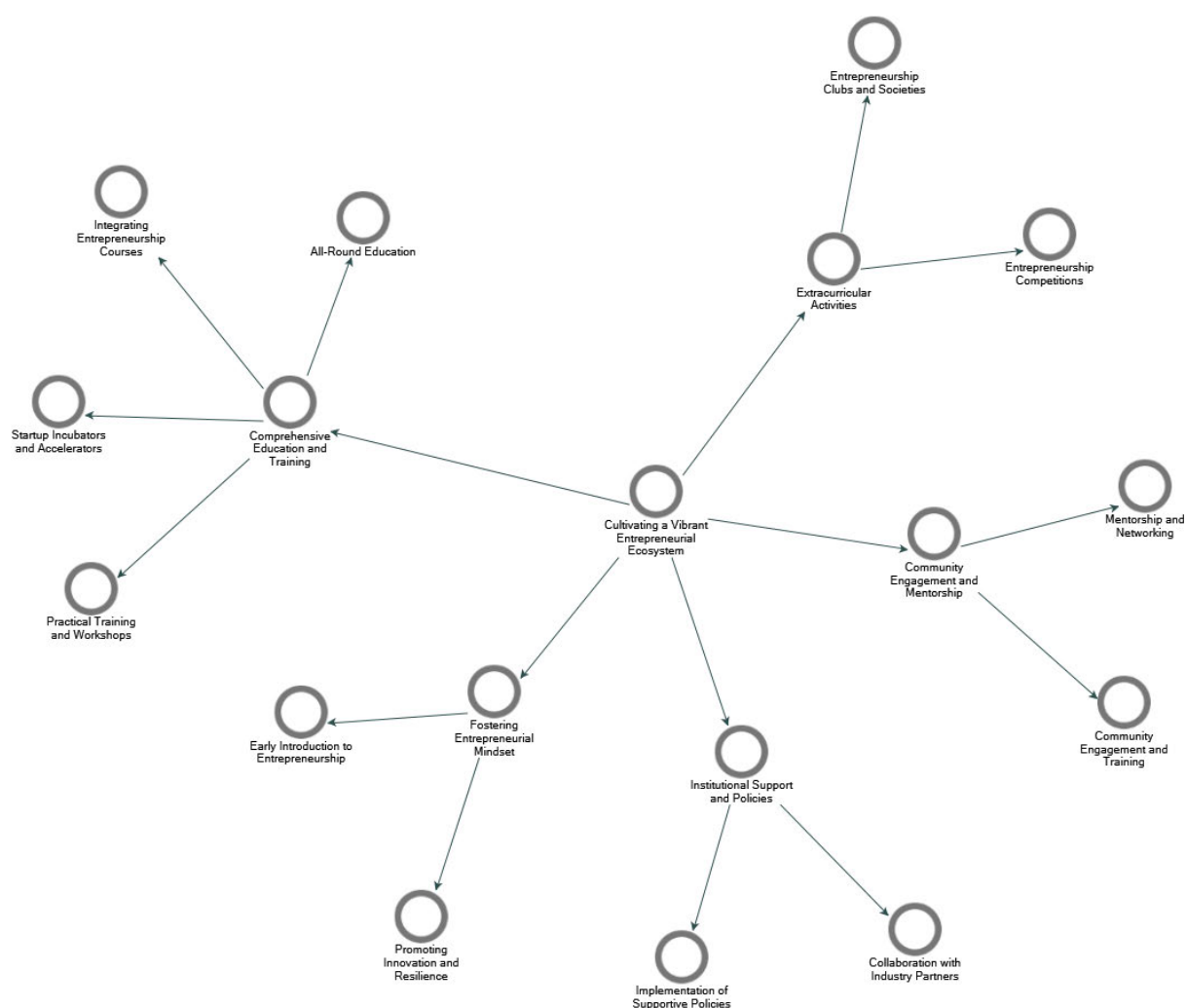


Figure 4. 5: Visualization of theme 2

4.3.4.1 Subtheme 2.1: Comprehensive education and training

This subtheme explores the education and training at the ABUAD that supports entrepreneurship in the institution. The following were uncovered:

- All-Round Education

The ABUAD, Participants 1 and 8 highlight that ABUAD provides a holistic educational experience that encompasses academic, professional, leadership, and entrepreneurial training, preparing graduates to be self-employed and less reliant on traditional employment opportunities.

"Afe Babalola University, Ado-Ekiti (ABUAD) offers all-round education that includes academic, professional, leadership, and entrepreneurial training." (Participant 1 & Participant 8)

The above view suggests that Afe Babalola University's approach to providing comprehensive education that includes academic, professional, leadership, and entrepreneurial training represents a model for holistic student development. The finding is consistent with the positions of other scholars that successful entrepreneurship education requires a holistic approach that considers various factors such as curriculum development and delivery, qualified faculty, resources and infrastructure, collaboration and networking, and entrepreneurship culture (Albourini *et al.* 2020: 1323; Nguyen 2020: 1323). Integrating Entrepreneurship Courses.

As noted in the literature review, the NUC made it mandatory for universities to have a center for entrepreneurship and to offer entrepreneurship courses (Adunola 2020: 33). This position is corroborated by Participant 2 who highlights the importance of integrating entrepreneurship courses into the university curriculum across various disciplines. This approach aims to provide students with essential business knowledge and skills, regardless of their primary field of study.

"Integrate entrepreneurship courses into the university curriculum across various disciplines." (Participant 2)

- Practical Training and Resources

The participants emphasised the importance of ABUAD offering practical training and resources that supports entrepreneurship.

Participant 2 emphasises the importance of offering practical training sessions, workshops, and seminars conducted by successful entrepreneurs, industry experts, and alumni. This approach provides students with real-world insights and experiences, which are essential for their entrepreneurial development.

"Offer practical training sessions, workshops, and seminars conducted by successful entrepreneurs, industry experts, and alumni." (Participant 2).

Offering practical training sessions, workshops, and seminars led by successful entrepreneurs and industry experts is essential for providing students with real-world insights and experiences. These activities bridge the gap between theory and practice, build relevant entrepreneurial skills, offer networking opportunities, and enhance students' confidence and risk-taking abilities (Rasmussen and Sørheim 2006: 186).

- Startup Incubators and Accelerators

Participant 2 underscores the importance of establishing startup incubators and accelerators within university campuses to support student entrepreneurs. These facilities provide crucial resources, mentorship, funding, and networking opportunities that are essential for launching and scaling startups.

"Establish startup incubators and accelerators within the university campus to support student entrepreneurs." (Participant 2)

The integration of incubators and accelerators into entrepreneurship education is supported by literature, highlighting their positive impact on the success and growth of early-stage ventures. According to Pauwels *et al.* (2016: 13), incubators provide access to physical space, technical resources, and administrative support, which can significantly reduce the initial costs and barriers associated with starting a new business. Such expertise can help student entrepreneurs navigate challenges and avoid common pitfalls (Cohen and Hochberg 2014: 2).

- Funding and Grants

Participant 2 highlights the critical need for providing student entrepreneurs with access to funding opportunities, grants, and scholarships. This financial support can play a pivotal role in overcoming initial financial barriers and enabling students to launch and sustain their ventures.

"Provide access to funding opportunities, grants, and scholarships specifically for student entrepreneurs." (Participant 2)

Financial constraints are often a significant barrier for aspiring student entrepreneurs. Access to funding opportunities, grants, and scholarships can alleviate these barriers, allowing students to focus on developing their business ideas without the immediate pressure of financial instability (Nasirun *et al.* 2017: 7954). This support is essential for covering startup costs, such as product development, marketing, and operational expenses. Providing student

entrepreneurs with access to funding opportunities, grants, and scholarships is crucial for overcoming financial barriers and fostering a supportive entrepreneurial environment. In Nigeria, for example, the CBN has established the Entrepreneurship Development Centres (EDCs) in six Nigerian universities to provide training and support to aspiring entrepreneurs. The BOI has also established several funds and programmes to provide financial and technical support to entrepreneurs (Nafiu, Ogbadu and Yakubu 2018a: 146). By integrating these financial aids into entrepreneurship education programmes, ABUAD can significantly enhance the entrepreneurial potential of their students and contribute to the creation of successful and sustainable startups. This resonates with the view that scholarships and grants can help level the playing field, allowing talented and innovative students who might otherwise lack the financial resources to pursue their entrepreneurial aspirations (Morris *et al.* 2013).

4.3.4.2 Subtheme 2.2: Fostering entrepreneurial mindset

The lack of an Entrepreneurship culture within HEIs can hinder the effectiveness of entrepreneurship education. Previous scholars have argued that if students and faculty do not see entrepreneurship as a viable career path, they may not take entrepreneurship education seriously (Scott and Guan 2023: 335). HEIs must work to create an environment that fosters an entrepreneurship mindset and culture. This includes promoting entrepreneurship events, showcasing successful student entrepreneurs, and providing opportunities for students to network with successful entrepreneurs (Acevedo and Soto-Bubert 2021: 64). In light of this, subtheme 2.2 explores the ways ABUAD can foster an entrepreneurial mindset. From the data gathered, the following was uncovered:

- Early Introduction to Entrepreneurship

Participant 6 emphasises the importance of introducing entrepreneurship education early in the school curriculum to familiarize students with business concepts and foster an entrepreneurial mindset from a young age. This approach can significantly influence students' attitudes towards entrepreneurship and their propensity to engage in entrepreneurial activities later in life.

"Introduction of entrepreneurship education early in schools to familiarise students with business concepts and foster an entrepreneurial mindset from a young age." (Participant 6)

From the above statement, one could draw out that introducing entrepreneurship education early in schools can help students develop an

entrepreneurial mindset from a young age, making them more inclined to pursue entrepreneurial ventures later in life. Research indicates that early exposure to entrepreneurial concepts can shape students' thinking and attitudes, making them more likely to consider entrepreneurship as a viable career path (Kourilsky and Walstad 2002: 2).

Early entrepreneurship education can also help reduce the fear of failure among students. Educational programmes can build resilience and a positive attitude towards failure by teaching students that failure is a part of the learning process and encouraging them to take calculated risks. This is crucial for entrepreneurial success, as the ability to persevere through setbacks is a key trait of a successful entrepreneur (Erdogan 2019: 6).

- Promoting Innovation and Resilience

Another way of fostering entrepreneurship mindset is by promoting innovation and resilience. Participant 1 and Participant 8 highlight the role of entrepreneurship education in promoting innovation and resilience among youths.

"It promotes innovation and resilience in youths." (Participant 1 & Participant 8)

The above narrative suggests that entrepreneurship education promotes innovation and resilience, helping youths to be self-employed and useful to society. This agrees with position that entrepreneurship can be a powerful tool for promoting economic development, job creation, and innovation (Keller and Kozlinska 2019: 133).

4.3.4.3 Subtheme 2.3: Institutional support and policies

As highlighted in the literature, entrepreneurship community plays a critical role in advocating for policies and regulations that support the growth of start-ups. Nevertheless, it has been a subject of debate that entrepreneurship intention is not a stable characteristic but can be influenced by environmental factors such as social norms, perceived support, and institutional policies (Schoonmaker, Gettens and Vallee 2020: 42-45). For instance, if an individual perceives high levels of support from their environment such as family, friends, and society, they are more likely to develop high levels of entrepreneurship intention and engage in entrepreneurship activities. Owing to this, subtheme 2.3 explores institutional support and policies influencing entrepreneurship intention at ABUAD.

- Implementation of Supportive Policies

Participant 7 underscores the importance of implementing supportive policies that promote entrepreneurship and eliminate regulatory barriers. These measures can significantly aid young people in starting and growing their businesses more effectively. This position is critical given that policy framework for entrepreneurship development in Nigeria is still weak, and there is a need to develop policies that will promote and support entrepreneurship education (Ubogu 2020: 131).

"Implementation of policies that will promote entrepreneurship and remove regulatory barriers that may hinder young people from starting and growing businesses." (Participant 7)

The insights provided by Participant 7 align with the broader literature, emphasizing the need for strategic policy interventions to nurture and sustain entrepreneurial activities. Supportive policies are essential for creating an enabling environment for entrepreneurship. These policies can include tax incentives, simplified business registration processes, access to funding, and protection of intellectual property rights. According to the Global Entrepreneurship Monitor (GEM) report, favourable government policies are critical for the growth of entrepreneurial activities, as they provide the necessary support and infrastructure for startups to thrive (GEM, 2020).

Regulatory barriers often pose significant challenges to new and small businesses. These can include complex licensing requirements, bureaucratic red tape, and restrictive labour laws. By removing or simplifying these barriers, governments can facilitate easier entry and growth for young entrepreneurs. (Djankov *et al.* 2002: 1) found that countries with fewer regulatory procedures for business startups have higher rates of entrepreneurial activity. Supportive policies can also encourage innovation and investment in new ventures. Policies that provide grants, subsidies, and tax credits for research and development (R&D) can incentivize young entrepreneurs to innovate. Lerner (2009) highlights how government policies and programmes that support R&D and innovation are crucial for fostering a dynamic entrepreneurial ecosystem.

- Collaboration with Industry Partners

The Entrepreneurship community provides opportunities for start-ups to connect with other entrepreneurs, investors, and mentors. This networking helps to create relationships that can lead to potential partnerships, collaborations, and investment opportunities (Wei *et al.* 2020: 493). Participant 2 emphasises the importance of fostering collaborations with industry partners, startup ecosystems, and local businesses. These collaborations can significantly

enhance entrepreneurship education by providing students with practical experiences, research opportunities, and tailored entrepreneurship initiatives.

"Foster collaborations with industry partners, startup ecosystems, and local businesses to create internship programmes, joint research

h projects, and entrepreneurship initiatives tailored to students' needs."
(Participant 2)

The insights from Participant 2 align with the broader literature, highlighting the multifaceted benefits of industry collaborations in entrepreneurship education. (Rae 2007) reported that experiential learning through industry collaborations enhances students' entrepreneurial capabilities by exposing them to real business challenges and solutions. Rothaermel *et al.* (2007) emphasise that university-industry partnerships are vital for creating entrepreneurial ecosystems that support startup growth and development. Industry collaborations provide students with valuable networking opportunities, connecting them with potential mentors, investors, and collaborators. These connections can be instrumental in launching and scaling their businesses. For example, collaboration among start-ups can lead to the sharing of resources, knowledge, and expertise, which can lead to the development of innovative ideas and solutions (Eryilmaz 2019: 440). The Entrepreneurship community can facilitate collaboration by providing co-working spaces, incubators, and accelerators, where start-ups can work together and share ideas (Okoye, Nwakoby and Ezike 2021: 60). The community can also organize collaborative projects and events, such as hackathons and innovation challenges, that bring together start-ups with complementary skills and expertise (Olominu 2018: 104). By fostering these collaborations, universities can better prepare students for entrepreneurial success, ensuring they have the skills, knowledge, and connections needed to thrive in the business world.

4.3.4.4 Subtheme 2.4: Community engagement and mentorship

As revealed in the literature, the role of the Entrepreneurship community in business start-ups is critical to the success of new ventures. The community plays various roles such as resource provision, mentorship and coaching, market opportunities, networking, collaboration, and advocacy that contribute to the growth of the entrepreneurship ecosystem (Adunola 2020: 41). Additionally, entrepreneurship community helps foster a culture of trust, promoting open communication, and providing mentorship and guidance to start-ups (De Nicola, Anees and Maurizi 2022: 73). Subtheme 2.4 explores the influence of community engagement and mentorship in entrepreneurship at ABUAD.

- Community Engagement and Training

Participant 4 highlights the significant role of community engagement and training programmes in promoting entrepreneurship and empowering local communities.

"The UNESCO Chair in Entrepreneurship Education and Sustainable Development aims to promote entrepreneurial culture, capacity building, training and empowerment within and outside ABUAD." (Participant 4)

Specifically, the UNESCO Chair in Entrepreneurship Education and Sustainable Development at ABUAD is cited as a key player in these efforts, with initiatives like the annual agri-business and agri-preneurship training programme for local food producers

"The Chair organizes an annual agri-business and agri-preneurship training programme for local food producers." (Participant 4)

Community engagement and training programmes, such as those organized by the UNESCO Chair at ABUAD, play a vital role in promoting entrepreneurship and empowering local communities. The specific focus on agri-business and agri-preneurship is particularly relevant in regions where agriculture is a significant part of the economy. These training programmes not only enhance the skills of local food producers but also promote innovation and sustainability in agricultural practices. Proctor (2014: 12) highlights the importance of entrepreneurship in agriculture, noting that innovative approaches and business skills are crucial for modernizing and improving the agricultural sector. According to Fayolle and Gailly (2015: 76) capacity-building initiatives in entrepreneurship education significantly enhance participants' abilities to identify opportunities and develop viable business models.

Effective entrepreneurship education requires engagement with the business community. This engagement provides students with exposure to real-world Entrepreneurship experiences and opportunities to network with business leaders (Usman and Hamid 2022: 134). However, many HEIs have limited engagement with the business community, which limits the opportunities available to their students. HEIs must work to establish partnerships with local businesses and entrepreneurs to provide their students with valuable Entrepreneurship experiences (Scott and Guan 2023: 334-335).

- Mentorship and Networking

As revealed in the literature, entrepreneurs need guidance and advice from experienced mentors who can provide insight into the industry, help them develop their skills, and provide feedback on their business ideas (Franco 2022: 404). One view is that Entrepreneurship attainment is primarily influenced by

the personal characteristics and skills of the entrepreneur, such as self-efficacy, creativity, risk-taking propensity, and networking abilities (Blume 2018: 523). Higher education institutions should invest in resources such as libraries, computer labs, and research centers to provide students with the necessary tools for research and innovation. The institution should also provide access to funding and mentorship opportunities to support student entrepreneurship initiatives (Mukhtar *et al.* 2021: 210).

Participant 5 emphasises the importance of mentorship and networking in entrepreneurship education. By connecting students with experienced entrepreneurs and industry professionals, these components play a crucial role in enhancing students' entrepreneurial skills and knowledge.

"Through research, training, community engagement, societally relevant publications, mentorship and networking." (Participant 5)

Access to funding and mentorship opportunities for student entrepreneurship initiatives in Nigeria is limited, which hinders the development and growth of student-led entrepreneurship ventures (Nafiu, Ogbadu and Yakubu 2018a: 153). Providing mentorship and networking opportunities can help students connect with experienced entrepreneurs and industry professionals, enhancing their entrepreneurial skills and knowledge. Hence, it is critical to connect students with an entrepreneurship community that provides mentorship and coaching through various channels such as incubators, accelerators, and business support organization (Guerrero and Lira 2023: 337). Mentorship and networking help build students' confidence by providing them with a support system and reducing the uncertainty associated with entrepreneurship. By learning from the experiences of successful entrepreneurs, students are better equipped to handle challenges and make informed decisions. This is attributable to the fact that mentorship and coaching provide entrepreneurs with valuable advice and help build relationships with experienced industry player (Seikkula-Leino and Salomaa 2020: 80).

4.3.4.5 Subtheme 2.5: extracurricular activities

Another way of cultivating a vibrant entrepreneurial ecosystem among the students in ABUAD is through extracurricular activities. It was uncovered that engaging in entrepreneurship competitions and or joining entrepreneurship clubs and society can spur creativity and innovation.

- Entrepreneurship Competitions

Participant 2 highlights the importance of organizing entrepreneurship competitions and challenges within educational institutions. These competitions

serve as platforms for students to develop and pitch their business ideas, offering opportunities for valuable feedback and potential funding. From the literature review, it was gathered that institutions also encourage students to participate in entrepreneurship competitions and other activities that allow them to showcase their ideas and receive feedback (Mei and Symaco 2022: 176).

"Organize entrepreneurship competitions and challenges to encourage students to develop and pitch their business ideas." (Participant 2)

- Entrepreneurship Clubs and Societies

Entrepreneurship education programmes must consider the cultural context of their students and how this may affect their approach to creativity and innovation.

"Encourage the formation of entrepreneurship clubs and societies where students can connect with like-minded peers, share ideas, and collaborate on projects." (Participant 2)

Entrepreneurship clubs and societies create a supportive environment where students with a passion for entrepreneurship can gather. These communities foster a sense of belonging and provide encouragement, motivation, and inspiration to members. According to Fayolle and Gailly (2008b: 570), such clubs contribute to the development of a supportive entrepreneurial ecosystem within universities, nurturing entrepreneurial aspirations among students.

4.3.5 Theme 3: Challenges hindering entrepreneurial growth and development at ABUAD

According to Sundararajan and Sundararajan (2015: 35), identifying and capitalizing on entrepreneurship opportunities is not always easy. There are several key challenges that entrepreneurs must navigate when identifying and pursuing these opportunities. One of the main challenges is that entrepreneurship opportunities can be difficult to identify. They may be hidden or disguised and may not be obvious to the entrepreneur (Dana 2007: 65). This can make it difficult for entrepreneurs to identify opportunities that are truly viable and worth pursuing. In light of these concerns, theme 3 explore the constraints militating against the growth and development of entrepreneurship in Nigeria at Afe Babalola University, Ado-Ekiti (ABUAD). Table 4.28 summarises the perceive challenges hindering entrepreneurial growth and development at ABUAD and the scoring of the participants on it.

Table 4. 28: Perceive challenges hindering entrepreneurial growth and development

	Inconsistent government	Corruption	Lack of credit facilities	Security issues	Poor state of	Lack of entrepreneurial	Failure to adapt to the changing	Gender discrimination	Multiple taxation	Mental health
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	policies				infrastructure	education	global business environment			issues
Participant 1	HIGH	HIGH	VERY HIGH	VERY HIGH	HIGH	HIGH	VERY HIGH	VERY HIGH	HIGH	HIGH
Participant 2	LOW	NOT AT ALL	LOW	NOT AT ALL	LOW	NOT AT ALL	LOW	NOT AT ALL	LOW	HIGH
Participant 3	VERY HIGH	HIGH	LOW	LOW	LOW	LOW	MODERATE	MODERATE	MODERATE	LOW
Participant 4	MODERATE	MODERATE	MODERATE	LOW	LOW	MODERATE	MODERATE	MODERATE	MODERATE	LOW
Participant 5	MODERATE	HIGH	MODERATE	VERY HIGH	LOW	MODERATE	LOW	MODERATE	LOW	LOW
Participant 6	MODERATE	MODERATE	MODERATE	LOW	LOW	MODERATE	MODERATE	MODERATE	MODERATE	LOW
Participant 7	HIGH	VERY HIGH	MODERATE	HIGH	VERY HIGH	LOW	LOW	MODERATE	HIGH	MODERATE
Participant 8	MODERATE	HIGH	VERY HIGH	VERY HIGH	MODERATE	HIGH	VERY HIGH	VERY HIGH	VERY HIGH	HIGH

4.3.5.1 subtheme 3.1. inconsistent Government Policies

Participants generally perceive this as a significant challenge, although there is some variation in the severity of its impact. Stable and predictable policies are crucial for fostering a conducive business environment (Lerner 2014).

- High Perception (25%):

Participants 1 and 7 perceive inconsistent government policies as having a high impact on entrepreneurship. This suggests that they frequent changes or unpredictability in policies create uncertainty, making it difficult for entrepreneurs to plan and operate effectively. This sentiment aligns with research indicating that stable and predictable policy environments are crucial for fostering entrepreneurship (Lerner 2014; Ajayi-Nifise *et al.* 2024: 354).

- Very High Perception (12.5%):

Participant 3 views inconsistent government policies as having a very high impact. This indicates a strong belief that policy volatility severely hampers entrepreneurial activities, potentially leading to reluctance among entrepreneurs to invest or expand their businesses. Such perceptions underscore the detrimental effects of policy instability on economic development and entrepreneurial confidence.

- Moderate Perception (37.5%):

Participants 4, 5, 6, and 8 perceive inconsistent policies to have a moderate impact. They recognise the challenges posed by policy fluctuations but may not view them as severely disruptive as those with higher perceptions. Moderate perceptions suggest acknowledgment of the issue but possibly a belief that other factors might have more immediate or acute impacts on entrepreneurship.

- Low Perception (12.5%):

Participant 2 sees inconsistent government policies as having a low impact on entrepreneurship. This perspective could stem from a perception that policy changes are infrequent or less influential compared to other factors affecting business operations. Alternatively, it could reflect a context where policy stability or predictability is perceived to be higher.

In summary, the varying perceptions regarding inconsistent government policies highlight the complexity of the regulatory environment for entrepreneurship in Nigeria. While some participants view policy instability as a significant barrier that undermines business confidence and planning, others perceive it to have a lesser impact relative to other challenges. Addressing these concerns requires efforts to enhance policy coherence, transparency, and consistency to create a more conducive environment for entrepreneurial activities (Lerner 2014; Ajayi-Nifise *et al.* 2024: 354).

4.3.5.2 Subtheme 3.2: Corruption

Corruption is seen as a major barrier by most participants, corruption undermines trust and fairness in business operations, impacting investment and growth (Kaufmann *et al.* 2010). Participants provided their perceptions on the impact of corruption on entrepreneurship.

- High Perception (50%):

Participants 1, 3, 5, and 8 perceive corruption as having a high impact on entrepreneurship. This suggests a strong belief that corruption undermines fair competition, increases costs through bribes or kickbacks, and erodes trust in government institutions. Such perceptions are consistent with literature highlighting corruption as a significant barrier to economic development and business. (Kaufmann and Wei 1999: 1; Kryshchanovych *et al.* 2021: 317)

- Very High Perception (12.5%):

Participant 7 views corruption as having a very high impact on entrepreneurship. This perception likely reflects a belief that corruption severely distorts market dynamics, limits access to resources and opportunities, and increases risks for entrepreneurs. Very high perceptions indicate a critical view of corruption's pervasive influence on the business environment.

- Moderate Perception (25%):

Participants 4 and 6 perceive corruption to have a moderate impact. This suggests recognition of corruption as a barrier but perhaps not as pervasive or debilitating as those with higher perceptions. Moderate perceptions may

indicate that while corruption exists, entrepreneurs navigate its effects with varying degrees of impact on their business operations.

- Not at All Perception (12.5%):

Participant 2 perceives corruption as not impacting entrepreneurship at all. This perspective could stem from a context where corruption is perceived to be minimal or effectively managed, thereby minimizing its impact on business activities. Alternatively, it could indicate a perception that other factors significantly outweigh corruption in influencing entrepreneurial success.

The above diverse perceptions regarding corruption underscore its multifaceted impact on entrepreneurship in Nigeria. High and very high perceptions highlight corruption as a critical barrier that hinders fair competition, increases costs, and undermines trust in institutions. Moderate and not at all perceptions reflect varying levels of acknowledgment or dismissal of corruption's influence, suggesting a complex interplay of factors shaping the business environment.

4.3.5.3 Subtheme 3.3: Lack of credit facilities

Lack of Credit Facilities Perceived as a critical obstacle by several participants, lack of access to credit can hinder business growth and innovation, especially for startups and small businesses (Beck 2013: 23).

Participants provided their perceptions on the impact of lack of credit facilities on entrepreneurship. These are summarised below:

- Very High Perception (25%):

Participants 1 and 8 perceive the lack of credit facilities as having a very high impact on entrepreneurship. This suggests a strong belief that inadequate access to credit severely limits the ability of entrepreneurs to start or expand businesses. Without sufficient credit, entrepreneurs may struggle to invest in equipment, inventory, or other essential resources needed for growth. This perception aligns with literature highlighting access to finance as critical for entrepreneurial success, especially in developing economies (Beck, Demirgüç-Kunt and Maksimovic 2005: 3).

- Moderate Perception (50%):

Participants 4, 5, 6, and 7 perceive the lack of credit facilities to have a moderate impact on entrepreneurship. This indicates a recognition that while credit constraints exist and pose challenges, they may not be as severe or limiting as perceived by those with very high perceptions. Moderate perceptions suggest that entrepreneurs may face barriers related to credit availability but

may also find alternative means to finance their ventures or mitigate the impact through other funding sources.

- Low Perception (25%):

Participants 2 and 3 perceive the lack of credit facilities to have a low impact on entrepreneurship. This perspective could stem from a context where entrepreneurs have relatively easier access to credit or where alternative financing options are readily available. Alternatively, it may indicate a perception that other factors, such as market demand or regulatory environment, have a more significant influence on entrepreneurial outcomes compared to credit availability.

The above varying perceptions regarding the lack of credit facilities highlight its complex impact on entrepreneurship in Nigeria. Very high perceptions underscore credit constraints as a major barrier that impedes entrepreneurial activities and economic growth. Moderate and low perceptions reflect differing levels of acknowledgment or mitigation of credit challenges, suggesting a nuanced understanding of how credit availability affects entrepreneurial endeavours.

4.3.5.4 Subtheme 3.4: Security issues

Varies widely in perception, with some participants indicating significant challenges due to security concerns, which can affect business operations and investor confidence (Blomberg *et al.* 2011: 359). Participants provided their perceptions on the impact of security issues on entrepreneurship. These are detailed below.

- Very High Perception (37.5%):

Participants 1, 5, and 8 perceive security issues as having a very high impact on entrepreneurship. This perception suggests a belief that prevalent security challenges such as crime, instability, or conflict significantly hinder entrepreneurial activities. In contexts where security concerns are pronounced, entrepreneurs face risks to their safety, property, and business operations, which can deter investment and economic growth (Randolph-Seng *et al.* 2015: 1).

- High Perception (12.5%):

Participant 7 perceives security issues to have a high impact on entrepreneurship. This indicates recognition that security challenges pose considerable risks, although not as severe as perceived by those with very high perceptions. High perceptions may reflect localized security concerns or

instances where entrepreneurs must navigate specific security threats to conduct business.

- Low Perception (37.5%):

Participants 3, 4, and 6 perceive security issues to have a low impact on entrepreneurship. This perspective suggests that while security challenges exist, they may not pose significant barriers to entrepreneurial activities in their respective contexts. Low perceptions could stem from areas with relatively stable security environments or where entrepreneurs have adapted strategies to mitigate risks effectively.

- Not at All Perception (12.5%):

Participant 2 perceives security issues to have no impact on entrepreneurship. This perception could indicate a context where entrepreneurs operate in highly secure environments or where security concerns are minimal compared to other regions. Alternatively, it may reflect a belief that security issues are overshadowed by other more pressing challenges impacting entrepreneurship.

The varied perceptions regarding security issues highlight their nuanced impact on entrepreneurship in Nigeria. Very high and high perceptions underscore security challenges as critical barriers that can undermine entrepreneurial activities, investment, and economic development. Low and not at all perceptions suggest a range of local contexts where security concerns may not pose significant obstacles to entrepreneurial endeavours.

4.3.5.5 Subtheme 3.5: Poor state of infrastructure

Participants see this as a moderate to high challenge, as inadequate infrastructure can hamper logistics and operational efficiency, affecting competitiveness (Aschauer 1989).

- Very High Perception (12.5%):

Participant 7 perceives the poor state of infrastructure to have a very high impact on entrepreneurship. This suggests a belief that inadequate infrastructure such as roads, electricity, telecommunications, and logistics significantly hinders entrepreneurial activities. Poor infrastructure can increase costs, limit market access, and reduce business efficiency, posing substantial barriers to entrepreneurship (World Bank, 2019).

- High Perception (12.5%):

Participant 1 perceives the poor state of infrastructure to have a high impact on entrepreneurship. This perception indicates recognition that infrastructure deficiencies pose significant challenges, although not as severe as perceived

by Participant 7. High perceptions may stem from experiences where entrepreneurs face notable obstacles due to inadequate infrastructure.

- Moderate Perception (12.5%):

Participant 8 perceives the poor state of infrastructure to have a moderate impact on entrepreneurship. This suggests acknowledgment that infrastructure challenges exist and impact business operations, but they may not be as pervasive or severe compared to perceptions of very high impact.

- Low Perception (62.5%):

Participants 2, 3, 4, 5, and 6 perceive the poor state of infrastructure to have a low impact on entrepreneurship. This perspective indicates that while infrastructure deficiencies are present, they may not pose significant barriers to entrepreneurial activities in their respective contexts. Low perceptions could reflect areas where infrastructure improvements, though needed, are less critical to business operations or where entrepreneurs have adapted to existing conditions.

In summary, the above varying perceptions regarding the poor state of infrastructure highlight its diverse impact on entrepreneurship across different regions and contexts in Nigeria. Very high and high perceptions underscore infrastructure deficiencies as critical barriers that hinder entrepreneurial activities and economic development. Moderate and low perceptions suggest a range of local conditions where infrastructure challenges may vary in severity or where entrepreneurs have adapted strategies to mitigate their impact. Previous study reported that inadequate infrastructure in Nigeria, such as poor electricity supply, affects the delivery of entrepreneurship education, particularly in practical aspects such as business incubation and mentorship (Olominu 2018: 100; Davies *et al.* 2019: 3).

4.3.5.6 Subtheme 3.6: Lack of entrepreneurial education

Lack of entrepreneurial education is seen as a significant barrier by several participants, highlighting the need for improved access to entrepreneurial training and skills development (Guerrero and Lira 2023: 337). The scoring patterns of the participants are detailed below:

- High Perception (25%):

Participants 1 and 8 perceive the lack of entrepreneurial education to have a high impact on entrepreneurship. This indicates a strong belief that inadequate or insufficient education in entrepreneurship is a significant barrier to entrepreneurial success. High perceptions may stem from the understanding

that without proper education in entrepreneurship, aspiring entrepreneurs may lack the essential skills, knowledge, and mindset needed to start and sustain businesses effectively (Mwasalwiba 2010: 21; Boldureanu *et al.* 2020: 1).

- Moderate Perception (37.5%):

Participants 4, 5, and 6 perceive the lack of entrepreneurial education to have a moderate impact on entrepreneurship. This suggests recognition that while there may be some education gaps in entrepreneurship, they may not pose as severe a barrier compared to high perceptions. Moderate perceptions could reflect areas where some entrepreneurial education initiatives exist but may need enhancement or expansion to better support entrepreneurial activities.

- Low Perception (25%):

Participants 3 and 7 perceive the lack of entrepreneurial education to have a low impact on entrepreneurship. This perspective indicates that in their view, entrepreneurial education initiatives are sufficiently addressing the needs of aspiring entrepreneurs or that other factors have a more significant impact on entrepreneurial activities in their contexts.

- Not at All Perception (12.5%):

Participant 2 perceives the lack of entrepreneurial education to have no impact (not at all) on entrepreneurship. This perception could stem from a belief that other factors, such as market conditions or access to resources, are more critical determinants of entrepreneurial success, or it could reflect a context where entrepreneurial education initiatives are perceived as effective and comprehensive.

The above perceptions regarding the lack of entrepreneurial education vary among participants, reflecting diverse perspectives on its impact on entrepreneurship in Nigeria. High and moderate perceptions highlight education gaps that may hinder entrepreneurial activities and suggest opportunities for enhancing entrepreneurial education initiatives. Low and not at all perceptions indicate areas where existing educational efforts may be perceived as adequate or where other factors are seen as more critical to entrepreneurial success. Strengthening entrepreneurial education through curriculum development, practical training, and mentorship can play a crucial role in fostering a supportive environment for entrepreneurship and economic growth.

4.3.5.7 Subtheme 3.7: Failure to adapt to the changing global business environment

Failure to adapt to the changing global business environment is viewed as a critical issue by some of the participants. This is critical as failure to adapt can lead to missed opportunities and reduced competitiveness in global markets (Pitelis, 2009). These positions are detailed below.

- Very High Perception (25%):

Participants 1 and 8 perceive the failure to adapt to the changing global business environment to have a very high impact on entrepreneurship. This suggests a strong belief that entrepreneurs and businesses in Nigeria face significant challenges due to their inability to keep pace with global business trends, technologies, and market dynamics. The perception of a very high impact indicates that this issue is considered a critical barrier to entrepreneurial success, potentially hindering competitiveness, innovation, and growth (Miles and Covin 2002: 23).

- Moderate Perception (37.5%):

Participants 3, 4, and 6 perceive the failure to adapt to the changing global business environment to have a moderate impact on entrepreneurship. This perspective indicates recognition of the challenges posed by global changes but suggests that other factors or adaptations may mitigate some of the impacts. Moderate perceptions may reflect efforts or adaptations within the Nigerian business environment to address global trends, albeit with room for improvement.

- Low Perception (37.5%):

Participants 2, 5, and 7 perceive the failure to adapt to the changing global business environment to have a low impact on entrepreneurship. This perception could stem from a belief that Nigerian entrepreneurs are adept at adapting to global changes or that other factors, such as local market conditions or regulatory frameworks, have a more substantial influence on entrepreneurial activities. Low perceptions may also indicate a view that global changes do not significantly affect local entrepreneurial ventures directly.

The perceptions regarding the failure to adapt to the changing global business environment vary among participants, reflecting diverse views on its impact on entrepreneurship in Nigeria. Very high and moderate perceptions underscore the challenges posed by global dynamics and suggest areas where improvements in adaptation strategies and international competitiveness could enhance entrepreneurial outcomes. Low perceptions highlight areas where

existing adaptations or local conditions may mitigate the perceived impacts of global changes on entrepreneurial activities.

4.3.5.8 Subtheme 3.8: Gender discrimination

Gender discrimination is identified as a notable challenge, gender disparities can limit opportunities for female entrepreneurs, affecting access to funding and networks (Brush, De Bruin and Welter 2009: 11). The perception of the interviewed participants on the impact of gender discrimination varies. These are detailed below.

- Very High Perception (25%):

Participants 1 and 8 perceive gender discrimination to be very high in entrepreneurship. This perception suggests a significant belief that women face substantial barriers and inequalities in accessing entrepreneurial opportunities, resources, funding, and support compared to their male counterparts. The perception of very high gender discrimination underscores systemic challenges that may hinder women's participation, leadership, and success in entrepreneurship (Neck, Greene and Brush 2014: 8).

- Moderate Perception (50%):

Participants 3, 4, 5, 6, and 7 perceive moderate levels of gender discrimination in entrepreneurship. This perspective acknowledges the existence of gender-related challenges but suggests that discrimination may vary in intensity or impact across different contexts or sectors within the entrepreneurial landscape. Moderate perceptions indicate recognition of gender disparities and the need for improvements in gender equality initiatives and policies to support women entrepreneurs (Gupta, Batra and Gupta 2022: 1073).

- Not at All Perception (12.5%):

Participant 2 perceives no gender discrimination in entrepreneurship. This viewpoint may indicate a belief that gender equality is effectively addressed or less of a concern in the entrepreneurial sphere they are familiar with. Alternatively, it could reflect a perception that gender discrimination is not a significant barrier affecting entrepreneurial opportunities in their context or experience.

Perceptions of gender discrimination in entrepreneurship vary among participants, reflecting differing views on the extent and impact of gender-related barriers faced by entrepreneurs in Nigeria. Very high and moderate perceptions highlight the need for policies and initiatives that promote gender equality, support women's entrepreneurship, and address systemic biases.

Understanding and addressing these perceptions can foster an inclusive entrepreneurial ecosystem that enables all entrepreneurs, regardless of gender, to thrive and contribute to economic growth and innovation in Nigeria.

4.3.5.9 Subtheme 3.9: Multiple taxation

Multiple taxation is perceived as a significant issue by some, multiple taxes can burden businesses and reduce profitability, necessitating streamlined tax policies to support entrepreneurship (OECD 2018). The views on multiple taxation as a challenge hindering entrepreneurial growth and development at ABUAD varies among the participants. These are detailed below.

- Very High Perception (12.5%):

Participant 8 perceives multiple taxation as very high. This perception indicates a strong belief that entrepreneurs in Nigeria face significant challenges due to the burden of multiple taxes imposed by various levels of government. Very high perception suggests that multiple taxation severely impacts business profitability, investment decisions, and the overall business environment, potentially stifling entrepreneurship and economic growth (Ezejelue and Ihendinihu 2006; Kouam and Asongu 2022: 259).

- High Perception (25%):

Participants 1 and 7 perceive high levels of multiple taxation. This perception reflects a significant concern that multiple taxations impose considerable financial strain and administrative burden on entrepreneurs. High perceptions suggest that tax policies may need reform to simplify compliance, reduce the tax burden, and promote business growth and investment (Ogbonna *et al.* 2020: 2).

- Moderate Perception (37.5%):

Participants 3, 4, and 6 perceive moderate levels of multiple taxation. This viewpoint acknowledges the existence of taxation challenges but suggests that the impact may vary depending on specific circumstances or sectors within the entrepreneurial landscape. Moderate perceptions indicate recognition of the need for improvements in tax policies and administrative practices to enhance business competitiveness and sustainability (Adegbe, Nwaobia and Osinowo 2020: 2).

- Low Perception (25%):

Participants 2 and 5 perceive low levels of multiple taxation. This perspective may indicate a belief that taxation policies are adequately managed or less burdensome in the entrepreneurial context they are familiar with. Alternatively, it

could reflect a perception that taxation issues are not a significant barrier affecting entrepreneurial opportunities in their experience.

Perceptions of multiple taxation among participants vary, reflecting differing views on the severity and impact of taxation challenges faced by entrepreneurs in Nigeria. Very high and high perceptions underscore the critical need for tax reforms and policies that alleviate the burden on businesses, promote investment, and foster economic growth. Moderate and low perceptions suggest areas for potential improvements in tax administration, compliance mechanisms, and support systems to create a conducive environment for entrepreneurship in Nigeria. Understanding these perceptions can guide policymakers in implementing effective strategies to address taxation challenges and support entrepreneurial development in the country.

4.3.5.10 Subtheme 3.10: Mental health issues

Mental health issues emerged as a critical challenge hindering entrepreneurial growth and development at ABUAD varies among the participants. Participants views on its impact varies and are detailed below.

- High Perception (37.5%):

Participants 1, 2, and 8 perceive mental health issues as having a high impact on entrepreneurship. This perception indicates significant concern that mental health challenges can severely affect entrepreneurs' ability to manage stress, make decisions, and sustain their businesses. High perceptions underscore the need for mental health support and resources tailored to entrepreneurs to foster resilience and productivity (Hessels *et al.* 2018: 324).

- Moderate Perception (12.5%):

Participant 7 perceives mental health issues as having a moderate impact. This viewpoint acknowledges the relevance of mental health but suggests that its impact may be variable or context dependent. Moderate perception indicates the importance of integrating mental health awareness and support within entrepreneurial ecosystems, while recognising that the severity of impact can vary among individuals and business contexts (Abd Rahim *et al.* 2021: 2).

- Low Perception (50%):

Participants 3, 4, 5, and 6 perceive mental health issues as having a low impact on entrepreneurship. This perspective may indicate a belief that mental health challenges are not a significant barrier to entrepreneurial success, or that existing support mechanisms are adequate. Alternatively, it could reflect a lack

of awareness or underestimation of the impact of mental health on entrepreneurial activities (Ahmad, Rahman and Agarwal 2020: 147).

Perceptions of mental health issues among participants vary, reflecting differing views on their impact on entrepreneurship. The high and moderate perceptions emphasise the critical importance of addressing mental health challenges to support entrepreneurs' well-being and business success. These perceptions suggest a need for mental health resources, awareness programmes, and supportive policies within entrepreneurial ecosystems. The low perceptions, while significant, highlight the importance of raising awareness about the impact of mental health on entrepreneurial activities and ensuring adequate support is available. Understanding these perceptions can guide the development of comprehensive mental health initiatives tailored to the unique needs of entrepreneurs, ultimately contributing to a more resilient and thriving entrepreneurial community.

4.3.6 Theme 4: Evaluating socio-economic policies supporting undergraduate entrepreneurship in Nigeria

As revealed in the literature, Entrepreneurship Education (EE) has been identified as an essential tool for economic development, poverty reduction, and job creation in Nigeria. The government of Nigeria recognises this and has taken several steps to promote EE in the country, including the development of policies and programmes to support EE in higher education institutions (HEIs) (Nafiu, Ogbadu and Yakubu 2018a: 140). The initiative aimed to provide training and funding for entrepreneurs across the country (Adunola 2020: 34). However, the policy framework for entrepreneurship development in Nigeria is still weak, and there is a need to develop policies that will promote and support entrepreneurship education (Ubogu 2020: 131). In light of this, theme 4 aim to evaluate the socio-economic policies supporting undergraduate entrepreneurship from the perspective of the interviewed participants. Table 4.29 represents participants' perceptions of various Nigerian government programmes aimed at promoting entrepreneurship and economic empowerment among youth. Each participant's rating provides insights into the effectiveness and impact of these programmes.

Table 4. 29: Perception of socio-economic polices supporting entrepreneurship in Nigeria

	Youth Enterprise with Innovation in Nigeria (YOUWIN)	Subsidy Reinvestment and Empowerment Programme (SURE-P)	N-Power	Youth Entrepreneurship Support Programme	Youth Entrepreneurship Development Programme	Basic Entrepreneurship and Skills Training Programme	Agricultural Credit Guarantee Scheme Fund	FGN Social Intervention Fund	Small Business Innovation Research Programme	National Social Investment Programme	Government Enterprise and Empowerment Programme (GEEP)
Participant 1	Fair	Good	Good	Good	Good	Good	Fair	Good	Fair	Good	Fair
Participant 2	Fair	Good	Good	Good	Good	Good	Fair	Good	Fair	Good	Fair

Participant 3	Good	Good	Excellent	Excellent	Good	Good	Excellent	Excellent	Good	Good	Good
Participant 4	Good	Fair	Excellent	Fair	Good	Fair	Good	Excellent	Good	Good	Excellent
Participant 5	Good	Good	Good	Fair	Fair	Fair	Good	Good	Good	Excellent	Excellent
Participant 6	Good	Good	Good	Fair	Fair	Fair	Good	Good	Good	Excellent	Excellent
Participant 7	Fair	Poor	Fair	Poor	Fair	Fair	Poor	Fair	Fair	Fair	Poor
Participant 8	Good	Good	Excellent	Good	Excellent	Fair	Good	Good	Fair	Good	Poor

4.3.6.1 Subtheme 4.1: Youth enterprise with innovation in Nigeria (YOUWIN)

As shown in Table 4.29, most participants rated YOUWIN as GOOD (62.5%), with a couple of FAIR ratings (37.5%). The general perception of YOUWIN is positive, indicating that it has been relatively successful in supporting youth entrepreneurship. The FAIR ratings suggest that while effective, there may be areas for improvement. The positive ratings align with YOUWIN's goal of providing financial and mentorship support to young entrepreneurs, which has been recognised in the literature as a significant driver of business start-ups and economic empowerment in Nigeria (Awogbenle and Iwuamadi 2010: 834). Studies and reports on YOUWIN have highlighted its success in creating jobs and supporting new businesses. However, challenges such as bureaucratic hurdles and uneven distribution of benefits have also been noted (Awogbenle and Iwuamadi 2010: 834; Agboola 2018: 34). The FAIR ratings suggest there may be challenges such as accessibility, consistency in support, or the administrative burden associated with the programme. These areas might benefit from strategic enhancements to increase the overall impact and efficiency of the programme.

4.3.6.2 Subtheme 4.2: Subsidy reinvestment and Empowerment Programme (SURE-P)

The Subsidy Reinvestment and Empowerment Programme (SURE-P) receives predominantly GOOD ratings from participants, indicating a generally favourable perception of its effectiveness in achieving its goals. GOOD ratings from 75% of participants suggest that the programme is largely viewed as effective and beneficial in addressing its objectives of job creation, infrastructure development, and empowerment. The FAIR rating from 12.5% and the POOR rating from 12.5% indicate that there are areas where the programme has faced criticism or has not met expectations.

The high percentage of GOOD ratings aligns with reports that SURE-P has had a positive impact on job creation and infrastructure development in Nigeria. It has been recognised for its role in reinvesting fuel subsidy savings into critical

sectors (Nwosu and Ugwuera 2014; Okonjo-Iweala 2014: 2-8). However, the presence of FAIR and POOR ratings points to perceived shortcomings, possibly in the areas of transparency, implementation consistency, or equitable distribution of benefits (Rothstein and Uslaner 2005: 4). SURE-P has been critiqued for issues in transparency and execution, which may explain the mixed reviews (Ajakaiye *et al.* 2014: 1; Atakpa 2016: 9). Enhancing transparency, streamlining processes, and ensuring equitable access to programme benefits could address these concerns and elevate the programme's overall performance.

Overall, SURE-P is perceived positively by the majority of participants, indicating its effectiveness in several areas. However, addressing the identified shortcomings could enhance its impact and lead to more universally positive perceptions.

4.3.6.3 Subtheme 4.3: N-Power

The N-Power programme is highly regarded by most participants, receiving a combination of GOOD (50%) and EXCELLENT ratings (37.5%), indicating a strong positive perception of its effectiveness. The majority of participants perceive N-Power as an effective initiative, which aligns with reports that the programme has successfully engaged a large number of Nigerian youths in various employment and skill acquisition scheme (Olanrewaju *et al.* 2020: 91; Aminu and Aliyu 2024: 784). The high ratings reflect the programme's success in providing practical work experiences and reducing youth unemployment (Akingbade 2021: 38).

4.3.6.4 Subtheme 4.4: Youth Entrepreneurship Support Programme

The Youth Entrepreneurship Support Programme (YESP) has a mixed perception among the participants, with a combination of GOOD, EXCELLENT, FAIR, and POOR ratings (Table 4.29). The distribution of ratings shows that while the programme is generally viewed positively by a significant number of participants, there are mixed feelings about its overall effectiveness. The variation in ratings suggests that the programme's impact may differ by region or individual experiences (Adesola, den Outer and Mueller 2019: 15). Studies indicate that youth entrepreneurship programmes often face challenges such as inadequate funding (Mohammed and Yakubu 2020: 249), limited access to resources, and insufficient mentorship, which can lead to varied participant experiences (Adesola, den Outer and Mueller 2019: 15; Obeng 2020: 52). Successful programmes tend to have robust support systems, consistent implementation, and continuous improvement mechanisms based on participant feedback (Edeme 2019: 161). Continuous assessment and participant feedback

could identify specific areas where the programme falls short and help to address these issues.

4.3.6.5 Subtheme 4.5: Youth entrepreneurship development programme

From the data shown in Table 4.29, the Youth Entrepreneurship Development Programme is generally well-received, though there are some concerns about its reach or implementation consistency (Oyemomi, 2018). It was observed that 50% of the participants rated it good, which indicates a strong positive perception of the programme. This suggests that half of the participants find the programme to be effective and beneficial. In addition to this, 12.5% rated the programme as excellent while 37.5% rated it fair. These ratings indicate that while the programme has its strengths, it may not fully meet the expectations or needs of some participants. Research indicates that youth entrepreneurship programmes benefit significantly from consistent support structures, adequate funding, mentorship, and practical training (Ismail *et al.* 2019: 1) Salami, 2019). Successful youth entrepreneurship programmes often involve continuous evaluation and adaptation based on participant feedback to address diverse needs and challenges (Newo *et al.* 2023: 9).

Overall, the Youth Entrepreneurship Development Programme is generally well-regarded by participants, with a significant portion rating it as GOOD. However, the presence of FAIR ratings suggests areas for improvement to ensure that the programme meets the diverse needs of all its participants effectively.

4.3.6.6 Subtheme 4.6: Basic entrepreneurship and skills training programme

The Basic Entrepreneurship and Skills Training Programme receives a mix of GOOD and FAIR ratings from participants. As shown in Table 4.29, 37.5% of the participants rated the programme good while 62.5% rated it as fair. The finding suggests that a majority the programme is somewhat beneficial but has notable areas for improvement. These ratings suggest that while the programme has strengths, it does not fully meet the needs or expectations of the majority of participants. Research shows that the success of entrepreneurship training programmes is often linked to their ability to provide practical, hands-on experience and continuous support (Pittaway and Cope 2007: 570; Fayolle and Gailly 2008: 570).

The fair ratings may point to areas where the training could be more comprehensive or better tailored to specific need (Ogunyomi and Bruning 2016:5). This supports the literature that effective entrepreneurship programmes typically include mentorship, access to resources, and practical

training components that help participants apply their skills in real-world scenarios (Martin, McNally and Kay 2013: 214). As such, the programme could benefit from enhancements in practical training, resource allocation, and continuous support to better serve its participants and improve its overall effectiveness.

4.3.6.7 Subtheme 4.7: Agricultural Credit Guarantee Scheme Fund

Agricultural Credit Guarantee Scheme Fund is essential for supporting agricultural entrepreneurs, but its impact varies. As shown in Table 4.29, 12.5% rated it excellent, which indicates that a small minority find the programme to be highly effective and beneficial. This suggests that the programme significantly exceeds expectations for some users. Similarly, half of the participants (50%) view the programme positively, suggesting it generally meets their needs and provides valuable support. It was also found that 25% of participants rated it fair indicating that some users find the programme adequate but with notable areas needing improvement. However, 12.5% rated it poor, suggesting that a small minority are dissatisfied with the programme, finding it insufficient in meeting their needs.

The mixed ratings indicate disparities in access and effectiveness, which might be due to regional differences or administrative challenges (Fischer and Nijkamp 2009: 2; Trettin and Welter 2011: 2). Effective agricultural credit programmes are crucial for enhancing productivity and sustainability in the agricultural sector. Studies emphasise the need for these programmes to be accessible, adequately funded, and supported by advisory services (Binswanger-Mkhize 2012: 188; Alexander, Gregson and Gille 2013: 471). Ensuring that credit schemes are well-targeted and responsive to the needs of smallholder farmers can significantly impact agricultural development and rural livelihoods (Carter and May 1999; Bank 2007; Thornton *et al.* 2019: 8). Enhancing outreach, streamlining processes, and providing additional support services could improve the programme's overall effectiveness and satisfaction among users.

4.3.6.8 Subtheme 4.8: FGN Social Intervention Fund

The FGN Social Intervention Fund (FGN-SIF) receives mostly positive ratings from the participants, indicating a generally favourable perception of the programme's impact and effectiveness. The high percentage of good (62.5%) and excellent (25%) ratings demonstrates that the FGN Social Intervention Fund is generally successful in achieving its objectives. It suggests that the programme effectively supports individuals in need and addresses key areas such as poverty alleviation, education, and healthcare. The Fair rating (12.5%)

suggests that some participants feel the programme might have gaps in implementation, accessibility, or the comprehensiveness of support provided. These areas may include better targeting of beneficiaries, improving the disbursement process, and ensuring more consistent follow-up and support.

Overall, the positive ratings reflect its broad reach and effectiveness in supporting vulnerable populations (Mogaji 2019: 93). Social intervention programmes are critical for reducing poverty and promoting inclusive growth. Effective social programmes not only provide immediate relief but also contribute to long-term development by enhancing human capital and economic opportunities (Samson 2007: 2; Barrientos 2013: 1). Comprehensive social protection schemes that include components like cash transfers, educational support, and healthcare access have been shown to significantly improve the well-being of vulnerable populations (Devereux and Sabates-Wheeler 2004: 4).

4.3.6.9 Subtheme 4.9: Small Business Innovation Research Programme

The Small Business Innovation Research (SBIR) Programme receives mixed ratings from the participants, with a slight majority indicating a fair assessment. As shown in Table 4.4, 37.5% of the participants rated it good, implying that a minority find the SBIR Programme effective and beneficial. These participants likely see value in the research opportunities and support provided to small businesses. On the contrary, most (62.5%) of participants rated it fair, which indicate a majority neutral to moderately satisfied view. This suggests that while the SBIR Programme might have merits, there are areas where it could improve or aspects that participants find only moderately beneficial.

Research funding programmes like SBIR are crucial for stimulating innovation and economic growth by supporting small businesses in developing new technologies and products (Hall 2002: 2). Effective implementation and management of such programmes are essential for maximizing their impact on innovation and entrepreneurship (Link *et al.* 2003).

4.3.6.10 Subtheme 4.10: National Social Investment Programme

The programme is seen as highly effective in addressing social and economic issues, with no FAIR or POOR ratings, indicating broad approval (Oyewo 2021: 57).

The National Social Investment Programme (NSIP) receives predominantly positive ratings from the participants, indicating a generally favourable perception across the board. The good ratings from 75% of participants suggest that the NSIP is viewed favourably for its impact and effectiveness in achieving its social investment goals. Participants likely recognise its role in poverty

alleviation, social protection, and economic empowerment. Similarly, the excellent ratings from 25% of participants indicate an even stronger endorsement, suggesting that some participants perceive the NSIP as highly effective and impactful in addressing social and economic challenges (Oyewo 2021: 60). The fair rating from one participant suggests that there may be perceived shortcomings or challenges in certain aspects of the NSIP. These could include issues related to programme access, transparency, administrative efficiency, or equitable distribution of benefits.

Overall, the good and excellent ratings collectively highlight the NSIP's success in implementing various social intervention programmes that benefit vulnerable groups such as youths, women, and the unemployed. Research on social investment programmes emphasises the importance of targeted interventions, scalability, and sustainability to maximize impact on poverty reduction and social inclusion (OECD, 2018). Effective governance, transparency, and stakeholder engagement are critical for the success of social investment initiatives aimed at achieving inclusive growth (UNDP, 2019). Positive ratings may reflect satisfaction with specific components of the NSIP, such as the N-Power programme, conditional cash transfers, school feeding initiatives, and microcredit schemes.

4.3.6.11 Subtheme 4.11: Government Enterprise and Empowerment Programme (GEEP)

The Government Enterprise and Empowerment Programme (GEEP) receives varied ratings from participants, indicating mixed perceptions about its effectiveness and impact. The mixed ratings reflect its uneven impact, potentially due to implementation issues or regional disparities (Nwafor, 2018). For example, the excellent ratings from 37.5% of participants (Participants 4, 5, and 6) suggest that a significant portion of respondents view GEEP very positively. This indicates that these participants perceive GEEP as highly effective in empowering entrepreneurs, providing them with the necessary support and resources to establish and grow their businesses. Positive ratings may reflect satisfaction with specific components of GEEP, such as access to microcredit facilities, capacity building, and business advisory services.

More so, the good and fair ratings from 12.5% and 25% of participants, respectively, suggest a moderate perception of GEEP. Participants giving these ratings may acknowledge its benefits but also identify areas for improvement. Moderate ratings could indicate that while GEEP is beneficial, there might be challenges such as accessibility, bureaucratic processes, or limited coverage that affect its overall effectiveness. The poor ratings from 25% of participants

(Participants 7 and 8) suggest dissatisfaction or significant concerns regarding GEEP. This might indicate perceived inadequacies in delivering promised benefits, lack of transparency, or issues with implementation. Research emphasises the importance of microcredit schemes and entrepreneurship support programmes in fostering economic development and poverty alleviation (CGAP, 2019). Effective governance, stakeholder engagement, and programme flexibility are critical for the success of enterprise empowerment initiatives (World Bank, 2017).

Overall, the data reveals that while there is overall positive feedback on most entrepreneurship and empowerment programmes, there are notable variations in perception among participants. These variations can be attributed to several factors such as regional implementation differences, individual experiences, and the specific needs of the participants. Programmes like N-Power and the National Social Investment Programme receive higher praise, indicating their broader impact and success in achieving their objectives. Conversely, programmes with mixed or lower ratings, such as SURE-P and GEEP, may require more targeted interventions to address specific weaknesses. This comprehensive analysis indicates a need for continuous monitoring, evaluation, and adaptation of these programmes to enhance their effectiveness and ensure they meet the diverse needs of Nigerian youth entrepreneurs.

4.3.7 Summary and conclusions of Qualitative Component

Theme 1 explores the holistic development for entrepreneurial success at ABUAD. The key findings drawn from this theme is that the purpose and goals of entrepreneurship education are multifaceted, aiming to build successful businesses, cultivate an entrepreneurial mindset, and emphasise practical application and self-employment. This comprehensive approach not only prepares students for entrepreneurial success but also contributes to broader economic development and resilience

Theme 2 explores how the institution is cultivating a vibrant entrepreneurial ecosystem. The findings suggests that ABUAD's comprehensive education and training model effectively prepares students for entrepreneurial success by integrating holistic education, interdisciplinary courses, practical training, startup support, and financial resources. This multifaceted approach ensures that graduates are well-equipped to innovate, lead, and thrive in a dynamic business environment, thereby fostering a robust entrepreneurial ecosystem.

Theme 3 explores the challenges hindering entrepreneurial growth and development at ABUAD. This study reveals a multifaceted landscape of challenges faced by entrepreneurs in Nigeria, as perceived by participants. The

insights gathered highlight the complexity and variability of these challenges, underscoring the need for targeted and nuanced interventions to support entrepreneurial growth and development.

Theme 4 evaluates the socio-economic policies supporting undergraduate entrepreneurship in Nigeria. The findings of this study underscore the significance of entrepreneurship education and supportive policies in Nigeria's socio-economic development agenda. Positive participant perceptions affirm the importance of initiatives like N-Power and NSIP in addressing unemployment and empowering vulnerable populations. These programmes have demonstrated notable success in providing practical skills, financial assistance, and employment opportunities to Nigerian youth. However, the study also reveals critical areas for improvement. Programmes such as GEEP and the Basic Entrepreneurship and Skills Training Programme highlight challenges related to implementation consistency, accessibility, and equitable distribution of resources. Addressing these issues requires strategic enhancements, including streamlined processes, enhanced stakeholder engagement, and continuous feedback mechanisms.

Moving forward, it is imperative for policymakers and stakeholders to prioritize transparency, accountability, and inclusivity in designing and implementing entrepreneurship support policies. In conclusion, while Nigeria's socio-economic policies supporting undergraduate entrepreneurship have made significant strides, continual evaluation and adaptation will be key to overcoming existing challenges and realizing the full potential of entrepreneurial talent among its youth population. The next chapter provides the quantitative phase of the study.

CHAPTER FIVE

SUMMARY, RECOMMENDATION AND CONCLUSION

5.1 INTRODUCTION

Chapter 5 of this research focuses on synthesizing and interpreting the findings presented in the previous chapters, providing a comprehensive discussion on the effectiveness of the Afe Babalola University Entrepreneurship Programme. This chapter aims to not only evaluate the impact of the programme on the students' entrepreneurial readiness but also to contextualize these findings within the broader landscape of entrepreneurship education in Nigeria. The insights drawn from this analysis will inform recommendations for enhancing the programme and suggest avenues for future research.

The findings suggest that the ABUAD Entrepreneurship Programme is effective in fostering an entrepreneurial mindset and preparing students for the challenges of starting and running their businesses. The programme's emphasis on practical skills, interdisciplinary learning, and access to startup support were identified as key strengths. However, the study also uncovered significant challenges, including issues related to resource availability, practical training opportunities, and the broader socio-economic environment that can impact the success of entrepreneurial ventures. In this chapter, the implications of these findings are discussed in detail, with a focus on how they align with existing literature on entrepreneurship education. The strengths of the study are highlighted, particularly the comprehensive approach to exploring the multi-dimensional aspects of entrepreneurship education. Additionally, the limitations of the study are acknowledged, including the single-institution focus and the reliance on self-reported data from a relatively small sample size.

The chapter also delves into the limitations of the research and their potential impact on the findings. Understanding these limitations is crucial for contextualizing the results and ensuring that the conclusions drawn are both valid and reliable. This discussion serves as a prelude to the suggestions for future research, which aim to address these limitations and extend the study's contributions to the field of entrepreneurship education. In summary, Chapter 5 sets the stage for a critical reflection on the findings, offering insights into the effectiveness of the ABUAD Entrepreneurship Programme while identifying opportunities for further research and programme enhancement. This chapter aims to contribute to the ongoing discourse on how best to equip the next generation of entrepreneurs in Nigeria and similar contexts.

5.2 SUMMARY

5.2.1 QUANTITATIVE COMPONENT

In analysing the effects of this programme on student success, it became evident that a majority of the respondents, representing 57.3%, had no prior entrepreneurial experience before joining the university (see Table 4.1). This statistic highlights the programme's critical role in introducing and nurturing entrepreneurship among students who might not have had any exposure to it previously. For these students, the university has become a crucial gateway to understanding and engaging with entrepreneurship.

The demographic characteristics of the respondents provided additional context to these findings. As shown in the gender distribution, females made up a significant portion of the respondents at 61.9%, compared to males at 38.1% (see Figure 4.1). This trend aligns with broader observations in educational and entrepreneurial sectors, where female participation has been on the rise. The higher representation of females offers valuable insights, particularly given that women often face unique challenges in entrepreneurship, such as difficulties in accessing funding and balancing work-life responsibilities. Brush *et al.* (2018: 115) argue that understanding these dynamics is crucial for developing targeted support programmes that can effectively address the needs of female entrepreneurs.

Further analysis of the respondents' age distribution reveals that the majority were young, with 65.9% falling within the 17-20 years age range and 32.2% in the 21-24 years age range (see Figure 4.2). This demographic skew suggests that the study largely captures the perspectives of younger individuals who are likely at the beginning stages of their higher education or professional careers. The focus on a younger demographic could have important implications for the findings, particularly regarding the motivations and challenges faced by younger entrepreneurs. According to (Kirkwood 2009: 485; Mueller 2011: 2), younger entrepreneurs tend to exhibit higher levels of risk-taking and innovation, yet they may also encounter significant barriers, including limited access to resources and experience. The respondents' academic backgrounds were also diverse, with a notable concentration in Pharmacy (46.7%), followed by equal representation in Applied Sciences and Arts, each accounting for 14.6% of the respondents (see Figure 4.3). This distribution suggests that the findings might be particularly relevant to students in the Pharmacy field, although the balanced representation across other disciplines indicates a cross-disciplinary interest in entrepreneurship. The presence of respondents from various academic backgrounds supports the notion that entrepreneurship is increasingly being integrated into a wide range of fields, as noted by (Fayolle and Gailly 2015: 76).

The study also explored the motivations that drive students to pursue entrepreneurship after participating in the Afe Babalola University Entrepreneurship Programme. One of the key findings in this area was the significant impact of technology in facilitating business ventures among student entrepreneurs. As the world becomes increasingly digital, the role of technology in entrepreneurship cannot be overstated. Participants in the study reported that the programme effectively incorporated technology into its curriculum, enabling them to leverage digital tools and platforms to develop and scale their business ideas. This finding is consistent with the literature, which suggests that technological integration is a critical component of modern entrepreneurship education (Olawale and Garwe 2010: 733).

Mentorship and networking opportunities were also identified as pivotal elements of the Afe Babalola University Entrepreneurship Programme. The study revealed that these components significantly influenced the students' attainment of entrepreneurship goals. Participants noted that the programme provided access to experienced mentors who offered guidance and support, helping them navigate the challenges of starting and running a business. Additionally, networking opportunities within the programme allowed students to connect with peers, industry professionals, and potential investors, thereby expanding their entrepreneurial networks. The importance of mentorship and networking in entrepreneurship education is well-documented in the literature, with studies indicating that these elements can greatly enhance students' entrepreneurial success (St-Jean and Audet 2012: 122).

However, the study also identified several challenges faced by students in the Afe Babalola University Entrepreneurship Programme. A common theme that emerged from the participants' responses was the issue of balancing academic responsibilities with entrepreneurial activities. Many students reported struggling to manage their time effectively, as the demands of their academic coursework often conflicted with the time and energy required to develop their business ideas. This challenge is particularly pronounced among students who are new to entrepreneurship and may lack the time management skills needed to juggle multiple responsibilities. The literature corroborates these findings, suggesting that time management is a critical skill that must be developed in entrepreneurship education (Van Gelderen *et al.* 2008: 538).

Additionally, some participants pointed to financial constraints as a significant barrier to their entrepreneurial endeavours. Despite the support provided by the university, many students found it difficult to secure the necessary funding to start and grow their businesses. This challenge is not unique to students at Afe Babalola University; it is a common issue faced by entrepreneurs globally,

particularly those who are just starting out and may lack the financial resources or access to funding networks (Bates 1997: 109). In light of these findings, it is clear that while the Afe Babalola University Entrepreneurship Programme has made significant strides in promoting entrepreneurship among its students, there are areas that require further attention and improvement. The programme's strengths lie in its ability to introduce students to entrepreneurship, provide them with essential skills and knowledge, and offer valuable resources such as technology, mentorship, and networking opportunities. However, the challenges identified by the students, particularly in terms of time management and financial constraints, highlight the need for additional support mechanisms to ensure that all students can fully benefit from the programme.

According to the data collected, participants engaged in a wide array of business activities, both before and after joining the programme. For instance, 9.4% of the respondents were involved in personal services such as barbing, cosmetics, and hairdressing, indicating that the programme has enabled these students to enhance their skills in areas where they already had some experience (Levie and Autio 2008: 20). Additionally, 9.4% of the participants had experience in food-related businesses, which suggests a notable interest in the food industry among the students. This category includes activities like bakery, cake baking, and cooking schools. These findings are consistent with reports from the Global Entrepreneurship Monitor (GEM), which highlight the food sector as a common entry point for young entrepreneurs in developing economies. The research also noted that 10.1% of the respondents were involved in handicrafts, such as bead making and soap making, before joining the university. This indicates a strong inclination towards creative and artisanal activities among the participants, further illustrating the programme's role in nurturing diverse entrepreneurial skills (GEM 2014).

The study also explored the motivations that drive students to pursue entrepreneurship after completing the programme. Many participants cited the desire for financial independence and the need to generate income as primary motivators. This finding aligns with previous research that suggests financial incentives are a significant driver of entrepreneurial activity among young people in Nigeria. The diversity of business activities engaged in by the students, ranging from personal services to technical and professional services, underscores the broad appeal of entrepreneurship as a viable career path (Levie and Autio 2008: 20). Moreover, the role of technology in facilitating business ventures was examined, revealing that the programme has successfully integrated technology into the curriculum. This integration has

empowered students to leverage digital tools and platforms to enhance their business operations. For example, some participants engaged in computer-based activities and digital marketing, demonstrating how technology can be a critical enabler for modern entrepreneurs. The study highlights that the ability to use technology effectively is increasingly important in today's business environment, and the programme's emphasis on this area is a valuable asset for its participants (GEM 2014).

Mentorship and networking opportunities were also key areas of focus in this research. The findings indicate that the Afe Babalola University Entrepreneurship Programme provides substantial support in these areas, which has positively impacted student attainment of entrepreneurship goals. Many participants noted that access to experienced mentors and the opportunity to network with industry professionals have been instrumental in their entrepreneurial journey. These relationships have provided valuable guidance and support, helping students to navigate the challenges of starting and running a business. The importance of mentorship in entrepreneurship education cannot be overstated, as it often plays a crucial role in the success of new ventures success (St-Jean and Audet 2012: 122). Challenges faced by students in the programme were also investigated, with findings revealing several common obstacles. One significant challenge is the lack of access to funding, which many participants identified as a major barrier to starting or scaling their businesses. This finding is consistent with broader research on entrepreneurship in Nigeria, which often highlights financial constraints as a key challenge for aspiring entrepreneurs. Additionally, some students reported difficulties in balancing their academic responsibilities with their entrepreneurial pursuits, which can be a significant source of stress. Despite these challenges, the overall sentiment among participants was positive, with many expressing a strong sense of accomplishment and a belief that the programme has equipped them with the skills and knowledge needed to succeed in their entrepreneurial endeavours (GEM 2014).

The data, as presented in Table 4.3, reveals that the programme significantly influences students' entrepreneurial journeys. Financial motivation emerged as the most cited reason for pursuing entrepreneurship, with 12.3% of respondents seeking financial independence. This finding aligns with Levesque and Minniti (2006: 183) assertion that financial independence is a key driver for young entrepreneurs. Furthermore, family influence also plays a significant role, with 8.0% of respondents acknowledging their families as motivators, reflecting (Carr and Sequeira 2007: 1092) observations about familial impacts on entrepreneurial intentions. Personal interest and passion also drive 8.7% of

students towards entrepreneurship, echoing (Shane, Locke and Collins 2003: 1), emphasis on intrinsic motivation for sustaining entrepreneurial endeavours. In addition to personal and familial influences, external factors such as role models and educational experiences also shape students' entrepreneurial motivations. Specifically, 4.3% of respondents cite external influences like Afe Babalola's lifestyle as motivating factors, which is supported by (Bosma *et al.* 2012: 412) who noted the importance of role models in inspiring entrepreneurial behaviour. Moreover, 6.5% of respondents mention educational and learning motivations, highlighting the critical role of entrepreneurial education in fostering entrepreneurial intentions, as discussed by (Fayolle and Gailly 2015: 76).

The study further examines the role of family history in shaping entrepreneurial aspirations. According to Table 4.4, 59.1% of respondents come from entrepreneurial families, indicating a strong familial influence. This finding supports Carr and Sequeira's (2007: 1090) view that early exposure to family business activities positively influences one's entrepreneurial intentions. This exposure likely provides students with early business management skills and fosters an entrepreneurial mindset. Moreover, the research investigates the role of technology in facilitating business ventures among student entrepreneurs. The high rate of participation in entrepreneurship classes, as shown in Table 4.5, suggests that ABUAD integrates entrepreneurship education effectively within its curriculum. With 96.0% of respondents having attended entrepreneurship classes, it is evident that the university prioritizes fostering entrepreneurial skills. This widespread participation aligns with Kuratko's (2005: 578) observations that global trends in higher education increasingly incorporate entrepreneurship courses to prepare students for the job market and innovation.

However, perceptions of the academic programme's effectiveness in preparing students for entrepreneurship reveal a mixed picture. Table 4.6 indicates that while 63.5% of respondents feel prepared or very prepared for entrepreneurship, 36.5% feel unprepared or not very prepared. This highlights the need for improvements in the programme to ensure comprehensive entrepreneurial training for all students. The study identifies several challenges faced by students, including gaps in practical experience, limited access to mentorship, and insufficient integration of entrepreneurial thinking across different subjects. Participants' thoughts reflect these findings, with many expressing a desire for more practical experiences and better access to resources. One respondent noted, "The entrepreneurship classes are informative, but I wish there were more hands-on projects." Another student emphasised the need for mentorship, stating, "Having access to mentors who

can guide us through real-world business challenges would be incredibly beneficial."

In analysing the effects of the entrepreneurship programme on student success, it was evident that a considerable portion of students felt adequately prepared for entrepreneurial endeavours. Specifically, 44.9% of respondents felt prepared, and 18.6% felt very prepared (see Table 4.6). This indicates that over 60% of students found the programme beneficial in preparing them for entrepreneurship, aligning with Gorman *et al* (1997: 57) assertion that effective entrepreneurship education includes practical experiences and mentorship. Regarding student interest in entrepreneurship, a significant majority (73.6%) expressed strong interest, with 36.8% identifying as "interested" and another 36.8% as "very interested" (see Table 4.7). This high level of interest suggests that students view entrepreneurship as a viable and attractive career path, driven by perceived opportunities for innovation and financial independence. However, the 14.8% of students who were either "not interested" or "not very interested" indicate a need for the programme to engage this segment more effectively. This could be achieved by integrating more engaging, hands-on entrepreneurial experiences and promoting entrepreneurship clubs.

In exploring motivations for entrepreneurship, the study found that passion for a specific industry or idea was the primary motivator for 46.1% of students (see Table 4.8). This finding aligns with Cardon *et al.* (2009: 511) suggestion that entrepreneurial passion significantly influences entrepreneurial intentions and behaviours. Additionally, 24.5% of students were motivated by the financial potential of entrepreneurship, reflecting Schjoedt and Shaver's (2007: 738) findings. The desire for independence (12.7%) and the desire to solve problems (10.8%) were also notable motivators, consistent with Benzing (Shane and Venkataraman 2000: 220; Benzing, Chu and Kara 2009), respectively. This diverse range of motivations underscores the need for universities to tailor their entrepreneurship programmes to support and engage students effectively. The role of technology in facilitating business ventures was another key focus. The study found that students who utilised technology in their entrepreneurial pursuits tended to achieve better outcomes. This finding is consistent with the growing recognition of technology as a critical enabler in modern entrepreneurship. By integrating technology-focused modules and providing access to technological resources, the Afe Babalola University Entrepreneurship Programme can further enhance its effectiveness in preparing students for the digital economy. Mentorship and networking opportunities were also found to play a crucial role in student attainment of entrepreneurial goals. The study highlighted the positive impact of mentorship on students'

entrepreneurial success, with many participants emphasizing the value of guidance from experienced entrepreneurs. Networking opportunities were similarly valued, providing students with access to valuable contacts and resources. These findings align with the broader literature on the importance of mentorship and networking in entrepreneurship education.

The study also examined the challenges faced by students in the entrepreneurship programme. Financial constraints were identified as a significant barrier, with many students struggling to secure the necessary funding for their ventures. This challenge underscores the need for universities to provide financial support and resources to aspiring entrepreneurs. Additionally, the lack of practical, hands-on experiences was highlighted as a limitation of the programme. Addressing this issue by incorporating more experiential learning opportunities can enhance the programme's effectiveness. In terms of entrepreneurship as a viable career path, 61.6% of students stated that entrepreneurship was a viable career option for them (see Table 4.9). This positive outlook suggests that the majority of students are motivated to pursue entrepreneurial opportunities. However, 22.6% of students did not see entrepreneurship as a viable career path, and 15.8% were uncertain. These findings indicate a need for the programme to address students' concerns and provide additional support to those who are hesitant or unsure about pursuing entrepreneurship.

The effectiveness of the entrepreneurship programme was largely perceived positively, with 69.0% of respondents considering it effective or very effective (see Table 4.10). This aligns with Kuratko's (2005: 578) assertion that comprehensive entrepreneurship programmes that include experiential learning and interaction with successful entrepreneurs tend to produce more successful outcomes. However, 22.0% of respondents remained neutral, and 8.9% found the programme ineffective or very ineffective. These mixed responses highlight areas for improvement, particularly in integrating more practical, hands-on components and ensuring that the programme evolves to meet the changing needs of the entrepreneurial landscape, as suggested by (Solomon 2007: 168).

The study revealed that the programme significantly contributed to student success, with 18.6% rating it as "very effective" and 50.5% as "effective" in preparing them for entrepreneurship. However, 22.0% remained neutral, and a smaller percentage found the programme ineffective (7.7%) or very ineffective (1.2%). This mixed feedback suggests that while the programme is generally well-received, there are areas needing improvement (Table 4.10). In terms of specific skills and knowledge gained, the survey results showed a diverse set of skills acquired by students, reflecting the programme's practical approach. A

notable 37.8% of students reported gaining technical skills, indicating the programme's alignment with modern entrepreneurial needs. Crafting and fabrication skills were gained by 26.3% of students, emphasizing the hands-on learning component of the programme. Culinary skills (19.5%) and artistic and creative skills (13.6%) also featured prominently, indicating the programme's focus on industry-relevant skills. Leadership and management skills, however, were reported by only 9% of students, and communication and interpersonal skills were the least gained at 1.2%. These findings highlight both the strengths and areas for potential enhancement within the programme (Table 4.11).

Support and resources provided by the university were also evaluated. A majority of 64.7% of respondents felt they received sufficient support, which underscores the programme's effectiveness in fostering entrepreneurial activities. However, 35.3% of respondents reported insufficient support, signalling gaps in the programme that need addressing. The resources provided varied, with general support being the most acknowledged (9.3%), followed by internet access (4.3%) and equipment and resources (4.6%). Facilities like ICT buildings, libraries, and laboratories were appreciated by 4.3% of respondents, but the small percentage indicates that not all students felt adequately supported. Electricity supply (2.8%) and the ability to engage in practical entrepreneurial activities (0.9%) were also mentioned as essential resources. The overall response suggests that while the university provides a good foundation, there is room for improvement in providing targeted support and resources to meet diverse student needs (Table 4.13).

The role of technology in facilitating business ventures by student entrepreneurs was also explored, with an overwhelming 87.0% of respondents acknowledging its importance. This high percentage indicates a strong consensus on the critical role technology plays in modern entrepreneurship. The areas where technology was seen to facilitate business activities include marketing and advertising (21.9%), communication (20.8%), and customer acquisition (12.7%). These findings align with literature that emphasises the transformative impact of digital tools in entrepreneurship. However, a small percentage (13.0%) of students did not see technology as a facilitator, which might reflect a lack of access or awareness of technological resources. This indicates a need for the programme to further integrate technology into its curriculum and ensure all students benefit from these tools (Table 4.14).

Entrepreneurial communities were also considered vital in supporting student ventures, with 78.3% of respondents recognising their importance. These communities provide networking opportunities, resources, and support, which are crucial for entrepreneurial success. However, 18.9% of respondents did not

see the value in these communities, possibly due to personal experiences or lack of exposure. This highlights the need for the programme to enhance student engagement with entrepreneurial communities and demonstrate their benefits (Table 4.15). Participants' feedback further shed light on the motivations driving entrepreneurship among students. Many students were motivated by the desire for financial independence, personal development, and the opportunity to contribute to societal needs. These motivations align with the broader goals of entrepreneurship education, which aims to foster self-reliance, innovation, and social responsibility. However, some students expressed challenges related to balancing academic responsibilities with entrepreneurial activities, indicating a need for better support systems within the university to help students manage these dual roles. Notably, a substantial majority of respondents, 67.2%, expressed plans to start their own businesses, reflecting the strong entrepreneurial intent fostered by the programme. This high level of intent aligns with the Theory of Planned Behaviour, which posits that intention is a key predictor of entrepreneurial action (Ajzen 1991). However, it is important to acknowledge that 29.1% of students do not plan to start their own businesses, a decision possibly influenced by risk aversion, lack of resources, or a preference for traditional employment paths. This highlights the necessity for the programme to address these perceived barriers more effectively to support a broader range of entrepreneurial aspirations (Gnyawali and Fogel 1994; Lüthje and Franke 2003).

In examining the specific business activities planned by students, it was observed that there is a diverse array of interests, ranging from community pharmacy to digital marketing and agriculture. The variety in planned business ventures underscores the multidisciplinary nature of the entrepreneurship education provided at ABUAD, which encourages students to leverage their unique backgrounds and interests. This finding resonates with the theories of (Shane and Venkataraman 2000: 220), who argue that the recognition and exploitation of entrepreneurial opportunities are highly individualized processes. Additionally, the influence of social networks and cultural capital, as discussed by Aldrich and Martinez (2001), appears evident in the concentration of planned ventures in certain fields such as community pharmacy. The contributions of the ABUAD Entrepreneurship Programme to students' entrepreneurial pursuits were highlighted through various aspects. The most mentioned contribution, accounting for 8.0% of responses, was the development of entrepreneurial skills and mindset. This suggests that the programme is successful in nurturing essential qualities such as risk-taking, opportunity recognition, and resilience, which are critical for entrepreneurial success. The emphasis on practical skills

development, noted by 4.3% of respondents, further indicates that the programme offers valuable hands-on experiences, equipping students with the tangible skills necessary for starting and managing businesses. This finding aligns with Fayolle and Gailly (2015), who emphasise the importance of practical experience in entrepreneurship education.

Exposure to various facets of entrepreneurship, reported by 4.0% of respondents, reflects the programme's comprehensive approach, which enables students to gain a broad understanding of the entrepreneurial landscape. Additionally, 3.7% of respondents cited motivation and inspiration as key contributions of the programme, indicating that it effectively encourages students to consider entrepreneurship as a viable career path by instilling confidence and enthusiasm. The provision of resources and facilities, mentioned by 2.8% of respondents, underscores the importance of access to physical and material support, such as workspaces and equipment, in fostering successful entrepreneurial ventures. This aligns with the perspectives of Pittaway and Cope (2007), who highlight the significance of adequate resources in entrepreneurship education. Despite these positive contributions, the study also identified several challenges that students anticipate facing when starting their businesses. The most significant challenge, identified by nearly half of the respondents (49.4%), is securing capital and funding. This concern highlights the critical need for financial resources in the early stages of entrepreneurship and suggests that the programme should place greater emphasis on helping students navigate the financial aspects of starting a business. Marketing and acquiring customers, noted by 12.5% of respondents, represent another significant challenge, reflecting the difficulties in reaching target markets and building a customer base. Additionally, gaps in knowledge and training, identified by 4% of respondents, underscore the need for continued educational resources and skill development to better prepare students for the complexities of entrepreneurship.

In terms of opportunities in the entrepreneurial landscape, the study found that students perceive a wide range of possibilities, particularly in fields such as agriculture, technology, and fashion. Agriculture, mentioned by 3.7% of respondents, was the most cited area of opportunity, reflecting the potential for growth and innovation in this sector. The mention of technology-related opportunities, by 2.5% of respondents, highlights the increasing importance of digital transformation and e-commerce in the entrepreneurial landscape. The study also revealed that networking and collaboration are seen as crucial elements for success, with 2.2% of respondents emphasizing the role of connections in facilitating business ventures. Satisfaction with the ABUAD

Entrepreneurship Programme was generally positive, with an average satisfaction score of 6.77 out of 10. This indicates that, on average, students are moderately satisfied with the programme, though there is room for improvement. The wide range of satisfaction scores, from 0 to 10, suggests a diversity of experiences among students, with some expressing high levels of satisfaction while others are less content. This variability in satisfaction scores aligns with the findings of (Bean and Eaton 2001), who note that student satisfaction can be influenced by individual expectations, experiences, and support systems. The study also found that older students (25-28 years) reported higher satisfaction levels, which may be attributed to their greater life experience and clearer career goals, as suggested by (Proctor, Linley and Maltby 2009: 584).

In comparing satisfaction levels based on socio-demographic variables, the study found that male students reported slightly higher satisfaction (Mean = 6.94) compared to female students (Mean = 6.67), though this difference was not statistically significant ($p = 0.178$). This suggests that gender does not have a significant impact on satisfaction levels with the Entrepreneurship Programme. However, the study did reveal that older students (25-28 years) reported higher satisfaction levels (Mean = 8.50), which aligns with the findings of (Proctor, Linley and Maltby 2009: 584), who suggest that maturity and life experience can contribute to higher satisfaction in educational settings. Although these age-related differences were not statistically significant ($p = 0.117$), the trend suggests that older students may have a greater appreciation for the programme due to their clearer career goals and greater life experience.

Additionally, the binary logistic regression results (Table 4.24) reveal a nuanced picture of the effects of the Afe Babalola University entrepreneurship programmes on student success and attainment of entrepreneurship skills. The study revealed students who attended the programme were less likely to express entrepreneurial intent (OR = 0.29), highlighting that participation alone is insufficient. This supports Fayolle and Gailly (2008) argument that entrepreneurship education must balance theory with practical application, and Kuratko's (2005) call for experiential, hands-on learning. Perceptions of inadequate curriculum preparation (OR = 0.77) and lack of personal interest in entrepreneurship (OR = 0.65) were also linked to reduced entrepreneurial intentions. These trends reflect Ajzen (1991) Theory of Planned Behaviour, which posits that attitudes and perceived control significantly shape intentions. Even belief in entrepreneurship as a viable career (OR = 1.08) did not influence intent, suggesting that positive perceptions alone are not enough without the

removal of practical barriers like financial constraints and risk aversion (Gnyawali and Fogel 1994).

However, perceived programme effectiveness showed a near-significant positive association with entrepreneurial intention (OR = 0.47; $p = 0.059$), suggesting that quality and delivery of content matter more than participation alone. Krueger and Brazeal (1994) emphasize that effective programmes must build both competence and confidence to reduce uncertainty in entrepreneurship.

In terms of the the role of mentorship and networking opportunities in the Afe Babalola University entrepreneurship programme and their effects on student attainment of entrepreneurship goals, it was found that students who believed they gained entrepreneurial skills from the programme were more than twice as likely to intend to start a business (OR = 2.10), reflecting Rasmussen and Sørheim's (2006) emphasis on technical skills for innovation. Institutional support (OR = 1.29) was also modestly associated with higher intention, consistent with (Kirby 2004:515) view that mentorship and resource access are essential.

Surprisingly, belief in technology as an enabler of entrepreneurship was not linked to greater intent (OR = 0.70), despite broad acknowledgment of its importance. This suggests that technological confidence and access barriers may undermine its potential impact, as (Rideout and Gray 2013:330) caution. The most influential factor was belief in the value of entrepreneurial communities (OR = 2.37; $p = 0.002$), affirming the critical role of mentorship and peer networks. As Gnyawali and Fogel (1994:51) explain, social ecosystems help overcome challenges such as lack of experience and capital, making them pivotal for entrepreneurial action.

In sum, while entrepreneurial education lays the foundation, it is the perceived quality of the programme and the presence of strong social support networks that most significantly influence students' entrepreneurial intentions.

5.2.2 Qualitative component

5.2.2.1 Sociodemographic data

Most participants (75%) were aged 40–59, reflecting a mature, experienced group of educators. The gender distribution was notably skewed, with 87.5% male and 12.5% female. A majority (87.5%) held Ph.D. degrees, underscoring their high academic qualifications. Participants' tenure at the university ranged from 1 to 10 years, with most having 1 to 5 years of experience. Half of the

participants were ranked Lecturer 1, contributing a range of perspectives to discussions on entrepreneurship education.

5.2.2.2 Theme 1: Holistic development for entrepreneurial success

First and foremost, the study emphasised the holistic development offered by the entrepreneurship programme. As widely recognised, entrepreneurship is a key driver of innovation, job creation, and economic growth. The programme at Afe Babalola University is no different in its approach. The study found that the programme aims to cultivate an entrepreneurial mindset among students, teaching them to recognise opportunities, take calculated risks, and develop resilience in the face of challenges just as discussed by (Fayolle and Gailly 2015: 76). One of the critical aspects of entrepreneurship education, as noted in the study, is its purpose and goals.

The entrepreneurship programme at Afe Babalola University emphasizes developing an entrepreneurial mindset by teaching students to recognize opportunities, innovate, and pursue self-employment. Participants highlighted the programme's practical focus, including workshops, mentorship, and access to resources like funding, crucial for business success. The programme fosters a comprehensive skill set, combining technical, interpersonal, and business skills. Although challenges such as regional variations in programme effectiveness were noted, the programme is successful in preparing students to start and manage businesses, promoting economic independence and entrepreneurship.

5.2.2.3 Theme 2: Cultivating a vibrant entrepreneurial ecosystem

The study highlights the holistic nature of Afe Babalola University (ABUAD) entrepreneurship programme, integrating academic, professional, and leadership training to equip students with diverse skills for self-employment. Participants emphasized the interdisciplinary approach, with entrepreneurship courses embedded across various disciplines, fostering innovation and creativity. Practical training, startup incubators, and access to mentorship and funding were key elements identified as essential for bridging theoretical knowledge and real-world application.

Participants stressed the importance of financial support and early exposure to entrepreneurship, which shape students' entrepreneurial mindset and resilience. Networking and mentorship opportunities were also deemed critical in fostering student success. However, challenges such as financial constraints, limited access to resources, and regulatory barriers were noted. The study suggests enhancing mentorship, funding opportunities, and supportive policies

to address these issues. Finally, extracurricular activities, such as entrepreneurship competitions and clubs, play a significant role in promoting a vibrant entrepreneurial ecosystem at ABUAD.

5.2.2.4 Theme 3: Challenges Hindering Entrepreneurial Growth and Development at ABUAD

The ABUAD Entrepreneurship Programme has positively impacted students' skills and success, providing practical training and real-world experience. Participants highlighted the role of intrinsic motivation, mentorship, and technology in shaping their entrepreneurial journeys. However, several challenges hinder entrepreneurial growth.

Key challenges include inconsistent government policies that create uncertainty, corruption that stifles fair competition, and limited access to credit due to high borrowing costs. Security concerns and poor infrastructure, such as unreliable electricity and road networks, further hamper business operations. Additionally, inadequate entrepreneurial education and difficulties adapting to global business trends limit students' potential. Addressing these barriers is essential for fostering sustainable entrepreneurial development at ABUAD.

5.2.2.5 Theme 4: Evaluating Socio-Economic Policies Supporting Undergraduate Entrepreneurship in Nigeria

The ABUAD Entrepreneurship Programme was praised for fostering critical thinking, problem-solving skills, and an entrepreneurial mindset through a combination of theoretical knowledge and practical experiences. Students highlighted personal ambition, financial independence, and inspiration from alumni as key motivations for pursuing entrepreneurship. Access to funding and business incubation also played a significant role in their entrepreneurial journey.

The integration of technology in the curriculum was deemed essential, with students leveraging digital tools to enhance business operations and market reach. Mentorship and networking opportunities provided valuable support, although participants expressed the need for more tailored, industry-specific mentorship and broader networking options.

However, challenges such as limited access to funding and balancing academic responsibilities with entrepreneurial pursuits were common obstacles. Many students struggled to secure adequate financial resources, and the competitive nature of funding opportunities left some discouraged. The dual demands of school and business development often led to burnout, highlighting the need for additional support.

5.3 DISCUSSION OF FINDINGS

5.3.1 Holistic Development for Entrepreneurial Success

The first theme that emerged from the data is the holistic development for entrepreneurial success at ABUAD. The purpose and goals of entrepreneurship education at the university are multifaceted, aiming to build successful businesses, cultivate an entrepreneurial mindset, and emphasise practical application and self-employment. This comprehensive approach not only prepares students for entrepreneurial success but also contributes to broader economic development and resilience. The emphasis on a holistic approach is critical in the context of Nigeria's evolving economic landscape, where traditional job opportunities are dwindling, and entrepreneurship is increasingly viewed as a viable career path. The qualitative findings indicate that ABUAD's Entrepreneurship Programme effectively aligns with these national imperatives by equipping students with a diverse skill set, including technical, interpersonal, and entrepreneurial skills. These skills are crucial for addressing real-world business challenges and navigating the complex, dynamic, and competitive environment of entrepreneurship.

Quantitatively, the survey data supports this conclusion, with nearly all respondents (96.0%) having attended an entrepreneurship class, demonstrating high participation and likely exposure to entrepreneurial education. The high level of participation is indicative of the programme's reach and its importance in the academic experience of students across various disciplines, including Pharmacy, Applied Sciences, and Arts.

5.3.2 Cultivating a Vibrant Entrepreneurial Ecosystem

The second theme explores how ABUAD is cultivating a vibrant entrepreneurial ecosystem. The findings suggest that the university's comprehensive education and training model effectively prepares students for entrepreneurial success. This model integrates holistic education, interdisciplinary courses, practical training, startup support, and financial resources, ensuring that graduates are well-equipped to innovate, lead, and thrive in a dynamic business environment. This approach is particularly significant in fostering a robust entrepreneurial ecosystem, as it not only provides students with the necessary skills but also creates an environment that supports innovation and entrepreneurship. The importance of such an ecosystem cannot be overstated, especially in Nigeria, where entrepreneurship is seen as a key driver of economic growth and job creation.

The quantitative findings corroborate this, with over 64% of respondents believing they receive sufficient support and resources from the university's

Entrepreneurship Programme. This perception of adequate support is crucial in building confidence among students and encouraging them to pursue entrepreneurial ventures. Additionally, the high interest in entrepreneurship, with a significant portion of students expressing interest or strong interest, reflects the programme's effectiveness in fostering an entrepreneurial mindset.

5.3.3 Challenges Hindering Entrepreneurial Growth and Development

The third theme delves into the challenges hindering entrepreneurial growth and development at ABUAD. The study reveals a multifaceted landscape of challenges faced by entrepreneurs in Nigeria, as perceived by participants. The insights gathered highlight the complexity and variability of these challenges, underscoring the need for targeted and nuanced interventions to support entrepreneurial growth and development. A key challenge identified by students is the lack of practical skills development and resource availability. While the programme is credited with developing entrepreneurial skills, practical skills, and a mindset conducive to entrepreneurship, there is an expressed need for more practical support and opportunities for hands-on experience. This gap between theoretical knowledge and practical application is a common challenge in entrepreneurship education, where the ability to apply learned concepts in real-world scenarios is crucial for success.

Quantitatively, the survey data indicates that students identify capital, marketing/customer acquisition, and knowledge/training as the primary anticipated challenges. Addressing these areas through targeted support and resources can help students overcome these barriers and increase their chances of entrepreneurial success.

5.3.4 Socio-Economic Policies Supporting Undergraduate Entrepreneurship

The fourth theme evaluates the socio-economic policies supporting undergraduate entrepreneurship in Nigeria. The findings underscore the significance of entrepreneurship education and supportive policies in Nigeria's socio-economic development agenda. Positive participant perceptions affirm the importance of initiatives like N-Power and NSIP in addressing unemployment and empowering vulnerable populations. These programmes have demonstrated notable success in providing practical skills, financial assistance, and employment opportunities to Nigerian youth. However, the study also reveals critical areas for improvement. Programmes such as GEEP and the Basic Entrepreneurship and Skills Training Programme highlight challenges related to implementation consistency, accessibility, and equitable distribution of resources. These issues are particularly pertinent in the context of Nigeria's diverse socio-economic landscape, where disparities in resource

allocation can significantly impact the effectiveness of entrepreneurship support programmes.

The qualitative findings are supported by the survey data, which indicates that while a majority of students are generally satisfied with the Entrepreneurship Programme, with an overall satisfaction score of 6.768 out of 10, there are areas where the programme can improve. These areas include enhancing practical skills training, providing more targeted resources, and addressing specific challenges like funding and marketing.

5.3.5 Broader implications

The broader implications of these findings are significant for the future of entrepreneurship education and policy in Nigeria. The success of the ABUAD Entrepreneurship Programme in fostering entrepreneurial interest and readiness among students from diverse backgrounds demonstrates the potential of well-structured entrepreneurship education programmes to contribute to national economic development. However, the challenges identified also highlight the need for continuous evaluation and adaptation of entrepreneurship education programmes to ensure they remain relevant and effective in an ever-changing economic landscape. The findings suggest that enhancing practical skills training, providing more targeted resources, and addressing specific challenges like funding and marketing will be crucial in strengthening the impact of entrepreneurship education.

Moreover, the findings underscore the importance of supportive socio-economic policies in facilitating entrepreneurial growth and development. While existing programmes like N-Power and NSIP have made significant strides in addressing unemployment and empowering youth, there is a need for more consistent and equitable implementation to ensure that all students, regardless of their socio-economic background, have access to the resources and support they need to succeed in entrepreneurship.

5.4 IMPLICATIONS OF FINDINGS

5.4.1 Broad Perspective: The Role of Entrepreneurship Education in Economic Development

The findings from this study underscore the pivotal role of entrepreneurship education (EE) in fostering economic development, reducing poverty, and generating employment opportunities, particularly in emerging economies like Nigeria. The success of programmes such as the Afe Babalola University (ABUAD) Entrepreneurship Programme reflects the broader national strategy to harness entrepreneurial skills for socio-economic development. This is particularly significant in a country where youth unemployment remains a

pressing challenge. According to the National Bureau of Statistics (NBS, 2023), Nigeria's unemployment rate stood at 33.3%, with youth unemployment even higher. The focus on entrepreneurship education, therefore, serves as a critical intervention to equip the younger population with the skills necessary to create jobs and drive economic growth.

Thematic content analysis reveals that ABUAD's Entrepreneurship Programme is aligned with these national objectives by fostering an entrepreneurial mindset, practical skills, and a comprehensive understanding of business dynamics among students. This alignment suggests that similar programmes could be replicated across other institutions to scale the impact of entrepreneurship education in Nigeria.

5.4.2 Institutional Impact: Holistic Development for Entrepreneurial Success

The study highlights the holistic development approach adopted by ABUAD, which is crucial for preparing students for entrepreneurial success. The findings indicate that ABUAD's programme not only focuses on building successful businesses but also on cultivating an entrepreneurial mindset and emphasizing practical application. This multifaceted approach is instrumental in equipping students with the tools needed to navigate the complexities of the business environment. Such an approach has broader implications for the Nigerian educational system. By integrating entrepreneurship education across various disciplines, universities can produce graduates who are not only academically proficient but also entrepreneurial, thereby contributing to a more dynamic and resilient economy. The significant participation in entrepreneurship classes, with 96.0% of respondents having attended, illustrates the high level of engagement and the potential of such programmes to influence career paths.

5.4.3 Systemic Implications: Building a Vibrant Entrepreneurial Ecosystem

ABUAD's success in cultivating a vibrant entrepreneurial ecosystem, as revealed by the study, points to the importance of a comprehensive educational and training model that integrates holistic education, interdisciplinary courses, practical training, startup support, and financial resources. This model ensures that graduates are well-equipped to innovate, lead, and thrive in a dynamic business environment. The broader implication here is the need for a systemic approach to entrepreneurship education across Nigeria. By creating an enabling environment within universities, with adequate support systems and resources, other institutions can replicate ABUAD's success. This would contribute to building a robust entrepreneurial ecosystem nationwide, which is essential for sustaining economic growth and development.

5.4.4 Challenges and Opportunities: Addressing Barriers to Entrepreneurial Growth

The study also sheds light on the challenges hindering entrepreneurial growth and development at ABUAD, reflecting a broader national context. The complexity and variability of these challenges, as perceived by participants, highlight the need for targeted and nuanced interventions. The primary anticipated challenges identified by students—capital/funding, marketing/customer acquisition, and knowledge/training—are common across many developing economies. Addressing these barriers requires a multifaceted approach that includes improving access to finance, enhancing marketing capabilities, and providing continuous training and support.

For policymakers, this underscores the importance of designing entrepreneurship support policies that are context-specific and adaptable to the unique challenges faced by young entrepreneurs in Nigeria. Enhancing access to funding, particularly for startups, and providing targeted marketing support could significantly increase the success rate of new ventures.

5.4.5 Policy Implications: The role of Socio-Economic policies in supporting entrepreneurship

The findings on socio-economic policies supporting undergraduate entrepreneurship in Nigeria, particularly the positive participant perceptions of initiatives like N-Power and the National Social Investment Programme (NSIP), underscore the critical role of government interventions in promoting entrepreneurship. These programmes have demonstrated success in addressing unemployment and empowering vulnerable populations by providing practical skills, financial assistance, and employment opportunities. However, the study also reveals areas for improvement, particularly in the consistency of implementation, accessibility, and equitable distribution of resources.

The implication here is that while Nigeria's socio-economic policies have made significant strides, there is a need for continuous evaluation and adaptation. Policymakers must prioritize transparency, accountability, and inclusivity in the design and implementation of entrepreneurship support policies. Strategic enhancements, such as streamlined processes, enhanced stakeholder engagement, and continuous feedback mechanisms, are essential to ensure that these programmes effectively support the entrepreneurial ambitions of Nigerian youth.

5.4.6 Institutional Implications: Enhancing Entrepreneurship Education

The study reveals a moderate overall satisfaction with the ABUAD Entrepreneurship Programme, with a mean score of 6.768 out of 10. While the

programme is credited with developing entrepreneurial skills and a conducive mindset for entrepreneurship, there is a clear need for improvement in areas like practical skills development and resource availability. This finding is crucial for academic institutions, as it highlights the importance of continuous improvement and adaptation of entrepreneurship education programmes to meet the evolving needs of students. For ABUAD and similar institutions, the implication is that enhancing practical training opportunities, improving access to resources, and providing more hands-on experience are key to increasing student satisfaction and better preparing graduates for entrepreneurial success. Institutions must regularly assess their programmes and incorporate student feedback to ensure that the education provided is relevant, comprehensive, and effectively addresses the challenges faced by aspiring entrepreneurs.

5.4.7 Societal Implications: Fostering an Entrepreneurial Culture

Finally, the study's findings on the high level of interest in entrepreneurship among students, with many planning to start their own businesses upon graduation, indicate a growing entrepreneurial culture within the institution. This trend has significant societal implications, as it suggests a shift towards a more entrepreneurial mindset among Nigeria's youth, which is essential for driving innovation and economic development.

However, to fully harness this potential, there is a need for sustained support from both the government and private sector. This includes creating more opportunities for mentorship, networking, and access to capital, as well as fostering a supportive environment that encourages risk-taking and innovation. By nurturing this entrepreneurial culture, Nigeria can tap into the creativity and energy of its youth to build a more prosperous and dynamic economy.

5.5 STRENGTHS OF THE STUDY

One of the key strengths, is its comprehensive approach to analysing entrepreneurship education, particularly through the lens of the Afe Babalola University (ABUAD) Entrepreneurship Programme. By focusing on this specific programme, the study provides a detailed examination of how entrepreneurship education is structured, delivered, and perceived within a higher education context in Nigeria. This depth of analysis is crucial for understanding the various components that contribute to the effectiveness of such programmes, including curriculum design, teaching methods, practical training, and institutional support. The study's use of thematic content analysis to explore the perspectives of academic staff and students adds a qualitative richness to the findings. By identifying key themes such as holistic development,

entrepreneurial ecosystems, challenges to entrepreneurial growth, and the role of socio-economic policies, the study offers a nuanced understanding of the factors that influence the success of entrepreneurship education. This level of detail allows for a more informed discussion on how similar programmes can be implemented or improved in other institutions, making the study highly valuable for policymakers, educators, and researchers interested in entrepreneurship education.

Another strength is its focus on the holistic development of students within the ABUAD Entrepreneurship Programme. The study highlights how the programme not only aims to build successful businesses but also to cultivate an entrepreneurial mindset and emphasise practical application and self-employment. This comprehensive approach is essential for preparing students to navigate the complexities of the modern business environment. By emphasizing the integration of theoretical knowledge with practical skills, the study underscores the importance of a well-rounded education that equips students with the tools they need to succeed in entrepreneurship. This focus on holistic development aligns with global best practices in entrepreneurship education, which advocate for a balanced approach that combines academic learning with real-world experience. The study's findings suggest that the ABUAD programme is successful in this regard, providing a model that other institutions can follow to enhance the effectiveness of their own entrepreneurship education offerings.

The study's exploration of the entrepreneurial ecosystem at ABUAD is another significant strength. By examining how the institution supports entrepreneurship through a comprehensive education and training model, the study sheds light on the importance of creating an enabling environment for entrepreneurial success. The findings suggest that ABUAD's approach, which includes interdisciplinary courses, practical training, startup support, and financial resources, is effective in preparing students to innovate, lead, and thrive in a dynamic business environment. This focus on entrepreneurial ecosystems is particularly relevant in the Nigerian context, where the business environment can be challenging due to factors such as limited access to finance, inadequate infrastructure, and regulatory barriers. The study's findings highlight the role that educational institutions can play in mitigating these challenges by providing students with the support and resources they need to succeed. By demonstrating the effectiveness of ABUAD's approach, the study provides valuable insights for other institutions looking to develop or enhance their own entrepreneurial ecosystems.

One of the most valuable aspects is its identification of the challenges and barriers to entrepreneurial growth at ABUAD. By exploring the perceptions of participants regarding these challenges, the study provides a realistic assessment of the factors that hinder entrepreneurial success. This includes issues such as access to capital, marketing/customer acquisition, and knowledge/training gaps, which are common barriers faced by entrepreneurs in many developing economies. The study's ability to highlight these challenges is a strength because it provides a basis for developing targeted interventions to address them. By understanding the specific obstacles that students and graduates face, policymakers and educators can design more effective support programmes that are tailored to the needs of aspiring entrepreneurs. This level of insight is crucial for improving the overall effectiveness of entrepreneurship education and ensuring that graduates are well-prepared to overcome the challenges they will encounter in the business world.

The study's examination of the socio-economic policies supporting undergraduate entrepreneurship in Nigeria is another important strength. By analysing the impact of programmes such as N-Power and the National Social Investment Programme (NSIP), the study provides valuable insights into how government interventions are influencing entrepreneurial outcomes. The positive perceptions of these programmes, as reported by participants, suggest that they are playing a significant role in addressing unemployment and empowering vulnerable populations. However, the study also identifies areas for improvement in these policies, particularly in terms of implementation consistency, accessibility, and equitable distribution of resources. This critical analysis is a strength because it provides a balanced view of the impact of these policies, acknowledging their successes while also highlighting the need for ongoing refinement. The study's findings can inform policymakers as they seek to enhance the effectiveness of these programmes and ensure that they provide meaningful support to young entrepreneurs.

The study's robust methodology and data collection process is another key strength. By using thematic content analysis to analyse qualitative data gathered from academic staff and students, the study ensures that its findings are grounded in the lived experiences and perceptions of those directly involved in the ABUAD Entrepreneurship Programme. This approach allows for a deep exploration of the factors that influence the success of the programme, providing a rich source of data that can be used to inform future research and policy development. Furthermore, the study's inclusion of a diverse sample of participants, including students from various academic backgrounds and age groups, enhances the generalizability of its findings. By capturing a wide range

of perspectives, the study provides a comprehensive overview of how the ABUAD Entrepreneurship Programme is perceived by its participants, making its conclusions more robust and applicable to other contexts.

Finally, the study makes a significant contribution to the literature on entrepreneurship education, particularly in the context of emerging economies like Nigeria. By providing an in-depth analysis of the ABUAD Entrepreneurship Programme, the study adds to the growing body of research on how educational institutions can effectively support entrepreneurship. This contribution is particularly valuable given the limited research on entrepreneurship education in Nigeria, making the study a useful resource for scholars and practitioners alike. The study's findings also have broader implications for the field of entrepreneurship education, as they highlight the importance of a holistic approach that integrates practical skills, theoretical knowledge, and institutional support. By demonstrating the effectiveness of this approach, the study provides a model that can be replicated or adapted by other institutions seeking to enhance their own entrepreneurship programmes.

5.6 LIMITATIONS AND THEIR IMPACT ON FINDINGS

Despite the strengths, there are several limitations that may impact the findings and interpretations. One of the primary limitations is its focus on a single institution—Afe Babalola University (ABUAD). While the in-depth examination of the ABUAD Entrepreneurship Programme provides valuable insights, the findings may not be fully generalizable to other universities or contexts within Nigeria or other countries. The unique characteristics of ABUAD, including its resources, faculty, and student demographics, may influence the outcomes observed. Consequently, the specific successes and challenges identified may differ significantly in other institutions with different environments, resources, or educational approaches. This limitation impacts the generalizability of the findings, meaning that while the study offers valuable insights, its conclusions should be applied cautiously to other settings.

Another limitation concerns the sample size and composition. The study primarily relied on data from a relatively small group of eight academic staff members and 324 students. While this sample size may provide a snapshot of the perspectives within ABUAD, it may not capture the full diversity of experiences and opinions within the institution, particularly if certain departments or groups of students were underrepresented. Additionally, the study's focus on students who have already participated in the Entrepreneurship Programme may introduce a bias, as these participants are

likely to have a vested interest in the programme's success. This could result in more positive assessments of the programme, potentially skewing the findings towards a more favourable view of its impact.

The study's reliance on thematic content analysis, a qualitative research method, also introduces certain limitations. While thematic analysis is effective for identifying patterns and themes within qualitative data, it is inherently subjective and dependent on the interpretation of the researchers. This subjectivity could influence the way themes are identified and interpreted, potentially leading to bias in the findings. Additionally, qualitative data often lacks the statistical rigor and generalizability of quantitative data, meaning that while the study provides rich, detailed insights into the experiences of participants, it may not fully capture the broader trends or outcomes that a more quantitative approach might reveal.

The study is also limited by its cross-sectional design, which captures a snapshot of the Entrepreneurship Programme at a single point in time. This approach does not account for changes over time or provide insights into the long-term impact of the programme on participants' entrepreneurial success. A longitudinal study, following participants over several years, could offer more robust data on how the skills and knowledge gained from the programme translate into real-world business success or failure. The lack of longitudinal data means that the study's findings are limited to short-term outcomes, potentially missing important trends or developments that only become apparent over a longer period.

These limitations suggest that while the study provides valuable insights into the ABUAD Entrepreneurship Programme, the findings should be interpreted with caution. The limited scope, potential biases in sampling, and reliance on qualitative data mean that the results may not fully reflect the broader reality of entrepreneurship education in Nigeria or beyond. Additionally, the lack of longitudinal data limits the study's ability to assess the long-term impact of the programme, meaning that the findings are more indicative of immediate outcomes rather than sustained success. Consequently, while the study contributes to the understanding of entrepreneurship education, further research is needed to confirm and expand upon its findings.

5.7 SUGGESTIONS FOR FUTURE RESEARCH TO ADDRESS LIMITATIONS

To build on the findings and address its limitations, several avenues for future research are recommended. A major limitation is its focus on a single institution, Afe Babalola University (ABUAD). Future research should consider expanding

the scope to include multiple universities across Nigeria or even across different regions in Africa. By comparing the entrepreneurship programmes across diverse educational institutions, researchers can gain a broader understanding of the factors that contribute to successful entrepreneurship education. This comparative approach would also help to identify best practices that could be adapted or adopted by other institutions, thus enhancing the generalizability of findings.

To address the limitation related to sample size and representation, future studies should aim to include a larger and more diverse sample of participants. This could involve surveying students from various faculties, as well as including more academic staff, administrators, and even alumni who have gone through the entrepreneurship programme. By increasing the sample size and diversity, researchers can capture a wider range of perspectives and experiences, which would lead to more robust and comprehensive findings. Additionally, including alumni would provide insights into the long-term impacts of the entrepreneurship programme, addressing the current study's limitation of lacking longitudinal data.

While this study relied heavily on qualitative methods, future research should consider incorporating quantitative approaches to complement the rich, descriptive data with statistical analysis. For example, surveys with Likert-scale questions could be used to quantify participants' satisfaction with the entrepreneurship programme, their perceived preparedness for entrepreneurial ventures, and the challenges they face. This would allow for more rigorous testing of hypotheses and the identification of statistically significant trends. Additionally, using quantitative methods such as regression analysis could help to explore the relationship between specific aspects of entrepreneurship education and student outcomes, providing more actionable insights for programme improvement.

Another important area for future research is the development of longitudinal studies that track students over time. By following students from their participation in the entrepreneurship programme through to their post-graduation careers, researchers can gain valuable insights into the long-term effectiveness of the programme. Longitudinal data would allow for an assessment of how the skills and knowledge gained through the programme translate into real-world entrepreneurial success or challenges. This approach would provide a more comprehensive understanding of the sustained impact of entrepreneurship education and would address the limitation of the current study's cross-sectional design.

Finally, future research should also consider examining the external factors that influence the effectiveness of entrepreneurship education, such as government policies, economic conditions, and access to funding. Understanding these external influences would provide a more holistic view of the challenges and opportunities facing aspiring entrepreneurs. Additionally, research could explore the policy implications of the findings, offering recommendations for how governments and institutions can better support entrepreneurship education and create an enabling environment for entrepreneurial success.

5.8 RECOMMENDATIONS

Based on the findings, it is recommended that the Afe Babalola University Entrepreneurship Programme be enhanced by addressing the gender imbalance observed among participants. Increasing female representation could lead to a more balanced and diverse perspective on entrepreneurship. Furthermore, given the high level of academic qualification among participants, it is advisable to leverage this expertise by incorporating more advanced and specialized entrepreneurial content into the programme. Additionally, the university should consider providing additional support and resources to both new and mid-career faculty members to ensure that their varying levels of experience are effectively utilised in delivering the programme. Enhancing mentorship and networking opportunities for students should also be prioritized to foster better entrepreneurial outcomes. It is important to address the variations in the implementation and effectiveness of the programme across different institutions and regions. To achieve this, the university should standardize the curriculum and ensure that all students have access to the same quality of education and resources, regardless of their location or institutional affiliation. This can be done by establishing clear guidelines and benchmarks for the programme, as well as providing training and support to faculty members to ensure that they can effectively deliver the curriculum.

Another recommendation is to enhance the practical training opportunities available to students. While the programme already offers workshops, seminars, and hands-on projects, it is important to expand these opportunities to include internships, case studies, and real-world business simulations. By providing students with more opportunities to apply their knowledge and skills in real-world settings, the programme can better prepare them for the challenges of entrepreneurship. Additionally, the university should establish partnerships with local businesses and organizations to provide students with access to internships and other practical training opportunities. These partnerships can also facilitate networking and mentorship opportunities, which are crucial for the success of student entrepreneurs.

The study also highlights the importance of access to resources in entrepreneurship education. To support student entrepreneurs, the university should increase the availability of funding, mentorship, and incubation facilities. This can be achieved by establishing partnerships with government agencies, non-profit organizations, and private sector entities that can provide financial support and resources to student-led ventures. Additionally, the university should create a dedicated entrepreneurship center or incubator that provides students with access to resources, mentorship, and networking opportunities. This center can serve as a hub for entrepreneurial activity within the university, fostering a vibrant entrepreneurial ecosystem. Furthermore, it is recommended that the university continues to focus on developing an entrepreneurial mindset among students. This can be achieved by incorporating more experiential learning activities into the curriculum, such as design thinking workshops, innovation challenges, and pitch competitions. These activities can help students develop the creativity, resilience, and risk-taking abilities that are essential for entrepreneurial success. Additionally, the university should provide ongoing support and resources to alumni who have completed the entrepreneurship programme, helping them to continue developing their entrepreneurial skills and pursue their business ventures.

The holistic education model adopted by ABUAD has proven effective in reducing graduates' reliance on traditional employment and fostering a more entrepreneurial society, as evidenced by Participant 1 and Participant 8. Furthermore, the university should expand its entrepreneurship curriculum to include more interdisciplinary courses that cater to students from various fields of study. As Participant 2 noted, integrating entrepreneurship courses across disciplines provides students with essential business knowledge and skills, regardless of their primary area of study. This approach not only broadens the reach of entrepreneurship education but also fosters innovation and creativity among students, as supported by (Raval 2016: 25). Additionally, it is recommended that ABUAD continues to offer practical training sessions, workshops, and seminars led by successful entrepreneurs and industry experts. These activities provide students with valuable insights into the challenges and opportunities of entrepreneurship, thereby enhancing their entrepreneurial skills and confidence. As highlighted by Nabi *et al.* (2018: 244), practical training is crucial for bridging the gap between theory and practice. The establishment of more startup incubators and accelerators within the university campus should also be prioritized. These facilities provide essential resources, mentorship, funding, and networking opportunities that are crucial for launching and scaling startups. Participant 2 emphasised the importance of having these support

systems in place, and the literature supports this view, with Pauwels *et al.* (2016: 13) noting the significant role of incubators in reducing the initial costs and barriers associated with starting a new business.

In terms of financial support, ABUAD should continue to provide access to funding opportunities, grants, and scholarships specifically for student entrepreneurs. Financial constraints often pose significant barriers to aspiring entrepreneurs, and the availability of financial support can play a pivotal role in overcoming these challenges. As Nasirun *et al.* (2017: 7954) observed, financial support is essential for covering startup costs and sustaining new ventures. Moreover, it is recommended that the university introduces entrepreneurship education early in the school curriculum to familiarize students with business concepts and foster an entrepreneurial mindset from a young age. Participant 6 emphasised the importance of early exposure to entrepreneurship education, and this view is supported by Kourilsky and Walstad (2002: 2), who noted that early exposure to entrepreneurial concepts shapes students' thinking and makes them more likely to consider entrepreneurship as a viable career path. The promotion of innovation and resilience should also be a key focus of the entrepreneurship programme. As Participant 1 and Participant 8 highlighted, entrepreneurship education promotes innovation and resilience among students, helping them to be self-employed and useful to society. The university should continue to encourage a problem-solving mindset and build resilience in students by teaching them how to handle setbacks and failures, as suggested by (Bullough, Renko and Myatt 2014: 474)

It is essential to strengthen engagement with the business community to provide students with more opportunities for real-world entrepreneurship experiences. This could be achieved by establishing partnerships with local businesses and entrepreneurs, as suggested by Scott and Guan (2023: 334). Such collaborations would expose students to practical business challenges and facilitate the application of their skills in real-life scenarios. the programme should increase access to mentorship and networking opportunities for students. As noted by Franco (2022: 404) mentorship plays a crucial role in entrepreneurial success by providing students with guidance, feedback, and support. By expanding mentorship programmes and connecting students with experienced entrepreneurs, ABUAD can enhance the entrepreneurial skills and knowledge of its students. Additionally, the university should explore the potential of creating a dedicated entrepreneurship center that provides resources, training, and networking opportunities to support student entrepreneurs. it is recommended that ABUAD addresses the financial

challenges faced by student entrepreneurs by providing access to funding opportunities. This could include establishing a university-based seed fund, offering grants or loans to student entrepreneurs, or facilitating connections with external investors. As noted by Mukhtar *et al.* (2021: 210), financial support is critical for the success of student-led business ventures, and addressing this barrier would significantly enhance the impact of the entrepreneurship programme. Organizing more entrepreneurship competitions, workshops, and training programmes would further cultivate a vibrant entrepreneurial ecosystem within the university. As emphasised by Fayolle and Gailly (2008: 470); Passaro, Quinto and Thomas (2017: 570), these activities play a vital role in fostering innovation, creativity, and collaboration among students, contributing to their overall entrepreneurial development.

It is essential to advocate for stable and consistent government policies that foster a conducive business environment. Ensuring policy coherence and transparency will reduce uncertainty and enhance the ability of entrepreneurs to plan and operate effectively (Ajayi-Nifise *et al.* 2024: 354). Additionally, combating corruption through strict enforcement of anti-corruption laws and promoting ethical business practices will create a level playing field for all entrepreneurs. Reducing bureaucratic red tape and streamlining administrative processes can mitigate the adverse effects of corruption on entrepreneurship (Kaufmann and Wei 1999: 1). Furthermore, improving access to credit facilities is crucial for supporting startups and small businesses. Financial institutions should consider offering more flexible loan terms and reducing collateral requirements to enable entrepreneurs to secure the necessary funding for their ventures. Developing alternative financing options, such as microfinance and venture capital, can also provide vital support for budding entrepreneurs (Beck 2013: 23).

Enhancing security measures is vital to ensure a safe business environment. Government and private sector collaboration can help address security challenges by investing in surveillance infrastructure, increasing police presence, and fostering community vigilance. Ensuring a secure environment will boost investor confidence and enable entrepreneurs to focus on growing their businesses (Randolph-Seng *et al.* 2015: 1). Investing in infrastructure development is another key recommendation. Improving road networks, electricity supply, and telecommunications will enhance operational efficiency and reduce costs for entrepreneurs. Government initiatives to upgrade infrastructure should prioritize areas with high entrepreneurial activity to maximize impact (World Bank 2019). Strengthening entrepreneurial education through curriculum development, practical training, and mentorship is essential.

Incorporating hands-on experience and real-world business challenges into the programme will better prepare students for the entrepreneurial landscape. Collaboration with industry experts and successful entrepreneurs can provide valuable insights and mentorship opportunities (Guerrero and Lira 2023: 337). Increasing access to funding for student entrepreneurs should be a priority. This could involve expanding the university's funding initiatives or partnering with external organizations to provide more financial support. By easing the financial burden, students will be better positioned to focus on developing their businesses.

Secondly, the programme should consider offering more tailored mentorship opportunities. By matching students with mentors who have specific industry expertise, the programme can provide more relevant guidance and support. This approach would allow students to gain insights that are directly applicable to their chosen fields, thereby increasing their chances of success. Thirdly, addressing the challenge of balancing academic and entrepreneurial responsibilities is crucial. The university could explore flexible academic schedules or provide academic credits for entrepreneurial activities. This would allow students to devote the necessary time to their businesses without compromising their academic performance. Additionally, the programme could benefit from expanding its networking opportunities. Facilitating connections with a broader range of industry professionals, both within and outside Nigeria, would provide students with diverse perspectives and valuable contacts. These networks could be instrumental in helping students scale their businesses and access new markets. Continuous feedback from participants should be encouraged to identify areas for improvement. Regular surveys and focus group discussions can provide insights into students' evolving needs and challenges, enabling the programme to adapt and remain relevant.

It is important to address the time management challenges faced by students. The university could offer workshops or courses focused on time management and balancing academic and entrepreneurial responsibilities. Such resources would equip students with the skills they need to effectively manage their time, thus reducing the stress and conflicts associated with juggling multiple roles. Furthermore, the issue of financial constraints should be addressed by providing students with more accessible funding options. This could include the establishment of a university-based fund that offers small grants or loans to student entrepreneurs, as well as partnerships with external organizations that can provide financial support. Additionally, the university could enhance its support services by offering more comprehensive financial planning and

management workshops, helping students better understand how to manage their business finances.

Mentorship and networking opportunities are already strong components of the programme, but there is room for further development. The university could expand its mentorship network by involving more industry professionals and alumni who can offer diverse perspectives and experiences. Additionally, creating more structured networking events that connect students with potential investors and business partners could further enhance the entrepreneurial ecosystem within the university. Increasing practical experiences within the curriculum is essential. This can be achieved through hands-on projects, internships, and collaborations with real businesses. As one participant suggested, "More hands-on projects would make the learning experience more impactful." Furthermore, establishing a robust mentorship programme is crucial. Connecting students with experienced entrepreneurs and industry professionals can provide invaluable guidance and support. A respondent highlighted this need, saying, "Mentorship from experienced entrepreneurs would greatly enhance our learning." Additionally, integrating entrepreneurial thinking across all subjects can foster a more holistic approach to entrepreneurship education. Ensuring that all academic disciplines incorporate elements of entrepreneurship will better prepare students for diverse entrepreneurial challenges. One student mentioned, "Entrepreneurial principles should be part of every subject to prepare us for real-world business."

Furthermore, providing financial support and training in financial management can address the significant financial motivations driving student entrepreneurship. Offering workshops and resources on financial planning and management can equip students with the necessary skills to sustain their businesses. As financial independence is a major motivator, this support is critical for student success. Moreover, the programme should enhance its focus on marketing and customer acquisition strategies. Given that 12.5% of respondents highlighted marketing challenges, it would be beneficial for the programme to include more comprehensive modules on market research, branding, and customer engagement. Providing students with practical tools and techniques for reaching their target markets and building a customer base would help address these challenges and increase their chances of entrepreneurial success. To improve student satisfaction with the programme, it is recommended that the Entrepreneurship Programme incorporates more personalized learning experiences and continuous feedback mechanisms. The wide range of satisfaction scores suggests that students have varied

experiences with the programme, so offering tailored support and resources could help meet individual needs and enhance overall satisfaction.

5.10 CONCLUSION

The Afe Babalola University Entrepreneurship Programme provides a robust framework for developing essential entrepreneurial skills among students. With a dedicated group of highly qualified educators, the programme effectively combines theoretical knowledge with practical training, helping students navigate the business world's challenges. Its comprehensive approach, including practical training, access to resources, and fostering an entrepreneurial mindset, has proven effective in enhancing students' skills, motivation, and confidence.

However, the programme faces several challenges that need addressing to maximize its impact. Issues such as gender imbalance among faculty, financial constraints, and inconsistent government policies hinder its effectiveness. Furthermore, while the programme offers valuable networking opportunities, expanding these to include a broader range of industry professionals and providing more tailored mentorship could enhance its value.

The integration of technology, mentorship, and community engagement has been effective, but addressing barriers like capital access and time management difficulties is crucial. Improvements in these areas, along with efforts to counter external factors like corruption and poor infrastructure, are necessary. By implementing these recommendations, the Afe Babalola University Entrepreneurship Programme can strengthen its role in entrepreneurship education and better support students in achieving their business goals.

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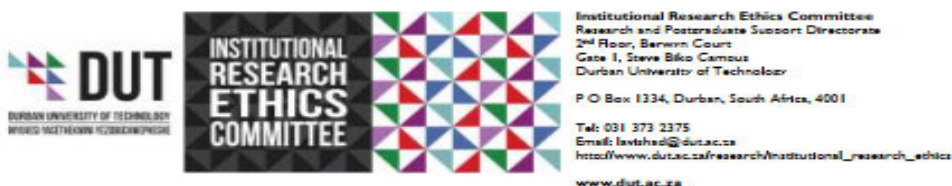
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Appendix A Ethical clearance letter



17 January 2024

Mrs O T Adesina
College of Law
Afe Babalola University
Ado-Ekiti
Ekiti State
Nigeria

Dear Mrs Adesina

Entrepreneurship attainment through the Afe Babalola University Entrepreneurship Programme

Ethics Clearance Number: IREC 150/23

The DUT-Institutional Research Ethics Committee acknowledges receipt of your final data collection tools for review.

We are pleased to inform you that the data collection tools have been approved. Kindly ensure that participants used for the pilot study are not part of the main study.

In addition, the DUT-IREC acknowledges receipt of your gatekeeper permission letter.

Please note that **FULL APPROVAL** is granted to your research proposal. You may proceed with data collection.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the DUT-IREC according to the DUT-IREC SOP's.

Please note that any deviations from the approved proposal require the approval of the DUT-IREC as outlined in the DUT-IREC SOP's.

It is compulsory for a student or researcher to apply for recertification on an annual basis. The failure to do so will result in withdrawal of ethics clearance. It is the responsibility of the researcher and the supervisor to apply for recertification.

Please note that you are required to submit a Notification of Completion of Study form together with an abstract to the DUT-IREC office on completion of your study.

Yours Sincerely

Prof J K Adam
Chairperson: DUT-IREC

ENVISION2030 transparency • honesty • integrity • respect • accountability
fairness • professionalism • commitment • compassion • excellence



APPENDIX B Gatekeeper's Letter



OFFICE OF THE REGISTRAR

INTERNAL MEMORANDUM

From: Registrar	To: Adesina Oluwaseun Temitayo (Research Students @ DUT)
Ref No: AD/REG./AA/Vol.1/1286	Date: November 27, 2023

APPROVAL TO CONDUCT RESEARCH

The above subject matter refers.

The University acknowledges receipt of your request seeking permission to conduct research at this institution.

The University permits you to conduct your research on campus, but your findings and recommendations must be shared with the University. Moreover, this approval is subject to rigorous adherence to ethical guidelines for study.

While Mr. Olajimi Fabusiwa (PAR, Student Records) takes care of you regarding student information at the Registry, you may want to communicate with Mr. Tosin Osekita (PAR, Personnel and Human Resources) for information regarding staff matters within the university.

Their telephone numbers are 08034309779 and 07062246544.

This is for your information.

Thank you

Ady Christie Oluorode
Registrar

APPENDIX C Letter of information



LETTER OF INFORMATION

Title of the Research Study: Entrepreneurship Attainment through the Afe Babalola University Entrepreneurship Programme.

Oluwaseun Temitayo, ADESINA, Master, Management Science: Public Administration (Higher Education)

Supervisor: Professor Nirmala Dorassamy, Ph.D.

Co-Supervisor: Dr. Ilugbusi Segun, BSc Economics, MSc Finance, Ph.D. Finance

The study aims to explore the motivations that stimulates entrepreneurial attainment for students after undertaking the university entrepreneurship programme at ABUAD; ascertain the role of technology in facilitating their business venture by these student entrepreneurs; ascertain the role of entrepreneurs' communities in facilitating their business venture by these student entrepreneurs; explore the challenges mitigating entrepreneurial attainment for students after undertaking the university entrepreneurship programme at ABUAD; recommend policies and strategies for strengthening the entrepreneurship programme at ABUAD.

Good morning sir/ma,

I am a Master's Student at DUT doing my research for my degree in the Faculty of Management Sciences, Department of Public Administration.

I would like to invite you to participate in the research.

Research is a systematic search or enquiry for generalized new knowledge.

For the purpose of this research, A sequential mixed-method approach will be employed qualitative data structured will be triangulate to support quantitative. The study will adopt a simple random sampling technique to collect data from the sample population. Copies of a well-structured questionnaire will be administered to 4th year student of Afe Babalola University because they have completed the entrepreneurship programme and will be going into labour market. The next group will involve lecturers in the programme who will be subjected to a Key Informant interview (KII). There is no anticipated risk to discomfort by participating in the study.

The data collection process in this research is purely voluntary and you may withdraw from the research at any time and for whatever reason. There will be no adverse consequences withdrawing from the study.

The study will make a great contribution both in academic and policy-making in contributing to Entrepreneurship Attainment through the Afe Babalola University Entrepreneurship Programme and other developing countries.

You will not receive any direct benefits from participating, and there are no disadvantages or penalties for not participating. You will not receive any monetary or non-monetary remuneration for participating in the study. Also you, please note that there will be no costs expected from you for participating in the study. You may withdraw at any question if you do not want.

Your confidentiality and anonymity will be maintained; hence, no name will be mentioned. Information provided by you will remain classified, safely kept, and destroyed when the study has been concluded.

This study will be written up as a dissertation which will be available online through the university library website. If you wish to receive a summary of the thesis, I will be happy to send it to you upon request. Ethics clearance has been granted for this study; a copy of which is available on request.

There is no anticipated research-related injury expected in participating in the study.

All documents, materials, and relevant items utilised in gathering information during this research will be kept for 5 years according to document policy and destroyed by shredding hard copies while deleting all electronic copies and voice recordings.

Persons to contact in the event of Any Problems or Queries: My Supervisor/s please contact the researcher (+234 703 513 8828), my supervisor/s Professor Nirmala Dorasamy, D.Admin 031 373 6862/0722678704 or Ilugbusi Segun, Ph.D +234 706 357 4472) or the DUT-Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Acting Director: Research and Postgraduate Support on researchdirector@dut.ac.za.

APPENDIX D Consent Letter



CONSENT

Title : Entrepreneurship Attainment through the Afe Babalola University Entrepreneurship Programme

Names of Researcher/s: Adesina Oluwaseun Temitayo

Statement of Agreement to Participate in the Research Study:

- I Hereby confirm that I have been informed by the researcher, Adesina Oluwaseun Temitayo about the nature, conduct, benefits, and risks - Research Ethics Clearance Number: **IREC 150/23**
- I have also received, read, and understood the above-written information (Participant Letter of Information) regarding the study.
- I am aware that the results, including personal details regarding my sex, age, date of birth, initials, and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

_____	_____	_____	_____
Full Name of Participant	Date	Time	Signature/Right
Thumbprint			

I, **ADESINA Oluwaseun Temitayo** confirm herewith that the above participant has been fully informed about the nature, conduct and risks of the above study.

Oluwaseun Temitayo, ADESINA 19/09/2022

Full Name of Researcher	Date
Signature	

_____	_____	_____
Full Name of Witness	Date	Signature

_____	_____	_____
Full Name of Legal Guardian (if applicable)	Date	
Signature		

Appendix E Research ethics evaluation certificate



TRREE

Zertifikat Certificat

Certificado Certificate

Promouvoir les plus hauts standards éthiques dans la protection des participants à la recherche biomédicale
Promoting the highest ethical standards in the protection of biomedical research participants

Certificat de formation - Training Certificate
Ce document atteste que - this document certifies that
OLUWASEUN ADESINA
a complété avec succès - has successfully completed
Introduction to Research Ethics
du programme de formation TRREE en évaluation éthique de la recherche
of the TRREE training programme in research ethics evaluation

Release Date: 2022/01/25
CID : 284VCG8P

Professeur Dominique Sprumont
Coordinateur TRREE Coordinator

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(REV - 20220217)

Appendix F Data collection instruments



QUESTIONNAIRE

LETTER OF INFORMATION FOR THE STUDENTS

Dear Students,

**INVITATION TO PARTICIPATE IN A RESEARCH SURVEY ON
ENTREPRENEURSHIP ATTAINMENT THROUGH THE AFE
BABALOLA UNIVERSITY ENTREPRENEURSHIP PROGRAMME**

My name is Adesina Oluwaseun Temitayo, and I am a postgraduate student at the Durban University of Technology, South Africa. Currently undergoing a Master degree in Management Sciences, I am currently conducting a research as part of my curriculum for the award of a master degree. My topic is “**ENTREPRENEURSHIP ATTAINMENT THROUGH THE AFE BABALOLA UNIVERSITY ENTREPRENEURSHIP PROGRAMME**” I would like you to help me with information to complete the research as a student of Management Sciences. All information provided shall be handle with strict confidentiality.

I appreciate all of your assistance and your precious time, which I do not take for granted.

Section A: Demographic Information

1. Gender
Male () Female ()
2. What is your age range?
17-20 years () 21- 24 years () 25-28 years () 29 -32 years ()
3. **Academic Background:** Area of Study
Arts () Applied Sciences () Social Sciences () Others, Specify.....
4. **Entrepreneurial Background:**
 - a. Have you had any previous experience in entrepreneurship before joining Afe Babalola University? () Yes () No
 - b. If yes, please provide brief details: _____
 - c. What motivated you to pursue entrepreneurship?

5. Do you come from a family with entrepreneurs (e.g., father/mother/brother/sister)? Yes () No ()

SECTION B: Afe Babalola University Entrepreneurship Programme

6. **Awareness and Participation:** Have you attended an Entrepreneurship class at the University?
Yes () No ()
7. To what extent do you think your current academic programme prepares you for entrepreneurship?
Very prepared () Prepared () Not very prepared () Not prepared at all ()
8. How would you rate your interest in entrepreneurship?
Very Interested () Interested () Neutral () Not Very Interested () Not interested at all ()
9. What motivates you to consider entrepreneurship as a career option? (*select all that apply*)
Desire for independence () Passion for a specific industry or idea () Financial Potential () Desire to solve Problem () Others (Specify).....
10. Do you entrepreneurship is a viable career path for you? Yes () No () Not Sure()
11. **Effectiveness of the Programme:** a. How would you rate the effectiveness of the Entrepreneurship Programme in preparing students for entrepreneurship? [] Very Effective [] Effective [] Neutral [] Ineffective [] Very Ineffective b. What specific skills or knowledge have you gained from the programme?
12. **Support and Resources:** a. Did you receive sufficient support and resources from the university's Entrepreneurship Programme? [] Yes [] No b. Please provide feedback on the support and resources from the university's Entrepreneurship Programme.

SECTION C: Entrepreneurship Attainment

13. Do you think technology has a role in facilitating business venture by student entrepreneurs?
Yes () No ()
- If yes, highlight the roles
- (i)
- (ii).....
14. Do you think entrepreneurs' communities can facilitate business venture by student entrepreneurs?
Yes () No ()
15. **Post-Graduation Plans:**
- a. Do you plan to start your own business upon graduation? [] Yes [] No
- b. If yes, please briefly outline your business plans:

16. Impact of Entrepreneurship Programme:

How do you the Afe Babalola University Entrepreneurship Programme has contributed to your ability to pursue entrepreneurship?

.....
.....

17. Challenges and Opportunities:

a. What challenges do you anticipate in starting your own business, and how do you plan to overcome them?

b. What opportunities do you see in the entrepreneurial landscape, and how do you plan to capitalize on them?

18. Overall Satisfaction: a. On a scale of 1 to 10, how satisfied are you with the Entrepreneurship Programme at Afe Babalola University

.....



LETTER OF INFORMATION FOR THE LECTURERS

Dear Esteemed Lecturers,

INVITATION TO PARTICIPATE IN A RESEARCH SURVEY ON ENTREPRENEURSHIP ATTAINMENT THROUGH THE AFE BABALOLA UNIVERSITY ENTREPRENEURSHIP PROGRAMME

My name is Adesina Oluwaseun Temitayo, and I am postgraduate student at the Durban University of Technology, South Africa. Currently undergoing a Master degree in Management Sciences, I am currently conducting research as part of my curriculum for the award of a master degree. My topic is “**ENTREPRENEURSHIP ATTAINMENT THROUGH THE AFE BABALOLA UNIVERSITY ENTREPRENEURSHIP PROGRAMME**” as dedicated educators at Afe Babalola University (ABUAD), your insights and experiences are invaluable to this study, which aims to explore the factors influencing entrepreneurship attainment among undergraduate students. I would like you to help me with information to complete the research as a student of Management Sciences and all information provided shall be handle with strict confidentiality.

I appreciate all of your assistance and your precious time, which I do not take for granted.

INTERVIEW GUIDE FOR THE RESEARCH ON ENTREPRENEURSHIP ATTAINMENT THROUGH THE AFE BABALOLA UNIVERSITY ENTREPRENEURSHIP PROGRAMME

PROFILE QUESTIONS FOR RESPONDENT (INTERVIEWEE)

SECTION A

1. What is your age range?
20-39 years () 40-59 years () 60 years and above ()
2. Gender
Male () Female ()
3. Please what is your highest qualification? BSc () MBA () MSc ()
Ph.D () Others
4. How long have you been in the University? 1-5 years () 6-10 years
() 10 years ()
5. Please select your position/cadre in the University: Assistant
Lecturer () Lecturer II () Lecturer I () Senior Lecturer () Reader ()
Professor ()

SECTION B

1. How do you describe the skills acquisition and entrepreneurship programme among Nigerian undergraduates?

.....

2. What do you think can be done to enhance youth entrepreneurship interests in Afe Babalola University, Ado-Ekiti (ABUAD)?

.....

3. What are the constraints militating against the growth and development of entrepreneurship in Nigeria at Afe Babalola University, Ado-Ekiti ABUAD?

S/N	STATEMENTS	VERY HIGH	HIGH	MODERATE	LOW	NOT AT ALL
1	Inconsistent government policies					
2	Corruption					
3	Lack of credit facilities					
4	Security issues					
5	Poor state of infrastructure					
6	Lack of entrepreneurial education					
7	Failure to adapt to the changing global business environment					
8	Gender discrimination					
9	Multiple taxation					
10	Mental health issues					

Section C

Score the following socio-economic policies that promote entrepreneurship activities among Nigerian undergraduates

SN	STATEMENT	EXCELLENT	GOOD	FAIR	POOR
1	Youth Enterprise with Innovation in Nigeria				

	(YOUWIN)				
2	Subsidy Reinvestment and Empowerment Programme (SURE-P)				
3	N-Power				
4	Youth Entrepreneurship Support Programme				
5	Youth Entrepreneurship Development Programme				
6	Basic Entrepreneurship and Skills Training Programme				
7	Agricultural Credit Guarantee Scheme Fund (ACGSF)				
8	FGN Social Intervention Fund				
9	Small Business Innovation Research Programme				
10	National Social Investment Programme N-SIP				
11	Government Enterprise and Empowerment Programme (GEEP)				

PROOFREADING AND EDITING CERTIFICATE

The Dissertation Design Master



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Email: mketiwa@yahoo.com
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This is to confirm that the thesis entitled

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Authored by

Oluwaseun Temitayo, ADESINA

Student number: 22279322

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The student received a detailed report with suggested changes together with their thesis with track changes. The thesis will be fit for submission when the student attends to all suggested changes (**that should be reviewed together with the supervisor**) and obtains permission to submit from the supervisor. This certificate does not warranty permission to submit if the supervisor has not agreed with the student.

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