



Entrepreneurship Education in Nigerian Universities: Implications for Pedagogical Modification

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Received 04 Feb 2021, Accepted 28 November 2021, Published 01 January 2022

Abstract: Universities are to produce employable graduates to contribute meaningfully to economic development. This has initiated the introduction of Entrepreneurship Education in Nigerian Universities. However, methods of teaching entrepreneurship need to be examined considering the increasing rate of graduate unemployment. Therefore, this study investigated pedagogical practice relating to entrepreneurship education in Nigeria. The 43 federal universities in Nigeria constituted the population with five randomly selected universities from the six geo-political zones. A total of 300 participants were randomly selected from the five universities. The study adopted a survey research with the use of questionnaire, “Entrepreneurship Education Pedagogies Questionnaire” (EEP-Q) to elicit responses. Data collected were analyzed using descriptive statistics. The study found dearth of qualified lecturers to teach entrepreneurship education, examined the various methods of teaching the subject and identified the prominent one. The study recommended that government should provide sponsorship for lecturers to acquire knowledge and skills required to teach the course effectively.

Keywords: Entrepreneurship Education, Entrepreneurship Pedagogy, Pedagogical Practices, Job Seekers, Job Creators

1. INTRODUCTION

The desire to enable graduates enjoy a stable economic life was one of the reasons entrepreneurship education was introduced into Nigerian universities. It was also meant to proffer solutions to the challenges of unemployment and/or under-employment facing Nigerian university graduates in the labour market. Entrepreneurship education has proved to be one of the courses that can help students possess employable skills relevant to the needs of the society. Entrepreneurship education is the teaching of the skills, knowledge and competencies required to start and manage business effectively. The importance of entrepreneurship education in individual and national development has given it a worldwide recognition. It has the potential to transfer and communicate to students the skills, abilities and knowledge necessary for them to be able to identify potential business opportunities in develop world. Hence, it has been recommended as a subject to be taught in Nigerian primary and secondary schools and a course of study at the higher institutions.

The successful implementation of entrepreneurship education depends largely on the pedagogies used in the classroom. As shown by Gibbs (2005), entrepreneurship education requires that an emphasis be put on pedagogies

that allow students to experience and feel the concept. In order to do so, the curriculum needs to take care of the market needs. In particular, an adequate learning context for entrepreneurship education is defined by Gibbs (2005) as follows:

“the learning environment is controlled, and students do not feel absolutely secure during the learning processes. At the same time, the learning process is flexible, interactive, based on multi-dimensional knowledge, development and mistakes are regarded as a part of the learning process.”... (p. 46).

With regard to the pedagogical methods, Seikkula-Leino (2007) as cited in Seikkula-Leino et al. (2015) identified several pedagogical methods for entrepreneurship education. These are, *inter alia*, co-operative learning, problem-based learning, group and peer work, project work, learning by doing, pedagogical drama and learning diaries as well as twin classes, mini-companies, study tours, field visits and inviting visitors to school as guest lecturers.

Mojalal et al. (2011) also identified problem solving, active training and practical learning activities, presenting creativity opportunities, developing new ideas, and holding classes and specialized workshops as entrepreneurship teaching methods. In addition, Esmi et



al. (2015) found direct teaching, Interactive teaching-learning and practical-operational teaching-learning as methods of teaching Entrepreneurship Education.

However, the qualifications of lecturers teaching entrepreneurship education in most Nigerian universities have been blamed as one of the reasons for the poor delivery. There seems to be dearth of lecturers with the relevant teaching skills, competence and certification in entrepreneurship education. Hence, it becomes obvious that entrepreneurship pedagogy is a major area of need because most lecturers who teach entrepreneurship education have trainings in business or technical education (Enu, 2012; Uche & Adesope, 2009). This was due to the misconception that entrepreneurship education is equivalent to business or technical studies; despite the difference in scope and focus of the two courses. In the USA, institutions employ full-time staff who are professionally trained in entrepreneurship education programme to teach the subject (Zhuo & Haixia, 2012). In contrast, in Nigeria, the majority of Entrepreneurship Education lecturers in the universities are from traditional disciplines such as Economics or Business Administration. Apart from the deficient qualifications and trainings of Entrepreneurship Education instructors, the lack of the pedagogical consciousness is also indicated as a challenge to the quality delivery of entrepreneurship education in Nigerian universities (Amoor, 2008).

Several skills and attitudes that entrepreneurship education address are not specific to Entrepreneurship Education, but are developed through many other means, including a range of education and training activities that do not have to be restricted to Entrepreneurship Education. Distinguishing between the aims of entrepreneurship education and those of other types of education may, therefore, be difficult in certain education contexts. Similarly, certain types of education, although not called Entrepreneurship Education may actually constitute entrepreneurship education since they aim at fostering skills and attitudes linked to entrepreneurial competence. This means that entrepreneurship education is often conceptualised as being embedded in different subject-specific teaching as a cross-curricular competence (rather than subject specific one). On the other hand, some knowledge may need to be acquired through subject specific teaching of Entrepreneurship Education. Furthermore, it can be argued that the content, aims and methods of Entrepreneurship Education vary according to the level of education and the target group: in certain respects, they will be radically different in primary education than in higher education.

Globally, entrepreneurship education has contributed immensely to national development particularly in nations such as: Argentina (Postigo & Tamborini, 2002), Canada (Menziez, 2005), China (Li et al., 2003), France

and Italy (Boffo et al., 2017; Dubbini & Iacobucci, 2004; Fayolle, 2000; Wilson & Twaalfhoven, 2005), Austria, Germany and Switzerland (Klandt, 2004) and Tunisia, Malaysia, Indonesia, and Pakistan, (Aloulou et al., 2003). However, Nigeria, with its estimated poverty rate of 62.6% appears not to have adequately explored the potentialities of entrepreneurship education.

In the 1970s and 1980s, the only problem of university graduates in Nigeria was to select from the many job opportunities awaiting them. Then, the possession of a good certificate was synonymous to obtaining a very attractive white-collar job. But today, the story has tremendously changed. There is a high rate of graduate under-employment and unemployment within the country. Those who are lucky to secure a job, run the risk of losing it at any given time without notice, meanwhile, the government has little or no plans for ensuring job security. As a result, poor conditions of service continue to lead many citizens into illegal and anti-social businesses.

One of the objectives of entrepreneurship education in Nigeria is to enable students, upon graduation, possess employability skills and/or become employers of labour. This, according to Adebakin et al. (2020), is expected to reduce the rate of unemployment in the country. Therefore, achieving this objective largely depends on the pedagogical approach adopted by lecturers teaching Entrepreneurship Education. However, studies have shown that graduates lack required competencies for employment and self-reliance (Adebakin et al., 2015), thus, further contributing to the high rate of graduates' unemployment in the country. This implies that the pedagogical approach for teaching Entrepreneurship Education might be faulty. This fault may, however, be informed by the qualifications of lecturers in charge of Entrepreneurship Education in Nigerian universities. Therefore, there is the need for empirical investigation into the pedagogical approaches used in teaching Entrepreneurship Education and possibly gives scientific suggestions for modification and improvement. Hence, this study sought to:

- i. determine the quality of Entrepreneurship Education lecturers in Nigerian universities;
- ii. identify the pedagogical approaches for teaching Entrepreneurship Education in Nigerian universities; and
- iii. ascertain the prominent pedagogical approach used in teaching Entrepreneurship Education in Nigerian universities

2. LITERATURE REVIEW

From a broader and global perspective, entrepreneurship education is a process through which learners acquire a broad set of competencies which bring greater individual, social and economic benefits since the



competencies acquired lend themselves to application in every aspect of people's lives. Entrepreneurship, in this sense, refers to an individual's ability to turn ideas into action. It includes creativity, innovation, showing initiation and risk-taking, as well as the ability to plan and manage projects in order to make profit. This supports everyone in day-to-day life both at home and in society, makes employees more conscious of what they offer to customers and encourages better use of opportunities. It also provides a foundation for entrepreneurs to establish a social or commercial activity.

Entrepreneurship education promotes life-long competence development and helps to ensure a number of positive social benefits. It equips beneficiaries with skills useful for self-reliance and favourable competition in the world of work. On this note, Gibbs (2005) proposed three main reasons for the need to pay attention to entrepreneurship, namely: job creation and economic development, strategic adjustments and realignment, and deregulation and privatisation of public utilities and state-owned enterprises. The first category deals with creating awareness among students and apprising them of the requirements for setting up and running a business. This usually takes a theoretical perspective. In the next category, education deals with preparing aspiring entrepreneurs to become self-employed and run their own businesses. The third category focuses on training recognised entrepreneurs on how to improve their skills for improved service delivery and increase in size for individual and national development.

Entrepreneurship education is the purposeful intervention by educators in the life of the learners to equip them for survive in the competitive world of business (Isaac et al., 2007). According to Cheung and Chan (2011), it is education that equips students with the additional knowledge, attributes and capabilities required to apply these abilities in the context of setting up a new venture or business. Entrepreneurship education develops and stimulates the entrepreneurial process, providing all tools necessary for starting up new profit-making ventures (Adebakin & Fasanmi, 2019; Cheung & Chan, 2011; Postigo & Tomborini, 2002).

Entrepreneurship education, according to Ocho (2005) and Ojeifo (2013), is the process through which individuals are made participating members of their society by contributing their quota to the developmental plans. To Nwachukwu and Nwamuo (2010) and Unachukwu, (2009), entrepreneurship education enables graduates to become capable of living without depending on others in society and to contribute towards its economic development.

This shows that a functional education system takes cognisance of the dynamics of the labour market, and equips the graduates with occupational skills and competencies to enable them be self-reliant.

Entrepreneurship education is the provision of knowledge to individuals on how to seek investment opportunities, establish and run a chosen business effectively and efficiently (Solomon, 2007). Entrepreneurship education, according to Omolayo (2006) and Baba (2013), is the teaching of the art of starting a company, arranging business ideas and taking calculated risks in order to maximise profit. Entrepreneurship education is a pre-requisite to an entrepreneurial society and culture. This education is required for the overall economic growth of any nation especially developing ones like Nigeria. This is in line with the view of Nwangwu (2006) and Ojeifo (2013) that entrepreneurship education teaches the willingness and the ability of an individual, a firm or an organisation to identify an environmental change and exploit such an opportunity to produce goods and services for public consumption. For innovation to occur, entrepreneur education must not teach acquisition of talent, ingenuity and knowledge alone but must also teach methods of being hard-working, focused and purposeful.

Summarily, entrepreneurship education teaches some methods of taking calculated risks and combining factors of production to produce goods and services efficiently. It can also be seen as the teaching of willingness and ability of an individual to seek investment opportunities and be able to establish and run an enterprise successfully based on the identified strengths, weaknesses and opportunities in an environment. The concept of entrepreneurship education is, however, associated with a number of activities as it does not occur in a vacuum. For it to occur, it demands the presence of an entrepreneur educator with pedagogical skills and an enabling environment.

There is no general consensus on the meaning of pedagogy in the literature up till now. However, it should be noted that the word is derived from two Greek words, "paido" meaning "child" and "agogus" meaning "to lead". When these two words are combined, it means "to lead the child". The child here refers to those who are being introduced to the concept of entrepreneurship education, which is still relatively new in Nigerian university education. The term, pedagogy, is being used within this study to refer to entrepreneurship educators' understanding and beliefs about curriculum design, and the teaching and learning of entrepreneurship education skills which underlie their teaching activities. Pedagogy is a systematic instruction method that is often employed by an instructor to deliver core subject matters and contents to students.

The term originally meant educating or leading children. Sometimes, it is used to mean the method and practice of teaching. It is the art or science of teaching which include the philosophical or theoretical underpinnings and their associated instructional



strategies. Smith (2019) posited that a common way of approaching pedagogy is to see it as art and science or may be even as a craft of teaching. As we see, viewing pedagogy in these ways both fails to honour the historical experience and to connect crucial areas of theories and practice. It can be suggested that a good way of exploring pedagogy is as the process of accompanying students, caring for and about them and bringing them into a life learning environment. Earlier, Smith and Smith (2016) provided a definition of pedagogy for beginning teachers as a concept which has to do with a way of being with people which involves three major elements. These are: animate (joining with students to bring a flourishing relationship to life), care (being concerned about students and other's needs, wellbeing and taking practical steps to help) and educate (encouraging reflection, commitment and change).

Pedagogy involves the ability to convey knowledge and skills in a way that students can understand, remember and apply. Pedagogical skills can be generally divided into classroom management and content-related skills. To Tes (2018), it is a method and practice of teaching which comprises teaching skills, teaching theory, feedback and assessment. When people talk about the pedagogy of teaching Entrepreneurship Education, they refer to the way a teacher delivers the content of the Entrepreneurship Education curriculum to the class. When a teacher plans a lesson, different ways need to be considered for the delivery of the content. That decision by the teacher will be based on the teaching experience and preference as well as the context that they teach in.

Bhowmik et al. (2013) defined pedagogy as the teaching strategies used within the classroom. However, Lynch and Smith (2007) disclosed that in a bid to meet the needs of today's learners, extensive amount of research is continually being conducted to establish the most effective form of pedagogy for the 21st century learners. Evidence from research shows that effective teachers use an array of teaching pedagogies that are tailored to the learning need of their individual students (Bhowmik et al., 2013). The first step in this process requires teachers to profile their students so they can identify their students learning needs, abilities, interests and personalities. Through this process, teachers can ensure they use appropriate pedagogical strategies to enhance effective learning.

There is no set combination or universal approach as to which pedagogical strategies to adopt in teaching as there are so many indices that can attract each learning (Bécharde & Grégoire, 2006). In the view of Freeray (2014), some strategies are better suited to specific age groups, learning styles, classroom environments, subject in question, students' backgrounds and students' learning abilities. All these need to be put into consideration

when planning to teach to ensure the pedagogical strategy(ies) used are the most effective. Marzano (2014) stressed that knowing the content is absolutely not enough to ensure students learn what the teacher wishes to teach. It was noted that the pedagogical practices used in the classroom are a major understanding and they engage with the contents or concepts the teacher is trying to teach. Marzano (2014) strongly believed that building long-term declaration or procedural skills aids knowledge can only be achieved through the use of cooperative method which helps the student to create cognitive link. Cooperative learning method is an educational approach which aims to organise classroom activities into academic and social learning experiences.

To Athan (2019), cooperative learning is a successful teaching strategy in which small teams, each with students with different level of ability use a variety of learning activities to improve the understanding of a subject. It is a teaching method that arranges and mixes students of different levels and abilities into groups and also focuses on group, rather than individual success. In addition, Beth (2019) refers to cooperative learning as an instructional strategy that enables small group of students to work together on a common assignment. The parameters offered varies and students can work collaboratively on vary of problems ranging from simple mathematical problems to large assignments such as proposing environmental solutions on national level.

Cooperatively, learning has received a lot of attention and praise especially since the 1990s. Johnson and Johnson (2017) outlined the five basic elements that allow successful small group learning. The elements include: positive interdependence where students feel responsible for their own and group efforts; face-to-face interaction in which students can encourage and support one another, as the environment encourages discussion and eye contact. There are also individual and group accountability where the individual is responsible for doing their part and the group is accountable for meeting its goal; social skills where group members gain direct instructions on interpersonal, social and collaboration skills needed to work with others; and group processing where group members analyse their own and the group's ability to work together.

Since the inception of entrepreneur education, cooperative learning has become increasingly important and considering the importance of the pedagogy adopted, successful entrepreneur education is moving towards the provision of knowledge on teamwork. Shane (2013), in a research brief for United Kingdom government, notes that cooperative learning should be seen as a pedagogical approach that allows effectiveness and socialisation opportunities for the students, rather than lecturing method. The findings of Neergaard and Krueger (2012) show that the cooperative method of teaching



Entrepreneurship Education can be used to provide an inexpensive answer to the question of rising cost of technological equipment needed for the course.

Li et al. (2003) conducted a study on student attitudes towards cooperative learning in eight transactional entrepreneurial programmes offered in China, in which 15,000 students participated. The result revealed that majority of the students opposed the use of cooperative learning alone as the method of teaching Entrepreneurship Education and stressed the importance of project method. About 9–17% of the students supported the full use of cooperative method, while a range of 49–62% supported the use of project method in teaching Entrepreneurship Education.

Problem-based method is another pedagogy strategy in which complex real-world problems are used as the vehicles to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. Flinders University (2016) defined problem-based method as a method that allows students to focus on what and how to learn. Freeray (2014) posited that problem-based method is a teaching method in which complex real-world problems are used as the vehicles to promote students' learning of concepts and principles as opposed to direct presentation of facts and concepts.

A recent literature review showed varied opinions as to the roles of the various pedagogy in Entrepreneurship Education. For Enu (2012), problem-based method should lead the students through series of concepts as it is not aimed at passive consumption. For Guerrero and Urbano (2012), problem-based method is likely to remain the most widely acceptable pedagogy for entrepreneurial studies, which serves to equalise quality entrepreneurial studies as a result of the students' innovation. Problem-based method is productive in that it exempts teachers from direct teaching and allows the students to think pro-actively.

However, research conducted on the relationship between problem-based method and students' performance in Entrepreneurship Education have given different results. Contrary to the assumed importance of problem-based method in teaching Entrepreneurship Education, the study of Alademerin (2015) suggested that differences in pedagogy did not matter. Alademerin studied 6,000 undergraduates from selected federal universities in Nigeria and reported that nearly all the differences in student performance in Entrepreneurship Education were attributed to their previous knowledge in entrepreneurship subjects rather than to the pedagogy used for them.

Bloom et al. (2015) affirmed that problem-based method is the dominant pedagogy in Zimbabwe in teaching entrepreneurship education. Most of the time, students learn based on their inquisitiveness and abilities. The method allows some active involvement by the

students and allows the teacher to monitor student input. The teacher should carefully consider the size of the class and the depth of the problems. The success of problem-based method depends upon the teacher's ability to monitor the students. However, the teacher needs to develop a keen perception for subtle challenges from the students' facial expression and apparent interest and disinterest in the problems to be solved.

Project method is another pedagogical approach of teaching entrepreneurship education. Howel (2016) posited that it is a teacher facilitated, collaborative approach in which students acquire and apply knowledge and skills to define and solve realistic problems using a process of extended inquiry. This shows that it is a method that allows students to acquire skills to manage a successful enterprise. To Kilpatrick (2013), it is an approach which children can use to solve a particular problem over a period of several days or weeks. It may involve building a rocket, designing a playing ground or publishing a class newspaper. The project method was first introduced into colleges when graduating students had to apply on their own the skills and knowledge they had learnt in the course of their studies to problem they had to solve as practitioners of their trades. It is viewed by the Buck Institute of Education (2009) as a teaching method in which students learn by actively engaging in real world and personal meaningful projects.

Project method offers several advantages over other sophisticated counterparts. Not only is project-based learning very familiar with almost all students in the college, the approach is also relatively challenging due to the period set aside for the students to perform the project. This can be done individually or in groups depending on the initiative of the teacher and size of the class. This method has proved to be a very effective method of teaching entrepreneur education in higher institutions of learning. It can pace the student through the project, allows for provision of feedback which creates a sense of belonging on the side of the students, and offer to make correction in existing projects.

Contrarily, Agbonlahor (2016) conducted a study on the effectiveness of problem-based method in teaching entrepreneurship education in Malawi, Zimbabwe and Ethiopia. It was discovered that students' academic performance in entrepreneurship subjects was poor with the use of problem-based learning in those countries because many students could not afford the financial burden of the project.

3. METHODOLOGY

This study adopted the quantitative design using survey approach. Entrepreneurship education lecturers and students from the 43 approved federal government owned universities in Nigeria constituted the population.



A sample size of 300 participants from five federal universities were used for the study. The universities were selected randomly from the six geopolitical zones of the country to give all the federal universities in the country equal chances of being selected. However, the security situation in the North-Eastern part of the country accounts for the exemption of the zone in this study.

Table 1. Distribution of Sample by Zone and State

Geopolitical Zone	Selected States	Sample		
		Universities	Lecturers	Students
North	Kwara	1	10	50
Central				
North West	Kano	1	10	50
North-East	-	-	-	-
South East	Anambra	1	10	50
South West	Lagos	1	10	50
South-South	Edo	1	10	50
Total		5	50	250

The purposive sampling technique was used in the selection of 50 Entrepreneurship Education lecturers from the selected universities. In addition, 250 students offering Entrepreneurship Education were equally selected purposively. These selections were based on their knowledge and engagements in the subject. From each of the selected federal universities, 10 Entrepreneurship Education lecturers and 50 Entrepreneurship Education students were sampled. Self-designed questionnaires tagged 'Entrepreneurship Education Pedagogies Questionnaire' I and II (EEP-Q I and II) were used to elicit response from the participants. The EEP-Q I was the lecturers' questionnaire designed to measure the quality of lecturers, their pedagogical approaches as well as the prominent approach or approaches in the sampled universities. The EEP-Q II was a questionnaire designed for the students to measure only the prominent pedagogical approach used for teaching them in Entrepreneurship Education classes.

A pilot test was conducted to describe the suitability and adequacy as well as to ensure the internal consistency of the questionnaires. Using the Kaiser-Mayer-Olkin (KMO) test, the questionnaires showed a validity coefficient of 0.80. This index was more than the standard value of 0.60 (Coakes, 2006; Creswell & Creswell, 2018). Also, the Bartlett's Test of Sphericity (BTS) was significant at $p < 0.05$. This suggests that data from the EEP-Q were suitable and adequate for factor analysis. A test of reliability was also run to measure the internal consistency of the EEP-Q and a reliability estimate of 0.72 showed that EEP-Q was very reliable and consistent.

The quantitative approach was used to analyse data gathered through the EEP-Q. Descriptive measures such

frequency counts and percentage were used to address the research objectives. This was done on the Statistical Package for Social Sciences (SPSS), version 20.0. In ensuring global standards and practices, the authors complied with ethical standards in the conduct of this study. This standard revolves around respondents' right to self-determination, anonymity and confidentiality. The data were kept confidential and participants' names were not recorded on the instruments; thus, the data were rendered anonymously.

RESULTS

Research Question One:

What is the quality of Entrepreneurship Education lecturers in Nigerian universities?

To answer this research question, the descriptive analysis of responses on the quality of Entrepreneurship Education lecturers in Nigerian universities was done. Qualifications of Entrepreneurship Education lecturers were categorised by areas of discipline and relatedness to entrepreneurship. This data were derived from the section A of EEP-Q I. Frequency counts and percentage were used to analyse the data. The results are presented in Table 2.

Table 2. Quality of Entrepreneurship Education Lecturers

Qualification	No. of Lecturers	Discipline		
		Entrepreneurship Studies	Business Related	Others
First Degrees	50 (100)	-	28 (56)	22 (44)
Masters	45 (90)	5 (11)	30(67)	10 (22)
Ph.D.	18 (36)	1 (5.6)	12 (66.6)	5 (27.8)
		N = 50		

Note: Figures in parentheses are in percentages (%)

Table 2 shows the quality of Entrepreneurship Education lecturers in terms of their qualifications. The sampled lecturers possessed basic (100%) and higher degrees (Masters, 90%; Ph.D, 36%). Out of the 50 sampled lecturers, 5(11%) and 1(5.6%) possessed Masters and Ph.D degrees respectively. This shows that only 6(12%) were experts in Entrepreneurship Studies. Moreover, 28 (56%), 30(67%) and 12(66.6%) had Bachelors, Masters and Doctoral degrees respectively in



related disciplines such as: Economics, Accounting and Business Administration. Meanwhile, 22 (44%), 10(22%) and 5(27.8%) did not have related Bachelors, Masters and Doctoral degrees. Furthermore, only 45 lecturers who taught Entrepreneurship Education had Masters Degree with 18 others having Ph.D. The implication is that there are not enough lecturers with required qualifications, that is, Ph.D., to teach the course at the university level. Again, there is a high number of lecturers who possess higher degree that are not relevant to entrepreneurship education. This has pedagogical implications.

Research Question Two:

What are the pedagogical approaches for teaching Entrepreneurship Education in Nigerian universities?

To answer this research question, the descriptive analysis of responses on the pedagogical approaches for teaching Entrepreneurship Education in Nigerian universities was done. Opinions of Entrepreneurship Education lecturers, as contained in Section B of EEP-Q I, were measured and categorised into 2-point Likert-type scale (2 - Yes, 1 - No) for the purpose of clarity of interpretations. Frequency counts and percentage were used to analyse the data. The results are presented in Table 3.

Table 3. Pedagogical Approaches for Teaching Entrepreneurship Education

Approaches	Yes	No	Total
Co-operative learning	40(80)	10(20)	50(100)
Problem-based	45(90)	5(10)	50(100)
Group and peer work	35(70)	15(30)	50(100)
Project work	35(70)	15(30)	50(100)
Study tours and field visits	45(90)	5(10)	50(100)
Guest lectures	10(20)	40(80)	50(100)

Note: Figures in parentheses are in percentages (%)

Table 3 shows a catalogue of pedagogical approaches for teaching Entrepreneurship Education in Nigerian universities. Opinions of Entrepreneurship Education lecturers are that all the approaches (cooperative learning, problem-based, group and peer work, project work, study and field visits), except guest lectures, are applicable to teaching and learning Entrepreneurship Education. This suggests that teaching

Entrepreneurship Education can be approached from the constructivism school of thought.

Research Question Three:

What is the prominent pedagogical approach used in teaching Entrepreneurship Education in Nigerian universities?

To answer this research question, the descriptive analysis of responses on the prominent pedagogical approaches for teaching entrepreneurship education in Nigerian universities was done. Opinions of Entrepreneurship Education lecturers, as contained in Section C of EEP-Q I, and those of the students as contained in EEP-Q II were measured and analysed. Frequency counts and percentage were used to analyse the data. The results are presented in Table 4.

Table 4. Prominent Pedagogical Approaches for Teaching Entrepreneurship Education

Approaches	Lecturers	Students	Total	Rank
Co-operative learning	5 (10)	15 (6)	20 (6.7)	5 th
Problem-based	4 (8)	40 (16)	44 (14.6)	2 nd
Group and peer work	5 (10)	20 (8)	25 (8.3)	4 th
Project work	34 (68)	145 (58)	179 (59.6)	1 st
Study tours and field visits	2 (4)	30 (12)	31 (10.3)	3 rd
Guest lectures	-	-	-	-
Total	50	250	300	

Note: Figures in parentheses are in percentages (%)

Table 4 shows prominent pedagogical approaches for teaching Entrepreneurship Education in Nigerian universities. These approaches were ranked according to their degree of use. Project work (59.6%) was ranked as the most prominently used approach for teaching Entrepreneurship while cooperative learning (6.7%) is the least on the rank. Moreover, Entrepreneurship Education lecturers did not employ the use of guest lectures at all. The implication is that the lecturers are conventional in their approaches to teaching Entrepreneurship Education.

5. DISCUSSION AND IMPLICATIONS

This study has found that there are many lecturers who possess higher degree that are not relevant to entrepreneurship education in Nigerian universities. This may be the reason many of them are facing the challenge



of quality delivery for impact of entrepreneurship education in Nigerian universities. Supporting this is Amoor (2008) who also found that the majority of Entrepreneurship lecturers in the universities are from traditional disciplines such as Economics or Business Administration. The quality of lecturers, especially in terms of their qualification, in most universities has been faulted as a reason for the poor-quality delivery. This implies that there is a dearth of lecturers and instructors with pedagogical skills for teaching Entrepreneurship Education.

This study identified various pedagogical approaches and the prominently used one for teaching Entrepreneurship Education in Nigerian universities. Importantly, the successful implementation of entrepreneurship education also depends on the pedagogies used in the classroom. This is why Gibbs (2005) said entrepreneurship education requires that an emphasis be put on pedagogies that allow students to experience and feel the concept.

In line with the findings of this study, researchers have also found co-operative learning, problem-based learning, group and peer work, project work, pedagogical drama and learning diaries, study tours, field visits and inviting visitors as guest lecturers, active training and practical learning activities, holding classes and specialised workshops, direct teaching, interactive teaching-learning and practical-operational teaching-learning as pedagogical methods for teaching entrepreneurship (Esmi et al., 2015; Mojalal et al., 2011; Seikkula-Leino 2007 in Seikkula-Leino et al., 2015).

The study further discovered project work to be the most prominent approach used for teaching entrepreneurship. This corresponds to Marzano (2014) who advocated that building long-term declaration or procedural skills can only be achieved through the use of cooperative method that helps the student to create cognitive link. Contrarily, Béchard and Grégoire (2006) posited that there is no set combination or universal approach as to which pedagogical strategies to adopt in teaching as there are so many indices that can attract each strategy. Evidence from research shows that effective teachers used an array of teaching pedagogies that are tailored to the learning needs of their students (Bhowmik et al., 2013). Freeray (2014), therefore, argued that teaching strategies are determined by a number of indices such as age groups, learning styles, classroom environments, subject in question, students' backgrounds and students' learning abilities. These are necessary considerations for planning effective pedagogical strategy(ies).

6. CONCLUSION AND RECOMMENDATION

Issues surrounding entrepreneurship education seem to receive considerable attention and scholarly debates. In spite of this, there are still notable gaps around the various evidence that link pedagogical practices to acquisition of required skills for graduate employment. The need for pedagogical modification appears necessary in ensuring that university outputs are produced with relevant skills for economic survival. This may, however, not be achieved without sound academics to deliver the content of entrepreneurship education curriculum. Therefore, the qualifications of the lecturers as well as their methods of teaching are inseparable. Consequently, it is recommended that the university authorities should provide opportunity for entrepreneurship education lecturers who do not possess Ph.D. to enrol for the programme in institutions that offer entrepreneurship studies. This will assist in improving the quality of Entrepreneurship Education lecturers. Seminars, workshops and conferences should be organised by university regulatory body on the identified pedagogy adopted to teach Entrepreneurship Education in Nigerian universities. This will assist the lecturers in refreshing their knowledge with the best global practices in pedagogy for entrepreneurship education.

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