

Entrepreneurship Education and Entrepreneurship Capacity Development from the Perspective of a Nigerian University

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Abstract

The importance of the entrepreneurship educational curriculum and its teaching approach to enterprise skills development in Nigeria was examined in this study. Also examined was the relevance and adequacy of the entrepreneurship education (EE) taught in tertiary institutions to students' development of entrepreneurship capacity (EC). The study identified the learning perspective as the appropriate teaching approach to achieve the objectives of EE syllabus in Nigeria and a major instrument that could lead to greater level of entrepreneurship capacity being developed in the students of EE. The study therefore recommends that the Nigerian Universities Commission (NUC) should review the national tertiary educational and related policies to reflect the dynamics in today's world of globalized economy.

Keywords: Entrepreneurship education, Entrepreneurship capacity, Curriculum, Self-employment

INTRODUCTION

Although Nigeria is not a mono product economy, the predominance of oil and gas sector makes it appear so. What is not so apparent is that the non-oil sector also contributes, albeit on a lower scale, to the nation's gross domestic product. This notwithstanding, the oil and gas sector has over the years been contributing over 90% of foreign earnings and over 80% of government revenues annually (Sampson, 2013). It is however evident that the oil and gas sector is the mainstay of the Nigerian economy. In planning its annual budgetary allocations, Nigeria depends heavily on earnings from the extractive industry – largely income from trade in crude oil and natural gas.

Even though there has been a major focus on this industry, the capital intensive and high technology requirements of the industry have limited the entrance of indigenous entrepreneurs into it. Obsession with this industry has also caused a decline in enterprise development in other real sectors, such as agriculture, manufacturing and industry. Consequently, the need for development of personal enterprise skills for self-employment in these other real sectors has been neglected. For this reason, Nigeria's economy is weak, vulnerable, and easily subjected to vagaries of change; like the recent global economic

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meltdown (World Bank Group, 2015). This seemingly mono-product nature of the economy has also been indicted for the palpable tension within the economy, particularly as exemplified by youth restiveness across Nigeria. Quite a number of issues have evolved that make it imperative to develop a sustainable system to reverse some trends in the structural arrangements of the country.

About 24% of Nigerians were unemployed in 2011 (NBS, 2012), with over 60% (THISDAY, 2012) of these people being in the 16-24 age group. This issue is further complicated by the fact that many of these were university graduates. According to NBS (2011), less than 10% of university graduates get absorbed into the labor market annually. This problem can be attributed, in part to the fact that the education policy in Nigeria has not been dynamic enough. A retrogressive policy, which was introduced during colonial times, remained in use until recently. The colonial educational policy focused on the production of literate nationals who would strengthen the colonial administration and no emphasis was placed on development of professional or entrepreneurial skills (Akinyemi, 1987, Aladekomo, 2004).

Though the government has in the recent past taken steps to address this issue, for a long time it failed to consider the option of reviewing the curriculum of the university education system to include entrepreneurship education (EE). Empirical studies abound which reveal the importance of entrepreneurship education in a country. For instance, researchers have established that entrepreneurship can be taught. i.e. education can foster entrepreneurship (Mitra & Matlay, 2004; Kuratko, 2005; Harris and Gibson, 2008; Henry et al. 2005; Falkang and Alberti, 2000; Kirby, 2002). This corroborates with the fact that there has been a dramatic rise in the variants and levels of entrepreneurship programs at colleges and universities in Europe, Asia and North America (Finkle and Deeds, 2001; Kurakto, 2005; Matlay, 2005).

The complete absence of entrepreneurship education in the educational policy of Nigeria's tertiary schools continued till recently. The industrial policy, which was perpetuated after Nigeria's independence in 1960, initially concentrated on the establishment of big industries with utter neglect of small-scale businesses. Because of this policy, entrepreneurship, which is the bedrock of small-scale businesses, was unwittingly de-emphasized. The combination of apathy to education for self-employment in the educational system and the long running indifference in the industrial policy of 1960 to development of entrepreneurial skills through encouragement of small-scale industries has contributed in no small way to the serious unemployment problem now facing the nation (Aladekomo, 2004).

It is in recognition of this gap that the Federal Government (FG) in 2006 directed the inclusion of entrepreneurship studies as a compulsory course for students in all higher education institutions irrespective of their areas of specialization. In response to the Federal Government directive, the heads of Nigerian higher education institutions in 2010 met to set out strategies of introducing entrepreneurship education into their educational curriculum. This paper therefore has the broad aim of appraising the entrepreneurship education curriculum as well as the teaching approach used at the Obafemi Awolowo University (OAU), Ile-Ife with respect to its relevance and adequacy to entrepreneurship capacity development in Nigeria in its response to the FG directives.

The objectives of the study were to assess the importance of entrepreneurship education and its teaching approach to the development of personal enterprise skills for self-employment in Nigeria and to examine the relevance and adequacy of the entrepreneurship education program at OAU to entrepreneurship capacity development of students in tertiary institutions in Nigeria.

ENTREPRENEURSHIP AND ENTREPRENEURSHIP EDUCATION TREND

There is a diversity of views among academics about what constitutes “entrepreneurship” as a field of study as well as what constitutes an entrepreneurship program in terms of content and teaching approach (Garner, 1990). This is because countries tend to design entrepreneurship education models largely in accordance with their needs instead of exclusively copying what has been implemented elsewhere. In the United States, entrepreneurship generally refers to the establishment and development of growth-oriented ventures or companies. Consequently, its entrepreneurship programs promote skills for building, financing, and nurturing high-growth companies. In Europe, entrepreneurship is often equated with small and medium-sized enterprises (SME), and many entrepreneurship programs are actually SME training programs that focus on functional management skills for small businesses (Wilson, 2008). This is reflected in the main focus of European entrepreneurship education; which is inclined towards the development of entrepreneurial capacities and right mindsets for entrepreneurs establishing social or commercial activities.

Since entrepreneurship education was pioneered by the United States in the 1940s, the concept has been adopted and integrated into the educational curricula in many countries as a component of national economic development and as a job creation strategy (McMullan and Long, 1987). In 1998, Entrepreneurship Education attained global acclaim when the UNESCO World Conference recognized its value and advocated for its incorporation in

higher education (Murray and White, 1986). Following this trend, China also started witnessing the commencement of entrepreneurship education mainly through entrepreneurship competitions of college students in university campuses in the late 1990s. Infact since 2002, the Chinese government has taken a leading role in promoting entrepreneurship education. This development has been largely driven by the government's desire to address the structural unemployment of university graduates – a problem which has arisen from mass higher education (Zhou and Xu, 2012).

Since the late 1960s, there has been a dramatic increase in the number of universities and colleges with entrepreneurship curricula in the US. Many schools offer entrepreneurship related courses such as “Entrepreneurship and Venture Creation,” “Small Business Management,” “Enterprise Development,” etc. as an important part of their curricula. Studies have revealed that a large number of colleges and graduate schools have established entrepreneurship as a major field of specialization (Solomon, Fernald and Weaver, 1993; Timmons, 1999). For instance, more than 1500 colleges and universities in the USA offer entrepreneurship-related training while more than 100 have active university-based entrepreneurship centers (Charney and Libecap, 2000). Small Business Management, Entrepreneurship, and New Venture Creation are the most frequently offered courses in two- and four-year colleges in the U.S. (Solomon, Duffy and Tarabishy, 2002).

In Europe, entrepreneurship education debuted in educational curricula in the mid 1990s, although a handful of institutions had started entrepreneurship training earlier (Twaalfhoven and Wilson, 2004). This is in line with other trends such as the evolution of the venture capital industry (to finance innovative, growth-oriented companies) which began to witness significant growth only in the mid-1990s (Wilson, 2008). Although programs on entrepreneurship education are in place across Europe, they have often become disjointed and driven by external actors and not the education system itself (European Commission, 2002). For instance, faculty champions of entrepreneurship have fought internal battles for support and funding of their activities. Also, quite a few universities in Europe have academic entrepreneurship departments. In most cases these programs have been taught by professors from traditional disciplines such as economics or business administration. Additionally, majority of entrepreneurship professors in Europe are traditional academics, reflecting long-standing policies and practices (Wilson, 2008).

A report by a European Commission expert group on education and training for entrepreneurship found out that the “provision of specific training for teachers on entrepreneurship is insufficient” (European Commission, 2002). The Bologna Process, a

series of agreements designed to ensure comparability of Higher education credentials in Europe, is one of the intervention measures to address these challenges and make the educational systems and teaching methods move from traditional to more creative, interactive, student-centered learning methods (EUA, 2005). Another measure which has been fronted to enhance the growth of EE in Europe is the perpetuation of academic and teaching collaboration. One such collaboration is the European Entrepreneurship Colloquium for Participant-Centered Learning (EECPCL) - a program offered by Harvard Business School that was launched in 2005. In three years, this program had attracted 173 professors from various countries across Europe (Wilson, 2008). Entrepreneurship education in Europe has grown significantly in recent times, and strong growth is expected to continue. However, a lot still needs to be done; especially in the following areas: curriculum development, creation of a critical mass of entrepreneurship teachers, funding of entrepreneurship, cross-border faculty and research collaborations, and facilitation of spinouts from technical and scientific institutions (Wilson, 2008).

Although the entrepreneurial education history of Korea is very short compared to that of the U.S., an increasing number of colleges and graduate schools in the Asian country are developing entrepreneurship-related courses to meet students' growing interests (JoongAng Daily, 1999). The job market for students majoring in entrepreneurship has been growing due to increased demand for entrepreneurial talents (Han and Lee, 1998). The Korean government additionally supported venture creation by enacting a "Special Law" for Venture Companies, to support and encourage the involvement of all individuals regardless of age or the educational level in venture creation. This led to the 1999 creation of an undergraduate major in venture creation management at two universities (SungSil and Hoseo Universities). Hoseo University also went ahead to establish a Graduate School of Venture Creation. The Korean Ministry of Education has created a \$150 million fund to support entrepreneurial activities in colleges. Colleges may apply for these loans from the government by submitting well-prepared supporting plans for "On-Campus Venture Creations," and additional loans may be obtained once on-campus ventures have successfully paid off the loans. (Lee, Chang and Lim, 2005).

Canadian universities began offering entrepreneurship education in the 1970s (Vesper and Gartner, 1997) and in 1997, the German government launched an entrepreneurship initiative at universities with the goals of promoting entrepreneurial teaching and culture. According to (Wilson, 2008) many international organizations have recognized the value of entrepreneurship education. It is within this realization that EE is viewed as an important tool

of improving student employment and promoting economic development. In this regard, the governments of some countries have issued new policies to boost employment through entrepreneurship (China Ministry of Education, 2010) and have advocated for entrepreneurship education at all levels.

Since entrepreneurship is a key driver of any economy, people in entrepreneurship tend to have more opportunities to exercise their creative freedoms, a higher self-esteem, and a greater sense of control over their lives. This fosters a robust entrepreneurship culture which maximizes individual and collective success at both economic and social fronts and on a local, national, and global scale. Many governments across the globe have over the years found out that their countries' growth and development can be greatly enhanced through establishment of entrepreneurship education programs - tailored to their specific socio-economic needs. One may then ask: Is it possible to develop entrepreneurship capacity and impart an entrepreneurial spirit?

According to Bygrave (2003), the art and science of entrepreneurship can be taught and learned through the entrepreneurship education process. Fayolle and Klantz (2006) defined entrepreneurship education "any pedagogical programme or process of education for entrepreneurial attitudes and skills which involves developing certain personal qualities". From this definition, it follows that entrepreneurship education is not narrowly focused, dealing only with immediate business creation, but rather it covers a wide variety of situations, aims, methods, and teaching approaches. Hence, it is possible to study entrepreneurship at different levels - even up to the doctoral level. In this paper, entrepreneurship capacity development is viewed as the ability to inculcate an entrepreneurial spirit in students to enable those who so desire to integrate adequately in the entrepreneurial process. The entrepreneurial spirit is characterized by innovation & risk-taking and it is an essential component of any nation's ability to succeed in an ever changing and competitive global marketplace (Bygrave, 2003).

ENTREPRENEURSHIP EDUCATION AND CURRICULUM DEVELOPMENT

Curriculum is the totality of learning experiences provided to students so that they can attain the envisaged skills and knowledge (Marsh and Willis, 2003). Curricula are supposed to help the educator and the educated understand the exact purpose of their exercise. It is common knowledge that EE is a global phenomenon; it is not unique to Nigeria, and therefore EE curricula are bound to reflect the diversity and specific circumstances of the various countries. Katz (as cited in Kingon and Vilarinho, 2004) notes that in the USA,

entrepreneurship education had grown dramatically over the past 50 years (prior to the year of publication) to the point that majority of American universities offered one or more entrepreneurship courses at both undergraduate and graduate levels. A perspective of this paper is that one of the most important aims of EE, as pointed out by the European Union entrepreneurship action plan, is to ‘stimulate entrepreneurial mindsets among young people’ (Europa, 2004).

Even if a curriculum is relevant to the achievement of desired educational goals and personal development ambitions of individual students, it is imperative that it also addresses other pertinent issues such as the overall strategy of the country, the approach to be adopted in teaching the entrepreneurship courses, and the design of every single course. (Blenker et al., 2006).

However, it is realized that curriculum development is usually guided by national policies - particularly the educational, science and technology, and industrial policies (Bolaji, 2007). It is also imperative to point out that the process of developing the EE curriculum is unique to each national setting. Curriculum development is a complex outcome of the opinions and solutions that key stakeholders propose for society’s requirements and needs (Ajibola, 2008). For this reason, there are no ‘successful’ international models to copy. Experiences of educational reforms all over the world have shown that curriculum development is a policy and at the same time a technical issue; a process and a product, involving a wide range of institutions and actors.

Literature (Hisrich and O’Cinneide, 1986; Wennekers and Thurik, 1999; Bruyat and Julien, 2001; Henry, Hill and Leitch, 2003; Brockhaus et al, 2001; Kirby, 2007; Chun, 2010; Linan, 2005; Guzman and Linan, 2005; Lee, Chang and Lim, 2005; Chaney and Libecap, 2002; Solomon et al, 1993; Timmons, 1999; Birley and Gibb, 1984; Fayolle, 1999; Lee et al, 2005) reveals that in some countries, like the USA and South Korea, policy played an important role in helping EE to thrive and become relevant to the economy. A common factor in these countries is that they based their policy formulations on data obtained from needs-assessment-based research. For instance, the European Commission has been carrying out studies on developing entrepreneurship capacity on a continual basis (OECD, 1999; European Commission, 1999, 2002, 2003) while the USA has been at it for decades and is still responding to change as it occurs. The EE policies of the USA, Europe and South Korea amongst others are based on informed studies (Fayolle, 1999, Kirby, 2007, Lee et al, 2005). However, in Nigeria, policies are often made without any needs-assessment-based research.

There seems to be a disconnect between policy pronouncement/formulation and implementation – a problem which also affects the development of entrepreneurship capacity.

The EE curriculum should be structured in such a manner that it will help students transit through the continuum; i.e. from wishes to actualization. Since intention is not enough to lead to action, EE courses should enable students to identify opportunities, handle impediments on the entrepreneurial journey, implement the right actions to achieve desired results, and focus on their defined goals. In general, EE courses should be designed to help students possess the cognitive structure needed for appropriate actions and development of entrepreneurial abilities which will trigger the entrepreneurial intention. Entrepreneurial intention is mostly influenced by personal factors (personality traits) that can be developed through entrepreneurship education.

ENTREPRENEURSHIP EDUCATION PEDAGOGIES

Teaching and learning perspectives – pedagogy – are critical to entrepreneurship education curricula if the objectives of starting EE in tertiary institutions are to be achieved. This presupposes that the teacher would be both practice and theory oriented (Blenker, et al. 2006). Arguably though, there is lack of accepted paradigms or theories of EE and training (Laukkanen, 1998). However, based on literature (Blenker et al 2006, Kryo and Carrier, 2005; Bechard and Toulouse, 1998), a feasible list of common traits relative to the formulation of purposes and objectives of entrepreneurship teaching has been identified. Jonsson and Jonsson (2002) also agreed that these traits enhance the development of competences which are central to training the entrepreneur. These competences are: communication abilities, analytical abilities, problem solving abilities, social interactions abilities, and possession of global perspectives and awareness.

According to Jonsson and Jonsson (2002), entrepreneurial teaching processes can be classified into two categories: the traditional and entrepreneurial learning modes. They further posit that in traditional forms of learning, the teaching process usually takes its starting point in general abstractions, theories and principles. The student's task is then to use these general abstractions in concrete situations. On the other hand, in entrepreneurial learning modes, the learning process is reversed. This means that the learning process starts with questions raised by the students about actual situations and problems. A more detailed discussion of these theories can be found in Dunn, 2002.

Entrepreneurship Learning Process

Minniti and Bygrave (2001) defined entrepreneurship as a process of learning. Similarly, Politis (2005) described entrepreneurial learning as a process that facilitates the development of necessary knowledge for effectiveness in establishing and management of new ventures. He highlights entrepreneurial learning as an experiential process through which enterprising individuals continuously develop their entrepreneurial knowledge throughout their professional lives. Entrepreneurial learning can also be construed as a lifelong learning process in which knowledge is continuously shaped and revised as new experiences take place (Sullivan, 2000). Based on the Kolb theory (Dunn, 2002), some schools of thought state that entrepreneurial learning can be regarded as an experiential process in which entrepreneurs develop knowledge through four distinctive learning abilities viz; experiencing, reflecting, thinking, and acting (Bailey 1986; Johannisson, Landstrom and Rosenberg, 1998).

Following the same order of ideas, many other scholars have assumed that entrepreneurial learning is a process which affects entrepreneurial action and through which people acquire, assimilate, and organize newly formed knowledge with pre-existing structures (Cope, 2005; Corbett, 2005; 2007; Rae and Carswell, 2001; Warren, 2004). From these definitions, we can assume a strong relationship between the entrepreneurial process and learning. Minniti and Baygrave (2001) pointed out that entrepreneurship is a learning process and a theory of entrepreneurship requires a theory of learning. We can therefore infer that the learning perspective is meant to aid the entrepreneurship process in order to generate entrepreneurship capacity in students by bringing out their entrepreneurship spirit (Gartner, 1985; 1988; Stevenson and Jarillo, 1990).

The entrepreneurship process involves all the functions, activities, and actions associated with perceiving opportunities and creating organizations to pursue them (Bygrave, 2003). This is the process embodied in starting a new venture and it involves much more than just problem solving in a typical management position (Hisrich et al, 2005). An entrepreneur must find, evaluate, and develop opportunities by overcoming the forces that resist the creation of new things. The process has four distinct phases: identification and evaluation of the opportunity, development of the business plan, determination of the required resources, and management of the resulting enterprise (Poul, 2007). Although these phases proceed progressively, no stage is dealt with in isolation or is totally completed before work on other phases occurs. For example, to successfully identify and evaluate an opportunity (phase 1), an entrepreneur must have in mind the type of business desired (phase 4). For passage through

the phases to be successful and to be able to evaluate and develop opportunities, the student's entrepreneurship capacity must have been developed through EE.

Teaching and Learning Perspectives of Entrepreneurship Education

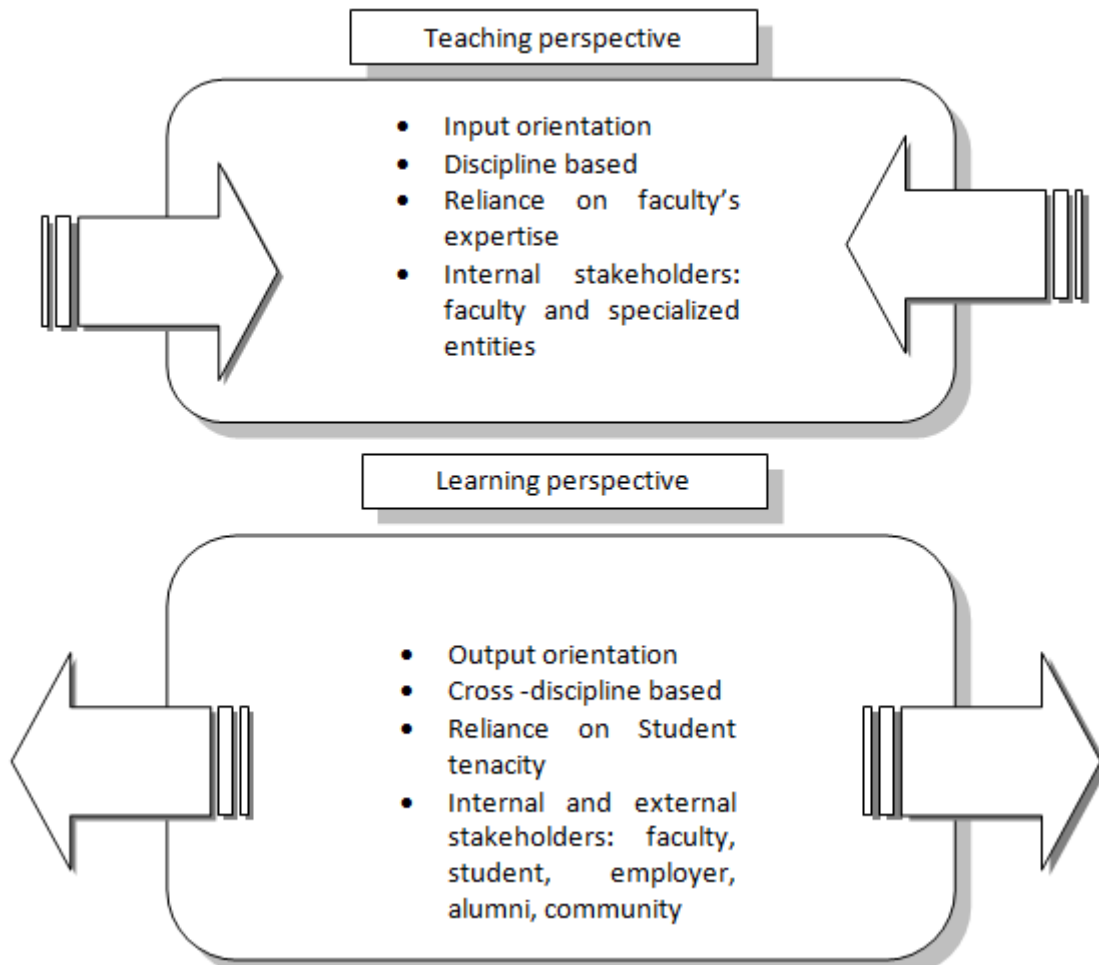
Although there is no consensus on the definition of entrepreneurship education and how it should be taught (Kirby, 2007), two different perspectives of EE have emerged from previous researches in attempts to look into what constitutes EE. These perspectives are the traditional approach and the modern approach. Vesper and McMullan (1988) viewed the traditional approach as a learning method, which should help learners to generate more quickly a greater variety of ideas on how to exploit a business opportunity and project a more extensive sequence of actions for venturing into a business. Brockhaus et al. (2001) and Solomon et al. (2002) viewed traditional entrepreneurship education as a paradigm shift towards new venture creation while on the other hand, Gibb (2002, 2004a, 2004b) proposed a 'modern' paradigm in entrepreneurship education dealing more with the culture, state of mind and behavior.

The teaching perspective incorporates an input orientation where students only concentrate on narrowly defined and highly specialized content and knowledge. Conversely, the learning perspective focuses on an output orientation where both contents and processes are continually examined to achieve the desired output. In this perspective, educators take an active role in gauging a student's learning progress. The learning perspective requires discovery and determination of what a student is learning (Kirby, 2007) and shifts the responsibility of organizing knowledge onto the student. It also focuses more on problem-centered or contextually defined knowledge as opposed to discipline-defined knowledge. This approach lays emphasis on the rate and flow of understanding based on the student's own competencies, not necessarily the faculty's orientation.

By taking a learning perspective, universities are made to consider all internal and external stakeholders including faculty, students, administrators, employers, alumni, and the community since these constitute the entire environment and context in which learning occurs. By transitioning to the learning perspective, entrepreneurship education programmes can become more holistic, comprehensive, and integrated as recommended by many educators in the EE field (Gibb, 1993; Plaschka and Welsh, 1990; Solomon et al., 1994) while by taking an interdisciplinary approach, educators may be better able to assist entrepreneurs to handle many of the learning needs and issues of growing organizations as they move through the various stages of the entrepreneurial life-cycle (Churchill and Lewis,

1983; Scott and Bruce, 1987; Watson and Plaschka, 1993). Figure 1 summarizes and explicitly reveals the differences between the teaching and learning perspectives.

FIGURE 1
Teaching and Learning Perspectives:



Source: Adapted from Kickul and Fayolle (2007)

ENTREPRENEURSHIP EDUCATION DEVELOPMENT AT OAU, ILE-IFE

In 2006, OAU enjoyed funding from the Carnegie Corporation, New York, USA, which enabled it to introduce EE in its curricula. The programme was originally designed to take-off in four departments - Psychology, Economics, Food Science & Technology, and Computer Science - as pilot projects. However, noting the importance of EE, the university Senate made the EE course open to all the departments of the university as a special elective course. Students were nevertheless granted liberty to opt out of the course if they so wished. The content of the EE curriculum is currently covered in two semesters. It has 13 modules which run for 20 weeks. The students are introduced to principles and practices of entrepreneurship and self-employment in the first semester while the second semester focuses on the business environment and approaches to business start-up. The modules taught in the first semester are

a prerequisite to second semester modules. This paper therefore examines the relevance and adequacy of this program in meeting the Federal Government objective of achieving reduced apathy towards entrepreneurship capacity development in the country.

CONCEPTUAL FRAMEWORK

Gollwitzer and Brandstater (1997) presented a link between intention, motivation, and goal pursuit in the four entrepreneurial action phases envisaged in their work – the predecisional, preactional, actional, and postactional phases. The action phase model is adopted in this paper because it encompasses theoretical views, by analyzing goal striving and self-regulation in goal implementation, within a single theoretical framework.

The Action model was applied in this paper to examine the importance of EE in goal setting and goal implementation. More specifically, it helped to analyze the intention of the students to continue making themselves relevant in the labor market by signing up for EE and acquiring new knowledge and skills. Action model phases offer a time perspective on goal setting and thus take a comprehensive view by analysing both goal setting and self-regulatory process in goal implementation, since majority of the students with intention to create business venture may not get to implementation stage if an intervention, such as EE, is not introduced. Obviously, having an intention is not a sufficient condition for implementing respective goals. In this paper, exposure of the students to EE was the self-regulatory process which enhanced their intentions and behaviour to achieve goal implementation. This paper supports the idea of action model that setting a goal is just one prerequisite for successful goal striving as there are a host of subsequent implemental problems that need to be solved. A person can believe in his or her self-efficacy or can be highly motivated and still might not be able to enact intentions he or she is committed to if self-regulatory abilities are insufficient. It also deals, in a clear and explicit manner, with the categorization of intended goals and implementation of the classified goals and the cognitive processes which are essential in transforming what people want to do into what they actually do.

The first task of the action phase model represents awakening of desires. As people normally harbor more wishes and desires than they can possibly realize, it is therefore essential to choose among those competing wishes and turn some of them into binding goals (i.e., forming so-called goal intentions). Goal intentions have the structure “I intend to reach a particular goal, whereby such goal may relate to a certain outcome or behavior to which the individual feels committed.

The second task is initiating goal-directed actions. Getting started on a goal pursuit is rather simple when the necessary actions are well practiced or routine and the relevant

situational contexts release the critical behavior in a more or less automatic fashion. Often, however, this fails to be the case as many behaviors are not part of an everyday routine. Also, goal intentions often cannot be realized immediately and people procrastinate because relevant opportunities to act may not yet be available (for example, the needed courses for the desired training may not be currently available). Again, there is the possibility of one failing to seize opportunities because of late response. All these observed problems of goal implementation can be alleviated by using the self-regulatory tool which facilitates forming goal implementation intentions (Gollwitzer, 1996, 1999).

The third task is bringing goal-directed actions to a successful end. The students have to deal with repeated interruptions and possible setbacks in order to reappraise business actions. This is done by learning from any business failure, once an intended goal pursuit has been initiated, interruptions and negative experience are not meant to lead to withdrawal but to achieving the set goals.

Finally, in the fourth task, the achievement or outcomes are evaluated to decide whether further action is necessary. This is done by comparing the intended outcomes with the actually achieved outcomes. The action phase model becomes useful in this paper in order to demonstrate that the students that registered for the course had intention for self-employment, which is just one of the prerequisites to developing and achieving the intention. As the model postulates, a person can believe in his or her intention and be highly motivated, yet, the intention may not be achieved if self-regulatory abilities are not sufficient. EE then becomes the instrument to strengthen and bring forth the needed abilities to pursue and achieve intention in the students.

Information was culled from the OAU EE course content (Appendix) to assist in evaluating the entrepreneurship capacity (abilities) that each module can generate in order to have an entrepreneurial based economy and human capacity for national development. Appendix I explains the relevance and adequacy of the EE modules which are taught at OAU. In this table, column one itemizes the contents, column two gives the module title, column three gives the module description (objectives) while column four states the skills (Fayolle, 2007) which can be generated from each module and are pertinent to the development of entrepreneurship capacity in the students. The skills were arrived at after summarizing the different entrepreneurship skills (management, behavioural, technical and entrepreneurial) from literature and teaching experience (gathered from classroom and business counselling sessions).

Table 1 was derived from appendix I. It was created by cross tabulating skills, relevant to entrepreneurship capacity development which the modules can generate in the students, against the various steps of the entrepreneurship process. This was done in order to assess the adequacy of the modules. Table 1 is a cross tabulation matrix that shows the various stages of the entrepreneurial process i.e. identification and evaluation of opportunity, development of the business plan, determination of the required resources, and management of the resulting enterprise versus those of entrepreneurship capacity development i.e. conception, organization, management and risk taking.

The table shows instances in which steps of the entrepreneurial process intercepts entrepreneurship capacity development skills which are supposed to be inculcated by the EE curriculum. Every cell where the pertinent entrepreneurship capacity development skill could lead to a mastery of the corresponding stage of the entrepreneurial process is marked (X). If a capacity development skill cannot independently aid in aching its corresponding entrepreneurial skill, it is marked (.). For instance, row 1 presents the picture that the conception capacity developed by the students during EE will enable them to identify and evaluate opportunities and be able to develop business plan. However, conception capacity alone will not enable the student to determine the required resources for establishing the enterprise as well as manage effectively the resulting enterprise. This matrix therefore reveals that an effective and result-oriented entrepreneurial process will entail the combination of the four entrepreneurship capacity elements.

TABLE 1
Matrix of entrepreneurial process/entrepreneurship capacity

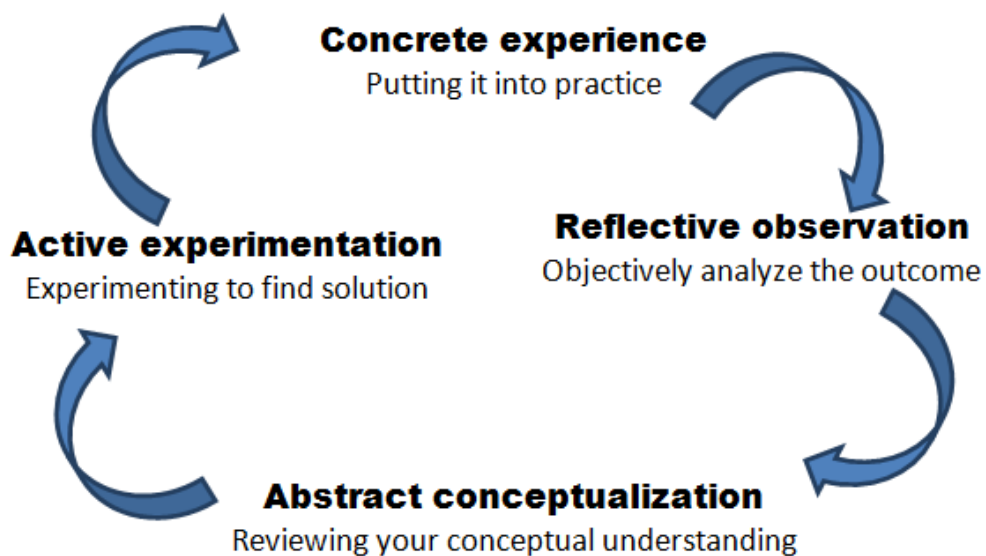
	Identification and evaluation of opportunity	Development of business plan	Determination of required resources	Management of the resulting enterprise
Conception	X	X	•	•
Organization	•	•	X	•
Management	•	•	•	X
Risk taking	•	X	X	X

A scrutiny of the 13 modules of OAU's EE syllabus indicates that the teaching perspective (as described in Figure 1) is the Teaching Approach (TA) which is currently employed at OAU. If EE at OAU was to follow the learning perspective, the TA would be modified to take into consideration the needs of the environment, thereby preparing the students to fit in adequately well and be relevant in the society. The TA would also focus on the ability of the students to conceptualise the concepts of EE and take them beyond the

abstract level to the level of actualization and repositioning of the enterprise created. This is described in Kolb's experiential learning cycle (Figure 2), which involves four levels.

The first level is abstract conceptualization. This level enables the evaluation of students' conceptual understanding of entrepreneurship/ability to identify and/or generate entrepreneurial ideas. The second level is active experimentation. This looks at the students' ability to find solutions from abstract conceptualization. The third level entails developing concrete experiences. At this stage, students are expected to put into practice what they have learnt in EE and the last level, is having a reflective observation. By this stage, students should have possessed abilities that can help them analyze the outcome/risks involved in entrepreneurship undertakings, i.e. they should be able to assess their ventures in order to make a decision on whether to continue with or discontinue their enterprises. This is summed up and represented in LP being advocated for in this paper. This is seen as the better perspective because it combines both the theory and works in practice borne out of the students experiences. This in turn underlines the importance of the learning acquired via the process of research, development, testing, practice and dissemination.

FIGURE 2
Kolb's Experiential Learning Cycle



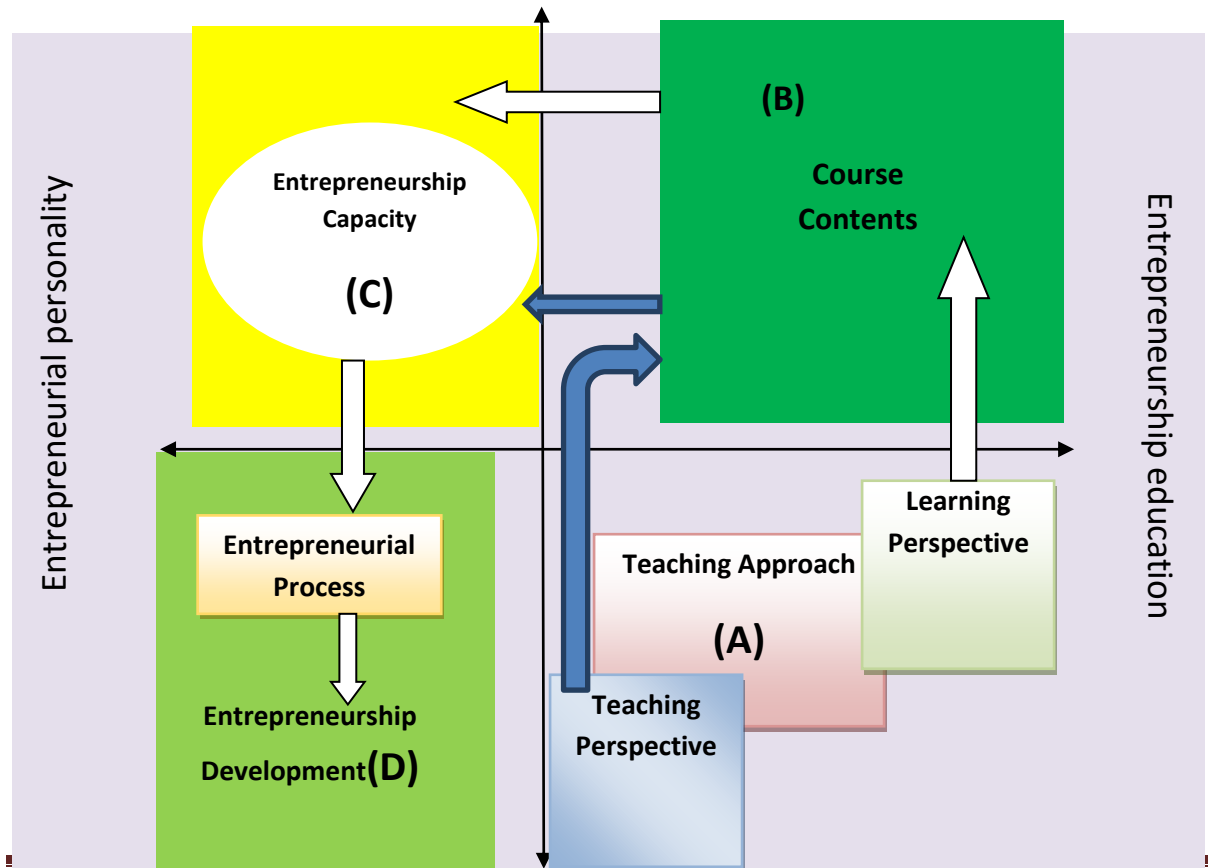
Source: Adopted from Dunn(2002)

Figure 3 depicts the flow of the processes involved in EE. It is sub-divided into four parts. Part A represents the Teaching Approach (TA), which could either be 'teaching perspective' (TP) or 'learning perspective' (LP). Part B consists of the Course Contents (CC), while part C is the represents Entrepreneurship Capacity (EC) at the individual level. Part D consists of Entrepreneurial Process (EP) and the Entrepreneurial Development (ED), which

represent the effect of EE taught on the students. The TA is to be applied on the CC to generate EC in the students with the aim of traversing the stages of EP successfully at the individual level and thereby achieving ED. If the appropriate TA, which is LP is applied on the CC, the students would be able to run through the EP stages smoothly because EC would have been developed in them to lead to ED thereby facilitating the achievement of a ‘Critical Mass’ of entrepreneurial citizens, to actualize the Federal Government’s goal.

Based on Table 1 and figure 1, the OAU EE modules presented in this paper are considered to possess the capability of generating EC, especially, if the right teaching approach, which is, learning perspective is adopted. However, the modules are more of content focused which makes them lean towards TP. The faculty control inputs and the learning progress without considering the fact that students could be in different stages of the learning process. It also takes into consideration only the internal stakeholders (i.e. the university perspective), and this could be the main reason why most graduates cannot meet the need of the industries (external stakeholders). Therefore, based on the features of the two different perspectives of TA , it was discovered that OAU adopted the teaching perspective which may not be adequate to generate EC that could enable students go through EP stages smoothly and thereby limiting ED in them.

FIGURE 3
Role of Entrepreneurship Education in developing Entrepreneurship Spirit



SUGGESTED FRAMEWORK FOR ENTREPRENEURSHIP EDUCATION IN NIGERIA

Having established the importance of curriculum to learning, it is important to examine the approach to teaching of entrepreneurship education in Nigeria. Questions that may be pertinent include; what is the primary goal of entrepreneurship education? What would be the best approach to adopt in its teaching? What are some of the ways through which the teaching and learning perspectives of entrepreneurship education could be reconciled to enable achievement of desired results? Globally, considerable and growing interest has been shown in entrepreneurship education. According to Kirby (2007), from the early 1980s, though earlier in the United States, governments around the world have continually viewed entrepreneurship education as an aid to creating an enterprise culture, a more enterprising workforce, and new ventures.

In recent times, the global economic downturn has played a very important role in necessitating a paradigm shift away from the traditional approach particularly as regards the modern economy which requires citizens to cultivate an entrepreneurial mind set rather than just setting up ventures. From this global challenge, the Nigerian government has come to realize the importance of entrepreneurship development as a platform for addressing unemployment amongst graduates of tertiary institutions in the country. (Gbagolo and Eze, 2014). There is however a cogent gap. The teaching processes of institutions of higher education in Nigeria cannot be said to have succeeded in bringing out the innate entrepreneurial abilities of students (Aladekomo, 2004). Industry needs and the present teaching approach are incompatible, particularly in issues relating to entrepreneurship capacity, making the graduates of institutions of higher learning in the country inadequate in meeting industry needs.

Most of the curriculum content is either organized around specific disciplines that complement the departments within a business school or is centered on developing vocational capabilities. This approach to curriculum design mirrors the faculties and not essentially the students' framework for knowledge. In this method, faculty also controls input and determine instructional material. Attention within the teaching perspective is primarily focused on faculty members (Kirby, 2007). This is in agreement with Kirby (2003) which stated that the teaching perspective is not likely to bring out the desired outcomes in the students because the approach has been indicted as not being very responsive to market driven economy. In other words, the outcome of the teaching perspective TA is not apt in bringing out the entrepreneurship spirit desired in the Federal Government's objective.

This paper therefore advocates an EE curriculum that combines the three paradigms, ‘about’ entrepreneurship, ‘for’ entrepreneurship and ‘through’ entrepreneurship, processes to develop Nigeria’s entrepreneurship capacity. The ‘about’ entrepreneurship paradigm involves the process of raising awareness of entrepreneurship among students, teaching them its role and function in the economy. This paradigm fails to develop in the students the skills, attributes and behaviours of the successful entrepreneur. The ‘for’ entrepreneurship paradigm involves developing in the students the attitudes of a successful entrepreneur. While ‘through’ entrepreneurship paradigm is using the new venture creation process to help students acquire a range of both business understanding and transferable skills and competencies (Kirby, 2007). As stated by Kirby (2003), the difficulties of about entrepreneurship can be overcome by educating students not just *about* entrepreneurship but also *for* it, and to at least begin to develop in them the aptitudes, attitudes and capabilities of the entrepreneurial person and/or equipping them with the knowledge and skills to start and grow a business. In this context, the students are involved in problem solving, encouraged to formulate decisions on data that are immediate, incomplete, ‘dubious’ and, as appropriate, personally generated. This is education *for* enterprise. In this paper, the author is of the opinion that in order to develop entrepreneurship capacity in Nigerian students, the need is not just to teach students *about* entrepreneurship but to educate them *for* it, and that this can only be done by changing the content and process of learning, and possibly, even, the place where learning occurs, primarily by taking it out of the classroom and into the ‘real world’.

Entrepreneurship capacity, in the context of this paper, refers to the ability of students to contribute to and be relevant to the development of the organization, community, and country.

Thus Nigerian universities, when introducing the teaching of entrepreneurship education, should take cognizance of the need for contemporary methods of teaching entrepreneurship to meet the dynamic demands on the entrepreneur’s skills and abilities. The traditional method is teacher defined and too rigid to respond to modern day economic realities adequately, while the contemporary method is student defined and is more responsive to modern economic realities.

Therefore, a better method of designing entrepreneurship curricula in Nigeria is to emphasize on the learning perspective as opposed to the teaching perspective (see Figure 1). A look at the characteristics of the learning perspective shows that the objectives of the FG could better be achieved through it. These characteristics are considered as adequate to aid the administrators of EE in universities to look at all stakeholders relevant to achieving the

output orientation of the learning perspective. This is because the output orientation adds flexibility to learning by allowing the teaching process to take into consideration the students' capacity to learn and also apply what is learned. In addition, the learning perspective allows a problem solving learning approach to be embedded in the students wherever they find themselves after graduation. Furthermore, the learning perspective is also interdisciplinary in approach; therefore using this approach for teaching will help educators to be better able to assist students/entrepreneurs with many learning needs as it tends to the contemporary trend of utilizing a multidisciplinary approach in problem resolution. This agrees with the recommendation from Gibb (1993), which emphasizes that educators should transit to the learning perspective, thereby making 'EE a more holistic, comprehensive and integrative programme'.

CONCLUSION

The paper assesses the FG's directive and the policy supporting the introduction of EE into the curriculum of higher education institutions in Nigeria. It concludes that Entrepreneurship Education, if properly taught, could perpetuate the entrepreneurial ability and entrepreneurial culture of students. The study shows that the EE modules taught at OAU have the potential of developing entrepreneurship capacity in the students. However, the study concludes that OAU should adopt the learning perspective in order to improve the delivery output. This is because the learning perspective will put into consideration the novel way of learning which recognizes that everyone does not learn the same way. The study also suggests that there is the need for EE policy in tertiary institutions to be based on evidence from needs-assessment research.

Finally, this paper concludes that assessing whether the objectives of EE syllabus in Nigeria were achieved or not would be based on if, at the end of the exercise, the student/graduate is able to demonstrate entrepreneurial expertise by practicing the fourfold steps of the entrepreneurial process, namely conceptualization, organization, management and risk taking within any sphere – private or public enterprise – of the community. This process becomes successful once it becomes entrenched in the society.

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APPENDIX I
Description of EE Modules at OAU

Module Title	Description of module	Relevant Skills for entrepreneurship capacity development
Introduction to the concept and principles of entrepreneurship	Broad introduction to what concept and principle of entrepreneurship is about	Conception
Personal entrepreneurial characteristics	To enable students appreciate the personal characteristics needed to be a successful entrepreneur.	Organization, Management, Risk taking
Entrepreneurial and development process	To enable students recognize that utilizing entrepreneurship in all situations is a beneficial approach both at individual and society levels.	Risk taking, Management
Entrepreneurship/self-employment process	To provide techniques of generating business ideas as well as for identifying and assessing business opportunities.	Conception
Key success factors in business	To provide an understanding of the key competencies and determining factors for success in entrepreneurship and small business management	Organization, Management
Business environment	To enable the student understand the environment (social, legal, financial, economic, and technological) in which the enterprise will operate and also government's role in facilitating the establishment of the enterprise	Risk Taking, Management
The legal environment/types of business organization	To enable students understand the four basic types of business ownership and advantages and disadvantages of each	Organization, Management
Procedure for setting up and managing one's enterprise	To enable students appreciate the procedures required for organizing an enterprise	Organization
Innovation	To enable students be aware of how new technologies, research and development as well as innovation can affect small businesses	Risk Taking, Organization
Preparation and presentation of business plan	To enable students develop skills of preparing and presenting business plan	Conception
Problems of micro, small and medium enterprises	Students are exposed to contemporary issues in the country as it relates to enterprise development	Risk Taking, Conception, Management, Organisation
Your discipline and beyond	Highlights of various business opportunities in specific sectors: micro, small and medium scale enterprises	Risk Taking, Conception
Interactive section	Business talks and experience sharing by established entrepreneurs to the students	Conception Organization Management Risk Taking