

Effect of Pedagogical Approaches to Teaching and Learning Entrepreneurship Education on Students in Library and Information Science Schools in Nigeria

By

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Abstract

This study investigated the effects of Pedagogical Approaches to Teaching and Learning Entrepreneurship Education on Library and Information Science Students in LIS Schools in the Universities in North-West States of Nigeria. The study adopted a survey research design and questionnaire was used as instrument for data collection. The population of the study was made up of the academic staff and students of LIS Schools in Ahmadu Bello University Zaria and Umaru Musa Yar'adua University, Katsina. Twenty nine 29 academic staff and 283 students were selected as sample for the study, two research questions and one hypothesis were formulated and tested. Descriptive and Inferential statistics were used to analyse the data collected. The null hypothesis formulated was rejected suggesting that there is significant relationship between the Pedagogical Approaches to Teaching and Learning Entrepreneurship Education in the LIS Schools and the effect of Entrepreneurship Education on the LIS Students. The study reveals that effectiveness of the entrepreneurial pedagogy is of paramount importance and should be developed in the university system. Indeed, the method of teaching should be based on students rather than the lecturer; it also, reveals that students prefer learning entrepreneurship through practical approaches rather than through theoretical ones. The study recommends that the academic staff (lecturers) need to adopt practical teaching strategies such as Problem based learning, creative problem solving techniques, case study/discussion method experiential learning etc.

Keywords: Entrepreneurship Education, Pedagogical Approaches, Teaching, Learning, LIS Schools.

Introduction

Entrepreneurship education is an inevitable strategy for inculcating an entrepreneurial culture and orientation in a nation, creating employment, raising individual incomes, transforming communities and enhancing national economic development. Nations that have embraced entrepreneurship have made good progress in addressing the

problem of unemployment, and achieved impressive results (Alakbarov, 2010). Cho (1998) revealed that entrepreneurship education promotes entrepreneurial intention because the entrepreneurial knowledge and skills acquired by the students can arouse their interest and motivation to start up a business. Also, Henry (2004) found that

entrepreneurship education significantly increases the start-up rate of a business.

Pedagogy or teaching method is of paramount importance in the learning process. It involves effective method and approach; Teachers use different teaching methods to convey entrepreneurship education to students. Research has established that entrepreneurs learn differently from others (Fredrick, 2007; Gatchalian, 2010).

Problem Statement

The high level of unemployment and its associated social ills have been traced to poor entrepreneurship education and skills development among students in tertiary institutions. This is manifested in a number of deficiencies that these graduates exhibit in their work places such as: lack of analytical skills; lack of entrepreneurial and problem solving/decision making skills; and inadequate technical skills (Ugwu & Ezeani, 2012). The graduate unemployment in Nigeria is attributable to the fact that employees' education and skills acquired are inadequate to meet the demands of modern day jobs (Samuel, et al 2012).

The Entrepreneurship Education delivered to undergraduates in their 300-level seems not

to be meeting the aims and the objectives of the programme (Ifedili & Ofoegbu, 2011). The purpose of establishing the Entrepreneurship course seems to be defeated. There is need to determine the course contents and methodology of teaching and learning entrepreneurship education (Ifedili & Ofoegbu, 2011).

There is, therefore, need to study the pedagogical approaches to entrepreneurship education and its effects as a determinant of entrepreneurship education success amongst the undergraduate of Library and Information Science Schools in Nigerian universities.

Objectives of the Study

The objective of this study is aimed at:

1. Determining the effect of pedagogical approaches adopted for teaching and learning entrepreneurship education in Library and Information Science Schools in Nigerian Universities.
2. Identifying the effect of learning entrepreneurship education on students in Library and Information Science Schools in Nigerian Universities.

Hypothesis

The null hypothesis formulated for the study was:

Ho¹: There is no significant relationship between the Pedagogical Approaches to Teaching and Learning Entrepreneurship Education in the LIS Schools and the effect of Entrepreneurship Education on the LIS Students.

Literature Review

Entrepreneurship researchers have stressed that evaluation of entrepreneurship education and training is important for policy makers and educators to develop effective entrepreneurship education courses (Block & Stumpf, 1992; Curran & Stanworth, 1989). Some researchers measured the effect of entrepreneurship education in terms of how much entrepreneurship programs or courses benefit the society, such as in terms of technology transfer, new job opportunity, or assistance to local entrepreneurs (Henry, 2004). Others measured the impact through participants' satisfaction with the entrepreneurial programs or courses regarding innovation and their business performance (Henry, 2004).

Furthermore, some studies measured students' academic performance (e.g., GPAs) (Charney & Libecap, 2000). In the study of Vesper and Gartner (1997), the authors tried to cover possible indicators to measure the effectiveness of entrepreneurship education. They reported 18 possible evaluation criteria for ranking the quality of entrepreneurship programs. These criteria included courses offered, faculty publications, impact on community, exploits of alumni, innovations, alumni start-ups, outreach to scholars, competitions and awards won, years of activity, size of program, halo of school or university, magnitude of resources, alumni comments years later, size of undergraduate program, incoming student qualities, size of doctoral program, faculty start-ups and location.

Focusing on new venture creation, many researchers argued that there is a positive relationship between entrepreneurship education and start-up actions (Henry, 2004 & Kuratko 2005). Many studies have shown that entrepreneurship education affects the career choice of students and facilitates them to start up (Fleming, 1994). Clark, Davis & Harnish, (1984) reported that university students who had completed an

entrepreneurship course demonstrated higher level of intention to create a new firm.

In this study, entrepreneurship was considered as a general independent variable that links to venture creation and wealth creation. Similar findings have been supported in the literature. McMullan and Gillin (1998), claimed that individuals who took entrepreneurship courses possessed stronger intention to set up an own company at some point in their life than those who did not attend the courses. This was confirmed by others that entrepreneurship program facilitates individuals to business start-up and improves the venture growth and development (Price & Monroe, 1992).

It is also important to consider that not all students will be able to follow one particular way of teaching. Kuratko (2005) states “Educators are challenged with designing effective learning opportunities for entrepreneurship students.” So one could argue that in order to help with being able to offer the right programme to students then their input should be considered. According to Gibb (1996), “It is recognised that students themselves may have different preferred learning styles but that a key objective of training and education should

be to enrich their range of learning styles helping them to “learn to learn” in very different ways.”

Methodology

Survey design was adopted for this study and the population comprised of all the Universities recognized by the National Universities Commission (NUC) that are currently awarding a minimum of first degree in Library and Information Science in the Universities in North-West States of Nigeria. According to the NUC (2014), there are four (4) universities in the North-West States of Nigeria awarding a minimum of first degree in Library and Information Science. Two sampling techniques; proportionate sampling technique and the simple random sampling technique with replacement were used. Questionnaire was used as research instrument for data collection in this study. Software Package for Social Sciences (SPSS) was used, Descriptive and Inferential statistical methods were used to present the data collected and percentage also employed to analyse the data that related to the research questions. The hypothesis of the study was tested using the Pearson Product-Moment Correlation. Modified Likert scales used in the study comprised of five points rating;

SA (3.50-4.00), A (2.50-3.49), D (1.50-2.49), SD (1.00-1.49) and U (0.00-0.99).

Findings and Discussion

Out of the 312 copies of questionnaire distributed to both the academic staff and students in the two Universities studied Ahmadu Bello University, Zaria and Umaru Musa Yar’adua University, Katsina, 265 copies (85.0%) were returned.

Pedagogical Approaches Adopted for Teaching and Learning Entrepreneurship Education

The researchers sought to identify the approaches used for teaching and learning entrepreneurship education in the institutions studied. The data collected in this regard was analysed and presented in table 1 for academic staff and table 2 for students.

Table 1 Pedagogical approaches Adopted for Teaching Entrepreneurship Education in the LIS Schools Studied (Academic Staff)

S/N	Pedagogical Approaches	LIS Schools Studied								Total	
		ABU				UMYU					
		AP		NP		AP		NP			
		F	%	F	%	F	%	F	%	F	%
1.	Lecture method	6	85.7	1	14.3	9	75.0	3	25	19	100
2.	Learning by doing	5	71.4	2	28.6	4	33.3	8	66.7	19	100
3.	Problem based learning	0	0.0	7	100	2	16.7	10	83.3	19	100
4.	Co-operative learning	5	71.4	2	28.6	0	0.0	12	100	19	100
5.	Field trip	4	57.1	3	42.9	5	41.7	7	58.3	19	100
6.	Creative problem solving techniques	1	14.3	6	85.7	0	0.0	12	100	19	100
7.	Case study/discussion method	0	0.0	7	100	4	33.3	8	66.7	19	100
8.	Peer learning	0	0.0	7	100	0	0.0	12	100	19	100
9.	Project based learning	0	0.0	7	100	0	0.0	12	100	19	100
10.	Real world simulation	0	0.0	7	100	7	58.3	5	41.7	19	100
11.	E-learning	0	0.0	7	100	5	41.7	7	58.3	19	100
12.	Learning diaries, portfolios	0	0.0	7	100	0	0.0	12	100	19	100
13.	Experiential Learning	2	28.6	5	71.4	1	8.3	11	91.7	19	100

Key: (AP) Applied, (NP) Not Applied,

Using a minimum benchmark of 50% and above response scores, the table revealed that the most applied pedagogical approaches for teaching entrepreneurship

education with high impact in ABU were: Lecture Method, Learning by Doing, Co-operative Learning and Field Trip. On the other hand, those of UMYU were: Lecture

Method and Real World Simulation. The approaches with less important response scores of less than 50% were: Problem Based Learning, Creative Problem Solving Techniques, Case Study/Discussion Method, Peer Learning, Project Based Learning, E-learning, Learning Diaries and Portfolios and Experiential Learning. Basically, it can be argued that of the 5 pedagogical approaches adopted with high impact and all most prevalent in the LIS School studied were only 5.

It can be argued that the approaches used in the institutions studied were in line with what McKeown *et al.*, (2006) who found that most of the Higher Education Institution (HEI) programmes in the UK (86%) still use very traditional teaching and learning methods. Traditionally, entrepreneurship has been taught in classrooms using a didactic approach; well-known as “teacher centred” the students gain knowledge as the teacher is teaching.

Thus, it can be said that students in the LIS schools studied were taught in the traditional method that may not enable them to acquire the necessary entrepreneurial skills. The teaching of entrepreneurship education should adopt methodologies that will enable students to see all the dimensions associated with entrepreneurship. That learning theory is only one element of entrepreneurship education (Gibb, 1996).

This finding points to the need for the academic staff to diversify their approaches to teaching entrepreneurship education in their institutions. Gibb (1996) argued that in order to successfully teach entrepreneurship an “enterprising approach” needs to be employed by the teacher who is seen as a facilitator for students to learn from their mistakes. The teacher who follows this approach is responsive to students’ needs and sessions are flexible.

Table 2 Appropriateness of Pedagogical Approach for Learning Entrepreneurship Courses in LIS School Studied (Students)

S/ N	Pedagogical Approaches	LIS Schools Studied								Total	
		ABU				UMYU					
		Levels of Appropriateness				Levels of Appropriateness					
		ST				ST					
		AP		NP		AP		NP			
		F	%	F	%	F	%	F	%		
1.	Lecture method	86	53.0	76	47.0	51	60.8	33	39.2	246	100
2.	Learning by doing	151	93.2	11	6.8	84	100	0	0.0	246	100
3.	Problem based learning	157	97.0	5	3.0	70	83.3	14	16.7	246	100
4.	Co-operative learning	162	100	0	0.0	79	94.0	5	6.0	246	100
5.	Field trip	161	99.4	1	0.6	84	100	0	0.0	246	100
6.	Creative problem solving techniques	150	92.6	12	7.4	84	100	0	0.0	246	100
7.	Case study/discussion method	162	100	0	0.0	81	96.4	3	3.6	246	100
8.	Peer learning	158	97.5	4	2.5	55	64.5	29	34.5	246	100
9.	Project based learning	162	100	0	0.0	81	96.4	3	3.6	246	100
10.	Real world simulation	161	99.4	1	0.6	84	100	0	0.0	246	100
11.	E-learning	159	98.1	3	1.9	80	95.2	4	4.8	246	100
12.	Learning diaries, portfolios	162	100	0	0.0	84	100	0	0.0	246	100
13.	Experiential Learning	161	99.4	1	0.6	84	100	0	0.0	246	100

Key: (AP) Appropriate, (NP) Not Appropriate, (ST) Students

The table 2 showed that all the students’ respondents from the two LIS Schools Studied are in agreement with the appropriateness of the 13 pedagogical approaches for learning entrepreneurship education in their Schools.

In support of the students’ position, Mohammed (2015) argued that, “teacher centred” approach is "inappropriate" in the teaching of entrepreneurship education, because the teacher centred methodology of

education breeds students over-dependence on the teacher. It has negative consequences on the students’ independent capacity and competence to explore, create, innovate, introduce, modify and improve upon what was taught by the teacher who may stylistically be seen as being autocratic and unwilling to accept from the students anything extra other than what was taught and discussed in the class.

However, for effectiveness, teachers may have to use an array of teaching strategies because there is no single universal approach that suits all situations. According to Monaranjan et al, (2013), different strategies may be used in different combinations with different groups of students to improve their learning outcomes. Also, some teaching strategies are better suited to teaching certain skills and fields of knowledge than are others. Also, some strategies are better suited to certain student's backgrounds, learning styles and abilities.

Effect of Entrepreneurship Education on LIS Students Studied

The researchers attempted to find out the extent of agreement with the effect of learning entrepreneurship education course on students. A bench mark of 50% response rate was considered significant, 30% to 49% as less significant and less than 30% as not significant. Thus, the respondents were asked to indicate the level of their agreement or disagreement from the options provided in table 3.

Table 3. Effect of Entrepreneurship Education on LIS Students

S/N	Effects	LIS Schools Studied													
		ABU						UMYU							
		Levels of Agreement						Levels of Agreement							
		A		U		D		A		U		D			
F	%	F	%	F	%	F	%	F	%	F	%	F	%		
1	The entrepreneurship course increases my understanding of the attitudes of entrepreneurs (i.e., how they view entrepreneurship & why they act).	130	76.9	11	6.5	28	16.5	40	41.6	13	13.5	43	44.7	265	100
2	The entrepreneurship course increases my understanding of the importance of entrepreneurship to both the society and the individuals.	138	81.6	11	6.5	20	11.8	42	43.7	13	13.5	41	42.7	265	100
3	The entrepreneurship course increases my understanding of the personal characteristics of entrepreneurs (e.g., risk-taking, innovation, etc.).	120	71.0	22	13.0	27	15.9	61	63.5	12	12.5	23	23.9	265	100
4	The entrepreneurship course gives me a sense that entrepreneurship is achievable.	80	47.3	33	19.5	56	33.1	59	61.4	3	3.1	34	35.4	265	100
5	The entrepreneurship course increases my understanding of the motives of engaging in entrepreneurial activities (e.g., money, self-achievement, social status, etc.).	75	44.3	36	21.3	58	34.3	56	58.3	10	10.4	30	31.2	265	100
6	The entrepreneurship course increases my understanding of generating innovative ideas.	63	37.3	35	20.7	71	42.0	57	59.3	9	9.3	30	31.2	265	100
7	The entrepreneurship course increases my understanding of financial preparation for entrepreneurial ventures.	85	50.2	33	19.5	51	30.1	55	57.2	4	4.1	37	38.5	265	100
8	The entrepreneurship course increases my understanding of planning a business.	71	42.0	37	21.8	61	36.0	56	58.3	12	12.5	28	29.1	265	100
9	The entrepreneurship course increases my understanding of market research for entrepreneurial ventures.	90	53.2	29	17.1	50	29.5	40	41.6	21	21.8	35	36.4	265	100
10	The entrepreneurship course enhances my ability to develop networks (e.g., obtaining useful advice/information from professors, guest speakers or classmates).	125	73.9	18	10.6	26	15.3	59	61.4	13	13.5	24	25.0	265	100
11	The creative atmosphere in the entrepreneurship class inspires my entrepreneurial mind.	79	46.7	24	14.2	66	39.1	59	61.4	7	7.2	30	31.2	265	100
12	Views of the professors inspire my entrepreneurial mind.	114	67.4	40	23.6	15	8.8	48	50.0	11	11.5	37	38.5	265	100
13	Views of external speakers inspire my entrepreneurial mind.	122	72.1	20	11.8	27	15.9	60	62.5	15	15.6	21	21.8	265	100
14	Successful stories of local entrepreneurs inspire my entrepreneurial mind.	121	71.5	20	11.8	28	16.5	59	61.4	15	15.6	22	22.9	265	100
15	The entrepreneurship experience of the entrepreneurs enhances my understanding of the entrepreneurial process.	120	71.0	21	12.4	28	16.5	60	62.5	13	13.5	23	23.9	265	100
16	The entrepreneurship course enhances my skills to develop a business plan.	83	49.1	33	19.5	53	31.3	58	60.4	3	3.1	35	36.4	265	100
17	The course enhances my skills to handle an entrepreneurship project.	75	44.3	38	22.4	56	33.1	56	58.3	11	11.5	29	30.2	265	100
18	The entrepreneurship course enhances my skills to deal with the risks and uncertainties.	64	37.8	34	20.1	71	42.0	57	59.3	9	9.3	30	31.2	265	100
19	The entrepreneurship course enhances my skills to allocate resources (e.g., money, personnel, time etc.).	86	50.8	33	19.5	50	29.5	56	58.3	3	3.1	37	38.5	265	100
20	The entrepreneurship course enhances my ability to identify a business opportunity.	70	41.4	38	22.4	61	36.0	56	58.3	10	10.4	30	31.2	265	100
21	Entrepreneurship education in higher education leads to more start-up ventures and more economic growth.	80	47.3	29	17.1	60	35.5	40	41.6	21	21.8	35	36.4	265	100

KEY: A= Agree Merged with Strongly Agree, U= Undecided, D= Disagree Merged with Strongly Disagree

Table 3 showed the entrepreneurship education course with significant effects on students in both Ahmadu Bello University, Zaria and Umaru Musa Yar'adua University Katsina with response scores of 50% and above were: The entrepreneurship course increases my understanding of the personal characteristics of entrepreneurs (e.g., risk-taking, innovation, etc.);The entrepreneurship course increases my understanding of financial preparation for entrepreneurial ventures; The entrepreneurship course enhances my ability to develop networks (e.g., obtaining useful advice/information from professors, guest speakers or classmates); The Views of the professors inspire my entrepreneurial mind; The Views of external speakers inspire my entrepreneurial mind; Successful stories of local entrepreneurs inspire my entrepreneurial mind; The entrepreneurship experience of the entrepreneurs enhances my understanding of the entrepreneurial process; and the entrepreneurship course enhances my skills to allocate resources (e.g., money, personnel, time etc.).

Specifically, the effect of learning entrepreneurship education course on ABU students alone apart from the above listed effects were: The entrepreneurship course

increases my understanding of the attitudes of entrepreneurs (i.e., how they view entrepreneurship and why they act); The entrepreneurship course increases my understanding of the importance of entrepreneurship to both the society and the individuals; and the entrepreneurship course increases my understanding of market research for entrepreneurial ventures. In like manner, in the Umaru Musa Yar'adua University Katsina the effects were that: The creative atmosphere in the entrepreneurship class inspires my entrepreneurial mind; The entrepreneurship course enhances my skills to develop a business plan; The course enhances my skills to handle an entrepreneurship project; The entrepreneurship course enhances my skills to deal with the risks and uncertainties and The entrepreneurship course enhances my ability to identify a business opportunity. These can be said to have significant effects on the respondents.

Inferential Analysis

The data analysed in this section was based on the data collected with respect to the null hypothesis raised in the study. It was tested using Pearson Product-Moment Correlation Coefficient. The researcher used 0.05 as the level of significance for testing the

hypothesis. This was because the research involved human beings and the 0.05 level of significance is generally accepted due to likely human error that may be involved. The findings are presented as follows.

The result of the hypothesis tested showed that:

Ho¹: There is no significant relationship between the pedagogical approaches to teaching and learning entrepreneurship education in LIS Schools and the effect of entrepreneurship education on the LIS Students.

Table 4. Analysis of Relationship between Pedagogical Approaches and the Effect of Entrepreneurship Education on the LIS Students

Variables	Mean	Std. Dev.	N	DF	r	P
Pedagogical Approaches	29.2604	14.57154	265	263	-0.135	0.028
Effect of Entrepreneurship Education	40.1585	28.31100	265	263		

From the table 4, Pearson correlation coefficient is $r = -0.135$, p value is 0.028, the alpha used was 0.05. From this analysis, p value is less than alpha; hence the null hypothesis two is rejected.

To test this hypothesis, the Pearson Product Moment Correlation Coefficient (PPMC) technique was used. The summary was contained in Table 4 from which, the calculated value ($r = -0.135$) was significant at $\alpha = 0.05$ with $df = 10.8$.

The result in the table 4. revealed that pedagogical approaches are significantly correlated with the Effect of Entrepreneurship Education on the LIS students. This is indicated by an observed correlation coefficient of 0.135 compared to the critical value of 0.028 for the same degree of freedom at 0.051 significant level ($P < 0.05$). By these observations, the null hypothesis that there is no significant relationship between the pedagogical approaches to teaching and learning

entrepreneurship education in LIS Schools and the effect on the Students is therefore rejected. . However, on the assertion of European Commission (2016), new teaching methods and multidisciplinary business content and experiential approaches need to be integrated into the basic training of entrepreneurship education that students receive.

Findings

1. The approaches used in teaching and learning entrepreneurship education in the LIS schools studied were: Lecture method, learning by doing and co-operative learning, Real World Simulation, and field trip in both Ahmadu Bello University; Zaria and Umaru Musa Yar'adua University Katsina.

2. The appropriate approaches for learning entrepreneurship education in Ahmadu Bello University, Zaria and Umaru Musa Yar'adua University Katsina as indicated by the respondents (students) were: Lecture method, learning by doing, problem based learning, co-operative learning, field trip, creative problem solving techniques, case study/discussion method, peer learning, project based learning, real world simulation, e-learning, learning diaries, portfolios and experiential learning. Whereas, the academic staff responses in the

two institutions studied indicated the following as appropriate: Lecture method, learning by doing, co-operative learning, real World simulation and field trip.

3. The effect of learning entrepreneurship education course on the students in both Ahmadu Bello University; Zaria and Umaru Musa Yar'adua University, Katsina were: The entrepreneurship course increases my understanding of the personal characteristics of entrepreneurs (e.g., risk-taking, innovation, etc.);The entrepreneurship course increases my understanding of financial preparation for entrepreneurial ventures; The entrepreneurship course enhances my ability to develop networks (e.g., obtaining useful advice/information from professors, guest speakers or classmates); The entrepreneurship experience of the entrepreneurs enhances my understanding of the entrepreneurial process; and the entrepreneurship course enhances my skills to allocate resources (e.g., money, personnel, time etc.) etc.

The result of the hypothesis tested showed that:

There is significant relationship between the pedagogical approaches to teaching and learning entrepreneurship education and the

effect of entrepreneurship education on the LIS Students studied.

Recommendations

From the findings of the study the following recommendations are proposed.

1. For effectiveness, the academic staff (lecturers) need to adopt different teaching strategies for entrepreneurship education for students learning. Thus, the following strategies have been suggested: Problem based learning, creative problem solving techniques, case study/discussion method, Peer learning, project based learning, e-learning, learning diaries, portfolios and experiential learning.
2. That entrepreneurial education was found to be effective in enhancing the students' skills to allocate resources (e.g., money, personnel, time etc.), and their understanding of financial preparation for entrepreneurial ventures. Therefore, financial aid should be advanced to the graduates of LIS schools to enable them kick start their businesses in order to be self-reliant and create jobs.

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