

ATTITUDE OF STUDENTS TOWARDS ENTREPRENEURSHIP THROUGH PEDAGOGY IN NIGERIA: A CRITICAL ANALYSIS AND REFLECTION

ADEDAYO R. AGBONNA*¹,

Department of Business Administration and Marketing,
School of Management Sciences, Babcock University, Nigeria.

NNALE, MAGAJI*³

Department of Business Administration and Marketing,
School of Management Sciences, Babcock University, Nigeria.

OLALEKAN A. ASHIKIA,*²

Department of Business Administration and Marketing,
School of Management Sciences, Babcock University, Nigeria.

ABSTRACT:

This paper looked into pedagogy as a tool for arousing positive attitude toward entrepreneurship. The work considered all federal universities in South-West, Nigeria. The population of the study consisted of 25,443 fourth year students of all federal universities in South-West Nigeria. A sample of 1673 students in their fourth year was used in the study. The study adopted stratified random sampling technique and a structured questionnaire with 6-point Likert scale was used for data collection. Result of the study showed that pedagogy is positively significant to attitude towards entrepreneurship of students of the selected Universities. The study suggests that to promote positive attitude towards entrepreneurship of university undergraduate, innovative pedagogies should be adopted in the teaching of entrepreneurship in the universities in Nigeria. The aforementioned promotes graduate employment and economic growth.

KEYWORDS: Pedagogy, Attitude, Entrepreneurship, Economic growth.

INTRODUCTION:

Nigeria as a developing economy is highly informal and has low absorption capacity for educated individuals into formal employment. The colonial era had made Nigerians to lose the culture of being self-reliant and self-employed because Nigerian youths were made to adopt western-style of formal education without option. This age long formal education in the colonial era, has been inherited from one generation to another in Nigeria hence university graduates have being job seekers instead of being employers of labour. Graduate unemployment problem has been on the high side especially, with huge turnout of educated individuals into the labour force on yearly basis. Despite, the fact that universities offer entrepreneurship as a compulsory

general course while some universities offer Bachelor degree in entrepreneurship university undergraduates still lack positive attitude towards entrepreneurship which is evident in the dimension at which high rate of graduate unemployment is increasing. This is indicated in the data from the National Bureau of statistics which shows that the rate of the total unemployment ranges in Nigeria from year 2015-2017 ranges from 6.4% to 18.8%. This is worrisome and alarming and detrimental to the economy of Nigeria. This accounts for why Nigeria ministry of education in 2007 made entrepreneurship a compulsory requisite for graduation on the premise that it will provide students with a well rounded education in terms of knowledge, skill, techniques and values needed to produce self-reliant individual who can create employment anywhere in the world. This gives rise to the need for entrepreneurship to impact into students the positive attitude towards entrepreneurship for value job creation. The foregoing accounts for Oluwasanya, Dawodu, Peters and Awobotu, (2016) position that the introduction of entrepreneurship education into the universities has better repositioning of the universities producing individuals with capacities to pursue entrepreneurial behaviours, skills and attributes in different context.

Attitude towards entrepreneurship has been seen as the extent to which one perceives entrepreneurial behavior and its consequences as beneficial and valuable. Entrepreneurship has become a major factor in promoting economic virtues (Babangida & Judith, 2017). Prominent among its contributions are reduction of graduate unemployment, creation of a personal business, independence, having all the profits to oneself, complete control and decision-making power over the business. Independence would have a major effect on attitude, and therefore act as motivators on entrepreneurial decision. Therefore, individuals with positive attitude towards entrepreneurship has

motivation and ability to get involved in entrepreneurial activities (Fasla, 2017) and perceive more opportunities where others consider the situation as a threat or risk, set more challenging goals, exert more effort and perseverance to achieve their vision and cope with challenges and crises associated with entrepreneurship (Zhai, Sun, Tsai, Wang & Zhao, 2018). It promotes achievement, in creating new venture, Innovation, acting upon business incentives, having perception of personal control, Perceived self esteem, perceived competence in operating business above all having positive attitude towards entrepreneurship enables one to cope with uncertainties and challenges of the whole entrepreneurship process (Tao, Arturo, and Alexander 2017; Jale & Sadagopan, 2017). It is highlighted by different authors that entrepreneurs associate the creation of a personal enterprises with independence and economic rewards (Abraham, 2015; Lafortune, Jlio, & Tessada, 2017; Khursheed, 2017).

The negative attitudes towards entrepreneurship of university undergraduates in Nigeria has brought about a persistent high rate of graduate unemployment (Adebayo & Kavoos, 2016). Unemployment statistics of university graduates from the National Bureau of Statistics shows that as at January 2015 to July 2017 the rate of unemployment of university graduates ranges from 11.7% to 33.1%. This was considered detrimental to Nigeria as a developing nation which is in need of a promising economic growth. In spite of being taught with different pedagogies of entrepreneurship, the different entrepreneurship pedagogies have failed to develop the attitude of graduate towards entrepreneurship because of the ambiguity of pedagogical entrepreneurship policy. This has led to the high rate of university graduates unemployment in Nigeria.

Pedagogy has being classified into two categories (Daniele, 2018; Fatoki, 2015, Fox, Pittaway & Ikenna, 2018) as traditional pedagogy also known as the passive method include lectures, seminars, business plan, project works and non-traditional pedagogy also known as innovative pedagogy which is also regarded as the active methods which are more action-based. For a particular pedagogy to be appropriate it has to be in conformity with the characteristic of the learner coupled with the type of learning it is supposed to achieve. Pedagogy is advantageous by helping people to learn (Fernando, 2018) from a similar context, Kurakto and Morris (2018) contend that pedagogy has an organized and logical ways used to provide consistent lessons with goals and contents which should be tailored toward the need of the learners. It is effective in providing new

information and clarifying existing information to a large group in a short period of time (Keramat, Rahmatalahi, & Jafar, 2015) and also serves as a good means that can be used to cover concepts principles and systems. It is used to lay a foundation for subsequent activities in the process of passing knowledge and stimulates learners' interest in future study (Lucy & Terresia, 2017).

Prominent among the benefits of the pedagogies of entrepreneurship are its ability to instill good communication between students and teachers and between students which is important for boosting the confidence of the students (Owotunse, 2018). Furthermore, Kurakto and Morris (2018) suggest that a good communication makes students good communicators and teacher also feel fulfilled after getting feedback from the students; pedagogies shapes the minds of students; it makes students to learn what they need in order to succeed in real world and it makes students to focus on the course at hand (Babangida & Judith, 2017). Pedagogies, as highlighted by Bhowmmilk, Roy, and Banerjee (2015) have been tried and tested but it is still faced with some inadequacies particularly with the advent of new diverse technology which has made learning more fun and interactive.

Several studies (Aries, Gusti, Insih, & Zuhdan, 2016; Bonnie, Dianne, Yuchin, & William 2015; Haara, Jenssen, Fossoy, & Odegard, 2016; Kurakto & Morris, 2018; Munawaroh, 2017) exist on pedagogy and attitude towards entrepreneurship in conjunction with other variables however, the volume of available literature on the effect of pedagogy on attitude toward entrepreneurship in both developing and developed nations (Abbas & Zaidatol, 2016; Adedeji & Mohammed, 2018; Amari & Abbes, 2016, Bhowmmilk, Roy, & Banerjee, 2015; Borup, Hautala, Purg, & Rimkuniene, 2016; Brian & Norman, 2016; Fernando, 2018; Lesley, 2016; Lucy & Teresia, 2017; Reyes & Manipol, 2015; Mynavathi, Vinnarasi, Muthu, Anson, Mary, & Shankar, 2018) have shown that the gaps have not been fully addressed. The foregoing implies a gap in the research concerning the effect of pedagogy on attitude toward entrepreneurship in federal universities in South-West Nigeria. Furthermore, in Nigeria, Joint Admission Matriculation Board Statistics (2016) shows that 2,105,885 candidates were admitted into the universities in Nigeria between 2010 and 2015. All these students have been exposed to entrepreneurship through different pedagogies. But in spite of the different entrepreneurship pedagogy used to teach these students in order to instill and arouse their positive attitude towards entrepreneurship, the rate of unemployment of the university graduates has been increasing which is reflected in the rate of the venture

creation in Nigeria according to SMEDAN (2013) that 0.23% is the rate of business creation coupled with the fact that SMEs created jobs representing 0.19% this shows that the pedagogies of entrepreneurship that have been used to teach the students have failed to develop positive attitude towards entrepreneurship in them. In the light of the foregoing, this study examined the effect of pedagogy on attitude toward entrepreneurship in federal universities in South-West Nigeria.

LITERATURE REVIEW:

PEDAGOGY:

Pedagogy is the act of helping people to learn (Frode, Eirik, Ingrid, & Inger, 2016; Munawaroh, 2017). On the other hand (Bonnie, Dianne, Yuchin, & William, 2015; Kurakto & Morris, 2018; Lesley, 2016; Lucy & Teresia, 2017) submit that pedagogy is a practice-based suppositions of workable learning, pedagogy and practice especially as an academic subject. Furthermore, the submission of (Keramat, Rahmatalahi, & Jafar, 2015; Fernando, 2018) take culture and values into consideration while defining pedagogy which is the bedrock of any context and they identified pedagogy as learning, teaching and development that is influenced by the cultural, social and political values. Moreover, Fatoki (2015) defined pedagogy as an organized and logical ways used to provide consistent lessons with goals and contents which should be tailored toward the need of the learners.

ATTITUDE TOWARD ENTREPRENEURSHIP:

Authors have defined attitude in various respects, however, the elements that constitute these definitions are similar and complementary. Generally, the behavior of an individual is greatly determined by his/her attitude. It is a tendency to act or react in a certain manner when confronted with certain stimuli and has also been defined as a feeling or evaluative reaction to an idea, objective or situation (Babangida & Judith, 2017) which depicts how positive or negative, favourable or unfavourable a person feels towards that particular idea, object or situation in question (Rashmi & Chennai, 2018). Recent development in the various fields of study on attitude, view attitude as multidimensional in nature as opposed to the uni-dimensional emphasis explain earlier. According to Norasmah and Siti (2017) attitude is a posture, gesture, disposition of an individual. Furthermore, in the words of Recber, Isikasal, and Koc (2018) attitude is the overall behavior or act of an individual's body and mind before a certain fact or situation. This definition is more valid than that of Norasmah and Siti (2017) because it laid emphasis on overall attitude (body and mind) of an individual which

is seen to be a function of the strength of each of a number of beliefs the person hold about the various aspects or attributes of an idea, object or situation; the evaluation the person gives to each belief as it relates to the idea or object in question. Moreover, (Abubarkar, 2016; Karim & Venkataiah, 2016; Khursheed, 2017) submit that attitude is the way a person or an individual's behaviour is determined and the degree to which an individual has favourable or unfavourable assessments of the behaviour in question. The position of these authors lays emphasis on feeling or a reaction in response to an idea or objective on the part of an individual to respond positively or negatively to some object, situation, concept or another person. Whereas Pulka, Rikwentshe, and Ibrahim (2015) defined attitude as predisposition learned to respond in a consistent manner to a social object furthermore in Social Psychology, attitude constitute valuable elements for the prediction of behavior. The authors went further that attitude can be cognitive, affective and behavioural. The definition of these authors supersedes that of the foregoing because of the inclusion of all the constructs of attitude into the definition. Cognitive component of attitude is all about an individual's belief thought and knowledge.

In congruence Researchers, (Abubarkar, 2016; Adefokun, Edebor, & Obera, 2018; Karim & Venkataiah, 2016; Khursheed, 2017; Salgado & Sumaya, 2016; Valencia-Arias, Montoyah, & Montoyah, 2018) describe attitude towards entrepreneurship as the favourable or unfavourable attitude towards in entrepreneurial activity which is a function of an individual's held beliefs on those attributes associated with entrepreneurship. These authors' definition has more substance than that of Global Entrepreneurship Monitor as cited in Muresan, Chiciudean, Atron, Harun, and Porutiu (2017). The attitude of individuals to get involved in the field of entrepreneurship is driven by a number of factors categorized as push factors and pull factors. (Norman, Douglas, Takaruza & Morgen, 2017).

PEDAGOGY AND ATTITUDE TOWARDS ENTREPRENEURSHIP:

The traditions of educations across the world have been rooted in mass instruction technique as means of pedagogy. As an academic subject, pedagogy has been explored by scholars but the results have been inconclusive (Bonnie, Dianne, Yuchin, & William, 2015). Empirically, the nexus between pedagogy and attitude towards entrepreneurship has been documented in literature such as (Abbas & Zaidatol, 2016 Fernando, 2018; Lesley, 2016; Munawaroh, 2017; Reyes & Manipol, 2015) who have investigated pedagogy on attitude

towards entrepreneurship in different context, statistical tools and data with divergent results. Nevertheless, the empirical results show that pedagogy has positive effect on attitude towards entrepreneurship. The studies found that entrepreneurship pedagogy is associated with changes in attitude towards entrepreneurship as proper pedagogy is matched with the student-centered approach. In congruence, the study of Karen, 2016; Lucy and Teresia (2017) examined the pedagogy of entrepreneurship and its contribution in creating entrepreneurship attitude a study from Kenya. The study found that good pedagogy used to teach entrepreneurship brings about positive attitude towards entrepreneurship. This is corroborated by the study of Abbas and Zaidatol (2016) who found that innovative pedagogy is positively related to students' attitude towards entrepreneurship. Not far from the foregoing, Bhowmmilk, Roy, & Banerjee, 2015; Mynavathi, Vinnarasi, Muthu, Anson, Mary, & Shankar, 2018; Borup, Hautala, Purg, & Rimkuniene (2016) found that application of diverse innovative pedagogies in entrepreneurship can assist students in developing positive attitude towards entrepreneurship. However, the study of Adedeji and Mohammed (2018) investigated pedagogy and attitude towards entrepreneurship. The result of the study revealed that pedagogy of entrepreneurship is positively related to positive attitude towards entrepreneurship. In consistence, the findings of Amari and Abbes (2016) whose study found a positive relationship of students' entrepreneurship attitude on the type of pedagogical instructions the students received. These support the position of Bonnie, Dianne, Yuchin, and William, (2015) who studied pedagogical methods and students' attitude towards entrepreneurship. The study found that there is a significant dependence between pedagogy and students' attitude towards entrepreneurship. In congruence, Munawaroh (2017) examined quantitatively the influence of pedagogy and learning environment to the students learning achievement of entrepreneurship at vocational school. The study adopted survey research design, the table of sample size determination moreover the study found that pedagogy is positively related to Student's learning achievement of entrepreneurship subjects which also influence students' attitude towards entrepreneurship. Away from the foregoing, Reyes and Manipol (2015) investigated the relationship between students' attitude towards entrepreneurship on the type of pedagogical instructions. The study found a negative relationship between pedagogy and attitude towards entrepreneurship. In the light of the foregoing, Brian and Norma (2016) found a negative relationship between

pedagogy and attitude towards entrepreneurship of students.

METHODOLOGY:

This study adopted survey research design which facilitates the use of a structured research instrument in obtaining data for the analysis that is to collect detailed and factual information that describes an existing phenomenon. The adoption of this design is consistent with the studies of (Abbas & Zaidatol, 2016; Bonnie, Dianne, Yuchin, & William, 2015; Fernando, 2018; Lesley, 2016; Munawaroh, 2017; Reyes & Manipol, 2015). The population of the study was 400 level students of all federal universities in South-West, Nigeria which was 25,443 as at 2018 February. The study employed table of sample size determination developed by Krejcie and Morgan in 1970 and obtained from Research Advisor (2006). At 0.05 margin error and 95% confidence level for each of the universities for the study. This table helps the researcher to determine the required sample size for this study which amounts to one thousand six hundred and seventy three (1673) respondents as the sample size. Stratified random sampling techniques has been chosen for this study because it brings categorization into focus and it is more superior to other random sampling and for good representation and yields more efficient result. Primary data will be collected through questionnaires. The justification of using questionnaire is for its high response rate and minimum intervention bias from the researcher also for an efficient and accurate accessing of information. The results of Kaiser-Meyer-Olkin measures (KMO) on the instrument for the variables were found to be greater than 0.5 and not above 1, hence acceptable indices. On the other side, the Bartlett's Test of Sphericity had p-values = 0.000 for all the variables which are less than 0.05. From the results of Bartlett's Test of Sphericity, it can be concluded that the factors were valid and suitable as there would be high significant correlation between the variables in the study. KMO and Bartlett's Test is a condition for carrying out. Data treatment as a pre-diagnostic test shows that no collinear relationship exist among the explanatory variables, the Kolmogorov-Smirnov test conducted shows that the series was normally distributed, and there is a linear relationship between the independent variable and the dependent variable.

MODEL SPECIFICATION:

Following the objectives of this study the dependent and independent variables were factored into a functional equation. Attitude toward entrepreneurship is the dependent variable while pedagogy is the

independent and the following equation was established and tested.

$$ATTENT = \alpha_0 + \beta_1 PG + \mu_i \dots \dots \dots (1)$$

Where: ATTENT-Attitude toward entrepreneurship

α_0 = Intercept

β_1 =Coefficient of the explanatory variable

PG= Pedagogy

μ = Error Term

MEASURES:

INDEPENDENT VARIABLE:

In this present study the appropriateness of pedagogy used a scale of the work of (Abbas et.al, 2016; Munawaro, 2017; Mynavathi et.al, 2018) it includes 11 items with six-point likert-type response scale of very high (6) to very low (1). Respondents will be asked to rate the usage of the following pedagogies in their universities Lecture, group assignments, multimedia presentations, seminar, case study, practical assignment, role model, recorded video, business simulation, business plan, and visit to business organization.

DEPENDENT VARIABLE:

Dependent variable of the study is attitude towards entrepreneurship. Three items will be used at six point Likert scale to measure the attitude of undergraduates towards entrepreneurship using the scale of the model of Adapted from Bonnie, Dianne, Yuchin, and William (2015) using 6 likert scale with three constructs which are cognitive attitude, affective attitude and behavioral attitude.

APRIORI EXPECTATION:

In this study negative or positive effect is expected between pedagogy and attitude toward entrepreneurship.

4.1 Results and discussion of findings

Model Summary for Regression Analysis for effect of pedagogy on attitude toward Entrepreneurship.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-12.465	.906		-13.756	.000
	Pedagogy	1.244	.016	.871	76.784	.000

R = 0.871; R² = 0.759; F(1,1875) = 5895.815, p<0.05

DEPENDENT VARIABLE: ATTITUDE TOWARD ENTREPRENEURSHIP:

Regression analysis to show effect of pedagogy on attitude toward entrepreneurship of students of all federal universities in South-West, Nigeria. The table shows the Unstandardized coefficient of pedagogy to be

1.244 ($\beta = 1.244$, $p = 0.000$) meaning that pedagogy have statistically significantly effect on attitude toward entrepreneurship of students of all federal universities in South-West, Nigeria. This is further shown as F = 5895.815 and p-value of 0.000 which is less than the adopted level of significance 0.05). This shows that pedagogy were significant predictor of attitude toward entrepreneurship according to undergraduate students. The Table shows that there is a high correlation (R = 0.871) between pedagogy and attitude toward entrepreneurship. Further evidenced is the fact that the percentage of variance in attitude toward entrepreneurship explained by pedagogy is about 75.9%. This shows that pedagogy accounts for 75.9% of the variations in attitude toward entrepreneurship. The resulting regression model from the analysis was given by:

$$ATTENT = -12.465 + 1.244PG \dots \dots \dots \text{Equation (1)}$$

Where:

ATTENT = Attitude toward entrepreneurship

PG = Pedagogy

From the regression model, taking all factors constant at zero, Attitude toward entrepreneurship of students was -12.465. The regression coefficient of pedagogy was 1.244, which implies that a unit increase in pedagogy would lead to 1.244 increase in attitude toward entrepreneurship of students. The significant value is less than 0.05.

With respect to the pedagogy used in the universities, the survey results from this study shows that Universities are rated high in Lecture method of teaching, followed by Individual assignment also the study revealed that the use of practical pedagogy of entrepreneurship is extremely interesting sequel to this government through the Federal ministry of education should design specific and practical entrepreneurial courses to be taught with practical method of teaching entrepreneurship education aspects of co-curricular programs which will take place outside the classrooms and should not be heavily classroom academic exercises but hand-on learning along with the emphasis on business competencies and like leadership skills and entrepreneurial skill and many more.

DISCUSSIONS OF RESULTS:

With respect to the pedagogies used in teaching entrepreneurship in the federal universities in South-West Nigeria, the survey results from the study shows that universities are rated high in lecturers type of pedagogy, followed by Individual assignment, the study revealed that the use of practical method of teaching entrepreneurship education is on the average sequel to

this government through the Federal ministry of education should design specific and practical entrepreneurial courses to be taught with practical method of teaching entrepreneurship education aspects of co-curricular programs which will take place outside the classrooms and should not be heavily classroom academic exercises but hand-on learning along with the emphasis on business competencies and like leadership skills and entrepreneurial skill and many more. The Use of recorded video and Industrial placement/internship were rated equally and the least used pedagogy as shown by their mean scores compared to other scores. Industrial placement/Internship programmes are eye openers for would be entrepreneurs is but the study revealed that the use of internship is rated low Universities in Nigeria should make internship a compulsory programme to all students offering entrepreneurship. The finding is in agreement with (Abbas & Zaidatol, 2016; Fernando, 2018; Lesley, 2016; Munawaroh, 2017; Reyes & Manipol, 2015). Lesley (2016) examined pedagogy and attitude towards entrepreneurship. The studies found that entrepreneurship pedagogy is associated with changes in attitude towards entrepreneurship as proper pedagogy is matched with the student-centered approach. In congruence, the study of Karen, 2016; Lucy and Teresia (2017) examined the pedagogy of entrepreneurship and its contribution in creating entrepreneurship attitude a study from Kenya. The study found that good pedagogy used to teach entrepreneurship brings about positive attitude towards entrepreneurship. This is corroborated by the study of Abbas and Zaidatol (2016) who found that innovative pedagogy is positively related to students' attitude towards entrepreneurship. Not far from the foregoing, Bhowmmilk, Roy, & Banerjee, 2015; Mynavathi, Vinnarasi, Muthu, Anson, Mary, & Shankar, 2018; Borup, Hautala, Purg, & Rimkuniene (2016) found that application of diverse innovative pedagogies in entrepreneurship can assist students in developing positive attitude towards entrepreneurship. However, the study of Adedeji and Mohammed (2018) investigated pedagogy and attitude towards entrepreneurship. The result of the study revealed that pedagogy of entrepreneurship but it is in contrast with the studies of Reyes and Manipol (2015) who investigated the relationship between students' attitude towards entrepreneurship on the type of pedagogical instructions. The study found a negative relationship between pedagogy and attitude towards entrepreneurship and with the study of Brian and Norma (2016) who found a negative relationship between

pedagogy and attitude towards entrepreneurship of students.

CONCLUSION AND RECOMMENDATION:

This study examined the effect of pedagogy and attitude towards entrepreneurship of undergraduates in all federal universities in South West Nigeria. The study provides theoretical and statistical evidences that pedagogy affects attitude toward entrepreneurship in federal universities in South West, Nigeria. Furthermore, the study on the basis of its finding as discussed above concludes that pedagogy is positively significant to attitude toward entrepreneurship. Sequel to the findings of this study, it is recommended that a train the trainers programme should be organized for faculty members of universities tutoring entrepreneurship education this can make available to them modalities on how to be innovative in teaching entrepreneurship education in educational institutions. In doing so the faculty members will be encouraged to perform very well, also the faculty members are to be encouraged to attend seminars and workshops on entrepreneurship in order to equip them with innovative methods all necessary training needed to teach entrepreneurship education.

REFERENCES:

- 1) Abubakar, A.S. (2016). Self-efficacy and attitude of undergraduate students towards entrepreneurship education. *International Journal of Educational Benchmark*, 5(2), 120-129.
- 2) Abbas, S. D., & Zaidatol, A. L. P. (2016). Application of innovative teaching methods in teaching of entrepreneurship. *Journal of Entrepreneurship*, 8 (3), 82-97.
- 3) Abraham, A. (2015). Attitudes of undergraduate students towards entrepreneurship in Ethiopian public universities. *International Journal of Business and Management Review*, 3(7), 1-10.
- 4) Adebayo, G.S., & Kavooos, M. (2016). The present attitude of African youth towards entrepreneurship. *International Journal of Small Business and Entrepreneurship Research*, 4(1), 21-38.
- 5) Adedeji, B.S., & Mohammad, M.R (2018). Innovative teaching methods and attitude towards entrepreneurship. *Journal of Business Economics and Management*, 10 (1), 1806-1813.
- 6) Adefokun, S. I., Edebor, F., & Obera, A. V. (2018). Students' attitude towards entrepreneurial study for the purpose of becoming self-employed: Implications for behaviour modification and counselling services. *International Journal of*

- Economics, Business and Management Research, 2(1), 256-275.
- 7) Amari, F., & Abbes, K. (2016). The relationship between pedagogy and attitude of students towards entrepreneurship. *Research Journal of Business and Economics*, 4(1), 1-11.
- 8) Aries, A. I., Gusti, P. S., Insih, W., & Zuhdan, K. P. (2016). Improving students' attitude towards entrepreneurship through local potential pottery and furniture of Jepara. *International Journal of Management*, 5(7), 51-61.
- 9) Babangida, N., & Judith, G. (2017). Unravelling the conundrum of attitude towards entrepreneurship education and entrepreneurial characteristics. *Research Journal of Business and Economics*, 4(1), 1-11.
- 10) Bhowmmilk, M., Roy, B.B., & Banerjee, J. (2015). Role of pedagogy in effective teaching. *Basic Research Journals of Education Research and Review*, 2(1), 1-5.
- 11) Bonnie, C., Dianne, H.B.W., Yuchin, J. H., & William, T. (2015). What pedagogical methods impact of teaching entrepreneurship for arousal of attitude towards entrepreneurship. *Journal of Small Business Strategy*, 25(2), 97-113.
- 12) Borup, R., Hautala, V., Purg, P., & Rimkuniene, D. (2016). Using engaging pedagogy to develop entrepreneurial creativity of STEM students: Reflections from the ideate project. *Journal of Science, Technology Engineering and Maths*, 6(4), 45-52.
- 13) Brian, J., & Norma, I. (2016). Enterprise education as pedagogy. *Journal of Education Research*, 3(5), 34-45.
- 14) Daniele, M. (2018). Teaching a sense of initiative and entrepreneurship with constructive alignments in tertiary non-business contexts. *Education and Training*, 60(2), 122-138.
- 15) Fasla, N.P. (2017). A study on entrepreneurship attitude among college students. *International Journal of Research Science & Management*, 4(4), 53-59.
- 16) Fatoki, O. (2015). Entrepreneurial intention of undergraduate students in South-Africa: The influences of entrepreneurship education and previous work experiences. *Mediterranean Journal of Social Science*, 5(7), 294-299.
- 17) Fernando, L.F.A (2018). Learning entrepreneurship with serious games: A classroom approach. *Journal of Emerging Technologies In learning*, 5(2), 22-39.
- 18) Fox, J., Pittaway, L., & Ikenna, U. (2018). Simulations in entrepreneurship education: Serious games and learning through play. *Entrepreneurship Education and Pedagogy*, 1(1) 61-89.
- 19) Frode, O.H., Eirik, S. J., Ingrid, F., & Inger, K. R. O. (2016). The ambiguity of pedagogical entrepreneurship the state of the art and its challenges. *Education Inquiry*, 7(2), 183-210.
- 20) Haara, F.O., Jenssen, E. S., Fossy, I., & Odegard, K. R. (2016). The ambiguity of pedagogical entrepreneurship: The state of the art and its challenges. *Journal of Education Research*, 7(2), 183-198.
- 21) JAMB (2016). Joint admission and matriculation board admitted candidates by state and gender within Faculty: 2010-15.
- 22) Karen, W.M. (2016). Personalizing attitude towards entrepreneurship through learning: A pedagogy for facilitating the know-why. *Entrepreneurship Research Journal*, 4(2), 167-204.
- 23) Karim, S., & Venkataiah, C. (2016). A comparative study on attitude towards entrepreneurship among MBA and other students. *International Journal of Science Technology and Management*, 5(1), 23-34.
- 24) Keramat, E., Rahmatallah, M., & Jafar, T. (2015). Teaching learning methods of an entrepreneurship curriculum. *Journal of Advanced Education*, 3(4), 172-177.
- 25) Khursheed, A. (2017). Entrepreneurship education: Status quo and prospective developments. *Journal of Entrepreneurship Education*, 16(3), 59-71.
- 26) Kurattko, D.F., & Morris, M.H. (2018). Corporate entrepreneurship: A critical challenge for educators and researchers. *Journal of Entrepreneurship Education and Pedagogy*, 1(1), 42-60.
- 27) Lafortune, H., Jlio, R., & Tessada, J. (2017). Role model or individual consulting: The impact of personalizing micro-entrepreneurship training. *Journal of International Business Studies*, 31 (2), 287-301.
- 28) Lesley, D. (2016). Using engaging pedagogy to develop attitude towards entrepreneurship students: Reflections from the ideate project. *Journal of Entrepreneurial Behavior and Research*, 16(2), 1-10.
- 29) Lucy, M.K., & Teresia, N.K. (2017). Examining the pedagogy of entrepreneurship and its contribution in creating entrepreneurship attitude in Kenya. *International Journal of Science and Research*, 6(1), 1349- 1354.
- 30) Munawaroh, S.P.G. (2017). The influence of teaching methods and learning environment to student's learning achievement of craft and entrepreneurship at vocational school.

- International Journal of Environmental Science Education, 12(4), 665-678.
- 31) Muresan, I. C., Chiciudean, G.O., Arton, F.H., Harun, R., & Porutiu, A. (2017). Students' attitudes and intentions towards rural tourism entrepreneurship. *Journal of Emerging Trends In Education Research and Policy Studies*, 2, (1) 9-16.
- 32) Mynavathi, L., Vinnarati, B., Muthu, R.V., Anson, K.J., Mary, R.T., & Shankar, R.M. (2018). Innovative teaching pedagogy and entrepreneurship using technology and research: A study with reference to students' perspective. *Zenith International Journal of Multidisciplinary Research*, 8 (2), 138-149.
- 33) Norasmah, B.O., & Siti, H.O. (2017). The Perception of public university students of internship during academic studies for attitude towards entrepreneurship in Malaysia. *European Journal of Educational Studies*, 2(3), 187-192.
- 34) Norman, R., Douglas, S., Takaruzza, M., & Morgen, M. (2017). Attitudes of students towards entrepreneurship education at two selected higher education institutions in Botswana: A critical analysis and reflection. *Academic Journal of interdisciplinary studies*, 5(3), 82-94.
- 35) Oluwasanya, A. T. Dawodu, A. A., Peters, O., Awobotu, A. J. (2016). Entrepreneurship education: providing the platform for meeting curricular challenges and closing the observed skill gaps of undergraduates of higher education institution on Nigeria *international Journal of Research in IT, management and engineering* 6 (2), 113 - 136.
- 36) Owotunse, E. Y. (2018). Students' perception of teaching and learning entrepreneurship education as means to achieve sustainable development in Nigeria: A case study of federal university Lokoja. *International Journal of Economics, Business and Management Research*, 2 (1), 325-342.
- 37) Pulka, B.M., Rikwentishe, R., & Ibrahim, B. (2015). An evaluation of students' attitude towards entrepreneurship education in some selected universities in north east Nigeria. *European Journal of Business and Management*, 7(20), 149-157.
- 38) Rashni, S.B. & Chennai, T.N. (2016). Significance of entrepreneurship and tendency of present youth towards entrepreneurship in India. *Entrepreneurship: Theory & Practice*, 13 (3), 53-71.
- 39) Reber, S., Isiksal, M., & Koc, Y. (2018). Investigating self-efficacy, anxiety, attitudes and mathematics achievement regarding gender and school type. *Anale De Psihologia*, 34(1), 41-51.
- 40) Reyes, H., & Manipol, F. (2015). The relationship between students' entrepreneurship attitudes. *Journal of European Industrial Training*, 30(9), 701-720.
- 41) Salgado, P.L., & Sumaya, T.R. (2016). Generational succession and attitude towards entrepreneurship in the family business. *Journal of Business and Economics*, 7(8), 1284-1293.
- 42) SMEDAN. (2013). Small and medium enterprises performance in Nigeria: A report presented at African entrepreneurship seminar organized in collaboration with the Scientific Committee on Entrepreneurship of the University of Essex.
- 43) Tao, S.R., Arturo, E.O., & Alexander, S.R. (2017). Does family support matter: The influence of support factors on attitude towards entrepreneurship and intentions of college students. *Journal of Entrepreneurial Behaviour & Research*, 12 (3), 165-188.
- 44) Valencia- Arias, A., Montoya, I., & Montaya, A. (2018). Constructs and relationships in the study of entrepreneurial intentions in university students. *International Journal of environmental & science education*, 13(1), 31-52.
- 45) Zhai, Y., Sun, W. S., Tsai, S., Wang, Y., & Zhao, C. (2018). An empirical study on entrepreneurial orientation, absorptive capacity and SMEs' innovation performance: A sustainable perspective, *Journal of Sustainability*, 10(4), 1-14.