The Impact of Entrepreneurship Education on developing Entrepreneurial Graduates: A comparative study of similar Nigerian and UK Higher Education Institutions

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DEDICATION

This thesis is dedicated to my Dad and mum, whose love, support, and encouragement has made this possible.

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ABSTRACT

There is a growing interest in understanding the impact of entrepreneurship education (EE) provision across Higher Education Institutions (HEIs) in both UK and Nigeria. This study provides further insight on the impact of EE on developing students who eventually become graduates after leaving UK and Nigerian HEIs. The significance of an impact study during provision and a comparison across a developed (UK) and a developing (Nigeria) country allows for a better understanding and a more precise contribution to knowledge. This study is premised on entrepreneurship education programmes in universities having an impact on students who eventually become entrepreneurial graduates. This study addresses key questions related to the 'impact' study of EE in HEIs by investigating stakeholders' influence; students' expectations and perceptions; the influence and appropriateness of assessment methods; and the development of students' entrepreneurial capital.

This study encompasses a comparative study of 2 countries and is addressed from a developed and developing perspective, with similar HEIs compared, and interview data obtained for qualitative study. It makes use of three (3) carefully selected institutions from each country (UK and Nigeria), with four (4) stakeholders each interviewed in each HEI. These stakeholders were directors, lecturers and students who had dealings with entrepreneurship in their respective HEIs. Students were interviewed at the start, towards the end of their courses and at the end of their courses. Interviews conducted allowed for rich data to be obtained to meet the study objectives.

Findings from this study confirmed that stakeholders, especially education policy makers, university authorities, and lecturers had the most influence on the design and content of EE provision in both Nigeria and UK HEIs. Regarding students' expectations and perceptions, it was observed that students in UK had higher expectations at the start due to prior knowledge, unlike the Nigerian students whose expectations were shaped after attending the first few lessons. Although, students across both countries had positive perceptions of provisions at the end of engaging with EE; they felt more should be done concerning the provision of additional experiential opportunities, and the quality time allotted to it. Considering the

appropriateness of assessment methods, students across both countries felt EE, especially when it involved venture creation, should have more mark weightings and more formative support. However, lecturers and directors defended the status quo of assessment due to offerings being linked to degrees that are standardised and approved for a standard provision. In relation to entrepreneurial capital, it was observed across both countries that students' self-efficacy had improved, along with their knowledge and social capital.

This study contributes to the body of knowledge in EE, specifically providing insight into its impact by capturing students' perceptions, knowledge gained and developed; and providing recommendations on how to better disseminate information across the board, deliver provisions, and provide support across the board. As a comparative study, it also allows for lessons to be learnt from a developed country and a developing country's context.

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ABBREVIATIONS

CU	- Covenant University
DFRRI	- Directorate of Food, Roads, and Rural Infrastructure
EDS	- Entrepreneurial Development Studies
EE	- Entrepreneurship Education
EG	- Entrepreneurial Graduates
EU	- European Union
FGN	- Federal Government of Nigeria
FME	- Federal Ministry of Education
HEI	- Higher Education Institution
ITF	- Industrial Training Fund
NAPEP	- National Poverty Eradication Programme
NDE	- National Directorate of Employment
NEEDS	- National Poverty Eradication Programme
NEPAD	- New Partnership for Africa's Development
NU	- Newman University
NUC	- National Universities Commission
SMEDAN	- Small and Medium Enterprises Development Agency of Nigeria
SME	- Small and Medium Enterprises
TU	- Tai Solarin University of Education
UB	- University of Buckingham
UH	- University of Huddersfield

UI	- University of Ibadan
UK	- United Kingdom

CHAPTER 1: CONTEXT, SIGNIFICANCE AND ORGANISATION OF THESIS

1.1 The research context

The need to pursue and encourage entrepreneurship has become a trend in various countries across the globe. Governments are putting in place policies and programs to engender the general attitudes and behaviour of the populace towards creating new ventures (Acs, 2006; Wong *et al*., 2005). A widely held view is that entrepreneurs through their ventures and ideas create employment avenues and thereby contribute to the growth of their various economies (Wennekers and Thurik, 1999). The many benefits of entrepreneurship education, importantly, include the creation of people with an entrepreneurial mind set, which enables flexibility and adaptability (Gibb, 1993; Jones and Iredale, 2010). This fits in with the ability to thrive in a complex and changing environment borne out of factors such as globalisation, changing social, technological and economic landscapes; which have all led to the changing needs and dynamics of employers, and their requirements of their employees (Sánchez, 2013; Katz, 2003). Hence, educational institutions due to their vantage role in the lives of students at various levels, especially in higher education institutions (HEIs), pursue the embedding of entrepreneurship in their offerings to students (Gordon *et al*., 2012; Hannon, 2013).

It is believed that Entrepreneurship education (EE) at HEIs has contributed immensely to a growing number of new ventures and entrepreneurial graduates in various countries. These graduates having undergone EE are grounded in important concepts and most importantly adopted entrepreneurial competencies (Vesper and Gartner, 1997; Kuratko, 2005). The role of HEIs in enabling the creation of entrepreneurial graduates (EG) is well documented and evidenced by the growing number of entrepreneurship course offerings in various institutions. These courses are offered as standalone, and a variety of others are embedded in curriculums (Katz, 2003; Kuratko, 2005). The delivery of these offerings is done via classroom learning, simulations, and the provision of experiential opportunities (McMahon and Huijser, 2015). Furthermore, in a bid to meet the changing needs and demands of societal and economic realities, HEIs have had to provide an enabling environment and various learning medium that provide opportunities for interdisciplinary interaction which fosters innovation (Audretsch, 2014; Chanphirun and van der Sijde, 2014).

Efforts are being made at various educational levels in UK and in Nigeria to engender EE, though its full benefits and impact are not fully known. However, there are studies evidencing the positive impact of EE in UK and Nigeria (Matlay, 2008; Okafor *et al*., 2015) with some revealing intended goals that EE leads to increased entrepreneurial intentions and skills development are not fully met (Oosterbeek *et al*., 2010; Ekore and Ogochukwu 2012). The need to check the effectiveness of the delivery of EE at various levels of education has been encouraged, especially at HEIs (Fayolle, 2013); this include particularly how best improvements can be made to current offerings, and the need to encourage cross fertilisation of ideas among institutions and countries. Furthermore, the need for engagement among stakeholders is important; ensuring the designed curriculum and its delivery are meeting the expectations of a changing world, along with a timely ability to adapt to these changes (Matlay, 2009; Ruskovaara *et al*., 2015).

Nigeria is the most populous African country with an estimated population of about 178 million people and it is classified as a developing country (United Nations data, 2015). There are 147 universities in Nigeria split into federal universities (46), state universities (40) and private universities (61). All universities are monitored by the National Universities Commission (NUC) which is a parastatal under the Federal Ministry of Education (FME) (NUC, 2015). Aladekomo (2004) observed that due to the historical past of the country, after being colonised by UK, most of the Nigerian educational policies are still linked to its historical education policies. In a recent report by the National Bureau of Statistics (2015) in Nigeria, there are about 74 million unemployed people in Nigeria out of a total population of 178 million people. However, prior to the rise to this colossal figure of unemployment, the government had over the decades since 1980 embarked on various programmes to curb the growth of unemployment. These have however not resulted in having significant impact at easing the burden of unemployment in the country.

Essia (2012) in a survey, observed the growing interest of graduating students towards entrepreneurship as a career path, though he observed that many of them did not know how to go about actualising their desires, hence a gap in their knowledge. This observation however highlighted an important attribute of the growing interest to succeed as an entrepreneur. The study also raised certain questions on the pedagogy of entrepreneurship education in Nigeria HEIs.

In a bid to curb the growing rate of graduate unemployment and the need to promote small enterprise in Nigeria, the Federal Government of Nigeria (FGN) in 2007 directed all HEIs to make entrepreneurship education a compulsory course. Most HEIs have implemented this directive and are providing entrepreneurship courses to students in the penultimate year of study as compulsory courses. They also provide elective courses in specific business fields with hands on experience to complement the compulsory course offered. In studies conducted by Uduak and Aniefiok (2011); Egunsola *et al*. (2012) in four HEIs, the impact of entrepreneurship education on graduating students' intentions was positive. Graduates now consider the option of wanting to start businesses rather than solely seeking employment.

The Nigerian governments' have recently made additional efforts to tackle the growing unemployment in Nigeria put recently at 23.9%, with youth unemployment at over 50% (Kale, 2013). This was achieved by the recent set up of the University Entrepreneurship Development Program (UNEDEP) by the Ministry of Industry, Trade and Investment to be implemented in collaboration with the Federal Ministry of Education (FME) and the Small and Medium Enterprises Development Agency of Nigeria (SMEDAN). The crux of the program is the provision of mentoring platforms for students by entrepreneurs. The government aims for this to complement current efforts by the universities in teaching entrepreneurship (Aganga, 2013).

UK has a population of about 64 million people and it is composed of England, Scotland, Wales and Northern Ireland. It is classified as a developed country (ONS, 2015). There are 133 universities in UK and they are split around England (108), Scotland (14), Wales (9) and Northern Ireland (2). These universities all undertake research and teaching with some placing particular emphasis on one (Universities UK). The UK government commits up to £7.5billion in the further education system each year (Schlesinger, 2013). The government also set up the National Centre for Entrepreneurship in Education (formerly the National Council for Graduate Entrepreneurship) in 2004, with the aim of facilitating entrepreneurship education while fostering a relationship between industry, students and HEIs. Prior to this, there have been various government initiatives whose aims have been to engender the entrepreneurial culture in HEIs and this dates back to the early 1980s (Pittaway and Cope, 2007).

Godley and Casson (2010) provided an historical background of UK from 1900-2000, by giving an insight into how entrepreneurship had evolved over time in the economy and the entrepreneurs' importance in the fabric and ultimate survival of any economy. They showed how the UK entrepreneur evolved with time, identified and developed niche competences for its survival. Karataş-Özkan and Chell (2010) further provided an historical overview of entrepreneurship in UK from the 1980's which showed that the initial use of the word enterprise was to describe the restructuring of the economy to promote free market. The aim of the government then was to reduce the role they had in various sectors of the economy by handing this over via economic reconstruction to the private sector. This era is now reminiscently described as the time of economic reconstruction which promoted enterprise. Prior to the 1980's, the use of enterprise also connoted the transformation of the economic structures towards the market.

Karataş-Özkan and Chell (2010) further highlighted the establishment of the Enterprise Policy Unit (EPU) in 1987 whose remit among many included promoting entrepreneurship in individuals via education showing a change in the focus of enterprise from the economy solely. It was further noted that this policy drive formed a foundation to build on and encouraged the pedagogy of entrepreneurship in UK. A further scheme funded by the government was established from 1987 until 1996 whose aim was to promote and entrench enterprise in universities, to impact on staff and invariably graduating students by preparing them for life after university. Post 1997, more effort were being put in by government and stakeholders to create a link between policy and the actual creation of businesses in the economy (Karataş-Özkan and Chell, 2010).

UK through QAA works with stakeholders to maintain standards in HEIs and recently brought out a draft consultation embedding enterprise and entrepreneurship education into the curriculum of every course (QAA, 2012). Voisey *et al*. (2005) observed increasing provision of entrepreneurship education in HEIs, the involvement of stakeholders like the industry, alumni, and researchers; the use of incubators, the growth of science park and business support provided by universities and the government.

In order for HEIs to design, deliver and ensure that set objectives for EE are met, it is required that stakeholders are identified, and importantly students' opinions are captured on activities that embody EE. Government, policy makers and HEIs according to Matlay (2008) need to work at aligning offerings with student needs to provide needed support and structure to ensure the right skills, knowledge and attitudes are adopted.

In the didactics of EE, it has been observed that various approaches are being used with varying outcomes as regards the impact on students. Upon graduation, some students become entrepreneurs, intrapreneurs, employees, or are planning to start ventures in the future; however, they all acknowledged having adopted some form of entrepreneurial competency. In Nigeria, the compulsion of EE provision at all HEIs is being pursued vigorously by the National University Commission (NUC) (Adejimola and Tayo-Olajubutu, 2009); while in UK, it is not compulsory, but its implementation has been voluntary with several institutions embedding it in their curriculum (Smith, 2008).

1.2 Aim, objective and research questions

The aim of this research study is to investigate, by means of case study research, the impact of Entrepreneurship Education (EE) on developing entrepreneurial graduates in similar Nigerian and UK Higher Education Institutions (HEIs).

The objective of the study is to investigate each HEI and carry out a comparison across similar HEIs in Nigeria and UK. This study will be investigating and assessing stakeholders' influence; student expectation and perception; the appropriateness of assessment methods; and student capital; with a focus on developing entrepreneurial graduates. The background provided in the introduction provides a view into past and contemporary perspectives of EE in Nigeria and UK, which shaped and led to the resultant research questions.

A comparative case study approach was used to investigate areas of enquiry, specifically answering the four research questions:

- To what extent do stakeholders influence the design and content of entrepreneurship education provision in Nigerian and UK HEIs?

The involvement of stakeholders in entrepreneurship is acknowledged (Matlay, 2009; Jack and Anderson, 1999), but the extent and importance of their involvement is investigated. A comparison across HEIs and countries (UK and Nigeria) is carried out.

- What are students' expectations and perceptions of entrepreneurship education provision in Nigerian and UK HEIs?

Students undergo entrepreneurship education during which they adopt entrepreneurial competencies, some becoming entrepreneurs or intrapreneurs. (Matlay, 2009; von Graevenitz *et al*., 2010). The importance of capturing their expectations before and perception after EE was explored across HEIs and countries (UK and Nigeria).

- What influence does the current assessment methods have and how appropriate are these assessment methods used in entrepreneurship education provision in Nigerian and UK HEIs?

Assessment has been found to be a useful tool to foster learning and at the same time measure it (Pittaway, 2009; Carey and Matlay, 2010). This study sought to understand which assessment methods are in use, and what impact they have. The views of stakeholders across HEIs and countries (UK and Nigeria) were examined.

- What is the impact of entrepreneurship education upon developing students' entrepreneurial capital in Nigerian and UK HEIs?

At the end of EE, students are expected to have developed entrepreneurial competencies such as knowledge, improved social networking skills, self-confidence, work experience, and several other skills (Matlay, 2008, 2011). The study sought to find out if these competencies had been developed.

1.3 The significance of the research

The need for this study is borne out of a desire to contribute to the body of knowledge on EE and specifically, to understand the impact of EE on students in HEIs using a developing and developed country context. Upon understanding each HEI, a comparison of similar HEIs across each country will be made, and at the end, recommendations will be made.

The need to further understand what students and other stakeholders think of EE content and delivery in HEIs, and whether EE is having the desired impact on students is essential. During this research study, the researcher embarked on building an understanding of the theoretical underpinnings of education, by completing a post graduate degree in education and also teaching.

The research questions of the study guided in the choice of modules taken, and it allowed the researcher's engagement and it provided guidance in asking appropriate questions from various stakeholders. The experience of having lived and studied in both Nigerian and UK universities gave the researcher enthusiasm to carry out a comparison of offerings in both countries, though from a developing and developed context. Both countries were a good fit due to historical and educational links, the importance placed on EE, and the availability of similar HEIs for comparison.

There have been various studies carried out on the impact of EE on students in various contexts (Lee *et al*., 2005; Matlay, 2008; Oosterbeek *et al*., 2010; Pittaway and Cope, 2007). This study provides an insight into the impact of EE in both countries and the outcome of the comparisons contributes to an improved knowledge of how content design, its delivery, its assessment among others might be sustained and improved. There is also the potential for cross fertilisation of approaches and lessons learnt across both countries.

1.4 Organisation of the thesis

As outlined previously, the focus of this study is to provide understanding of identified key drivers of EE: stakeholders influence, assessment, pedagogy, and the environment; and their impact on entrepreneurial graduates. The study carried out an investigation of the above within the context of each country, using similar HEIs. Furthermore, the study identified similarities and differences across these similar HEIs, drawing on lessons that could add to knowledge, and influence policy formulation, provide pedagogy improvements, assist in resource allocation and enable the development of entrepreneurial graduates.

Chapter One introduces the research aim, outlines the four research objectives, motivation for the study, and the research scope. It provides a background on the importance of entrepreneurship to both countries and how EE helps them to achieve their goals.

Chapter Two provides an introduction and draws on previous studies through a review of literature on entrepreneurship and entrepreneurship education. A review was carried out to examine the influence of stakeholders, curriculum, pedagogy, delivery, assessment, perception, and expectation on EE. In conclusion, a review of literature on students' entrepreneurial capital, the impact of culture, and types of economies (developing and developed) is provided. This is followed by a review of stakeholders' theory, social efficacy under social cognition theory, experiential learning, and the Theory of Planned Behaviour.

After a review which was closely guided by the aims of the research study, it is essential to provide explanations as regards the research methodology, to provide a basis for why a particular approach was chosen to answer the research questions. Chapter Three begins with discussions of definition of research, philosophical approaches, the choice taken to underpin the research, and various methodology. The chapter further reviewed the case study methodology; interview; questionnaire design; the choice of cases; access and ethical consideration; data collection; field work; transcribing, and a systematic literature review on qualitative tools on EE.

Chapter Four provides an overview of the countries and the cases selected in the research study. An historical overview provides background information relating to EE on Nigeria and UK, coupled with institutional related information chosen for the case studies

Chapter Five is the first of two analytical chapters that presents and discusses the findings from the analysis of the case interviews. Students, directors of EE, and lecturers' views were collected in order to provide a complete understanding of their opinions as regards EE. This chapter further presents the empirical findings of the research using each research objective as a guide across each HEI and interviewee. Groupings of similar universities across both countries allowed comparison under each research objective.

Chapter Six, in line with the conceptual framework and the stated aim of the research, builds on entrepreneur education themes identified in chapter five and provides an analysis of empirical findings.

Chapter Seven outlines the conceptual framework for the study. The chapter captures the evolution of the pedagogy of EE, stakeholders in EE and discussions on the self-efficacy theory. The framework captures the drivers, contributors, impact and other factors related to EE and entrepreneurial graduates.

Chapter Eight provides a summary showing limitations of the study, conclusion, recommendations, and implications of the study. This is followed by suggestions and areas for future research.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

The focus of this study, as outlined in Chapter 1, is investigating how EE contributes to developing students. The main issues to examine are: investigating and assessing stakeholders' influence; student expectation and perception; the appropriateness of assessment methods; and the development of student capital. The chapter reviews the literature from previous studies in relation to entrepreneurship and EE. In addition, there are discussions on stakeholders influence in EE; curriculum, pedagogy and the delivery of EE; student expectations and perception of EE; the influence and appropriateness of assessment in EE; and student entrepreneurial capital development. Further review on the role of culture in EE, and a wide discussion on developing and developed economies is included; and finally a brief review of stakeholders' theory, social efficacy under social cognition theory, experiential learning, and the Theory of Planned Behaviour.

2.1 Entrepreneurship: Definitions and Perspectives

Entrepreneurship has been variously defined over the years but Morris (1998, p.16) provides a summarised definition of entrepreneurship as "a process through which individuals and teams can create value by bringing together unique packages of resource inputs to exploit opportunities in the environment". Moreover, how an entrepreneur creates the capability to develop an opportunity is in turn predicated on their ability to generate value from resources (Morris, 1998, p.15; Shaw *et al*., 2008). Blanchflower and Oswald (1998, p.27) asserted that "the simplest kind of entrepreneurship is self-employment". Entrepreneurship is a process that involves innovation, proactive behaviour and the ability to take risk (Morris, 1998, pp.14 -16).

Entrepreneurship is also viewed as a compendium of activities that results in the formation of a new venture and behaviourally, the entrepreneur is made up of intrinsic qualities (Gartner, 1998). Kuratko (2005) outlined certain qualities that an entrepreneur should have that transcends the mere starting of a business; these are the ability to search for opportunities, to put resources beyond what the entrepreneur owns into the venture, to be fully committed to make it a success. Kuckertz (2013) stressed the applicability of this to varying organisations such as charities, sports clubs and interest groups which might be political or apolitical.

Resources are very important in the entrepreneurial process and the entrepreneur plays a key role to determine access and employ the necessary and appropriate resources (Alvarez and Busenitz, 2001). The variety and amount of financial and non-financial resources accessible to the entrepreneur is considered to be of high importance for a venture's success (Brush *et al*., 2008). Roger and Osberg (2007, p.7) also noted that entrepreneurs are those who are able to see areas of improvement in things that others have accepted as norms and create new things as they spot these opportunities. These entrepreneurs bring innate individual qualities to varying situations which are "inspiration, creativity, direct action, courage, and fortitude" which engender innovation. Roger and Osberg (2007) further explained that entrepreneurs could spot opportunities in a venture of social benefit; they could pursue this as 'for-profit' and 'not-for profit'. These ventures are normally focussed in approach; customisable and replicable in other places with the sole purpose of making society better at a micro or macro level.

Alvarez and Barney (2007, p.126) highlighted two theories that explain how entrepreneurs' identify, and make the best of opportunities as discovery and creative theories. They explained that these theories look into "entrepreneurial actions in terms of their impact on the ability of entrepreneurs to form and exploit opportunities". The discovery theory postulates that only entrepreneurs are able to identify opportunities and exploit them beneficially; these opportunities are created by factors that are beyond the powers of the entrepreneur. Entrepreneurs in this sphere also operate in an environment where their actions class them as risk takers in that they are able to gather and analyse information before taking their decisions. However, in creative theory, entrepreneurs act in a situation where data or facts to support decisions to be made are not available or accessible but decisions are made all the same. They create opportunities, products, trends, which are then explored further after observing it, refining it and finally making something out of it. These individuals over time, based on creation theory, will have certain attributes better developed than those of others which will aid them along this path as entrepreneurs. In accessing financing, in relation to either of these theories, entrepreneurs under the discovery theory are found to be best at accessing funds via banks, specialist funds while for the creative theory; entrepreneurs are best at accessing funds via savings, friends and family.

2.2 Entrepreneurship Education: Brief History and Definition

There are no firm proofs on the beginnings of entrepreneurship education but some sources ascribe it to the 1930’s in Japan (Solomon *et al*., 2002; Piperopoulos, 2012), while others contend that it was in Harvard University where the first management courses took place in 1947 (Matlay, 2005). Katz (2003) however presents a chronology of entrepreneurship education in the United States of America (USA) from 1876 to 1999 backed up with literature. Katz also highlighted that entrepreneurship education had evolved and has come to stay due to the demand for its identifiable benefits and evident result in the USA. The influence of Harvard University on the remarkable progress of entrepreneurship education in the USA and other parts of the world is acknowledged (Matlay, 2009). Kuratko (2005) identified University of South California as launching the first MBA with emphasis on entrepreneurship in 1972 and that by the early 1980’s, hundreds of universities had started courses in entrepreneurship; hence the actual spread of entrepreneurship was in the 1980’s. Entrepreneurship education started in UK and Western Europe early in the 1980s (Kuratko, 2005); and in Nigerian HEIs in 2007 (NUC, 2015).

Entrepreneurship education has been defined by various scholars and there is a converging theme that its purpose is to develop individuals at all levels with the skills and inclination needed to create new enterprise; establish new lines of business in an existing enterprise; charities; non-governmental organisations; public sectors and social enterprises (Matlay, 2005, 2006, 2011; Hynes and Richardson, 2007; QAA, 2012). Furthermore, it aims to equip students with entrepreneurial skills, challenge and channel their thinking, while building their reflective abilities and necessary behavioural skills to prepare them for stages of life after graduation (Brown, 2007, pp.136-137, European Commission, 2013).

2.3 Entrepreneurship Education: Importance and Perspectives

Entrepreneurship education has grown in importance in light of government policies all over the world accentuating entrepreneurship education as a catalyst for economic growth. Policies are being put in place stating that it should be encouraged at all levels of education, which will lead to producing enterprising graduates and eventually enterprise formation (Praag and Ophem, 1995; Matlay, 2011; Neck and Greene, 2011). Governments' push for entrepreneurship is to enable graduates to create new ventures which will in turn create jobs and invariably reduce unemployment; evidence available shows that graduates from HEIs outnumber available graduate jobs (Leitch *et al*., 2012; Lourenço et *al*., 2013). Despite a long held belief that entrepreneurship education benefits not just the individual but ultimately the economy, there has been no conclusive study on its overall benefits to the economy (Matlay and Carey, 2007). Matlay (2011) however, found that graduates are now favourably looking at entrepreneurship as a career path as it offers them an alternative path to putting their creative and innovative capabilities to use. Matlay (2011) also found that students' who took entrepreneurship courses whilst at university, got their first jobs more easily by putting to use knowledge gained from entrepreneurship education; employers spotted competencies that had been developed and considered them valuable.

Government expectations on the positive impact of teaching entrepreneurship and universities becoming entrepreneurial to their economies are evidenced by a few universities who have carried out surveys to extract and validate this information. Using a survey of alumni and other data as of 2006, Massachusetts Institute of Technology (MIT) graduates had created 25,800 enterprises worldwide, employing over 3.3 million people with estimated sales of $2 trillion. Of this figure, 6,900 companies with a turnover of about $164 billion are located in Massachusetts, which is about 26% of all the companies in Massachusetts (Robert and Eesley, 2009); for Stanford University, as of 2012, a survey revealed an estimated 39,900 enterprises had been created, 5.4 million jobs and a turnover of $2.7 trillion. Of this figure approximately 18,000 enterprises are located in California, employing 3 million people with $1.3 trillion in turnover (Eesley and Miller, 2012). Iowa state university from a recent survey in 2009 also noted that Iowa State alumni had created about

20,000 enterprises with 220,000 jobs in the United States, of which 35,000 jobs are in Iowa (Jolly *et al*., 2009). Twente University in the Netherlands through its ‘spin-out’ of companies had created over 340 enterprises (Rowe, 2005). Charney and Libecap (2000) in their study of the Berger Entrepreneurship program observed that students who had undergone entrepreneurship when compared to others who had not, were three times more likely to participate in starting a business venture and be self-employed; they were better remunerated; their companies had five times the sales and employment growth; and they were more involved in new product development.

Lange *et al.* (2011) highlighted a question that has been raised over time and is still being pondered on by some: ‘whether entrepreneurs were born or if they were made by education?’ However, they stressed that the important question to ask is whether the pedagogy of entrepreneurship education creates entrepreneurs from those with existing innate qualities and also from those without these qualities. Their study of almost 4,000 Babson graduates over time showed the positive impact of entrepreneurship education; students who took at least two entrepreneurship courses as part of their portfolio of modules had a very high chance of becoming entrepreneurs; this has been reflected in actual start-ups and continued entrepreneurial intentions. Drucker (1985) also stressed that entrepreneurship can be taught to students like other courses and that it is not trait related. Kuratko (2003, p.12) asserted that asking if entrepreneurship can be taught is an outdated question that should be replaced with “what should be taught and how should it be taught?”

Nilsson (2012); Jack and Anderson (1999) corroborated the two schools of thought which are that, entrepreneurship can be taught and that it cannot be taught; they identified science as that which can be taught with ease using the various pedagogic tools at HEIs while art is that which cannot be taught because it is believed to be trait related and experiential. Jack and Anderson (1999) further stated that entrepreneurship is closer to an art than science due to the idiosyncratic nature of each venture. The Nilsson (2012) study went beyond the inert belief of intention which is the aspiration to set up a business, to studying those actually setting up companies and had previously undergone entrepreneurship education; the study found that those that had undergone entrepreneurship education and had intention established more companies when compared to the control group who had not undergone any entrepreneurship education.

Another study by Zakić *et al*. (2012) supported the assertion for the need for entrepreneurship education at all educational levels and also the need for it to evolve with time, technology, policies and the changing needs of entrepreneurs. The study also stressed the need for continuous improvement in its content and delivery highlighting that “Entrepreneurship dwells in each one of us” (Zakić *et al*., 2012, p.3174) and can be brought to life by entrepreneurship education. Praag and Ophem (1995) also accentuated in their study that ‘willingness’ and ‘opportunity’ are important ingredients that need to be present in order for someone to become an entrepreneur. The importance of economic capital in the start-up of an enterprise was stressed and that success is only achievable if other forms of capital are available and utilised appropriately. Neck and Greene (2011) stressed that entrepreneurship education has been the major driver of innovation and creativity in the past and will continue to remain so due to the need for entrepreneurs to create and spot opportunities in the midst of uncertainties in the society.

Due to educational policies pursued by governments in Nigeria and UK, the ease of access to studying at HEIs has increasingly led to a mounting number of graduating students looking for work opportunities. There are also a growing number of unemployed, underemployed and underutilised graduates in the economies of both Nigeria and UK (Arogundade, 2011; Ogundele, 2012; Matlay, 2009). The need for graduates to possess skills that are relevant to the real world is becoming pressing due to the number of graduates being produced by HEIs and employer needs (Henry and Treanor, 2012). Business schools in UK HEIs have a vibrant entrepreneurship education platform from which their students have benefitted immensely in terms of competences developed; other faculties are also implementing entrepreneurship education because of its value and usefulness across all disciplines. Implementations across a faculty must be designed and made adaptable to the needs of individual departments (Matlay, 2005, 2008, 2009). Although, it has been observed that most materials and resources on entrepreneurship education are tailored to business students, its curricula and assessment also remains largely unstructured (Matlay, 2005). Walter and Dohse (2012) observed in their study that differences in the impact of entrepreneurship education could be as a result of the depth of entrepreneurial activities existing in a micro environment; this invariably impacts on entrepreneurial outcomes.

However, efforts are currently being made to tailor entrepreneurship education materials, curricula and delivery for performing arts, design subjects and creative arts students. Graduates of these disciplines, due to the peculiarity of their training and dearth of “graduate jobs” in their sector, have to pursue self-employment, freelance employment and seasonal jobs (Brown, 2007, p.127). A study by Shartrand *et al*. (2008) which had a specific focus on the engineering faculty, identified certain competences required for an engineering student to be entrepreneurial; these are teamwork; leadership; excellent communication skills; economic awareness; ability to analyse the environment; and the opportunities therein, and the ability to optimise all forms of capital to bring an innovation to the market.

A European Commission report (2012, p.18) showed the importance of entrepreneurship education in promoting innovation, creativity and risk taking; it puts those who had attended entrepreneurship education in an advantaged position for self-employment and as valuable employees. The report supported arguments for compulsion in the provision of entrepreneurship courses in HEIs, compulsion for students to attend with optional elements, and compulsion in its implementation in all faculties. Various agencies and bodies of the UK government pursue a policy of encouraging and supporting entrepreneurship because of the belief that it is a potential large employer of labour and also the hotbed for innovation (Matlay, 2009). The importance of entrepreneurship education designed and delivered in the right format for ‘confidence and skill building’ was stressed in a recent survey on the current format of education generally (OECD, 2013a).

Entrepreneurship education is currently and majorly being implemented around the world as an optional uptake with some schools offering it as a full course at all levels (BA, MA and PhD). A programme tagged a success is ‘HiTEC’ by the North Carolina State University in the United States (NCSU) stressed the importance of undergoing an entrepreneurship course and that entrepreneurship or starting a company is not a linear endeavour; the journey will have distortions along its path and can only be surmounted with perseverance and determination. In a bid to ensure that only students who have the zeal and desire to launch a business and carry on with it afterwards, most HEIs have put in place admission requirements that help to sift out students who do not meet certain criteria considered important to enrol on the course. The need and importance for the entrepreneurship course and its content to be responsive to happenings in the macro economy cannot be overstressed since businesses launched will have to fit into and thrive in the real economy. The importance of 'action based pedagogy' is seen and evidenced as pivotal to successful EE due to its experiential component (NCSU website).

In a study by Jones *et al*. (2011) on an emerging/developing European Union country (Poland), they found that entrepreneurship education at HEIs helped to foster the choice of wanting to become an entrepreneur. The use of technology during delivery was received positively as it assisted in reinforcing classroom teaching; other resources included the use of quizzes and games. The study also provided recommendations on the need for universities to embed entrepreneurship into the curriculum and for universities to develop and share best practice.

2.3.1 Stakeholders influence in Entrepreneurship Education

The view on "stakeholders" was brought to the fore by Freeman (1984) where an outline was made for the stakeholder theory. Stakeholder is defined as "…any group or individual who can affect or is affected by the achievement of the organisation's objectives" (Freeman, 1984, p.46). Freeman explained the importance of capturing stakeholders who have a legitimate stake in the context being considered, while those on the fringe must be identified to avoid them being a distraction to those with a legitimate stake. Value adding must be considered as a factor in outlining those considered as stakeholders, while the process of managing them must be treated with equal importance. Freeman (1984) further pointed out the importance of the external environment; and applying this to HEIs means students who are products of HEIs should be prepared for the outside world. HEIs need to ensure that they capture the changing reality of the outside world in their taught content.

The ability of HEIs to produce graduates that employers consider valuable affects the rating of HEIs. HEIs that are responsive to the quality of their products are seen as leaders, and it could affect the competitive advantage of their graduates. Furthermore, HEIs that provide a world view in their content (macro view) and a localised content (micro view) prepare their graduates to be responsive to the current global world in which we find ourselves. The neglect of being responsive can affect the viability of any HEI because students' opinions and surveys could provide negative feedback on their experiences and this could influence prospective students in their choice of institution, and existing students could seek a transfer from the university (McKeown *et al*., 2006). In their study, McKeown *et al*. (2006) further reiterated the policy intention of governments to encourage universities to become entrepreneurial. Karataş-Özkan and Chell (2010) identified the 1977 patents Acts which gives universities the right to their intellectual property, as something HEIs should tap into, to create collaborations with the private sector, and bring the benefit of practice and knowledge to the economy. They reckon that these collaborations will affect the whole structure of HEIs, and create a new mind set in management and staff. If implemented, the study observed that it will be a lot easier for universities to implement entrepreneurship education, which will lead to universities becoming a hotbed for new ventures created by students and staff members. Universities will also be able to design courses to promote continuous education for society.

In the study by Matlay (2009; 2011), stakeholders are described as those who have a legitimate interest in the goings on and the eventual outcome of entrepreneurship education. Freeman (1984, p.45) explained that in considering those with legitimate interest, the focus should be on the effect they have on the organisation irrespective of the validity of their demands. Matlay (2009) classified stakeholders involved in entrepreneurship education into internal (primary) and external (secondary and tertiary) stakeholders. Students, teaching and research staff, faculty administrators and managers fall into the internal; while parents, family members, alumni, entrepreneurs, employers, government agencies and others fall into the external. Furthermore, Freeman (1984) noted that all stakeholders had expectations that could be segregated into short, medium and long term, but acknowledged that these expectations are fluid and could easily change over time. Several studies have revealed that an optimal outcome of benefits can be achieved only through collaboration by all stakeholders (Rae *et al*., 2012; Zakić *et al*., 2012).

Increasingly, stakeholders believe that channelling resources through entrepreneurship education will optimise entrepreneurial skills in graduates and invariably benefit the economy (Matlay, 2006a). Freeman (1984, p.53) explained that the 'stakeholder concept' is a subset of strategic management which "…refers to the necessity for an organisation to manage relationships with its specific stakeholder groups in an action-oriented way". Freeman also stressed the importance of stakeholders' analysis to identify specific stakeholder groups and not general groupings which might lead to wrong assumptions in stakeholders' perceptions and a "congruence problem" (Freeman, 1984, p.64). Freeman mentioned the importance of resources allocation to facilitate the management of stakeholder groups. Freeman (1984, pp.74-80) explained that the underlying philosophy for successful stakeholder management is voluntarism; when applied to entrepreneurship education, this implies that HEIs should voluntarily put in place measures that adopt stakeholders' interest and concerns into their policies rather than allow for an external party to force them into this action at a cost which might be monetary or otherwise. In a longitudinal study, Matlay (2011) observed that all stakeholders have an on-going interest in entrepreneurship education with primary stakeholders assenting that students have an important role to play in the design, development and assessment of courses; they were observed to be the main recipients of entrepreneurship education and their success was the most important of all outcomes. The study further showed that secondary and tertiary stakeholders also had influence an the design and content of entrepreneurship education albeit moderately.

In trying to allow for the influence of external stakeholders on the content of entrepreneurship education, a number of studies have found that HEIs have advisors providing students with information on setting up a business, placements in the industry for hands on experience, opportunities for them to work in incubators with their ideas, and links to providers of seed funds for their ideas (Westhead and Matlay, 2006b; Laukkanen, 2000). Race (2005) further highlighted the need for employers as stakeholders to have an input in the design and refining of assessment for students; it gives the content validity and makes it 'fit for purpose' especially if these students will become employees or intrapreneurs. Jack and Anderson (1999) provided three groupings of stakeholder in entrepreneurship education as government, students and business. Their study revealed expressed expectations of stakeholders with interest in entrepreneurship education as: job creation for the government; for students, new industry formation, incorporation of innovation and acquisition of knowledge; and for businesses, they seek re-energising and the renewal of the commercial base. Jones *et al*. (2012) surmised that allowing individualisation of entrepreneurship education will be an ideal path to follow, it will bring out the best from students but could present mixed results for various stakeholders; some outcomes might be ideal and others not meeting expectations.

To ensure 'relevance, appropriateness, social usefulness, efficiency and coherency', Fayolle (2013) emphasised the need for entrepreneurship course offerings to be based on strong theoretical and conceptual underpinnings in entrepreneurship and education; the importance of stakeholders having a clear focus on philosophical and didactic levels were stressed as important in entrepreneurship education. Bechard and Toulouse (1998) stressed the need for quality and value created by entrepreneurship courses to be looked into, to enable interested stakeholders to see if set out didactic objectives have been achieved. In designing content, they observed that different approaches may be adopted, but noted the dominance of the lecturer in this process, while stressing the importance of students and obtaining their view point, along with those of others to ensure the content design process is all encompassing.

The view point of the lecturer is important in the design of the content as they tap into underlying concepts and theories, life experiences and bring coherence to the organisation of the course. The views of the students are very important since they are the ultimate beneficiary of the content; this underlies the importance of obtaining and analysing student expectations and their learning styles to aid the pedagogy of entrepreneurship. This highlights the need to use tools to aid capturing this important data which could feed into content design and delivery (Bechard and Toulouse, 1998; Fayolle, 2013). Entwistle and Ramsden (1982) in their design of 'The Lancaster Approaches to Learning Questionnaire' provide different questions to capture the prevalent learning styles of students in a lecture approach and workshop or projects approach to delivery and learning. Students are given these questionnaires very early to capture their prevalent learning styles, and they are observed for those whose learning styles are outliers, seeking to ensure that the whole class is carried along during lectures. The questionnaire output enables grouping of students in the class as individuals into one of three buckets which are: deep approach to learning, surface approach to learning and the strategic approach to learning. Various learning approaches have been developed by students due to their varying background and personality types; these approaches to learning might not fit optimally with the set objectives for the course. Students whose approaches to learning are ‘deep’ seek to find the meaning of new information and bring in their prior experience to bear during this process; they are reflective, critical and have deep interest in the subject matter. Students who pursue the ‘surface’ approach do rote learning and do not seek to find meaning while studying; and those that adopt the ‘strategic’ approach place emphasis on the assessment by working towards obtaining the highest marks, they are very confident and manage all aspects of their studies effectively (Entwistle and Tait, 1990).

2.3.2 Curriculum, pedagogy and delivery of Entrepreneurship Education

The general view held about curriculum by students, staff and other stakeholders is it being a compendium of topics and sub-topics to cover, activities to understand, learning outcome statements that need to be taught, and maybe assessed, for a course to be deemed completed. There is also a general view of it being an administrative requirement for quality checks and departmental assessment; it also contains recommended or suggested books and journals to be read by the students (Coates, 2009). In a study of Malaysian HEIs curriculum, the need to be proactive was observed in the design of the curriculum to suit the skill sets required by employers. The ability of graduates to meet the requirements of those skill sets ultimately affected the ability of graduates to fit easily into the job market, and it does create a competitive niche for HEIs that are able to meet this challenge. The study identified the need for the inclusion of soft skills required by employers in the content taught. The continuous review of the link between curriculum designs, teaching and employer perception of graduates, works as a loop, and needs constant review to enable its output show optimal results in line with set objectives (Daud *et al*., 2010). However, expectations and reality have to be managed in the design of the curriculum and its content to ensure realistic outputs are achieved; this entails stakeholders taking into consideration the resources available, especially the time required to achieve expectations (Henry, 2013).

Ronstadt (1987) suggested the approach to curriculum design was two pronged; a finite straight line where one end was the ‘structured’ which involves lectures, business plans, and the other was the ‘unstructured’ which is hands on experience and networking. The crux of the unstructured approach is that curriculum design for entrepreneurship education must be holistic to provide the desired result; it is in line with the non-standardized curriculum existing across varying institutions delivering entrepreneurship due to its adaptability to communities, students, educators and institutions, who all are representative of varying backgrounds, aspirations and needs. Kiefer *et al*. (2010) in their study observed that our thought processes are being aligned with ‘predictive reasoning’ which is that the future will take a cue from the past; this is as a result of the current structure of teaching in schools during children’s formative years. The need to take a cue from the past may be true, but the emphasis placed on it could be a hindrance to entrepreneurship and education. The studies focussed on successful entrepreneurs with the aim of getting to understand their thought processes rather than behavioural characteristics which are idiosyncratic. The outcome of their study led to the coining of the word “CreAction”, which is from Creation and Action. They observed that entrepreneurs acted promptly on their ideas and created evidence rather than pure thinking and analysis which are a product of our predictive thought pattern and mostly taught in schools. They however noted that prediction complements CreAction sometimes at the beginning or later down the journey of the venture. CreAction leads to quick action which creates evidence using little resources within our affordable loss, and it advocates that we can create the future rather than believe that the future will be like the past. They advocated that this approach should guide curriculum design and the pedagogy of entrepreneurship. They noted that action leads to concrete evidence which provides guidance on how to proceed or what to avoid, and this works in a loop until the ultimate objective of venture creation is achieved. Quality Assurance Agency (QAA) in a draft consultation put together by stakeholders advocated for entrepreneurship to be embedded in the curriculum, and it will invariably be a nexus to other extra curricula activities, making these activities to be of value to students (QAA, 2012).

Schlesinger (2012) observed that the pedagogy of entrepreneurship in most schools today is generally an ‘extrapolation of business planning processes’ rather than entrepreneurship education. Schlesinger observed that contrary to doubters, entrepreneurship education can be taught in HEIs, and the best approach is to study entrepreneurs, and involve entrepreneurs as part of the entrepreneurship faculty to teach students; this process should evolve and be fine-tuned continually. The curriculum and pedagogy of entrepreneurship should make students aware of the important issues such as, getting to know who they are, what they know, who they know, what they care about, and that they can start with resources currently at their disposal rather than thinking of the end product alone. Neck and Greene (2011) stated that entrepreneurship education has transited from teaching that entrepreneurs are extraordinary people with special traits or the study of each entrepreneur, to teaching that now should include the stressing of principles that foster becoming entrepreneurial; like facing uncertainties, spotting gaps in the market, learning from mistakes and making the best of it. They however noted that entrepreneurship education is mainly and wrongly thought of linearly as a process which has been arrived at as a result of standardising and implementing a curriculum.

Winkel (2013) made explicit the need for teaching of entrepreneurship to be focussed on allowing students to adapt in their learning as it suits them, in an enabling environment. Learning should be approached entrepreneurially while exploring new frontiers outside the walls of the classroom. Vanevenhoven (2013) highlighted the need for students and lecturers to go out of the classroom for experience in the field, after which both parties bring back experiences to share; experience sharing should be done during and after their outings, and these can be technology enabled. The need for HEIs to individualise the provision of entrepreneurship education was also noted, though the implementation might not be easy, but this provides the best way to learn because our individual abilities and capabilities to learn differ. HEIs should ensure resources in all forms are made available to would be entrepreneurs during their learning.

Neck and Greene (2011) further observed that the content of some case studies and business plans focussed on evaluation rather than identifying and creating opportunities. They noted in their study that business plan writing and the case study method were the most used in the teaching of entrepreneurship, but are not effectively used due to students' misconceptions, a focus of the faculty on summative assessments, and the non-preparedness of teachers to use these tools effectively. However, they do believe that the future of entrepreneurship education should follow the ‘entrepreneurial cognition approach’, where the use of cognition in its pedagogy is by asking the question “How do people think entrepreneurially?” The definition of cognition by Neisser (1967, p.4) states “cognition refers to all processes by which the sensory input is transformed, reduced, elaborated, stored, recovered, and used”. The pedagogy focus should be on ‘thinking and doing’ which will be facilitated with the use of cases, business simulation, design based learning, and reflection, to bring starting a venture close to reality.

The thought processes of students will be enhanced ‘to think entrepreneurially’ in every decision stage; this will lead to “… construction of entrepreneurial mental models” (Neck and Greene, 2011, pp. 60-61). There exists the downside of creating archetypal economies if the prevalent linear process of pedagogy continues in entrepreneurship, due to recycling and not the promotion of innovation and creativity. Neck and Greene (2011) provide a contrast of entrepreneurship taught as a process as it is currently, and that taught as a method as it should be. Entrepreneurship taught as a ‘process’ is predictable, while as a ‘method’, it encompasses the building of entrepreneurial competencies that will be time tested and always adaptable in every circumstance; it focuses on doing and learning from this. Neck and Greene (2011) advocate for reflection to be encouraged in entrepreneurship education as it enhances development from experience as a result of a continuous thought process. It enables ‘deep learning’ which is experiential and value focussed, rather than ‘surface learning’ which is process based and encourages replication. They further noted the pedagogy of entrepreneurship as an applied discipline that would be most useful to students if presented with an approach used by design based courses.

In a study by Bridge *et al*. (2010) of the Northern Ireland Centre for Entrepreneurship (NICENT), they found that appropriate questions had to be asked for entrepreneurship to be useful in achieving the ultimate objectives of creating new ventures. The study sought to find out what entrepreneurship meant to different stakeholders and they found that in Northern Ireland (NI), the government saw it as the total development of the person to enable attainment of competences to be innovative, creative as employees and as venture creators. The study found that questions needed to be asked in the right order of “what do students need?” rather than “how to teach entrepreneurship?” If the needs and aspirations of students are identified by HEIs, then appropriate pedagogical tools can be applied. They found that students wanted ‘enterprise for life’ taught rather than ‘enterprise for new venture’. Once ‘enterprise for life’ was taught, it created the platform for ‘enterprise for new venture’ to be built on. ‘Enterprise for life’ has a focus of making students entrepreneurial in their thought patterns and thereby developing competencies, while ‘enterprise for new venture’ seeks to guide them through the intricacies of setting up and running a business which include leadership, marketing, sales, finance and others. They stressed the importance of focus on the definition of entrepreneurship by stakeholders which invariably drives its pedagogy.

The study by Bridge *et al*. (2010) highlighted the importance of the university and its staff having the right understanding of entrepreneurship, its aim and objectives, and the need to for them to buy into it; only then can they actually add value and encourage students along this route. The approach of getting staff and the university on board could lead to an entrepreneurial approach of thinking by the HEIs; this could lead to innovative ways of doing things and creating an environment where innovation and creativity can thrive (Gilman and Serbanica, 2015). The HEIs can create or participate in the creation of spin- outs for start-ups and the warehouse of intellectual property (IP). HEIs can influence their environment positively and earn income while doing this; the study identified that HEIs can sell enterprise courses to the public sector, the industry and to other universities. The Northern Ireland Centre for Entrepreneurship (NICENT) was an initiative that was run by two (2) universities which were the University of Ulster and Queen’s University, Belfast with funds provided by stakeholders for its set up and for it to achieve its objectives; NICENT has since ceased to exist after it was realised that entrepreneurship was well embedded into faculties at both HEIs, and they could run without external support in promoting and teaching entrepreneurship (University of Ulster, 2015).

Marasco (2011) provided an outline of the experience had by students while at Harvard Business School (HBS) studying entrepreneurship where the approach to pedagogy was case based and participative. Feedback from students revealed they found it very useful because discussions were held among peers and not just with the lecturer. Marasco (2011) noted entrepreneurship education had evolved over time, an assertion reached after a cumulative experience as a lecturer and from feedback gotten from students; with incubators singled out because students could start companies, which was considered an important complement to fostering entrepreneurs. The students have access to mentors and are provided with all the necessary support to bring their business ideas to life. Incubators allow the inter-disciplinary interaction of students where their various strengths could be used to bring their ideas to life; it encourages working together and exploiting the benefits of team work. Marasco (2011) further stressed that those students who had undergone entrepreneurship education will not all become entrepreneurs, but will have the competencies to bring their future ideas to life and if necessary monetize it. Morris *et al*. (2012) stressed the importance of 'experience' in the pedagogy of entrepreneurship, during which students individually, see a catalogue of occurrences they have to handle or make decisions on. During this process, they undergo both emotional and intelligent challenges which cannot be simulated in a classroom (Walter and Dohse, 2012). This prepares them for life, where businesses started by students may fail or succeed, putting them under the pressure of borrowed funds, savings, time and other resources which might be lost.

Jones *et al*. (2012) in their review of scenarios observed that the curriculum and delivery of entrepreneurship education can be segmented into four (4): a focus on developing an entrepreneurial mind set; support to create a venture and providing a road map to do this; providing those in innovative faculties with the know-how on setting up ventures or commercialization of their innovations; and ensuring entrepreneurship is treated like another course offering by HEIs. They observed on review of the first segment 'entrepreneurial mind-set' that students need this, with a focus on development which should not be mixed with a focus on businesses being set up. They further observed that a singular course offering would be inadequate for optimal achievement of 'entrepreneurial mind-set' development in HEIs due to the varying ambition and backgrounds of students. Students' development should be such that their mind-set can be adapted to every sphere of life even if they do not pursue an entrepreneurial career. On review of the second segment, which has to do with starting up businesses, they recommended caution in the adoption of this segment as a focus, but noted that entrepreneurship is innate and is exercised in our daily lives. They observed that for a marginal number of entrepreneurship graduates that have embarked on start-ups; the future is unpredictable for those that will actually start a business. Regarding the third segment, commercialising of ideas outside the business school, they noted this will have to come from top down in the university; those at the top will have to see the benefits, be ready to bring this vision to life by creating an 'entrepreneurial university' (Hannon, 2013) and be ready to manage the day to day challenges of disjointed ambitions that exist between the university and its students. The fourth segment is where entrepreneurship becomes just one of the other courses; they agree that there is a risk of this happening if the experiential focus of entrepreneurship is not stressed, and if the audience peculiarities are not considered when designing delivery. They stressed that entrepreneurship should be taught across faculties and not be solely resident in the business school.

Kabongo and Okpara (2010) in their review of entrepreneurship course offerings in sub-Saharan Africa found a shallow offering of options to students in both the content and variety of courses. They found entrepreneurial competencies were not achievable from the content of curricula reviewed. Aronsson (2012) outlined three items that are considered very important in any entrepreneurship education content to enable it make the needed and positive impact on students; these are sales and negotiation, managing people and creating a new product or service. The need for EE content to encapsulate relevant attributes was emphasised, and little attention should be paid to things that can be delegated with ease by an entrepreneur (Aaronson, 2004; Kuckertz, 2013). Adejimola and Tayo-Olajubutu (2009) also attributed the high rate of unemployment among at least 80% of graduates studying in Nigeria to: the archaic curriculum which has not evolved with time; the craze for getting certificated rather than acquiring knowledge, skills and useful attributes; the belief that graduates are prepared for white collared jobs; wrong government policies and its implementation to address unemployment over the years, and the wrong pedagogy for the entire educational system. A further note was made that the Nigerian educational system was founded with an emphasis on theoretical teaching rather than a mix of this with experiential learning.

Seifert (2004) outlined the importance of understanding students' motivation to guide the development of constructive and useful learning; these motivations are usually produced by the state of students’ emotions and beliefs, which can also be fostered. The importance of motivation in the pedagogy of entrepreneurship has been stressed in various studies (Rae and Woodier-Harris, 2012; Hechavarria *et al*., 2012). Four pervasive theories are mostly considered in studying students’ motivations and these are: self-efficacy theory, attribution theory, self-worth theory, and achievement goal theory. Self-efficacy entails believing in one's ability to carry out an assignment with self-assurance; this is in harmony with motivation, ones self-worth and thought process. Someone with high or low self-efficacy can exhibit it both positively and negatively, which invariably affects eventual individual motivation and achievement. This could affect immediate and future plans (Bandura, 1977, 1993, 2012). Attribution theory is based on what we give as observed reasons for the outcome of an assignment; these may be positive or negative. The way we process these reasons have the ability to affect our eventual attitude and behaviour. The theory states that our perception affects our emotion which translates into our behaviour (Weiner, 1985). Self-worth theory states the existence of an underlying assumption that all humans must have dignity and self-esteem to live life daily. The absence of self-worth can be catastrophic in all endeavours and invariably affect confidence and motivation. The state of self-worth in a student can affect his willingness to embark on a task, which can translate to life ambition afterwards (Covington, 1984). Achievement goal theory states that the aim of students can be captured as 'wanting to excel in learning and performance'; this goal differs in each student and influences the extent to which each student will use their innate resources to achieving these (Dweck, 1986).

Neck and Greene (2011) recommend the use of a blend of pedagogical tools in the delivery of entrepreneurship education as it provides an array of avenues to encourage entrepreneurial thinking in students. Apart from the conventional delivery tools, delivery can be done through the use of games which are being used in Babson to tap into the prevalent 'culture of gaming' and most especially assist the understanding of serious concepts while 'playing'. Existing technologies can be adapted for use to enhance delivery, gauge student types, their learning modes and importantly to gauge their background knowledge. Recently, audience response technology, clicker technology, and mobile phone polling, have been adapted for use in classrooms of varying sizes to gauge an understanding of underpinning concepts and theories (Holland *et al*., 2013; Voelkel and Bennett, 2013). The promptness with which results can be accessed and the anonymity of respondents are major benefits; these tools can be used to get a consensus decision to be taken during entrepreneurship workshops where decisions are to be taken on a business or social venture. They allow for opinions to be shared without any bias while allowing for outliers to be picked on during the process. They could also fit in as an assessment tool to help provide formative feedback to the classroom.

Achtenhagen and Johannisson (2013, pp.20-37) in their study enunciated the importance of adopting the use of games as part of the curriculum, in the delivery and pedagogy of entrepreneurship. They stressed the need to cultivate an ‘entrepreneurial mindset’ as the bedrock on which to build for any future in entrepreneurship. They observed that pursuing this has immense benefits, as opposed to the current format of formal education which stifles our entrepreneurial mindset (Kiefer *et al*., 2010; Robinson, 2006). The use of carefully designed games provides learning opportunities for students in a safe environment and during this process they adopt important concepts which can be put to practice in real life. The games are designed to enable important steps and competences to be learnt and developed, thereby enabling students to link theory and practice. The steps highlighted in this specific game were: research, ideas, concept and action. The merits of games include encouraging teamwork, creativity, analytical thinking, daring, reflectiveness, courage, strategic thinking and communication (Achtenhagen and Johannisson, 2013, pp. 20-37).

Pittaway and Thorpe (2012) highlighted the need for ‘failure’ to be featured in the curriculum as a natural occurrence during entrepreneurship education; it enables students’ to realise that failure is acceptable, and can be used as a learning board to build up on. This view was corroborated by Saravathy (2009) stating the need of ‘starting a venture small’ to test an ideas viability, and obtain feedback; this ensures that failure is small and not catastrophic. A survey by OECD (2013b) showed that one of the highest inhibiting factors deterring people from starting ventures was the fear of failure. Vanevenhoven (2013, p.468) noted that “A commitment to getting students enacting opportunities does invite the chance for failure, criticism, and embarrassment that may not otherwise be present in the safety of our classrooms and offices”.

Jones *et al*. (2013) in the study of a HEI in the UK observed the benefits of providing extracurricular activities to enhance further learning asides those carried out in the classroom; it helps develop ‘entrepreneurial’ skills in a different setting. Some extracurricular activities offered to students by organised bodies and HEIs are:

- Enactus (formerly ‘Students in Free Enterprise’), which as at the last count had 51 UK universities and over 3000 students registered. It is an international non-profit organisation that provides a forum of students, academic and business leaders to come together with the aim of transforming the lives of those around them and the society at large through the use of entrepreneurship. Enactus at the last count had 39 countries, 1,600 universities and a total of 62,000 students registered. Every year, each country organises a competition with an entrepreneurial theme, with winners in each country meeting up with others for a global competition. During this competition, each representative team showcases what they have put together using business principles (Enactus, 2013).

- Ideas Factory: This entails bringing budding and successful entrepreneurs to the university to speak about their ‘journey’. During this process, they outline what it took them to start a business, how it has been, mistakes made, and lessons learnt. Sessions are normally in a format designed by the university to ensure important points are noted and covered (Jones *et al*., 2013).

- Universities Business Challenge: This is a simulation focussed challenge for undergraduates with the aim of developing employability and entrepreneurial skills. The competition has been run for at least 15 years and it provides participants with close to real life opportunities to work as directors, making decisions that impact on the profitability and viability of product lines, and the company. Participants have been observed to cut across different faculties in the university (UBC website, 2013).

- European Business Master Cup (EBMC): This is an international and interdisciplinary management simulation competition, in which university students participate in various capacities by running a virtual company. The competition has been running for over 10 years. Competitions are held in various countries to select winners, who go ahead to compete with others from other European countries. Students benefit from thinking entrepreneurially through tasks set throughout the process.

2.3.2.1 Reflection on Entrepreneurship Education

Rodgers (2002, p.845) provides a concise definition of reflection as “a meaning-making process that moves a learner from one experience into the next, with deeper understanding of its relationships with, and connections to other experiences and ideas. It is the thread that makes continuity of learning possible, and ensures the progress of the individual and, ultimately, society”. Fayolle (2013) enunciated the importance of reflection in the practice of entrepreneurship education by all stakeholders to ensure its many benefits are gained; during reflection, lessons are learnt and continuous improvements are made. Schön (1991) provided a breakdown of reflection into two as: reflection-in-action and reflection-on-action. Reflection-in-action is where prompt decisions are made on the basis of an immediate previous outcome; while reflection-on-action entails making meaning of happenings after the event either by writing or self-recounting.

2.3.3 Expectations and perceptions in Entrepreneurship Education

Students in HEIs have expectations before embarking on entrepreneurship education and have a perception afterwards; this might be positive or negative (Belwal *et al*., 2015; Rae and Wooder-Harris, 2012; Davey *et al*., 2011). Rae and Wooder-Harris (2012) conducted a study in the UK where entrepreneurship courses were delivered via an ‘opportunity-centred’ entrepreneurship approach, which was arrived at after putting together the pedagogy experiences of the faculty in teaching entrepreneurship education; this approach is an “experiential and discovery-led learning methodology” (Rae and Wooder-Harris, 2012, p.5). They observed a change in the perception of students after attending entrepreneurship education classes, which were influenced by various factors such as language, previous work experience, interest, class attendance, timetable, and approaches to teaching the entrepreneurship class. The study revealed students identified certain desirable attributes from entrepreneurship education, such as- gaining skills to start a business, developing higher level skills, gain advantage in careers, gaining hands on experience, gaining experience and knowledge of identifying market opportunities, and learning from leading experts. The study observed the diversity of students with different levels of experience and knowledge, with different approaches to learning, language and cognitive capacity which affected the quality of expectations, perception, feedback, and their entire higher education experience. The study highlighted activities that students considered useful during the delivery of the modules such as - goal setting exercises, watching entrepreneurial learning videos, using e-learning materials, using e-books as course texts, and working in teams on a business opportunity.

Jack and Anderson (1999) observed that students do not have venture ideas at the start of the EE studies, neither are they able to spot ideas for new ventures; these might be due to their age, background, life experiences, and not fully aware of the value derivable in setting up a new enterprise. Their study recommended HEIs should provide avenues for students in different faculties to meet and discuss their ideas, which could provide opportunities to learning from others, and enhance their ability to apply these to their entrepreneurship education. The design and delivery of the curriculum should enable students' to link theories and the varying courses they have been taught to experiential opportunities created and embarked on by them via incubators, placements, simulations and other opportunities.

The use of technology and varying media platforms to enhance the delivery of entrepreneurship education has grown over time; their use as a resource to enhance experiential focus of entrepreneurship education is deemed important (Adam and Nel, 2009). The use of tools such as projectors, power point slides, video snippets, audio recordings, mentoring via face to face contact, Skype calls, phone calls, text messages, emails, in house university databases that can be assessed anywhere for notes, and recorded video of lectures, and other additional resource, all contribute to enhancing learning during lectures and workshops. Others such as a live online classroom environment where students can link up to classrooms from any location and various other social media platforms provide forums for interactions and discussions. Though beneficial, it must be approached with caution to avoid the loss of the 'experiential' component of entrepreneurship education (Colin *et al*., 2012).

The longitudinal study by Adam and Nel (2009) also highlighted the positive impact of an optimal combination of classroom and technology; and by contrast, if emphasis is placed on technology to the detriment of classroom time, students' perceptions were observed to be negative.

Kuratko (2003) noted that technology was an important complement to the delivery of entrepreneurship education content, with evidence showing it has had a tremendous positive effect on the entire educational set-up. The use of emails, internet, intranet boards, and social networks in EE all positively affect the quality of delivery. Miller *et al*. (2011) observed capturing students' expectations as a useful input to enabling the delivery of EE content. Their study of undergraduate students showed that they had interest and expectations of the entrepreneurship course undertaken; and they had perceptions which were in line with their expectations of the course. A study by Packham *et al*. (2010) revealed students expectations prior to attending entrepreneurship classes and their views afterwards; showing a positive impact of the course on the students. The course had shaped their thinking, had provided information, and reinforced the thinking of some students afterwards. Aronsson (2012) stressed the importance of an experiential approach to the delivery of entrepreneurship education via apprenticeships, where the apprentice will determine if he wants to pursue his career as an entrepreneur or not, under the guidance of an entrepreneur as a mentor.

Matlay (2011) observed from his study that teaching and research staff with hands on experience of starting and running a business or who had done this in the past were seen as the best to design modules, and deliver them; students viewed and rated these attributes highly. Aronsson (2012) said "I would like to impose a rule that no one should teach in entrepreneurship if they have not done it themselves, that is, they have started and run their own company. The faculty should only be people that have successfully run their own company". Jack and Anderson (1999) observed that without start-up experience, teaching and research staff will depend solely on theory. The deduction from the above is that although the above stress the importance of success, what adds most value is running a business, whether successfully or otherwise.

Rae *et al*. (2012) noted that due to the state of the UK economy, and the policies of the government to encourage private sector driven growth for jobs, entrepreneurship education in HEIs is seen as very important. Students need skill sets that match those required by the private sector and skills to enable them start their businesses. They observed that in order to achieve this, HEIs and their staff need to develop an entrepreneurial mindset which will drive their activities and invariably impact on students. Blenker *et al*. (2011) made a case for entrepreneurship to become a way of life in HEIs, which entails putting in place organisational structures to make this possible; students will thereby adopt this and have it become a way of life for them during their study at HEIs and after graduation. In line with changing realities in the world, HEIs in UK are responsive and do provide bespoke courses (Matlay, 2006b).

Laukkanen (2000) pointed out a similar approach which is a good practice if observed by HEIs in the delivery of entrepreneurship education – 'the business-generative' approach where a university puts in measures of encouragement along with teaching using new venture formation, encouraging students to be involved in businesses through internship, project work, guest lecturers from businesses, and entrepreneurs, site visits, orientation programs on starting businesses, simulations and others (Pittaway and Thorpe, 2012). Laukkanen (2000) further suggested that HEIs approach to entrepreneurship education should be to embed it in every course taught; this aids easy assimilation of the concepts and contents of entrepreneurship education (Anderson, 2011; Brown, 2007, p. 126-141, QAA, 2012). The Taatila (2010) study showed that there are no fixed pedagogical approaches to the delivery of entrepreneurship education and stressed the importance of creating hands-on experience for students, which promotes motivated learning and invariably generates new ideas. The study noted that the design of modules must evolve and be made adaptable to suit various students depending on their experience and exposure.

Several studies have shown the positive impact of entrepreneurship education on entrepreneurial graduates and these were reflected in their aspirations, working life and eventual setting up of businesses (Matlay, 2008; Jones *et al*., 2008; Lee *et al*., 2006; Solesvik *et al*., 2012). Sarasvathy's (2008, p.2) study on "how entrepreneurs reason about specific problems in transforming an idea into an enduring firm" highlighted the need for the pedagogy of entrepreneurship education to be revisited; the study showed that entrepreneurs have an approach to their thought process which is ‘effectual’; they use resources at their disposal to create an undetermined output which differs from the alternative approach used by schools and others generally involved in entrepreneurship where pedagogy promotes a ‘casual’ thought process; this entails seeking optimal value from resources to achieve a set target. Sarasvathy (2008, p.2) however points out that a mix of the two approaches will create an optimal result; but if a choice is to be made between the two, the preference is for the effectual approach, which has led to producing “entrepreneurs who are entrepreneurial”. This view is corroborated by Morris *et al*. (2012), observing that the commonly used approach to the pedagogy of entrepreneurship is a linear process, where steps are taught to be followed meticulously to avoid failure in execution by students, or to ensure things are done acceptably. This was noted as not ideal, because in reality entrepreneurs most times do not know the beginning or the end of a venture creation. They also do not know the specific steps to be taken, and so try out various things as they meet challenges or opportunities on their path (Morris *et al*., 2012).

Jack and Anderson (1999, p.111) argue that HEIs have a deserving place in promoting entrepreneurship education, but the focus should be on doing what HEIs know how to do best which is “developing higher level skills and nurturing analytic ability”; they summarised this as producing “reflective practitioners” during entrepreneurship pedagogy. They emphasised that a reflective person has the aptitude to start and ensure the growth of a venture, and the ability to be entrepreneurial in all spheres of life either as an employee or in other endeavours. However, there are those that believe that entrepreneurship education at HEIs is a waste of time and resources, and that an individual can become an entrepreneur through alternative forms of support, particularly providing access to funds, and mentoring. The Thiel foundation set up in 2010 is among these, and has asked students to drop out of college to start up their own businesses. The fellowship gives $100,000 to each of 20 recipients yearly who are under 20 years of age with no strings attached. They were given mentors to guide them and were also provided with all the necessary support. They believe that “Rather than just studying, you are doing” (Thiel fellowship website).

There are several studies on the positive benefits of entrepreneurship education, but there exist studies that have been carried out on the impact of entrepreneurship education and which show a negative or no significant impact on entrepreneurial graduates (Oosterbeek *et al*., 2010; von Graevenitz *et al*., 2010; Gurel *et al*., 2010; Fayolle, 2007, p.126). These studies were carried out on students who were engaged in entrepreneurship education, and the focus was seeking to know the impact of the courses they had attended, and their intention on entrepreneurship. The outcomes of these studies showed a negative or negligible positive effect or impact; however, it highlighted the need for studies to be carried out in the following areas: the perception of students using various research tools in pedagogy, the design of content by stakeholders, the efficient delivery of entrepreneurship education and a continuous appraisal to ensure the objectives of entrepreneurship education are achieved. Although, these studies were for a small sample and cannot be generalised, they raise questions that need to be asked rather than blanket assumptions made that entrepreneurship education is equally valuable to everyone. Rae *et al*. (2012) conducted a survey of UK HEIs on the provision of extracurricular activities that promote entrepreneurship outside the classrooms; the survey result revealed an improvement when results were compared to those obtained in previous years. Another indicator investigated during the survey was the Student engagement rate (SER); this showed improvement, but was very low in comparison to the desired result. The sample included students who attended formal lectures and those involved in out of class activities. The result of the study led to a recommendation that entrepreneurship be embedded in the curriculum of every faculty at HEIs.

Kruger *et al*. (2000) observed that students' expectations might be tied to their intention to undertake entrepreneurship education when it is not made a compulsory course; a lot of work has been embarked on as it relates to entrepreneurial intention with Ajzen's Theory of Planned Behaviour (TBP) mainly used. This theory has three dominant factors which are: attitude to entrepreneurship, social norms, and perceived behavioural control. There is an assumption by this model that intention becomes entrepreneurial behaviour, though not founded, the importance of intention in influencing behaviour was found to be important in the process (Nabi *et al*., 2010). Kuckertz (2013) observed that attitudes are influenced by behaviour, and these attitudes can be fostered by HEIs providing avenues for students to have nascent entrepreneurs as role models, and by allowing students to run businesses, while having unhindered access to these role models who could take up stakes in the business or work out a suitable arrangement.

2.3.4 Influence and appropriateness of assessment in Entrepreneurship Education

Assessment can be described as measuring the level of understanding that students have of learning outcomes, guiding students in their development (formative assessment), and grading them appropriately (summative assessment) (Pittaway *et al*., 2009). Duval-Couetil (2013, p.395) observed that assessment "refers to stand alone measures of individual student performance, aptitudes, and attitudes used within or outside the context of courses or programs". Race (2005) asserted that assessment is necessary because it is the only measure of knowledge that shows what students have learnt and understood; and it is a means of providing evidence. Assessment is effective if used as a tool to aid improvement, to ensure standards are maintained, and not solely for accountability (Banta, 2007). Penaluna and Penaluna (2009) asserted that assessment in business schools differs from other faculties; for the creative faculties, assessment is beneficial if it is designed to suit various phases in entrepreneurship education like idea generation, innovation, and opportunity recognition.

Entrepreneurship education can be multifaceted depending on the focus and the audience being taught. For the assessment of entrepreneurship to be done appropriately, Pittaway (2009) postulated four groupings of entrepreneurship education and invariably expected outcomes that are assessed; these are: 'about'; 'for'; 'through'; and 'embedded'. The 'about' group places emphasis on the instruction led approach to aid knowledge acquisition of concepts; the 'for' group focuses on giving assignments and projects to students, which when completed allows students to gain certain competences which are valuable; the 'through' group allows students to have hands on entrepreneurship experience in a simulated environment; and the 'embedded' group focuses on allowing entrepreneurship to be embedded into various courses and lectures, thereby allowing its adoption by all faculties. These groupings can be applied to different faculties and institutions which allows for a mixed approach to assessment, with a focus on its appropriateness and usefulness.

A recent study by Pittaway and Edwards (2012) on current assessment practice in entrepreneurship education showed that stakeholders were involved in entrepreneurship assessment through self-assessment; peer assessment; assessment by entrepreneurs and other professionals, though this was minimal; and assessment by the teaching staff was the most used. The study further identified nine other forms of assessments commonly used as: business plans and business reports, presentations in class, test and examinations, essays, case studies, reflective assessment, peer assessment, and interviews. Of all these, it was observed that teaching and research staff mainly used essays as a form of assessment in the UK. The study noted that in the USA, multiple assessment approaches were used in courses taught when compared to the UK where fewer assessment approaches were used.

The study by Pittaway and Edwards (2012) revealed that differences in approaches to assessment in the USA and the UK were due to cultural differences between both countries in their use of assessment. Analysis of data obtained revealed that most of the approach to pedagogy of entrepreneurship and its assessment were focussed on the 'about' group which did not promote hands on and experiential learning, and engaged less with stakeholders. The study identified the need to engage a wide range of stakeholders in assessment, and to allow for the introduction of new ideas in the assessment of students. Duval-Couetil (2013, p.402) observed that "achieving consensus on learning outcomes at the course and programme levels is particularly important in the field of entrepreneurship education where it is common to find faculty with very diverse teaching, research, and professional backgrounds". Another study by Lange *et al*., (2011) indicated that the writing of business plans by Babson students greatly influenced their likelihood to become entrepreneurs when compared to other forms of assessment. Assessment in Nigeria is closely modelled after that obtainable in UK due to historical ties between both nations (Arogundade, 2011; Ogundele, 2012).

Shartrand *et al*. (2008) observed that in the US, entrepreneurship has been accepted by engineering faculties due to its mantra for innovation, and its importance in the global economy. Some HEIs have been able to build a framework that enables students to understand and know how to commercialise their innovations optimally. Entrepreneurship has been integrated into various curricula, and engineering faculties are currently designing appropriate content and assessment tools fit for their purpose. The study revealed that two tools have been designed to meet assessment needs and they are: ‘NCIIA Entrepreneurship Inventory’, which measures students’ stated understanding of technology entrepreneurship theories and ‘Rubric’ that provides a context for studying entrepreneurial philosophy in undergraduate and graduate students. These assessment tools were tested in a few HEIs to provide a basis for improvement; with ‘entrepreneurial mindset’ coming up as that portion of entrepreneurship education which could be taught in the classroom.

Rust (2011) however, advocates a total reform of the current assessment which is currently based on percentages, as they could lead to unintended consequences of students wanting to excel in examinations without having a good grasp of the subject. Rust (2011) observed that assessment using percentages was highly subjective, and could contribute to students taking a shallow approach to learning. QAA (2012) advocates for uncertainty in assessment approach, to aid students to stretch their imagination, and to enhance their creativity, through the use of real life scenarios to complete a task. They however added that students should be carried along in this process as important stakeholders.

Rosales *et al*. (2012) outlined the importance of pre-testing before a course starts, and this entails assessing the understanding students have of underlying concepts and theories. This assessment provides access to the prior knowledge of students which the faculty can use as an input to implementing the curriculum and its pedagogy. They stress the importance of a carefully designed methodical approach that enables the entire faculty to see the course offerings available to students, ensure desirable competencies are captured therein, and avoid unnecessary duplication of offerings. When in place, it helps to ensure that pre-requisite concepts are taught, and re-emphasised where necessary.

Gibbs and Simpson (2004, p.1) stressed the importance of designing assessment to enhance quality of learning. They observed that assessment affects “what, how, and how much students study”. Gibbs (2010) observed that assessment can be used as a tool by teachers to help students channel their efforts, and resources appropriately. These could be achieved by allowing them to focus on key concepts, read broadly, and spend time outside the classroom. The study found that institutions focussed on assessment as a measurement of learning outcomes of a module, rather than use it to facilitate learning, which impacts on the standard of the institution. Due to prevailing focus on assessment and its most common mode, examinations, students' attentions are on excelling in their examinations rather than gaining knowledge. It was observed that the extent to which students understand examination techniques determined their level of excelling, and this does not measure their learning. Students could pass a course with an 'A' by strategically focussing on contents they think will be assessed, and not understand the module, while those seeking understanding could fail in the process of trying to do this rather than plan to pass their examination. Gibbs (2010) highlighted the role that course work has as a supplement to examination, and could have a positive impact on the grades and knowledge gained by students, especially if the course work covers various aspects of the module. Students have been found to prefer course work as a complement to examination. Course work has been found to have had a better impact on deep learning rather than examination which promotes surface learning. It was found that students were attentive to completing their course work knowing it will be accessed, and this invariably affects learning.

In a study by Forbes and Spence (1991), they found that peer review had a higher impact on results and enhanced learning when compared to course work; hence Gibson and Simpson (2004, p.8) stated that "The trick when designing assessment regimes is to generate engagement with learning tasks without generating piles of marking". Regular and prompt formative feedback have been found invaluable by students, and can reinforce learning, though this is impacted by resources available in various institutions. The lack of prompt tutor feedback might lead students resorting to peer feedback which might be sub-optimal when not guided, and might be destructive in its effect. Formative feedback is considered favourable when students see that it helps in improving their final grades; studies have shown that students are predominantly preoccupied with their grades and do not read feedback provided with their examination grades (Orsmond and Merry, 2011; Tett *et al*., 2012). In a study by Carey and Matlay (2010), they observed assessment characterised by ‘formative, peer-enabled, and discussion based techniques’ have worked in the creative discipline and are transferrable to EE.

Due to resource constraints, some courses are not able to provide formative feedback, or provide it in a timely manner or in a useful format (Ferguson, 2011; Price *et al*., 2010). Summative feedback might have a positive or an adverse effect on students ‘self-efficacy’, and hence should be carefully designed in module assessment; the content of the feedback should be constructive, enabling students’ to see how to become better (Gibbs and Simpson, 2004; Gibbs, 2010). The number of students on a module is an important factor that could impact on the quality of feedback received by the students’, especially formative feedback. This might be as a result of few resource persons to assess, which could impact on the quality of assessment to encourage learning by students; there is need for resource persons to understand module learning outcomes and assessment tools available, to enable them deliver optimally on assessment (Duval-Couetil, 2013).

Assessed essays and group projects facilitate learning by encouraging students to read and to seek understanding of the context; and it facilitates deep learning. Formative feedback can be used to sustain the motivation of students during a course, while focussing on areas of improvement, and of strength that need to be sustained (Nicol and Macfarlane-Dick, 2006). In addition to students being made aware of learning outcomes, they should know the standards expected of them to achieve certain grades; as this will enable them to internalise and reflect as the course progresses, and when feedback on course work, assignments, essays are given (Race, 2005). Bloom (1956) taxonomy of educational objectives provides an outline of complexity stages to be met by students, and provides guidance for appropriate assessment. Bloom’s taxonomy provides an outline of desirable learning complexity at varying levels as: knowledge, comprehension, application, analysis, synthesis and evaluation. However, as students’ progress in their academic pursuits, studying and obtaining feedback, they develop and know the expected complexity required of them, and work at achieving this. Gibbs and Simpson (2004) highlighted the need for feedback to be sensitive to the conceptions of learning; teachers have to assess students’ understanding by the use of continuous assessment.

Race (2005) observed that assessment could facilitate students' attendance and interest in a course; adversely, it could prompt students to drop out of it. Assessment could prompt students to work towards 'showing' rather than 'knowing' because it is their ability to show that is graded; which impacts on the perception of knowledge by students. The study revealed students have three (3) different perception approaches to assessment, and these are: cue-seeking learners, cue-conscious learners, and cue-oblivious learners. Those students whose approach to learning is strategic are the cue-seeking learners; they concentrate their efforts on things that will give the most value and marks. They are very attentive, and seek how to maximise their marks from any assessment, and they look through their feedbacks to further their goal. QAA (2006) posits that achievement of teaching and learning is possible if assessments in HEIs are made valid, reliable, transparent and authentic. Race (2005) expounded on these attributes by explaining that validity is putting in place assessment that measures 'learning' of outcome statements; reliability in assessment could be viewed as consistency in output, this is checking that different people will be given almost the same marks or feedback on a task (benchmarking standards); transparency is connecting the learning outcomes to assessment measures neatly, and making this easy to understand by students; and authenticity is validating the output being assessed as the handiwork of the students' learning. Race (2005) further remarked that most assessment measures concentrate on what can and not what should be measured.

In a study by Race (2005), it was observed that students' approaches to learning influenced their preferred assessment when comparing examinations and course based assessments. It was noted that some students preferred examinations to essays and vice versa; though examination is widely seen as a valid output of students work, it could put those with slower thought patterns at a disadvantage through no fault of their own. Examinations that are structured along case studies and problem solving are seen as more constructive and valid. Race (2005) further observed that students learnt what they presumed would enable them pass and hence did not cover the entire study outcomes. However, essays have the desired output of wanting students to read through relevant materials, digest books, journals, and thereby learn; but this does not really happen, as students do not go about it this way. Questions are being raised on submitted essays -have they been put together by the student, and what effort has been put into it?

2.3.5 Student entrepreneurial capital development

The means of identifying entrepreneurial competences required by graduates, the best way to capture those identified, and the mode of adding value optimally by HEIs in their design of entrepreneurship curriculum are of utmost importance to all stakeholders. The purpose is to avoid a mismatch in the skill sets graduates are embodied with, and would have cultivated while in HEIs (Matlay, 2011; Brown, 2007, pp.126-141). Further studies conducted revealed that as students undergo entrepreneurship education, knowledge capital is being developed and enhanced; and students who out of their free will both pick and attend entrepreneurship module where it is not a compulsory module, were most likely to become entrepreneurs on graduating or later in their careers (Matlay, 2011; Hussain *et al*., 2008). The study revealed that students with knowledge capital gained from entrepreneurship education were in the short, medium and long term seen as entrepreneurs and potential entrepreneurs. Other studies have observed that graduates that did undergo entrepreneurship education developed skills that were considered of immense benefit to them as employees, as well as potential employers, and it influenced their attitude significantly (Li *et al*., 2003; Packham *et al*., 2010; Li and Liu, 2011). During entrepreneurship education, entrepreneurial graduates will have different capital developed and understood; their knowledge capital enhanced (Mitra *et al*., 2011; Brennan and Connell, 2000); their understanding of the importance of economic capital, how and where to access it, and its importance in the start up and running of SMEs (Firkin, 2003; Hussain *et al*., 2006, 2007; Tian, 2012); the importance of human capital, which is work experience and skills they can build while in the HEIs (Becker, 1975; Haber and Reichel, 2007; Matlay, 2008; Georgiadis and Pitelis, 2012; Stringfellow and Shaw, 2010); and the importance of social capital, which is the contact network they can and should build (Bourdieu, 1986; Davidsson and Honig, 2003; Li and Matlay, 2006b; Matlay, 2011).

Kiefer *et al.* (2010, p.38) highlighted the importance of listing out resources at the disposal of an entrepreneur before embarking on the plan for a venture; questions to be asked are: “who am I? What resources do I have at hand, who do I know that I can collaborate or share risk with?” In a survey conducted by Stanford university of their alumni tagged “Stanford Innovation Survey”, they found out that 30% of graduates who had started a business three (3) years after graduation and got access to funding from venture firms from knowledge gained from attending an entrepreneurship course. Jack and Anderson (1999) observed that students could achieve entrepreneurship learning objectives and ultimately become better rounded, if the benefits of the varying capital can be highlighted with its benefits, and showing students how to get these, harness and make the best of them. The study by von Graevenitz *et al*. (2010) noted that if the eventual outcome for an entrepreneurial graduate is not to pursue entrepreneurship, it will be beneficial if identified early, as the graduate can quickly redeploy capital in all its forms and hence enhance optimal use of resources.

As noted by Morris *et al*. (2012, p.4), “the entrepreneur is a work in progress”. Their individuality and other pertinent factors go to shape the type and variety of ventures formed. This is highlighted by the accumulated benefits obtained by students through work experience, lectures, and guidance during entrepreneurship education which is of immense value to them as entrepreneurs when put together to face real life challenges. Notwithstanding that entrepreneurship is taught in a blanket format to a group of students, the actual field experience of creating ventures will result in different ventures due to different interest, management styles, and varying approaches to challenges. Each person will bring their own personality, an understanding of all that has been taught during entrepreneurship and their innate life experiences to bear; all these will affect the output and maybe viability of each venture, and the eventual business formed could also be materially different from prepared business plans (Crant, 1996).

Experience as a form of capital is of utmost importance to an entrepreneur and Morris *et al*. (2012, pp.7-8) provided a synthesised definition of experience as a “lived through event”, and experiencing as “active participation in the event”; this entails feeling, sensing, touching, smelling, reflection, analysis, and a look back to past events. The interpretation of events differs from one individual to another, and reactions to these interpretations also differ. Jackson (1996) noted ‘experience’ allows for decision making, hands-on participation and the active use of other competences; however, reflection allows for thinking which provides a lessons learned compendium. These are captured in a journal or diary which could guide the next decision or venture. Morris *et al*. (2012) stressed synergistic benefits that could accrue from bringing 'experience' and 'reflection' to the classroom by 'would be' entrepreneurs. Martin *et al*. (2013) in a meta-analysis of 42 articles on entrepreneurship education outcomes over a period of 32 years (1979 to 2011) observed its positive contribution on human capital attributes such as knowledge, self-efficacy, skills, and the desire to pursue an entrepreneurial career.

Morris *et al*. (2012) observed that the experience students' gain with a hands-on approach to entrepreneurship stands out when compared to other life experiences. Morris *et al*. (2012) identified eleven (11) characteristics that make this experience truly unique. They are: temporal, which is the need for different approaches in embarking on different events; purposive and terminable, which is the ability to become an entrepreneur and also exit being one, a decision that can be made at will; idiosyncratic, which outlines that the experiences of each entrepreneur in venture creation will differ; perform, which is when an entrepreneur is put on a scene without any guidance, but is expected to figure things out and create something positive from the experience. Others are transformative where an entrepreneur creates something new or an improved output by observing the environment and utilising resources; uncertain, the entrepreneur works and thrives in the midst of changing scenarios where adaption is required; ambiguous, which occurs during the early part of a venture where an entrepreneur cannot, with certainty, say when certain things will work or not; novel, an entrepreneur always witnesses something new always which creates new experience; diverse, an entrepreneur at a very early stage and down the life of the venture might have to do various things at once, multitasking; volatile, unexplained events, both negative and positive can occur at any time; and emergent, venture creation is a continuum that can change and it reflects on the venture. The ventures' shape, purpose and anything within it can change as a result of continued interaction with the environment and the entrepreneur.

2.3.6 Culture and entrepreneurship education

This study will adopt the definition of culture as "the collective programming of the mind which distinguishes the members of one group or category of people from another" (Hofstede, 1991, p.5). This definition outlines that culture might be in the form of knowledge, morals, custom, law, belief, and orientation, which a society or sub-set of the society acts on. Berger (1991, p.6) also described culture as "...any collection of people whose thinking and practices are distinct from that of others may be said to have a culture". It was further observed that culture is spreadable if appropriate factors to enhance its thriving are put in place. Many governments and policy makers have put in place various mechanisms to enhance entrepreneurship education in various settings especially HEIs, to promote a culture of enterprise among students; with the objective of making graduates and their institutions the engine room of new ventures (Matlay, 2008; Kuratko, 2005). The prevailing mind set and attitude in a HEI will drive the structure and support the facilities put in place to encourage entrepreneurship (Handscombe, 2003; Sporn, 2001). In a study carried out by Souitaris *et al*. (2007), the positive impact of HEIs having entrepreneurial culture was observed, as it encouraged students to create new ventures; however, in the study by Piperopoulos (2012), it was observed that entrepreneurial intentions and the aspirations of student declined while in HEIs due to the prevailing culture in observed institutions. Kruger *et al*. (2013) observed that culture and entrepreneurship are inextricably linked to each other, with both influencing each other.

Hayton *et al.* (2002) observed that a shared notion of risk taking and uncertainty leads to creativity and innovation, which are essential ingredients of entrepreneurship. The importance of societal macro structures such as a vibrant legal system and others which are outside the control of individuals but in the hands of the government, also help to foster an entrepreneurial culture. Mueller and Thomas (2001) identified the need for an environment where a shared culture that nurtures is prevalent to help budding entrepreneurs attain their potential. This support could be in the form of those provided by HEIs that have embedded entrepreneurship in their curriculum, or where it is a stand-alone provision, with support structures put in place by all levels of government to complement offerings.

In a comparative study conducted by Lee *et al*. (2005) on the impact of entrepreneurship education on US and Korean students, it was observed that the major difference between both students was attributable to culture. The US represented a country with a long history of entrepreneurship education, while Korea represented that with an embryonic culture of entrepreneurship education. In summarizing their findings, they considered the following factors ‘prior to students attending’ and ‘after attending’ entrepreneurship education: the intention to start a firm, the confidence to do this, and the value of entrepreneurship education. Their study revealed that the Korean students attained almost the same level as the American students on most metrics used, but lagged in knowledge and self-efficacy. However, the study revealed a higher level of improvement for the Korean students overall in comparison to their US counterparts, whose standing on the metrics remained largely static. The study concluded that countries without strong cultural groundings in entrepreneurship education would generally reveal a higher impact with the benefit of having had entrepreneurship education, when compared, over the same period to countries with a long history or culture of entrepreneurship education.

Thurik and Dejardin (2011) in considering the impact of culture on entrepreneurship considered three (3) approaches. These are: aggregate psychological traits, social legitimation and dissatisfaction. On aggregate psychological traits, there is a postulation that a link exists between beliefs and values, impacting strongly on individual behaviour. In a society where entrepreneurial ideals are dominant, the link will be prevalent and vice versa for societies without these ideals. For social legitimation, there is prevalent in the society an appreciation of entrepreneurship for tax reasons, as a status symbol, there are incentives to promote entrepreneurship, and it is viewed very positively by all. The dissatisfaction approach is when for some people, the ‘status-quo’ becomes unacceptable and they decide to pursue self-employment. They differ in their thought patterns from the society in which they live in and hence might not be ‘culturally’ linked to their society. The need for appraisal and finding the prevalent culture in a society can go a long way to inform the approach of entrepreneurship education pursued, and hence its impact. Dyer *et al*. (2013, pp.26-28) observed four behavioural skills that cut across innovative entrepreneurs as: questioning, observing, networking and experimenting; they noted that if carefully cultivated, these can be developed. Dyer *et al*. (2013, pp.41-45) further highlighted the importance of the convergence of various ideas, they noted that "Throughout history, great ideas have emerged from these crossroads of culture and experience"; it can be via conferences, meetings, the setting up of multi-disciplinary team for projects, and it can be facilitated by the set-up of departments in a HEI with close proximity, and that promote collaboration. Johansson (2004, p.2) refers to ideas generated as a result of cross-pollination of ideas as the "medici effect".

2.4 Developing and developed economies

World economies are generally classified into three (3) according to the World Economic Situation and Prospects (WESP); these are developed economies, economies in transition and developing economies. Various delineating factors are used in this classification, though countries that are classed as ‘economies in transition’ have some of the features of the developed and also that of developing economies. Geographical location is one of the major categories to identify countries which are classified as under developed: Africa, East Asia, South Asia, Western Asia, Latin America and the Caribbean; countries that are members of the group of seven countries ‘G7’ are referred to as major developed economies. Other criterions used are the gross national income, access to health care, access to education and good governance along with other factors. A look at the classification of both Nigeria and UK in various categories puts Nigeria in developing and UK in developed (UN data). The United Nations stated that, there is generally no fixed or identifiable definition for developed or developing countries but attempts are being made at this by using various indices and factors for statistical convenience. Another description for developed economies that contrast that of developing economies is that, developed economies have a vibrant service sector contributing more to their nation’s economy than its industrial sector, which contrasts with developing economies which are still largely industrial or agrarian (United Nations data).

The World Economic Forum (WEF) classifies economies using their level of economic development, with a metric of ‘12 pillars of competitiveness’ sub-divided into three, and these are: Factor, Efficiency, and Innovation driven economies. The achievement of the requirements in each basket enables an economy to be classified as such (see figure 1 below).

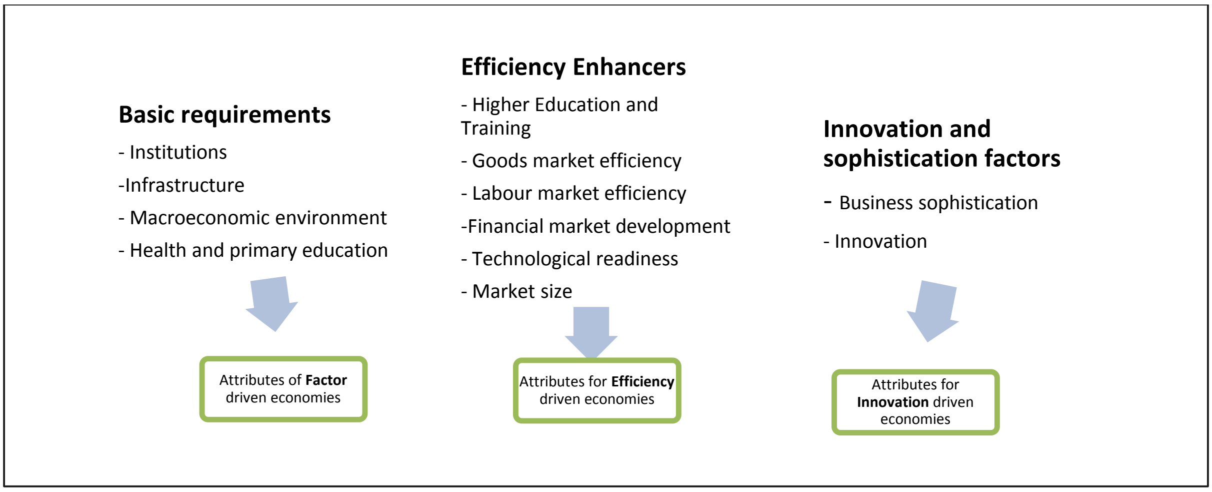

Figure 1: Classification of economies
Source: Adapted from WEF Global Competitiveness Report, p.9

- *Factor driven economies* are largely driven by subsistence agriculture, dependant on natural resources, and labour intensive. These economies have institutions, basic infrastructure, health and primary education, and a stable macro environment. Nigeria falls into this category with efforts being made by the government through various policies to move on (WEF, 2011, pp. 11, 43; GEM website).

- *Efficiency driven economies* are largely driven by industrialisation, and dependent on capital intensive large organisations. To run and remain efficient, these economies have higher education and training, good and labour market efficiency, financial market development, and increased market size (WEF, 2011, pp. 11; GEM website).

- *Innovation driven economies* are largely driven by knowledge creation, research and development, and they seek to improve on current efficiencies to remain innovative and competitive. UK falls into this category with continuous effort by government and policy makers to remain here (WEF, 2011, pp. 11, 24; GEM website).

Nabi and Liñán (2011); Mitra *et al*. (2011) observed the paucity of research on entrepreneurship as it relates to graduates and HEIs in the developing world; they noted that the developing world covers a range of countries across continents and is individually unique due to culture, national, and institutional idiosyncrasies. This diversity could be tied to socialist past, colonial past, war, famine, crime and violence among others. Though, there are certain factors that cut across these and make them classified as developing. They also noted that the prevalence of a lack of adequate information on start-ups by governmental bodies, leads to the difficulty in designing and recommending real measures to foster their survival and growth.

2.5 Review of Theories

The need for theories to underpin EE provision, pedagogy, and delivery for it to achieve success is paramount (Fayolle, 2013; Kuratko, 2005). The theories below provide a review of those that are related to the research objectives of this study.

2.5.1 Stakeholders Theory

Stakeholder theory posits that every organisation has stakeholders who need to be identified, classified and their various needs met. The view on "stakeholders" was brought to the fore by Freeman (1984) and they are referred to as those to whom the organisation is linked for its continued survival or can be impacted on by its operation. Stakeholders exist within the organisation and outside it; and organisations that identify, manage, and meet these expectation are better placed to perform better; a conscious effort has to be made by the organisation to do these (Freeman, 1984; Phillips *et al*., 2003).

Freeman (1984, p.23) classified the responses of organisations to changes in the environment into four: inactivity, which is maintaining the status quo; reactivity, which is doing something after the event; proactive, which is being predictive of things that might happen and putting in place measures; and interactive, which is an active involvement with actors in the environment which will help see change in real time, anticipate and also influence change.

2.5.2 Self-efficacy Theory

Bandura's concept of self-efficacy under social cognitive theory points to how through learning, knowledge in all its forms and behavioural competences are adopted (Bandura, 2012). Self-efficacy does "influence the course of action people chose to pursue, how much effort they put forth in given endeavours, how long they persevere in the face of obstacles and failures, their resilience to adversity, when their thought patterns are self-hindering or self-aiding, how much stress and depression they experience in coping with environmental demands, and the level of accomplishments they realise" (Bandura, 1997, p.3).

2.5.3 Experiential Learning Theory

Kolb (1984, pp.20-38) posited 'experiential learning theory' as an approach to learning which combines behaviour, cognition, perception and experience. In arriving at Kolb's learning model, the following models were used: the Lewinian model, the Dewey model and the Paiget model of learning; Kolb further highlights a few characteristics that are shared by the three (3) models above as regards experiential learning as firstly, learning should be a process and posits that ideas are continuously shaped and reshaped through experience. Secondly, learning is continuous and is strengthened by experience garnered over time; this experience varies as lessons are learnt throughout the process. Thirdly, learning involves reconciling different views.

2.5.4 Theory of Planned Behaviour

The Theory of Planned Behaviour (TPB) posits that intentions capture motivational factors that influence behaviour; intention influence the effort put in to achieve the behaviour. It observed that the key factor is the 'intention' whose strength level influences achievement; the importance of interest is stressed as key to the success of the person involved (Azjen, 1991). Azjen (1991, p. 181-182) concluded that "To the extent that a person has the required opportunities and resources, and intends to perform the behaviour, he or she should succeed in doing so".

2.5 Concluding remarks

This chapter has demonstrated that EE has been adopted as a means of facilitating entrepreneurship by various stakeholders, especially governments and HEIs. The adoption of EE, though evolving over the years is pursued by both developing and developed countries. Although, there are varying definitions of EE, they all have a converging theme around the same objectives. Although the pedagogy of EE is carried out at HEIs in these countries, the vigour differs, but its potential benefits are largely acknowledged across the board.

The importance of stakeholders, their influence in the design and delivery are acknowledged over the years. The extent to which the role of these stakeholders are understood, the importance of allocating appropriate and timely resources to each stakeholder group, and the essence of an appropriate feedback and feed forward mechanism need to be explored.

A selected research approach must be capable of helping policy makers, universities, and practitioners better understand the drivers of EE and their significance. The approach must have the ability to provide an in-depth look, capture the perspective of different stakeholders, and their understanding of these drivers of EE.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This research study aims to investigate the impact of EE on developing entrepreneurial graduates in similar Nigerian and UK HEIs. It is however important to present discussion related to research methodology, and a basis for the choice of the research method chosen to find answers to the research questions enumerated in Chapter 1. This chapter starts with a definition of research, details on the research philosophies, and the choice of research method and data collection procedure. Thereafter, details of the choice of cases and how comparisons were made; as well as considerations given to access and ethics for the research study are made.

3.2 What is research?

Saunders *et al*. (2007, p.5) defined research as: "… something that people undertake in order to find out things in a systematic way, thereby increasing their knowledge". Walliman (2010, p.7) described it as "… finding out about things that no-one else knew either. It is about advancing the frontiers of knowledge". The definition above highlights two key phrases, these are: "systematic" and "to find things out". Ghuari and Gronhaug (2002, p.12) observed that a systematic research must be centred on "logical relationships and not merely beliefs". In addition, Burns (2000) noted that the approach to conducting a scientific research differs from that done by a lay person. The scientific will most likely approach research via objectivity, carefully planned investigation, collection and analysis of data. Whereas, the layman could approach research via half-truths, prejudices, likes and dislikes. Baxter and Jack (2008) observed that a carefully planned research validates and ensures that the outcomes can be relied upon and are acceptable.

Clough and Nutbrown (2012, pp.4-18) provided another definition of research as that which "sets out with specific purposes from a particular position, and aims to persuade readers of the significance of its claims; these claims are always broadly political". They broke the above definition into four statements that encompass the meaning of research, these are: social research is persuasive, social research is purposive, social research is positional, and social research is political.

In looking at this research study in line with the above definition, it '*persuades*' by having a distinct purpose of investigating a contemporary phenomenon of interest which in this case is, 'the impact of entrepreneurship education on entrepreneurial graduates'. A comparative study is carried out using closely matched universities across two countries; a developing country (Nigeria) and the other a developed country (UK). These HEIs all teach entrepreneurship and the research aimed to investigate its impact and also aimed to add to the existing body of knowledge from the investigation.

This research is '*purposive*' and '*positional*' which is highlighted in the topic, the aim and outlined objectives of the research. Entrepreneurship and its education is a contemporary issue in the developing and developed countries due to the perceived benefits to individuals who have undergone this and ultimately the economy (Arogundade, 2011; Matlay, 2009). Due to the current and growing economic malaise of the world economy (World Bank, 2014), a study of what is being done during entrepreneurship education and its impact will be a useful addition to knowledge. Due to the different level of political, economic, social and infrastructural development of the countries chosen for this study, they have had an influence on the design of the research, collection of data and the outcome of the study (Clough and Nutbrown, 2012).

This research is '*politica*l' in the context referred to by Clough and Nutbrown (2012), in that any research which changes nothing, like not adding to knowledge, policy or even the researcher is not of value. They stressed that "…. since all social research takes place in policy contexts of one form or another, research itself must therefore be seen as inevitably political" (Clough and Nutbrown, 2012, p.12). This research intends to contribute to knowledge, practice and could also influence policy.

Dul and Hak (2008, p.31) advocate that research can be theory orientated or practice orientated. They described theory-orientated research as “research that is aimed at contributing to the development of theory” and practice-orientated research as “research that is aimed at contributing to the knowledge of specific practitioners responsible for a specific practice”. Theory-orientated research entails using prior research as a springboard to either further a theory or develop a new line of thought from existing knowledge; practice-orientated research entails dealing with a contemporary issue and discussing it with ‘practitioners’ to glean from their experience and also to seek explanations.

3.3 Research Philosophy

Research Philosophy refers to the “development of knowledge and the nature of that knowledge” (Saunders *et al*., 2007, p.101). The ‘development of knowledge’ relates to the answering of any research question; but this is underpinned by the way the researcher views the world. There are two leading research paradigms that form the underpinnings on which most research fall into; these are ontology and epistemology.

3.3.1 Ontology

Ontology is the approach a researcher takes to the world; these can be nomothetic or objectivism where happenings are seen as distinct from the environment and not influenced by it; the other approach is ideographic or subjectivism, the researcher accepts that happenings are integrated and influenced by the environment which consists of people and events (Kuhn, 1971; Farquhar, 2012; Saunders *et al*., 2007, p.108).

3.3.2 Epistemology

Epistemology encapsulates the nature of knowledge being sought and is divided into two, which are the positivist and the interpretivist. The positivists have an objective view of the world, that it can be studied by taking out human effects. This influences their approach to research where they acknowledge everything can be represented quantitatively and measured; they also put in place structures and measures at every stage to ensure predisposition is eliminated during the research; the ontology for the positivist is nomothetic. However, the interpretivists are of the view that the world is a result of the interaction of humans and that everything is influenced by their actions; their approach to research pursues interaction and the study of human actions in carrying out their research; the ontology for the interpretivist is ideographic (Farquhar, 2012; Saunders *et al*., 2007, p.102).

Epistemological view	**Positivism**	**Interpretivism**
Researcher	Detached	Involved
Research question	What?	Why? How?
Concepts	Existent but to enable measurement	Existent but can evolve during research
Units of Analysis	Structured and simplified	Information rich and multifarious
Generalization	Deduction	Induction
Samples	Random	Purposeful
Finding	Quantify	Meaning
Role of Theory	Hypothesis, data collection & testing	Pattern analysis
Inference from data	Generalisation	Context
Relationship to research process	Objectivity	Subjectivity

Table 1: Epistemological views
Source: Adapted from Farquhar, 2012 (adapted from Maylor and Blackmon, 2005 and Easterby-Smith *et al*., 2008)

3.3.3 Axiology

Farquhar (2012, p.17) further highlighted the need to identify a value thread for the research which is referred to as axiology. This is driven largely by the ontological view of the researcher. Leitch *et al*. (2010, p.69) also reiterated that "undertaking credible social research requires that the questions asked and the designs employed are shaped by the researcher's underlying ontological and epistemological assumptions". The researcher whose view is nomothetic and a positivist is of the opinion that "science and the process of research is value-free, and that they can be quite detached from their observations" while the ideographic and interpretivist is of the opinion that "values help determine what are considered to be facts and the interpretations that are drawn from these facts". Leitch *et al*. (2010, p.80) further noted that most attention should not be paid to choosing between qualitative and quantitative techniques but the core attention should be on whether the research will be approached from a positivist or interpretivist perspective.

3.3.4 Methodology

Methodology can be defined as "the theory of how research should be undertaken, including theoretical and philosophical assumptions upon which research is based and the implications of these for the method or methods adopted" (Saunders *et al*., 2007, p.602). Clough and Nutbrown (2012, p.23) also defined methodology as "…..shows how research questions are articulated with questions asked in the field". Methodology entails the carrying out of research which includes providing an outline for the philosophical approach, research method, data collection, analysis and reporting of data.

3.4 Types of research designs

The research design is the 'road map' to provide guidance and insight into the study's research objectives. It entails sources of data, criteria for the selection of these sources, how the data will be collected, access and ethical issues; and the analysis of data collected (Bryman and Bell, 2011; Saunders *et al*., 2012). Clough and Nutbrown (2012, p.18) noted that “it is erroneous to equate a particular research design with either quantitative or qualitative methods”.

There are five common types of research design (Bryman and Bell, 2011) and these are: experimental design; cross sectional or social survey design; longitudinal design; case study design and comparative design.

(1) Experimental design is mainly used in science and rarely used in the social sciences due to the inability to control human and organisational behaviour as would be possible in experiments. Experiments are mostly done in laboratories or settings where factors can be controlled to suit the tests being carried out.

(2) Cross sectional design allows the collection of data from more than one source at a specific time to generate quantitative data for analysis. Patterns are being sought and data are obtained by questionnaires or structured interviews.

(3) Longitudinal design entails the use of questionnaires and interviews to gather information from the same variables over a period of time. The aim is to capture trends or changes that have occurred over this period

(4) Case study design is fit for studies where how and why questions are asked. The phenomenon, context and behaviour of participants are captured, hence providing in-depth and rich sources of information.

(5) Comparative design can be carried out when there are two or more cases or units for analysis. It allows for comparisons to be made within and across context; though clarity is required on the levels and units of analysis (Bryman and Bell, 2011).

3.5 Methodological approaches

3.5.1 Quantitative methods

Quantitative method in research is the investigation of phenomena via statistical, mathematical or computational techniques. It aims to break down phenomena(s) into measurable terms to enable analysis to either test or develop a theory, or to develop a model (Cresswell, 2009). The ability to break down observations, questionnaires or whatever tool was used to gather the data and translate them to numbers or figures that can be analysed statistically or mathematically is very important. Quantitative methods in research are believed to aid reliability and generalisability of a study to a larger population (Farquhar, 2012). Burns (2000) provided a few merits and demerits of the use of quantitative methods, a few of the merits are: accuracy due to reliable techniques, the ability to analyse using advanced tools, consistency and replicable, which is being able to obtain the same data elsewhere and use the same method for analysis. A few demerits were also identified as: the inability to capture the role of human behaviour in analysis, the inability to control every variable and hence flawed analysis and its generalisability might not be true in all circumstances.

3.5.2 Qualitative methods

Qualitative method in research is the investigation of social phenomena(s) with the aim of having an in-depth understanding of human behaviour in a specific context (Farquhar, 2012). “Qualitative research seeks the meanings and motivations behind behaviour as well as a thorough account of behavioural facts and implications via a researcher’s encounter with people’s own actions, words and ideas” (Mariampolski, 2001, p.7). Similarly, Neergaard and Ulh (2007, p.4) observed that “The goal of qualitative research is to develop concepts that enhance the understanding of social phenomena in natural settings, with due emphasis on the meanings, experiences and views of all participants”

Studies are usually carried out with focussed samples in line with the study objectives or questions that need answers. Various methods could be used in gathering data and some of these are via interviews, documents, reflexive journals and observations. Burns (2000) provided a few merits and demerits of the use of qualitative methods, few of the merits are: the ability of the researcher to be immersed and capture things which otherwise would be lost; the final output puts a phenomenon in a form that can be read and understood by all involved and allowing 'voices to be heard' and ensure that context (Oppenheim, 1992, p.94; Pittaway and Thorpe, 2012) is captured in the analysis of data. A few demerits are: the researchers influence could make a study biased, resources in terms of time and others could be high, the researcher’s viewpoint could affect the final output and there are always question surrounding both reliability and validity (Cresswell, 2013).

Maxwell (2010) explains that the use of numbers in qualitative research is valid and acceptable to complement the entire process of the research and that its use does not make the research a mixed method research. Bryman (2006, 2007) also gave an insight to barriers faced in integrating various sources and types of data; this is mainly due to the researches not being done rigorously and the inability to link outputs of data exhaustively together at the end of the study. A further explanation was that this can be overcome by being careful at the ‘design phase’ of the research methodology and also by careful interpretation of outputs.

Hartas (2010, pp.54-58) highlighted two ways in which theory could be viewed in qualitative research as: "a priori theorizing and empirical theorizing". In ‘a priori’ theorizing, "theory and theoretical conceptions are specified prior to data work" while for empirical theorizing, "analytic concepts and framework are developed through the analysis of data". It was further stressed that the two approaches could exist independently or together in a research. The researcher focus should be on identifying which aspects fall into either of these. The attributes of these two can be looked into further; for a research whose approach is 'a priori', it will have "well-defined theoretical aims, specified concepts for analysis and reflection on, specification of, the process of pursuing analysis using those concepts"; for a research whose approach is 'empirical', the sole reliance on data is important while every effort must be made to avoid prior notions and beliefs.

3.5.3 Mixed methods

Mixed method research is ‘an emerging research approach in the health and social sciences that involves combining both statistical trends and stories to study human and social problems’ (Cresswell, 2013). The use of mixed method enables qualitative data to augment statistical data and stories of people's lives to be put side by side with the numbers enabling access to a complete picture. Research questions drive the data collected qualitatively and quantitatively and careful integration of these during analysis using rigorous mixed method research design (Cresswell, 2013).

Mixed method has the benefit of bringing the strengths of both quantitative and qualitative methods to bear on research, but there is the challenge of forming a unique philosophical approach (Flick, 2002). Flick (2002, p.263) further highlighted that in mixed method, you should ".....see the research strategies separately but side-by-side, depending on the issue and the research question". A few of the benefits of the mixed methods are: triangulation of both qualitative and quantitative methods which alienates the demerits of both; generalisability might be easier and they could be useful at various phases of the research study (Cresswell, 2013).

The choice of mixed method must be occasioned by the research questions, literature and its ability to add to knowledge if pursued. It must be seen that combining both types of data produces something of value that either of them cannot tell completely. It is noted that this research must be framed within a larger framework (Cresswell, 2013).

3.5.4 Triangulation

Triangulation in case study research is the use of multiple sources of information to arrive at information congruence to aid analysis (Yin, 2012). Yin (2012, pp.114-115) noted that "a major strength of case study data collection is the opportunity it provides to use many different sources of evidence and development of converging lines of inquiry". The multiple sources enable construct validity and reliability. There are four types of triangulation which are: data, investigator, theoretical and method.

Data triangulation entails using varying data sources to provide a rich input to aid findings during the study. This has the advantage of various data sources corroborating findings from another source. The major sources of data (Table 6) for this research will be in-depth interviews, publications and literatures (Farquhar, 2012, pp. 44-45). Sources of information will be collated with the aim of putting in place a viable strategy of analysing them to aid study findings.

Data	sources
Interviews	HEIs Stakeholders (Program director, lecturers, students)
Literature	Journal databases
Publications	Textbooks, Websites, newsletter

Table 6: Summary of data and sources
Source: Developed by researcher

Other types of triangulations are investigator, theoretical and method; investigator triangulation entails the use of multiple researchers looking at the same objectives in the same place or different places; theoretical triangulation entails multiple analyses of the same data from different theoretical angles and method triangulation entails within and between methods. For within-method triangulation, it uses more than one technique within a method while between-method triangulation uses more than one method within a case study. This research study will use data triangulation which provides construct validity where varying sources are used to address a phenomenon (Yin, 2012).

3.6 Methodology research in entrepreneurship and entrepreneurship education

3.6.1 The state of research in entrepreneurship and entrepreneurship education

Bygrave (1989; 2007) observed the field of entrepreneurship has evolved and grown over the years; and hence the increasing demand for EE within HEIs, with demand for academics in the field outstripping supply. It was observed that research in the field has grown over the years, though with a focus on publishing in journals and less focus on impact with practitioners. The study noted most of the publications in top journals had used quantitative research and very rarely qualitative research. This mismatch and its attendant risk led to a recommendation that research in entrepreneurship should evolve as a discipline that seeks to add value to practitioners, and with evolving methods that will enable it to stand out.

Gorman *et al*. (1997) in a SLR of top EE journals observed the prevalence of survey designs and the measurement of key variables. However, regarding research in entrepreneurship, Zahra (2007) agreed for the need to borrow theories from other disciplines for it to develop; but there is the need for a transition from this and for more rigor and attention to be paid to contexts of studies, which will enrich future studies.

However, in a SLR of research methods used in EE carried out by Blenker *et al*. (2014) over a 10 year period (2002-2012) from 46 journals, they observed methodology could be broadly grouped into quantitative and qualitative studies. It was also observed that the predominant research method was qualitative, and the study recommended an integrated research methodology using case study, but with the use of quantitative and qualitative tools to get the benefits of both.

3.6.2 Systematic Literature Review (SLR) on EE

The aim of this SLR was to find out which qualitative analytical tools were used in EE studies conducted over a six (6) year period (2010-2015) in various journals. The search during this review was carried out using the 6 top journals in 'entrepreneurship and small business management' as classified by the Association of Business Schools (ABS) academic journal quality guide. The journals are reflected in table 3 below.

Journal	**Acronym**
Journal of Business Venturing	JBV
Entrepreneurship Theory & Practice	ET&P
Entrepreneurship & Regional Development	ERD
Journal of Small Business Management	JSBM
Strategic Entrepreneurship Journal	SEJ
Journal of Small Business and Enterprise Development	JSBED

Table 3: Six (6) journal chosen for SLR
Source: Association of Business Schools Quality Journal Guide

The search used the key words 'entrepreneurship education' together , 'learning', and 'education' alone to identify papers in these journals related to the words and then further checks on what approach of analysis were used, and which qualitative tools or method were used to analyse the data if mentioned. These searches were carried out on Birmingham City University (BCU) databases via the library and Google scholar. In addition, manual searches were also carried out on each journal to identify papers with an entrepreneurship education theme; this was done by looking through each volume and issue for the years under consideration. This review achieved its purpose even though only a few years were under consideration.

Below in Table 4 are the total numbers of papers published by the above journals in the years under consideration.

Year	JBV	ET&P	ERD	JSBM	SEJ	JSBED
2010	43	54	31	27	20	39
2011	42	61	42	30	19	42
2012	41	57	44	31	21	40
2013	46	67	43	37	19	48
2014	47	64	31	43	21	40
2015	47	58	20	79	15	40

Table 4: Total number of papers in each journal for each year
Source: Individual journal databases

The findings of this review will provide an insight into the volume of qualitative studies carried out when compared with the total, and what analytical tools were used in identified studies.

Journal	Year	Author	Topic	Methodology	Qualitative tool
JBV	2011	Cope, J.	Entrepreneurial learning from failure: An interpretative phenomenological analysis	Qualitative (phenomenological inquiry)	Free textual analysis
ET&P	2012	Griffiths, M., Kickul, J., Bacq, S., & Terjesen, S.	A dialogue with William J. Baumol: insights on entrepreneurship theory and	Qualitative (Interview)	Narrative analysis

			education		
ET&P	2013	Harmeling, S. S., & Sarasvathy, S. D.	When contingency is a resource: Educating entrepreneurs in the Balkans, the Bronx, and beyond	Qualitative	Case study
ERD	2011	Karataş-Özkan, M.	Understanding relational qualities of entrepreneurial learning: Towards a multi-layered approach	Qualitative (Observation & Interview)	Case study (Spradley's (1980) Participant observation framework.)
ERD	2012	Gordon, I., Hamilton, E., & Jack, S.	A study of a university-led entrepreneurshi p education programme for small business owner/ managers	Qualitative	Tabular (iterative data analysis)
ERD	2012	Dodd and Hynes	The impact of regional entrepreneurial contexts upon enterprise education	Qualitative	Template analysis
JSBED	2010	Jones, C.	Entrepreneurshi p education: revisiting our role and its purpose	Qualitative	Case study/critical realist approach
JSBED	2010	Klapper, R. and Tegtmeier, S.	Innovating entrepreneurial pedagogy: examples from France and Germany	Qualitative	Case study
JSBED	2010	Rae, D	Universities and enterprise education: responding to the challenges of the new era	Qualitative	Experiential, action-based and reflective
JSBED	2010	Kickul, J.; Griffiths, M.	The boundary-less classroom:	Qualitative	Case study/reflect

		and Bacq, S.	extending social innovation and impact learning to the field		ion
JSBED	2011	Hamilton, E.	Entrepreneurial learning in family business: A situated learning perspective	Qualitative	Thematic analysis
JSBED	2012	Man, T.	Developing a behaviour-centred model of entrepreneurial learning	Qualitative (Interview)	Critical Incident approach
JSBED	2012	Audet, J. and Couteret, P.	Coaching the entrepreneur: features and success factors	Qualitative	Case study
JSBED	2012	Henry, C., & Treanor, L.	Exploring entrepreneurship education within veterinary medicine: can it be taught?	Qualitative	Exploratory pilot study
JSBED	2013	Lundqvist, M. A., & Williams Middleton, K. L	Academic entrepreneurship revisited-university scientists and venture creation	Qualitative	Case study
JSBED	2013	Lourenço, F., Taylor, T. G., & Taylor, D. W.	Integrating "education for entrepreneurship" in multiple faculties in "half-the-time" to enhance graduate entrepreneurship	Qualitative	Reflection
JSBED	2014	Galloway, L., Marks, A., & Chillas, S.	The use of internships to foster employability, enterprise and entrepreneurship in the IT sector	Qualitative	Qualitative analysis

JSBED	2015	Järvi, T.	Production of entrepreneurship in small business activities of students	Qualitative	Action research
JSBED	2015	Smith, R.	Entrepreneurship and poetry: analyzing an aesthetic dimension	Qualitative	Aesthetics analysis

Table 5: Extract of papers during SLR that used qualitative methodology
Source: BCU library databases, Journal databases and Google Scholar

After reviewing all of the journals, a prevalence of conceptual papers can be seen, with a predominant use of quantitative methods and a few papers with qualitative methodology (see Tables 3, 4 and 5). In total, nineteen (19) papers were identified out of a total of 1,449; though it should be noted that the time frame being considered is narrow - 2010 to 2015 and for the top 6 journals. This suits the purpose of the SLR which was to identify which qualitative tools were used to carry out research in entrepreneurship education. From the table above, it can be seen that case study was the most used.

3.7 Methodology choice

3.7.1 Case study research method

The paradigmatic approach chosen for this research study is interpretivism and it is most appropriate to this research due to its features, mainly that of human interaction affecting our world; this fits with the current research study and will enable the attainment of set objectives (see Table 1). Farquhar (2012, pp.19-20) also highlights that the case studies approach provides interaction between the participants and the interviewer which provides an enabling source of rich information to be collated. It allows for an avenue to look deeply into the content and context, to gain knowledge and to add to it. The alternative approach which is that of the positivist, seeks objectivity by being detached; however interpretivism seeks neutrality and preconception minimisation. Baxter and Jack (2008, p.544) also noted that "qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources".

Yin (2009, pp.2-24) and Farquhar (2012, p.8) both emphasize that case study research approaches to empirical study have the primary advantage of allowing the study of contemporary issues while leaving the subject of study undisturbed during and after the study. Other advantages are that it allows for data to be gathered without being influenced by our thoughts or beliefs; it has the ability to cope with varying points of interest that may come up during this study; and it allows for the use of multiple sources of information which are steered by the research questions. Yin (2009, pp.2-24); Baxter and Jack (2008); Farquhar (2012, p.6) all explicate that case study provides answers to 'how' and 'why' structured questions, and how the case is impacted on due to its context. Zainal (2007, p.1) itemised a few other strengths of case study research method as providing "a holistic and in-depth explanation of social and behavioural issues" which quantitative methods cannot capture (Flyvbjerg, 2006). The case study research method allows for perspectives from various actors to be captured and it allows for various methods in its analysis. Chrisman (1994, p.88) in his editorial remarked that the case study approach appeals to a "timely, important, unique and provocative" focus; it accentuates the importance of field research which gives a first-hand experience of happenings on the ground, while providing background information of the environment where the case sits. The bedrock of this research, entrepreneurship education is contemporary and investigating its impact on developing entrepreneurial graduates in HEIs raises issues that are pertinent (Matlay, 2011).

Yin (2009, pp.102-117) categorised case study approaches into three types, these are: exploratory, which looks into something new with unbounded outcomes; descriptive, which looks to come up with a summary of events surrounding the study; and explanatory, which shows connection in observations, perceptions and trends. Stake (1995, pp.3-4) also categorised case study broadly into three kinds: Intrinsic, which entails wanting to have in depth understanding of a phenomena within a context; instrumental, which is using a case to shed light on a question and collective which is the use of multiple cases to enhance study. A mix of these approaches will be used for a complete study and the main sources of information are of two kinds, these are primary and secondary sources. The primary source of obtaining information for this study is via interviews; the secondary sources include a review of literature, archival records, reports (published and unpublished) and newspapers. The use of multiple sources of information adds immense value to this research and also enables findings to be condensed while providing a basis to add to knowledge. This is in line with the explanation given by Farquhar (2012, p.7) and Yin (2009, pp.102-117) where they referred to evidence gathered being triangulated to add value to findings.

3.7.2 A critique of case study research

The case study research method has had some criticisms levelled against its use as a research method, notwithstanding these; its use for this study is optimal to achieve the best output for the research objectives. Steps have been taken to mitigate these criticisms in the design, analysis and reporting stages of this research study.

Farquhar (2012, p.10); Zainal (2007) pointed out some criticisms of the case study research methodology with the first being lacking objectivity and rigour. This research seeks to gain a deep understanding of the study's research objectives through robust data collection via primary and secondary sources. This research study has its bounds clearly set out in the research objectives to ensure objectivity and rigour; thoroughness will be ensured throughout the research design.

The second is that the case study is purely qualitative while using quantitative data; Eisenhardt (1989); Farquhar (2012, p.11) explained that case study research cannot be referred to as purely qualitative in nature because it has the ability to provide a rich study with the use of both qualitative and quantitative data when required. The clarity of the research objectives, the methodology design, data and information gathering; the use of triangulation of information gathered and clarity in the explanation of findings addresses this.

The third is lack of generalizability; Yin (2009, pp.38-40), Farquhar (2012, pp.10, 103) both explained that case study research does not work towards generalising findings to a population but "studying phenomenon in a context". The choice and number of cases for this research study allows for in-depth study; the alternative which is the use of a large number of cases will not allow for an in-depth study to be carried out, invariably thwarting the achievement of the research objectives.

3.8 Case study research design

The choice of case study as the research method necessitated the need to put in place a framework to guide the research; this was done by ensuring that the 'research design' worked to achieve the objectives outlined after a careful review of literature at the outset. Yin (2012) noted that a research design is the loop that exists between the data collected and the research objectives.

This study sought to identify differences between the cases and also come up with similarities in the cases, hence a comparative study. During the research study, interviews conducted were of students and other stakeholders in faculties offering entrepreneurship education via lectures, and those that have it embedded in their curriculum.

Yin (2012, p. 27) provided a breakdown that encapsulates the research design for case study, these are:

- Study questions

  This entails ensuring the research questions are best served with a case study research methodology; these questions should be "how" and "why" questions derived from a review of literature or the knowledge gap.

- Study plan

  This entails ensuring the research study has a focus; from the research topic and its aim and objectives, this study intends to carry out a comparative study of the impact of entrepreneurship education on developing entrepreneurial students in Nigeria and UK HEIs. The study intends to approach it via stakeholders' impact, curriculum content and design, assessment, students' expectations and perceptions, and student’s capital. All these show focus in variables that are considered to be able to achieve the research objectives.

- Unit(s) of analysis

  This entails identifying what the actual cases(s) are; for this research study, the cases are HEIs, specifically universities. In total there are 6 cases, 3 universities in Nigeria and 3 universities in UK. For Nigeria, the 3 universities each represent a private, federal and state funded structure; 3 universities that closely matched these were identified in UK.

- Linking data to the plan

  This entails ensuring that data collected closely fit the study objectives; this entails collecting the optimal amount of data in the right format, quality and quantity. Care has been taken in the design of questions to guide the interviews to be conducted.

- Plan for analysing findings

  This entails putting in place plans on how derived data may be analysed to achieve the study questions. During this phase, thoughts on how to analyse collected data, arrive at answers or provide insight to study questions with the aid of computer software and other available tools were considered and put in place.

The five segments above were all finely intertwined to finalise the case study (Yin, 2003, pp.21-26). The research objectives underlying this research guided the entire design phase of the research.

Yin (2012) outlined four (4) tests that are commonly used to ensure case study research design has been done properly and these are: construct validity; internal validity; external validity and reliability. These are achieved when the following have been done, these are: the design of case research stages, data collection, analysis and reporting. See below for summary table:

	Test	**How case study fits**	**Stages where fit is implemented**
1	Construct validity	▪ Multiple sources of data ▪ Establish a link in sources of data	▪ Data collection ▪ Data collection
2	Internal validity	▪ Cross case synthesis	▪ Data analysis
3	External validity	▪ Replication logic in multiple case studies	▪ Research design
4	Reliability	▪ Case study plan ▪ Case study database	▪ Data collection ▪ Data collection

Table 2: Tests for case study research design
Source: Adapted from Yin, 2012, p.41

3.8.1 Multiple case designs

Multiple case design entails having more than one case to be studied which applied to this research study; six cases in all were studied. Yin (2012) stated advantages of multiple case designs as being more robust and compelling, but also stated demerits of it requiring more resources and time to execute. Yin (2012, 2009) further outlined that multiple cases design uses replication logic where a framework will guide the choice of cases; this ensures that the context and phenomena are similar and obvious for chosen cases.

3.8.2 Attributes of good case study research

Yin (2009, pp.185-190) provided a summary of attributes that make a case study research to be considered as contributing to knowledge; these are:

- *Significant*: The research must lend itself positively to this in that the choice and number of cases were chosen to meet the research objectives. The points below explain these further as relates to this study:
    - Cases or context are of overall public interest to stakeholders (staff, students, business observers and policy makers)
    - The aim and objectives of the study are important nationally (policy, practicality etc.)

- *Completeness*: This entailed the researcher putting in place a scope for the research, working within this and ensuring all that needs doing is covered. Efforts were made to ensure important data evidence was collected and analysed, while those on the fringe that could affect time resource and inevitably the analysis of data were jettisoned.

- *Alternative perspectives*: When analysing data from cases, alternative perspectives were considered by literature and theory. This was to ensure that these views are available, but the outcome of this study will be outlined carefully and planned process to ensure its validity will be observed with vigour.

- *Sufficient evidence*: This research ensured that adequate and important data evidence was available in the study. This entailed keeping a database of interviews, other documentary evidence and also ensuring that this was validated for authenticity. Presentations of these were done concisely to aid readers in reaching objective opinion on rigour and validity.

- *Engaging composition*: This entailed presenting the final output succinctly and in an appealing format to make good reading. This ensures effective communication for readers and this radiates from the interest of the researcher.

3.9 Questionnaire design

After a careful review of literature, questions were designed to probe and obtain rich data for the research study (Oppenheim, 1992, pp.100-119). Each objective of the study had questions which when posed will provide a platform for discussion 'interview guide' on that specific area; these questions were asked as standard questions across the cases from interviewees to obtain rich data which would ultimately aid analysis and conclusion (Farquhar, 2012; Flick, 2002; Yin, 2012). Flick (2002) noted an advantage of having these semi-structured questions to guide the interview as helping to provide standardisation and hence comparability of answers across cases. Flick (2002, p.93) further noted that "if concrete statements about an issue are the aim of the data collection, a semi-structured interview is the more economical way".

Flick (2002) highlighted the importance of allowing the interviewee to express their points freely rather than being stopped to enable the next question to be asked.

3.10 Interviews

An interview can be described as a medium of conversation where 2 or more people talk with the purpose of exchanging and gathering information; the context is defined to make the session a useful one. There is always a main party who is gathering the information and also moderating questions asked, this is referred to as the interviewer; and there is the other party or parties who provide the information and they are referred to as the interviewee. Interviews are normally conducted face to face but with the availability of various tools, it can be conducted over the phone, via Skype, through emails, text messages and other social media (Farquhar, 2012; Yin, 2012; Saunders *et al*., 2012; Silverman, 2013).

Interviews can be used in various forms like in surveys, qualitative research, in-depth interviews, and group interviews on the same subject matter. The major benefit of an interview is its ability to allow a subject matter to be looked into deeply while taking cognisance of the context as well as environmental factors (Gubrium and Holstein, 2002).

Prior to conducting interviews, questions were designed to guide the discussion as it progressed, these were designed to cover research objectives; these questions are in no way exhaustive but a guide to elicit information and ensure the subject matter was covered. The questions also provide a structure to aid my analysis of data gathered from interviewees in all cases (Silverman, 2013).

The consent of participants, who had been carefully chosen in line with my research plan and research objectives, had been obtained and they were also told that conversations held during the interview were going to be tape recorded. During interviews, the ability to clarify statements made and to also dig further by asking further questions is also a benefit of conducting interviews (Silverman, 2013).

3.11 Pilot Study

Prior to collecting the research data, a pilot study was conducted at a university in UK and another one in Nigeria where entrepreneurship is taught; the aim of the pilot study was to test and fine tune interview questions, obtain feedback and develop techniques that would be used during this study and also review responses in line with the literature used. As noted by Yin (2012), the pilot study provides a formative view prior to the actual study.

The pilot study provided an insight into the research objectives, the study plan and questions initial design; this enabled the fine tuning of these to ensure that the objectives of the study were exhaustively covered. As stated by Yin (2012), questions asked during interviews must be flexible, though with a clear focus on what needs to be covered by the interviewer.

In selecting the universities for the pilot study, proximity and access were the main factors. The pilot study entailed conducting interviews with lecturers and stakeholders in the universities who facilitate and teach entrepreneurship; it also involved interviewing a few students who had undergone entrepreneurship lectures. The research questions of this study formed the framework for interview questions and discussions; it guided discussions which provided rich feedback and data on the research topic. Feedback and comments were solicited and they provided guidance in finalising the interview questionnaire (Oppenheim, 1992, p.47; Noor, 2008).

3.12 Choice of cases

Nigeria and UK provide two different contexts to facilitate the study of the impact of entrepreneurship education on developing entrepreneurial graduates. Nigeria provides the context for a developing country with a large number of HEIs. In Nigeria, the government had shown interest in the past by various initiatives and recently made policy announcements which made entrepreneurship education compulsory in Nigeria HEIs; this makes it an interesting place to look at the impact of entrepreneurship education on developing entrepreneurial graduates (Arogundade, 2011). On reviewing the literature, statistics and government policy pronouncements, the study of HEIs in Nigeria will offer a deep insight into the research study. The choice of 3 universities was made to cover the current segmentation of universities in the country which are federal, state and private universities; one university was chosen from each of the groupings.

The choice of UK also provides the context for a developed economy with a well-oiled wheel of policies to support entrepreneurship education; it also has a long history of acknowledging the importance of entrepreneurship education and implementing these over time in various ways (Matlay, 2011). UK is part of the European Union (EU) where it has signed up the directives which impact on education in UK; the EU encourages entrepreneurship education at all levels of the educational sector due to its perceived advantages (European Commission, 2012).

3.12.1 Selection criteria for cases

In arriving at the choice of the universities used as cases, the study had to first settle for the choice of both countries to represent a developing and a developed country. They were arrived at after a review of the literature, taking into consideration the duration of the research study and the proximity of the researcher to the chosen countries. In arriving at the choice of universities in Nigeria and UK, the research considered various factors but was guided by the research objectives and how best to meet them. The ability to find a close match in both Nigeria and UK was a very important factor in the choice of HEIs, hence allowing for easy comparison.

In making a choice of universities, a list of all the universities in Nigeria with the following information were obtained: the length of having taught entrepreneurship education, their funding structure, the ease of accessibility due to the geopolitical and security situation in Nigeria and access approval from institutions. A number of universities that met these criteria were approached and five (5) HEIs came back with responses that were deemed positive for access to conduct interviews. Of these, choices were made using a best fit criterion of one each in the categories of Federal, State and Private Universities, hence the choice of 3 cases from Nigeria.

Once the choices of Nigerian HEIs were made, a search for institutions that closely made these choices commenced. For the UK, the following were considered: universities that closely matched the classification in Nigeria, universities that offer entrepreneurship as a module as in Nigeria and encourage venture creation, proximity to the researcher and the ability to get a rich source of data was top of the priority in the decision making process. In the choice of private university in UK, the choice was constrained and easy as there is only one of the two existing private universities that offers entrepreneurship (University of Buckingham).

The choice of three HEIs in each country was driven by the potential for these to provide the necessary insights into contemporary issues of entrepreneurship education and they would also provide a rich source of data. In Nigeria, the choice of the three universities will provide a rich source of data to provide useful insights; the Federal (University of Ibadan), State (Tai Solarin University of Education) and Private (Covenant University) will provide data to enable comparison with universities in UK. The choices of universities in UK are: The University of Huddersfield, Newman University and The University of Buckingham, these will also provide a rich source of data to enable comparison with HEIs in Nigeria. These cases (see figure 2) provide a close match to provide data and context to meet the case objectives. Yin (2009, pp.59-62) and Farquhar (2012, p.42) both agree that multiple case designs enables the researcher to identify variances in the cases; this will be carried out across the cases to identify similarities across cases, or to predict contrasting results.

The decision to carry out the comparative study at degree level was in line with ensuring consistency in comparison, and the fact that provision of entrepreneurship module in Nigeria HEIs were implemented at the degree level. Since degree level provisions were available in UK as in Nigeria, there was basis in similarity for comparison.

A summary of selection criteria used are:

- HEIs that offer entrepreneurship
- HEIs that encourage venture creation in its pedagogy
- HEIs whose classification and structure match those identified in Nigeria (Federal, State and Private Universities)
- Size, funding structure and location of HEIs
- Accessibility for researcher in terms of approval to conduct study
- Consideration of geopolitical and security risks, especially in Nigeria

The choice of case study research was the best to provide in-depth information for analysis and also allowed for the opportunity to revisit cases with ease if necessary.

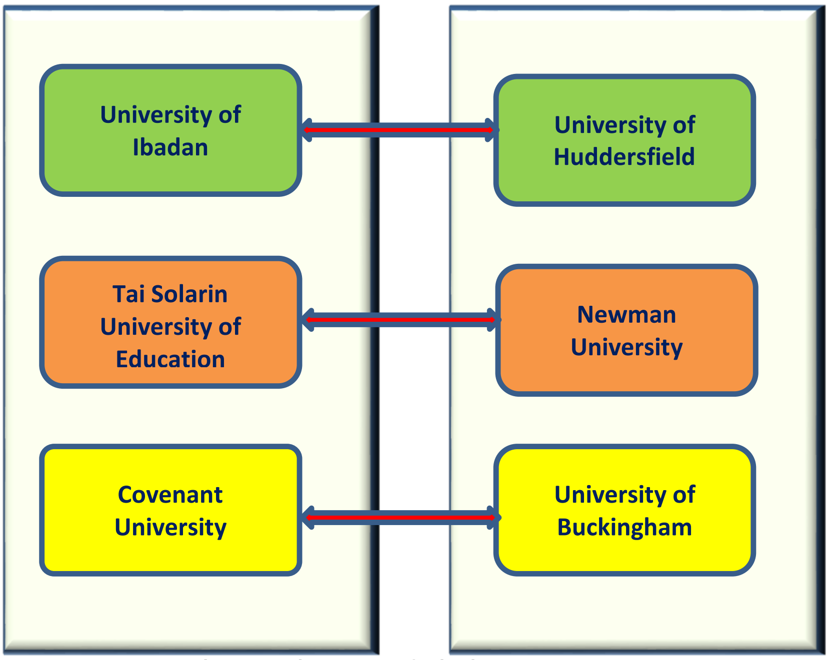

Figure 2: A comparative study map of similar HEIs
Source: Developed by researcher

3.13 Data Collection

Yin (2012, p.98) noted that case study data sources could come from six different types and these are: documentation, archival records, interviews, direct observation, participant-observation and physical artefacts.

Yin (2012, p.102) outlined a few strengths and weaknesses for the above sources; for interviews, the strengths identified were: identified cases are approached which bring focus and they provide a rich pool of information to aid analysis and conclusions. For weaknesses, it was noted that there could be bias if questions were not asked in the right format, which could also lead to response bias. There could also be poor recollection if notes are not made of the context as interviews are recorded (Eisenhardt, 1989) and also the risk of the interviewees not been genuine with answers provided. For documentation, the strengths were: its stability in that it can be accessed anytime, its reliability by being in existence before a research study and it could contain historical information which the respondents might not remember. A few weaknesses are: it could be difficult to gain access or retrieve information and information could be also biased and incomplete.

For this study, after careful analysis of the strength and weaknesses of each data source, data was collected via in-depth interviews, websites, literature and publications (newspaper and textbooks). Measures were put in place during the design of the questionnaire to ensure questions were asked in an unbiased manner, there was a careful selection of respondents who had "directly experienced the phenomena of interest" that is entrepreneurship education (Patton, 1990, p.104) and it was ensured that questions were asked in a probing style for clarity and to mitigate these weaknesses. Precautions were also taken to address weaknesses identified when documentations were used as a source of data.

Participants in the data collection for this research study were staff members involved in entrepreneurship education provision and undergraduate students who were attending or had attended entrepreneurship lectures in participating universities. Prior to the actual data collection in each university, the researcher had undertaken to understand the structure of entrepreneurship education delivery in each university which aided the determination of the participants for in-depth interviews. Interview questions from the questionnaire were a guide to discussions which will give room for rich data collection and aid standardisation for comparison and contrasting during analysis (Yin, 2009, pp.59-62).

The data collection process was broken into three levels: macro-level, middle-level and micro level. These cover the layers of information and from whom they will be sourced (Gibbs, 2012a, b). The macro-level will be those involved in the design of curriculum and delivery; the middle level are those involved in facilitating the delivery, providing support and ancillary activities of entrepreneurship education; the micro-level of information are from students who are the end recipients of entrepreneurship education. There might be an interface between the macro and middle level where participants perform both functions.

Data collected via in-depth interviews was audio recorded which is the primary data and copies of documents were obtained (publications, archives, literature) as secondary data. The essence of audio recording was to capture all that was said, to enable transcription and analysis (Noor, 2008). Farquhar (2012, p.78) stressed the importance of validating the authenticity of secondary data by checking for 'validity and reliability' before adopting it for use in the research.

Saunders *et al*. (2012) produced a list of items that could aid in the analysis of transcribed data to ensure that the context of the interview is captured to aid interpretation and conclusion. These are: interim/progress report; transcript summaries; document summaries; self- memos; a research notebook; and a reflective diary. Of all these, the use of self-memos and reflective diaries will be utilised by the researcher. A self-memo enables the capturing of ideas as they occurred during the research period; this was used during the period of literature review, pilot study, preparation of interview questions, actual interviews, during transcription, analysis and the write up phase. The memo also showed a trend with dates which was very useful during analysis.

Jackson (1996) elucidates the transiting trend of events in our memory when they occur and after they have occurred. On reflection after they have occurred, we are able to see things differently from the time of the actual event. Saunders *et al*. (2012) explains that reflexivity enables the development of deeper understandings when data is reviewed.

3.13.1 Field work

The data collection via interviews commenced in UK and subsequently in Nigeria at various times (see figure 3). Interviews were conducted over a period of days in each university due to the varying availability of participants.

Figure 3: Data collection stages for students on entrepreneurship programmes.
Source: Prepared by researcher

3.13.1.1 Newman University (UK)

On studying the structure of this institution and having had discussions with staff, a good background knowledge of entrepreneurship offerings in the institution, how they have been delivered, by whom and to whom it was delivered was gained.

This institution, due to its long history of training teachers and knowing the benefit of experience, thereby ensures that all students in the University engage in a few months of work placements in varying institutions to gain experience outside that gained in the classroom. This placement is assessed by lecturers who also visit students during these periods. The students were to write reports on their experience during the placement and the companies they worked in were also to comment on the students' performance. All these are taken into consideration to arrive at a grade for the placement. Aside placements, the Management and Business faculty have entrepreneurship courses embedded within all their courses; students participate in an entrepreneurship and business simulation game to hone certain concepts learnt in the classroom.

The approval obtained to use the university as a case enabled me to have access to the lecturer who designed and teaches actively on the entrepreneurship module; and access to the students prior to attending, after attending entrepreneurship courses and upon graduation. The students were picked randomly and based on their availability to participate in the interviews. Interview sessions were held individually with participants and it afforded me the opportunity to ask questions and also probe further into certain information provided during the interviews.

3.13.1.2 University of Buckingham (UK)

As a private university in UK, after studying their structure, courses, and discussion with the university staff, it was evident how this institution had adopted entrepreneurship. They had entrepreneurship embedded in the curriculum and also had it as a stand-alone course offering.

The university has in place an approach to education that encourages students to be entrepreneurial and offers them this opportunity both in the classroom and through extracurricular activities provided in the form of entrepreneurship societies.

On obtaining approval to use the university as a case, interviews were conducted with the entrepreneurship course director who designs, facilitates and actively teaches in the faculty. The director also acts as the chairman on the boards of companies formed by students during their studies. All taught entrepreneurship modules are sat in the Business school. Students were also interviewed prior to, after their entrepreneurship modules and upon graduation (see figure 2).

3.13.1.3 University of Huddersfield (UK)

On studying the structure of this HEI, its culture, course offerings and also discussions with staff, it was chosen as one of my cases. This HEI has over time embedded entrepreneurship into its course offerings to ensure all its students develop entrepreneurial skills. The university has an innovation centre '3M Buckley Innovation Centre' which provides support to students with ideas, provides hot desks and also works actively with budding entrepreneurs and their businesses in bringing their ideas to fruition.

On obtaining approval of the university to use it as a case, access was given to lecturers who participate in designing, and facilitating the delivery of entrepreneurship; they are also actively involved with the innovation centre. Students were interviewed prior to, after attending the entrepreneurship module and upon graduation.

3.13.1.4 Tai-Solarin University of Education (Nigeria)

On studying the structure, course offering and specifically their approach to entrepreneurship, this university was a fit to compare with Newman University in the UK.

The university offers entrepreneurship as a compulsory module to all students in the university. As a university with a primary focus of training teachers, they offer students a few months of work placements in varying institutions across various sectors of the economy. These work placements are also graded with lecturers visiting during the placements; companies provide reports and students write reports of their experience.

On obtaining approval, access was given to the lecturers who were involved in the delivery and also the director of entrepreneurship at this institution. Students were also interviewed over several days and at various times prior to the start of the entrepreneurship module, during the course and upon graduation.

3.13.1.5 Covenant University (Nigeria)

On studying the structure, course and entrepreneurship offerings at this institution, it was a good match to compare with the University of Buckingham. It is also an institution with its funding sourced independent of government; it is a private university.

This institution offers entrepreneurship in various forms to its students, as a compulsory course and also has it embedded in its delivery of various courses.

Access was granted by the university to enable the interviewing of the director of the entrepreneurship centre, and the lecturers that facilitate the delivery of entrepreneurship to students. Students were interviewed prior to and after undergoing entrepreneurship courses; and they were interviewed upon graduation.

3.13.1.6 University of Ibadan (Nigeria)

On studying the structure, course offering, culture and approach to entrepreneurship, the choice of this institution was a match for comparison with the University of Huddersfield.

They have offered entrepreneurship courses over several years and the institution has a dedicated centre ‘Centre for Entrepreneurship and Innovation’ that designs and facilitates the delivery of entrepreneurship to students; they provide support to enable students to bring their ideas to fruition and to work actively with businesses.

Access granted by the university enabled the interviewing of the director of the entrepreneurship centre, lecturers and students prior to, after undergoing entrepreneurship education and upon graduation.

3.13.2 Comparison of universities

To address the research objectives, interviews were conducted at varying times especially with the students who were interviewed prior to starting their entrepreneurship module, during the course and upon graduation. In line with figure 4 below, which highlights how the comparisons will be made across institutions, the analysis of findings will be made under the sub-headings of each theme identified for each pair of universities compared.

The study will refer to program directors spoken to in an institution as ‘Stakeholder’ (followed by an acronym of the university) and then 1, 2… depending on the numbers spoken to; Lecturer (followed by an acronym of the university) and then 1, 2… depending on the numbers spoken to; and Student (followed by an acronym of the university) and then 1, 2…..

Figure 4 highlights the universities in pairs as they are being compared and they are in groups of 3 (colour coded to reflect this), which are similar Nigerian and UK HEIs. There were 4 stakeholders interviewed in each institution at various times over the timeframe of this research; giving a total of 16 stakeholders who were interviewed across all the HEIs.

- University of Ibadan (UI), Nigeria and University of Huddersfield (UH), UK

  Interviews were conducted with program directors in UI and UH (StakholderUI1 and StakeholderUH1); Lecturers (LecturerUI1 and

LecturerUH1); Students (StudentUI1, StudentUI2, StudentUH1 and StudentUH2).

- Tai Solarin University of Education (TASUED), Nigeria and Newman University (NU), UK

Interviews were conducted with program directors in TASUED and NU (StakholderTU1 and StakeholderNU1); Lecturers (LecturerTU1 and LecturerNU1); Students (StudentTU1, StudentTU2, StudentNU1 and StudentNU2).

- Covenant University (CU), Nigeria and University of Buckingham (UB), UK

Interviews were conducted with program directors in CU and UB (StakholderCU1 and StakeholderUB1); Lecturers (LecturerCU1 and LecturerUB1); Students (StudentCU1, StudentCU2, StudentUB1 and StudentUB2).

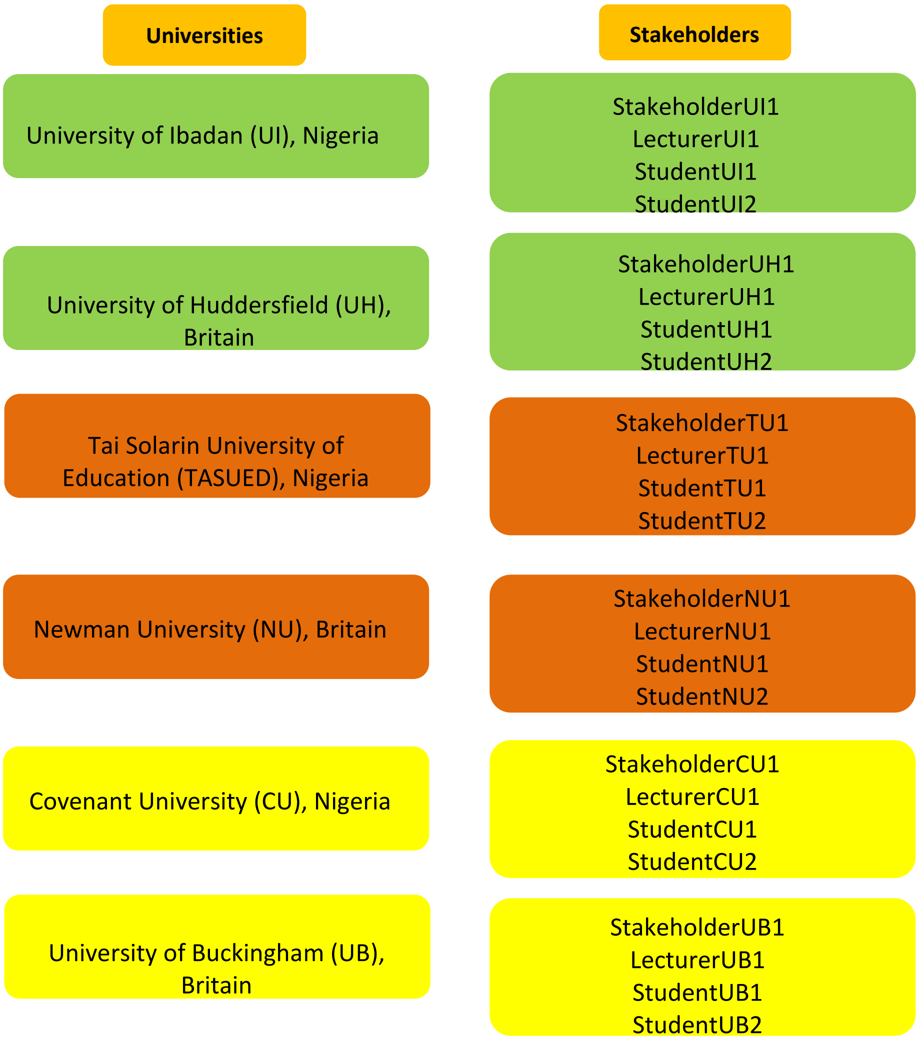

Figure 4: A colour coded comparative study map of similar HEIs

Source: Developed by researcher

3.13.4 Case study database

A database of collected data and evidence was created during the study and maintained. This allowed for easy access, credibility and reliability of the entire study. This study maintained a database segmented into universities where primary data was collected; this contained audio recording of interviews, the word formats of these interviews (transcribed), additional documentations used and their sources noted, reflections and self-memos (Saunders *et al*., 2012; Yin,2012).

3.13.5 Chain of evidence

This entails being able to link every stage of the research to ensure reliability. At every point, the researcher will make a conscious effort to ensure none of these stages go out of sync (Yin, 2012). See figure 5:

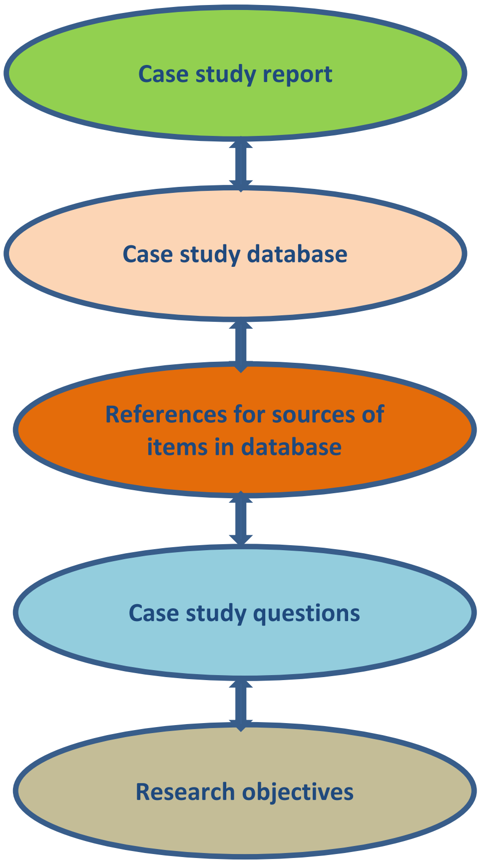

Figure 5: Evidence of reliability of research
Source: Adapted from Yin, 2012, p.123

3.13.6 Analysis, Interpretation and Reporting

3.13.6.1 Transcribing

After collecting data, which was mainly in audio format, recorded during interviews, it was put together in a logical fashion in a readable word document format. Saunders *et al*. (2012) suggests that transcribing should be done on time to prevent accumulation due to the time commitment required to do it and also highlighted the need for the data to be transcribed carefully noting that attention should not be paid to just what was said, but how it was said and the context in which all of this took place.

Hartas (2010, p.297) emphasised that transcribing should be seen as a process of analysing data while it is being done; it affords the researcher an opportunity to put down, re-examine and make sense of the data. Transcribing should be done in such a way that 'relevant' information related to the research is extracted; three approaches to transcribing were outlined as: indexical, unfocussed and focussed. For indexical transcription, notes are taken of the time when important points are made during an interview, it enables these periods to be picked out and transcribed to produce a quick output. For unfocussed transcription, the researcher takes the context into consideration and 'represents' what was said when transcribing rather than paying attention in giving meaning to it, whereas focussed transcription entails researchers placing emphasis on how things were said rather than what was said. Meanings are given to the interview depending on how certain words were stressed or the frequency of mention. This research used a mixture of these approaches when transcribing but emphasis was placed on focussed and unfocussed transcription.

3.13.6.2 Analysis & Interpretation

Simons (2009, p.117) described analysis to mean "procedures which enable you to organise and make sense of the data in order to produce findings and an overall understanding". It entails "working with data, organizing it, breaking it into manageable units, synthesising it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others" (Bogdan and Biklen, 1982, p.145). Saunders *et al*. (2012, p.557) further outlined a general approach to analysing qualitative data and these are:

- Identify categories or codes that allow the comprehension of data
- Attach data from different sources to appropriate categories to integrate data

- Develop categories further to identify relationships and patterns
- Develop testable propositions
- Draw and verify conclusions

Simons (2009, p.117) also described interpretation to mean "the understanding and insight you derive from a more holistic, intuitive grasp of the data and the insights they reveal". Interpretation transcends just analysis; it entails making sense through reflection, perception, context and other factors. It might require listening to the audio interviews all over again a few times, and reading transcripts which will be useful during the interpretations.

Mason (2002, pp.148-150) postulated three (3) ways of appraising interviews conducted or data collected as either literally, interpretatively or reflexively; each can be used independently or in unison with each other. The choice of each or a mixture of the above is also influenced by the ontology and epistemology of the researchers approach. Literal appraisal entails working with transcripts verbatim without taking the environment and other influencing factors into consideration during the process; interpretative appraisal entails finding meaning to interview data, taking into consideration endogenous and exogenous factor within and outside the control of the phenomena. Reflexive appraisal entails being immersed in the data collection process and also its review, during which opinions are recorded during and after for various stages of the appraisals. It is also important to decide for this research what forms of resources will form data and how best to capture them to aid easy appraisal. This research used a mixture of the three ways of appraisals for data collected.

Cresswell (2009, p.183) described data analysis as "making of sense out of text and image data". This entails preparing the data for analysis which for this research entailed transcribing, understanding the data, listening to recordings, reading transcribed data, identifying themes or perspectives; interpreting the data to answer research objectives and picking out new findings. Leitch *et al*. (2010, p.79) observed that the "process of theme identification may also involve the discovery of themes missing from the text, that is, what participants do not mention". Cresswell (2009) noted the need for continuing reflection, making reports as data is being gathered and analysing continually as data collection continues. In figure 6 below, adapted from Cresswell (2009, p.185), a flow chart of the procedure to collect, analyse and interpret data for this case study research is provided:

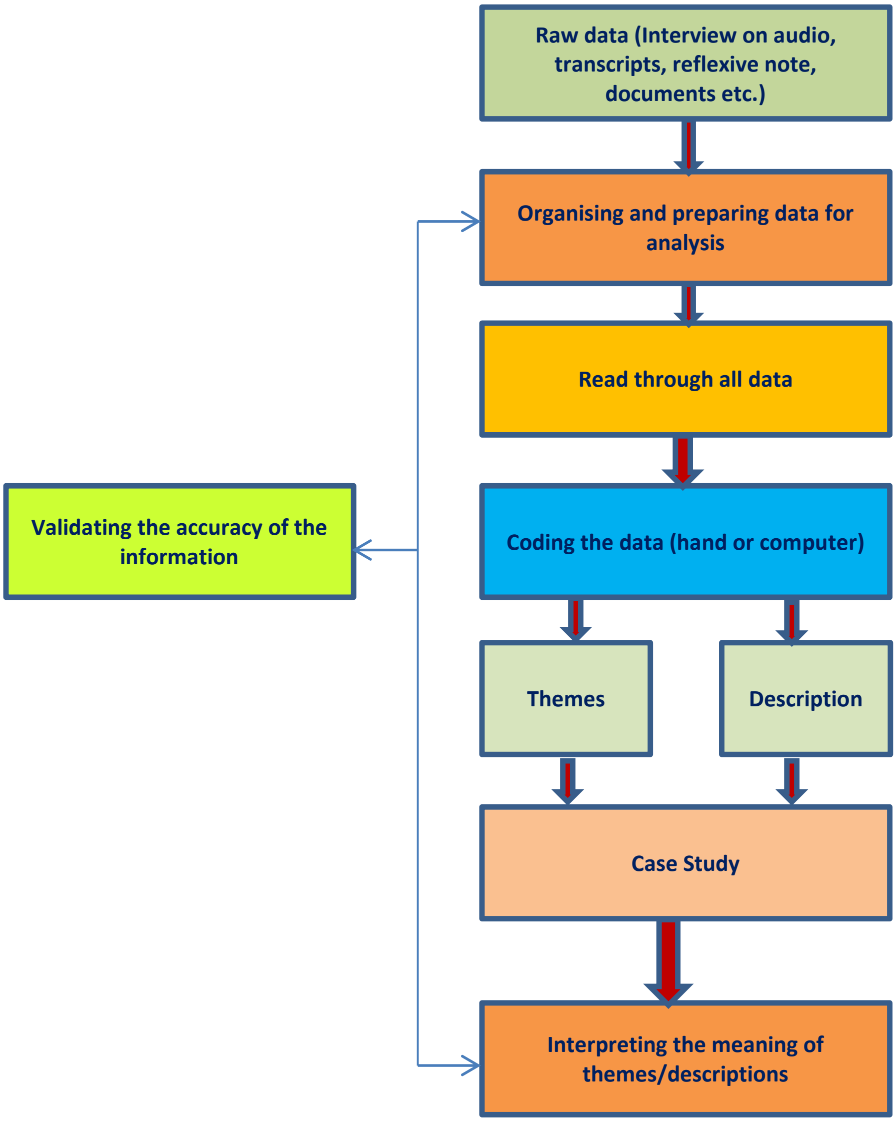

Figure 6: Flow chart of research study

Source: Adapted from Cresswell, 2009, p.185

Indexing or coding of data is of utmost importance in the process of analysing; it allows for the categorisation of data into manageable sizes tagged to sub-heading called themes. These themes are either pre-defined from literature or from interviews; they allow for consistency in the categorisation of all the data (Mason, 2002, pp.151-172). For the ease of coding and accessing coded data, the research used NVIVO; qualitative data analysis software that aids the identification of themes, trends and also analyses the cases (QSR International). The advantages of coding using NVIVO are the following: ease with which data can be accessed, better comprehension of data, better analysis and explanation building.

The software aided the mapping of transcribed data which was referred to during the analysis and writing up phase, to aid analysis and ready visualisation. The research used data from transcripts of in-depth interviews of the study and other data sources to generate themes that aided the coding of data into NVIVO. The themes also guided discussions and the analysis of data (QSR International). Interview data obtained was transcribed, coded into NVIVO and analysed; these helped provide rich insight into the data and provided clarity which aided comparisons that needed to be made across institutions and countries.

3.14 Access and Ethics

Birmingham City University (BCU) ethics guideline provided a platform on which other ethical measures that guided this research study were put into place. This research was guided by the UK Educational Research Association (BERA) ethical guidelines for educational research (2011), UK Sociological Association statement of ethical practice (2002), other guidelines on educational research in Nigeria and specific guidelines put in place by institutions were used as cases. In summary (but not exhaustive), this research followed the steps below:

- Approval was sought and got from Birmingham City University ethics committee before the research study commenced.

- Once approval was obtained, all necessary steps were taken in the research design to ensure that no ethical breach occurred. Triggers were put in place to identify and deal with any breach that came up.
- Approval was obtained from institutions requesting their participation as cases in the research study.
- Participation by students and stakeholders in this research was voluntary and based on informed consent. This was reiterated at the start of every interview.
- The purpose and eventual intent of the research study was shared with approving authorities and participants. Participants were provided with all the necessary information on how these findings would be published.
- Participants were informed of the right to withdraw at any time and they were assured of their anonymity and confidentiality.
- The data obtained complies with the legal requirements set down by the Data Protection Act (1998) and participants were informed of how this particular research data will be stored, used and eventually destroyed.
- Interviews were audio recorded, only if consent was given by participants. These were anonymised and stored securely.
- At the end of analysis and once the research has been approved, the research findings will be disseminated to participants via emails or their preferred communication medium; their comments and feedback will be invited.

Data gathered from participants in HEIs was used for academic purposes only, which is this research study and remained confidential. Primary data gathered was kept confidential and were not to be used for any other purpose than the one requested for PhD research. The researcher abided by the rules and regulation of BCU, the country or the institutions visited during the use of their facilities and confidentiality was maintained throughout.

Hartas (2010, p.110) stressed the importance of ethics as ‘enhancing research’; ethics are equally as important as every other aspect of the research which includes the objectives, design, validity, data collection, reliability, analysis and interpretation. Hartas (2010, p.124) stressed that the importance of seeking and identifying ethical issues and the framework in each case as very important; a summary of four principles that should guide in every situation were outlined and these are:

- *The principle of respect for a person's right and dignity*: This entails ensuring that the "fundamental rights, dignity and worth" of participants (both individual and institutions) are upheld at all times.
- *The principle of competence*: The researcher should ensure competence in the area of research embarked upon; it could involve improving and also identifying any shortcomings.
- *The principle of responsibility*: In conducting research, the researcher must ensure the society at large will not be negatively impacted on; care must be taken to ensure the reputation of the institution represented is kept intact.
- *The principle of integrity*: The researcher should "promote integrity in educational research" and also be "honest, fair, and respectful to others".

3.15 Concluding remarks

This study seeks to answer questions relating to stakeholders’ involvement, students’ expectations and perception and assessment and capital development in EE. It will provide a broad understanding of primary stakeholders’ views, dealing with the what, why and how questions in EE. Of particular interest, this study will be carried out in two contexts- a developing country, where factors such as culture; faith; the state of the economy; revenue sources and political stability are contributing factors; and a developed country, where factors such as the stability of the economy, diversified revenue sources, political stability and a rich policy history are contributing factors to stakeholders’ view of EE.

Three Nigerian HEIs and three UK HEIs will be involved in the study, with each as a case study. The pairing of similar cases across both countries, and the interviewing of a total of twenty four respondents across all the HEIs ranging from students, lecturers and directors of Entrepreneurship will contribute to the understanding of EE. This will eventually lead to an improvement in how EE should be designed and developed from lessons learnt from both contexts.

Due to the need to provide a rich understanding of the context of the research, a qualitative method with an interpretative approach is observed to be the best choice in meeting the research objectives. The case study approach allows for the exploration of the research topic within its contexts, and allows for rich data to be obtained from interviews which are largely unstructured. The study design approach allows for the general limitations of case study to be addressed.

CHAPTER FOUR: OVERVIEW OF COUNTRIES AND UNIVERSITIES

4.1 Introduction

This chapter presents an overview of the countries and universities that make up the cases studied for this research. An outline containing general information on both Nigeria and UK is presented with a focus on HEIs development, education and government entrepreneurship efforts. HEIs used as cases are also discussed in detail with their historical background provided.

4.2 Nigeria

Nigeria is the most populous African country with an estimated population of about 178 million people and it is classified as a developing country (United Nations data). Those between the age bracket of 0 – 14 constitute about 43% of the population; with 15 -65 constituting about 53% (CIA, 2015a). It gained independence from the UK in 1960 after 60 years. There are currently 36 administrative divisions (states) in Nigeria, with Abuja as the Federal Capital; Lagos is referred to as the commercial capital of Nigeria. Nigeria is rich in natural and human resources; but the main source of revenue is from the oil and gas sector. The sector accounts for about 35% of its GDP and 90% of its total revenue (OPEC, 2015).

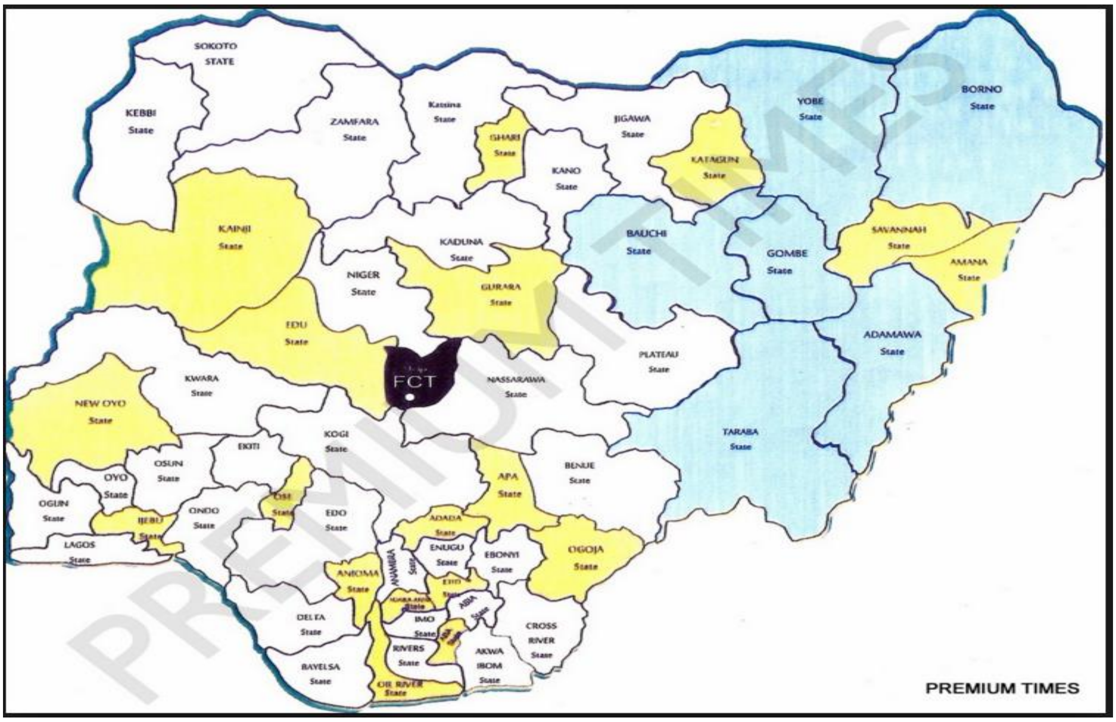

Figure 7: Map of Nigeria
Source: Premium Times

Since independence, there has been a tremendous increase in the number of HEIs in Nigeria from the first tertiary institution set up in 1932 (Yaba College) which was relocated to Ibadan in 1948; it was upgraded and renamed University College London (UCL). From these little beginnings, with a growing population, government encouragement and efforts by the government to liberalise the education sector, the number of HEIs has increased. There are 147 universities in Nigeria split into federal universities (46), state universities (40) and private universities (61). All universities are monitored by the National Universities Commission (NUC) which is an arm under the Federal Ministry of Education (FME) (NUC, 2015). Aladekomo (2004) observed that due to the historical past of the country after being colonised by UK, most of the Nigerian educational policies are still linked to historical educational policies and have not been revised to meet the changing realities of national and economic developments; this is prevalent in the tertiary education sectors.

The prevalent curricula and their learning outcomes were then designed to prepare graduates to take up functional roles and fill existing positions in the economy; graduates were not trained to be innovative, neither to take risks nor to think of starting up businesses for themselves (Aladekomo, 2004). In a recent report by the National Bureau of Statistics (2011) in Nigeria, there are about 67 million unemployed youth in Nigeria out of a total population of 178 million people. Prior to the rise to this colossal figure, the government had in the past embarked on various programmes to curb the growth of unemployment. Programmes such as the National Directorate of Employment (NDE) was established in 1987 but the legal backing was in 1989 and the National Poverty Eradication Programme (NAPEP) which was set up in 2001 with both focussing on youth empowerment and employment as one of their major themes.

The Federal Government of Nigeria (FGN) had also made historical efforts dated back to the 1970's to reduce unemployment and foster growth of small and medium sized enterprises; these include from 1970 – 1980, the set-up of the National Agricultural Cooperative and the Rural Development Bank, the set-up of the Agricultural Credit Guarantee Scheme Fund, the Rural Banking Programme and the implementation of policies to encourage concessionary allocation to the agricultural sector. From 1981 – 2000, the People's Bank of Nigeria was set up to provide loan specifically for people engaged in small scale business, Community Banking was also encouraged and kicked off, the set-up of Directorate of Food, Roads and Rural Infrastructures (DFRRI) was also established and many other concepts were floated and implemented. Unfortunately, even the implementation of these myriad of policies has not been able to stem the rising tide of unemployment.

Due to the high rate of unemployment of graduates and the need to promote small enterprise in Nigeria, in 2007 the Federal Government of Nigeria (FGN) directed all HEIs to make entrepreneurship education a compulsory module. This was in a bid to prevent graduates not having the necessary skills that would enhance their ability to start up a business rather than solely depending on looking for a paid job (NUC). Policies were aimed at reforming the curricula of HEIs which were not responsive to the changing realities on the ground and globally. The process entails a total reorientation of the universities, lecturers and other stakeholders regarding the need and importance of being entrepreneurial. The implementation of this is on-going and entrepreneurship education is at its embryonic stage in Nigerian HEIs. In 2007, the Nigeria University Commission (NUC) issued a directive to all HEIs to make entrepreneurship education compulsory for all students. Most HEIs have implemented this directive and are providing entrepreneurship courses to students at the penultimate year of study as compulsory courses. They also provide elective courses in specific business fields with hands on experience to complement the compulsory courses offered. In studies conducted recently by Uduak and Aniefiok (2011); Egunsola *et al*. (2012) in four HEIs, the impact of entrepreneurship education on graduating students' intentions was positive. Graduates now consider the option of wanting to start businesses rather than solely seeking employment.

The National Universities Commission (NUC) is an arm of the Federal Ministry of Education which develops and provides Benchmark Minimum Academic Standards (BMAS) as a parameter for quality assurance in Nigerian Universities; BMAS documentations include the curricula and other academic standards. The National Universities Commission (NUC) uses the document as a guideline in assessing the application for the establishment of programmes in the universities and also uses it to accredit their programmes. Nigerian Universities are using the BMAS documents as curricula in teaching their students. These have been provided to universities for entrepreneurship education. Universities are at liberty to develop curricula or standards beyond the minimum standards (BMAS) designed by NUC, but the University cannot go below the minimum standards.

The National Universities Commission, in a bid to implement the federal government policy of compulsory entrepreneurship education at all tertiary institutions, also developed 'General Studies' modules on entrepreneurship as a compulsory course for all undergraduate students. The Entrepreneurship curriculum for General Studies was developed for Undergraduate students and started in April 2007; all universities are expected to capture this as a general course with the title of "Introduction to Entrepreneurial Skills" (NUC, 2015).

In a study conducted by Ekore and Ogochukwu (2012) on the fate of Nigerian graduates who have undergone entrepreneurship education but are not considering it as a path to follow, they observed that psychological factors were most prevalent as the reasons for not doing so. The foremost factors are the fear of four major things: failure, success, criticism and change. The study showed that if these graduates were given economic capital, they were still unlikely to pursue entrepreneurship as a career path. The study looked into the self-efficacy and self-confidence of the participants to confirm where participants had unrealistic expectations of their abilities has negatively impacted on them when they failed and also for those who underestimated their ability and never reached the height of their capability. It highlighted the need for self-efficacy to be looked into carefully as an important facet of entrepreneurship education.

Essia (2012) in a recent survey, observed the growing interest of graduating students in entrepreneurship as a career path, though he observed that many of them with this desire did not know how to go about actualising their desires. This observation however, highlighted an important attribute: the growing interest to succeed as an entrepreneur. This also raised certain questions on the pedagogy of entrepreneurship education in Nigeria HEIs. The study further carried out a review and a comparison of entrepreneurship in a few European Union (EU) countries and came up with suggestions of how to make entrepreneurship education vibrant in Nigeria. Some of the suggestions are: the training of teachers should be made a priority which entails equipping them with the latest pedagogy techniques and encouraging stakeholders in HEIs to see the importance of entrepreneurship education, co-operation between the private sectors and HEIs should be facilitated and fostered, co-operation between education institutions should be encouraged and the encouragement of teachers to participate in the private sector and vice versa. Essia (2012) encapsulated a recommendation in a concept called ‘Entrepreneurship Culturing Programme (ECP)’ where entrepreneurial competences will be embedded in all areas of HEIs curriculum. This also entails experiential entrepreneurship where students will not just study but get their hands ‘dirty’. The proposal under ECP was summarised in three broad themes as: personal and basic business skills, ICT competencies, and vocational skills. The proposal also entailed a recommendation of a total rejig of the entire structure of the curriculum, assessment and emphasis of degree programs; where ECP will take a good chunk of the compulsory module credits to highlight its importance to students and this should be monitored closely by the supervisory body, the NUC.

The governments’ recent efforts at tackling growing unemployment in Nigeria put recently at 23.9%, with youth unemployment at over 50% (Kale, 2013) was done by the recent set up of the University Entrepreneurship Development Program (UNEDEP) by the Ministry of Industry, Trade and Investment to be implemented in collaboration with the Federal Ministry of Education (FME) and the Small and Medium Enterprises Development Agency of Nigeria (SMEDAN). The crux of the program is the provision of mentoring platforms for students by entrepreneurs. The government aims for this to complement current efforts by the universities in teaching entrepreneurship (Aganga, 2013).

4.3 UK

UK has a population of about 63 million people and it is composed of England, Scotland, Wales and Northern Ireland. Those between the age bracket of 0 – 14 constitute about 17%; ages 15 -65 constitute about 65% of the population (CIA, 2015b). It is classified as a developed country (United Nations data). The services sector is about 78% of the GDP of the country, and various taxes form a large percentage of its revenue.

Figure 8: Map of UK
Source: World maps

There are 133 universities in UK and they are split around England (108), Scotland (14), Wales (9) and Northern Ireland (2). These universities all undertake research and teaching with some placing emphasis on one of these areas (Universities UK). The UK government commits up to £7.5billion to the further education system each year (Schlesinger, 2013). The UK government also set up the National Centre for Entrepreneurship in Education (formerly National Council for Graduate Entrepreneurship) in 2004 with the aim of facilitating entrepreneurship education while fostering relationships between industry, students and HEIs. Prior to this, there have been various government initiatives whose aims have been to engender the entrepreneurial culture in HEIs and this dates back to the early 1980s (Pittaway and Cope, 2007).

Godley and Casson (2010) provided an historical background of UK from 1900-2000, by providing an insight into how entrepreneurship had evolved over time in the economy and the entrepreneurs' importance in the fabric and ultimate survival of any economy. They showed how the UK entrepreneur has evolved over time, identified and developed niche competences for its survival. Karataş-Özkan and Chell (2010) further provided an historical overview of entrepreneurship in UK from the 1980's which showed that the initial use of the word 'enterprise' was to describe the restructuring of the economy to promote free market. The aim of the government then was to reduce the role they had in various sectors of the economy by handing this over via economic reconstruction to the private sector. This era is now reminiscently described as a time of economic reconstruction which promoted enterprise. Prior to the 1980's, the use of enterprise also connoted transformation of the economic structures towards the market.

Karataş-Özkan and Chell (2010) further highlighted the establishment of the Enterprise Policy Unit (EPU) in 1987 whose remit among many included promoting entrepreneurship in individuals via education which showed a change in the focus of enterprise from the economy solely. It was further noted that this policy drive formed the bedrock and encouraged the pedagogy of entrepreneurship in UK. A further scheme funded by the government was established in 1987 and ran until 1996; it had the aim to promote and entrench enterprise in universities, to impact on staff and invariably graduating students by preparing them for life after the university. Post 1997, there were more efforts being put in by government and stakeholders to create a link between policy and the actual creation of businesses in the economy (Karataş-Özkan and Chell, 2010).

UK through QAA, works with stakeholders to maintain standards in HEIs and recently brought out a draft consultation as regards embedding enterprise and entrepreneurship education into the curriculum of every course (QAA, 2012). Voisey *et al*. (2005) observed an increasing provision of entrepreneurship education in HEIs, the involvement of stakeholders like in industry, alumni, and researchers; the use of incubators, the growth of science park and business support provided by universities and the government.

4.4 Cases: Similar HEIs for comparison

Figure 2 is a graphic representation of similar HEIs for the comparative study in both Nigeria and UK.

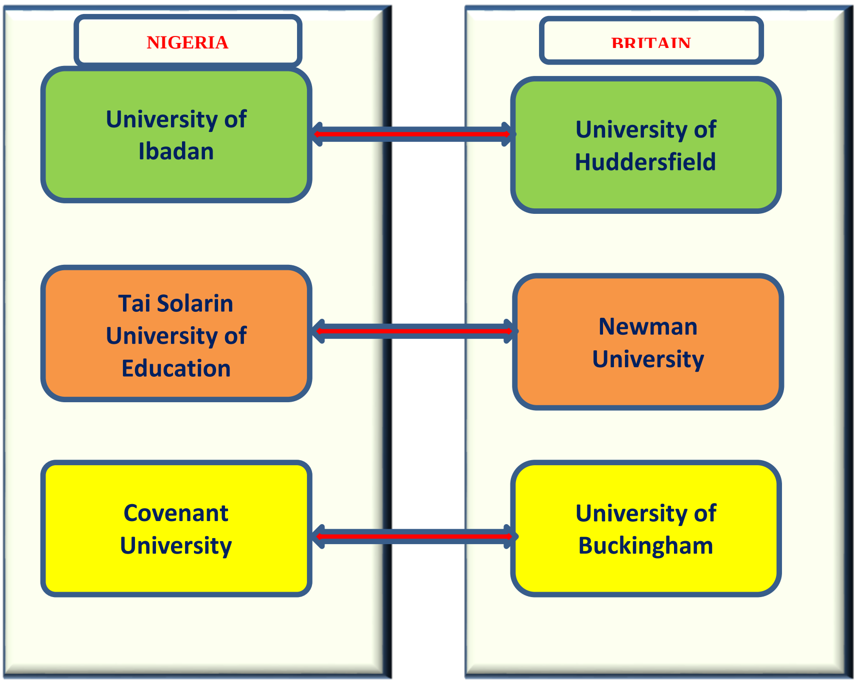

Figure 2: A comparative study map of similar HEIs
Source: Developed by researcher

Jones and Iredale (2014, pp.35-42) observed that "The comparative method can be used to better inform and more effectively evaluate enterprise and entrepreneurship education in all its various forms and guises". Comparisons are driven mainly by the required outcomes and can be made over lecturer and student experiences, pedagogy, cross cultural and others. They identified the benefits of comparative studies such as deepening and enriching knowledge and understanding of EE. It also enhances understanding of interpretations, application, and adaptation within a context. It allows for areas where improvements are required or where they could be made to be identified; and it enables the identification of similarities, differences, strengths, weaknesses, and hence leading to a wider understanding.

4.4.1 University of Ibadan (UI), Nigeria

The University started in Ibadan as an independent external college of the University of London, and it was then called the University College, Ibadan in 1948. The University of Ibadan became an independent university in 1962. The university is the oldest in Nigeria and has many established faculties; it is a teaching and research institution. The University of Ibadan established a Centre for Entrepreneurship and Innovation (CEI) in 2002 as an outcome of workshop organised by a committee set up by the university. CEI was set up to act as the conduit and to promote the University-Private Sector Collaboration (UPSC). CEI has, since its inception been an arm of the University responsible for teaching and research in entrepreneurship and innovation, and highlights the direct relevance of the university to its environment and society at large. CEI seeks to complement the efforts of government in promoting private sector-led growth as envisioned in its national and continental policies such as the National Economic Empowerment Development Strategy (NEEDS), the New Partnership for Africa's Development (NEPAD), the National Programme for the Eradication of Poverty (NAPEP), and the Small and Medium Enterprises Development Agency of Nigeria (SMEDAN), among others (CEI, 2015).

CEI currently runs the entrepreneurship course for the University of Ibadan which is a taught 300 Level course (third year). The course aims at re-orientating prospective graduates towards job creation rather than the fixed attitude of job seeking. The course also equips students with the skills required in establishing their own businesses with the desired aim of it impacting positively on the society. It provides students with the basic knowledge of the principles and practice of entrepreneurship and new venture creation. The course takes students through the rudiments of starting a business which includes the drawing up of business plans (CEI, 2015). CEI also runs a fund which provides seed capital for viable business plans written by students. This enables students to have hands on experience and to see their venture become a reality.

4.4.2 Tai Solarin University of Education (TASUED), Nigeria

Tai Solarin University of Education (TASUED) was formerly the Ogun State College of Education that was established in 1978 but in 2005 had its status changed to the first ever specialized University of Education in Nigeria. By this proclamation, the erstwhile Tai Solarin College of Education was transformed and upgraded to a university of Education. Prior to the change in status, Tai Solarin College of Education (TASCE) produced middle level manpower for the Schools and Colleges in Ogun State and Nigeria.

Odunaike and Amoda (2009) noted that entrepreneurship in Tai Solarin University sits in the Business education department and the university utilises skill sets of other departments like business, accounting, finance, marketing and management. This ensures that entrepreneurship education and new ventures by students can tap into the proximity of these resources. The university has implemented the federal government directive to all tertiary institutions to make entrepreneurship compulsory and this has been implemented successfully by the university. Every student undertakes the course and the aim of the university is to build them with the capabilities to start their own business before or after graduation. They are also empowered to become intrapreneurs with placement opportunities, which they currently have with Small and Medium Enterprises (SME). Due to its status as a university of education, every student graduates with an education degree in all disciplines, they also have a compulsory placement as potential educators during the degree program.

Adejimola and Tayo-Olajubutu (2009, p.4) provided a summary of the approach and objectives of entrepreneurship education provided by TASUED in line with the designed and approved courses from the NUC. The summary of these objectives are: “to make the students master at least one vocation that can guarantee self-reliance, to equip the students with the needed knowledge to make them successful entrepreneurs, to create in the students the necessary awareness, understanding and appreciation of Nigerian culture and politics and hence guarantee responsible citizenship, to provide the students the opportunity to acquire the necessary knowledge in English Language that will make them highly proficient in communication skills for their present and future academic pursuit and the world of work, to inculcate in the students, knowledge of the modern information communication and technology (ICT) that will enable them to interact effectively with their immediate and distant environment, to develop in the student's ability to observe and study the environment to which they belong and hence be able to adjust accordingly".

4.4.3 Covenant University (CU), Nigeria

Covenant University was granted licence in 2002 to operate as a full-fledged private university; it does not depend or receive any of its funding from the government. The university is located in Ogun state, Nigeria. The university is split into three (3) colleges: development studies, science and technology and post-graduate studies.

Prior to the government directive on entrepreneurship education in 2007, the university already had in place Entrepreneurial Development Studies (EDS) which was designed with the aim of making every student an entrepreneur; the programme is compulsory for all students at all levels in the university (Okafor *et al*., 2015). The programme has both a theoretical and practical focus in its pedagogy and there is a dedicated centre which ensures and coordinates the smooth running of the course by the university.

The centre currently has the following businesses where students get hands-on experience: food processing; wood, pulp and paper technology; agriculture; fish farming; snail farming; and ICT training (Covenant University, 2015). The university also provides funds for business plans and provides avenue for venture capital firms to provide seed funding for students' business plans.

Apart from these specific courses, the university provides entrepreneurship training for all its students; this has been done by embedding it in the curriculum and with the provision of extra-curricular activities to promote entrepreneurial learning.

4.4.4 University of Huddersfield (UH), UK

The history of UH can be traced back to 1825 as a science and mechanic institute. Over the years various advances were made which culminated in it being made into a University from a polytechnic in 1992. The university is located in Huddersfield with additional campuses in Barnsley and Oldham. The university is a teaching and research institution.

The university has seven faculties cutting across various disciplines and runs 2 undergraduate degree programmes in entrepreneurship: BA in Enterprise Development and BA Entrepreneurship and Business. The focus of the BA in Enterprise Development which commenced in 2009 is to enable its students start and run a business; the university conducts interviews for students prior to being admitted to ensure they have the confidence to embark upon the course. The university also has entrepreneurs come to mentor and give lectures to students and also have in place an incubator service to guide students in setting up their businesses (University of Huddersfield, 2015; Lakeus, 2012). UH was awarded "Entrepreneurial University of the Year" at the Times Higher Education Awards in 2012.

Asides from these courses, the university provides entrepreneurship training for all its students; this is done by embedding it within the curriculum and with the provision of extra-curricular activities to promote entrepreneurial learning.

4.4.5 University of Buckingham, UK

The University of Buckingham was founded as University College Buckingham in 1976; it is a "private university" and its funding is not from the government, neither is it supplemented. The university runs its undergraduate degree programme over two years (8 terms). The university offers various courses to prospective students among which are the Bachelors of Science (BSc) Business Enterprise (BBE) programme which started in January 2006; it fosters undergraduate students to start and run their own real business which is an important facet of the degree programme. The entry requirement for the Business Enterprise (BBE) programme ensures that undergraduate students who are enrolled want to start and develop their own business and at the same time study for a degree (University of Buckingham, 2015).

Admitted students to the programme have to prepare a business plan and a pitch for funding from a venture capital panel; this can be done individually or as a group and each successful pitch can have a maximum investment of £5,000. This is to enable them to put their entrepreneurial competencies to practical use. During their degree, students undergo pedagogy in the business school module along with any other identified and useful modules. In addition to the academic rigour of the university, students have entrepreneurs and business people give speeches, mentor and support them. BBE students have also been encouraged to join several local business networking groups to grow and appreciate the importance of social capital. The university has established on campus an “Enterprise Hub” with the financial support of the UK South East Economic Development Agency (SEEDA); the hub provides spaces used for offices by the majority of the students who have launched businesses since 2006 (Lakeus, 2012; University of Buckingham). The university vigorously pursues the embedding of entrepreneurship into the curriculum of every module taught.

4.4.6 Newman University (NU), UK

Newman University’s history dates back to 1968 and it started with the aim of training teachers, it was then called Newman College of Higher Education. It obtained approval to award degrees in 2007 and became Newman University College. It was granted full University Title by the Privy Council in 2013 and is located in Birmingham, UK.

The university offers undergraduate, postgraduate and further education courses. The university offers full time, flexible route degree programmes and also top-up degree programmes. The university attracts students from varying backgrounds and currently has about 8,000 students on various courses (Newman, 2015).

The university has a compulsory work-related module for all undergraduate students to provide them with graduate level experience and the much needed experience desired by employers. Students' placement cover various sectors of the economy and various countries. The university says "We want you to graduate as a confident entrepreneur in whatever field you choose" (Newman, 2015).

The university also has entrepreneurship modules and content which are embedded in the curriculum of each course. It provides an avenue for all their students to develop entrepreneurial competences and to develop the appropriate mind set.

4.5 Chapter summary

The brief summary provided above of the studied countries and cases includes information that puts the entire research study within context. The discussion of each country, with a focus on education, and the history of each HEI with a focus on entrepreneurship is also useful. Nigeria and UK have a long historical affiliation, which directly impacts on their similar education system. The concern of the Nigerian Government to tackle the increasing unemployment situation in Nigeria and the concern of UK to increase employment opportunities for its graduates creates similar situations leading to the creation of EE in higher institutions in both countries. Nigeria, being a developing country and UK being a developed country allows for a comparative study of the EE in both countries. The three universities selected for study in each country have similar formations and funding systems thereby encouraging the comparison of the EE introduced in the institutions.

CHAPTER FIVE: EMPIRICAL FINDINGS

5.1 Introduction

This chapter provides an analysis of findings from the research study. The interview data was obtained from various stakeholders of entrepreneurship education and from documents that were used in the analysis to achieve the research objectives of the study. These stakeholders were all from HEIs and are linked to entrepreneurship centres, as directors, lecturers and students. The research objectives of the study are:

- Investigate the extent to which stakeholders influence the design and content of entrepreneurship education provision in Nigerian and UK HEIs.
- Explore students' expectations and perceptions of entrepreneurship education provision in Nigerian and UK HEIs.
- Examine the influence and appropriateness of assessment methods used in entrepreneurship education provision in Nigerian and UK HEIs.
- Assess the impact of entrepreneurship education upon developing students' entrepreneurial capital in Nigeria and UK HEIs.

The major themes that emerged from analysis of interview data are: Historical overview of entrepreneurship in the university; entrepreneurial approach and culture in the university; definition of entrepreneurship and can entrepreneurship be taught; student expectation and perception; assessment and feedback; which stakeholders influence design and content; delivery and experiential opportunity; teamwork; lecturer background; innovation and creativity; self-efficacy and career route. These themes were considered as parameters used to carry out comparisons across the universities. Table 7 below shows the codification emanating from NVIVO analysis:

Research objective 1 - Investigate the extent to which stakeholders influence the design and content of entrepreneurship education provision in Nigerian and UK HEIs
• Stakeholder's influence on design and content • Entrepreneurial approach and culture • Content delivery
Research objective 2 - Explore students' expectations and perceptions of entrepreneurship education provision in Nigerian and UK HEIs
• Student expectation and perception • Student responses on 'definition of an entrepreneur' and can entrepreneurship be taught? • Experiential opportunities • Teamwork • Lecturer's background
Research objective 3 - Examine the influence and appropriateness of assessment methods used in entrepreneurship education provision in Nigerian and UK HEIs
• Assessment types • Feedback
Research objective 4 - Assess the impact of entrepreneurship education upon developing students' entrepreneurial capital in Nigeria and UK HEIs
• Innovation and creativity • Self-efficacy • Career route

Table 7: Summary of codification emanating from NVIVO analysis
Source: NVIVO analysis

5.2 Research objective one

Investigate the extent to which stakeholders influence the design and content of entrepreneurship education provision in Nigeria and UK HEIs'.

From the analysis of data gathered for research objective 1, the influence of stakeholders in the design and content of EE provision in both Nigerian and UK HEIs was observed; this research agrees with findings that stakeholders influence the provision of EE (Matlay, 2011; Westhead and Matlay, 2006b). Data analysis of findings revealed that stakeholders have different levels of involvement across both countries, especially the lecturers who deliver the content.

5.2.1 Comparison of universities - University of Ibadan (UI), Nigeria and University of Huddersfield (UH), UK

- Stakeholders’ influences on design and content - UI and UH

The following stakeholders were identified as influencing EE in UI: the university administration, the National University Commission (NUC), lecturers, students, the private sector (sponsors, companies, mentors, and advisers), government, and religious bodies. The stakeholders identified as influencing EE in UH are: university administration, lecturers, private sector, and students.

There exist differences in the approach to and the level of embedding EE in the curriculum of both institutions; that is because in UH, EE has been embedded in courses over time, and the pedagogy of EE is implemented by lecturers who have developed competence over time. Asides from the embedding of EE in the curriculum by UH, entrepreneurship is offered as a standalone course at undergraduate and post graduate level. Whereas, UI pursues EE as a standalone offering, in the form of modules; one of these modules is compulsory for all students in the university with other entrepreneurship modules being optional.

The culture of entrepreneurship has existed in both institutions, UI and UH over a period of time, and that has invariably influenced EE. The presence of EE has promoted innovation within both institutions and that has enhanced its programmes, the recruitment of academics and its profile within the country. During interviews with academics and management, it was revealed that they consider students to be the key stakeholders.

It was reported by the academics that the feedback of students’ views was sought and that it forms an important component of what is analysed by both institutions. These analyses are easily adapted into the content and delivery by UH as compared to UI. Students’ feedback is continuously sought from an early stage of their studies. To ensure that students’ feedback is not influenced by the threat of penalty from academics or senior management, feedback is captured anonymously.

StakeholderUI1 said:

“*We seek and get feedback from our students directly, also through the student union, and other student societies; we work closely with the enterprise society, providing support and getting feedback*”.

StakeholderUH1 said:

“*Students are a major stakeholder; their feedback informs the course structures, delivery and future developments*”

Engagement with the private sector takes place at various tiers of both institutions enabling efficiencies and experience to be brought to the classroom. The private sector engages with EE as mentors and advisers, with UI forming partnerships that provide a route for all EE students to go for work placement opportunities; these are assessed by the private sector stakeholders, and students get to write a feedback on their experience. These feedbacks go into the analysis pool and influence content and design. However, UH engages with the private sector by having them come in as partners in sponsoring programmes, and bringing them in as speakers during round table talks. Their roles as sponsors’ enable them to have a say in the module and course design from the very beginning.

Due to the influential presence of religious bodies in Nigerian society, they are also consulted in order to get their opinion on an on-going basis, and this provides the opportunity to enlighten them on the importance of EE. Engagement with these bodies by UI provides an avenue to interact and work in partnership with them to encourage students and the general public to consider entrepreneurship as a career route. This mutual engagement allows for the exchange of ideas and these bodies provide recommendations and advice to UI, which is looked into, and could also influence content.

LecturerUI1 said:

"*Parents and religious bodies are very important stakeholders, they influence decisions and the mind sets of students*"

Interviews with students, university management and lecturers revealed that lecturers are considered very important stakeholders in both institutions. They deliver the curriculum, which entails developing its content, and providing examples for application and adaptation. The lecturers are the first point of contact, and many times after lectures provide further guidance and clarification to students, hence their very high importance. Interviews with university management reveal that lecturers who had previous or current experience as either business owners, entrepreneurs or as employees, will influence the design and content of EE; their past experience will influence their beliefs on whether entrepreneurship can be taught and how it can best be taught. They revealed lecturers in both institutions participate as stakeholders in periodic curriculum review, and so influence design and content. UI pursues a multi-disciplinary approach to the delivery of EE, with the pooling of lecturers from different faculties to deliver EE; whereas, UH has empowered every lecturer to deliver EE due to its approach of embedding EE into every module and course curriculum in the university.

To supplement delivery in the classroom, both universities ensure that their students engage with student societies whose activities promote the development of entrepreneurial competencies. Some of these societies promote inter and intra university competitions, and allow student to enhance their networking skills. To enhance learning and ensure lessons learnt are captured for future curriculum development, participating students write about their experiences, and in the process are given the opportunity to provide feedback. Besides this, the institutions work closely with these societies, soliciting and obtaining recommendations on how they can support them, thereby ensuring that their objectives which promote entrepreneurship thrive on campus. The societies also provide recommendations on what they think needs including in the curriculum.

The regulatory environment influencing EE in both institutions and countries differs, for UI, the NUC which is a regulatory body provides directives on standards that must be adhered to. It is mandatory for every university in Nigeria to provide EE to every student, and the NUC provides a curriculum template which is a minimum of what the content of EE should be. This makes them a very important stakeholder body in influencing design and content. Whereas for UH, all courses have to be validated and approved, and there are benchmark requirements to ensure quality by the QAA. Every course in UK has to be approved under the Framework for Higher Education Qualifications (FHEQ). To enhance its entrepreneurial offering and develop entrepreneurial graduates across discipline, UH pursues an approach of embedding EE into every module and course. StakeholderUI1 said:

"*We develop the curriculum provided by the NUC, and this is a minimum as we currently offer much more, and will do in the future"*

To enhance its EE delivery, UH has developed good relationships with charities and linked these relationships to various courses. They promote social entrepreneurship through this route, allowing students to develop skills such as networking, knowledge, and finance, by applying their subject specific knowledge. The charity organisations in their interaction with students, the university management and lecturers influence the design and content of EE. StakeholderUH1 said:

"*We have an array of courses, with each having specific stakeholders that are interested in them, because they are sponsors, partners, and hence are attached to these courses*".

- Entrepreneurial approach and culture - UI and UH

Interviews with university management and staff reveal an entrepreneurial approach to generating income outside traditional sources, and adapting to changes for improvement among others. The interviews revealed an entrepreneurial approach to doing things, and an entrepreneurial culture in both institutions. The institutions have similar traditional sources of income, which are tuition fees, and mostly money from government to fund their activities and operations. Their entrepreneurial approach has led them to come up with supplementary ways to generate much needed funds to enhance their offerings.

UI runs several companies under an umbrella company called ‘UI Ventures’ across different sectors: hospitality; consultancy; training; health; safety; environmental services; printing; petroleum distribution; fast food, and bakery. In addition to these companies, the university designs bespoke professional courses and this provides another source of income. Businesses under ‘UI ventures’ are run by professionals. StakeholderUI1 confirmed this by saying:

“*The university generates additional income from its businesses under ‘UI Ventures’ and from bespoke professional and post graduate courses”*

To ensure that its offerings are relevant, UI seeks and identifies gaps in the market, and contributes to filling gaps by policy recommendations to stakeholders, and by putting in place profitable propositions like bespoke courses. The university works in partnership with the state and federal government of Nigeria to ensure projects that involve training, which can use existing human resources in the university are executed to high standards. UI is currently working in partnership with the Federal Government of Nigeria (FGN) on a Youth enterprise project tagged ‘Youth enterprise With Innovation in Nigeria’ (YOUWIN) in the south western states of the country (Oyo, Osun, Ekiti and Ondo states) by offering training and advice. StakeholderUI1 confirms the benefit by saying:

“*Trainings and collaborations are delivered by various departments in the university, hence enabling interaction with the private sector, research bodies, etc*.”

To ensure UI’s continued interaction with the private sector due to its benefit to the university and students, it set up and co-ordinates a ‘UI business circle’. This is made up of various interest groups in the private sector, which enables the university and its students to interact, and work closely with the chamber of commerce, the association of small scale industrialist and the Manufacturers Association of Nigeria (MAN).

UH shares a similar approach to UI by generating additional sources of income from foreign students’ tuition fees, rental income by letting out work space in the 3M Buckley Innovation centre, the spinning off of companies, collaboration with companies in research, monetising its intellectual property, working closely with various stakeholders – government and private sector for consultancy etc. The university works closely with stakeholders by providing ad-hoc and bespoke courses or modules that address specific concerns.

In recognition of its entrepreneurial approach and culture, UH was awarded the 'Entrepreneurial University of the year' by Times Higher Education in 2012. The qualities taken into consideration in arriving at the choice of UH were – institutions that have embedded entrepreneurial activity into its fabric, thereby enabling the environment, its culture to foster entrepreneurial thinking by all, and impacting on regional, national and international levels (UH website; Times Higher Education website).

Both institutions have entrepreneurial centres set up to foster EE and innovation, but that of UI is mainly an administrative centre where it co-ordinates activities of EE at the university, provides space for meetings and provides training; whereas, UH's 3M Buckley Innovation centre provides and houses state of the art technology equipment for research, space for companies, hot desk spaces for students, alumni, and budding entrepreneurs; it also houses visiting innovation and entrepreneurship professors etc. StakeholderUH1 said:

"*The centre provides collaboration opportunities, interdisciplinary interaction, which complements the university environment that allows for lecturers and students to think entrepreneurially*".

- Content delivery - UI and UH

This looked at how delivery of designed EE content is being influenced by stakeholders in both institutions. It was observed that university management, lecturers, external speakers, and students are active in influencing content delivery.

The delivery of content by both universities is done mostly via lectures, the writing up of business plans, learning how to set up a business, and reflective reports. The plan set out in the module curriculum acts as a template that is developed by the lecturer for each class. This responsibility highlights the importance of lecturers and guest speakers during lectures and workshops; they develop notes, slides, recommending additional readings, determining delivery approach, what examples to use and which concepts to place emphasis on.

Interviews with lecturers reveal students play an important role in influencing content during EE delivery. This is achieved from feedback provided to questions asked during lectures, and questions asked by the students. In addition, at the end of the EE course, students' feedback was obtained through questionnaires on their experience which influenced content and delivery for subsequent students. The interview findings revealed UH obtained expectations of students prior to the start of course, and this shaped the approach, content and delivery during lectures.

The management of both institutions were found to have influenced content delivery due to decisions taken to provide support for guest speakers, and the timeliness with which EE related decisions are taken. StakeholderUI1 said:

"*University and departmental managements are supportive in providing contacts and necessary resources (financial and otherwise) to get the very best to come as guest speakers to deliver to our students*".

LecturerUH1 said:

"*Most of our courses have private sector sponsors which are facilitated by management, and hence it is easy to get them come in as guest speakers to deliver specific topics during the module. They are involved in the content design"*

5.2.2 Comparing Tai Solarin University of Education (TU), Nigeria and Newman University (NU), UK

- Stakeholders influences on design and content - TU and NU

The analysis of findings and interviews revealed both institutions have common stakeholders that influence EE across them; these are the university authority, lecturers and students. Besides these common stakeholders, TU has the NUC which plays a significant role at influencing content and design, due to its regulatory role across every Nigerian HEI. The NUC provides an EE curriculum template which serves as a minimum guide for standards to be attained by HEIs for content. The same applies to NU, which has the private sector participating during the design of content, and participates on course advisory boards. StakeholderTU1 said:

"*The university, staff, students, NUC, and the ITF (Industrial Training Fund) are important stakeholders that influence EE at our university and its content delivered in various ways*"

StakeholderNU1 said:

"Students, staff, university management, the private sector, especially those on the advisory team and sponsors, are those that influence design, and content"

Due to the approach undertaken to promote EE by hands-on experience for students, both institutions have work placement opportunities for students. These placements are mostly with private sector companies, and through this, the companies contribute to the content of EE. The work placement companies are made aware of certain competencies students are expected to develop and adopt during the period of their work placements. NU has a compulsory work placement for all students across every course, as this provides students with hands-on experience in a real life context. During the placement, students are expected to write reports, and the placement companies participate in assessing the students during this period. However, for TU, industrial attachments are available to students of specific courses, and not all students. All students in TU get placements in schools as potential teachers; being an education university, with all its awarded degrees linked to education. Every student in TU undertakes a vocation tied to EE compulsorily for the duration of their degree in the university.

Comparing engagement with the private sector between both institutions, NU's interaction is stronger and deeper than that of TU. There are active modules in NU that are sponsored by private sector companies, and these companies participate on the university advisory board. These companies further support by allowing their staff members that are in specialist roles to come and talk to students during lectures on specific topics. The private sector participation influences the content of courses being taught in agreement with the university.

StakeholderNU1 said:

"*We work closely with group of employers who are recognised for promoting and supporting green and ethical stance. Their support during design and delivery enriches the quality and teaching of the courses*"

Analysis of findings and interview data from stakeholders reveals that both institutions recognise the importance of students as stakeholders, engage with them and obtain feedback. Students provide feedback during lectures that influence content, design and delivery. Students' feedback in TU is obtained via questionnaires completed at the end of their courses, the information therein is analysed, and is fed into future content and design. However, NU students' influence content and design through feedback provided in their write-ups during the placements and the questionnaires they complete. All these are analysed to identify areas where improvements could be made to pedagogical approach and to placements; all these feed into subsequent content and design upon review.

The management of both institutions were identified as being very supportive, and through their policies they influence content and design. Management do this by providing the necessary support to ensure content delivery, providing resources on time, and by being responsive to innovative ideas. Interviews with TU lecturers revealed that they get support to attend entrepreneurship themed conferences at various levels, which provide knowledge and feedback opportunity that feeds into the content for students. StakeholderTU1 said:

"*Every year, the NUC brings together stakeholders in a conference and during brainstorming sessions, we discuss and share ideas on EE best practices, and the way forward. We are very well represented during this and other conferences, both within and outside Nigeria*"

StakeholderNU1 said:

"*The university management provides us with resources to enhance our knowledge on contemporary happenings in EE. These are via conferences, workshops and in-house trainings.*"

- Entrepreneurial approach and culture - TU and NU

This comparison looks into the alternative funding approaches adopted by the institutions, which could reflect their culture, and how these funding sources are being diversified further. Where these alternatives exist, it looks into how it impacts on EE. TU is an institution that gets most of its funding from the state government and student fees. As part of its approach to alternative funding sources, the institution has businesses that are managed by managers who are recruited by the institution, these are: bakeries, primary and secondary schools, petrol station, micro finance bank, bookshop, and a housing Acquisition Company. These businesses contribute funding to the institution and it is tagged as 'internally generated funds'.

Newman University (NU) gets most of its funding from the government, student tuition fees, and charitable sources. The institution has a very good relationship with organisations - private, public, community, and social enterprise etc.; whose relationships they have fostered and built up over a number of years. These relationships are mutually beneficial to all parties, organisations, communities, students and staff of the university.

The approach of TU to EE is evidenced by the set-up of a dedicated centre (Centre for Entrepreneurship and Vocational Studies) that co-ordinates teaching and all administrative tasks related to entrepreneurship in the university. StakeholderTU1 stressed the importance placed on entrepreneurship and said:

"*The entrepreneurship centre is independent and stand-alone and the coordinator of the centre is directly responsible to the vice chancellor. I coordinate the centre and I am directly responsible to the vice chancellor*"

StakeholderNU1 said:

"*We have a long history, and have grown gradually. Funding has come from various sources to sustain our growth, and recently we were granted the status of a university, this will go a long way to cement and sustain our funding sources*"

A major pedagogical approach of TU to EE is that of ensuring every student picks one vocational skill to which they must stick for the duration of their studies in the university. This is a compulsory uptake for every student which runs for a minimum of 4 years, which is the average time for an undergraduate degree. The choice of vocations available to students from which to pick cuts across various fields and the facilitation of this is done by professionals who participate in the design and delivery of the content. These vocations are largely hands-on and provide opportunities for students to bring their own theoretical understanding of EE to practice. In designing the vocation content, the centre ensures a constructive alignment of vocations with the theoretical knowledge gained in other EE modules provided by the university entrepreneurship centre (CENVOS). StakeholderTU1 said:

"*In designing the content for the EE theoretical modules and vocations, we ensure that there is constructive alignment; this facilitates holistic understanding and ability to apply skills gained"*

However, NU pursues EE by providing students with opportunities which allows them to develop relevant entrepreneurial competencies, through embedding it in various modules and courses. Careful reviews of modules have been, and are being carried out continuously to ensure EE is aligned appropriately. The university pursues a compulsory work placement for every student. Courses offered by the university are mostly combined honours, thereby enabling courses and therefore students to be multidisciplinary. The institution provides opportunities for students to engage with career advisors all throughout their degree, thereby ensuring pertinent questions are answered, information provided and guidance given. The efforts of the career advisors are designed to complement EE content and lessons learnt feed into the design and content of other offerings by the institution. Students of NU influence EE content through feedback provided after attending conferences and competitions; their feedback identifies gaps and opportunities for additional offerings in terms of content; and these are looked into, and where necessary appropriate actions are taken to improve the content and delivery of EE on campus. LecturerNU1 commented on the entrepreneurial culture in the university and talked about designing responsive courses and said:

"*The university works closely with stakeholders to provide short courses ranging from diplomas and degree courses, these cut across various disciplines like teacher training, the humanities, psychology, management, sports science, counselling and education, children, young people and families*".

- Content delivery - TU and NU

This looks at how designed content is being influenced by stakeholders during delivery in both institutions. TU and NU both provide most of its EE content delivery through lectures and the provision of experiential opportunities. TU provides experiential opportunities through vocations offered on campus, and NU provides theirs mostly through work placements in various companies and establishments.

From interviews with stakeholders i.e. management, students and lecturers, it was revealed that the stakeholders that influence content delivery are mostly lecturers, facilitator of workshops, and the organisations where work placements take place. LecturerTU1 said:

"*We develop the curriculum given by NUC, break it down to topics and sub-topics, taking into consideration the academic calendar, resources, and we develop the content for delivery. This content contains examples, concepts, and other useful information to suit the audience. It involves a lot of research*"

StakeholderTU1 said:

"*Lectures on our vocations are taken by professionals in the field; they are given a standard framework to develop and we guide them through teaching techniques to enable students get the best from each workshop attended*"

Interviews with students at NU revealed that they find the experience of putting together a resume and obtaining a letter of introduction from the university to secure a work placement very useful. StudentNU1 said:

"It made me put together a professional resume for the first time, which made me identify my skills and know how to present them"

Companies' that offered students opportunities for placements were each briefed on its purpose, and the expectations from all parties during the period. Planned visits are conducted by a lecturer to each company and student during the placements. Expectations from companies in terms of the exposures that students should have and the competencies they should develop are highlighted to them. Companies participate in assessment and are also guided on the process of the awarding of marks during the placement period. StakeholderNU1 said:

"*Our students come back very different after their placement, they come back more matured, and the companies also benefit from having someone with a fresh pair of eyes come into their businesses"*

LecturerNUI1 said:

"*During visits to companies, they sometimes provide useful information on content which the university will cover to enhance employability of their students. They sometimes volunteer to come in to talk to all students if and when invited"*

5.2.3 Comparing Covenant University (CU), Nigeria and University of Buckingham (UB), UK

- Stakeholders' influences on design and content - CU and UB

Findings from interviews and other data sources reveal that stakeholders across CU and UB are common to both institutions. These stakeholders are those that influence EE design and content and they are: university management, staff, students, parents, guest lecturers, alumni, and entrepreneurial groups. Besides these common stakeholders, CU has an additional and important stakeholder, the NUC, which regulates all universities in Nigeria. They provide the framework for EE, which serves as a minimum standard that must be implemented by all Nigerian universities. UB also has a group of stakeholders not mentioned by CU, and these are charities.

The curriculum provided by the NUC serves as the template used by CU for its theoretical offerings, but the institution goes further to provide vocation options for all its students. The content of the entrepreneurship offerings are designed principally by lecturers and the entrepreneurship centre (Centre for Entrepreneurial Development Studies). Interviews with stakeholders at the centre revealed the existence of a robust mechanism to ensure that the curriculum of the EE offerings covers all the intended learning outcomes and are in tune with happenings in the real world. StakeholderCU1 said:

"*The vocation lecturers design the content of the vocation, but these are thoroughly scrutinized, edited and approved before lecturers can commence workshops*"

Interview with management and students revealed that students' opinions on content are sought at intervals, mostly at the end of modules. These opinions are obtained by administering questionnaires during the term and at the end of the term; they are then carefully analysed, and the output could influence design and content. The university gives evaluation forms to every student where they comment on the content, design and delivery of each course.

Aside from the theoretical and vocational offerings of EE by CU, which is a compulsory uptake for all students, the university offers 2 additional bespoke workshops aimed at enhancing the knowledge already acquired by students to make them more enterprising; the workshops are: Total Man Concept (TMC) and Towards Total Graduate (TTG). These are offered to students towards their graduation after successfully completing their degree, providing a picture of what life is like after graduation and how to make the best of it. These additional workshops are in place which evidences the value the university places on entrepreneurship. StakeholderCU1 said:

"*The university management believes that every student that goes through this institution should have what it takes to start a business and be able to employ others. The management works tirelessly to put in place a favourable learning environment"*

Feedback from students of UB on module design and content are mostly obtained through administering questionnaires and through informal chats with students. Interviews with management revealed that feedback is sought and obtained from alumni, because they are more objective in their comments, as they have nothing directly at stake, and are proud to contribute to better the performance of the institution they attended. Additional feedback data is obtained from students during a review of students' reflective journals; these journals are kept as students reflect daily on the businesses they run, lectures attended and other activities they engage in. All of these feedbacks from all sources are analysed, and it influences current and future content. The approach to EE at UB is having it embedded in every course, providing opportunities for students to attend competitions, conferences, and giving students access to career advisors. StakeholderUB1 said:

"*We have found our alumni very valuable source of feedback to improve content; they come back during our guest lecture week to talk about their businesses. Students identify greatly with this*"

To enhance its EE delivery, UB has a good working relationship with entrepreneurship associations linked to students, lecturers and other stakeholders such as: the National Association of College and University Entrepreneurs (NACUE) and Enterprise Educators (EE); the university engages with them, gets information on best practice, and adopts these where appropriate into course content. UB provides platforms for students to get mentors during the set up and running of their businesses; these mentors certainly contribute to EE content.

Interview findings with stakeholder reveal both institutions interact with companies run by entrepreneurs to benefit EE quality; CU brings in alumni who have started businesses to come in for talks addressing specific topics, and for general information seminar. Similarly in UB, entrepreneurs are brought in from all walks of life to come for talks; they are briefed on the structure of what the talk should address, thereby ensuring important points are covered. Interview findings reveal that students of both institutions are given opportunities to ask questions freely during lectures and talks, and they found these sessions extremely useful in terms of knowledge gained and confidence built. Hence, these entrepreneurs influence the design and content of EE provision in both CU and UB.

The pedagogy of EE in CU is done by lecturers pooled from various departments and faculties in the university, hence enhancing cross disciplinary input to the content and design of EE at the university. Specialist facilitators are brought in from the industry to teach specific topics in the curriculum, and they get to influence the design and content. In UB, interview findings from management confirmed the use of carefully selected visiting lecturers to complement the pool of lecturers in-house providing industry experience into the classroom where necessary, thereby influencing design, content and delivery. StakeholderCU1 said:

"*In the design and delivery of our lectures, we ensure certain topics are covered by professionals - these include bringing in lawyers, stockbrokers, bankers etc*."

StakeholderUB1 said:

"*We have a pool of visiting lecturers carefully chosen to provide a blend of industry experience as it is in the outside world; these cut across various modules*"

- Entrepreneurial approach and culture - CU and UB

This comparison looks at how the institutions approach funding for its activities, and if approaches taken are a reflection of its culture. CU is a private university that gets most of its funding from private sources like tuition fees, donations and other internal generated funds. These internal generated funds come from businesses operated by the university and these are: a bakery, a bottled water production, and a printing press. Aside from these, the university has businesses within the Centre for Entrepreneurial Development Studies (CEDS), whose initial aim was to cater for student vocational needs, but over time has been structured to generate funds as profit making ventures. Interview findings from management reveal that the university has put in place a drive to pursue avenues for more Internally Generating Revenue (IGR), and hence every department is exploring ways to generate funds.

StakeholderCU1 said:

"*Though, the initial and main purpose of establishing CEDS was to facilitate teaching of our students, both theory and vocations; the centre saw the opportunities in vocations run within the centre, and they are now profitable businesses*"

UB is a private university and most of its funding comes from tuition fees, donations and other funding sources. The largest proportion of its funds comes from student tuition fees, with a considerable number of students being foreign to UK (BU audited accounts, p.12). From observation and interview findings with lecturers, it revealed that bureaucratic bottlenecks are at a bare minimum across all layers of the university; this impacts on administration, lectures and every activity on campus. Communication between students and lecturers is continuous and is done with ease; the same exists among lecturers, and between management and lecturers, who can easily approach management. StakeholderUB1 said:

"*There are no barriers to communication at any level. Students, lecturers, and management interact with ease, and this fosters an environment for innovation, creativity, and learning"*

The location of both institutions serves as an advantage to its approach to EE. UB is set in a small village and it engages actively with it. The total population of Buckingham is about 11,000 with a student population of about 2,000. The university environment and the existing relationships with various stakeholders in the town all complement learning and the entrepreneurial culture that exists in the university.

StakeholderUB1 said:

"*In Buckingham if you want something done, we can get it done easily because we engage constantly with the local authority, business forums, with schools; it is a big village*".

Interview findings reveal the existence of a dynamic approach to operating in both CU and UB; their favourable environments facilitated by location, the campus environment and culture all influence curriculum design. CU is located in a town within a large expanse of gated environment. Student accommodation and learning take place within this, and it is a boarding facility.

CU provides pedagogy that covers EE theoretical underpinnings to undergraduate students in the first two years, and subsequently introduces them to vocations for the last two years. StakeholderCU1 said:

"*We do not start the vocation from 100-level, we start in 300 level; in 100 and 200 levels we would have taught the students marketing, financing, and they would have understood the theory before we start the practical. When we start the practical, students are able to see the link between both theory and practical*"

However, UB encourages and puts in enablers to make students engage with entrepreneurship with a hands-on approach very early on in their degree; students start and run their businesses from their first year. Unlike most universities that run their undergraduate degrees over a period of 3 years in UK, UB runs undergraduate degrees over a 2 year period. The university provides students with the opportunity to get financial support for businesses they intend to set up, and as part of the learning process, students have to pitch their ideas to the ‘Buckingham angels’ who are a carefully chosen panel to assess each pitch, and they approve to provide finance for every student idea deemed viable.

StakeholderUB1 said:

“*Our approach is to let the students run a business; they get to choose a business after conducting preliminary research, and they pitch for funding to the Buckingham angels. This might be approved as is, modified or rejected. The experience gained in the process is important, and not the success or otherwise; we also stress the importance of starting small*”

Due to their status as private universities, both CU and UB have minimal government influence on policies; both institutions have a flexible approach to EE curriculum content and design, ensuring new and relevant things are easily included, and the university management provides necessary support where it is sought and necessary.

- Content delivery - CU and UB

This looked at the delivery of designed EE content and the influence of stakeholders in both institutions. CU delivers EE via lectures, the use of guest lecturers and hand-on vocation workshops for students. This is quite similar to UB, whose delivery is lectures, the use of guest lecturers, and allowing students to come up with business ideas, start, and run their own business.

Besides the vocation approach by CU, the students are taught using case studies, where they are able to probe into selected EE cases; these are facilitated to enable them to engage with the cases, ask questions, and learn from them.

Interview with the management of both institutions revealed that the use of a multi-pronged approach to delivering EE has been beneficial. The lecturers, facilitators, and the medium used allow various kinds of learners to be reached, and it allows students to see the application of EE in various ways. StakeholderCU1 said:

"*We carefully select both local and foreign entrepreneurs as our cases, with discussions centring on how they started, what they have done well, where they are now, and what the students think could be done differently*"

During discussions, students from teams come up with their ideas for presentations. They get formative feedback and peer-assessment in the process. UB places emphasis on students coming up with their own business ideas and running a business; they get in alumni and entrepreneurs to come in for talks, with some of them acting as mentors to students. StakeholderUB1 said:

"*Students have a unique opportunity to run their business, and in the process face of myriad of experiential learning opportunities. We are very flexible in our content delivery.* "

The approach by UB of allowing students to actually come up with ideas, conduct their market research, solicit for funds, market and sell their products or services, and much more provides a close to reality approach in engaging with EE. Interview findings with students reveal that the experiential opportunity provided allows them to learn on the journey, within an environment where mistakes could be made, and lessons learnt.

5.3 Research objective two

Explore students' expectations and perceptions of entrepreneurship education provision in Nigerian and UK HEIs.

The analysis of data obtained while exploring responses from stakeholders revealed students as important stakeholders; this is in line with previous research which identified students as those who go out to the real world to become employees, entrepreneurs and intrapreneurs (Matlay, 2011). The importance of capturing students' expectations and eventual perception of EE provision is very important both to the delivery, the designing and the redesigning of EE content (Fayole, 2013;

Bechard and Toulouse, 1998). Studies have shown that students have interest in and expectations from EE provision, and the need to capture this is paramount to enhance delivery (Packam *et al*., 2010; Miller *et al*., 2011).

Prior to starting the entrepreneurship module, students have certain expectations, this might have been influenced by what they have heard from the media, past students, alumni, and from reading the learning outcomes provided at the start of the module. At the end of the module and course, students have certain perceptions on the content, its delivery and their understanding. Interview data analysed for this research objective was obtained both prior to students coming on the EE module and after the EE module had taken place.

5.3.1 Comparing University of Ibadan (UI), Nigeria and University of Huddersfield (UH), UK

- Student expectation and perception - UI and UH

Interviews with UI management revealed that at the start of EE at the university, students were represented during the design phase of the EE module, and this allowed for certain expectations to be captured at the very start. The captured expectations helped in shaping module offerings, in addition to the analysis of questionnaires obtained during earlier one day sensitisations workshops. StakeholderUI1 said:

"Our sensitisations workshops were important as it helped build interest for entrepreneurship in students"

The class size of EE lectures in UI are high due to it being a compulsory uptake for all students, hence the large number of students. Interviews with management revealed the inability to obtain and capture individual expectations of every student prior to the start of the module, but said generalised expectations are sought via sampling at the start. StakeholderUI1 said:

"*We sample students' opinions prior to the start of the module, and this could inform some illustrations presented during lectures"*

In a bid to ensure students expectation and perception data is obtained, StakeholderUI1 said:

“At the end of the module, we give out questionnaires to all students asking questions related to their expectations and perceptions at the end. These questionnaires are analysed and they form an input into what we do in subsequent years”

However, UH captures all of their students’ expectations before the start of their courses and specific modules. These expectations are sought on a general level for all students, and specific expectations are obtained when they come on the entrepreneurship course early on.

LecturerUH1 said:

“*At the start of the EE module, we obtain individual expectation, and at intervals during the module, we check on these expectations if they have been met, and if there are new ones. These are analysed and findings could inform content and delivery”*

StakeholderUH1 said:

“*At the end, all students are given questionnaires, which address perception on all expectations and content; these are analysed, and do impact on the EE module and course”*

Interview findings from lecturers in UI revealed that aside from sample data obtained on expectations at the start, tasks that students undertook during the module revealed areas of weaknesses, certain emerging expectations and expectations met. Findings revealed evolving expectations of students as the module progressed. Lecturers revealed that some student’ have their expectations shaped as they attend lectures and interact during the module.

StudentUI2 said:

"I did not have any expectation at the start of the module, but I wanted to learn. I looked forward to every class, and daily interaction with the content and colleagues after few classes defined my expectations"

Interview findings from lecturers in UH revealed students keep individual learning journals online, which are accessible to the tutor, the content of which is read and they form a rich source of data on expectations and perception. Questionnaires are also administered to capture students' perceptions at intervals.

StudentUH1 said:

"*I had expectations that I will be running my business from the very start of the EE course, but instead I had lots of theoretical foundation which prepared me to run my business in the 3rd year of my degree. I wish it had started earlier"*

The overall consensus from interview findings of UI students in UI revealed that EE lectures were an eye opener, since that was the first conscious and formal contact with EE for most of them; and that they all looked forward to the learning experience. Students in UI said their expectations were largely met, though as their understanding and exposure grew, their expectations increased. The opportunity of a further module which was not compulsory, but optional, provided an opportunity for students to further explore EE.

StakeholderUI1 said:

"At the end of the compulsory module, we had students with very keen interest taking up the EE optional module ETR301 in their third year, which provided more hands-on experience of running a business"

Interview findings with students in UH revealed that they had expectations of wanting to run their businesses early on in the entrepreneurship degree, but with time saw the value in taking time to put them through important theoretical underpinnings; their perception at the end was that their expectations were met.

The approach to EE by UH which is having it embedded in modules and courses, has helped in obtaining course specific feedback which helps to improve offerings. Questionnaires are administered to obtain data in addition to other data collection methods at intervals, and findings are acted upon.

LecturerUH1 said:

“Findings from questionnaires are specific to my course, and it helps me gauge understanding of students, and maybe if there is need to deploy a different approach to pedagogy”

- Responses on ‘definition of entrepreneurship’ and ‘can entrepreneurship be taught?’ - UI and UH

When students were asked to define entrepreneurship and if entrepreneurship could be taught, it also brought out some of their expectations and perceptions of EE. Interviews with students in UI on entrepreneurship being taught revealed that they generally believed there is an innate ability in everyone to become an entrepreneur and hence, they believed with more hands-on experience on specific vocations, and exposure in running a business, it would enable EE taught to be realistic.

StudentUI1 said:

“If lectures are less theoretical and exposure is given to run business, work in small business, it will make my response to entrepreneurship being able to be taught positive”

StudentUI2 said:

“*Entrepreneurship can be taught, only if it provides practical and hands-on experience; it should not all be about classroom lectures*”

When management was asked, StakeholderUI1 said:

"*Absolutely EE can be taught, the impact stories that we have are so encouraging, we are already recording such tremendous impact on the businesses that we have helped to start and support*"

Interviews with students of UH on if entrepreneurship could be taught revealed that they felt EE provides a framework to guide 'would be entrepreneurs' who have the passion to succeed. The students said the theoretical underpinnings given them and reflection via the learning journal were useful tools as part of the framework. They acknowledged the importance of individual background and exposure as a great influence in becoming an entrepreneur.

StudentUH1 said:

"*I do think it can be taught, it is about you being able to spot opportunities. What EE does is give you tools to enable you approach those opportunities in the right way, if it goes well good, else you learn from it, and when it comes up again you deal with it"*

When management was asked StakeholderUH1 said:

"*Yes, I very much believe that EE can be taught; not necessarily making them become entrepreneurs, but enterprising. Afterwards, they can be open to considering business start-up as a career route*".

When students were asked to define entrepreneurship, students' responses in UI generally revealed words like passion, drive, risk, goal, opportunity, result, solution, and profit. They saw entrepreneurship more from an angle of it being a profitable venture but noted that it must be about finding a solution to an existing problem or improving on an existing solution.

Interview responses from students in UH revealed similar words like passion, skills, knowledge, social, contacts, and determination. They saw entrepreneurship from a profit and not-for-profit angle due to their exposure. They said entrepreneurship must seek to make things better and solve problems.

- Experiential opportunities and teamwork - UI and UH

Interviews with students of UI and UH revealed the availability of experiential opportunities outside the classroom to develop, but participation in these was dependent on individual drive as they are mostly optional. Students interviewed who had participated in these activities, confirmed they further reinforced what they had learnt in the classroom, in addition to teaching them new things. Although both universities offer opportunities, those offered by UH are more specific to the courses of study; though both universities provide cross disciplinary interactions.

StudentUI1 said:

"During the long vacation, I got a placement in a farm which complemented my degree, and I learnt a lot about the business, management, book keeping, selling, marketing and others"

Student UI2 said:

"I entered for competitions and programmes organised by the Students in Free Enterprise (SIFE) and Enterprise Challenge. It provided opportunity to network, and gain new knowledge"

StudentUH1 said:

"Running a business during my degree is a great experience; it affords me the opportunity to meet new people as I market my products. The 3M have in house expertise who provide guidance when needed"

StudentUH2 said:

"Participation in competitions, talks, and show casing my products in the trade fair have been good experiential opportunities"

Interviews with the management of both universities revealed the importance placed on providing experiential opportunities outside the classroom. Due to their support, they confirmed the presence of various student societies and external bodies on campus; these groups set-up of talks, trade shows, inter and intra university competitions, and boot camps.

StakeholderUI1 said:

“We organise events with businesses and corporate bodies around, providing opportunities for our students to attend and network”

StakeholderUH1 said:

“Due to our embedding approach to EE, we have so many ways we support- we had law clinics in the community, students running paediatric clinic for the community, games studio, and others”

Interviews with Lecturers at UI revealed that students were paired in most of the EE exercises to encourage teamwork, the perception of the students was positive to the multidisciplinary approach to setting up the teams for their business plans, though they felt that few of the students were really interested and hence it affected active participation. The students acknowledged the importance of being able to work in a team, as most businesses require the services of more than one person. EE in UI did not pursue setting up a business as part of the degree, and hence students viewed teamwork more in terms of working with other.

StudentUI1 said:

“I consider being able to work effectively as part of a team and lead one as essential to succeeding as an entrepreneur. Building the right team is equally important”

When students in UI were asked about forming partnerships in starting a business, they generally frowned at it, but said they would consider co-operation with other businesses more.

However, UH pursues an approach of encouraging partnerships and team working in the set-up of businesses and in various class tasks. Interviews with management revealed that most partnership businesses disappear down the line, with some requiring intervention.

StakeholderUH1 said:

“We tell our students to put in place an agreement when setting up partnership now, which must include how things will be handled if there is a breakdown in relationship and communication”

LecturerUH1 said:

“Teamwork is very important and there are tasks we require students to form teams and work together. At the end, it works and it is a useful experience for them”

Students of UH acknowledged the importance of teamwork in entrepreneurship, and getting the right team in place, but they emphasised that they would rather own their businesses alone.

StudentUH1 said:

“I will rather own my business alone, and if necessary bring someone on board after careful consideration. I consider team work very important to move a business to the next stage”

- Lecturer entrepreneurial background - UI and UH

This looked into investigating whether lecturer entrepreneurial experience has an impact on content, design and delivery. It looks specifically at students' expectations as regards their lecturers and their perception of lecturers after EE.

Lecturers who teach EE in UI are pooled from different departments, and trained on EE design, content and delivery. The lecturers bring with them their experience from their various fields to benefit EE content and delivery. UI Lecturers are given all the support needed to develop expertise on specific areas of entrepreneurship. Interview findings with students revealed that they had expectations of what entrepreneurial experience their EE lecturers should have; this comprised of lecturers who take the theoretical and vocational modules. It was observed from interview findings that students in both institutions had high expectations of the entrepreneurial experience for those involved in EE; they should have started a business, run a business, worked in a business or had work experience.

StudentsUI1 said:

"I expect every lecturer to have relevant experience in entrepreneurship to enable relevant experience to be shared in the classroom. It goes a long way to bring EE alive"

The interview sought to find out if student's expectations as regards their lecturers were met. Interview findings revealed expectations were largely met, but with room for improvements.

StudentUI1 said:

"Our lecturers were experienced, but it would have been nice to have those with the experience of having started and run a business teaching us"

Unlike UI, all lecturers in UH deliver EE due to the university approach to entrepreneurship. Over time, the curriculum of every course and module has been designed to include EE, and lecturers have developed the required competency to deliver. Interview findings with management revealed that the university has dedicated staff from the entrepreneurship centre that interact and work with lecturers on how to better improve the EE content in their curriculum.

StudentUH1 said:

“Our modules all seem to have something in them promoting entrepreneurship; it is evident from the examples and class exercises”

When students of UH were asked if their expectations as regards their lecturers were met, after having undergone EE.

StudentUH2 said:

“Some of our lecturers on EE have past experience of running their businesses, which they refer to during lectures; and the additional approach of bringing in entrepreneurs for the round table talk and as mentors complements lectures”

Aside from students, the management from both institutions was asked if they considered lecturers’ entrepreneurial background important in the delivery of EE. The responses from findings revealed that management shared the students’ view of experience being useful, but they broke down EE into two parts: a part that can be taught without the need for business experience and that which needed business experience.

StakeholderUI1 said:

“There are many parts to EE and passion is essential. Our team is made up of people who are passionate, who have undergone EE training. They are able to pass on knowledge from life experience and their training to students. Their passion is something students are able to see and buy into”

Interviews with UH management revealed their opinion of their lecturers being able to teach EE with a focus on being employable. They were of the opinion that becoming an employable graduate is a precondition to starting and owning a business.

StakeholderUH1 said:

“All of our lecturers have what it takes to take students through EE, making them enterprising, and thereafter making them consider entrepreneurship as a career route”

5.3.2 Comparing Tai Solarin University of Education (TU), Nigeria and Newman University (NU), UK

- Student expectation and perception – TU and NU

Interviews with the management at TU revealed their inability to capture individualised expectations due to a large class size. This is as a result of EE being a compulsory uptake for all students in the university. Interview findings revealed that students before undertaking EE did not have prior EE experience and exposure, and hence the learning outcome statements (LOs) given to them at the start provide them with information that helps shape their thoughts and expectations. Interview findings revealed that students’ expectations in TU were asked for at the beginning of the class by the lecturer who noted these on the board, and they did help to shape the thought flow of the class, and guide the approach to pedagogy.

StakeholderTU1 said:

“Our approach is to ask students what they expect from the module, write this out and take note of it. It does help in shaping examples and explanations”

In NU however, students were asked what their expectations were at the start of the module via a questionnaire. Findings from management revealed that there were few responses, but students were given LOs to provide guidance on what will be covered during the module; this goes to help shape their expectations.

StakeholderNU1 said:

"Students generally do not write much on their questionnaire when asked about their expectations, but we ask to enable us monitor progress made, and also use it as a forum to explain the LOs"

Both institutions obtained data on expectations, though not from all students, however, the institutions obtained student perception from all students at the end of the module and the course. Interview findings revealed both institutions find this data very useful enabling them to know how well they are doing on various fronts, and what they could do better and differently.

StakeholderTU1 said:

"Student opinion on all they have undergone during EE is very important to us. It makes us know how well we are doing as an institution and the lecturers. Gaps are normally exposed and these are filled"

StakeholderNU1 said:

"Questionnaires are administered to obtain student opinion, these are carefully analysed, and the outcome impacts on future offerings and approach by the lecturer and university"

Interview findings from students on their expectations and perception revealed that students had both, but more perception after undertaking the EE module. Students interviewed in TU generally had expectations of being taught how to become entrepreneurs, but at the end, they had lots of perceptions on both the delivery and the entire offerings.

StudentTU1 said:

"I had very little knowledge about entrepreneurship before this module, but afterwards, the exposure has shaped my thoughts on what I want for the future"

StudentNU1 said:

"The exposure to EE through the module has increased my knowledge about business start-ups, and sustainability. The access to SIM venture on all PCs enabled me practice in a safe environment"

The approach to EE by TU is providing students with vocational choices and hands on experience, while that of NU was through work placements for all students.

StudentTU1 said:

"The vocation choice I made was fishery, and I have learnt a lot over the past 2 years to enable me start my business. The workshops have given me knowledge and interest in fisheries"

StudentNU2 said:

"My work experience provided me with useful experience, I learnt a lot of new skills, team working, and understood work manners"

Interviews with the management of both institutions revealed numerous success stories of students who had undergone EE training, with some who have set up their own businesses and others who have been employed in companies. Findings from students in TU were obtained by administering questionnaires which were given to students at the end of their training. Interview findings revealed that students showed their satisfaction of EE experience gained in the university, which confirmed statements made by management.

- Responses on ‘definition of entrepreneurship’ and ‘can entrepreneurship be taught?’ – TU and NU

  Students in both institutions were asked to define entrepreneurship and to give their opinion on the possibility of it being taught. Interview findings from students in TU revealed that they were of the opinion that it could be taught because they looked at it from a hands on vocational approach.

  Interview responses from students in TU generally defined entrepreneurship in terms of those who set up organisations having undergone a type of training to achieve this. They were of the opinion that entrepreneurship can be taught. They expressed that having lecturers coming in from the industry will enable the passing across relevant knowledge with ease.

  StudentTU1 said:

  “With the right structure such as good lecturer, materials, adequate links, it is possible to teach entrepreneurship”

  StudentTU2 said:

  “It can be taught, but the best comes when the student has interest in pursuing it as a career path”

  When the management of TU were asked their opinion of whether EE could be taught, StakeholderTU1 said:

“It can be taught and our approach of offering both theory and practical is very good based on students’ feedback. We provide them with the opportunity to put to practice what they have learnt in their theoretical lessons, and they also graduate with life skills”

Interview responses from students in TU revealed a trend in their definition of entrepreneurship, with a focus on someone who comes up with a new idea, reinvents an idea, sets up a business, and is innovative within a business. Findings from interviews with students of TU revealed that they wanted more exposure in terms of vocational specific placements within companies. The management of TU confirmed this during interviews where it was noted that the university was working towards putting in place vocation specific placements in response to feedback from students.

StudentNU1 said:

“I believe certain aspects can be taught and others depends on your background”

StudentNU2 said:

“I think it can be taught if the right approach is used, with a trained and experienced lecturer teaching it”

- Experiential opportunities and teamwork - TU and NU

Interview findings with students in both institutions revealed that there are lots of opportunities to gain experience they considered relevant to entrepreneurship. Students in both institutions considered these opportunities as a complement to the theoretical teachings they got in entrepreneurship. The approaches to EE by both institutions, though both provide experience, are different. TU approaches experiential opportunity by giving students the option to pick a vocation which they will undertake and complete every year while in the university. These vocations are designed to allow each student to have a good understanding during workshops, so that they are able to start up their own businesses in that vocation, or apply the skills to any other area of interest. StudentTU1 said:

"I chose 'tie and dye' of clothes and I have learnt a lot on the practical side, sourcing of materials, marketing, and selling. I work with others during the process and hence appreciate teamwork"

The approach to EE by NU as confirmed by the student is providing experiential opportunities for them in companies. These are carefully planned with targets of skills to be garnered during the placements given to companies.

StudentNU1 said:

"I worked in the marketing department of a manufacturing company, and it enabled me see all that goes into designing marketing materials, carrying out trails and surveys. It was also an environment where teamwork was very important"

Interviews with the management of both institutions revealed the importance placed on experiential opportunities provided to students. They also revealed their desire to improve on their current offerings to students.

StakeholderTU1 said:

"Our current offering of vocations will soon be linked to industry experience for each student. This will provide them further opportunities to learn"

StakeholderNU1 said:

"Our approach of ensuring every student has a work placement has had a positive feedback from students. They come back different, with different skills and a more mature mind-set"

Interviews with lecturers in TU revealed most of the tasks undertaken by students during vocation workshops are done as a team. The processes involved in setting up tasks and carrying them out requires and encourages team work. The same is obtainable from NU where placement companies have structured workflow requiring student to work and develop team working skills. Both institutions also give tasks that involve group work and presentations to students, which also encourages them to work as a team. Teamwork as a topic is covered theoretically in both institutions, allowing students to put into practice what they have learnt and to avoid pitfalls learnt.

- Lecturer entrepreneurial background - TU and NU

This looked into investigating if lecturers' entrepreneurial experience impacts on content, design and delivery. Specifically, students' expectations as regards to their lecturers and their perception of lecturers after EE will be looked into.

Lecturers who teach EE in TU fall into 2 categories: those whose focus is the theoretical and those who take the practical angle. The theoretical lecturers cover all the important theoretical underpinnings and knowledge necessary for EE, while the vocational lecturers are specialised in their various fields, take the vocational workshops. Interviews with students revealed that their expectations were focussed on those EE lecturers that take the vocation workshops. They expect them to have industry experience, and to be currently working in those vocations.

StudentTU1 said:

"I expect the lecturer teaching my fisheries to be running a fishery farm or working actively on one. That is what my lecturer has and it is reflected in the approach taken and all I have learnt so far"

However, lecturers who teach EE in NU undertake everything, providing room for guest lecturers, entrepreneurs, and sponsor companies to send in specialists on certain topics. As part of EE delivery, lecturers pay planned visits to students on work placements, where discussions are held with them and the company. During placements, students complete online learning journals which are accessible to the lecturers for review.

StudentNU1 said:

“An EE lecturer should have had experience of managing a team or company in the past, and be able to use resources around to achieve required aims”

The management of both institutions were asked if lecturers’ background was important to teaching and facilitating EE, and responses were in line with what students said. They consider background, knowledge, experience and passion when lecturers are allocated EE modules. Findings from lecturers revealed they undergo training through conferences and specific courses to enable them upskill to delivering EE.

5.3.3 Comparing Covenant University (CU), Nigeria and University of Buckingham (UB), UK

- Student expectation and perception – CU and UB

Interview findings with the management of both institutions revealed that they capture the expectations and perception of students. In CU, students’ EE expectations are captured by lecturers who ask students what they are expecting at the start of the first lesson, though students would have been given a module document which contains the LOs before coming to class. These are captured on the board and noted by the lecturer for future use during the module.

StakeholderCU1 said:

“*Our students are enthusiastic and would participate in providing a list of expectations, which help shape delivery of the module*”

Interview findings revealed that management obtain expectations this way because of the large class size, and it allows for the participation of all students.

LecturerCU1 said:

"*We have had student expectations that led to a new topic being introduced and covered during a particular term*"

In contrast, UB obtains student expectation at the start through administering questionnaires. An external consultant is also brought in to obtain, analyse and discuss with the students. Findings are made known to management, who use these to inform approach, content, and delivery. Interview findings with management revealed that they work with student groups such as NACUE who provide input on student expectation.

StakeholderUB1 said:

"*Findings on expectations are useful input to decision making, and planning. It helps to know where to start, as it reveals their general level of understanding*"

Interview findings revealed that both universities obtain the perceptions of students during and at the end of the module and course. These are done mostly by questionnaires with the aim of checking understanding during the module and checking that expectations have been met at the end. These questionnaires provide room for comments on what was not done well, what could be done better and what was done well.
StakeholderCU1 said:

"We have obtained certain expectations of students at the end which have led to improvements and plans for improvements in offerings on both the theory and vocations"

Management interviews at CU confirmed the above, and revealed that plans were in the pipeline to start an 'incubator' which will give students a dedicated space with support to enable them start their businesses.

StakeholderUB1 said:

"We value expectations of our students while they are still with us, but we value them most upon graduation because they give us unbiased comments that have been very useful"

Besides interviews conducted with management, interviews were conducted with students to ask for their expectations prior to the start of the EE module and their perceptions afterwards. Students in both institutions had expectations though of a varying degree. Students in CU wanted a good understanding of EE and how to start a business, while students in UB wanted to run a business which was on offer as part of their degree. On expectations, studentCU1 said:

"My expectation was to understand what entrepreneurship truly meant, how entrepreneurs think, and how they start their business"

StudentUB1 said:

"My expectation asides gaining theoretical knowledge was to start and run a business, thereby gaining adequate knowledge and experience"

On perception of EE, interview findings with students revealed satisfaction with the offerings but they made comments on certain things that needed changing or adding to the current offerings. StudentCU1 said:

"The hands-on experience provided on the vocations was very good, but it will be nice to have had the opportunity of work placements in one of the vocations or work placement in a company"

StudentUB1 said:

"It is a difficult act balancing academics and running a business; one seems to suffer. In a bid to do well academically, it has been impossible to spend time on the business. A restructure should take place allowing for more business time"

- Responses on 'definition of entrepreneurship' and 'can entrepreneurship be taught?' – CU and UB

Students of both institutions were asked to define entrepreneurship and comment on whether it can be taught. Interview findings from both institutions were similar using comments made by management and students. Interviews with students of CU revealed a definition of entrepreneurship as the ability to solve problems, create new ideas, generate solutions, and carry out tests. When asked if entrepreneurship could be taught, most of the students agreed that it could be taught but some students held the view that some students were born to become entrepreneurs, and that EE provides guidance to enable them achieve it. The interview also revealed their expectations and perceptions at the end of the module.

StudentCU1 said:

"It can be taught, but a lot more should be done to avoid it being solely classroom based both for the theory and vocations"

StudentCU2 said:

"Everyone has it in them and so I believe EE helps bring it out and provide guidance"

Interview findings with management revealed that they also held the view that entrepreneurship could be taught. They also looked at it beyond starting up of a business, but preparing a student for life as a graduate in any endeavour.

StakeholderCU1 said:

“The feedback from students and evidence we see in our graduates show entrepreneurship can be taught”

Interview findings with students of UB on the definition of entrepreneurship revealed a definition summarised as: the ability to independently or as part of team identify opportunities, take risk, find solutions, work hard, and be passionate. When the students were asked if entrepreneurship could be taught, they all said yes, with most qualifying it. They also expressed their expectations and perceptions during the interview. The students acknowledged that their understanding improved as the years went by, and they could ask questions regarding specific areas in EE with clarity, and were able to get answers. They said the university provided ample opportunities for questions to be asked to a variety of professionals which provided clarity. The same was said by students in UB, who had weekly talks from entrepreneurs and were also running their own businesses; they also had mentors and experienced lecturers whose doors were always open and who could be reached at any time.

StudentUB1 said:

“It can be taught, but it is mostly things and strategies that could take a life time to learn; these enable you to have an edge over others and avoid certain mistakes”

StudentUB2 said:

“It can be taught, but what determines success is passion and perseverance”

The management of UB were also asked if entrepreneurship could be taught and StakeholderUB1 said:

“The feedback and evidence from our graduates go to confirm that our approach of making every student start a business is a productive approach to EE”

On perception of EE, CU students expressed the need for students to be exposed to the running of a business. This would complement the present offerings of the university. However, students of UB wanted more time and more mark weightings allocated to the actual running of their businesses.

- Experiential opportunities and teamwork – CU and UB

Interviews with students of CU and UB revealed the existence of the opportunities provided in order to gain useful experience to complement EE learning in the classroom. Students interviewed in both institutions had undergone EE, both theoretical in the classroom, and institution enabled experiential opportunities outside the classroom. The experiential opportunities provided by both institutions differ with CU providing vocation options with workshops enabling training; while UB provides venture creation opportunities, where students, individually or in groups, come up with and run a business idea, which will also go through ethics approval and funding.

Interview findings with students of CU revealed a wide range of vocation choice, and generally, students of CU were satisfied with offerings but wanted more hands-on experience. This comes about due to current workshop offerings that are limited to sessions where lectures are held, with very little contact with the outside world. However, interviews with students of UB revealed that they all get to start and run a business during EE; they get to link all their studies to the reality of dealing with the outside business world. The students were particularly pleased with the learning opportunity, knowing that there are no penalties that will impact on their grades.

StudentCU1 said:

"The vocations enabled me learn new things, especially the tailoring, I participated in the fairs set up to sell some of our products"

StudentCU2 said:

“I attended three different vocations, which gave me hands-on experience. I am considering setting up a business related to one of them”

StudentUB1 said:

“Starting and running my business has provided me with good experience. I learnt a lot in the process”

StudentUB2 said:

“Writing up a business plan, carrying out market research, and seeking approval for funding were important part of the entire process, even before the actual running of the business kicked off”

Interview findings with the management of both institutions revealed the emphasis placed on the provision of experiential opportunities for their students. The management of CU revealed that they do this by making available a variety of vocations from which students will compulsorily pick 3 at various times; these are carefully designed to provide hands-on experiential opportunities for students. The management revealed that current offerings are restricted to this due to logistics and other factors which are constantly reviewed.

StakeholderCU1 said:

“We ensure our students are provided with opportunities outside the classroom, like vocations, trade fairs, competitions, company visits”

However, the management of UB approach experiential opportunities by creating opportunities for students to set up and run a business. Students are asked to work on a business plan in their first year, get ethics and funding approval, and provide time for them to start running their business. Guidance is readily available and provided when needed due to the timeframe and other commitments the students are engaged in. Management ensures the experience of running a business is not lost to bureaucracy of approvals; thereby ensuring students start their businesses early.

StakeholderUB1 said:

"Running a business is the best form of experience we can give our students"

Interviews with stakeholders in both institutions revealed the emphasis placed on teamwork in all exercises and tasks. Teamwork existed among management, lecturers and the structures put in place across both institutions. There were cross disciplinary efforts made to interact at all levels of management, and also with the students. Interviews with lecturers across both institutions revealed their preference for teamwork.

LecturerCU1 said:

"I design tasks ensuring people work in teams, building checks to ensure every team member participates due to the risk of an outlier"

LecturerUB1 said:

"*We encourage teamwork in various tasks such as – group case study, group presentation, group games and activities, peer assessment and the set-up of businesses*"

Interviews with students across both institutions revealed that their initial opinion of group work changed after engaging with other students. They realised that there are more benefits in working in groups than working alone. They all said, due to their experience that they would be able to function well in team environments and had learnt to be team players.
StudentCU1 said:

"I now appreciate and understand the importance of teamwork, how to manage a team, and how to be a good team member"

StudentUB1 said:

"I used to like doing things on my own, but I now appreciate that everyone in a team brings something special into it, and I have learnt something new in every team task I have participated in"

- Lecturer entrepreneurial background - CU and UB

Interview findings looked to investigate if lecturers' entrepreneurial experience impacts on content, design and delivery. Specifically students were asked about their expectations and perceptions as regards their EE lecturers. Interviews with the management of both institutions revealed the importance placed on the choice of EE lecturers, with passion being an important element. Findings revealed that past work experience, research and the interest of lecturers all impact on content, design and delivery across both institutions. However, management revealed that they bring in others, such as visiting lecturers, visiting entrepreneurs, some of whom are past alumni, to complement lecturers' input. StakeholderCU1 said:

"Our lecturers who are drawn across all the faculties have interesting backgrounds that will benefit students, and passion is a key factor in picking them"

StakholderUB1 said:

"Our lecturers are experienced, and we bring in visiting lecturers, entrepreneurs, mentors to complement and provide a variety of learning sources for our students"

Interviews with students revealed that they expect EE lecturers to have had the experience of running a business or are actively involved in one currently. They noted however that visiting lecturers and entrepreneurs come in to complement the offerings in both institutions.

StudentCU1 said:

"Our EE lecturers brought in a lot of their experience into the classroom and workshops, especially those taking the vocations. It will be ideal to have those running business teach us certain aspects"

StudentUB1 said:

"Our resident lecturers and those invited provided a good blend for learning; however, I will expect every EE lecturer to have run a business in the past or doing it currently"

5.4 Research objective three

Examine the influence and appropriateness of assessment methods used in entrepreneurship education provision in Nigerian and UK HEIs.

From the analysis of data gathered, the importance of the choice of assessment methods used and their timing to enable EE provision in both Nigerian and UK HEIs is emphasised. If appropriate choices are made, the influence of the assessment methods chosen and their appropriateness go a long way to foster learning, and engender EE objectives. Interview findings revealed similarities with previous findings on assessment type and its appropriateness (Pittaway *et al*., 2009; Duval-Couetil, 2013 and Rust, 2011) as a requirement to successful learning.

5.4.1 Comparing University of Ibadan (UI), Nigeria and University of Huddersfield (UH), UK

- Assessment and feedback – UI and UH

Interviews with the management of UI involved with EE revealed their approach and the type of assessment tools used. Findings revealed a break down into three with the following weightings: 20% examination, 40% business understudy, and 40% writing a business plan. Further enquiries revealed the rationale behind this breakdown and the weightings was to encourage learning. They observed that each component encouraged students to study various aspects of the module. They aim to de-emphasise a focus on examination which was prevalent on most courses and minds of students. They acknowledged and have observed that a focus on examination will not suit EE as students learn more by rote without any evidence of deep learning occurring.

StakeholderUI1 said:

“Our approach to EE assessment seeks to ensure students engage and learn in the process”

The process undertaken by students’ in UI whilst carrying out the business understudy and the business plan writing, ensures students engage, research, and write up on their experience, thereby putting it all together to create a business plan at the end. The students’ ability to provide evidence showing all these have been done on their own form part of assessment and encourages learning.

However, in UH, the approach to EE has been embedded in modules and courses, where most assessment is via examination, essays and coursework. This is the same for the entrepreneurship focussed degree, where the only difference is that every student runs a business and is assessed via a reflective journal, showing individual learning which is kept for the duration of set-up and running the business. The learning journal completed by students has a focus of encouraging reflection on why events have gone the way they have, lessons learnt and what could be done better next time. The management of UH confirmed that practical, experiential tasks and exercises are carefully designed to allow for learning through appropriate assessment. These assessments are designed to ensure the constructive alignment of learning outcomes to tasks.

StakeholderUH1 said:

"Assessments on our courses are designed to encourage learning, teamwork and innovative thinking. We use a blend of all assessment methods ensuring constructive alignment"

Interview findings from UI students on assessment influence and appropriateness revealed their opinions on examinations, where they noted it did not encourage experiential learning, and observed that formative assessments of task related to the business understudy and business plan encouraged them to participate and learn. They acknowledged that it made them develop competences they would otherwise not have developed if examination were the only mode pursued. The students identified skills developed as team working, research, communication and others.

StudentUI1 said:

"If given a choice, all the assessment weightings will be between the business understudy and business plan, there will be no examination in EE"

Interview findings with UH students about their assessment revealed their opinion that a lot of emphasis was placed on examination and course work in their modules which had EE embedded; they would prefer the grades to be heavily weighted in favour of the business each of them had to run.

StudentUH1 said:

"I will prefer assessment designed to encourage more time spent on running the business and compensate for this"

Interview findings with the management of both UI and UH revealed they were aware of student opinion as regards assessment but noted all courses were accredited as degree courses, and hence a minimum standard in terms of assessment must be in place. They noted that anyone could start a business, but modules which form part of a degree awarding course must meet module and course validation criteria. Assessment is a compulsory part of this and is standardised across HEIs in UK, as a necessary tool for learning and accountability.

Interview findings with the stakeholders of both institutions revealed that feedback formed the crux of their assessment. Management confirmed that feedback is considered an important part of assessment and put in place the mechanism for feedback and feed forward. Both institutions have put in place policies that encourage formative feedback on course work and various class tasks. Where tasks form part of the final grade, students compulsorily get feedback to enhance learning and measures are put in place to ensure they read through this.

Regarding the timeliness of feedback, findings from students in both institutions revealed that they were timely and useful, especially for tasks that required formative feedback such as writing up a business plan, understudying a business, the start up and running of a business. They also acknowledged receiving a lot of feedback in the classroom and when sought individually from lecturers.

5.4.2 Comparing Tai Solarin University of Education (TU), Nigeria and Newman University (NU), UK

- Assessment and feedback – TU and NU

The findings from interviews with the management of both institutions showed assessment was an important tool used to enhance learning and accountability. The findings showed the use of different assessment tools and weightings, both aimed at the same goal. The findings from management at TU revealed that they had assessment for the EE module split as 60% for practical and 40% for examination. The practical was linked to the vocational training and assessment took place at set intervals over the course of students undergoing vocation training; this was themed ‘continuous assessment’, and structured in the form of a portfolio. Examinations at TU were set to test general knowledge, and they were mostly in the form of multiple choice questions. Besides the specific EE module, there were other entrepreneurship themed modules which were compulsory for all students and they are assessed via examination.

StakeholderTU1 said:

“Assessment for us ensures students take every part of the lectures serious, and can see the effect on a continuous basis. We provide lots of formative feedback”

Findings from management at NU revealed assessment for the EE module is split as 30% for presentation and 70% for portfolio of tasks. The presentations are undertaken by groups of students, covering research and coming up with business plans showing supporting documents, while the portfolio is a mixture of various tasks covering different aspects of the sustainable enterprise module. All tasks are uploaded online via a dedicated university intranet for assessment, and also used as an additional means to provide feedback as well as face to face feedback.

StakeholderNU1 said:

“The portfolio and presentation approach enables every student to participate, learn and develop. We have evidence of the effectiveness of these approaches from student feedback, and observed competencies developed”

Interview questions sought to find out if students in both institutions felt the current assessment regimes were appropriate and enabled learning, the responses from students of both institutions were similar. Students in TU revealed the current assessment regime enabled them to learn effectively due to tasks being broken down into patch work text. There was room for feedback and feed forward, thus enabling students to do better in successive assessments.

StudentTU1 said:

“I sought to understand lessons of each class and task because they were all linked to my final grade”

Similarly, students in NU revealed that the splitting of tasks among group members for the presentation, planning of meetings, and putting it all together as a group provided a unique learning opportunity. The portfolio also enabled them to get involved in assessment because they could pick the topics of interest which had to be approved as part of their assessments. They were comfortable with their involvement in assessment, and felt it enabled them learn and was appropriate.

StudentNU1 said:

"I sought to understand lessons taught in each class and the tasks involved because they were all linked to my final grade"

In contrast to TU, NU students all undergo a work placement that enables employers and work placement companies to participate in their assessment. These companies and specific managers are enlightened on assessment criteria, and its objectives; and they get to grade students during the work placement.

Interview findings from both management and students revealed that the assessment and marking criteria were presented to students very early. Students confirmed that they understood what their assessments consisted of, and that they obtained clarifications where necessary, thereby enhancing assessment literacy. Findings revealed that students were affirmative on the assessment being linked to the learning outcomes of the module.

Interview findings from stakeholders revealed the importance placed on feedback by both institutions. The management of both institutions confirmed that as a norm, every lecturer must provide formative feedback during the module and feedback for every summative assessment. Findings revealed that students engage with the formative assessment as they observed that it helped them to obtain better marks in summative assessments. The feed forward approach followed by TU was mentioned as being very useful in ensuring that lessons were learnt and used.

StudentTU1 said:

"I pay particular attention to my feedback, as I notice it impacts on my doing better in the next assessment"

StudentNU1 said:

"I found the feedback obtained during my work placement very useful to my professional development. The feedback in the class room is also very useful to getting good grades".

5.4.3 Comparing Covenant University (CU), Nigeria and University of Buckingham (UB), UK

- Assessment and feedback – CU and UB

Findings from interviews with the management of both institutions revealed their awareness of assessment as a tool that could enhance learning, in addition to providing a means of accountability. The institutions have put in place mechanisms to ensure that students develop to be deep learners rather than surface learners. Findings from the management of CU revealed the different types of assessment used and their weightings: 40% for practical work and 60% for examination. The practical assessments are at intervals and are linked to patch work text of tasks carried out during vocations and writing of business plans; while the 60% examination is mostly multiple choice questions to check understanding of important underlying concepts.

StakeholderCU1 said:

"We ensure our students have and understand the assessment criteria and weightings; we provide room for clarifications on an on-going basis".

Similarly for UB, findings from management revealed different assessments are used but for the EE module, 30% is for venture creation, and presentation, and 70% is for examination. The presentation and venture creation process entails students working in groups, coming up with a business plan, presenting for funds, and maintaining a reflective journal along the way. Management confirmed the use of peer assessment in the process due to its benefits, one of which is enabling students to understand assessment.

StakeholderUB1 said:

“We bring in entrepreneurs to assist with assessment on their pitches and use of peer assessment on various tasks”

Interviews with students of both institutions revealed their opinions on current assessment structure and its appropriateness. Students of both institutions expressed satisfaction with the assessments in place and their appropriateness; however, students at UB expressed their desire for the weightings to increase on the venture creation to 50% of the marks.

Lecturers of both institutions were asked about the influence and appropriateness of current assessment, and their responses were similar in objectives noting that the current assessment regime is influencing students to learn and are fit for accountability. The lecturers observed improvements in students as a result of the tasks given to them in patch work texts and forming part of their summative assessments.

The findings on feedback from both students and management revealed the importance placed on it, with management confirming they ensure that students get lots of formative feedback, and students confirming the receipt of this. Students of both institutions revealed that they value formative feedback received at various times during their tasks and that obtained when asked for. Students confirmed feedback was obtained promptly, and contributed to their learning and performance.

5.5 Research objective four

Assess the impact of entrepreneurship education upon developing students' entrepreneurial capital in Nigeria and UK HEIs

The desired outcome of EE is to develop graduates who are entrepreneurial, and have adopted entrepreneurial competencies that could impact on them as employees, as employers, or make them chose entrepreneurship as a career path (Matlay, 2011; Kuckertz, 2013). It has been evidenced that EE provides an avenue for knowledge to be gained, confidence to be developed, and could enable students to pursue entrepreneurship as a career route upon graduation or later on (Bandura, 2012). Having undergone EE, the multiplier impact of its benefit to the economies of countries is in terms of the employment created, and hence the GDP of the economy. In line with previous study, where students had undergone EE, they have shown interest in entrepreneurship as a career path, similarly, students in this study mostly considered it as an immediate career path and a few others will consider it for some time later (Lange *et al*., 2011).

5.5.1 Comparing University of Ibadan (UI), Nigeria and University of Huddersfield (UH), UK

- Innovation and creativity – UI and UH

Findings from interviews with the management of both institutions revealed the place of importance given to innovation and creativity. Management revealed they have it embedded in everything that is done, by prompting students to think outside the normal ways of doing things. Findings from the management of UI revealed that it is part of the strategic plan of operation for CEI and the university. CEI have an intellectual property office on campus, and work closely with all departments in ensuring innovation and creativity are at the crux of teaching, ensuing trademarks, patents and copy rights are in place where necessary and also respected. In addition, it organises innovation fairs.

StakeholderUI1 said:

“As an institution, we consider innovation and creativity to be a key part of a knowledge institution”

LecturerUI1 said:

“Innovation and creativity is key to entrepreneurship, and we stress this in the classroom, and give tasks that enable students see the need for it”

Findings from the management of UH revealed that innovation is key to entrepreneurship and is also integral to everything students are taught. The ‘3M Buckley Innovation Centre’ which acts as the hub facilitating interaction between the university and businesses was set up to ensure innovation and creativity continues to thrive in the university. The centre works closely with every department in the university, students, other institutions, entrepreneurs and businesses.

StakeholderUH1 said:

“The centre works with every department during each curriculum design phase, ensuring innovation and creativity are captured in the best possible way”

LecturerUH1 said:

“We have an interdisciplinary project aimed at triggering out of the box thinking to promote innovation and creativity”

Findings from interviews with students of both institutions revealed they also consider innovation and creativity to be important parts of entrepreneurship, and a necessary ingredient for success in their different careers. Students revealed that they carried out exercises at various times that enabled them think outside the box, and they were always able to come up with something new or improved on an existing product.

StudentUI1 said:

"As part of a team, we were asked to look at an existing product and come up with improvements that could be made to it. This made me think and we came up with an improvement"

StudentUH1 said:

"We were given real life exercises working to find solution to problems facing some charities, which are linked to social enterprises"

- Self-efficacy – UI and UH

Findings from interviews with students in both institutions revealed an increased confidence after having undergone EE. They expressed increased self-confidence; improved communication; the ability to take risks and spot opportunities; the identification of areas where improvements are required; in accessing useful information, and networking. The students also expressed their improved confidence in being able to start and run a business with the information they have.

Further findings from students of both institutions revealed an increased ability to work in a team, to manage a team, to write up business plans, to work within multi-disciplinary collaboration, to use negotiation skills, and legal awareness in the business world.

StudentUI1 said:

"Engaging in class activities, and an array of other activities have increased my confidence daily"

StudentUH1 said:

“I have made lots of presentations and can now stand anywhere to present my ideas and proposals with confidence”

Findings from interviews with the management of both institutions revealed the positive impact the university culture and environment has on developing students and eventual graduates. Both institutions have established and maintained businesses, collaborations with the private sector, inter-faculty collaborations, and students are able to benefit from the experience of the university and the faculty. These experiences are brought to the classroom as cases for discussion.

StakeholderUI1 said:

“We seek for our graduates to develop competencies that will be applicable to all spheres of life and most especially a ‘can do’ attitude”

Findings from interviews with UH management revealed the immense benefit of collaboration with the private sector, the embedding of EE in every module and fabric of the university, the provision of a hot desk, bringing in resident entrepreneurs, and inviting entrepreneurs for round table discussions, as contributors to encouraging entrepreneurial thinking among both students and faculty.

StakeholderUH1 said:

“Our approach to teaching and the entire university experience, builds a graduate that is able to confidently approach any challenge”

- Career route – UI and UH

Findings from interviews with students revealed their improved self-confidence, research skills, networking skills, and other skills enabled them to consider entrepreneurship as a career option. Findings from interview revealed some of the students in both institutions had started running a business upon graduation, with others contemplating it as a career option sooner or later in the future.

StudentUI1 said:

"The entire EE experience gave me the skill set to start up my business in partnership with few friends, and I am looking at starting another one soon"

StudentUH1 said:

"I am working on few ideas at the moment, testing them out, and will start up my business by next year"

Findings from interviews with the management of both institutions provided evidence and examples of students who upon undergoing EE had gone ahead to start their own businesses. Data was obtained through questionnaires completed by students and they also served as evidence to show that a large percentage would seriously consider entrepreneurship as a career option.

StakeholderUI1 said:

"We have quite a number of students who have undergone EE and had started their business, and others have told us they found EE useful in life"

The compulsory nature of EE to the Nigerian student is to enable graduates to consider entrepreneurship as a career route, rather than depend on looking for jobs that are most time non-existent.

StakeholderUH1 said:

"As a university, we have a very high employment rate for all our graduates, and some have also gone ahead to start their businesses"

5.5.2 Comparing Tai Solarin University of Education (TU), Nigeria and Newman University (NU), UK

- Innovation and creativity – TU and NU

Findings from interviews with the management of both institutions revealed the appreciation of the importance of innovation and creativity, and that effort are being made to ensure students are able to practice, and act innovatively and creatively. Findings from the management of TU revealed that exercises carried out in various vocations are designed to allow students to work on new things, carry out improvements and come up with new ideas, thereby allowing them to 'think outside the box'. The institution revealed that students are encouraged to choose cross disciplinary vocations; thereby enabling them to put their experience to use in the new disciplinary vocation. This provides them with the opportunity to come up with a new approach because they are viewing things from a different perspective.

StakeholderTU1 said:

"We have evidence of students of other disciplines who have chosen other disciplines for their vocations, come up with very interesting output, sometimes better than students in those fields"

Findings from the management of NU revealed their focus on encouraging students to work on sustainable enterprises. The institution has partnerships with companies that they consider to having sustainable approaches to business and it designs modules and courses with them. The management encourage students to be innovative and creative through various class exercises, group work, mini-projects, in their choice of placements, participation in competitions, by their approach to teaching and delivery of the modules.

StakeholderNU1 said:

"We pursue innovation and creativity with a sustainable focus, and it cuts across every sphere of life on campus. Our students understand the need for it and this is evidenced in their various outputs"

Findings from students of both institutions revealed that they understood the meaning and importance of innovation and creativity. They saw it as an important component of being able to advance their careers, and have a competitive edge above others. Findings from students confirmed that their participation in various exercises within the classroom, vocations, and work placements, all contributed to the appreciation of the importance of innovation and creativity. StudentTU1 said:

"My vocation required me coming up with various designs, and that challenged me, brought out the creative side in me. My group was commended for the new designs we came up with"

StudentNU1 said:

"Most of the exercises required creativity, but that of the sustainable exercise was a group work that required us to come up with something new. It was very challenging, but rewarding as I learnt and appreciated the need to be innovative and creative"

- Self-efficacy – TU and NU

Findings from students of both institutions revealed increased self-confidence which was attributed to EE. The students participated in various activities that contributed to it, such as group work, presentations, the writing up of business plans, researching, networking, participating in external competitions, and activities that improved their knowledge.

Students from TU expressed improved confidence in relation to approaching their vocations, as for most, it was the closest to their first work experience. When asked, they confirmed that skills and attributes gained were transferrable to other ventures, and they were confident of applying it to everything they embark on. The approach of each student choosing one vocation from the start of their degree and sticking to this for the entire duration of their 4 year degree was acknowledged by the students as contributing to their improved confidence. The depth of knowledge provided over the years provided them with an array of learning opportunities, some of which are: buying, selling, financing, negotiation, team working, budgeting, and marketing. The students acknowledged that having ability to network and build a customer and supplier base for their products stood was a unique attribute they had gained.

StudentTU1 said:

"The participation in my vocation choice revealed the creative side in me, exposed me to marketing, selling, and many other things. The ability to do these and much more has increased my confidence"

Students from NU expressed improved confidence, which they attributed to the entire experience from EE, but particularly from their work placements. The work placements afforded them the opportunity to relate with many people, participate in daily activities as related to the departments they were in, and keeping a daily reflective journal. They further revealed participation in presentations, working in groups and participation in external competitions contributed to an improved self-confidence due to the skills and attributes adopted.

StudentNU1 said:

"The entire university experience, particularly the work placement contributed to my improved self-confidence"

Findings from the students of both institutions revealed that a lot of competencies were developed as a result of working in teams on various tasks. They learnt and accomplished a lot by leveraging on each other's strengths, and in the process developing new skills. Students acknowledge that they are able to think outside the box in coming up with ideas and solving problems.

Findings from interviews with the management of both institutions revealed that they worked on the students to develop confidence through all they do in the university. They acknowledged the importance of self-confidence as an important contributor to succeeding in any tasks. The management of both institutions confirmed their curriculum, environment, and recruitment designs, all take into consideration the development of students' self-confidence.

StakeholderTU1 said:

"Our approach to teaching, provision of compulsory and optional modules, vocations are all aimed at ensuring our graduates are tooled up with all that is required to take on life after graduation"

Findings from management of NU revealed feedback and evidence revealed that students come back with exuding confidence after their work placements. Their approach to their studies, assignments, group work all change for the better.

StakeholderNU1 said:

"We have evidence of EE having tremendous impact on our students' self-confidence while in the university and from feedback we obtain upon graduation"

- Career route – TU and NU

Findings from interviews with students of both institutions revealed that they were considering entrepreneurship as a career route. Though, this was voiced more by students in TU as compared to students at NU. Students in TU expressed interest in wanting to start up their own businesses after graduation or soon afterwards, and some planned doing this after some work experience. They generally expressed interest in starting something related to their vocations.

StudentNU1 said:

“*I have started my business part time, and will go full time on graduating. It is related to my vocation choice in the university*”

However, NU students generally expressed interest in wanting to work, participate as intrapreneurs, and later in life consider entrepreneurship as a career route.

StudentNU1 said:

“*I intend working, gaining more experience, applying all I have learnt, and sometime later, will consider starting up something*”

Findings from interviews with stakeholders in both institutions revealed that EE has provided an alternative career route for students, whether they consider going into it now or later in their careers. They confirmed that feedback obtained from graduates revealed many students have started up their own businesses and others were putting to use things learnt in EE to advance the progress of their roles and companies.

Stakeholders in TU while commenting on the impact of EE revealed that some of their students had gone on to start businesses upon graduation using skills gained from their vocational training, while others got gainful employment using certificates obtained related to their vocational training.

LecturerTU1 said:

“The buy in by all on the importance and necessity of EE is evident, and our graduates are a testament to its benefit”

Findings from stakeholders in NU confirmed a long history of building working relationships with the private sector, allowing them as stakeholders to contribute to the content, and to participate in the training of students via work placements, and coming to the university to teach on certain topics during lectures. These interactions, as confirmed by students, allow for several skills and competences to be developed, and have encouraged them to consider mainly intrapreneurship as a career route. Our students seek to make positive contributions to their employers, using knowledge gained from various modules and their increased confidence. LecturerNU1 said:

"The feedback from our students and graduates show the positive impact EE has had on their persons, and their choice of career. They tell us they consider roles where they can make impact when choosing employers to work for"

5.5.3 Comparing Covenant University (CU), Nigeria versus University of Buckingham (UB), UK

- Innovation and creativity – CU and UB

Interview findings from the management of both institutions revealed that they place importance on the teaching of innovation and creativity, both aiming to make it a way of life for students. Findings revealed it as the life blood of entrepreneurship, persons and business can succeed by being distinct and appealing, which can only be achieved by being innovative and creative. Findings from the management of CU revealed that every process of entrepreneurship requires innovation and creativity; they ensure that students are aware, taught and appreciate how to put these into their practice. LecturerCU1 said:

"Our teaching and case study approach enable students to ask what they could do differently to make a situation, product better"

Findings from the management of UB revealed that they bring in external resource persons to facilitate innovation and creativity workshops, thereby complementing what the students have learnt in the classroom. These workshops are aimed at ensuring every student sees things differently, from products to situations, with the aim to making improved changes or creating something new or a new approach to solving a problem.

LecturerUB1 said:

“In picking a business, we encourage our students to look into existing markets, companies, and structures; they are to identify gaps for innovation, and creativity, and exploit this”

The findings from interviews with students revealed that they are of the opinion that innovation and creativity are important to succeed and to sustain success in any field. Students from both institutions revealed that they participated in various activities both within and outside the classroom, which helped build their confidence, and to develop a skill set to be innovative and creative.

StudentCU1 said:

“We had brainstorming sessions that helped develop competencies, mostly as group exercises. We came up with new and improved products and ideas”

StudentUB1 said:

“The innovation and creativity workshops provided me with skills that I used in deciding on the final business to run. When I look around me, all I see are opportunities to do something new and profitable.”

- Self-efficacy – CU and UB

Findings from interviews with students of both institutions revealed that EE had contributed to their increased self-confidence. They observed their ability to take on tasks which they would have avoided in the past, that they were better at networking, could communicate with ease, and articulate their thoughts and had better ideas. They observed that EE provided them with knowledge, especially as regards sourcing information from the right sources. Students at CU revealed that they are better able to analyse their environment and identify opportunities that could be a business opportunity. They observed their increased self-confidence has translated to their ability to take informed and improved risk. Findings revealed students at CU undergo trainings in 4 different vocations during their degree programme, and it enabled them to gain knowledge, network across different departments, and apply theoretical knowledge as appropriate. Students in UB revealed working in groups on various tasks had a beneficial impact on developing their self-confidence.

StudentCU1 said:

“Due to all I have learnt, I have been able to register my business name, and started operations on a small scale online”

Student at UB revealed improved confidence after undergoing EE, noting improved communication skills, the ability to see through ideas from inception to funding, and the capability of running a business.

StudentUB1 said:

“Running a business has helped break down several mind barriers I had; I can now make presentations with ease and make decisions under pressure”

Findings from interviews with the management of both institutions revealed their observation of improvements in their students’ self-confidence. They are able to track this from the quality of output students come up with after various exercises, completed questionnaires, and alumni feedback received. They attribute these to the quality of pedagogy, careful design of the curriculum, the bringing in of appropriate resource persons, and the provision of a favourable learning environment in both institutions.

StakeholderCU1 said:

“We notice a total transformation of our students after undergoing EE; we observe they are exuding with confidence and optimism for the future. Their feedbacks are an evidence of this”

StakeholderUB1 said:

"Feedback data from our students reveal increased self-confidence. We note things they acknowledge being able to do, comparing this to their original state"

- Career route – CU and UB

Findings from interviews with students of both institutions revealed undergoing EE enabled them to consider entrepreneurship as a career path. They revealed that the knowledge, exposure and experience gained from attending EE helped in the decision of wanting to pursue this path now or not in the too distant future. Students of both institutions revealed exposure to the workings of businesses via case studies, vocations, and starting a business all contributed to the knowledge and confidence to choose entrepreneurship as a career path.

StudentCU1 said:

"I intend concentrating and running my business on a full time basis on graduating. I am currently using the knowledge gained from EE to raise funds to expand"

StudentUB1 said:

"Running a business during my course as compared to my past work experience, has been more fulfilling, and I intend pursuing entrepreneurship as a career path"

Stakeholders in both institutions revealed that EE has had a positive impact on students choosing entrepreneurship as a career path. They revealed that data obtained from alumni and post-graduation questionnaires showed a high level of consideration.

StakeholderCU1 said:

“A lot of our graduates have started their businesses, and some are running their businesses part time”

StakeholderUB1 said:

“Our graduates data reveal most of our graduates have either gone back to family businesses, started their businesses, working, or decided to further their studies”

5.6 Conclusion

This chapter has provided an analysis of findings in relation to the four research questions that underpinned this study. This analysis was underpinned by the themes identified using NVIVO to carry out the analysis. The analysis was shaped by data obtained from interview findings, documentation and literature on EE provision in Nigeria and UK and specifically from data obtained across similar institutions in both countries.

The comparison carried out identified similarities across institutions and countries as regards EE provisions. The findings could contribute to the learning process, which might be good practice, and lead to recommendations made on the way things could be done differently in an HEI or country, with the objective of achieving a better impact of EE provision on entrepreneurial graduates.

Comparisons across HEIs regarding stakeholders’ influence on the design and content of EE provision in Nigerian and UK HEIs revealed differences in engagement at varying levels. Students’ influence differs across institutions and countries, though their views and feedback are sought, obtained and attended to. Lecturers are another important group of stakeholders due to being the ones that deliver EE, their influence was found to be very high and considered important. Policy makers across both countries, which include university authorities and regulatory authorities, were also identified as important stakeholders, and they were found to provide support for the growth of EE across institutions and countries. The significance of students as ‘prime’ stakeholders, and the need to capture their views, provided opportunities for clarification during the process of EE, and obtaining feedback from them upon graduating should be adapted across the board in both countries.

Comparisons of students’ expectations and perceptions of EE provision in Nigerian and UK HEIs revealed a general level of satisfaction. Students from UK HEIs seem to have their expectations of EE provision better shaped before going into the classroom, which might be due to the various government policies in promoting the development of entrepreneurial competencies at previous educational levels, various work experience opportunities during holiday jobs etc.; while for students in Nigerian HEIs, their expectations were generally shaped by reading through the learning outcomes document provided to them. Students in both countries generally felt their HEIs could do more to enhance offerings via providing more time and experiential opportunities and with more support in EE provision by bringing more entrepreneurs and those with similar experience to engage actively in the pedagogy of EE.

Comparing the influence and appropriateness of assessment methods used in EE provision in Nigerian and UK HEIs, examination was seen to be the major form of assessment in some institutions, although, the stakeholders especially students wanted less of this and sought to have assessment that encouraged them to learn. There was a clear cut and standard approach across HEIs in Nigeria to assessment due to the regulatory template provided by the university commission, though students felt it could be better managed to aid their learning. Students in UK HEIs seemed to be more involved in their assessment, got more formative feedback, but this was different across institutions too. The need to pursue assessment as a tool to enhance learning; design assessment to suit varying student learning types; get students involved in designing their assessment, and providing frequent formative feedback during EE should be adapted across institutions and countries.

Comparing the impact of entrepreneurship education upon developing students’ entrepreneurial capital in Nigerian and UK HEIs, there were lots of similarities exhibited by students in both countries; such as recognising that their self-efficacy had greatly improved. The students felt that they could identify and try out new opportunities; they felt they could access knowledge and solicit appropriate help where necessary. Students also acknowledged the importance of building their social capital, for both their businesses, forming partnerships for business ventures, and building their team. Students identified the importance of team work stating that all parties bring different strengths to the table. Few of the students interviewed upon graduation have started new ventures, some are gainfully employed, and others are pursuing further studies.

The next chapter provides an in-depth analysis of the above findings, structured using the research objectives; it will highlight similarities and differences in this comparative study.

CHAPTER SIX: DISCUSSION

6.1 Introduction

The purpose of this chapter is to review the key research findings and discuss their implications. By drawing on the findings of the study's data analysis, this chapter sets out to discuss the way this research has provided a better understanding of the impact of entrepreneurship education on developing entrepreneurial graduates in similar UK and Nigerian HEIs. This research was carried out as a comparative case study of HEIs across both countries (Figure 2). It allowed for similarities and differences between both countries to be highlighted, specifically looking at the research objectives of the study to draw conclusions from the data obtained. The four research objectives were further examined using theories, a literature review, and interview data which shaped the themes and the empirical analysis. Most of the data obtained was qualitatively obtained from interviews conducted with various EE stakeholders, and the analysis was done using NVIVO.

6.2 Research objective one

Investigate the extent to which stakeholders influence the design and content of entrepreneurship education provision in Nigerian and UK HEIs.

Through the analysis of interview data and other data obtained on research objective one, three main themes evolved from this and these are: which stakeholders influence EE design and content? Entrepreneurial approach and culture; and how stakeholders influence content design and delivery. In line with the stakeholder theory, the importance of stakeholders and the need to identify, and classify them, know their objectives, and meet those objectives are very important in providing successful EE, and this was corroborated in this research study (Freeman, 1984; Matlay, 2009). Stakeholders in both countries were largely the same but differed along nomenclature, and there were differences along cultural and social values which impacted on some stakeholders.

The research began with identifying stakeholders that existed within each similar HEI and invariably the country, their importance, and how they influence design and content delivery. A lot of similarities and differences were identified in the comparisons of institutions as highlighted in the empirical findings across both UK and Nigerian HEIs. In line with the literature, the importance of stakeholders and the need to meet their objectives was observed. Due to the similarities that exist in the educational structure of both UK and Nigerian HEIs as a result of historical ties (Kolinsky, 1985); there exist lots of similarities in types of stakeholders, how they impact on content and delivery, their entrepreneurial approach and culture.

As discussed in the review of literature, there exist categories of stakeholders, with various important objectives, and their influence on content and design (Matlay, 2009). The institutions compared revealed similar stakeholders as: students, lecturers, regulatory bodies, government, companies (private sector, charities), and parents. Interviews conducted of HEIs in Nigeria revealed religious institutions as important stakeholders due to their influence and their role in influencing the culture of the country; they influence decisions and mind set. This is in sharp contrast with the UK where no one mentioned religious bodies as stakeholders that influence EE in any form or shape. Findings revealed most importantly across every institution and country, that students were referred to as the most important of all stakeholders, because without them the institutions would not exist, and they are the ones to become entrepreneurs or to adopt entrepreneurial competencies.

Another similarity across all HEIs and countries was the role of lecturers in facilitating and influencing the EE content and its design. Their importance and that of university administration and support staff is in line with the literature (Matlay, 2006; Lutz *et al*., 2015). It was also observed across every institution that the content of EE was influenced by feedback obtained from students, alumni, employers, and entrepreneurs.

The study observed that differences existed between both UK and Nigerian HEIs in the design and content of EE, where UK HEIs had most of the content embedded in every course, with few of them having stand-alone entrepreneurship courses. Whereas, the Nigerian HEIs had the EE content standing alone, with content also majorly focussed on vocations. Findings revealed that due to UK HEIs embedding

EE in every module, it provides every student the opportunity to pick up and develop competencies that enable them be entrepreneurial in every field (Rae *et al*., 2009; EC, 2013). However, for Nigerian HEIs, the push for entrepreneurship has been made more recently by the government through the NUC and the vocational approach was accepted after consultation with stakeholders (NUC, 2015). The peculiarities of the Nigerian economy, its growing population, and the high level of unemployment (Trading Economics, 2015), with a youth unemployment of 50% (Vanguard, 2015); makes the vocational approach a useful pedagogical approach.

Similarities existed in the embedding pursued by UK HEIs with ancillary support provided to students as regards the set-up of businesses, with the content of the courses heavily influenced by the lecturer and structures put in place to ensure that embedding continues. UK HEIs like their Nigerian counterparts also bring in guest lecturers (entrepreneurs, subject specific experts), who influence content and design too; however, the UK HEIs have the private sector sponsoring courses, hence engaging them more and getting them to be better involved in the courses. The Nigerian HEIs similarly pursued vocational studies as an important part of EE. Apart from the theoretical grounding on EE provided, options of vocations made available differed across institutions to students.

The importance of HEIs having an entrepreneurial culture acts as an advantage to entrepreneurship education thriving, and hence influencing pedagogy (Krueger *et al*., 2013; Solesvik *et al*., 2014). This research observed the existence of entrepreneurial culture in all the institutions observed, though with varying approaches by the management. It was observed that institutions had other sources of generating income outside their traditional and steady sources. Apart from the private universities (UB and CU), which do not get any direct funding from the government for their activities thereby relying almost entirely on tuition fees; other universities had most of their income coming in from government grant supplemented with tuition fees.

Interaction with the private sector and government was observed across institutions, with the aim of allowing the cross fertilization of ideas, and seeking to fill training and consulting gaps. The depth of this interaction differed across institutions in depth but existed. Findings revealed that both UI and UH have a vibrant interaction at various levels in the institution with both sectors; while findings from TU and CU revealed that NU have more interaction with the private sector via its approach of ensuring that every student undertook a compulsory work placement and having the private sector sponsor courses. Findings reveal that CU and UB also have a good interaction with the private sector via invitations for talks, and organised events.

Findings across institutions revealed that both internal and external stakeholders influence the content of EE albeit at varying degrees; while internal stakeholders, especially students, lecturers, and university management greatly influenced content delivery. HEIs across both countries have put in place measures to ensure lecturers have not only good knowledge about the content, but how to best deliver to the class. Approaches to delivery in Nigeria and UK HEIs were largely similar, through lectures, the creation of business plans, the setting up of and running of a business, hands on experience via vocations, placements, case studies, and reflective reports.

6.3 Research objective two

Explore students' expectations and perceptions of entrepreneurship education provision in Nigeria and UK HEIs.

Through the analysis of interview data and other data obtained on research objective two, four main themes evolved from this and these are: student expectation and perception; can entrepreneurship be taught and the definition of entrepreneurship; experiential opportunities and teamwork; and lecturers' entrepreneurial background. The need to ensure quality, to improve, gauge expectation, and meet expectations necessitates the need to obtain necessary information from stakeholders (Leckey and Neill, 2001; Richardson, 2005). Data for Findings was obtained from students, lecturers, and management.

Findings across the universities both in Nigeria and UK revealed that students' are consulted, with their views obtained regarding the design EE content and delivery; and every institution confirmed that this process was ongoing. Management and lecturers across the institutions used various tools, both formal and informal to obtain student views; with questionnaires being the most used and some institutions obtained expectations via sampling opinions at the start from students. Interview findings revealed that students in UI, TU, and CU had their expectations shaped after the first lecture; they did not have pre-set expectations when completing the first questionnaire before the course started. They however revealed that their formed expectations were largely met at the end. However, students from UH included expectations in the questionnaires which helped in shaping the delivery of content by lecturers, and they kept online learning journals. Across every institution both in Nigeria and UK, students confirmed receipt of learning outcome statements, which provided information on what is expected of them in terms of knowledge at the end. Findings from students across every institution revealed their expectations were largely met, as they had developed competencies and knowledge to enable them to approach ventures and to exploit opportunities. Students in Nigerian HEIs, especially those in TU and CU expressed the need for placement opportunities outside the universities related to their vocations.

In furtherance of capturing student's expectations, and gauging what these were, the research sought to find out from stakeholders if entrepreneurship could be taught and specifically from students: their definition or description of an entrepreneur. Lecturers and management across every institution and country were affirmative on the fact that entrepreneurship could be taught, with a general view that all students do not only end up starting business, but also adopt enterprising competencies that will be beneficial for life. Similarly, students were of the opinion that EE could be taught, but were more focussed on the mode of teaching. Students in Nigerian universities generally wanted EE pedagogy to be designed to enable them start their businesses, more hands on experience, and opportunities to work closely with the private sector; while those in UK wanted more time to work on any business ideas they have set up, and support. Students across institutions and countries identified interest and passion as important ingredients for students to take up EE. For students in Nigeria, it was compulsory which meant that many students who might not otherwise be interested, were in EE lectures, and this could take from the learning environment for those with keen interest.

Regarding definitions, students' views were in line with a consensus across all institutions both in Nigeria and UK. Prior to engaging with EE, they all saw an entrepreneur as someone who was starting a new venture. However, after engaging with EE, their thought patterns and definitions or descriptions were broadened. They generally saw entrepreneurship beyond starting a business, they were now knowledgeable about social entrepreneurship, intrapreneurship, and that competencies could be developed to become enterprising. Certain key words came up during their description and definition, these were: passion; drive; goal; risk; opportunity; result; solution; profit; idea and solutions.

In relation to students' expectations and perceptions as they relate to experiential opportunities and teamwork, findings revealed that students in Nigeria differed in their opinion as regards experiential opportunities. Students in UI and UH confirmed the existence of experiential opportunities, though they wanted more done to further the provision of support during the journey of setting up and the actual running of their businesses. Students at TU were pleased with the vocational approach taken by the institution, but wanted opportunities to take their learning outside to the private sector, while students from NU were pleased with the opportunity provided them to choose sectors and companies where they want to undergo their placement. They felt that this flexibility helped and they learnt a lot. Opinions expressed by students at CU were similar to those of students at TU; they were pleased with the vocational experience, but wanted it linked to involvement with the private sector; however, students from UB were pleased with the support given to start a business, and the exposure to the private sector. UB students expressed the desire for more time given to run their businesses. These findings are consistent with the experiential learning theory in that students value the opportunity provided for hand-on experience, and that it should be varied and continuous (Kolb, 1984).

Concerning teamwork, its benefits were largely acknowledged as a pedagogical tool to enhance learning and the cross fertilisation of ideas. Every institution put measures in place through assignments, pairing (voluntary and involuntary), presentations etc. to encourage students to share ideas and thereby see the benefits of team work. Opinions expressed by management and lecturers were that they largely saw the benefit of this and put in measures to ensure that there were no 'sleeping' team members. Students across institutions also saw this as a great learning opportunity, where they learnt how they plan meetings, draw agendas, plan their time and task at hand, and they confirmed that learning took place. When asked about partnerships outside the classroom in setting up businesses, stakeholders in Nigeria (management, lecturers, and students) generally frowned at this idea for cultural reasons with everyone having one negative tale to tell, and this seems to be widespread. However, stakeholders (management, lecturers, and students) in UK looked at this as a positive idea and practice as long as all parties bring something beneficial to the table.

With regards to students' expectations and perception about the background of lecturers who engage with EE, opinions were generally the same across all the institutions and countries. Management generally agreed that passion was a key requirement, and this was a key requirement to getting them engaged in EE in every institution. Management across every institution confirmed supplementing the delivery of EE by bringing in specialists in specific areas to talk with students, and this was prevalent in TU and CU where students undertook specific vocations. Generally, students in every institution had the same opinion in wanting those who have had start up experience, industry experience and who were currently involved in a venture as being the best to anchor the pedagogy of entrepreneurship. They considered this as a very important requirement, because lecturers will be able to share live examples and proffer solutions based on experience when asked as regards students' ventures.

6.4 Research objective three

Examine the influence and appropriateness of assessment methods used in entrepreneurship education provision in Nigerian and UK HEIs.

Through the analysis of interview data and other data obtained on research objective three, two main themes evolved from this: the appropriateness of assessment and the influence of assessment. The need to ensure that assessment achieves its objective which is principally to foster learning through being formative, and to grade their performance among others (Maclellan, 2001; Taras, 2005) was considered during the interview and responses were obtained from management, lecturers and students.

Regarding appropriateness, lecturers across the universities in both countries expressed that their assessment tools were appropriate to enhance and foster learning. They all seemed to have carefully designed the assessment for EE differently from that obtainable on other courses; this was the case for all the Nigerian universities in their approach to EE. However, in UK universities where EE was embedded in modules, and courses, a balance to ensure formative assessment took place was paramount, though students still had to sit examinations, and do coursework and essay writing. They sought ways to embed presentations in some of the courses. UK universities had a different approach to EE specific courses where students had to set up and run their businesses. Assessment was similar to that obtainable in Nigerian universities for these courses; students were graded on business plans, presentations, and the actual execution of their business plans. They also had to keep reflective journals. The role of assessment here is in line with the theory of planned behaviour in fostering EE (Kolb, 1984).

Lecturers and management in Nigeria and UK universities expressed similar opinions on the influence of assessment to foster learning, and students acknowledged the benefits that various assessment tools provided them. These took the form of formative feedback, peer-assessment, team work, the enhancement of innovative thinking and assessment literacy. However, students in all the HEIs in both countries considered that this study expressed a similar view that there should be less summative assessment in EE, and that the current regime of assignment makes them place emphasis on wanting to score high grades, and did not promote optimal experiential learning. The study revealed that every stakeholder acknowledged the presence of feedback, which they could take into the next task, hence feed forward to improve their learning. UI and NU were 2 institutions that had students on placement in businesses as part of EE, which enabled external stakeholders; specifically employers to participate in the assessment of students. It was also observed that Nigerian HEIs used patch work text, hence enabling feed forward in subsequent assessments. Management across both countries confirmed a certain percentage of assessment, though small was for examinations, to meet regulatory requirements as degree awarding institutions.

Students across every HEI considered, generally expressed satisfaction at the current assessment, and acknowledged the positive role of grades being awarded for activities undertaken; it enables them to take every aspect very seriously. They considered this as a useful tool, as it ensured seriousness during team work, during placements, when writing business plans, during presentations, and for those who had to run their businesses.

6.5 Research objective four

Assess the impact of entrepreneurship education upon developing students' entrepreneurial capital in Nigerian and UK HEIs

Through the analysis of interview data and other data obtained on research objective four, three main themes evolved from this and these are: innovation and creativity, self-efficacy, and career route. The aim of EE is to enhance knowledge and ultimately have students and eventually graduates, who would have adopted entrepreneurial competencies to become entrepreneurs now or in the future, developed self-belief due to acquired knowledge, have the ability to source knowledge, seek to improve on the status quo, and to pursue innovation.

Findings from the research revealed that stakeholders across both countries and HEIs had a good understanding of innovation and creativity in the context of EE, and placed this at the crux of EE. Management and lecturers confirmed that they designed EE exercises, tasks and activities that exposed and challenged students to be innovative and creative. UI and UH acknowledged this as a major purpose of their entrepreneurship centres, among which included facilitating interaction with the private sector and the university. TU and NU also encouraged innovation and creativity, with TU encouraging cross-disciplinary interactions among students and in their choice of vocations, and NU facilitating along the line of innovation and creativity to promote sustainability. Similarly, CU and UB share similar views on the importance of innovation and creativity, with CU designing exercises and cases that get students to look at existing products, and current market structure in a bid to identify gaps and how to exploit this; while UB provide sessions facilitated by external consultants to get students to think and become innovative and creative; these sessions are designed to be mostly brainstorming sessions. Students across every institution acknowledged the importance of innovation and creativity to being successful as an entrepreneur, and they believed that they had developed these aspects and could further develop them applying lessons learnt outside with ease.

In line with the self-efficacy theory, students across every HEI interviewed, expressed self-improvement when benchmarked prior to engaging with EE, and this was acknowledged by both management and lecturers. Students across every institution expressed several benefits after having undergone EE, such as: increased confidence, improved communication skills, the ability to better spot opportunities and take measured risks, the ability to access useful information, build on social networks, improved legal awareness, and better presentation skills (Bandura, 2012). The management and lecturers of each HEI who were interviewed, confirmed that after graduation several students had gone on to start their own businesses, had got jobs, and some had furthered their education, with each expressing the benefit of EE in giving them self-belief and entrepreneurial competencies.

In regard to career route, most students across every HEI in this study expressed optimism at the possibility of an immediate job start or in starting an entrepreneurship career in the future. Students interviewed at UI had taken their business plans forward and started businesses, while those in UH were running a business or about to start one. Similarly, students at TU expressed optimism at following the entrepreneurial route, though with a caveat of wanting some more experience. They planned starting a business along their vocational training, but felt they needed more hands on experience. However, students from NU were inclined to want to become employees, putting their entrepreneurial competencies to use within firms. Students at both CU and UB expressed their desire to pursue entrepreneurship as a career path, with some of the students already starting and running firms while at the university. Generally, students who wanted to pursue this career path, acknowledged that they were influenced after having undergone EE, and saw the benefits of going down this route as something that would be more fulfilling for them.

CHAPTER SEVEN: CONCEPTUAL FRAMEWORK

7.1 Introduction

This aim of this chapter is to present the evolution of the pedagogy of EE, to discuss the role of stakeholders in EE and discussions on the self-efficacy theory. It also presents the conceptual framework that captures its drivers, contributors, the impact, and other factors related to EE and entrepreneurial graduates.

Miles and Huberman (1994, p.18) defined a conceptual framework as that which “explains graphically or in narrative form, the main things to be studied, the key factors, concepts, or variables- and the presumed relationships among them”.

The conceptual framework for this research is developed from literature and interviews conducted. The framework shows the interrelatedness of stakeholders; student expectation and perception; assessment influence and appropriateness; and student experience. These must be successfully explored to develop a fit for purpose entrepreneurship education for entrepreneurial graduates. This framework provides a summary of what this research is built on in terms of drivers, contributors and impact factors.

7.2 Research Aim and Objectives

The research aim of this study and its research objectives (listed below) contributed to the design of the conceptual framework:

- Investigate the extent to which stakeholders influence the design and content of entrepreneurship education provision in Nigerian and UK HEIs.
- Explore students’ expectations and perceptions of entrepreneurship education provision in Nigerian and UK HEIs.
- Examine the influence and appropriateness of assessment methods used in entrepreneurship education provision in Nigerian and UK HEIs.
- Assess the impact of entrepreneurship education upon developing students’ entrepreneurial capital in Nigerian and UK HEIs.

7.1.1 Evolution of the pedagogy of Entrepreneurship Education

Entrepreneurship education over the years has evolved, especially the approach to teaching, facilitating, incorporating and involving various stakeholders' opinions, and monitoring impact (Matlay, 2011; Vanevenhoven, 2013). Teaching has evolved from the traditional didactic approach to a more student centred or action learning approach. Figure 9 shows the predominant approach to teaching previously adopted by HEIs and invariably to entrepreneurship. Students were told what needed to be learnt without their involvement; teaching was more centred on the tutor who was seen as having all knowledge.

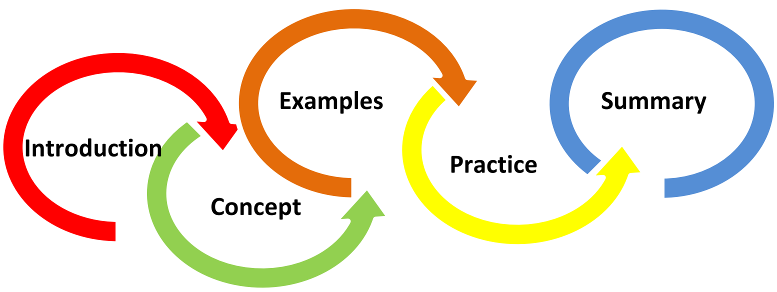

Figure 9: Traditional pedagogical approach
Source: Adapted from Knowles, 1980, pp.40-45

Knowles (1980, pp.40-41) observed that one of the major demerits of the traditional approach was the premise that flawless knowledge was being passed on and that it was tried and tested. This approach involved the use of lectures, assigned reading, rote memorising and examinations. Due to myriad of changes which are mostly evolving as a result of synergies between factors like technology, politics, economy, social, legal and culture; the 'traditional' approach to learning needed changing especially with adult and students at HEIs.

As a step forward, the teaching of entrepreneurship education is now pursued in approach via andragogy, though certain areas are still pursued via pedagogy; "andragogy is the art and science of helping adults to learn" (Knowles, 1980, p.43). There are merits to encouraging students along the path of andragogy, these are: it allows for increasing self-directedness and self-discovery; it allows for experiential learning and a build-up of rich reservoir of experience; it allows for the environment where learning takes places to be designed and arranged for ‘close to reality’ learning to encourage participation, and it allows for learning to be in pursuit of fulfilment (Knowles, 1980, pp.43-45).

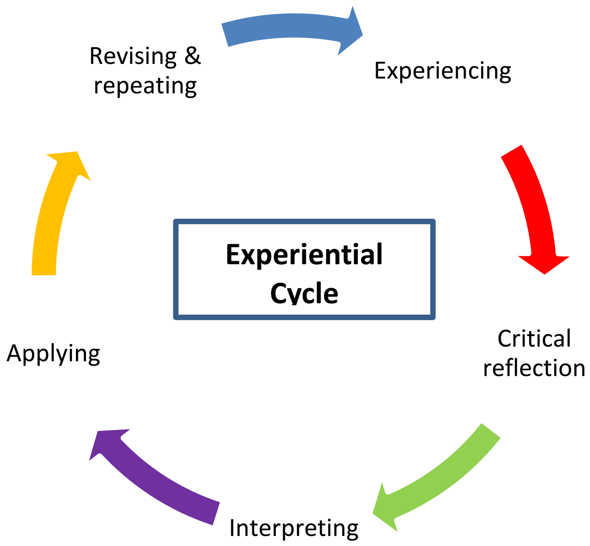

Figure 10: Experiential learning cycle
Source: Adapted from Kolb, 1984, pp.21-25

Figure 10 shows an experiential learning cycle in a loop starting with ‘experiencing’, this entails the participation of the student in the classroom, in a work environment, in a simulation and any other experience gained in a specific context. A ‘critical reflection’ of what has taken place during the experience phase is employed to identify what has gone well, what has not gone well and what can be better done next time, this is looked into objectively with a view to plug holes and do better next time. The ‘interpreting’ phase allows for action plans to be put in place upon critical reflection to allow the lessons learnt to be drawn up; this could be done using a strength, weakness, opportunities and threats (SWOT) analysis template with set time frames on actions to be taken. The ‘applying’ phase is the point where the implementation of action plans takes place methodically; and then the ‘revising and repeating’ phase is where upon taking actions, there might be need to revise an initial plan and repeat the process all over again to get results and this takes us back to the experiencing phase.

7.1.2 *Stakeholders in entrepreneurship education*

Stakeholder is defined as "…any group or individual who can affect or is affected by the achievement of the organisation's objectives" (Freeman, 1984, p.46). Freeman explained the importance of capturing stakeholders who have a legitimate stake in the context which is being considered while those on the fringe must be identified to avoid them being a distraction to those with a legitimate stake. Matlay (2009) classified stakeholders involved in entrepreneurship education into internal (primary) and external (secondary and tertiary) stakeholders. Students, teaching and research staff, faculty administrators and managers fall into the internal; while parents, family members, alumni, entrepreneurs, employers, government agencies and others fall into the external (see figure 11).

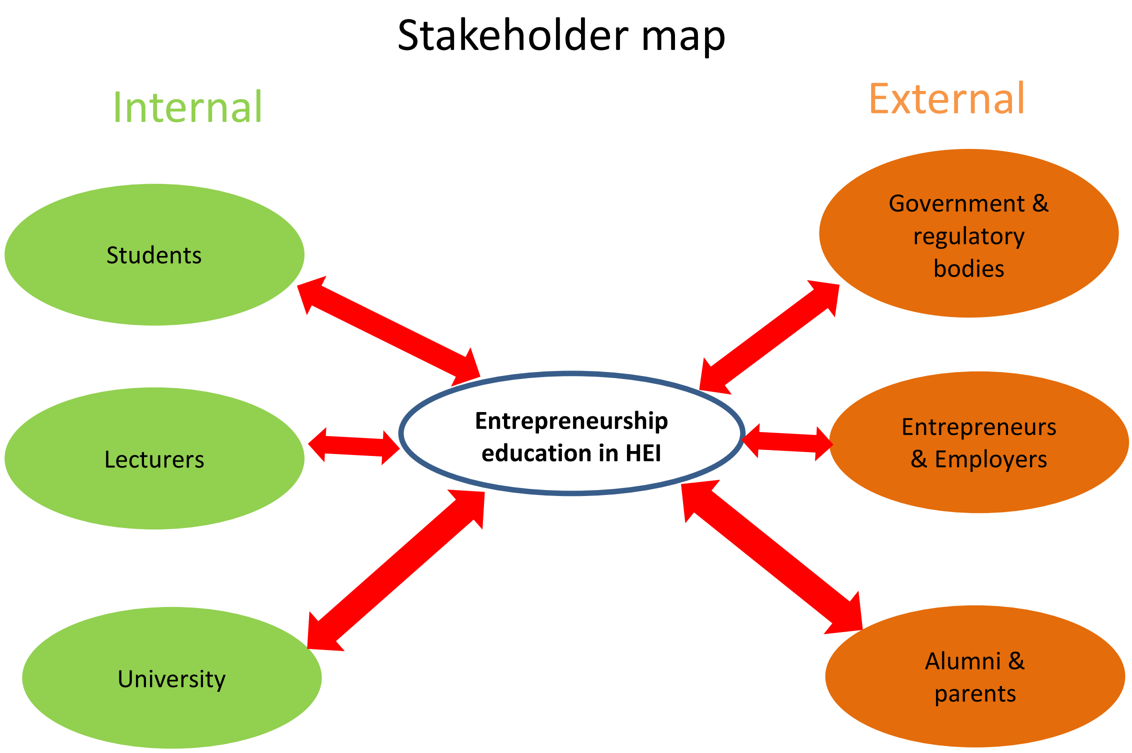

Figure 11: Stakeholders map
Source: Adapted from Freeman (1984, pp.45-46) and Matlay (2009)

7.1.3 *Self-Efficacy Theory*

Self-efficacy is defined as "the belief in one's capabilities to organise and execute the courses of action required to manage prospective situations” (Bandura, 1995, p.2). Self-efficacy does develop and can be nurtured over time; there are four main sources that could impact on the development or otherwise of self-efficacy (Bandura, 1997) and these are:

- *Experience*: This is related to the level and outcomes of the activities engaged in. A positive outcome increases self-efficacy and a negative outcome decreases it. The importance of ensuring tiered complexity in content exposure is important at this stage; building on past experience is also of value.

- *Modelling*: The impact of having someone who had done what we intend doing; to talk or be observable provides a positive influence. This can provide an influence of ‘can do the same’ which will impact positively on a person.

- *Social persuasion*: The impact of positive or negative comments made before or after an event can go a long way to influence the self-efficacy of the person involved. Words of encouragement have been found to help but words of criticism or discouragement have been found to have a more harmful impact. Feedback and feed forward are of utmost importance when used constructively.

- *Psychological responses*: These are factors that could have impact on the mind and invariably the attitude and behaviour of a person. These are generally emotions that could be feelings, thoughts, and anxiety.

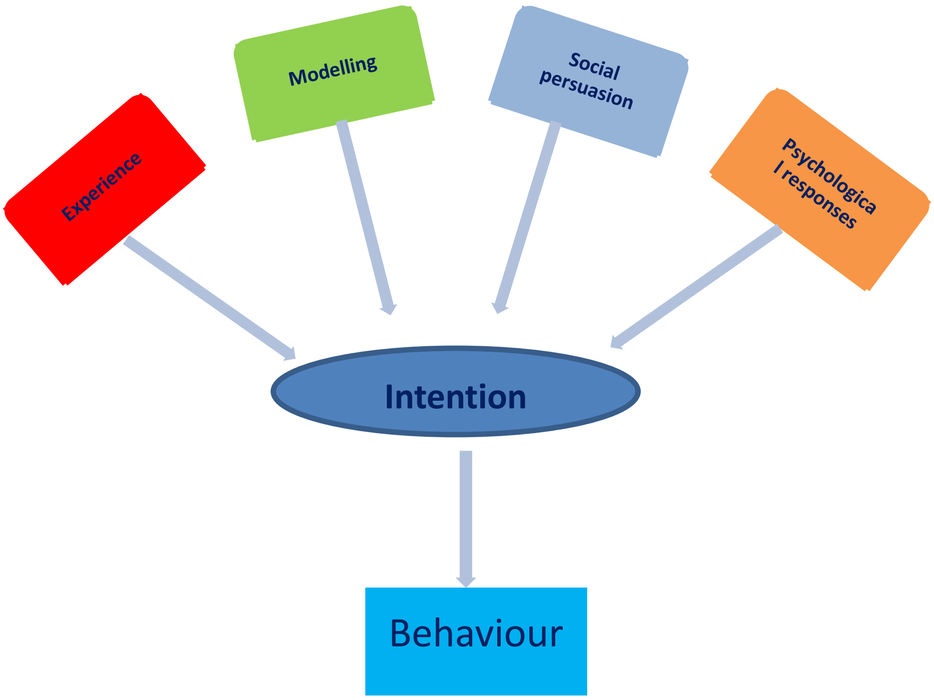

Figure 12: Self-efficacy model
Source: Adapted from Bandura (1977, pp.193-195).

7.1.4 Conceptual framework

The conceptual framework (figure 13) puts together various factors and activities that shape entrepreneurship education and the eventual output of entrepreneurial graduates. The constituents of the conceptual framework if carefully integrated to engender entrepreneurship could contribute to the effective design and delivery of EE. Outlined below is a brief description of constituents of the framework.

- *Drivers*: These are factors that help shape the overall content and delivery of entrepreneurship education in a HEI; these factors are stakeholders' influence which also covers the entire mindset and approach towards the importance of entrepreneurship education, assessment mode and design, the approach to pedagogy and the learning environment created both within and outside the classroom.

- *Contributors*: These are factors whose contributions help define the domain of what is taught; the use of varying delivery modes to suit content, types of learners and the adapting of technology; the provision of feedback to students and other stakeholders, and the provision of a mechanism for feed forward and adapting its content in a timely fashion; the provision of access to information and the encouragement of students to engage them in extracurricular activities both within and outside the HEI.

- *Impact*: These are the potential outcomes exhibited by students who have undergone entrepreneurship education; these are high level self-efficacy, development of competencies – social and intellectual, an increased pool of competencies skill, and increased career options which include entrepreneurship.

- *Extraneous factors*: These are factors that impact on the entire delivery and eventual output of entrepreneurship education; they are largely the same for everyone and referred to as macro-economic factors (Johnson *et al*., 2008). They can work to the advantage or otherwise of various stakeholders and can be weathered if detrimental. These factors are: the economy whose growth, forecast and impact on us all vary but are largely the same; the legal frameworks under which we all operate are largely the same if in a certain jurisdiction especially if ventures embarked on do not transcend borders. Culture is idiosyncratic to each country, also when drilled down it is peculiar to different sections of the country and invariably to different people. Politics influences national policies and these are also the same for everyone; social factors are trends that are also generic to a society or country like the population, changing attitude of generations, habits, educational level and age distribution; and technology which encompasses automation, the internet, information technology and new trends that might emerge to disrupt current trends.

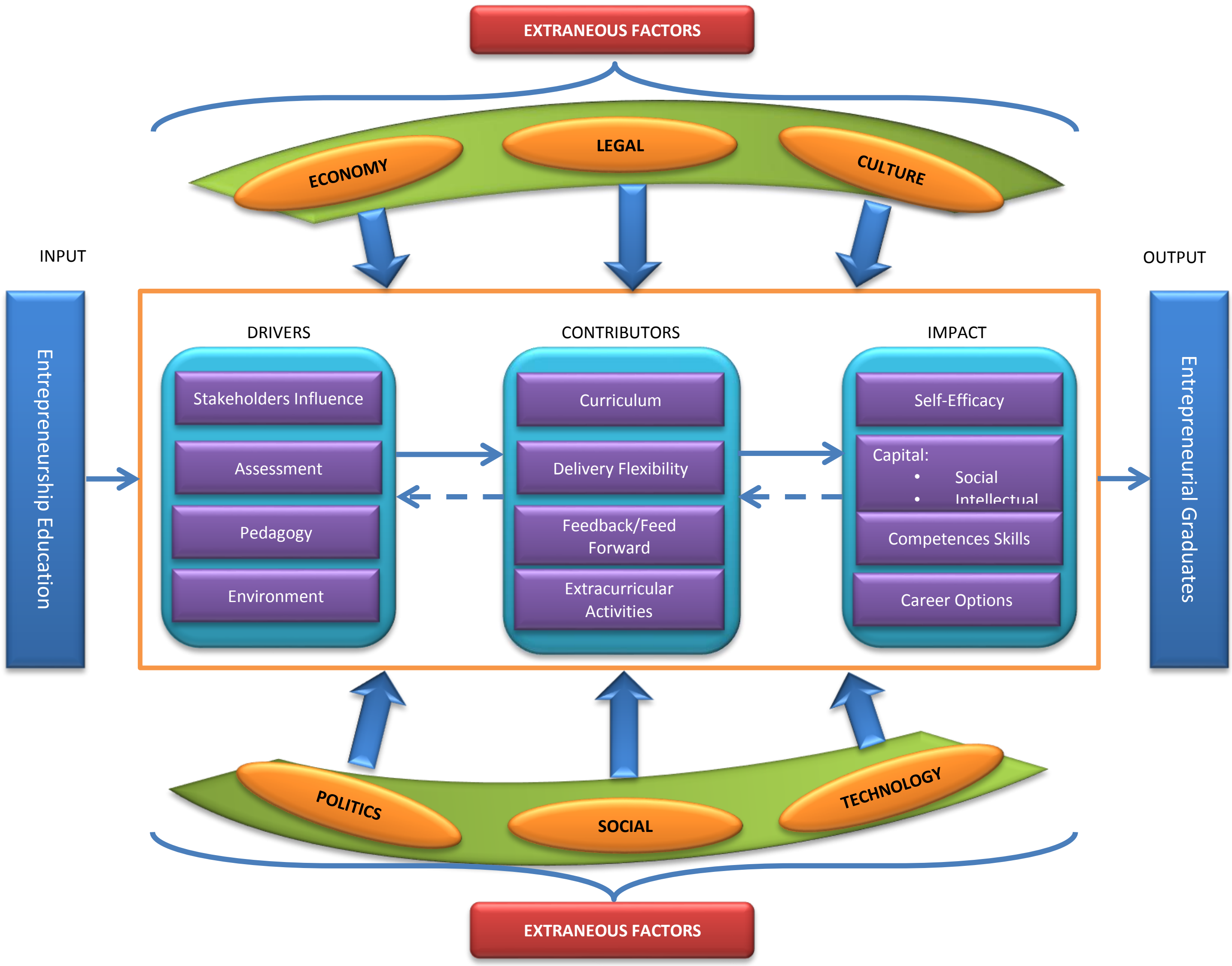

Figure 13: Conceptual framework
Source: Developed by researcher

7.3 Chapter summary

This chapter provides an overview of how the research objectives contributed to the design of the conceptual framework. It also outlines how factors like the evolution of the pedagogy of EE, various stakeholders and the self-efficacy theory all contributed to the designing and eventual development of the conceptual framework. Each factor was thoroughly examined and the chapter covers how each of them contributed immensely to the stage EE has reached today. The combination of all the factors examined above contributed to development of the conceptual framework.

CHAPTER EIGHT: CONCLUSIONS AND IMPLICATIONS

8.1 Introduction

EE in Nigeria and UK has evolved over the years with various government spearheaded policies being implemented both within and outside HEIs; this study sought to compare the impact of EE on developing entrepreneurial graduates in similar HEIs in both countries. The context is about comparing the impact of EE in a developing versus a developed country. The findings of this research provided deeper understanding and further insight into historical, cultural, and contextual influences, course experiences, pedagogy provisions, various perspectives, and outcomes. Following a summary review of methodology and findings, reflections on the strengths and limitations of the study will be explored and ideas for further research will be outlined.

8.2 Summary review

Case study methodology was used to achieve the research aim; six case studies (three in each country) were used to gain knowledge and understanding of the impact of EE on students. Interviews, observations, and document analysis were used to obtain data from stakeholders on EE. A few similarities existed, among which are the increased self-efficacy of students after undergoing EE, students wishing to consider entrepreneurship as a career path, and the evidence that lecturers have a high influence in the design and delivery of EE. There were lots of differences, which cut across institutions. Though, all institutions in this study wanted all their students to adopt entrepreneurial competencies and maybe become entrepreneurs, they approached pedagogy and the structures around delivery differently, due to the differences in institution, management, culture, time, resources available, and policies. Institutions in Nigeria offered EE as a compulsory course with theoretical modules and hands on vocational options, while UK institutions had EE largely embedded in module offerings, with some institutions providing entrepreneurship at degree level. The most important focus of this thesis were the investigation of stakeholder influence, assessment appropriateness, students' expectations and perceptions, and the impact of EE on students.

Key differences were observed in pedagogical methods and students' engagement, with Nigerian HEIs adopting an approach where students were largely dependent on the lecturer for input, with very little room for genuine 'out of the classroom' experiential opportunity. UK HEIs allow for more interactive learning, providing more experiential opportunities for students both within and outside the classroom; students were able to, and allowed to develop their ideas due to the flexible structure provided during course work and the choice of placements. This is an approach that should be explored by Nigerian HEIs.

The standardised curriculum provided by the NUC to Nigerian HEIs allowed for offerings to be easily adopted and HEIs have the flexibility to improve on this. However, most HEI are at the implementation stage, with few working on improvement, and this might be due to the present embryonic state of EE in Nigeria, experience of those to implement, cost of implementation, and human resource. In UK HEIs, the goal of embedding EE provision in all courses and modules seem to be positively viewed by all stakeholders. Students at UK HEIs studying degrees focussed on entrepreneurship wanted more time on experiential opportunities, and a restructure of assessment to view their course as such. UK HEIs seem to have better and developed relationships within the private sector, with some companies sponsoring modules and courses at HEIs. The development of close working and seamless relationship with the private sector should be further developed and encouraged by Nigerian HEIs.

The compulsory vocational approach to a part of EE provision by Nigerian HEIs provides room for practical experience for students to have hands-on experience, and to appreciate teamwork across disciplines. Lecturers involved in EE delivery in Nigerian HEIs are also trained, ensuring standards across the board. In UK HEIs, the embedding of EE, if not properly executed could leave students losing out on opportunities to work with other students in other disciplines. This could be a lost opportunity of having some experiential link to competencies desired. The ability of lecturers' to engage with students in the execution of embedded EE should be done effectively. In line with embedding, the UK HEIs should consider the compulsion of EE to every module and standardisation to ensure students get the benefit of EE.

In terms of the eventual impact of EE, students in both countries confirmed that their self-efficacy had improved, hence showing the positive impact of EE. Fundamentally, students were considering, and some acting on pursuing entrepreneurship as a career route. Nigerian HEIs had some structure in place to support graduating and graduate students who wanted to pursue this route. UK HEIs had more structures in place to support; they also had close ties with relevant stakeholders in the macro environment that students could leverage on to kick start this career path. The need for structures to support eventual graduates with the intention of pursuing EE should be pursued and supported.

8.3 Strengths of the study

This section of the thesis seeks to discuss the strengths of this comparative study. The researcher has spent a large part of my life and the early part of my career in Nigeria, and later on in UK; this afforded the opportunity to bring these experiences of knowing both countries and knowledge of both contexts to bear on this research study. The researcher’s very strong interest in EE and wanting to further understand the research aim, and add to existing knowledge was a driver, but the research was cautious in terms of bias and subjectivity.

The researcher’s view of the world is ideographic, where the environment in which the cases ‘sit’ is impacted on by happenings and events around them. In studying the case, the interpretive paradigm guides because human interaction influences the actions and outcomes of EE in the cases. The approach to identifying and carrying out the comparative study was an output of carefully designed research methodology. The process of interviewing various stakeholders of EE on various questions in line with the research objectives and questions, gave very rich data that aided the qualitative investigation of the study. The comparative study provided the opportunity to draw out similarities and differences between similar institutions and their countries. The opportunity to capture information that could be lost, study and analyse this was an additional strength of the methodology.

From the study, it can be seen that UK currently purses a ‘developed’ model, which has evolved over time across the different institutions studied; EE is largely embedded in the curriculum, and it is also offered as extra-curricular in order to enhance EE in HEIs. This is a path Nigerian institutions may later adopt, with the immense benefit of having a seamless delivery of the curriculum. This will enable every student irrespective of their discipline to develop entrepreneurial competencies. Comparisons across similar HEIs show how those who are less dependent on government funding seem to be at the forefront of new approaches and are innovative in their approach to EE. They seem to have entrepreneurship embedded in the dynamics of the institution; hence it seems to feed into the classroom and the approaches taken.

In carrying out a comparison of similar HEIs across both countries, the findings, its analysis, and discussion were done to ensure the success of the research aim. The data obtained was vast and comparison of similar HEIs in both countries provided room for ease of analysis. During the study, the similarities and differences in the context of the research questions were identified; the strength of the study was being able to identify this across Nigeria and UK. There is no doubt the opportunity to have carried out a within country comparison across institutions for similarities and differences, but it was not an objective of this study.

A lot of similarities came up across HEIs and countries during the comparative study, but the risk of focussing on one to the detriment of the other existed. On the surface, similarities could be picked, but this could be different upon analysis and considering the context. The researcher’s knowledge of both countries and HEIs allowed for ease in identifying these, and in the analysis of findings.

During interviews, recordings were made and notes were taken of the context; this was to prevent misinterpretations of words without putting the context into consideration. Full transcriptions of the interviews were made and analysis done with the software (NVIVO). The process of transcribing helped the researcher in the process of analysis, because important points were highlighted along the process. The researcher was fortunate that all participants spoke English, but needed to be careful in the use of certain words in a certain country to avoid misinterpretation and misrepresentation. International comparative study can be a two way learning medium, through which certain practices or models could be explored in either country. Though EE is still in its embryonic phase in Nigeria, there are a few lessons that could be explored in by UK. The major ones are the making of entrepreneurship compulsory from a pool of vocations from where students could select. The availability of options from vocational trainings from which every student has to pick one is something worth exploring, in addition to current offerings. The logistics of putting all these together, especially the list of vocations, and creating a standardised pedagogy would be a challenge, but it is worth exploring this approach though contextualised to Nigeria.

The strength of this research has been its ability to achieve the set objectives by providing an in-depth look at the defined context and on the impact of EE on entrepreneurial graduates, by considering stakeholder impact, the pedagogy of EE, student expectations and perception, and student capital developed. The developed framework (Figure 13) shows the interrelationship amongst various factors that contribute to developing entrepreneurial graduates.

8.4 Limitations of the study

Though, there are potential pitfalls in carrying out a comparative study across two countries, one a developing and the other a developed country. There is a risk of not having a good understanding of both contexts, and hence this could lead to the wrong assertions during the study and analysis. The study of EE in each country sits within a wider society, with its idiosyncratic intricacies and characteristics; the researcher’s in-depth understanding of both countries and the context of the study was an advantage to embark upon this study

The cases across both countries were HEIs, specifically universities that were engaging with EE to varying degrees and the process of identifying and comparing similar universities was of benefit to achieving the study aim. The researcher’s proximity and understanding of both countries was also an advantage. A limitation that could plague a comparative study is that of inappropriate generalisation. In the study, each case i.e. HEI was carefully looked into in the context of the research objectives, before any comparison was made with the identified and similar HEI. The research design which encapsulates data collection, analysis, and discussion was applied consistently across the cases. Though the analysis, discussion and recommendations identified patterns or at times differences, these are not statements to be treated as alluding to generalisation for all contexts, but they provide deeper understanding in the specific contexts considered.

8.5 Reflection on the study

The initial time spent in studying, seeking access and choosing similar cases across both Nigeria and UK helped in putting together a plan for data collection. Things did not always go as planned due to disappointments in interviewees' promptness in keeping to appointments, mostly due to exigencies beyond their control; this led to rescheduling, travelling back to Nigeria and its attendant costs. Additional trips had to be made due to varying availability of stakeholders within the same institutions both within UK and Nigeria. In Nigeria particularly, due to the 'uniform offering' of EE as directed by the Nigerian Universities Commission (NUC), offerings were to a large extent representative for each segment of the HEIs considered, but due to implementation, depth and culture, differences still existed among HEIs in the study. Universities in UK had different offerings, though HEIs largely pursued the embedding of EE in the curriculum.

The researcher's experience of having been a graduate of HEIs in both countries, having worked in both countries, having had a start-up experience in one of the countries, and the influence of cross-national culture was beneficial to all the phases of the study, and also provided motivation for undertaking and concluding the study. The comparative study across institutions in both Nigeria and UK has enabled the researcher to build upon the experience gained, gained new knowledge and understanding. The researcher's unique interest in EE, its pedagogy and wanting to understand its impacts on graduates, coupled with the above benefits, all placed the researcher at an advantage to undertake this study.

Focussing on this research via case study, and getting to do this through the experiences of others enabled me to see, learn, listen, and to reflect on EE differently. Most importantly, the researcher has come to understand the need for student engagement as key stakeholders, the need to explore the embedding of EE in the curriculum, the need for delivery to be by trained professionals, and the need to ensure that student self-efficacy as an output of EE is sustained, among others.

Finally, the experience of undergoing this research study over the past 4 years has been a mixed bag, but overall it has been fulfilling. The researcher has developed the competencies needed to analyse qualitative data over this period, largely by immersing myself daily into the data. There were times that short breaks and looking at things all over again provided me with a fresh pair of eyes, these providing clarity and insight.

8.6 Further research

This research shows the need for further examination of the key areas highlighted during the study. The importance of EE to entrepreneurial graduates across both countries, and lessons that could be learnt across these show the potential benefit of carrying out such comparative study across countries.

Emerging from this study is the reality of EE being at different stages in both countries, but most especially it provides lessons that could be learnt by both countries such as the compulsory need of EE, the embedding of EE in the curriculum, and the provision of vocations. Research could be carried out comparing countries where these are done currently and what value it has added to graduates. The impact of culture i.e. country and university culture on EE is another interesting area that could be looked into.

Further studies could be: the benefits of the cross fertilisation of ideas from lecturers and students promoted by universities with dedicated centres of entrepreneurship; the benefits of getting lecturers involved in business ventures within institutions and encouraging them to engage with others outside; and the appropriateness and sequencing of the dissemination of information to students to ensure that realistic expectations are set.

Further investigation into assessment tools that will be optimal to enhancing the pedagogy of EE would be useful. The impact of current tools should be sought to understand if the focus of assessment is perceived by students to be purely formative or summative or a balance of both. Students' feedback on the need for more experiential opportunities to enhance EE should be further explored across other countries.

Further research that focuses on the perceptions of students will be vital and useful for the effectiveness of EE, as students are very important as stakeholders, and are the main recipient of EE. The collection of post-graduation experience would be very useful and the monitoring of graduates over their careers would also be useful data for analysis of the benefits and gaps in EE provision. There should be more in-depth study into the impact of EE on developing entrepreneurial graduates across different countries (as this study has done).

Finally, the experience garnered over this period is beyond what the researcher can capture in this thesis. The researcher has learnt a lot about, appreciate more the kindness of others, made new friends, developed more perseverance, discipline and determination. In retrospect, the researcher has had a fulfilling time in experiencing this process and it has left an indelible mark, which will impact on career pursuits and the future.

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APPENDICES

Appendix 1: Questionnaire

The following questions provide a summary of questions asked during the interviews to provide guidance during discussions. They are designed and grouped below with the objectives of this research study as the guiding theme.

- Stakeholders influence in the design and content of entrepreneurship education provision in Nigeria and UK HEIs.

    - ***Lecturers and stakeholders were asked these probing questions*:**

        - Which stakeholders currently contribute to the content of entrepreneurship education in this HEI?
        - How do they contribute?
        - Do you consider stakeholders' involvement in entrepreneurship education necessary?
        - Why do you consider their involvement necessary and if otherwise why not?
        - Which of the stakeholders do you consider most important?
        - Why do you consider them most important?
        - How are stakeholders' contribution to the design and content of entrepreneurship education co-opted and implemented?
        - Do you engage with stakeholders on an on-going basis? How?
        - If yes, how do you sustain engagement with stakeholders on an on-going basis?
        - Can stakeholders' involvement increase the talent pool of potential entrepreneurs?

- Students' expectations and perceptions of entrepreneurship education provision in Nigeria and UK HEIs.

    - ***Lecturers were asked these probing questions*:**

        - Do you gauge students' understanding of what entrepreneurship means prior to the start of the course?
        - Do you agree that entrepreneurship education can make students become entrepreneurs?
        - Do you gauge students' expectations before the course? How?
        - Do you gauge students' perception after the course? How?
        - How are these gauged expectations and perception useful?
        - Are learning outcomes available to students prior to the course?
        - Are misconceptions corrected before /or (and) addressed during the course? If yes, how?
        - Are students given the opportunity to participate in designing entrepreneurship education delivery, assessment?
        - Do you gauge students' opinion on the delivery of entrepreneurship education? If yes, how?
        - If yes, do you consider this useful?
        - Do you consider the lecturer's background important in teaching entrepreneurship education?
        - Do companies recruit from within the program?

    - ***Students were asked these probing questions*:**

        - How will you define entrepreneurship/ who is an entrepreneur?
        - Can entrepreneurship be taught? Or can one be taught to become an entrepreneur?
        - Are entrepreneurs born or made?
        - How did your interest in entrepreneurship start?
        - Are there requirements you met to be enrolled on an entrepreneurship education course/module?

- Were the course/module learning outcomes made available to you prior to the course?
- To date, has the program met your expectations? If yes, how? If no, why?
- What skills do you reckon an entrepreneur needs to have or develop? (e.g. Sales, managing people and creating a new product or service)?
- Do you consider your teacher's background an important factor to enable teaching of entrepreneurship education? Why?
- What are the attributes you consider important for a teacher/facilitator of entrepreneurship education?
- What are your plans after this course?

- Influence and appropriateness of assessment methods used in entrepreneurship education provision in Nigeria and UK HEIs.

  - ***Lecturers were asked these probing questions*:**

- Which assessments do you use for the entrepreneurship education module?
- Which do you consider most productive and constructive?
- Do students understand the assessment criteria of the course?
- Do students get feedback on assessments? How?
- If yes above, do you consider this useful?
- Are stakeholders involved in the design of assessment and actual assessment?
- If yes, how?
- Do you think assessment has a place in facilitating the development of entrepreneurship education? How?
- Do you ask for stakeholders' (students, industry, HEIs) feedback on assessment? How?
- If yes, is this useful?

- ***Students were asked these probing questions:***

  - Do you know the assessment criteria of this course?
  - Do you understand the assessment criteria of this course?
  - Are there aspects you reckon can be assessed differently? Which & why?
  - If yes, how do you think these areas can be assessed differently?
  - Do you get regular feedback on tasks?

- Students' entrepreneurial capital developed during entrepreneurship education in Nigeria and UK HEIs.

  - ***Lecturer were asked these probing questions*:**

  - Do you offer experiential opportunities for students outside the classroom? How? (E.g. student competitions, conferences, simulation, run a business etc.)
  - If yes, do you consider these useful?
  - What do you consider most important in starting a business?
  - Do you consider team work important in entrepreneurship?
  - If yes, how important is teamwork?
  - How important do you consider innovation & creativity in entrepreneurship education?
  - How important is selling and marketing in entrepreneurship education?

- ***Students were asked these probing questions*:**

- Has your self-confidence improved since you started the course? How?
- Are there competencies entrepreneurs need to have?
- Are you developing/have developed these? How?
- What are the 3 most important things you know are required to start a business (list in order of importance)?
- Do you know how to access the above?
- If not mentioned, do you consider finance & contact network important?
- If yes, do you know how to access them?
- Can you identify opportunities in an environment?
- If yes, do you know how to turn these opportunities into a viable product, business?
- How has the university environment helped shaped your thoughts about entrepreneurship?
- How important do you consider team work in entrepreneurship?
- How important is selling and marketing in entrepreneurship education?
- What are some of the important things you have learnt to date from undertaking the entrepreneurship course?
- Have you ever run a business?
- Does any member of your immediate family run a business?
- Are you going to pursue an entrepreneurial career?

Appendix 2: Compare and contrast between emergent themes

RO: 1 - *Investigate the extent to which stakeholders influence the design and content of entrepreneurship education provision in Nigerian and UK HEIs*		
Themes	**UI** **UH**	
	Comparing responses: *Similarities*	*Comparing responses:* *Differences*
Stakeholder's influence on design and content	▪ Stakeholders identified as influencing EE both institutions were largely similar, with UI *having*: the university administration, the National University Commission (NUC), lecturers, students, the private sector (sponsors, companies, mentors, and advisers), government, and religious bodies. ▪ The stakeholders identified as influencing EE in UH are: university administration, lecturers, the private sector, and students. ▪ Students were identified as key stakeholders in both institutions. ▪ Student feedbacks are obtained by both	▪ Stakeholders' approach to the design of EE curriculum and content differs. UI through its stakeholders pursues EE as a stand-alone module; while UH pursue EE as embedded in the curriculum. ▪ Asides embedding, UH offers entrepreneurship as a course at degree level. ▪ EE module is compulsory in UI ▪ Religious bodies play a key role in influencing EE in UI ▪ Regulatory environment differs, with UI have the NUC pursuing compulsion in the

	institution and it forms an important input. ▪ Both engage with private sector and they influence content. ▪ Both institutions acknowledge the role and importance of lecturers in the delivery and design of content to students. ▪ Both institutions engage with and encourage engagement with student societies,	EE module; while in UH, the QAA is encouraging embedding across board.
Entrepreneurial approach and culture	▪ Both institutions have similar traditional sources of income, which are tuition fees, and allocated other government funds. ▪ The culture of entrepreneurship exists in both institutions, evidence by ancillary sources of income outside the main sources above.	▪ The entrepreneurship centre in UI (CEI) is purely for administrative purpose; whereas the entrepreneurship centre in UH (3M Buckley innovation centre) provides administrative, hot desk, research facilities for companies, renting facilities for companies, and encouraging close working relationship between companies in the centre and academic.
Content delivery	▪ Both universities, management, lecturers, external speakers, and students actively influence content delivery. ▪ Delivery of content by both universities is done	▪ Stakeholders in UH actively sought students' expectation prior to lectures which influenced content delivery; and there feedback after which influenced

	mostly via lectures, business plans, set up of a business, and reflective reports.	future approach, content and delivery.
Themes	**TU**	**NU**
Stakeholder's influence on design and content	▪ Both institutions have common stakeholders that influence EE across them; these are the university authority, lecturers and students. TU has others: NUC and the ITF; while NU has: QAA and the private sector. ▪ Students were identified as key stakeholders by both institutions. ▪ Both institutions obtain student feedback.	▪ NU has greater working relationship with the private sector with some sponsoring specific modules in the university.
Entrepreneurial approach and culture	▪ Both institutions get most of their funding from the government and student fees.	▪ TU get additional income from running small businesses run by recruited managers, and NU gets additional funding from charities. ▪ TU ensures every student undergoes vocation training for 4 years on a chosen vocation. ▪ NU has built a mutually beneficial working

		relationship with public, private, charity sectors to benefit its stakeholders particularly the students. ▪ NU pursues a compulsory work placement for every student.
Content delivery	▪ Stakeholders that influence content delivery in TU are: lecturers and facilitators of vocations; while for NU, they are: lecturers, companies sponsoring modules, and organisations where students undergo their compulsory placements. ▪ Delivery in both universities are mostly via lectures, vocations (for TU), and placement (NU).	▪ NU students acknowledged having work place related experience during placement; while TU students had hands on experience on their vocation, but wanted it linked more to industry.
Themes	**CU**	**UB**
Stakeholder's influence on design and content	▪ Both institutions have largely common stakeholders identified and these are: university management, staff, students, parents, guest lecturers, alumni, and entrepreneurial groups. ▪ Both institutions have good working relationship with student bodies.	▪ CU particularly observed that the NUC was an important stakeholder due to its guidance on the design and content of EE. ▪ UB seeks and takes feedback from alumni very serious because they provide useful feedback.

Entrepreneurial approach and culture	▪ Both institutions get their funding mostly from tuition fees and donations. ▪ Both institutions acknowledge the absence of bureaucratic bottlenecks in administration existing in other types of institutions, and hence things get prompt attention and results.	▪ CU gets additional funding from internally generated funds through businesses run by the institution.
Content delivery	▪ Both institutions have similar stakeholders that influence delivery and these are: lecturers, guest lecturers, entrepreneurs, alumni.	▪ UB pursues delivery via embedding, but content delivery is mostly by encouraging the set up and running of actual companies. ▪ CU ensures every student participates in a vocation during their degree program.
RO: 2 - *Explore students' expectations and perceptions of entrepreneurship education provision in Nigerian and UK HEIs*		
Themes	**UI** **UH**	
Student expectation and perception	▪ Student and staff confirmed that the receipt of course outlines prior to the start of the course, and that it helped shape their expectations. ▪ Both institutions obtain student views via module	▪ Individualised expectation are obtained prior to the start of the module in UH, but this was not possible in UI due to class size.

	questionnaires at the end and these are analysed.	▪ Prior to the start of the module, students in UI had no expectations from the module, as they did not know much about entrepreneurship; this is in sharp contrast to those of UH who had expectations of wanting to run a business due to past experience of working and family network.
Student responses on 'definition of an entrepreneur' and can entrepreneurship be taught?	▪ Students from both institutions provided similar key words in their description of an entrepreneur – determination, social, contact, manager, passion, drive, risk, goal, opportunity, result, solution, and profit. ▪ Student from both agreed that entrepreneurship can be taught. ▪ A consensus was also reached that hands-on experience was required, and actual running of a business.	▪ Students from UH in describing entrepreneurship considered social entrepreneurship, but this was not the case with UI students.
Teamwork	▪ Students from both countries and lecturers agreed and stressed the importance of teamwork. ▪ Lecturers in both institution have activities in place to encourage and build team work	▪ Lecturers in UH mentioned advising students going into partnerships to have an agreement in place to address any arising issue.

	competencies. ▪ There was a consensus among lecturers and students in both institutions that teamwork as regards ownership was sensitive. They will rather own businesses alone	
Lecturer's background	▪ Students in both institutions reckon any entrepreneurship lecturer must have had a start-up experience or a work experience; but most preferably a start-up experience. ▪ Lecturers in both institutions did not consider a start-up experience essential. They agreed it was a plus. The passion, work experience and pedagogical experience was considered valuable.	▪ UI pools few lecturers to teach entrepreneurship, whereas in UH, all lecturers teach due to the embedding of EE across all curriculums.
Themes	**TU** **NU**	
Student expectation and perception	▪ Both institutions confirm seeking expectations of students prior and at the end with very few completing questionnaires. ▪ They are analysed with finding taken on. ▪ Student expressed desire to understanding and build entrepreneurial competencies.	

Student responses on 'definition of an entrepreneur' and can entrepreneurship be taught?	▪ Students from both institutions believed entrepreneurship could be taught, with students from TU approaching it from a vocational hands-on point of view. Student from NU hinged the success on the right approach and student's background.	▪ Definition of an entrepreneur for students from TU was purely vocation focussed, while students from NU more broad looking at idea generation and reinvention.
Teamwork	▪ Both institutions encourage team work by students in the design and activities of vocation (TU) and work placement (NU)	▪ Stakeholders in TU expressed the need to go it alone in terms of ownership, while Stakeholders in NU believed partnerships with the right person or people is okay.
Lecturer's background	▪ Students in both institutions expressed the preference for EE lecturers with a relevant experience background in vocations or start-up businesses.	
Themes	**CU** **UB**	
Student expectation and perception	▪ Both institutions obtain student expectations and it informs content and delivery. ▪ Both institutions obtain student perception via questionnaires at the end of a module. ▪ At the start, students in both institutions wanted	▪ Student expectations in CU are analysed by the lecturers; whereas UB employees the use of an external consultant to obtain, analyse and feedback. UB also works with student groups.

	understanding, experience and knowledge in EE.	▪ UB particularly mentioned seeking and analysing opinion of graduates due to unbiased comments. ▪ For CU students, at the end, they wanted more hand-on experience and industrial attachment, while those of UB wanted more time allocated to running their businesses.
Student responses on ‘definition of an entrepreneur’ and can entrepreneurship be taught?	▪ Students in both institutions had a general view on defining an entrepreneur someone with the ability to independently or as part of team identify opportunities, take risk, find solutions, work hard, and be passionate. ▪ Responses from both universities are that entrepreneurship can be taught.	▪ Students in CU said some people have innate abilities that are further nurtured by EE; while those in UB expressed the need for passion and determination.
Teamwork	▪ Stakeholders of both institutions acknowledged the importance of teamwork and that it is encouraged in every part of the curriculum. ▪ Students acknowledged participating in activities that encouraged teamwork and also providing them with opportunities to build teams.	

Lecturer's background	▪ Students in both institutions expressed preference for lecturers who have experience, for CU, those who have experience related to the vocations, and for UB, those who have start-up experience, but mostly passion. ▪ Both institutions bring in visiting lecturers, subject experts, and entrepreneurs to cover specific sessions.	
<u>RO: 3</u> - *Examine the influence and appropriateness of assessment methods used in entrepreneurship education provision in Nigerian and UK HEIs*		
Themes	**UI** **UH**	
Assessment types	▪ Stakeholders in both institutions acknowledge the importance and use of assessment to foster learning.	▪ In UI, EE was assessed via 20% examination, 40% business understudy, and 40% writing a business plan. ▪ In UH, EE has been embedded in modules and courses, where most assessment is via examination, essays and coursework.
Feedback	▪ Stakeholders also provide students with feedback and this was acknowledged by students. It was	

	noted these were timely.	
Themes	**TU**	**NU**
Assessment types	▪ Stakeholders acknowledged the importance of assessment to encourage learning and also for summative assessment.	▪ In TU, assessment of EE module split as 60% for practical vocations and 40% for examination. ▪ In NU, EE assessment is split as 30% for presentation and 70% for portfolio of tasks.
Feedback	▪ Stakeholders in both institutions provide feedback and recognised its importance in learning.	▪ Students in NU got feedback from employers which enabled them develop professionally.
Themes	**CU**	**UB**
Assessment types	▪ Stakeholders in both institutions acknowledge the importance of assessment to encourage learning.	▪ In CU, assessment used and their weightings are: 40% for practical work and 60% for examination. ▪ In UB, 30% is for venture creation and presentation, and 70% is for examination. ▪ UB use peer assessment and entrepreneurs in the assessment of pitches by students.

		▪ Students in UB will like to weightings above changed to 50% venture creation and 50% examination.
Feedback	▪ Stakeholders in both institutions acknowledge the importance of feedback. The lecturers have an open door policy, hence providing students with unfettered access for clarifications. They also provide prompt feedback to students on work.	
<u>RO: 4</u> - *Assess the impact of entrepreneurship education upon developing students' entrepreneurial capital in Nigeria and UK HEIs*		
Themes	**UI** **UH**	
Innovation and creativity	▪ The stakeholders of both institutions acknowledged and importance of innovation and creativity, and that effort are made continually to encourage it.	▪ UH has a centre that houses research equipment, provides hot desks, and promotes collaboration between it and companies. ▪ UH also pursues embedding innovation and creativity into the curriculum. ▪ UI centre is more administrative, though it encourages innovation and creativity in its pedagogy.

Self-efficacy	▪ Students in both institutions acknowledged improved self-confidence. They attributed this to improved knowledge, self-awareness, and networking skills. These were acknowledged by Lecturers.	
Career route	▪ Students of both institution considered entrepreneurship, especially starting up a company a step they were already pursing or could pursue in the not too distant future.	
Themes	**TU** **NU**	
Innovation and creativity	▪ Stakeholders in both institutions acknowledge the importance of innovation and creativity.	▪ TU encourage students in the choice of vocations to be cross disciplinary. ▪ NU students are also encouraged via various activities, simulations they participate in. The ethos of pursuing sustainability is also encouraged.
Self-efficacy	▪ Students in both institutions acknowledge improved self-confidence. They attributed this to the experience, knowledge and exposure provided as a result of EE.	▪ Students in TU expressed confidence in taking their vocations to the next level and they believed knowledge gained could be applied. However, the students from NU

		felt they would be more intrapreneurial as a result of placement opportunity and EE related courses undertaken.
Career route	▪ Students in both institutions will consider entrepreneurship as a career route; with those from TU seeking to pursue along the lines of their vocation, while those from NU seeking to work within firms and using their entrepreneurial competencies.	▪ TU students will be taking their vocations to the next level as businesses, while students for NU will be looking for jobs in companies and seeking to use their skills.
Themes	**CU UB**	
Innovation and creativity	▪ Both institutions acknowledge the importance of innovations and creativity, and put in place activities within the curriculum to encourage this. They stressed this as the bedrock of entrepreneurship.	
Self-efficacy	▪ Students in both institutions acknowledge their self-confidence had improved greatly after EE. They attributed this to knowledge and experiential opportunities provided them.	
Career route	▪ Student in both institutions plan to pursue	

	entrepreneurial routes by starting up businesses shortly after graduation.	