

Entrepreneurship Education and Graduate Employment in Nasarawa State

Danjuma Nungala Usman
*Federal University Wukari, Department of Business Administration,
Taraba State, Nigeria*

chichidanjuma86@gmail.com

Pius-Shaun Warlimont

Tyron Tegwen Warlimont

Mzansi Youth Leadership Academy NPO/NGO, South Africa

pswarlimont@gmail.com

perkussin@gmail.com

Abstract

The study aimed to analyze the relationship between entrepreneurship education and graduate employment in Nasarawa State, addressing rising unemployment among graduates despite entrepreneurship education being part of their curriculum. A sample size of 120 was used, and data analysis was conducted using multiple regression techniques. The study found that the entrepreneurship curriculum and educator's competency significantly influence graduate business start-ups. The content of the curriculum and educators' competence are essential for driving graduate business start-ups. The study also highlighted the importance of entrepreneurship education proxies in enhancing the growth and development of skills and experiences of educators in universities. However, some educators lack the necessary skills for efficient entrepreneurship course delivery. The study recommends that curriculum content should be more practical and educators should be adequately trained.

Key words: entrepreneurship, education, graduate employment, curriculum content, educators competence

J.E.L. classification: M00, M10

1. Introduction

Despite the natural and human resource endowment in the country, the unemployment rate in Nigeria has been on the persistent increase. This situation is a prolonged global phenomenon as it is not just peculiar to Nigeria alone. It has been therefore observed that several nations where many graduates remain unemployed after years of graduation (Twumasi, 2013). To confront this menace of growing unemployed graduate, stakeholders and policy makers in advanced countries such as Germany, England, USA, advocated that there is need for refocus towards skills and vocational training to ensure a good transition in jobs particularly for university graduates. This specifically is because education has been observed to be indispensable as it relates to societal development. This is because of poverty reduction. Wealth orientation of value can be achieved via a system of education that is efficient in providing contemporary skills, capacities, values and knowledge in people (Agi & Yellow, 2013).

It has been observed that university education is a mechanism which is used to impact knowledge on the people and develop the human capital around the globe, therefore examining the important role held by the university to the development of human resources. It is the aim of entrepreneurship education in higher institutions to impact entrepreneurial attitudes and skills in the students to inspire their entrepreneurial intention or consideration of career wise focus of the subject matter (Middleton,

2010). University graduates who are seeking office jobs have continuously increased despite entrepreneurial education introduction into the school system.

However, a positive effect has been observed from studies conducted (by Adeboye & Kolawale, 2013) on entrepreneurial intentions of students in the university. This therefore implies that Nigerian university student development of entrepreneurial intention is certainly doubted. It is suggested, therefore, that Nigerian educational students have not been able to find a way to translate their entrepreneurial intention into entrepreneurial aspirations and goal achievements after graduation. At this point, it needs to be stated that learning orientation is the foundation of skills and knowledge initiatives. Putting the students in the country under consideration it will be observed that they have always found it difficult to transform their entrepreneurial intentions into a realizable business venture. This therefore means that the introduction of entrepreneurship education may not sufficiently motivate the student's orientation of learning.

Entrepreneurship education, particularly, is regarded as a concerted effort made in order to stimulate the critical thinking capacity of the students so as to generate creative and innovative ideas (Sadeghi, Mohammaqdi, Nosrati & Malekan, 2013). It is observed that prominent researchers such as (Adebayo & Kolawale, 2014) have Suggested a revision of the curriculum of entrepreneurship in the universities in Nigeria so as to bridge the gap between the theoretical part and the practical part of entrepreneurship. However, there is need to determine if the curriculum content stimulates the critical thoughts of the students and generates business ideas in the universities. More so, the fundamental objective of entrepreneurship education is to 'trigger' the interest of the individual and inspire entrepreneurial action; the methods of teaching in entrepreneurship Education should try-outs through business start-ups within the university in an organized environment (Ahmad, Baharu & Rahma, 2004). Research study carried out by Arasti, Falavajani & Imanpour (2012) have observed that the method of teaching in entrepreneurship and the appropriateness level for the need of entrepreneurial graduates. Nevertheless, there is a paucity of research which is connected to the method of education in entrepreneurship, also its effect on the student's interest in the Nigerian context.

The rate of competence of the entrepreneurship education instructor is of great importance with regards to the development of the needed skills in entrepreneurship (Hyti, 2004). Therefore, this means that the instructor's competence cannot be over emphasized.

i) This is specifically because the experiences and the skills are needed to impact meaningfully on the students. The main objective of this study is to analyses the relationship between entrepreneurship education and graduate employment in Nasarawa State.

ii) To ascertain the relationship between entrepreneurship curriculum contents and graduate business start-up.

To determine the relationship between educator's competence and graduate business start-up.

The following Hypotheses were stated in null form in this study.

H0₁: *Entrepreneurship curriculum contents have no significant influence-on graduate business start-up.*

H0₂: *Educator's competence has no significant influence on graduate business start-up*

2. Literature review

Entrepreneurship education entrepreneurship. This concept was defined by Fayolle & Gaily (2004) as the pedagogical program which is concerned with impacting entrepreneurial qualities on the students. Entrepreneurship was defined by Ooi & Meyer (2011) as the lectures, program and curriculum that is built to impact students with needed skills, competence, and knowledge, geared towards entrepreneurial career pursuit Ejere and Tende (2012) supported this view as they were of the opinion that the possession of needed skills, expertise and knowledge as it relates to the entrepreneurial process is important for a business start-up to be successful. Entrepreneurs are believed to possess certain traits which arise as a genetic inheritance, this however has been disputed based on the belief that everybody possess the ability to become an entrepreneur through the right educational process (Gelard & Saleh, 2011).

Entrepreneurship education has been mostly defined to accept the idea that the main goal in entrepreneurship education is inculcating needed skills in the student which are expected to manifest in their behavior and actions (Blenker, Dresisler, Faergemann & Kjedsen, 2008). Competence, information and skill are the key words that have been observed to be closely related to education conceptually. Therefore, to comprehensively define entrepreneurship education, information and skill are most needed as outcome of the process Albert et al (2004), define entrepreneurship educational as the formal structured communication of entrepreneurial competencies, and it includes mental awareness and skills that are adopted by individuals in the act of expressing their entrepreneurial behavior and actions. Solomon (2007) suggested that the main components of entrepreneurship education include educators' competence and the curriculum content. Briefly these components are examined with regards to entrepreneurship education in this study.

Entrepreneurship curriculum. Entrepreneurship curriculum is an experience which is dynamic and carefully planned, including being connected to the building of entrepreneurial learners (Gafar, and Martin, 2013). Ornsetein and Hunkins (2004) opined that new curriculum success largely depends on perception of the student's need by the people who are directly involved in the curriculum development. Entrepreneurship education is mostly connected to everything which is related to learners in school, which is also related to entrepreneurial capacities and skills development (Abiodun, 2005). They equally describe an entrepreneurship curriculum as a structured mechanism that is adopted for entrepreneurial culture reproduction with emphasis on guided independent thinking and entrepreneurship development. Information is contained in the curriculum of entrepreneurship which is related to the way the students can identify and shape an opportunity. Develop plans of operation, assess the concept of the business fund the ventures and launch the ventures and grow new ventures (Solomon, 2007).

Entrepreneurship educator's. Ahmad et al (2004) described an entrepreneurship educator as one with a novel role and task to lead and provide guidance for their students. (Shulman & Shulman, 2004) argued that entrepreneurship educators must have an unbiased disposition and orientation especially with respect to the ways in which students and other stakeholders ought to be engaged in entrepreneurship education. According to (Aratasi et al. 2012), to be an entrepreneurial teacher means that you are expected to be flexible and with respect, to push the limits, to define an entrepreneurship educator as one who can be accommodating and open to new ideas, who has vision, thinks critically and laterally about every issues.

Graduate employment in Nigeria. At different dispensations and at various levels. The government of Nigeria has tried to curb the growing rate of unemployment via the introduction of several programs of intervention. Which are mostly targeted at entrepreneurship development in Nigeria. Some of these intervention programs are the National Directorates of Employment (NDE) which was established in 1986 and was focused on the acquisition of skills. Another was established in 2001, it was known as the National Poverty Eradication Programs (NAPEP). This was the adoption of the simple random sampling technique. The findings of the research shows that the university plays a role in the promotion of Entrepreneurship curriculum content. Entrepreneurship curriculum content has a significant impact on the student's inclination towards entrepreneurship. The researcher tried to justify his findings, but the findings are not carried out in Nigeria because the data is collected in Malaysia and so 181 total population was used due to there size of population, and we have a larger population in Nigeria than Malaysia, established to tackle issues of poverty through vocational training programs and employment creation in automobile industry (Odeh & Okoye, 2014).

There are other recent intervention programs which are initiated by the government, these include the Subsidy Reinvestment and Empowerment Programs (SUREP), and this was created in 2012, another is the Graduate Internship Scheme (GIS), and this was charged with the responsibility of creating opportunities for graduates in Nigeria to be attached to organizations for their mentorship and training for one year period (Asaju et al 2014). These and several other intervention programs were created by the government to provide employment opportunities to the university graduates to acquire the required skills needed for entrepreneurial ventures (Agbim & Owocho, 2013).

Entrepreneurship curriculum and business start-ups. The students 'critical thinking' should be stimulated by the content of the entrepreneurship curriculum, it also generates motivation of feasible and viable ideas. This was supported by the study of Olokundun (2017), by examining the effects of entrepreneurship educator's and the competence on university student's commitment to

business plan writing in Nigeria, a sequential exploratory mixed method was employed, a descriptive cross sectional survey design as a data collection method of a total of 600 students from four selected universities was used. The result of the findings shows the experience and skill of an entrepreneurship educator's impacts on learning, particularly in writing feasibility and viable business plans, students' commitment curriculum significantly impacts students critical thinking and generation of business ideas. The researcher has done good work, except that the researcher used a sample size of 600 which is too small for the study carried out in four selected universities in Nigeria due to the large number of universities we have in Nigeria. Mahajar and Yunus (2012), carried out a study on the inclination towards entrepreneurship among students in university of Malaysia. The study adopted a total population of 181 and respondents were collected through Educator Competence and Business Start-ups. The commitment of students can be motivated by a competent entrepreneurship educator through entrepreneurial related learning with regards to the writing of a business plan, this study was supported by Olodunkun (et al., 2017) who carried out a study on Perceptions of students on entrepreneurship curriculum contents and Open-mindedness; Implications for Business Ideas Generation of Nigerian University Students.

A descriptive survey design, with a sample size of 600 was used, the findings of this study show the educators competence has significant impact on students' commitment to learning and business plan writing. The study was well written except that the researcher used four selected universities which is too small to be used due to the large number of universities we have in Nigeria, and just 10 out of the 600 population were entrepreneurship educator's, at least with a larger sample of entrepreneurship educators there will be more positive relationship between the educator's and commitment to learning and business plan writing.

Human capital entrepreneurship theory: Becker (1975) postulated the theory of human capital and its premises was driven basically around two factors, these are experience and education. According to the theory knowledge obtained through experience and education is a resource that is shared among individuals, which provides the basis for the understanding of the differences between opportunity identification and exploitation (Shane & Vankataraman, 2000). It was affirmed that the factor of human capital has a positive effect on the development of nascent entrepreneurs. This therefore implies that a foundation is created by the human capital theory of entrepreneurship which is regarding entrepreneurial development, and it is observed to be highly relevant to entrepreneurial education (Chandler & Hanks. 1998). With regards to the study content, Shane & Vankataramnan (2013) argued that the factors of human capital are observed to be salient to the idea generation. This also includes the recognition of opportunities and the planning of business.

Constructivism learning theory. Jean Piaget (1980) founded Constructivism learning theory bases its principles on aiding learning rather than controlling Learning This is especially relevant where the learning outcome is not predictable, which is potentially the case with entrepreneurship education, in the teachings of entrepreneurship, students develop a level of insight and confidence from practicing methods for navigating unknown territories and from experiencing success and failure as in the real world, Entrepreneurship education allows for constructivists methodologies, given the innovative and active nature of entrepreneurship, where students engage as active agents in the learning process, requiring them to do and reflect upon meaningful learning activities.

Nwuba & Yayock (2013) hypothesized that learning occurs when an individual has insight that shows a relationship between two distinct components of a larger system or problem. Thus, as Pounder (2016) suggests the constructivist approach needs a special learning environment that must be created by the teacher, who doesn't govern of the student's learning process, but more so supports and facilitates learning from a student's centered point of view. From an entrepreneurial perspective this encourages a speculative approach to new venture development as high risks are involved at this stage, but the entrepreneur must be trained to spot and handle these opportunities as they arise.

3. Research methodology

This study adopted the descriptive research method to collect opinion of educators and students on the extent to which participation in entrepreneurship education influences graduate employment in Nasarawa State. This research design was appropriate because it described the current practices as it relates to the subject matter. The population of the study consists of all HND graduated students

of Federal Polytechnic Nasarawa State, that had both practical and classroom taught entrepreneurship courses from 2017-2018. The choice of this year is because the author wanted to limit the study to students who still have fresh knowledge of the course and would soon be leaving the academic system. Therefore, the study population size is given as one thousand two hundred (1.200) students and educators as obtained from the field study of this research based on the information provided by the student affairs department of the polytechnic. To determine the sample size, the study relied on (Neville formula 2000) who concludes that the sample size for a study should not be less than 10% of the population size for a large sample, as it is sufficient to give a true picture of the study. Therefore 10% of the population was calculated thus:

$$N = 10 \times \frac{1200}{100} = 120$$

Therefore, a sample size of 120 students was used to represent the study population as computed above. This study employed purposive sampling techniques; Primary source of data was adopted for this work. Method of collection was through a questionnaire survey. The instrument was a 5-scale item designed using a five-point Likert scale for measuring the constructs. A subjective approach was used that allowed for self-designed questionnaire to determine the suitability of this instrument for this study, the researcher adopted a content validity to measure validity. This is because content validity allows for evaluating subjectively measure of how appropriate the items seem to various reviewers with some knowledge of the subject matter. Further, the study carried out a reliability analysis which was confirmed reliable given the Cronbach values above the 0.70 threshold suggested by (Creswell 2003) as indicated below:

Table no. 1

Variable	Cronbach alpha	No of items
Curriculum Content	0.78	5
Educators' Competency	0.74	5
Business start-up	0.82	5

Source: SPSS

Taking inferences from literatures, the model specifications here are formulated to test the two hypotheses and they are as follows:

$$Y = \beta_1 ECC + \beta_2 EEC + Er$$

Where: Y = Graduate business start-up

BECC = entrepreneurship Curriculum content

EEC = entrepreneurship Educators' competence

Er = Error term

4. Results and discussion

One hundred and twenty questionnaires were shared. A total of (100) 84% of the respondents filled in and returned the questionnaire while 3 (6%) of the respondents did not return and 12 (10%) were not properly filled. Given that 84% of the respondents are a high percentage, all analysis was now carried out with the instruments of the 100 respondents.

The hypothesis stated earlier was restated in both the alternate and null form. Multiple regression technique using SPSS was used for analysis of the data. The P value from the analysis formed a basis for acceptance or rejection of the hypothesis. Therefore, if (P>0.05) accept null hypothesis else reject. Below is the result of the analysis and the restated hypothesis. The study checked for the major assumptions of multiple regression. The result showed that the assumptions were fulfilled, therefore. Multiple regression analysis can be conducted. The durbin Watson shows no autocorrelation, homoiconicity and multicollinearity were fulfilled with the tolerance and variance inflation factor.

Table no. 2 Coefficients Entrepreneurship Education and Graduate business start-up

Model	Unstandardized Coefficients B	Standardized Coefficients Std	Error	Beta	T	Sig
(Constant)	6.659				1.510	.000
Curriculum Content		.354	.100	.397 3	.548	.001
Educators Competence	.336	.112		.337	3.014	.003

- a. Dependent Variable: Business start-up
- b. The above tables result for multiple regressions on entrepreneurship education influence on business start.

The above showed that there is a high and positive relationship ($R=.688$) between the independent variable (entrepreneurship education) and the dependent variable (business start-up). Further, the R-squared value of 0.473 indicates that entrepreneurship education explains 47.3% of the total variance in graduate employment in Nasarawa State. The analysis of variance result indicates that the model is fit given the t-test (43.513, $p=.000$) indicating a statistically level of significance as $p<0.05$. This implies that entrepreneurship education has significant influence on graduate business start-up in Nasarawa State. The regression line $GBS = 6.659 + 0.354ECC + 0.336EEC$ indicates that the business start-up in Nasarawa State improves by 6.659% for every 1% increase or decrease in the independent variables (curriculum content and educators' competence). The standardized beta coefficient provides that curriculum content and contributes 39.7% to graduate business start-up in Nasarawa State. This has the most influence on graduate business start-up.

H0₁: *Entrepreneurship curriculum contents have no significant influence on graduate business start-ups.* The result showed that curriculum content has significant influence on graduate business startups as the p-value is less than 0.05 and the t-value is (3.548) above 1.96. The result shows that the null hypothesis is rejected, and the alternate is accepted. This finding agrees with the views of (Olokundun et al, 2017) shows that entrepreneurship learning modules significantly impact student's deep knowledge on how to create business ideals and generation, similarly the result is consistent with the finding of Mahajar &Yunus (2012) revealed that entrepreneurship curriculum content has significant impact on the student's inclination towards business enterprise

H0₂: *Educator's competency has no significant influence on graduate business start-ups.* The result showed that educator's competency has significant influence on graduate business start-up. The result showed the p-value is 0.05 and the t-value (3.014) above 1.96. This implies that the alternate hypothesis is accepted which means that educator's competency has significant influence on business start-up. The result confirms the study of Olodunkun (2017) opined that educator's competence has significant impact on students' commitment to learning and business plan writing

5. Conclusions and recommendations

This study concludes that the contents of the curriculum and educator's competence is essential to drive graduate business start-up. The study revealed that proxies of entrepreneurship education adopted in the study are vital towards enhancing the growth and development of skills and experiences of educator in the Universities who are expected to inspire the students to write and build business plans, some of the educator's, however, do not possess the needed skills on contemporary approaches for efficient entrepreneurship courses delivery. The study recommends the following:

1. Brainstorming and Critical thinking extensive coverage is needed in the curriculum of entrepreneurship in the Universities in Nigeria to motivate the business generating ideas.
2. Skills and experience utilization should be ensured by the educator to properly motivate the students to show more commitment in entrepreneurial learning, creating new ideas and developing the ideas into business.

There is need for further study and research using a larger sample size and mixed methodology to have a more representative response

6. References

- Adebayo, O., Kolawole, J.A., 2013. The Historical Background of Entrepreneurial Development in Nigeria: Its Gains, Shortcomings and Needful. *Journal of Emerging Trends in Economics and Management Sciences*, 4(5): 493-500
- Agbim, K., Oriarewo, G.O, Owutuamor, Z., 2013. An Exploratory Study of the Entrepreneurial leadership Capacities of Entrepreneurs in Anambra State. *Research Journal of Business Management* 2(9): 68-75
- Agi, U.K., Yellowe, N.A., 2013. Management Strategies for Regenerating Secondary Education for National Development and Self-Reliance. *Journal of Teacher Perspective*, 7(2): 1-12.
- Ahmad, S.H.F, Baharun, R, Rahman, S.H.A., 2004. *Impact of Entrepreneurship Education on the Entrepreneurial Intention of students in Technical and Vocational Education and Training Institutions TVET in Malaysia*. Faculty of Management and Human Resource Development, Skudai, Johor. (Unpublished). University of Technology Malaysia Institutional Repository. [online] Available at: <https://www.semanticscholar.org/paper/Impact-of-Entrepreneurship-Education-on-the-of-in-Ibrahim-Bakar/>
- Aja-Okorie, U., Adali, O, 2013. Achieving Youth Empowerment through Repositioning Entrepreneurial Education in Nigerian Universities: Problems and Prospects. *European Scientific Journal*, 3(9): 2-8.
- Alberti, F., Sciascia, S., Poli, A., 2004. Entrepreneurship Education: Notes on an Ongoing Debate. In: *14th AnnualIntEnt Conference*, Italy, July 4-7.
- Arasti, Z., Falavarjani, M.K., Imanipour, N., 2012. A Study of Teaching Methods in Entrepreneurship Education for Graduate Students. *Higher Education Studies* 2(1) <https://doi.org/10.5539/hes.v2n1p2>
- Blenker, P., Dreisler, P., Faergemann, H. M, Kjeldsen, J., 2008. A Framework for Developing Entrepreneurship Education in a University Context. *International Journal Of Entrepreneurship and Small Business* 5(1): 45-63 <https://doi.org/10.1504/IJESB.2008.015953>
- Bobbitt, F., 1941. *The Curriculum of Modern Education*. New York: McGraw-Hill.
- Chandler, G.N., Hanks, S.H., 1998. An Examination of the Substitutability of Founders Human and Financial Capital in Emerging Business Ventures. *Journal of Business Venturing*, 13(5): 353-369 [https://doi.org/10.1016/S0883-9026\(97\)00034-7](https://doi.org/10.1016/S0883-9026(97)00034-7)
- Ejere. E.S.L., Tende, S.B.A., 2012. Entrepreneurship and New Venture Creation. In E. Chuta (Ed.). *Small Enterprises and Entrepreneurship Development Dakar*. Amalion Publishing.
- Fayolle, A., Gailly, B., 2004. *Using the Theory of Planned Behaviour to Assess Entrepreneurship Teaching Program: A First Experimentation*. 14th Annual International Entrepreneurship Conference, University of Napoli. Italy. [online] Available at: https://www.researchgate.net/publication/228752441_Using_the_Theory_of_Planned_Behaviour_to_Assess_Entrepreneurship_Teaching_Programs_A_First_Experimentation
- Gelard, P., Saleh. K.E., 2011. Impact of Some Contextual Factors on Entrepreneurial Intention of University Students. *African Journal of Business Management*, 5(26) <https://doi.org/10.5897/AJBM10.891>
- Hytti, U., O’Gorman, C., 2004. What Is “Enterprise Educations”? An Analysis of the Objectives and Methods of Enterprise Education Programmes in Four European Countries. *Education and Training*, 46: 11-23. <https://doi.org/10.1108/00400910410518188>
- Kayode, A., Arome, S., Anyio, S.F., 2014. The Rising Rate of Unemployment in Nigeria: the socio-economic and Political Implications. *Global Business and Economics Research Journal*, 3 (1): 68 – x
- Mahajar, A.J., Yunus, J.M., Yunus, N.K.Y., Yunus, Hashim, Z., 2012. Inclination towards entrepreneurship amongst Management students - an empirical study. *International Business Education Journal*, 5(1): 79-86
- Middleton, K.L.W., 2010. *Developing Entrepreneurial Behavior: Facilitating Nascent Entrepreneurship at the University*. A Thesis submitted to the Division of Management of Organizational Renewal and Entrepreneurship, Department of Technology Management and Economics, Chalmers University of Technology, Gothenburg, Sweden.
- Odeh, M.A., Okoye, C.O., 2014. Poverty Reduction Policy and Youth Unemployment in Nigeria. *Public Policy and Administrative Research*, 3(4): 92-103.
- Ogundele, M.O., Sofoluwe, A.O., Kayode, D.J., 2012. Integrating Entrepreneurship Skills Acquisition into the National Youths Service Corps (Nysc) Programs in Nigeria. *Journal of Entrepreneurship and Management*, 1(3): 24-28.

- Oguntimehin, Y.A., Olaniran, O.O., 2005. Relationship between Entrepreneurship education and student's entrepreneurial intention in Ogun state owned university. *Nigerian Journal of Curriculum Studies*, 18-23. [online] Available at: <https://ejournals.org/bje/vol-5-issue-3-march-2017/relationship-entrepreneurship-education-students-entrepreneurial-intentions-ogun-state-owned-universities-nigeria/>
- Olokundun, M., Peter, F., Amaihian, A., 2017. Entrepreneurship Educator's Competence on University Students' commitment to learning and business plan writing. *Academy of Strategic Management Journal*, 16(2)
- Olokundun et al., 2017. Perception of Students on Entrepreneurship Curriculum Contents and Open-mindedness: Implication for Business Ideas Generation of Nigerian University Students. *Academy of Entrepreneurship Journal*, 23(2):1-10
- Onwuka, U., 1981. *Curriculum development for Africa*. Onitsha: Africana Publishers.
- Ooi, Y.K., Selvarajah, C., Meyer, D., 2011. Inclination towards entrepreneurship among university students: An empirical study of Malaysian university students. *International Journal of Business and Social Science*, Vol. 2 No. 4: 206-220.
- Ornstein A.C., Hunkins. F.P., 2004. *Curriculum Foundations, Principle and Issues*, 3rd ed. Boston: Ally and Bacon.
- Piaget, J., 1980. *Constructivism Learning Theory Bases its Principles on Aiding Learning*. [online] Available at: [https://en.wikipedia.org/wiki/Constructivism_\(philosophy_of_education\)](https://en.wikipedia.org/wiki/Constructivism_(philosophy_of_education))
- Pounder, P.A., 2016. *Entrepreneurship Education in the Caribbean: Learning and Teaching Tools*. University of the West Indies Barbados. <https://doi.org/10.26522/brocked.v26i1.437>
- Sadeghi, M., Mohammadi, M., Nosrati, M., Malekian, K., 2013. The Role of Entrepreneurial Environments in University Students Entrepreneurial Intention. *World Applied Programming*, 3(8): 361-366.
- Shane, S., Venkataraman, S., 2013. The Promises of Entrepreneurship as a field Study. In: Cuervo, Á., Ribeiro, D., Roig, S. (eds). *Entrepreneurship*. Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-540-48543-8_8
- Shulman, L.S., Shulman, J.H., 2004. How and What Teachers Learn: A Shifting Perspective. *Journal of Curriculum Studies*, 36: 257-271. <https://doi.org/10.1080/0022027032000148298>
- Solomon, G., 2007. An examination of entrepreneurship education in the United States. *Journal of Small Business and Enterprise Development*, 14(2): 168-182. <https://doi.org/10.1108/14626000710746637>
- Twumasi, I.K., 2013. *The Challenges of Youth Unemployment to the Church in Ghana: Response of the Methodist Church Kumasi Circuit and Church of God Palasi*. Department of Religious Studies College of Arts and Social Sciences. Faculty of Social Sciences, Kwame Nkrumah University of Science and Technology, University of Malaysia. [online] Available at: <https://ir.knust.edu.gh/server/api/core/bitstreams/aad1abbb-b902-421b-b4cf-95b605b81daf/content>