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Exploring the Impact of Entrepreneurship Education Program on Current Graduate Entrepreneurs

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Walden University

College of Social and Behavioral Sciences

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Ruth Oluwatoyosi Abioye

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Walden University

2020

Abstract

Exploring the Impact of Entrepreneurship Education Program on Current Graduate

Entrepreneurs

by

Ruth Oluwatoyosi Abioye

BA, University of Leicester, 2013

LLM, Nottingham Trent University, 2015

Dissertation Submitted in Partial Fulfilment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy & Administration

Walden University

April 2020

Abstract

Nigeria produces up to 500,000 graduates from multiple disciplines every year from its educational institutions however, most of these graduates fail to possess the 21st Century skills and competencies that are required to be effective in the workforce and are therefore considered unemployable. The current general qualitative study employed the theory of planned behaviour and the theory of social construction in order to examine the role of entrepreneurship education and its impact on the graduates in the country. Semi structured interviews were conducted with a purposeful sample of 15 recent graduates from Covenant University's entrepreneurship education programs and who are current entrepreneurs. Key findings of the study provided evidence to support the notion that the entrepreneurship education impacted students' knowledge on entrepreneurship, but the program failed to be efficiently practical for graduates on their entrepreneurship journeys. This study helped to understand the impact of these programs, which may provide the policy awareness needed to restructure or create a new policy that aids the development of Nigerian youths independently and economically.

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Dedication

I dedicate this doctoral program to God Almighty. I dedicate my dissertation to my family – my parents, Bishop and Pastor (Mrs) Abioye for their exemplary lifestyle, for financial and timely support throughout the program. I also dedicate this dissertation to all professional associates, staff and friends who understood and supported me through the many sacrifices I had to make to achieve this personal and professional goal.

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Table of Contents

List of Tables.....	v
List of Figures	vi
Chapter 1: Introduction to the Study.....	1
Background of the Study	1
Problem Statement.....	3
Purpose of the Study.....	4
Research Questions	4
Theoretical Framework.....	4
Nature of the Study.....	5
Assumptions.....	6
Scope and Delimitations	7
Limitations	7
Significance of the Study.....	8
Summary	8
Chapter 2: Literature Review.....	10
Introduction.....	10
Literature Search Strategy.....	11
Theoretical Framework.....	12
The Theory of Social Construction and Policy Design	13
The Theory of Planned Behavior.....	13

An Ideal Economic Environment that Concentrates on Graduates/Entrepreneurs	14
History of Entrepreneurship Education in Nigeria.....	16
Entrepreneurship Intention and Entrepreneurship Education Programs	16
Universities, Polytechnics, and Monotechnics.....	17
Sustainable Paths to Entrepreneurship	18
Employability of Nigerian Graduates.....	19
Nigerian University Commission Policy on Entrepreneurship Education Programs.....	20
Economy, Graduate Unemployment and Entrepreneurship in Nigeria.....	21
Gaps in Research	21
Summary	22
Chapter 3: Research Methods	23
Introduction to Research Methodology	23
Research Design and Rationale.....	23
Role of the Researcher.....	26
Methodology	28
Issues of Trustworthiness.....	32
Ethical Procedures.....	33
Summary	34
Chapter 4: Results	36
Introduction.....	36
Research Setting.....	36

Demographics	37
Data Collection.....	38
Data Analysis	39
Evidence of Trustworthiness.....	39
Study Results.....	40
Summary	49
Chapter 5: Discussions, Conclusions and Recommendations	51
Introduction.....	51
Interpretation of Findings	51
Graduates Drive Towards Entrepreneurship.....	52
Effect of the Entrepreneurship Policy on Graduates Knowledge of Entrepreneurship.....	52
Skills Acquired from Entrepreneurship Education	53
Entrepreneurship Education Impact on Intention Towards Entrepreneurship.....	53
Limitations	54
Recommendations	54
Implications for Social Change.....	56
Conclusion	57
References.....	58
Appendix A: Interview Protocol	70
Appendix B: Interview Questions	71
Appendix C: Interview Questions After Faculty Validation	72

Appendix D: Letter of Cooperation 73

List of Tables

Table 1. Breakdown of Participants	47
Table 2. Common Codes, Themes and Descriptions Across all Participants	52
Table 3. Motivation for Being an Entrepreneur	54
Table 4. Entrepreneurial Programs Impact on Intentions	54
Table 5. Practicality of Entrepreneurial Courses	55
Table 6. Challenges Youth Entrepreneurs Experience	56
Table 7. Challenges Youth Entrepreneurs Experience – Capital	57
Table 8. Influence on Choice towards Entrepreneurship	58
Table 9. Overcoming Challenges Faced on The Entrepreneurial Journey	59

List of Figures

Figure 1. Research Question and Interview Questions	52
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Chapter 1: Introduction to the Study

Nigeria produces up to 500,000 graduates from multiple disciplines every year from its educational institutions (150 universities and 50 polytechnics and monotechnics), but it was reported that most of these graduates fail to possess the 21st Century skills and competencies that are required to be effective in the workforce and therefore considered unemployable (Adesulu, 2015; Kazeem, 2016). Prior research was conducted on the impact of entrepreneurship education programs since their inception in tertiary institutions (Araba, 2012; Efe, 2014; Kareem, 2015; Moses et al., 2015). However, their effect on a graduate's ability to be an entrepreneur instead of a job seeker is yet to be determined.

To answer this question, this study centered on exploring the impact of Nigerian University Commission's (NUC) policy of entrepreneurship education programs on current graduate entrepreneurs. In this chapter I provide the background of the study, insight on previous research and the gap that currently exists in the research, and how this study helped to fill that gap. I then describe the importance of entrepreneurial education and how it has affected behaviour towards entrepreneurship. I explain the impact of the policy on universities. Further, using a general qualitative study through self-constructed, semistructured interviews of 15 current graduate entrepreneurs, I intended that the research reveal how the public policy of the NUC entrepreneurship programs affects graduates in the entrepreneurial world and impacted a graduate's ability to make positive social change.

Background of the Study

Nigeria is endowed with multiple natural resources that have the capacity to ensure a flourishing economy, but it is known to be one of the poorest nations in the world today (UNICEF Nigeria, n.d). The misuse of these resources has caused challenges to the growth of personal and corporate businesses, which has impeded advancement of the social, financial, and economic growth in the country (Undiyaundeye & Ekpungu, 2015). To solve this problem, the Nigerian government developed a policy framework for youth entrepreneurship education

by creating the National Directorate of Employment in 1986 and the Work for Yourself Program in 1987. The major aim for this policy was to train and create financial support for individuals interested in starting a business (Beckley, 2018). Although, the programs made some impact on the youths as well as the economy, there the problem of a lack of sound knowledge of entrepreneurship remained. In another attempt to change the status quo, the National University Commission adopted the Entrepreneurship Education Program scheme in 2006 (Okojie, 2009). The major aim was to educate individuals in tertiary institutions on entrepreneurship, thereby building intention and impacting skills, attitudes, and competencies that would ensure effectiveness in the workforce after graduation (Olorundare & Kayode, 2014).

Entrepreneurship education has been revealed as an effective tool in building up entrepreneurship intention and innovation, thereby increasing the number of entrepreneurs and reducing the rate of unemployment. “Entrepreneurship education consists of three ingredients: creativity—creating all kinds of ideas; innovation—find value in selected ideas; and entrepreneurship—develop a business from the innovative idea.” (Nwekeaku, 2013, p. 53). Entrepreneurship education was set up in Nigeria as an instrument that will impact students with the knowledge, skills, and motivation required to realize an opportunity for social change in the community by creating jobs and adding economic and social value as well as stimulating responsibility and self-reliance among the youth of the 21st century.

Unfortunately, it has been revealed that one of the challenges with our educational system is that students in universities and polytechnics are not acquainted with necessary information to be effective entrepreneurs. Oruku (2015) and Undiyaundeye and Ekpungu, (2015) posited that these institutions focus on impacting knowledge for current white-collar jobs instead of impacting knowledge and skill to be job creators and individuals that can improve already existing businesses. Therefore, there was the need to explore the impact of

these programs on the intention, knowledge, and skill of individuals to become entrepreneurs (start a business or be effective in an organization).

Okoroma (2006), when discussing the national policy of education in Nigeria, stated that the poor performance of the education sector in Nigeria has become very worrisome and suggested that there is an urgent need for a workable educational policy in Nigeria. This means that there is a need to create a policy that is practicable and applicable to every youth graduate in the workforce and on entrepreneurship journeys. Thus, this research explored the lived experience of graduates to explain the effect of these programs on the skill, intention, and knowledge acquired to become an entrepreneur to help policy makers understand the positive or negative effects of the current policy and extend policy advice that would enhance the effectiveness of the programs in the education sector of the country.

Problem Statement

In 2006, the NUC created a policy for all university students to enroll in entrepreneurial education courses as a part of the general education curriculum in order to address the problem of unemployment (Okojie, 2009). The goal of the NUC in creating this policy was to increase the number of graduates (regardless of the specific program of study) that are equipped with entrepreneurial skills, attitudes, and competencies in order to be job creators and not just job hunters (Olorundare & Kayode, 2014). The overarching problem was that Nigerian educational institutions (150 universities and 50 polytechnics and monotechnics) produce up to 500,000 graduates per year and only a handful of these graduates are deemed as employable. Many are tagged by employers as unemployable due to the lack of basic skills required to be effective in the work force (Kazeem, 2016). The problem that was addressed in this study was how the NUC general education entrepreneurship curriculum impacted student knowledge, skills, and intentions to become successful entrepreneurs after graduation to enhance economic growth in Nigeria.

Multiple researchers (Araba, 2012; Efe, 2014; Kareem, R. 2015; Moses et al., 2015) have shown that entrepreneurship education is the key to solving unemployment amongst college graduates and alleviating poverty in Nigeria. These researches have also identified various gaps such as the effectiveness of the entrepreneurial education curriculum programs set up by the NUC on university graduates. This study explored the lived experiences of recent graduates (within the last 5 years) from Covenant University to investigate the impact of entrepreneurship education programs on entrepreneurial journeys.

Purpose of the Study

The purpose of this general qualitative study was to increase understanding of how the NUC's entrepreneurial education curriculum have positively or negatively influenced the entrepreneurial journey of recent graduates from a Nigerian university, Covenant University. The participants in this study were 15 graduates of Covenant University who went through these programs while in the university and within the last five years have become entrepreneurs. The intent of this study was to explore the phenomenon of entrepreneurial education which posits that the policy is supposed to reduce unemployment and increase the number of young entrepreneurs in the country by analyzing the practicality of the entrepreneurship programs, the level of student interest in the programs, and the sufficiency of resources provided by the NUC in advancing student understanding and intention of entrepreneurship.

Research Questions

RQ: How does the NUC policy on entrepreneurship education programs affect recent graduates' knowledge of, skills for, and intentions regarding becoming entrepreneurs?

Theoretical Framework

Scholars have approached the study on entrepreneurial education from different theoretical and conceptual perspectives, some of which include human capital development theory, need for achievement theory (Ogbiji, 2018), diffusion of innovations theory (Sanusi,

Olaleye, Atjonen, 2017), and structural functionalism theory (Agbonlahor, 2017). The theoretical framework for this study was Ajzen's (1991) theory of planned behavior (TPB) and the theory of social construction. The TPB model suggested that an individual's behavior is driven by the individual's intentions (Minnesota State University, n.d). These intentions are motivational factors that influence a behavior: the extent to which the individual is willing and the individual's effort that is exerted to perform that behavior (Ajzen, 1991). Chinoye et al. (2017) explained entrepreneurial behavior as the result of a person's motivation and action towards starting a business or creating value in existing ventures. This study showed that applying the theory to students' entrepreneurial attitudes is a function of the motivation that is determined by value embedded in the program (subjective norm).

The theory of social construction, however, is focused on helping to understand the reasons behind the success and failure of a public policy. The theory helped to uncover the validity of certain government policies (Pierce et al., 2014). In this study I used these tools to analyze the efficiency and effectiveness of the NUC policy and its impact in Nigerian educational institutions.

The use of TPB revealed the extent to which entrepreneurship education builds and influences entrepreneurial intention among graduates. Further, I explored the practicality of the programs and how they change perception of and intention towards creating a business. I used the theory of social construction in analyzing the success or failure of the NUC policy in the educational institutions with entrepreneurial graduates. Finally, in this study I aimed to understand the reasons for the success or failure of the NUC policy as well as reveal how applying the theory to students' attitude, intention, and motivation towards starting a business is determined by the entrepreneurship programs.

Nature of the Study

In this study I employed qualitative research methods to seek understanding of the impact of entrepreneurship education on current graduates through their individual

experiences. Specifically, for this research I adopted phenomenological and case study techniques. Phenomenological design is used to understand several individuals' common or shared experience of a phenomenon. A case study approach, however, focuses on exploring an issue through one or more cases within a context (Creswell, 2006). Therefore, to understand the phenomenon of entrepreneurship education in regard to whether it increased employment and productivity as well as helped alleviate poverty (Mbiewa, 2011), I adopted a phenomenological approach that involved interviewing Covenant University entrepreneurial graduates. By employing semistructured, open-ended face-to-face or telephone interviews of 15 recent graduates of Covenant University, I aimed to explain the impact of these programs through their lived experiences to answer the study's RQ.

The university chosen for the case study offers entrepreneurship education as part of the curriculum and has been able to produce multiple graduates who are current entrepreneurs and others who strive to improve operations in the workplace. Therefore, the case study technique included the analysis of the lived experiences of participants from Covenant University to best understand the impact of entrepreneurial education programs on the entrepreneurial journey of graduates. The participants were graduates of the entrepreneurial programs within the last 5 years who became entrepreneurs. Due to the intensity of the interviews and the time required to analyze data, the research centered on 15 participants in order to provide for a precise analysis of the effect of the program. In analyzing the lived experience of the participants, I aimed to help individuals in the educational system and NUC understand the importance of these programs as well as create strategies and policies for more effective programs.

Assumptions

Agbai (2018) explained assumptions as tools used to address and explain the nature of a problem through chosen designs and evaluation. For this study I assumed that all students after graduation should possess the necessary knowledge and skill to be effective in the

workforce. I also assumed that participants would give honest and accurate responses to the questions. Further, for this study I assumed that the developed instrument would be sufficient in extracting responses from the participants to explore the research question and the purpose of the study.

Scope and Delimitations

As stated earlier, the problem to be addressed in this research was the impact of the NUC policy for entrepreneurship education on current graduates. The scope of this study included self-developed interviews and survey to explore the positive and negative impact of these programs on the students' entrepreneurial journeys after graduation. These interviews included questions about the practicality of the entrepreneurship programs, the cause of low student interest in the programs, and the lack of adequate resources to assist recent graduates who have become entrepreneurs. The methods used ensured that future readers and researchers could analyze and evaluate the extent to which the findings can be transferred to a similar setting (Agbai, 2018; Statistics Solutions, 2018). To ensure transferability, for this research I provided an in-depth and detailed description of the interview process including the natural setting and data collection and analysis processes (see Anney, 2014). One of the delimitations was that only current graduates were invited to participate; there was no record of entrepreneurship education teachers or workforce participants.

Limitations

In using a general qualitative approach with self-developed, open-ended, semistructured interviews, the question of collecting data without empirical analytic value may arise. To solve that issue, I transcribed the data collected and sought member checking to ensure dependability. Another limitation in this study was the access to participants. Some of the participants were in locations different from my location; therefore, there had to be another means of communication other than the face to face interviews, which was phone interviews. This was a limitation because I may not have been able to properly observe expressions or

collect equally extensive answers over the phone as in person. To reduce this limitation, I planned a convenient time with the participants to fall within the same time frame for the phone calls as well as the face-to-face interviews. Finally, this research design required receiving precise and honest responses from participants. The participants used in this research were chosen from Covenant University, and because I worked there, there may have been an issue of bias in the research process. To mitigate this, the participants were chosen at random from years before my employment at the university began.

Significance of the Study

The significance of this study was in revealing the effect of the entrepreneurship education programs on recent youth graduates and thereby increasing the understanding of policy makers and educational institutions of the programs to promote policies that aid youth employment in Nigeria. In exploring the effect of the programs on young graduates I aimed at influencing policy makers to change or update the current policies to improve program practicality and boost the intention of the students to pursue entrepreneurial activities. My goal was to bridge the gap between educational institutions and the workforce. I also aimed at revealing the challenges that young entrepreneurs face and the resources that are needed to help them transition from college to the workforce, thereby increasing the number of entrepreneurs and reducing the unemployment level in Nigeria (Kareem, 2015; Nwekeaku, 2013; Olorundare & Kayode, 2014).

Summary

In summary, entrepreneurship education should promote entrepreneurial knowledge, skills, and innovation with students so that after graduation, they possess the tools needed to be effective in the workforce either as employee or as an employer. The TPB shows how important entrepreneurship intention is in becoming an entrepreneur and how these programs play an important role in building and nurturing that intention. This qualitative phenomenological and case study research design were the most appropriate methodology for

exploring the impact of the entrepreneurship education program on current graduate entrepreneurs. Chapter 2 presents a literature review that contains a synthesis of current research associated with the problem statement and research question.

Chapter 2: Literature Review

Introduction

The problem I focused on exploring in this research was the impact of entrepreneurship education programs in the educational institutions in the Nigeria. Despite the inception of these programs since 2006, there has been an increase in the unemployment rate among graduates from 10.4% in 2016 to 23.1% in 2018 (Trading Economics, 2019). The purpose of this qualitative case study research therefore was to explore the impact of the entrepreneurship education program policy set up by the NUC on current graduates. The participants included 15 current (within the last 5 years) entrepreneurial graduates from Covenant University who were enrolled in the program while in university.

Research and reports revealed that most educational institutions in Nigeria produce a pool of graduates who are dependent on the government to create jobs instead of equipping its participants with the knowledge and skill to be self-reliant, self-confident, and employers of labor. To meet this challenge, the Federal Government set up the National Directorate of Employment in 1987, which was charged with responsibility to reduce unemployment amongst youths by creating jobs and fostering entrepreneurship (Nwambam, Nnennaya &, Nwankpu, 2018).

Policymakers generally are of the opinion that entrepreneurship education programs have the capacity to increase and change the status of the economy. It is believed that these programs create intention and attitude that lead to decisions to become an entrepreneur instigating a positive social change. Academic research has proven this notion valid and suggested the need for there to be a relationship between the institutions and the workforce (Sánchez, 2013). Certain economic scholars, however, have argued that entrepreneurship education may not always lead to economic growth; its impact is dependent on a well thought out structure that helps bring about the desired growth (Mba, 2018).

The literature review section identifies previous and current research on entrepreneurship education and its impact on Nigerian graduates. This research was instrumental in my analysis process. In this literature review, the focus was on the concept of entrepreneurship education and entrepreneurship education in Nigerian tertiary institutions, which provided a base from which to answer the research question. The current literature on entrepreneurship education in Nigeria focused on its impact on poverty alleviation (Kareem, 2015; Moses et al., 2015), its impact on economic development and reducing unemployment (Agbai, 2018; Araba, 2012; Sofoluwe, Ogundele, & Oduwaiye, 2015), and most of the studies have shown impactful results from these programs on participants. Although this research provides answers to certain parts of the impact of these programs in tertiary institutions, there is still a gap regarding their effectiveness as a policy. This research therefore was designed to investigate and explore how this policy translates into reducing the unemployment rate among graduates and increasing the rate of young graduate entrepreneurs in Nigeria.

This literature review chapter begins by identifying and synthesizing previous research to explore the theoretical framework and its role in the effectiveness of entrepreneurship education programs on current graduates. Next, it is focused on past research discussing entrepreneurship education in Nigeria and the relationship between the economy, graduate unemployment, and entrepreneurship in Nigeria. Following that, the focus shifts to the impact of entrepreneurship education Programs on entrepreneurship intention. Finally, this section reveals the gap in the extant research regarding the impact of the NUC policy on entrepreneurship education in tertiary institutions in Nigeria; therefore, to address this gap in literature, this last section of the literature review is an analysis of NUC's policy, defining its strengths and flaws and discussing its effect since its inception.

Literature Search Strategy

The literature review according to University of Southern California Libraries (n.d) can be understood as a part of research that involves the survey of books, scholarly articles, and

other relevant sources that apply to the research or theory in order to provide a description, summary, and critical evaluation as it relates to the research problem(s) investigated. The literature review plays an important role in connecting the methodologies, research questions, and purpose of the research (Agbai, 2018). The main aim of this literature review was to reveal a comprehensive analysis of the effect and impact of entrepreneurship education to a current Nigerian graduate and its role in the graduate's entrepreneurial journeys.

The articles that were used in this research were composed of scholarly peer-reviewed journal articles that were located through Google Scholar and Walden University Library databases including EBSCOhost, ProQuest, online newspapers, and so forth. In addition, for this research I employed the use of academic journals such as *European Scientific Journal*, *Higher Education Studies*, *African Journal of Business Management*, *Education+Training*, *Journal of Business Administration and Education*, *Journal of Education and Practice*, *Asia Pacific Journal of Educators and Education*, and *International Education Studies*.

In searching for articles and related studies, some phrases that I used in databases and search engines included *entrepreneurship education*, *entrepreneurship policy*, *effectiveness of entrepreneurship education*, *theoretical frameworks*, and *entrepreneurship development*. This literature review included a synthesis of over 50 research studies published within the last 5 years that focused on entrepreneurship education and its impact on unemployment amongst graduates in Nigeria.

Theoretical Framework

This study used two theoretical frameworks, Ajzen's (1991) TPB and Schneider and Ingram's (1991, 2007) theory of social construction. I used the TPB model to aid the understanding of how these programs build intention to develop and improve on entrepreneurial skills as well as to start a business venture (see Ajzen, 1991). The theory of social construction and policy design, which can help scholars understand the purpose for which policies were made as well as their effects, positive or negative, on the public. This

theory includes the social construction of policy and the power of target populations to aid comprehension of the development and implication of the policy design (Pierce et al., 2014). I used these theories to aid the understanding of the impact of entrepreneurship education programs on current graduate entrepreneurs. In using TPB, I aimed at revealing how entrepreneurship education affects knowledge, and skills, entrepreneurial attitude, and intention towards being effective in the workforce.

The Theory of Social Construction and Policy Design

The theory of social construction was first put forth by Schneider and Ingram in 1993, and further developed in 2007. It was created to aid understanding on the purpose for which policies were made and their effect, positive or negative, on the public; that is, the impact the policies have on people and democracy. By focusing on target populations, the theory explains why public policies sometimes fail to meet the purposes of solving public problems, supporting democratic institutions, or producing greater equality of citizenship (Pierce et al., 2014). The NUC policy on education was established for a particular population, tertiary students across educational institutions. The aim was to equip all participants with the knowledge and skills to be entrepreneurs after graduation. Research has shown the failure of these programs, which brings into question the construction of the policy. In using this theory, I focused in this research on explaining how policy has affected certain people in the short and long term. I also aimed to explain how the policy of entrepreneurship education programs set up by the NUC for educational institutions affect university graduates.

The Theory of Planned Behavior

This theory of planned behavior was first put forth in 1985 by Ajzen; it is focused on how intentions are transformed into actions. I used the theory as a tool to explain the importance of entrepreneurial education in the creation and development of entrepreneurship intention, which is key to any individual's decision to be an entrepreneur (Ajzen, 1991). According to

Ajzen (1991), the TPB model serves to develop innovative research, which helps explain the efficiency and effectiveness of the entrepreneurial schemes. The theory explains entrepreneurship intention in three ways: (a) personal attitudes, (b) social norms, and (c) perceived behavioral control. These three elements are considered determining factors that affect a person's ability to control their behavior (Ajzen, 1991), such as to set up a business and become an entrepreneur (Iglesias-Sánchez, Jambrino-Maldonado, Velasco, & Kokash, 2016).

Personal attitudes focuses on the specific positive or negative behavior of an individual toward entrepreneurship. Social norms are perceived social expectations from the people and environment to carry out that behavior. Perceived behavioral control explains an individual's personal assessment of control over the performance of the behavior (Fretschner, 2014), in this case, the person's assessment on performance towards starting a new venture). "The efficacy of the theory was in predicting human behaviour and cognitive decision-making, which may underline behaviours with respect to starting a business. Individual intentions are effective in predicting planned behaviour; with the support of TPB theory, behavioural intention is predicted by attitudes" (Alharbi, Almahdi, & Mosbah, 2018).

There have been multiple research studies and analyses on entrepreneurship, attitude, intention, set up, and so forth (Araba, 2012; Efe, 2014; Kareem, 2015; Moses et al., 2015), and this research has revealed that there are multiple traits and competencies required to be an effective entrepreneur. Also acknowledged is the role of education in influencing characteristics are involved in setting up and developing a business, such as communication, negotiation, teamwork, and so forth. This has led to an increase in the number of the entrepreneurship programs in tertiary institutions (Iglesias-Sánchez, et al., 2016).

An Ideal Economic Environment that Concentrates on Graduates/Entrepreneurs

According to the United Nations estimate (2019), the current population of Nigeria is 199,287,729. Out of that number, 33,652,424 are youths (between the age of 18 and 35).

Olatunji (2017) reported that over 30 million of the youths are unemployed and have no means of livelihood. It was also reported that the solution to this rising challenge was to ensure the youths are educated and impacted with the knowledge and skills that would be instrumental in making them business owners and job creators instead of the current way which teaches the youths to strive for non-existent white-collar jobs.

Kolawole (2015) reported that according to a survey carried out by Global Entrepreneurship Monitor (GEM), Nigerians tend to be at the forefront about starting a business or creating an enterprise. The report revealed that Nigerians have the tendency to defy all odds and obstacles to implement ideas. The challenge is that this report only applies to a minority of the youth population. There are multiple graduates and those who have not had the opportunity to go to school that possess multiple ideas that can change the trajectory of the national economy but due to certain circumstances such as family challenges, lack of funds, lack of basic needs, this entrepreneurial mind is forced to settle for whatever is available.

An ideal environment that would enable thrive for entrepreneurial graduates would be one that creates a link between the tertiary institutions and the workforce institutions. In the Nigerian education system, the unemployment statistics show that there is a skill gap between the employability skills and the present performance of the graduates and to solve this issue there is the need to identify the skills that the graduates need to close the gap between unemployment and the 'unemployables' (Sodipo, 2014). The only way to solve this was to understand the need or the gap that needs to be filled in the work force and teach the students on that foundation. This enable the students upon graduate hold the appropriate tools required to make positive social change in any organization as well as create and build personal businesses and employ others. Another key to an ideal environment is upgrading the policies to allow technology. Being in the 21st century – a technological era, students and graduates

have access to adequate information about starting a business and the current business trends in order to minimise future risks and maximise success rates (Olorundare & Kayode, 2014).

History of Entrepreneurship Education in Nigeria

In a world conference in 1998, UNESCO recognized the value of entrepreneurship education and opined that cultivating the skills in tertiary institutions would be instrumental to the economic growth. The report, in addition, highlighted that through these programmes young individuals can gain the necessary experience and training that would increase ability to anticipate and respond to societal changes for business creation (Agbonlahor, 2016). Entrepreneurship Education in Nigeria was adopted in 2006 as a tool to solve the unemployment challenge amongst the youth as well as a catalyst to boost the economy. These programs were to impart theoretical and practical knowledge that would be instrumental in encouraging and equipping the youths with the necessary tools and support to be effective and productive entrepreneurs. Despite the commendable and laudable objectives of the NUC and the programs, a look at the current state of the education system reveals that the curriculum still focuses on imparting knowledge and skills to students to focus on acquiring a certificate and seeking jobs (Nwambam et al., 2018).

Entrepreneurship Intention and Entrepreneurship Education Programs

Multiple researchers have revealed that there is a possibility to teach and impart entrepreneurial skills on any student irrespective of the choice of course (Alharbi, Almahdi, & Mosbahet al., (2018). With this notion in place, the NUC in 2006, set out a policy that ensured all students in tertiary institutions enroll for the entrepreneurship education program course. This removed the limit on the programmes being specific business-oriented courses and students. This decision increased the possibility of broadening the minds of students cut across all courses. In creating this policy, there was an opportunity to build, develop and advance entrepreneurial knowledge and intention amongst the students thereby increasing the level of graduate entrepreneurs who become employers of labour (Okojie, 2009).

Intention according to Fretschner (2014) is a state of mind that navigates a person's attention (actions and experiences) towards a specific goal. In other words, entrepreneurship intention is the state of mind that drives an individual's action towards creating a business (self-employment) as opposed to organizational employment (Tsordia, & Papadimitriou, 2015). Fretschner (2014) made an analysis that explains how intention plays an important role in standing as a bridge between entrepreneurship education and entrepreneurial behaviour. Intention is the driving force that enables a graduate to become an entrepreneur. The tertiary institutions provide knowledge and sharpen skills and innovation, but it is the intention of the graduate that puts the knowledge and skill into practice.

Previous researches (Alharbi, Almahdi, & Mosbahet al., (2018); Moses, C., et al., (2015); Araba, (2012); Efe, 2014; Kareem, R (2015); Efe, A. J. (2014); Moses et al., 2015) have revealed that entrepreneurship education can be taught to any student irrespective of the course of study and these programmes can build not just knowledge but also the intention which informs the action to be an entrepreneur – start a business enterprise. It is also conceived that the full knowledge of entrepreneurial skills and competencies is derived from entrepreneurship education and this knowledge drives an intention to be relevant in the workforce and make change in the environment (Onuma, 2016).

Universities, Polytechnics, and Monotechnics

After Nigeria's independence in 1960, the nation had only 2 universities but by 2012 the number of educational institutions had risen to 200. The creation of the educational system in Nigeria was aimed at contributing to the national development through high level relevant manpower training as well as to develop proper values for survival in the society (Jaja, 2013). In passing through higher institutions, all graduates were to possess and be equipped with the knowledge and skills to make positive impact in the workforce. Jaja (2013) argues that Nigerian students are very brilliant but the challenge that is common with being effective in the workforce is the lack of zeal to learn, which comes as a result of social norms, and perceived

behavioral control such as state of health, nutrition, and parental advice/background. It is also argued that the Nigerian educational system is theory-oriented with little or no practical training which affects the ability of the graduates to meet up with the standards required to be effective in the workforce or be innovative in creating a venture (Olanrewaju, Azuh, & Joshua, 2015).

Sustainable Paths to Entrepreneurship

Education for sustainability is a system that can be utilized to connect with understudies in all subjects by utilizing the present reality setting and its interconnections between the making of dynamic networks, solid economies and sound biological systems, both locally and globally (Nwambam et al., 2018). Goel & Bhagwati (2017) posits that sustainable development is one that meets present needs without compromising the skills and ability of the upcoming generation to meet the needs that may arise. It has also been suggested that entrepreneurship can act as a catalyst to the increase in the national income. It is known to be the second largest source of national income with its contribution of about 37% to the Gross Domestic Product (GDP) (Teru, 2015). So, what is needed to ensure there is sustainable growth to entrepreneurship?

There are multiple sustainable paths to entrepreneurship in Nigeria and one of the key paths is stable infrastructure. The Nigeria's infrastructure according to Teru (2015) is a nightmare to both entrepreneurs and to the rest of the country. It has also been noted that most tertiary institutions focus on the theoretical part of entrepreneurship when educating the students and this has left a gap for practicality. Therefore, there needs to be well constructed infrastructure that gives individuals the opportunity to explore the options available to them. Entrepreneurship Education is another key for sustainable development in Nigeria. According to Jacob & Ariya (2015), entrepreneurship and its education to the youths serves as a bridge for self-reliance and sustainable development – it contributes towards the acquisition of new jobs, wealth creation, poverty reduction and income generation for both government and individuals. In addition, a consistent government policy is very important for sustainable

growth. The Nigerian government has been known to create inconsistent policies and the policies tend to be operative till there is a change in leadership and then new policies are made. The government must create policies that not only benefit a group of people, but it is beneficial to all youths in the country (Teru, 2015 & Agbonlahor, 2016).

Employability of Nigerian Graduates

In 2014, it was reported that there are strong indications that graduate unemployment will come to an end due to the employment of Entrepreneurship Education Programmes as part of a compulsory scheme in all tertiary institution (Akinboade, 2014). It was stated that “with this development, universities graduates coming out from 2015 would have acquired vital entrepreneurship skills regardless of his or her discipline, which would make graduates become job creators rather than job seekers” (Aginam, 2014)

The Statista portal revealed that in 2015, the unemployment rate amongst youths was 8.05% which was a decrease from 2014’s 8.52% but that was the least the country experienced. Since then, the unemployment rate amongst graduate has been on an upward scale – in 2016 it was 13.06% and 13.4 in 2017 (Statista, 2018). By 2018, the unemployment rate has risen again to 23.1%. This makes the question of the effectiveness of the programme valid and through the lived experience of graduates of Covenant University, this research aims to analyse the effect of these programmes on current entrepreneurs and how impactful is the course on current entrepreneurial journeys.

Research has revealed that the poor performance of many graduates in the labour market is due to the faulty curriculum in the Nigerian educational institutions – that the classroom teachings tend to focus on the concepts and theories of the subject instead of on delivering and impacting them with marketable skills that would enable effectiveness in the labour market (Sodipo, 2014).

Nigerian University Commission Policy on Entrepreneurship Education Programs

Entrepreneurship has always been a part of the Nigerian system – things such as wood carving, clothes making, selling, farming etc has been taught and passed in the family background; it has only evolved in through the years. Long before colonialism and formal education, the major ethnic groups in the country – Yoruba, Hausa, and Igbo – were great entrepreneurs and small business owners and these individuals transferred, and taught skills acquired down to generations (Onwuka, Ugwu, & Ukpai, 2014). Setting up this policy was a way to bring structure to employment and entrepreneurship as well as reduce the level of unemployment.

Unfortunately, according to Odukoya, Ebenezer & Okunlola (2018) stated that Nigeria has been unable to successfully implement its policy on education and this is due to the lack of structure of the policy as well as governmental structures. Research has revealed that entrepreneurship has been difficult to develop due to the myriad of issues that the nation face which include corruption, political and religious insurgency, lack of power, lack of amenities and infrastructure. To solve the entrepreneurial issue, the Nigerian government introduced multiple programs such as loan schemes, National Poverty Eradication (NPE), National Economic Reconstruction Fund (NERFUND) etc. All these schemes throughout the years have failed to make significant impact on the economic and financial growth of the country (Onwuka, Ugwu & Ukpai, 2014).

To give structure and uniformity to the what was been taught as well as creating a connection between the workforce and the citizens, the Federal Republic of Nigeria through the NUC set up an education policy which was aimed at not just producing graduates with a certificate or a degree but impacting them with the knowledge and the skills required to be effective and capable in the workplace (Adebayo & Kolawole, 2013). To ensure effectiveness of the program, the NUC set up a benchmark guide for the programmes in the educational institutions which included: Introduction to entrepreneurship, entrepreneurship in theory and

practice, business and marketing, raising capital, financial planning and management, innovations etc (Agbonlahor, 2016). Again, Odukoya, Ebenezer & Okunlola (2018) posit that there must be a good understanding of the process of policy formulation as this will lead to positively influence the society as well as enhance the acceptability of the policy.

Economy, Graduate Unemployment and Entrepreneurship in Nigeria

Nigeria, according to British Broadcasting Corporation (BBC) News (2014) was recognized as Africa's biggest economy and this is attributed to the natural resources such as oil, agriculture and raw materials the country possesses. Although, Nigeria is rich in natural resources, it is one of the poorest countries in the world with over 80 million citizens (42.4% of the population) that live below \$2.50 per day (UNICEF Nigeria, n.d). Additionally, the National Bureau of Statistics in 2012 revealed that out of 167 million people in the country, half are youths (15 – 34 years of age) and the rate of unemployed youths was at 13.29% (Akande, 2014). Consequently, by July 2017, the statistics showed that the unemployment rate amongst youths had gone a step higher to 18.80% (Vanguard News, 2017).

According to Kazeem (2016), Nigerian tertiary institutions produces up to 500,000 graduates per year and 90,000 graduates which is 47% are viewed as unemployable which can be attributed to the lack of required skill to be effective in the workforce (Kazeem, 2016). Although, a Global Entrepreneurship Monitor (GEM) survey was carried out in Nigeria and the results showed Nigeria to be an entrepreneurial nation with 1.7% possessing the ability and capacity to start a business. Finally, the survey revealed that most youths are mostly influenced (Social Norms and Perceived Behavioural Control) towards starting a business venture (Kolawole, 2015).

Gaps in Research

The purpose of this qualitative, exploratory, phenomenological, multiple case study was to explore the impact of the NUC policy on entrepreneurship education on graduate entrepreneurs. There have been multiple literature using different methods, theories and

approaches to evaluate and broaden the understanding of the impact and effect of entrepreneurship education in Nigeria (Aja-Okorie & Adali, 2013; Bin Yusoff et al., 2015; Iglesias-Sánchez et al., 2016; Kareem, 2015; Moses et al., 2015). These researches have been able to reveal its impact on disabled individuals, on women, on unemployment. The gap in literature is focusing on the impact (success/failure) of the policy on Nigerian youths/graduate entrepreneurs. This study differs from other studies because it included an exploratory analysis on the impact of entrepreneurship education programs on Nigerian youth entrepreneurial graduates.

Summary

Chapter 2 consisted of literature that surrounds entrepreneurial education in Nigeria. The inquiry surrounding this research was encapsulated in how impactful the entrepreneurship education program is to a graduate entrepreneur. My study involved revealing history of entrepreneurship education in Nigeria and the NUC Policy on entrepreneurship education. The research was guided by previous research to reveal the aim of NUC policy on entrepreneurship education program and its effect on unemployment among youth graduates. The application of theoretical frameworks guided the research design - the theory of social construction which explains the impact of a policy and its effect on the public (Nigeria) and the TPB which explains entrepreneurship education as a tool that informs entrepreneurial intentions. These theories aided the understanding of entrepreneurship education and its impact on entrepreneurial youths/graduates in the country. By using the TPB theory and the theory of social construction it has explained the impact of entrepreneurship education on students and it has also revealed the impact of the policy set for a target population (tertiary institutions in Nigeria). Chapter 3 contained information on the research methodology of my study. By employing designs and data collection method and analysis, this chapter answered the research questions which was instrumental in filling the knowledge gap.

Chapter 3: Research Methods

Introduction to Research Methodology

Chapter 3 included information on the research method – research design, instrument, data collection and analysis that align with the problem statement, purpose statement and research question. The purpose of this general qualitative study was to increase understanding of how the NUC's entrepreneurial education curriculum have positively or negatively influenced the entrepreneurial journey of recent graduates from a Nigerian University – Covenant University. The participants in this study were 15 graduates of Covenant University who went through these programs while in the university and within the last five years have become entrepreneurs. In addition, the logic behind the selection process of the research participants as well as the questionnaire used, and the procedures of the data collection and analysis process would be discussed. Finally, this chapter showed a reflection on trustworthiness and ethics issues that may have risen throughout my study.

Research Design and Rationale

For this study I focused on evaluating the effectiveness of entrepreneurship education on current entrepreneurial graduates by exploring the NUC policy on entrepreneurship education. In using general qualitative design for this research I retrieved information from research participants that was instrumental in providing insight into the topic and obtaining answers to the research question, which was as follows:

RQ: How does the NUC policy on entrepreneurship education programs affect recent graduates' knowledge of, skills for, and intentions regarding becoming entrepreneurs?

Researchers have been advised to identify and apply the research methodology that corresponds with the intent of the inquiry (Agbai, 2018). A qualitative research approach was the most suitable to address the research problem identified in this study.

Research Design

Crossman (2019) explained qualitative research as a type of social science research that is focused on collecting and interpreting nonnumerical data to enhance understanding of social life through a study of targeted populations. This methodology is used for studying and understanding a phenomenon through participants' views of and ideas about of the environment. It requires field research, observation and interpretation of human behavior as it relates to a phenomenon Crossman (2019). The research questions in a qualitative study are set to explore and analyze the phenomenon for understanding and clarity (Rucker, 2016). The strength of research designs is explained by Readings (n.d) as a research that could provide a (human side) complex description of people's experiences on a particular issue which may be contradictory to the beliefs or opinion on that issue. There are five types of qualitative research designs: ethnography, grounded theory, narrative research, phenomenology, and case study (Creswell, 2014).

Ethnography. Ethnographic researchers focus on context or culture using observation and interviews (Sauro, 2015). Ethnography is a study that explores cultural groups and activities in a society (Agbai 2015). This method was not suitable for this research because the research was not focused on culture.

Grounded theory. The grounded theory method is used to deliver an explanation or theory behind the events studied (Sauro, 2015). It can also be understood as the type of qualitative research that derives theories from a systematic flexible data collection process (Astalin, 2013). This method was not employable for my research as the aim is not to create theories.

Narrative research. As the name implies, narrative research refers to telling a story. The narrative approach aligns events based on documents and data received from participants in story form (Sauro, 2015). For this research, the method was not suitable as this research was

focused on taking a more strategic approach to answering questions and filling the gap in the literature.

Phenomenology. Phenomenology was described by Agbai (2018) as a method that derives answers concerning a phenomenon from the perception and lived experiences of individuals. Lester (n.d) explained the phenomenological method as a tool that enables a researcher to engage a phenomenon by collecting data based on the experiences and perceptions of individuals from their personal perspectives.

Case study. Case study consists of an analysis of individuals and personal experiences in relation to a unifying factor, for example, certain events, periods, policies, and institutions (Astalin, 2013). “The case study research design is preferred when insufficient knowledge on the theories exists, and the likelihood or chances that a possible new theory might be developed through the outcome or result of the research being undertaken exist” (Agbai, 2018, p. 66.

This study employed both the phenomenological and the case study techniques to aid understanding of the effectiveness of the entrepreneurship education programs based on personal experiences of graduates. Using both techniques allowed me to explore the question of whether entrepreneurship education is impactful for current graduate entrepreneurs.

Research Rationale

The rationale for selecting a general qualitative study was the ability to use multiple design techniques to explore the effectiveness of the entrepreneurship education programs on current entrepreneurial graduates. The phenomenological technique allowed me to explore and understand the effect of the policy based on the individual experiences of the participants. It also aided understanding of the policy and its effect on the development of the youths independently and financial thereby increasing the economic status of the nation. To conduct the phenomenological study,

Case studies can be understood as a form of qualitative descriptive research that provides an intense look at an individual or small participant pool, drawing conclusions only

about that participant or group and only in that specific context (Colorado State University, 2019). Using this approach aided understanding of the subject and helped to explain how and why entrepreneurial courses are important to the youth development in Nigeria. Using the case study technique provided the access needed to collect, explore, and analyze the participants' experiences. It also promoted understanding of the current entrepreneurship education phenomenon. To conduct this general qualitative study, I contacted 15 participants to be part of the process. These participants had graduated within the past 5 years from Covenant University and were entrepreneurs; that is, they were able to start a business or advance in the workforce. There were separate one-on-one, semistructured, open-ended, in-depth interviews for each participant and the questions asked were about the impact, practicality, and value of the programs to the participants' entrepreneurial journey (see Mulmuang, 2016). The data collection process also included collection and analysis of field notes compiled through observation, the review of archived documents, records, and transcriptions of the interview recordings.

Role of the Researcher

In this general qualitative research, the relationship between myself and the participants and was informal (see Nwosu, 2019). As the primary data collection instrument in my study, I collected data using semistructured interviews (phone and face-to-face), which included recordings and transcriptions of the interviews as well as analysis of all the additional data collected from the interviews to uncover emerging concepts and patterns. In my role as an objective, observant interviewer I was in control of the design and data collection process, which were made known to each participant throughout the process. My study gave me the opportunity to retrieve information from the participants, which aided understanding how the programs have affected the graduates' entrepreneurial journey. The potential of bias may have arisen due to my work experience in the chosen university and my first-hand experience with this course. Nonetheless, this could also have served as an advantage in critical analysis and

understanding of the phenomena being studied. I made sure my biases did not obstruct or affect the process of my study, so to answer the question of bias, I certified that reflections and other observations were documented and were kept in a safe and secure place to avoid issues related to confidentiality and validity.

My study was conducted in Nigeria, where I reside. Regarding the sample size, Statistics Solutions (2018) claimed that qualitative analysis requires smaller samples compared to quantitative methods and that the goal of qualitative research should be to attain data saturation, which implies that a larger participant number does not necessarily result in additional perspectives or information. For this research I used the case study technique for which the data was derived from 15 participants. The collection and analysis of the data from the 15 participants sufficiently described the phenomenon of interest and addressed the research question (see Statistics Solutions, 2018).

There was no personal or academic relationship between me and the participants chosen to be part of the interview process. The additional use of other data sources such as field notes and a document review provided triangulation of data (see Plano Clark & Ivankova, 2016). I was totally involved in the interview process, taking the role of the interviewer, observer, listener, recorder, and principal data collector. Before the interview process, I participated in the Institutional Review Board (IRB) process. – As part of the IRB guidelines I employed member checks to certify that the right participants were involved in the process. Prior to conducting the interviews, I also explained the entire interview process—the details of interviews and examples of questions to expect, the duration of the interview, the choice of the individual to stop the interview at any point, the recording and notetaking, and the transcribing of the interview and participant approval of transcribed data. After the interview, the recording was transcribed, and the data were categorized into themes and codes for better analysis. The transcribed data was also shared with the participants for cross-checking and approval.

Methodology

In research, there are three major methods used to analyse and explore any given topic and they are: qualitative, quantitative and mixed methods (Plano Clark & Ivankova, 2016). The research approach for this study was the general qualitative methods and the concept that was explored was entrepreneurship education. Employing the case study and phenomenological techniques provided understanding of the actual experience of young entrepreneurs with the education programs. This general qualitative study provided a detailed account of the population of interest, data collection from my study participants the instruments for data collection, the threats to validity and the ethical and trustworthiness issues considered in my study.

Participant Selection Logic

Creswell (2013) suggested that in a qualitative research, a researcher should employ between 5-25 participants (Statistics Solutions, 2018) therefore, the participants in this study included 15 graduates from Covenant University (within the last 5 years) who have become entrepreneurs (either self-employed or have become employers of labour). The university chosen runs this entrepreneurship education programs in accordance with the NUC policy and have produced graduates who are current entrepreneurs. In using participants from this school, the research determined if the curriculum influenced the knowledge and ability to be entrepreneurs in the workforce. The selection criteria played an important role in answering the question of the effectiveness of the program in the workforce. There was a schedule which involved semi-structured, phone/face to face interviews with participants and documentation of field notes and transcribing of recording that took place throughout the interview process.

The purposeful sampling included 15 research participants which were recruited from the university database with the permission of the entrepreneurship hub that is suited in the university. The participants were purposefully selected based on the following criteria's: the year of graduation (within the last 5 years), the current status/age bracket in the society (youths)

the current state of employment (entrepreneurs) and nationality (Nigerian). It will also be based on the experience with the program and its effect on the entrepreneurial journey. The purpose of working with the minimal number of participants was to ensure that there is a thorough representation and analysis of data sufficient to answer the research questions.

Instrumentation

For this research, the data collection tool was self-developed, semi-structured interview questionnaire that was used to answer the research question. My study involved a one-on-one in-depth, open ended questions which enabled the participants to provide suitable answers based on the knowledge and experience with the program. The interviews were also be conducted on the phone or in person based on the availability of the participant and I served as the primary instrument for data collection. In addition, I employed the help of the Walden University Faculty Experts Database (FED) to identify three experts to review and provide content validity of the questionnaires.

Procedures for Recruitment, Participation, and Data Collection

I applied the due process to ensure professionalism and efficiency in the research process which included: an approval from Walden IRB and a signed consent form from each participant. The IRB was set up to ensure that all research carried out in and by Walden University abides by the laws and procedures set up by the university as well as the regulations of the federation (Walden University, n.d.). The IRB process included a letter of cooperation form, a consent form and submit the filled-up application for approval (#08-05-19-0678443). After going through the Walden University IRB process, I started the recruitment process by using the Covenant University Database to recruit participants through purposeful selection to participate in the data collection process. The participants of the research served as representatives to the higher population of graduate entrepreneurs in Nigeria. Following the purposeful selection, I sent invitation emails to all the participants and on receiving replies from the participants, I sent informed consent forms. All participants were able to respond

through email and showed interest in participation in the data collection and analysis process. There was no financial compensation for participation and to strengthen the validity of this agreement, a consent form was signed before the interview to indicate formal interest in my study. This study adopted the interview method for data collection. The interview method included a one-on-one, semi-structured, open ended interview with the participants. The participants that couldn't make it for the face to face interview opted for the second option – phone calls and the consent letters were sent via email and it was replies with 'I Consent and Name in full'.

One of the major challenges that may arise in the interview process is sticking the blueprint of the self-developed interview questions and asking the most important ones due to the open-ended nature of the questions. To solve this challenge, every participant was briefed with the questions before the interview process began and this helped keep to the script and time on all interviews thereby creating uniformity and getting answers to the questions that were asked.

Data Collection Plan

Once there was an approval from the IRB, the data collection plan began, and it included one-on-one, semi-structured, open-ended interviews. The purpose of the research interview was to explore the views, experiences, beliefs and/or motivations of individuals on specific matters. One-on-one interviews is more than just a social interaction – it is a process which focuses on creating meaning from a situation through interaction (Oltmann, 2016). The one-on-one, semistructured, open-ended questions asked focused on answering the research question, which was centered on how impactful entrepreneurship education program is to entrepreneurial graduates (see Appendix B). The face to face interviews acted as a tool to obtain insight into the participant's disposition. The phone interviews on the other hand were more concise and straight forward – although the expressions and disposition could not be recorded, it is possible to gain answers to the questions asked. The unit of analysis include 15 participants

who are graduates of Covenant University (within the last 5 years). Recording and transcribing were used to give more information and data to the analysis stage of the process.

Data Analysis Plan

The purpose of this general qualitative study was to explore the effectiveness of entrepreneurship education programs on entrepreneurial graduates in Nigeria. My study used a self-formulated open ended, semi structured interview process and to analyse the data, it employs tools such as recordings, transcriptions, field notes and document reviews. During the interviews, the conversations were recorded – this was to ensure that every information was detailed and represented well in the data analysis process. After the interviews, the recordings were transcribed, and a copy was given to each participant for verification.

The field notes also served as an additional tool to provide insight into the engagement and conversation during the interview process. The use of document reviews concerning entrepreneurship education from other researchers were also employed to help review of already existing sources which may include reports, data files, articles, databases and government websites. The documents that were reviewed revealed the importance of entrepreneurship education programs and its ability to impact knowledge and skills to students which would be instrumental in future success as well as reduce youth unemployment in Nigeria.

I used these tools to code the interviews for ease of analysis. My study focused on one research question: How does the NUC policy on entrepreneurship education programs affect recent graduates' knowledge of, skills for, and intentions regarding becoming entrepreneurs? The data analysis was performed on the data collected from the open ended, semi structured interview process which involved recording, transcription, field notes, coding, categorizing the coded data as it related to the research question addressed in my study (Saldana, 2015).

Issues of Trustworthiness

In qualitative research, data are collected with a focus on multifaceted interviews and narratives to produce a description of the experiences. The researchers, therefore, play the role of a mediator between the experiences of the respondents and the community of concerned people (Sanjari, et. al, 2014). In qualitative studies, issues of trustworthiness refer to a researcher's ability to produce findings that are credible, transferable, confirmable, and dependable. Credibility refers to the confidence of a researcher in the truth of the findings. Transferability focuses on how the applicable the research is to other contexts. Confirmability shows the neutrality of a researcher in findings. Dependability is the extent that my study could be repeated by other researchers and that the findings would be consistent (Statistics Solutions, 2018).

Credibility

In an interview process, it is important for the researcher to establish a good rapport with the participants to gain an extensive and thorough understanding of the information received from each participant (Agbai, 2018). Credibility focuses on the truth and accuracy of the researcher's findings (Statistics Solutions, 2018). To certify credibility, I employed the use of peer debriefing which involved seeking support and scholarly guidance from other professionals, and member checks which involved cross checking data before, during and after the interview process (Anney, 2014).

Transferability

Transferability ensures that the research is applicable to another research. Throughout the research process, it was important to provide a detailed account and an explanation of the happenings as well as the data collection and analysis process. This will guarantee that future readers and researchers could analyse and evaluate the extent to which the findings can be transferred to a similar setting (Agbai, Statistics Solutions, 2018). To certify transferability, I provided an in-depth/ detailed description of the interview process (including the natural setting as well as the data collection and analysis process) (Anney, 2014).

Dependability

Dependability according to Mertens (2018) can be explained as the ability of a researcher to provide access to data which reveals the rise of hypothesis and changes in understandings. It can also be understood as the extent to which my study can be replicated by other researchers as well as show consistency in findings (Statistics Solutions, 2018). I confirmed reflexivity by using tools such as member checks to ensure that there was proper cross checking throughout the inquiry process.

Confirmability

Confirmability is the ability of a researcher to provide a chain of evidence between data and conclusions that are reached (Martens, 2018). Confirmability refers to the degree to which the results from data analysis can be confirmed or corroborated by other researchers (Anney, 2014). To guarantee confirmability throughout this research, I ensured that there is a detailed explanation of the data collected and the results are made available. There was also a documented copy of reflections of the interview process as well as the data collection process and how my decisions were informed throughout the process

Ethical Procedures

Ethical issues arise when a research and its process conflicts with the Institutional Review Board. Ethical procedures that can avoid these issues include; Voluntary participation (Center for Innovation in Research and Teaching, n.d) and Informed Consent which refers to keeping every information of an individual confidential and releasing information only on a consent base. In using current graduates as my subject matter, it was important to get the informed consent of every individual and faculty involved. This built trust and enabled transparency through the interview process as well as enabled a more concise and clear data collection process.

To address these challenges, I ensured that every individual in the data analysis stage understood the regulations that surrounded the data collection process. This was done to

eliminate any form of doubt or uncertainty when granting consent. It was also vital to get very acquainted and understand the IRB process to ensure the right decision is made as every stage (Sanjari et al, 2014). In addition, knowing the importance of IRB approval, I ensured that the personal information of every individual as well as an explanation of consent was very vital during the data collection process. This was to give every individual an opportunity to understand the process and consciously give consent on the process.

In addition, to avoid ethical issues, there was a prolonged engagement which suggested spending more time in the environment and with participants to establish trust and openness. Also, I employed the use of triangulation and member checks to verify information and avoid wrong representation (Graff, 2016).

Summary

Chapter 3 was focused on revealing the research design as well as explaining the process of application of qualitative data methods in this study. The purpose of this qualitative, exploratory multiple case study was to reveal knowledge about impact of entrepreneurship education programs on entrepreneurial graduates in Nigeria. The rationale for this research design served as a tool that guided the interviewer's questions to focus on research questions. In employing purposeful sampling, the research used a self-developed, semi structured, open-ended interview for each participant. There were 15 participants all through the process and this number was suggested in order to get detailed information and make informed analysis on the data collected. The participants were all graduates (within the last 5 years) from Covenant University – the university was used as the case study because it undergoes the entrepreneurship education programs and has produced multiple entrepreneurs from the program. Furthermore, the chapter revealed my role as the researcher, the sampling population, the data collection and analysis process, the issues of trustworthiness and ethical procedures to ensure the viability of the research. Chapter 4 covered the research settings, the information on the participants, presentation of data collection process. It also revealed evidence indicating

trustworthiness and the explanation of the results retrieved from the data collection and analysis stage.

Chapter 4: Results

Introduction

The purpose of this general qualitative study was to increase understanding of how the NUC's entrepreneurial education curriculum has positively or negatively influenced the entrepreneurial journey of recent graduates from Covenant University in Nigeria. I acted as the primary data collector throughout the interview process using open-ended questions to answer the central research question: How does the NUC policy on entrepreneurship education programs affect recent graduates' knowledge of, skills for, and intentions regarding becoming entrepreneurs? I purposefully selected 15 participants to interview in order to collect data for analysis. The data was obtained by using the semistructured interviews, field notes, and recordings of the participants. The resulting data served as the input for analysis.

In Chapter 4 of this study I focus on presenting the data collection procedures, the analysis of collected data, the purpose of the research, questions, and objectives. The results from the collection process and analysis are presented in detail and linked with the research question.

Research Setting

The setting remained consistent throughout the research. I worked on each participant's terms regarding the time, date, and location for the interview. Nine of the participants opted for face-to-face interviews and the remaining six, due to busy schedules, could only create time for a phone interview. The face-to-face interviews took place in Abuja, Nigeria. Before each interview, I administered the consent form to the research participants and explained the primary purpose of my study before the interview process started. I also stated that all data collected and analyzed would be kept securely. I used the interview protocol to ensure uniformity throughout the data collection process. The interviews lasted 30 to 45 minutes and the transcript of each interview was sent to each participant for review to assure the validity and reliability of my study. The remaining six participants were reached by phone. The consent

forms were sent to the participants via e-mail prior to the scheduled date for the interview and the signed forms were submitted prior to the date scheduled for the interview.

Member checking was done through cross checking the data of each participant to ensure that the right information had been provided in the pre-interview stage. After the interview, each recording was personally transcribed and categorized into themes and codes for clarification and simplicity in the data analysis stage.

Demographics

The sample for this study consisted of graduates (within the last 5 years) of Covenant University who were current entrepreneurs in Nigeria. My study population comprised both male and female entrepreneurs in the age range of 16-35 years, which was in alignment with the study objectives. This research used 15 participants to establish data saturation and answer the research question effectively. Table 1 provides a breakdown of data for each of the participants. It reveals the (a) gender, 8 female (53.3%) & 7 male (46.67); (b) age, age 21-24 (8) and age 25-30 (7); (c) course of study; and (d) current occupation. The aim of setting the demographic data in a tabular form was to create an easier understanding for the reader as well as explain the place of entrepreneurship in each field.

Table 1 Breakdown of Participants

Population	Gender	Age	Course of study	Occupation
1	F	22	Accounting	Fashion designer
2	F	25	Mass communication	Makeup artist
3	F	25	Biochemistry	Consultant
4	F	26	Accounting	Wardrobe stylist
5	F	24	Mass communication	CEO of an NGO
6	F	23	Electrical engineering	Writer
7	F	25	Psychology	Image consultant

8	F	23	International relations	PR consultant
9	M	24	Architecture	Shoe designer
10	M	24	Chemical engineering	Clothier
11	M	26	Civil engineering	Marketing consultant
12	M	25	Banking/Finance	Entrepreneur
13	M	24	Marketing	Photography
14	M	26	Business ad	Film maker
15	M	24	Sociology	Investment banking

Data Collection

Prior to starting the data collection, I sent the self-developed interview questionnaire request to faculty experts using the Walden University Faculty for Expertise database to confirm content validity. The feedback from faculty was very insightful for the data collection process. For data collection, I employed self-developed semistructured, open-ended interview questions, and the interviews were all audio recorded. The interviews were in two forms: in person interviews and phone interviews. The in-person interview was set up in Abuja, Nigeria; the duration of each of these interviews was 30–45 minutes, and the data collection process (member checking before interviews, consent forms signing, interviews, and data collection) applied to each interview. The phone interviews, however, were straight forward because of time constraints and the limitations of the technology. The data collection process lasted for 3 weeks. After the interviews, I listened to and transcribed the recordings into a Microsoft Word document, and a copy was sent to each participant for review and verification of the information presented. Every participant expressed satisfaction with the process, and I received unanimous consent to analyze and report the results.

There was also a review of documents with each participant prior to the interview process began, and during the interviews, I took notes as an additional tool for the data collection process. All interviews were recorded with a recording device; the in-person interviews were recorded with a phone and the phone interviews were placed on loudspeaker

and recorded with another phone. The interview location was mutually agreed upon, and the interview protocol served as an additional data collection tool that I used consistently throughout the process.

Data Analysis

This study included a self-developed, semistructured, open-ended interview and field notes and recordings made during the interview process. The questionnaire served as a tool to answer the research question: How does the NUC policy on entrepreneurship education programs affect recent graduates' knowledge of, skills for, and intentions regarding becoming entrepreneurs? The essence of coding according to Saldana (2013) is to sort, synthesize and then theorize. The steps as suggested by Yin (2014) include data compilation, disassembling, reassembling, interpretation, and data conclusion to get meanings.

For the data analysis process, I employed manual coding (hard copy transcripts and documents, recordings, etc.), and all data received from participants were transcribed into a Word document. I started by using an attribute coding method to separate information from participants into groups on Excel. By using the Excel app to collate data, I was able to reassemble participant responses according to codes and themes and then finalize the process by identifying the themes that appeared more often to determine the results.

Evidence of Trustworthiness

Credibility

To confirm credibility, I employed the use of peer debriefing which involved seeking support and scholarly guidance from other professionals. In addition, I issued copies of the transcript to each participant for verification and comments (see Anney, 2014). This process ensured the authenticity of my findings.

Transferability

Transferability certified that this research can be applied in future researches. As stated in Chapter 3, this research included a process that ensured transferability. Throughout the interview and data collection process, I ensured that there was a detailed description of each

step to ascertain the transferability of the findings. I ensured clarity in the data collection and analysis stage to confirm the reliability of the data as a reference for future researchers.

Dependability

To guarantee dependability, I ensured rigorous review of data collected from the participants through the interview process. The review trail revealed the intention and processes for evaluating and exploring the data.

Confirmability

Anney (2014) explained confirmability to be a stage where the results from data analysis can be confirmed or corroborated by other researchers. For this study, I ensured stability by making sure the data collection process was explained in detail and that there was a proper documentation of every finding to avoid the notion of personal bias throughout my study.

Study Results

This section included a case study of the impact of entrepreneurship education programs on youth graduates in Nigeria. I purposefully selected 15 participants which was in alignment with the research methodology. The recruitment process started after receiving the Walden University IRB approval (#08-05-19-0678443) and I interviewed the participants as outlined in Chapter 3. The responses from the participants formed the foundation for the generation of codes and themes, which were determining results. I transcribed all information received from participants through recordings and note taking, and the data served as evidence for the formation of codes and themes.

Research Question

The central research question for my study was: How does the NUC policy on entrepreneurship education program affect recent graduates' knowledge, skills and intentions on an entrepreneurial journey? The chart below reveals the breakdown of the research questions and the interview questions that were employed throughout the interview process.

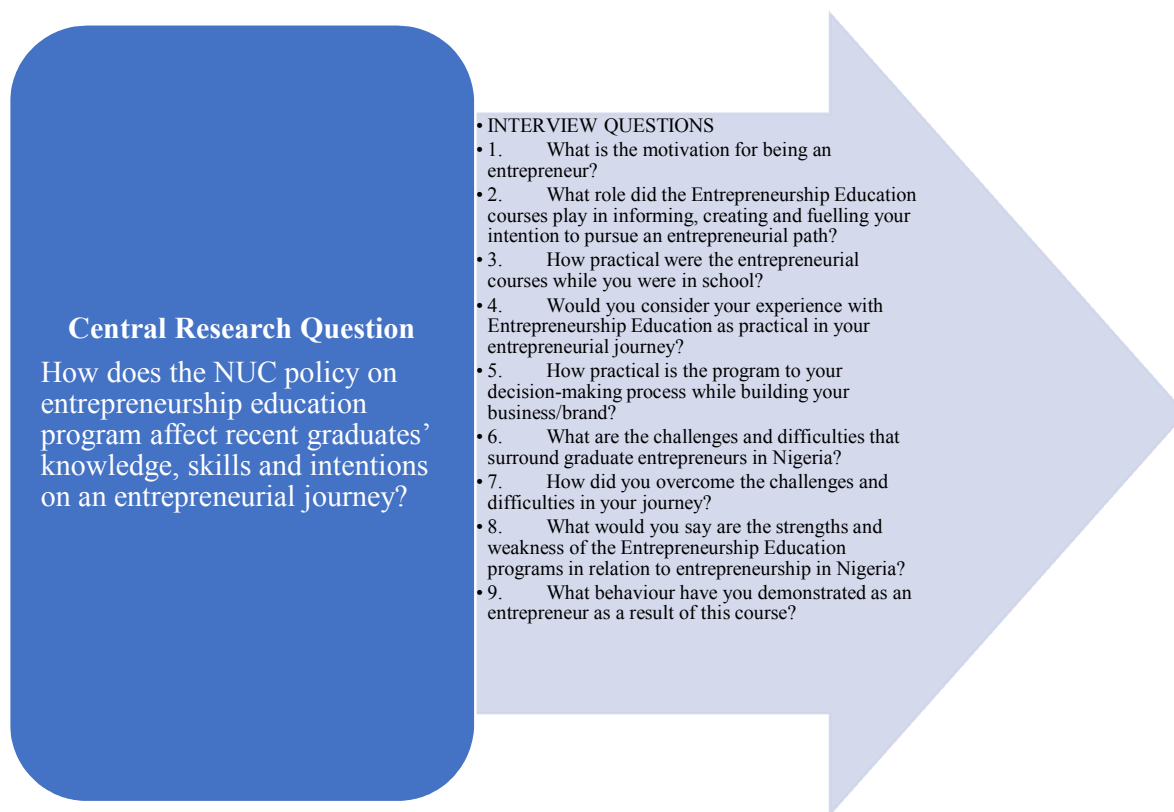


Figure 1. Research question and interview questions

Overall Emergent Themes

I employed inductive coding to organize each answer into themes and collate the occurrences amongst the responses from the participants. In using the excel app, I documented each participants response on a different sheet and then created a separate sheet to collate the responses as well as another sheet to collate the number of occurrences to which the participants presented similar answers. In categorizing the codes, the themes emerged in response to the interview questions asked. The themes are responses to answer the major research question – What is the impact of entrepreneurship education programs on youth graduates in Nigeria? The emergent themes were created as a result of the understanding of the in-depth questions and answered during the interview process concerning the impact of entrepreneurship education programs on youth graduates. The table below reveals the codes, descriptions and themes for

every question asked during the semi structured interviews concerning the impact of entrepreneurship education programs on youth graduates.

Table 2. Common Codes, Themes and Descriptions Across All Participants

Code	Themes	Description	Occurrences (Number)	Occurrences (%)
Entrepreneurship Motivation	Information on entrepreneurship motivation	Current economic/governmental state	5	33.3%
		Passion for change	7	46.6%
		Lack of finances	3	20%
Role of entrepreneurs hip education course in building intention	Knowledge on entrepreneurship intention	Informational	3	20%
		Served as a fuel to turn passion to money	6	40%
		Informed ideas and steps to take	3	20%
		Aided insightful preparations	3	20%
Practicality of the courses	Information on practicality	Practical but with challenges that hinder the practicality	5	33.3%
		Mainly hteoretical	10	66.6%
Strength and Weakness of entrepreneurs hip programs	Information on strengths and weaknesses	Impacts knowledge	5	33.3%
		Expose young students to the entrepreneurial world	3	20%
		False representation of what entrepreneurship is	3	20%
		Very theoretical in approach	4	26.6%
Challenges and difficulties faced	Identification of the challenges	Insufficient Capital/funding	4	26.6%
		Government Issues – Corruption, irregular/no binding laws, lack of structure, inadequate policies, irregular prices	9	60%
		Better Equipped competitors	2	13.3%
		Research and Passion	2	13.3%

Influence on choice	Information on choice	Family and friends	4	26.6%
		Mentorship	6	40%
		Current economic situation - Increase in unemployment rate, lack of jobs, passion, social media	3	20%
Overcoming challenges	Keys to overcoming challenges	Focus & Persistence	6	40%
		Mentorship	6	40%
		Research and Passion	3	20%

Theme 1: Information on Entrepreneurship Motivation

The first emergent theme was derived as a response to the interview question- What is the motivation for being an entrepreneur? This interview question represented the research question that focuses on the effect of the program on recent graduates' entrepreneurial journey. The interviewees revealed that the program in university informed ideas and passion and this passion according to findings vary from personal to governmental. It was interesting to discover the zeal and passion of the youths to change the status quo in the country. Interviewee 8 stated that her motivation was derived from adding value to the community as well as make ends meet in the family. Interviewee 11 believed the motivation was created by the passion to be a boss and interviewee 12 revealed that the motivation to be an entrepreneur began due to the economic situation of the family but over time, it evolved to solving the problem in the community – creating products that is more assessible to people in the neighbourhood. The table below reveals details of the themes that were extracted from the data collection stage about motivation towards being an entrepreneur.

Table 3. Motivation for being an entrepreneur

Motivation for entrepreneurship	Reoccurrence in interview (number)	Percentage (%)
Passion for change	7	46.6
Create better options	5	33.3
Current governmental state	5	33.3
Meet community needs	4	26.6
Lack of finances	3	20

Theme 2: Knowledge on Entrepreneurship Intention

This theme on entrepreneurship intention was derived as data from the second interview question: What role did the Entrepreneurship Education courses play in informing, creating, and fueling your intention to pursue an entrepreneurial path? This interview question was created to answer the part of the research question that focuses on the impact of the programs on the graduate's intentions towards entrepreneurship. The table below exposes the populations view on the impact of the entrepreneurship courses on intention towards entrepreneurship.

Table 4. Entrepreneurial Programs impact on Intentions

Impact of courses on intention	Reoccurrence in interview (number)	Percentage (%)
Informational	7	46.6
Served as a fuel to turn passion to money	8	53.3
Built and endured zeal	4	26.6
Aided insightful preparations	7	46.6
Served as step by step guide	9	60

Interviewee 4 opined that the courses were informative, and it built the zeal towards becoming an entrepreneur. Interviewee 5 said that the programs gave insightful ideas towards building a business. Interviewee 10 stated that the courses revealed how there is the possibility of succeeding in the workforce outside white collar jobs.

Theme 3: Information on Practicality

The practicality theme was created in response to the fourth interview question: Would you consider your experience with Entrepreneurship Education as practical in your entrepreneurial journey? This interview question was set up to answer the part of the research question that focuses on the impact of the programs on impacting knowledge on the graduates. The table below shows the interviewee's responses to the above interview question.

Table 5. Practicality of entrepreneurial courses

Practicality of the courses	Reoccurrence in interview (number)	Percentage (%)
Not practical	8	53.3
Practical but not applicable in the business world	4	26.6
Theoretical approach	10	66.6
Mainly practical	2	13.3

Interviewee 2 stated that the program was practical as it served as a tool that catalysed the entrepreneurial journey. Interviewee 6 believed the program was very theoretical and it focused on general approaches to start a business. Most of the participants revealed that what is taught in the University is very informational, but it differs from the status quo in the world. Some of the participants explained that information such as the necessities for a start-up is discussed in theoretical forms and exams are even written to gauge understanding of the discussion but

practical steps to take were hardly given – some argued that the tutors were not in tune or were not current with the entrepreneurship status of youths in the country.

Theme 4: Identification of the challenges

This theme emerged in response to the sixth interview question - what are the challenges and difficulties that surround graduate entrepreneurs in Nigeria? The interviewees stated multiple challenges that suffice on the government's end that makes it difficult for young entrepreneurs to thrive in the country. The answers varied from lack of structure in policies, corruption, lack of electricity, lack of good roads, security issues, lack of passion/attention for innovation, bribery and corruption, no abiding laws, money over law, lack of belief etc. The table below reveals the themes that emerged and the reoccurrence in the answers received from the interview population.

Table 6. Challenges Youth Entrepreneurs Experience

Challenges and difficulties faced	Reoccurrence in interview (number)	Percentage (%)
Corruption	15	100
Lack of attention to innovation	10	66.6
Money over law	9	60
Lack of electricity	8	53.3

From collation of data, the research revealed that 100% of the interviewed participants had the notion that corruption is one of the greatest difficulties the young generation faces in starting up a business.

Theme 5: Identification of Challenges Towards Entrepreneurship Education - Capital

This theme emerged in response to the sixth interview question – what are the challenges and difficulties that surround graduate entrepreneurs? From the collation of data

collected, this theme occurred multiple times across the interviews. The interviewees believe that this is one of the major challenges faced when the entrepreneurship journey started. The table below reveals the answers obtained during the interview process concerning challenges on becoming an entrepreneur.

Table 7: Challenges Youth Entrepreneurs Experience – Capital

Challenges and difficulties	Reoccurrence in interview (number)	Percentage (%)
Insufficient funds	11	73.3
Fear of loss of capital	4	26.6
Fear of scams	5	33.3

Theme 6: Information on Choice

This theme was revealed as a response to the part of the second interview question on the role of informing, creating and fuelling intention as well as impacting skills in pursuit of the entrepreneurial path. The question aimed collecting data that reveals the influence on the choices to become entrepreneurs. It was discovered that family and friends play a vital role in fuelling the intention that the education may build in the participant. The data collection stage reveals that 46.6% of the population opined that support from family and friends were dominant factors in beginning the entrepreneurial journey. The table below reveals the occurrences received from the interview stage on what impact choice towards entrepreneurship.

Table 8. Influence on Choice towards Entrepreneurship

Influence on choice	Reoccurrence in interview (number)	Percentage (%)
Research and passion	2	13.3
Family and friends	4	26.6%

Mentorship	6	40%
Current economic situation	3	20%

Theme 7: Keys to Overcoming Challenges

This theme was created as a result of its emergence in multiple interviews as answers to the second question – What role did the Entrepreneurship Education courses play in informing, creating and fuelling your intention to pursue an entrepreneurial path? Answers from the participants to this question included family and friends, mentors – people who have gone through the process before, people that saw the talent and were willing to finance it. It was interesting to discover that participants believe that mentors play a vital role in building an entrepreneurial career – from acquiring skills to creating and building connections that would be instrumental in the entrepreneurial journey. The table below shows the population view on the impact of Entrepreneurship education on the intention to take the entrepreneurial journey.

Table 9. Overcoming challenges faced on the entrepreneurial journey

Assistance towards entrepreneurial intention	Reoccurrence in interviews (Number)	Percentage (%)
Mentorship	10	66.6
Family and friends	4	26.6
Self-training/research	6	40

The data revealed that the participants influence on choice came mainly from mentorship. Multiple interviewees explained how having a mentor serves as a guide that navigates the best options that may be suitable for the starting a business venture in Nigeria. The interviewees also recalled how while in the university, they had access to few business hubs to discuss the ideas and received advise on the best possible way to handle the situation moving forward.

Theme 8: Entrepreneurial Behaviour

This theme was revealed as an answer to the ninth interview question – What behaviour have you demonstrated as an entrepreneur as a result of this course? The descriptive received from the interviewees included never give up, do not take no for an answer, be persistent, be determined, be self-confident, know what your brand is and the competition around, share ideas with people who will enable instead of destroy or steal the idea, be willing to take risk, improve your skills and knowledge of the area. In triangulating the data collected, coupled with observations and understanding expressed by participants, these statements aligned with the theme of focus and determination. This process revealed the need for persistence and focus irrespective of the conditions that may arise on the way to building a start-up and becoming an entrepreneur.

Summary

In Chapter 4, I provided a detailed organization of data and presentation of findings from the qualitative – one-on-one interview, multiple case study process. The results were views revealed by interviewed population in response to the central research question: What is the impact of entrepreneurship education programs on youth graduates in Nigeria? The research questions were used to identify the common view and understanding about the impact of entrepreneurship education programs on graduates. The results revealed collective responses received from the participants.

In addition, I discussed trustworthiness and its application to my study. The interviews were held in two ways: through phone conversations (for those that could not sit down for the one on one interview due to the security challenges that arose at the time of the interviews) and in person. The interviews done in person were recorded and organized on excel for thematic analysis. The emergent themes included passion for change, mentorship, corruption, insufficient capital, focus and persistence, corruption and family and friends.

Chapter 5 presented a discussion that reflects on the findings and then make conclusions. In addition, the research revealed the limitations of my study, recommendations for future scholars and implications for social change.

Chapter 5: Discussions, Conclusions and Recommendations

Introduction

The purpose of this general qualitative study was to increase understanding of the effect of NUC's policy of entrepreneurial education curriculum on the entrepreneurial journey of recent graduates from Covenant University in Nigeria. For the research I used the general qualitative design to explore the main research question which was centered on exploring how entrepreneurship education affected the Nigerian youth graduates. The participants in this study were 15 graduates of Covenant University who were purposefully selected based on the following criterion: graduated within the last 5 years, started a business within the last 5 years, and participated in the entrepreneurship education programs while in university.

The focus of my study was to gain an understanding of how the NUC's policy on entrepreneurship education programs impact youth graduates in Nigeria and to explore whether the issue of its effectiveness was due to the policy itself or the implementation. I took a qualitative approach that included semistructured, one-on-one interviews to explore the impact of entrepreneurship education on youth graduates in Nigeria. The participants in the research answered interview questions, which contributed to the development of emergent themes that helped address the research question. The findings revealed that the NUC Policy has not had a reasonable impact on the young entrepreneurial graduates in Nigeria in the last 5 years due to the structure of the policy as well as poor implementation in the tertiary institution system.

Interpretation of Findings

The central research question that informed this study was: How does the NUC policy on entrepreneurship education program affect recent graduates' knowledge of, skills for, and intentions regarding becoming entrepreneurs? The aim of this main research question was to explore the public policy phenomenon of entrepreneurship education in Nigerian Universities and how it has affected the youth graduates in the country. In applying a general qualitative design using phenomenological and case study techniques, I manually transcribed all data

collected from the interview stage to develop themes that addressed the research question. The data analysis stage revealed eight themes that aligned with the findings in the literature review and the theoretical framework as provided in Chapter 2.

Graduates Drive Towards Entrepreneurship

From the findings, it was revealed that many of the participants were not really motivated by the courses but by their passion to make a change in the environment. The entrepreneurship education program played a role in informing them of the idea of entrepreneurship, but it was their passion that motivated the participants towards the entrepreneurial path. The interview results showed that multiple participants were tired of the status quo (i.e., waiting for white collar jobs that did not exist or had already been filled by those who did not have the qualifications due to the connections with those in power or in the management). It was surprising to see that many of the participants were passion driven, and that passion encouraged research, perseverance, and action towards entrepreneurship. The findings also aligned with the certain concepts in the literature such as Kolawole (2015), who revealed how Nigerians tend to be at the forefront of creating/starting a business by defying all odds and obstacles to implement the ideas. In addition, the findings aligned with the theoretical framework of social construction by revealing the purpose of the policy as well as its effect on Nigerian youths. It showed that the policy seemed to be impactful to an extent, but the implementation of the courses outside the educational system have had less impact on the graduates and their entrepreneurial journeys.

Effect of the Entrepreneurship Policy on Graduates Knowledge of Entrepreneurship

The findings revealed some relationship to Ajzen's theory, which focused on how entrepreneurship education impacted knowledge and intention for its students towards building a business. The data analysis stage revealed that multiple participants believed that the program provided knowledge, which informed intention, but the knowledge in most cases

was theoretical (i.e., it did not apply in the real world). Although the idea of the policy was to create a medium in which youth would acquire skills and knowledge to be effective in the workforce or start a business, the results showed that the programs informed the students of the concept of entrepreneurship, but they did not explain or advise on entrepreneurship in the real world.

Skills Acquired from Entrepreneurship Education

The aim for creating the entrepreneurship education program was to ensure that all youths at the point of graduation possess the skills to not only be effective in any place of work but also to start up a business. The interview questions aimed at answering the research questions focused on practicality and intention. The findings retrieved from this research aligned with the research question created in chapter 2. It revealed that the courses under the entrepreneurship education programs seemed to be very impactful and even catalysed intention, but they were less practical in the real world. The education may have started the process, but it was mainly family and mentorship that led to the creation of the participants' start-ups. The skills acquired were mainly achieved through mentorship platforms and entrepreneurial workshops.

Entrepreneurship Education Impact on Intention Towards Entrepreneurship

Although the policy to advance entrepreneurship amongst youths in Nigeria was set up by the government to not only impact knowledge and intention, there has never been a system that ensure that the intention is nurtured and guided towards building a successful career or business. The result obtained in this research aligns with Ajzen's TPB, which, as applied to this study, suggests that entrepreneurship education informs knowledge but practical instruction that imparts skills to be effective in the workforce does not exist; neither are there structures that catalyze success in the entrepreneurship journey. The findings revealed that the entrepreneurship education programs to a large extent impacted intention towards

entrepreneurship. The courses showed ways through which revenue can be raised without relying on organizations that have little or no opportunity to offer.

Limitations

My study was designed to explore the impact of entrepreneurship education programs on youth graduates in Nigeria. I employed a case study technique that entailed interviewing 15 entrepreneurial graduates from Covenant University, which offers the entrepreneurship education program. The qualitative research design involved semistructured, one-on-one interviews. I was the primary actor in collecting and analyzing data. To answer the question of bias, I ensured that reflections and other observations were documented and were kept in a safe and secured place to avoid issues related to confidentiality and validity. I also maintained academic integrity and followed the proper procedures for the data collection and interview protocols. One of the major limitations was the inability to compare the effectiveness of these programs on public versus private youth graduates towards entrepreneurship.

Another limitation was the interview population. Having to focus on only Covenant University may have limited the insight received on the impact of entrepreneurship education programs on youth entrepreneurs. This population was not able to explore and understand the impact of entrepreneurship education in other educational institutions. Another limitation was the interview location. Not all participants could be at the location of the interview due to time constraints, unbalanced schedules, and security issues.

Recommendations

Based on research findings, there are future opportunities for further research. The purpose of this qualitative multiple case study was to gain understanding and insight on the impact of entrepreneurship education programs on entrepreneurial youth graduates in Nigeria. I employed a general qualitative approach that involved phenomenological and case study techniques. The first recommendation for future research is to consider a quantitative

approach through a survey to describe the effect of these programs in public school versus private school graduates and the effect on unemployment amongst the youth population. The school used as a case study in this study is a private school, so it is possible that public universities have more access to public data and aid from the government than private universities.

Another recommendation is to focus on government laws and structures on entrepreneurship. There should be research findings on the laws that govern entrepreneurship education in Nigeria and its effect on the Nigerian youth. The research findings of this study revealed that majority of the participants experienced difficulties with the laws that have been set up and that lack effectiveness to aid youths on the entrepreneurial journey. Further research should analyze the current laws and structures in place in terms of their lack of support for youth in creating a successful business or career after school. Such research might also suggest the structures that should be in place to ensure that every graduate has the necessary information and aid on the entrepreneurial journey. Questions such as what policies and what structures might ensure that every youth has the right opportunity and right tools needed to succeed as an entrepreneur should be addressed.

In addition, another recommendation will be to explore the role of the National Youth Service Corps (NYSC) in acting as a channel that can aid entrepreneurship goals and act as a medium through which entrepreneurship graduates can enter the workforce or build a brand. NYSC was a scheme set up to aid national building in Nigeria and the government made it a compulsory certificate all Nigerian youths must possess to be employed. The Nigerian Government can restructure the mission of NYSC to focus on entrepreneurial building and transitioning into the Nigerian workforce (NYSC, n.d).

The final recommendation provided is that the tertiary institutions need to make the courses more practicable by organizing field trips, mentorship programs, seminars, conferences

and also create simulations that task the minds of the students towards building intention and knowledge in the entrepreneurial journey.

Implications for Social Change

The research findings revealed that learning entrepreneurship at the educational institutions played a vital role in impacting knowledge on individuals to make positive social change after graduation. Results from my study revealed that although graduates acquire knowledge and some skill, they still struggle on their entrepreneurship journey due to the lack of practicality of the courses. Odukoya, Bowale and Okunlola, (2018) stated that part of the problem in the creation of this policy was the changes in government and scarcity of technocrats within the government. In addition, there is lack of understanding of the power of well-formulated policy and its implementation process as well as the impact on the educational system in the country. It is important for the policy makers to possess a proper understanding of the current situation about youth unemployment before policies are formed on entrepreneurial education. This understanding will play an important role and act as a guide to redefining or creating the current policy on entrepreneurial education (Odukoya, Bowale, and Okunlola, 2018). To cause a change to the social and economic paradigm in the country is to create a workable educational policy in Nigeria (Okoroma, 2006).

By creating awareness and the research possesses the potential to create awareness and change the standard of youth development by furthering understanding of the effect of these programs, there could be a deeper look into the policy and the unemployment problems that face the Nigerian youths. It also could contribute to the educational curriculum for future youths as well as create a consciousness on the impact of these programs on the social and economic status of the country.

Conclusion

The focus of this study was to explore the effect of entrepreneurship education programs on entrepreneurial youth graduates in Nigeria. The research employed the use of TPB to explain the importance of these programs towards the economic status of the country as well as the theory of social construction to understand the impact of the entrepreneurship education policy as set up by the Nigerian government for the Nigerian youths. The findings from this study were derived from participants who are graduates from Covenant University and are current entrepreneurs in Nigeria. The aim was to broaden the understanding on the practicality and impact of the programs on the entrepreneurial journey. The key findings agreed that there is a need to re-examine the policy and probably restructure the aims and objectives as well as the need to put some structures in place that will impact positive social change initiatives and reduce the unemployment rate amongst the youth graduates in Nigeria.

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Appendix A: Interview Protocol

Location:

Date:

Start Time:

End Time:

Hello, thank you for participating in this interview. This interview will take roughly 30 minutes, it will also be recorded, notes will be taken. All the recordings at the end of the interview process will be transcribed and a copy will be given to you for your perusal and consent. The interview may be stopped at anytime you feel uncomfortable with the process or the questions (based on consent agreement). This interview process will be focusing on questions relating to the impact of entrepreneurship education programs on entrepreneurial youths in Nigeria. The purpose of this qualitative phenomenological multiple case study is to gain an understanding of how the NUC's policy on entrepreneurship education programs impacts graduates in the Nigerian workforce.

Thank you for your participation in this study.

Appendix B: Interview Questions

The interview questions will be focusing on giving answers to the research questions which is centred around the impact of entrepreneurship education programs on graduate entrepreneurs within the last 5 years.

Interview Questions

1. What is the motivation for being an entrepreneur?
2. What role did the Entrepreneurship Education courses play in informing, creating and fuelling your intention to pursue an entrepreneurial path?
3. How practical were the entrepreneurial courses while you were in school?
4. Would you consider your experience with Entrepreneurship Education as practical in your entrepreneurial journey?
5. How practical is the program to your decision-making process while building your business/brand?
6. What are the challenges and difficulties that surround graduate entrepreneurs in Nigeria?
7. How did you overcome the challenges and difficulties in your journey?
8. What would you say are the strengths and weakness of the Entrepreneurship Education programs in relation to entrepreneurship in Nigeria?

Appendix C: Interview Questions After Faculty Validation

Interview Questions

1. What is the motivation for being an entrepreneur?
2. What role did the Entrepreneurship Education courses play in informing, creating and fuelling your intention to pursue an entrepreneurial path?
3. How practical were the entrepreneurial courses while you were in school?
4. Would you consider your experience with Entrepreneurship Education as practical in your entrepreneurial journey?
5. How practical is the program to your decision-making process while building your business/brand?
6. What are the challenges and difficulties that surround graduate entrepreneurs in Nigeria?
7. How did you overcome the challenges and difficulties in your journey?
8. What would you say are the strengths and weakness of the Entrepreneurship Education programs in relation to entrepreneurship in Nigeria?
9. What behaviour have you demonstrated as an entrepreneur as a result of this course?

Appendix D: Letter of Cooperation

Hebron Startup Lab,
Covenant University
29th July, 2019

Dear Ruth Abioye,

Based on my review of your research proposal, I give permission for you to conduct the study entitled Exploring the Impact of Entrepreneurship Education Program on Current Graduate Entrepreneurs within Covenant University. As part of this study, I authorize you to interview the participants and collect the necessary data required for the research. Individuals' participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include: Providing access to our alumni database to purposefully pick the number of participants required for the data collection stage of the research. We reserve the right to withdraw from the study at any time if our circumstances change.

I understand that the student will not be naming our organization in the doctoral project report that is published in ProQuest. I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the student's supervising faculty/staff without permission from the Walden University IRB.

I confirm that I am authorized to approve research in this setting and that this plan complies with the organization's policies.

Sincerely

Yours.

Dr. [REDACTED] Curator +234 [REDACTED] |
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