

**PERCEPTION OF ENTREPRENEURSHIP AMONG PRE-SERVICE UNIVERSITY  
TEACHERS IN MINNA METROPOLIS, NIGER STATE**

**BY**

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**2014/1/51150BE**

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SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION  
FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA  
NIGER STATE**

**AUGUST, 2021**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF SCIENCE EDUCATION,  
FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF  
BACHELORS OF TECHNOLOGY (B.TECH) IN SCIENCE EDUCATION  
WITH OPTION IN GEOGRAPHY EDUCATION**

**FEDERAL UNIVERSITY OF TECHNOLOGY MINNA, NIGER STATE**

**AUGUST, 2021**

## **ABSTRACT**

*Entrepreneurship is the creation or extraction of value, entrepreneurship is viewed in our modern world as a change, generally entailing risk beyond what is normally encountered in starting a business, which may include other values than simply economic ones. Entrepreneurship is fast becoming one of the new skills being introduced into our schools. This work is examined the Perception of Entrepreneurship among 400 Pre- service University Teachers in Minna Metropolis, Niger State. The study implemented the use of the questionnaire in constructing appropriate results to the study. The survey approach to the study examined 210 pre-service teachers from both J.S.S and S.S.S in Minna. Four research questions were created to establish the objectives of the study. Results show that most of the Pre-service Teachers know about Entrepreneurship skills and recommend it for their students, while a small fraction does not recommend it. Most of the respondents want Entrepreneurship skills incorporated into the class syllabus, while a small minority does not want it. Most of the respondents are sure entrepreneurship opportunities creates opportunities for school children, while a small minority said they are not sure and no respectively. Most of the Respondents said entrepreneurship education should not be given based on gender, while a small minority said it should be given based on gender which was analyzed by descriptive statistics. It was concluded that there is a high awareness and wide acceptance of entrepreneurship education among Pre-service Teachers who are resident to Minna, the study also revealed that the pre-service teachers are open to teaching these skills in the classrooms if all conditions are made right. The study recommended that the Government should revise Education syllabus and include Entrepreneurship education across all levels so that students can pass out with sound Entrepreneurship skills. Teachers across all nations should be equipped with the necessary knowledge and training that will help facilitate their teaching of these subjects in school.*

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

In recent years, many countries have come up against problems of unemployment and many have plunged into a mission of creating new business opportunities for their citizens. Unemployment has compelled countries to find ways to enable their citizens to become self-employed. Under these circumstances, the concepts of entrepreneurship and entrepreneurship education are now appearing in educational curriculums in many countries. As such, it is seen as a basis for developing social and economic well-being in the European Union (EU). Therefore, to a large extent, the contribution of entrepreneurship and entrepreneurship education at the EU level is emphasized (European Commission, 2006; European Commission, 2010). Entrepreneurship is viewed as an important factor with regard to economic growth in a national economy (Minniti & Lévesque, 2010; Zalan & Lewis, 2010). In this regard, employers want their employees to possess entrepreneurial characteristics (Ali, Lim, Ismail, Abdul Rahim, Isa, & Ismail, 2014). It can, therefore, be said that in many developed and developing countries where national and international projects have been organized, students should be encouraged to practice business reports and attend practical business meetings so that, from an early age, they are acquainted with the concept of entrepreneurship. It has been observed that the connection between education and entrepreneurship has become very significant (Mars & Rios-Aguilar, 2010).

There is no consensual definition of entrepreneurship. It is a term that is used in multiple ways today, either by itself or in combination with other terms (entrepreneurial initiative, initiative and

entrepreneurship, entrepreneurship spirit and entrepreneurship competence, amongst others). Bridge (2017) stated that there are many very different ways of interpreting the term entrepreneurship, and that one must distinguish between entrepreneurship as enterprise for life and entrepreneurship as enterprise for new venture creation (Bridge, 2017). It is an umbrella term that continues to be applied to a wide variety of programs, as no general agreement seems to exist on how to define it despite more than 60 years of research on the topic and “it is not immediately clear what meaning is intended in any particular case to which the word entrepreneurship is applied” (Bridge, 2017). Bridge identified two major consequences of this lack of definition and consensus, namely, “an inappropriate borrowing of course content, and a lack of clarity about aims”. In the case of the OECD, considering from a wide definition, entrepreneurship has to do with personal development, creativity, self-reliance, initiative taking and action orientation (Lackeus, 2015). Those are some of the competences that pre-service teachers should develop in order to help students to apply their knowledge and competences “in unknown and evolving circumstances” (OECD, 2018). Apart from that, as Lackeus (2015) posited, permeating entrepreneurship into education posed positive effects but also some challenges encountered by teachers such as “lack of time and resources, teachers’ fear of commercialism, impeding educational structures, assessment difficulties and lack of definitional clarity” concerning competences to be developed and the way to do it. This study tries to contribute to the decision of the main competences of teacher’s entrepreneurs. In the case of de Pablo et al. (2019), entrepreneurship is linked to initiative and action, and to individuals with an entrepreneurial spirit who possess the capacity to innovate. For them, entrepreneurship is an active field and helps develop “attributes such as the capacity for transformational change, the ability to experiment with their own ideas and the capacity to be flexible and react quickly

involves developing both personal attributes and social values, characterized by responsibility, commitment, endeavor, dedication, perseverance and a strong work ethic” (dePablo et al., 2019). This is the discourse adopted by Welsh et al. (2016) when they held that EE must help people to develop “the right attitudes, motives, intentions, and grit to meet failure with a determination to start over again and win”. As Gomez et al. (2017) stated, the entrepreneurship competence involves the interaction of the individual with their environment, as well as some “attitudes (learning how to be, that is, an attitudinal dimension), skills (learning how to do, that is, a procedural dimension) and knowledge. (learning how to know, that is, a dimension of knowledge) conducive to evaluating, generating and sustaining initiatives in different situations”. The European Parliament, for its part, defined the initiative and entrepreneurship competence as the “individual’s ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives should include awareness of ethical values and promote good governance” (The European Parliament and the Council of the European Union, 2006. In fact, this is the definition adopted for this study, together with that of EE and the characteristics of entrepreneurs, which will serve to close the circle.

San-Marn et al. (2020) stated that there is no single way to define EE (Entrepreneurship education), as there are many ways to conceptualize it. Welsh et al. (2016) pointed out that teaching EE involves teaching how to apply flexibility, adaptability and resilience in order to adapt and respond to changes in workforce demands over time. According to Paiva et al. (2019), “the scope and focus of entrepreneurship education vary according to the types of institutions and years of experience in entrepreneurship education.” Moreover, it seems that the change in how entrepreneurship is conceived will have consequences for EE. Bearing in mind

the multiple definitions and understandings of EE, this study has adopted the definition used by the European Commission/EACEA/Eurydice (2016). EE is understood as a key competence for students (including pre-service teachers) whose development, as well as that of the series of sub-competences that comprise it, will contribute to their personal and professional development as active citizens in a society in constant change; specifically, as facilitators of the comprehensive training of these citizens, especially children during their primary education. The next section will discuss this in more detail. According to Ragil et al. (2019), entrepreneurship competence is needed and needs to be promoted amongst pre-service teachers, especially primary education teachers, with a view to enhancing the development of this competence in primary schools. In this vein, Galv-ao et al. (2018) emphasized the positive impact of EE on knowledge enhancement, self-confidence and skill development. Akudolu (2010), cited by Isa (2019), viewed EE “as the acquisition of knowledge, skills and attitude to enable the learner apprehend life challenges in whatever form and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life”. Similarly, Tan and Ng (2006), as quoted in Hameed and Irfan (2019), defined EE as “a process where individuals are provided with the basic concepts and skills about how to identify opportunities and how to find out the solutions where other people vacillated”. As Blass (2018) noted, it is not that entrepreneurs have a business curriculum, but rather a curriculum that helps them find themselves, know what they want and develop tolerance for failure, resilience and emotional intelligence. This is perfectly aligned with the ideas listed by Zangeneh et al. (2020), who stressed the special role of teachers in EE when they show a good attitude and entrepreneurial insight. In this way, they can foster the development of creative people and their entrepreneurial spirit. These authors considered teachers to be one of the most important factors in EE.

The study of entrepreneurship education is based, in large measure, on a conceptual understanding of entrepreneurship and learning. Entrepreneurship education is concerned with learning for entrepreneurship, learning through entrepreneurship, and learning about entrepreneurship (Gibb, 2005). For this reason, it is stated that entrepreneurship education should be considered both as a learning method and as a learning content (Remes, 2003). Moreover, entrepreneurship education has been defined as a research focused process enabling us to investigate the most favorable education process to produce graduates in order to transform them into individuals who have life skills (Abiogu, 2011). Furthermore, entrepreneurship is also referred to as problem solving process (Amos & Onifade, 2013). Additionally, entrepreneurship education is seen as a transfer of ideas; it has, in fact, been described as the transfer of learned knowledge and skills to new situations

Amos & Onifade, (2013;) Gustafsson-Pesonen and Remes, (2012). Entrepreneurship education is based on two different approaches. The first approach is about creating a company or job. The education provided with this approach includes management subjects as well as subjects related to establishing a new company or business. The second approach focuses on the individual and aims to improve the entrepreneurial attitudes and behaviours of the students (European Commission, 2004). In this sense, the second approach in education is emphasised. So, it is seen that the development of students' creativity and innovation has gained importance in the training given in the field of education (Abiogu, 2011). Moreover, entrepreneurship education is aimed at improving the entrepreneurial mindset that is defined as rapid perception by transforming behaviour into action under ambiguous conditions (Ireland, Hitt, & Sirmon, 2003).

It can be said that, until recently, entrepreneurship education has not become widespread in the general context of education (Haara & Jenssen, 2016). In this sense, entrepreneurship is included

in European Commission Reports as a priority area at all levels of teacher education (European Commission, 2011, 2013). In primary and secondary teacher education in particular, there are no courses that will improve information and skills to pre-service teachers about entrepreneurship and innovation; it is merely recommended that trainee teachers learn about subjects regarding entrepreneurship and innovation (Kleppe, 2002). On the other hand, many countries are facing a shrinking global job market with economic indicators showing that this will increase the problems faced by students in the future. Therefore, it can be said that students need to be ready for such difficulties encountered in their later life. Consequently, it is recommended that such preparation should primarily start from the teacher education curriculum (Correia, Wang, & Baran, 2010). It is widespread knowledge that entrepreneurship education in pre-service teacher training is either absent or insufficient in many countries. Moreover, attention should be drawn to the fact that, with regard to entrepreneurship education, in-service teachers are frequently unprepared in terms of both theoretical knowledge and in-classroom experience. For example, teachers' attitudes have been shown to be one of the biggest barriers to the practice of entrepreneurship education and the successful teaching of entrepreneurship (Gustafsson-Pesonon & Remes, 2012). At this juncture, it can be said that the biased approach of unprepared teachers with regard to entrepreneurship education practice in classrooms has adversely affected its classroom application. As a matter of fact, Kbatgate, Mostert, and Sandland (2013) state that teachers should step up to the plate in order to improve the entrepreneurial characteristics of students. In a similar manner, Silva (2013) indicates, that teachers should understand the meaning of the concept of entrepreneurship and how it should be practiced. Unfortunately, it is pointed out that few teachers have information and experience of the educational infrastructure required for entrepreneurship education (Fagan, 2006). Moreover, it has been seen that teachers

need to have experience and knowledge regarding entrepreneurship education in order to teach to their students through experimental methods (Gustafsson-Pesonen & Remes, 2012). In this sense, it can be said that the studies conducted regarding entrepreneurship education in teacher training are very important in informing teachers and educators about entrepreneurship education. In relation to the literature on entrepreneurship education, we have found studies on all almost every level of education. For instance, Konokman and Yelken (2014) investigate entrepreneurial levels of pre-service teachers regarding pre-school education. Some researchers examine opinions of primary school teachers regarding entrepreneurship education (Akyürek & Şahin, 2013; Lepistö & Ronkko, 2013). Other researchers probe the views of middle school teachers about how entrepreneurship is to be included in the process of education (Seikkula-Leino, Ruskovaara, Ikavalko, Mattila, & Rytkola, 2010). Moreover, it was also found in the literature that entrepreneurship education curriculums have already been prepared and practiced amongst middle school and high school teachers (Gardner, 2013). Van Dam, Schipper, and Runhaar (2010) examine the qualifications underlying the entrepreneurial teaching in vocational schools as well as at high school level. On the other hand, Chukwurah (2010) examines the opinions of vocational and technical teacher trainers in order to examine the effect of entrepreneurship education on teacher education at university level. In addition, Seikkula-Leino, Ruskovaara, Hannula and Saarivirta (2012) investigate the activities involved in entrepreneurship education executed by teacher educators who work in university applied sciences, teacher training schools and vocational schools. Looking at the literature in the teaching field, some studies examine the opinions of science teachers in middle schools (Bacanak, 2013; Bolaji, 2012; Hsiao, 2010; Koehler, 2013).

Emphasis on entrepreneurship education has increased in compulsory education at both national and international levels (European Commission, 2011; The Ministry of Education, 2017). The compulsory education situation directly affects in-service teacher training (Haara & Jenssen, 2016). Pre-service teacher training also plays an important role in creating change in the future (Borasi & Finnegan, 2010). In this sense, the entrepreneurship concept, as it appears in the field of education, is reflected primarily in teacher education. As can be seen in the relevant literature, very different results (positive and negative) have been obtained in studies that have been carried out. But the general trend in study outcomes is not fully predictable. This situation forced us to discover the results of studies conducted on entrepreneurship education in teacher training in general. We also wondered whether the concept of entrepreneurship for teacher education is a temporary fashion, or whether it is a topic that will survive in the long-term. We decided to extensively investigate the studies carried out on this subject in order to answer this question. For example, the needs specified and the results achieved in the studies conducted will give us an idea of why this concept is important. Suggestions also put forward in the studies conducted will also draw attention to the importance of entrepreneurship education in terms of teacher training. In this way, the significance of entrepreneurship education in teacher training will become clearer. Therefore, many studies have recently been conducted to be added to the body of literature, and one can depend on their being up-to-date on the subject of entrepreneurship education. However, the literature does not yet feature studies of entrepreneurship education as current subjects in teacher education in terms of general features (year, number of authors, publication type) and content properties (justification, objectives, methods, data collection tools, sample, conclusions and recommendations). Therefore, it is thought that this study can contribute to the literature in three different ways. Firstly, by presenting the current status of the studies

conducted about entrepreneurship education as a contemporary subject in teacher education, and secondly, by shedding lights on the studies that will be conducted in the future about how to handle entrepreneurship education in teacher education. Thirdly, by investigating studies that draw attention to entrepreneurship education in teacher education, so as to provide a better understanding of the importance of entrepreneurship education.

## **1.2 Statement of the problem**

Nigeria is faced with a lot of problems which among them are the issues of poverty and unemployment among the youths. Unemployment has continued to rise among the teeming youths of Nigeria, because the youths lack relevant knowledge and appropriate skills that will make them self-dependent. Nigeria needs a functional education that will developed the attitudes and entrepreneurial skills of it citizens. This can only be addressed through effective entrepreneurship education programs. It's believed that the introduction of entrepreneurship education in secondary schools will help students to acquire basic skills, attitudes, and knowledge that will make them self-reliant as well as employers of labor. However, the perception of entrepreneurship should play a significant role on the prospective teachers engagement in entrepreneurship.

## **1.3 Aim and Objectives of the study**

The aim of this study is to investigate the pre-service teacher's perception of entrepreneurship in Minna, Niger State. The specific Objectives of the study is to;

- 1) Determine pre-service teachers perception of entrepreneurship
- 2) Determine pre-service teachers perception of entrepreneurship in Education

- 3) Examine the perception of pre-service teachers on entrepreneurship opportunities
- 4) Examine the perception of pre-service teachers on entrepreneurship based on gender

#### **1.4. Research questions**

The following research questions were raised to guide the study:

- 1) What is pre-service teacher's perception of entrepreneurship?
- 2) What is pre-service teacher's perception of entrepreneurship in Education?
- 3) What is the perception of pre-service teachers on entrepreneurship opportunities?
- 4) What is the perception of pre-service teachers on entrepreneurship based on gender?

#### **1.5 Research Hypotheses**

- 1) There is no significant mean difference in the perception of pre-service teachers on entrepreneurship based on gender.

#### **1.6 Significance of the study**

The study would contribute towards improvement of entrepreneurship in education. The findings of the research may be significant to the following groups; students, teachers, workers, government, and policy makers.

Prepare students for an uncertain future, leave room for creativity for teachers and collaboration for government, teach problem identification, develops grit and make the world a better place.

## **1.7 Scope of the study**

The scope of the study is restricted to pre-service teacher's perception of entrepreneurship in Minna, Niger State. This work will be completed in few weeks time. The work focuses on surveying of pre-service teacher's perception of entrepreneurship in Minna, Niger State.

## **1.8 Limitation of the study**

There is no doubt that during the course of writing this project many limitations was encountered; some of them include the following;

1. Time factor: The time was big constraints compared to the volume and quality of work to be done.
2. Data collection: This process passed a lot of limitation on this work due to source of data mentioned.
3. Finance: This is also another limitation as a result of the fact that every stage of this work needed finance beginning from first stage to the last stage.
4. Respondents: There is also limitation due to the preservation attitude of some people in releasing vital information.
5. Effects of COVID-19: Previous school closures have added to the time that most students already spend at home during the months without explicit face-to-face instruction from the project supervisor.

## 1.9 Definition of terms

1. **Pre-service teacher:** A college student that is gradually introduced into the teaching role for a particular class by a mentor or cooperating teacher. The pre-service teacher begins as an observer and finishes the pre-service teaching experience as a competent professional.
2. **Perception:** The ability to see, hear, or become aware of something through the senses or the way in which something is regarded, understood, or interpreted.
3. **Entrepreneurship:** the activity of setting up a business or businesses, taking on financial risks in the hope of profit.
4. **Entrepreneurship education:** A collection of formalized teachings that informs, trains, and educates anyone interested in participating in socio-economic development through a project to promote entrepreneurship awareness, business creation, or small business development.
5. **Entrepreneurship opportunities:** A situation where products and services can be sold at a price greater than the cost of their production, a situation where entrepreneurs can take action to make a profit.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter provides an overview of the literature that was read by the researcher before putting the investigation into perspective. These focus on the survey of pre-service teacher's perception of entrepreneurship in Minna, Niger State. It is broadly divided into the following subtopics;

2.2 Conceptual Framework

2.3 Theoretical Framework

2.4 Empirical Framework

2.5 Summary of Literature review

#### **2.2 Conceptual Framework**

##### **2.2.1 Perceptions of Entrepreneurship**

Perception of the entrepreneurial experience itself has important influence in success. Entrepreneurs who exhibit entrepreneurial traits were found to experience greater enjoyment in their ventures than those who were not naturally entrepreneurial, according to the measurements used to indicate entrepreneurial traits. The environment around entrepreneurs was typically perceived positively through from the perspective of those who carried entrepreneurial traits. Additionally, those who found their work more enjoyable were also more likely to have businesses that were successful over a longer period of time. On average, as long as the entrepreneur continued to enjoy the line of work in which he or she found them self, the more

likely that endeavor was to continue succeeding. This correlation between enjoyment and longevity exists regardless of the income of the business (Schmitt-Rodermund, 2004). The findings of Schmitt-Rodermund's (2004) research indicated a correlation between enjoyment and entrepreneurial success. Entrepreneurs who did not enjoy their entrepreneurial ventures were found to be more likely to give up or fail earlier.

### **2.2.2 Characteristics of entrepreneurs**

While there are many studies concerning the characteristics of entrepreneurs, there is no consensus regarding the type and number of traits that define them. Taking into account recent research, Hameed and Irfan (2019) pointed out seven characteristics that can be associated with entrepreneurs: innovativeness, need for achievement, and locus of control, propensity for risk-taking, having a positive attitude, motivation and fortitude. Syae (2020), for his part, identified the following entrepreneurship values: honesty, discipline, hard work, creativity, being innovative, independent, responsible, easy to work in a team, leadership skills, tenacious, willing to take risks, being committed, realistic, curiosity and appreciating communicative accomplishments. Gomez et al. (2017), attempted to operationalize the components of entrepreneurial competence by identifying the following attitudes and skills: proactively, risk-taking, creativity, self-awareness, self-efficacy, self-confidence, tolerance to uncertainty, ambiguity and frustration, and perseverance (attitudes), and problem-solving, exploring opportunities, communication, planning and team works (skills). In the case of Lopez et al. (2019), they identified more than 30 teachers' aims when developing educational entrepreneurship programs. The characteristics of entrepreneurial teachers have been identified by the authors elsewhere (Arruti and Panos-Castro, 2020). Pre-service Teacher's entrepreneurs are professionals who are passionate about teaching, have a positive attitude and a great ability to

inspire others. Finally, a study recently carried out by Keyhani and Kim (2020) based on a systematic literature review of teacher entrepreneurship should also be borne in mind. In an attempt to conceptualize the term, they concluded that entrepreneurial teachers are socially motivated, innovative, collaborative, proactive, opportunity-minded, fully present in their work, knowledgeable, dedicated, resourceful, risk tolerant, visionary and self-improvement oriented.

### **2.2.3 Overconfidence and Narcissism**

Confidence is a highly common factor in entrepreneurs. A survey of 6,000 American entrepreneurs found that, while people in general tend to be optimistic, entrepreneurial individuals are more likely to show optimistic tendencies than the average person (Puri and Robinson, 2013). For this reason, they have been found to overestimate the expected success of their endeavors (Casser, 2010). A study conducted by Casser (2010) indicated that entrepreneurs were twice as likely to estimate future success for a specific venture than they were to actually experience success with it. Other studies have found that this overconfidence for entrepreneurs does not decrease with experience. Serial entrepreneurs have been found to forecast success with equally inaccurate expectations as new entrepreneurs (Landier and Thesmar, 2009). These findings indicate that entrepreneurs fail to improve the quality of their perceptions even after failing in the past. Because overconfidence and increased optimism are repeatedly seen in entrepreneurs, the effect of these characteristics on success is an important subject to investigate.

Navis and Ozbek (2016) studied two common entrepreneurial characteristics and the effect those characteristics have on entrepreneurial success. These characteristics were overconfidence and narcissism. By investigating over 100 studies on these subjects, they found that high levels of either of these characteristics often have detrimental effects on entrepreneurs because they inhibit

individuals from listening to others and learning from mistakes. The overconfidence factor drives the up-and-coming entrepreneurs to believe that they are more capable than others to take on a variety of projects. While very similar in nature, overconfidence and optimism have distinct differences. Overconfidence describes the belief that one's own abilities, projections and understanding exceed those of one's peers' (Griffin & Varey, 1996). Entrepreneurs often view their own chances of success as being much higher than the chances of others. This increased optimism has been found prevalent regardless of preparation or previous experience or education. Expected chances of success were ranked as certain (10/10) by as many as 33% of entrepreneurs that were studied (Cooper, Woo, & Dunkelberg, 1988). This overconfidence is likely to be followed by overinvestment into questionable opportunities that often leave entrepreneurs at a loss. Armed with a misguided perception of the chances of success, entrepreneurs tend to find that their ventures fall short of the expectations that were established by the overconfidence and zeal that accompanied the establishment of the business (Koellinger, Minniti, and Schade, 2007). This is a cause for disappointment in many entrepreneurs who experience a difference between their expectations and experiences.

The second focus of Navis and Ozbek's (2016) study was concerned with the study of narcissism and its effect on entrepreneurial success. Chatterjee and Hambrick (2007) describe narcissism as "the degree to which an individual has an inflated sense of self and is preoccupied with having that self-view continually reinforced." Narcissism is a factor that influences self-image concerning physical and intellectual superiority (Campbell, Goodie and Foster, 2004). For the purposes of this study, only the aspects of narcissism that are directly influential in the success of entrepreneurs will be considered; this mostly concerns the narcissistic belief that entrepreneurs have concerning their abilities to outperform their competition and the need for

recognition as the superior entrepreneur when compared with others of similar characteristics. The narcissistic factor calls for a need to do something that has yet to be done because of the increased praise and reward that this type of endeavor is likely to illicit from others, or so the narcissist believes. This need to do something new is a reason that narcissistic individuals are often found in entrepreneurial positions. Narcissistic entrepreneurs are often drawn to ventures with low success likelihood because of their belief in their own ability to outdo those who have attempted that venture in the past (Casser, 2010).

Overconfident or narcissistic entrepreneurs often do not have enough knowledge in the field they pursue to operate a business. These two characteristics are often found together, which can amount to a dangerously high willingness to invest into projects with low likelihood of success. The interaction between these characteristics was well summarized by Navis and Ozbek (2016) in the following statement: “Whereas overconfidence influences the type of opportunities that entrepreneurs perceive, giving them a heightened belief in their ability to be successful in novel opportunity pursuits, narcissism influences the type of opportunities that entrepreneurs pursue, pushing them toward novel venture contexts, where their efforts are subject to praise, and away from familiar venture contexts, where such an outcome is unlikely” (p. 116-117).

Entrepreneurs who possess these characteristics perceive themselves as more capable than they actually are, and this is often their downfall. According to Navis and Ozbek (2016), the very things that draw individuals to entrepreneurship are often the things that can inhibit their success or cause them to pursue ventures in which success will bring the highest of praise. With these characteristics, there often comes a stubbornness that inhibits individuals from being open to outside suggestions or ideas. Being too set on their own original ideas, overconfident and narcissistic entrepreneurs are often so determined to see their venture come to fruition through

means of their own ideas that they disregard advice or indications that suggest alternative routes (Chatterjee & Hambrick, 2011). Navis and Ozbek (2016) conclude that entrepreneurs with characteristics of narcissism and overconfidence are likely to find success in more familiar ventures but tend to pursue novel ventures, which offer lower probability of success but higher praise and gain. While overconfidence can be detrimental to entrepreneurs, self-efficacy has been found to correlate with success. In a 2013 study, it was found to be one of the most distinct and essential skills for entrepreneurs so have (Morris, Webb, Fu, and Singhal).

#### **2.2.4 Skill Prioritization**

The attributes and skills that are valued and emphasized by entrepreneurs often have a strong influence on the success that they find. Knowing which skills to develop and focus on is an essential factor in successful entrepreneurial action. These skills are referred to as competencies, which have been defined as the knowledge, skills, attitudes, values, and behaviors that people need in order to successfully perform a particular activity or task (Rankin, 2004). These competencies are divided into additional subcategories in order to more clearly identify their particular functionality within a variety of fields. Botha, Van Vuuren and Kunene (2015) compiled and analyzed past research to break entrepreneurial competencies into two categories: enterprising competencies and functional competencies. Enterprising competencies are the skills needed to motivate an entrepreneur and give him or her skills to succeed especially in the initial stages of business development. These competencies include many of the characteristics that personify the stereotypical management personnel such as leadership and creativity. Functional competencies are more specific to the particular field in which the business operates. As expected, research showed that established SMEs (small and medium enterprises) were notably more proficient in both types of competencies. These established entrepreneurs also saw

themselves as more capable with both types of competencies. Established SMEs that were studied found functional competencies to be more important than start-up SMEs did; this disparity of views explains why the established SMEs were capable enough to continue as a business beyond their initial start-up attempts. It was found though, that start-up SMEs tend to put just as much of an emphasis on enterprising competencies as the established SMEs do. The findings of this study infer that entrepreneurs are less successful if they fail to put an emphasis on functional competencies. No matter how well the entrepreneur leads, the company is unlikely to succeed in its start-up phase if there is a lack of knowledge and skill in the field in which the entrepreneur ventures. This research supports the results that show how overconfidence and narcissism can be detrimental to entrepreneurial success. This overconfidence is shown by the way that entrepreneurs overemphasize their perceived ability to lead and believe that their leadership qualities will be enough to keep the business running effectively, despite deficiencies in functional competencies. The development and study of functional competencies allow an entrepreneur to endure the nuances and challenges of a business start-up beyond the initial years of its conception (Morris et al., 2013).

### **2.2.5 The Big Five Personality Traits**

Certain specific characteristics have been identified that help entrepreneurs establish social capital. Nga and Shamuganathan (2010) conducted a study of 200 individuals to see how certain personality traits influenced businesses. In their study, they chose to focus on the five-factor model of personality traits: agreeableness, conscientiousness, openness, neuroticism and extroversion. These traits are often referred to as the Big Five personality traits and have been studied extensively with application in a variety of industries. The following section will analyze each of these traits and the influence they have on the perceptions that others have of the

entrepreneurs. The influence of these perceptions on entrepreneurial success will subsequently be discussed. After analyzing the results of their study, the authors found that agreeableness, conscientiousness and openness are generally positive personality traits for entrepreneurs to have when determining success and entrepreneurial tendencies. Specifically, agreeableness was found to correlate with success in all areas of social entrepreneurship.

Agreeableness is a trait that reassures others of the ability of an individual to facilitate consensus among a group and remain trustworthy in the process (Ciavarella, Buchholtz, Riordan, Gatewood, & Stokes, 2004). When others view an entrepreneur as an individual that is easy to get along with, they are significantly more likely to be willing to invest in the development of relationship with that person. Within this relationship exists the potential to gain access to resources, experiences and connections that can benefit entrepreneurial endeavors short-term and long-term. The ability to be perceived as agreeable by a variety of individuals allows for an entrepreneur to develop social capital with a larger number and variety of people. These characteristics are very important in developing a social network and building social capital. If an entrepreneur is perceived as possessing these characteristics (especially agreeableness), they are more likely to be given the opportunity to build relationships that are essential to the growth and success of their businesses. Ciavarella et al. (2004) defines personality traits as permanent and defining characteristics of an individual. If these traits are defining, insincere characteristics are likely to undermine attempts to build social capital if relationships are built upon the perceived presence of those characteristics. Within agreeableness, conscientiousness, and openness is the common thread of trust. Each carries its own connotations concerning what the entrepreneur is being trusted with but both characteristics assure others of trustworthiness when present. The characteristic of agreeableness conveys to others that an individual is capable of facilitating

cohesive relationships within an organization and in his or her own life. The observable mannerisms and tendencies that accompany agreeableness are good listening skills and patience. When others recognize that an individual is interested in what is being said to them, an agreeable personality is perceived. An additional observable tendency that suggests an agreeable disposition is the promotion of harmonious relationships between others (Caliendo & Kritikos, 2008). When these actions are seen, the observers often make positive assumptions concerning the entrepreneur and his or her business. To these observers, an agreeable personality indicates that an entrepreneur can be trusted to create a co-operative environment that will run smoothly. Because of the agreeable personality of the individual, it will be assumed that there are a minimal amount of active disputes in the social or professional lives of that entrepreneur.

Agreeable entrepreneurs are more likely to be trusted to keep order and co-operation at high levels in the areas over which they preside. They are also perceived to be able to maintain stability and considerate of the needs and desires of stakeholders both inside and outside of their organizations (Ciavarella et al., 2004). Once this characteristic is perceived, a positive view of the entrepreneur is more likely to be developed, and potential investors are more likely to be willing to invest resources into the endeavors of that entrepreneur.

## **2.3 Theoretical Framework**

### **2.3.1 Role of entrepreneurship and entrepreneurship education**

The World Bank in 2014 published an extensive report on “Entrepreneurial Education and Training Programs around the World” (Valerio, Parton, Robb, 2014). It starts with the following statement: “Over the last 20 years, entrepreneurship education and training (EET) programs have mushroomed, given their promise and potential to promote entrepreneurial skills and attitudes.

While the number of such programs continues to expand worldwide, global knowledge about these programs' impact remains thin." One of the goals of this publication is to contribute to the pool of knowledge about entrepreneurship education by summarizing research performed in Visegrad countries.

There is still no single precise definition of entrepreneurship. The research of entrepreneurship owes much to Joseph Schumpeter. He argued that the innovation and technological change of a nation come from the entrepreneurs. He coined the phrase "entrepreneurial spirit" and asserted that "... the doing of new things or the doing of things that are already being done in a new way" stemmed directly from the efforts of entrepreneurs (Schumpeter 1947). Other scholars understand entrepreneurship as a process of opportunities discovery with the final purpose of creating new wealth. Baumol, Litan, and Schramm (2007) find that among developed economies, the United States and some Anglo-Saxon countries nurture innovators more successfully than the economies of continental Europe and East Asia because they encourage dynamic, young, high-growth businesses. These businesses, not mature companies, exhibit the fastest innovation-led growth and push the technology frontier. Such enterprises tend to be the main sources of entrepreneurial activity.

Bessant and Tidd (2007) already in the title of their book express their position that innovation and entrepreneurship are on-board of the same ship and cannot prosper one without the other. As they say, the archetypal inventors like Thomas Edison, Graham Bell, James Dyson and others, were also entrepreneurs, as they developed successful businesses based on inventions and innovations. The World Economic Forum in its report *Educating the Next Wave of Entrepreneurs* adopts the following concise definition: "The pursuit of opportunity beyond the resources you currently control." (Volkman et al, 2009).

Entrepreneurship's contributions to economic development can depend on the type of entrepreneurship. Acs, Desai, and Hessels (2008) suggest that entrepreneurship should be understood more broadly and that – besides of “opportunity (innovative) entrepreneurship” focused on starting a business to exploit a perceived business opportunity we should not leave without attention the “necessity entrepreneurship”, i.e. starting a business after being pushed into it. While the first generate employment, spillovers and structural economic changes, the latter are unlikely to expand, but are an important source of income, especially in developing countries. Stimulating entrepreneurship plays increasing role in the development of businesses. Newly established workplaces can contribute to strengthening the local labor market because these new workplaces are often situated where the entrepreneurs are living. It is especially true for family businesses. There is a positive correlation between entrepreneurship and economic growth. Sustainable growth based on innovation requires an increasing number of start-ups, which are likely to provide more and better jobs.

European Commission states (EC 2015): “Entrepreneurship is a skill that can be learnt. You don't have to be born an entrepreneur to run a successful business. You can become one by developing an entrepreneurial mind set and skills. As Europe needs more entrepreneurs creating jobs, it's necessary to support this type of education in all EU countries. The main objective of the European Commission is to promote entrepreneurship education and stress its importance at all levels from primary school to university and beyond.”

Sometimes, the “art” and the “science” of entrepreneurship are separated: the former (e.g., creativity, innovative thinking) is not teachable, except through practical experience; while the latter (e.g., business and management skills) can be taught. Despite these points to the contrary, research supports that when education and training systems incorporate creative and

entrepreneurial skills into teaching methodologies, the mindsets and skills more closely tied to the “art” of entrepreneurship are transmittable

Entrepreneurship Education and Training (EET) represents academic education or formal training interventions that share the broad objective of providing individuals with the entrepreneurial mindsets and skills to support participation and performance in a range of entrepreneurial activities.

Audretsch (2004) sees a government’s action grounded in four types of market failures: network externalities (geographic proximity to complementary firms), knowledge externalities (knowledge spillover), failure externalities (value created for other firms and individuals even if firms fail), and learning externalities (motivation and learning from the demonstration of entrepreneurial activities by others).

Governments can employ a number of policy tools: easing business environment constraints, expanding access to credit, promoting value chain integration, strengthening capacity to improve business practices, and establishing incubators to support innovation and business start-ups. And they are important players in supporting entrepreneurship education and training. Their rationale for playing a role in EET is tied to its interest in addressing mindsets, knowledge-based skills, and cultural constraints to entrepreneurship. Governments can be uniquely situated to support EET. For example, at a strategic level, governments can serve as champions for EET through the establishment of national plans and agendas. They can set policy frameworks that shape the context of EET delivery within education systems and institutions and directly fund EET interventions, assist in developing EET curricula and training instructors to implement curricula in education systems. Involving the private sector in the delivery of EET can bring additional

benefits to participants; therefore governments' role should also include public-private partnerships to provide EET more effectively.

### **2.3.2 What does entrepreneurship education really mean?**

Education is the clearest path to individual opportunity and societal growth, and entrepreneurship education is especially vital to fuelling a more robust global economy. Entrepreneurs bring new ideas to life through innovation, creativity and the desire to build something of lasting value. Therefore, we must continually foster educational cultures within our companies, governments and communities to keep the entrepreneurship pipeline filled for generations to come. (Dirk Meyer, President and CEO, AMD)

According to the OECD study “ Entrepreneurship and Higher Education” (OECD, 2008), the entrepreneurship education can be defined as all activities aiming to foster entrepreneurial mindsets, attitudes and skills and covering a range of aspects such as idea generation, start-up, growth and innovation. Entrepreneurship education involves developing certain personal qualities, and is not necessarily directly focused on the creation of new businesses.

The objectives of teaching about entrepreneurship should therefore include: Promoting the development of personal qualities that are relevant to entrepreneurship, such as creativity, spirit of initiative, risk-taking and responsibility. u In addition to this, entrepreneurship education should contribute to raising pupils' and students' awareness of self-employment as a career option. The message being that you can become not only an employee, but also an employer.

A set of personal qualities relevant to entrepreneurship includes the following abilities and competencies of potential entrepreneurs: u Problem solving: the ability to see problems as opportunities, acquire problem solving skills, methods and tools, develop competencies in

planning, decision- making, communication and the willingness to assume responsibility · u Cooperation and networking: to develop social competences as the ability to cooperate, networking, learning to assume new roles. u Self-confidence and motivation: to develop self-confidence, learn to think critically and independently and to learn autonomously.

The study compares the prevailing current university offerings versus entrepreneurs' learning needs and concludes that while universities focus on imparting knowledge and information, entrepreneurs emphasize need for developing implementation skills.

One of the strategic EU documents related to entrepreneurial education, “The Oslo Agenda for Entrepreneurship Education in Europe” (European Commission, 2006), refers to experience of entrepreneurs: “Some successful entrepreneurs often emphasize their lack of education, and claim that it is the lack of education that has made it possible to succeed. They say education is too formal, too rigid, too systemized, and too equalizing, to allow people to be themselves, and will therefore kill and destroy their entrepreneurial spirit.”

### **2.3.3 Classification of entrepreneurship education and training (EET) programs**

According to the World Bank report (Valerio, Parton, Robb, 2014), entrepreneurship education and training (EET) programs can be classified under two related but distinct categories: education programs and training programs. u Academic entrepreneurship education (EE) programs tend to focus on building knowledge and skills about or for the purpose of entrepreneurship. The academic nature of EE means these programs target two groups in particular: secondary education students and higher education students, the latter including both graduate and undergraduate students enrolled in formal degree-granting programs. u Entrepreneurship training programs (ET), by contrast, tend to focus on building knowledge and

skills, explicitly in preparation for starting or operating an enterprise. ET programs target a range of potential and practicing entrepreneurs who are not part of formal, degree-granting programs. Potential entrepreneurs targeted by ET programs can include, at one end of the range, vulnerable, unemployed, inactive individuals, or necessity-driven potential entrepreneurs, and at the other end of the range, highly skilled, innovation-led, or opportunistic potential entrepreneurs. Likewise, the range of practicing entrepreneurs runs from individuals owning informal, micro- and small enterprises all the way to high- growth potential enterprise owners.

A core objective of entrepreneurship education that differentiates it from typical business education is the challenge to generate and evaluate a wide variety of different ideas how to exploit a business opportunity. It must include skill building courses in negotiation, leadership, new product development, creative thinking and exposure to technological innovation. Entrepreneurship education, to be successful, demands entrepreneurial teachers. Retooling for successful youth entrepreneurship education means selecting and promoting teachers who are able to engage young learners in the necessary experiential activities. Teachers may need training in either or both the experiential pedagogy and the business content. The training curriculum may be nearly as extensive as the underlying curriculum for students.

Certification of entrepreneurship teachers is an important step towards ensuring that minimum standards are met. Ultimately, teachers colleges will need to include entrepreneurship in the basic curriculum for aspiring educators, and they will need to partner on this topic with business and law schools. Effective entrepreneurial education requires that students have substantial hands-on experience so that they can learn how value is added to real ventures and thus be prepared to add value to their own ventures. Project-based, experiential learning should be widespread in entrepreneurial education and take many forms, such as the development of

business plans; student business start-ups; consultation with practicing entrepreneurs; computer simulations; and behavioural simulations. Companies established by students (even fictional) should constitute an important part of entrepreneurship in education. Traditional business programmes have come under increased criticism for failing to be relevant to the needs of today's changing business environment. It is also quite common for entrepreneurship classroom situations to focus heavily on theory – either management theory, adjusted to advise entrepreneurship and small business – or entrepreneurship theory explaining the emergence of entrepreneurs and their personal traits. Those voicing this concern note that entrepreneurship programmes often educate “about” entrepreneurship rather than educate “for” entrepreneurship.

#### **2.3.4 How to teach entrepreneurship**

World Economic Forum report “Educating the Next Wave of Entrepreneurs” (Volkman et al., 2009) conclusion on how to teach entrepreneurship are summarized in the following paragraphs:

“Mainstream pedagogy will have to change, leading to the hands-on, project-based, multidisciplinary, non-linear approaches that entrepreneurship education requires. We need to move towards these higher-order thinking skills for all young people.”

Entrepreneurship education cannot be based mainly on lectures, presentations and other traditional tools. No amount of book based learning on its own will allow the student to progress in this field. To acquire practical skills, companies established by pupils and students should constitute an important part of entrepreneurship in education

The curriculum for most successful youth entrepreneurship programmes includes many or all of the activities below, typically with clear learning objectives tied to textbook themes, usually with pre- and post-reflective sessions and evaluations, and frequently taking place outside the

classroom: Simulations and games. Interactive teamwork and group activities. Direct, action-oriented market research (students recognize market opportunities by observing and interviewing potential customers, identifying needs in their own communities). Student buying and selling events, using real money (grants or loans from the school or program). Field trips to local businesses, especially entrepreneurial ventures. Entrepreneurs or venture funders as guest speakers in class. Business plan and other competitions, with business people as judges. Student-run businesses, using real money (including in-school stores).

Most successful programs engage entrepreneurs and other business professionals as volunteer advisors, mentors, and coaches for the students. Mentors and coaches play a major role in incubating student businesses. Young entrepreneurs also need exposure to and support for furthering their education.”

There exist good practice examples of study materials and guides for entrepreneurship courses at different levels of education. Most of them were created in the OECD countries in English. They can serve as an inspiration for potential authors of study materials in V4 countries; however they should be customized to specific conditions of respective countries.

As some examples that are far of exhaustive can be listed here: ILO Know about Business (KAB) modules (ILO, 2011), Textbook “Entrepreneurship” (Bygrave, Zacharadikis, 2014) and complementary web pages, Harvard Business School Core Curriculum: Entrepreneurship (Applegate, 2015), MIT Entrepreneurship Courses (MIT, 2014).

## **2.4 Empirical studies**

The aim of Hietanen’s study (2013) is to interpret and investigate entrepreneurial activities conducted by primary school pre-service teachers in music courses at university level. In

addition, Gardner's project (2013) provides education on entrepreneurship to a teacher group composed of middle school math teachers, and Orji (2014) researches the perceptions of math teachers about entrepreneurship. Moreover, there are studies related to curriculum or instructional technology teachers (Gardner, 2013; Orji, 2014), trade teachers (Bakar, Pihie, Akmaliah, Konting, & Angking, 2001; Fischer, 2000; Gardner, 2013; Orji, 2014), and economics teachers and economic management science teachers (Gardner, 2013; Pistorius, 2011). It is also possible to reference compilation and theoretical studies in the literature, seeing as entrepreneurship education is an up-to-date subject in education. For example, some of the studies focusing on science education demonstrate a better understanding of the manner of application and importance of entrepreneurship education (Adeyemo, 2009; Ezeudu, Ofoegbu, & Anyaegbunnam, 2013). One study also provides theoretical knowledge and a better understanding of entrepreneurship education in music education at university level (Snow, 2012). Moreover, another study reflects some important dimensions and the problems of entrepreneurship education (Caseiro & Alberto, 2013), and another explains the role of school directors in the development of entrepreneurship education (Ememe, Ezeh, & Ekemezie, 2013). Borase (2014) reveals the definition and characteristics of entrepreneurial teachers. Finally, a different study suggests a model for entrepreneurship education (Kbathgate et al., 2013).

## **2.5 Summary of literature review**

The chapter reviewed related literatures on conclusion as entrepreneurship continues to grow and affect the economic structure of the world, it becomes increasingly important for entrepreneurs to know how they can gain a sustainable competitive advantage against others. Understanding the way that perceptions influence professional success can bring awareness to how actions can be taken to affect those perceptions positively. For maximum effectiveness, all areas of perceptions

discussed in this work should be acknowledged. Recognizing the impact of all three areas helps to avoid weaknesses in one area that could counter the beneficial influences of the others. The hope of this work is that it will encourage entrepreneurs to learn from and act on moments of self-reflection in which they may realize opportunities for improvement. Concerning the perceptions that entrepreneurs have of themselves, these can be a difficult perception to change because of the distortions that they can cause. For example, an overconfident entrepreneur may believe that he or she has no need for change in regards to self-perception and will then never pursue learning about the subject. For those who do choose to make an attempt to fix harmful self-perceptions, the key is often to develop realistic view of oneself. Because of the overconfident and narcissistic nature of the average entrepreneur, many potentially promising opportunities have been squandered in attempts to achieve recognition and praise. If an entrepreneur can realistically identify his or her own strengths and weaknesses, endeavors can be pursued that play to the strengths of the individual. In addition to this realistic view of oneself, an accurate understanding of essential entrepreneurial skill can help one prepare and train to the best of his or her abilities. Because general business practices are often mistaken for entrepreneurial skills, many entrepreneurs feel confident about endeavors for which they are quite underprepared.

In addition to the perceptions that entrepreneur have of themselves, the perceptions they have of their environments and those around them are also significant and have the ability to influence the success of the entrepreneur. As most people are aware, the perceptions that are held concerning opportunities impact success greatly. The ability to accurately perceive opportunities and the risk associated with those opportunities is a way that an individual may increase the likelihood of success. Accurate perceptions of opportunity and risk reduce the chances that ventures will be pursued that are unlikely to succeed. The perceptions of the opportunities are

directly related to the perceptions held about the market environment. In order to have an accurate perception of the market environment, an entrepreneur must be aware of the trends and preferences of potential customers. Individuals who are able to predict the way the market will react with high accuracy is much more likely to be successful because they will know how to provide goods and services desired by others. Additionally, the perceived locus of control that entrepreneurs possess concerning their ability to influence outcomes has been found to correlate directly to the success that entrepreneurs have. When an entrepreneur sees his or her environment as responsible for success, there is a lower chance of success. Entrepreneurs need to be able to take responsibility for their actions so that they can pursue routes to correcting mistakes made in the past. Although entrepreneurs need to be able to recognize their hand in their own success, they also must realize the value of social networking. Those with whom an entrepreneur associates can have a lasting impact on an endeavor because of the resources that can be provided by certain relationships. Knowing how others impact one's venture without crediting all success or failure to others is an essential understanding for entrepreneurs to develop. With the recognition of this impact of relationships comes the opportunity to correct detrimental practices or beliefs.

## **CHAPTER THREE**

### **RESEARCH METHOD**

#### **3.1 Introduction**

This chapter discusses the course of action, as well as the methods used in undertaking this study. These include research design, the population of the study, sampling technique/sample size, research instruments, validity and reliability of instruments and method of data analysis.

#### **3.2 Research Design**

The study will employ a descriptive design. The survey research employed by the researcher will assist in obtaining information from a sample of the entire population of the study area. It is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. By utilising the survey research, the study will be able to obtain information from a selected sample of pre- service teachers in Minna, Niger-State.

#### **3.3 Population of the Study**

This is the size of the individuals or units with which the funding of the research is appropriated, i.e. the total number of research subjects (Reitsma-Street, 2007). The population for this study is the number of registered Pre-service teachers in Minna, Niger-state which is about 620 Pre-service Teachers. The above-mentioned record was retrieved from going to the students in the university to physically count the numbers of pre-service teachers in the schools at Minna.

### **3.4 Sample and Sampling Techniques**

The sample size is the group of research subjects drawn out of the entire population of the study. This study shall utilize Tari Yamani's formula for determining the sample size of a finite population.

Hence, with a population of about 620 Teachers, the sample size for this study shall be 243 respondents who will be registered teachers in Minna, Niger-state. This study utilized the stratified random sampling technique whereby Pre-service Teachers were selected according to the various schools in Minna. Questionnaires will be administered to the respondents who will be selected at random.

### **3.5 Research Instrument**

The appropriate instruments which would be used for this research are structured questionnaires. A questionnaire is a set of thoughtfully planned questions given in the same form to a group of people to collect information about some topics in which the researcher is interested (Lozano *et al.*, 2021). Structured questionnaires described by Corporate Research and Consultation Team, is a questionnaire that is usually related with quantitative research, i.e. research that is concerned with numbers (how many? How often? How satisfied?).

Questions were used which were self-administered to the peoples among within the area. The questionnaire consists of two sections which are section A and B. Section A contained the demographic data which includes sex, age, school and degrees of respondents. Section B contains 10 items, these items are questions needed to get respondents' opinion and responses to the six research questions specified by the researcher.

## **3.6 Validity and Reliability of Research Instrument**

### **3.6.1 Validity of Research Instrument**

The validity of the instrument as described by (Susan *et al.*, 2018) is the degree to which an instrument measures what it is made-up too. Validity is well-known by correlating the scores with a similar instrument. The researcher will structure the questionnaire and perform a pre-test of the questions with the help of the supervisor.

The face validity of the questionnaires was determined by the supervisor who took a cursory review of the questions to ascertain whether the questions were relevant and would be easily understood. Thereafter, the supervisor's opinion was incorporated to achieve better face validity.

### **3.6.2 Reliability of Research Instrument**

Phelan and Julie in 2005 described Reliability as the degree to which an evaluation tool produces stable and consistent results. The researcher designed the questionnaire simply and concisely so as not to discourage the respondents. The questionnaire passed through a test-retest method to prove its reliability. Ten respondents were tested as a pilot test. After a period of two week, the same instrument was administered to the same ten respondents. Their responses were then correlated to determine the reliability coefficient with Pearson's product moment correlation ( $r$ ). In which the details of the computation are indicated in Appendix II.

### **3.7 Method of Data Analysis**

Data collected from the respondents explained above will be analyzed using descriptive statistics such as frequency and percentages. These were utilized to achieve the set objectives of the study, as well as answer the research questions of the study.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.1 Data Presentation and Analysis

Out of 243 copies of the questionnaire distributed, 210 were returned and found suitable yielding 86.4% as the response rate. The demographic data of respondents is shown in Tables 4.1 – 4.4.

##### 4.1.1 Demography Data

**Table 4.1: Gender of Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	68	32.4
Female	142	67.6
<b>Total</b>	<b>210</b>	<b>100</b>

The data in Table 4.1 shows that 210 respondents representing 32.4% were males and 142 respondents representing 67.6% were females giving a total of 210 respondents.

**Table 4.2: Age of the Respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
16-20	30	14.3
21-25	173	82.4
26-30	7	3.3
31-35	0	0
36-Above	0	0
<b>Total</b>	<b>210</b>	<b>100</b>

From the information presented in Table 4.2 above, respondents age indicates that 50 respondents represented by 14.3% are within the age of 16-20, 101 respondents represented by 28.9% are within the age of 21-25, 92 respondents represented by 26.3 % are within the ages of 26-30, 60 respondents represented by 17.1% are within the ages of 31-35 and 47 respondents represented by 13.4% are within the age of 36 and above.

**Table 4.3: Faculty of the Respondents**

<b>School</b>	<b>Frequency</b>	<b>Percentage</b>
Sciences	58	27.6
Arts	23	11.0
Environmental	14	6.7
I.T	33	15.7
Others	82	39.1
<b>Total</b>	<b>210</b>	<b>100</b>

With regard to the faculty of respondents, Table 4.3 shows that 58 respondents representing 27.6% are in the Sciences, 23 respondents representing 11% are in the Arts, 14 respondents representing 6.7% are in the Environmental, 33 respondents representing 15.7% are in I.T, 82 respondents representing 39.1% said Others.

**Table 4.4: Degree of the Respondents**

<b>Level</b>	<b>Frequency</b>	<b>Percentage</b>
N.C. E	126	60
B. Edu	73	34.8
M.Edu	11	5.2
PhD	0	0.0
<b>Total</b>	<b>210</b>	<b>100</b>

From the information provided above in Table 4.4, it shows that 126 respondents representing 60% are N.C. E holders, 73 respondents representing 34.8% are B. Edu holders, 11 respondents representing 5.2% are M. Edu holders.

**Table 4.5: Class taken by the Respondents**

Level	Frequency	Percentage
J.S. S	146	69.5
S.S.S	64	30.5
<b>Total</b>	<b>210</b>	<b>100</b>

From the information provided above in Table 4.5, it shows that 146 respondents representing 69.5% teach J.S.S class, while 64 respondents representing 30.5% are pre-service teachers of the SSS class

#### 4.1.2 Thematic Data

**Table 4.6: Prescription of Entrepreneurship skills for Students**

Response	Frequency	Percentage
YES	190	90.5
NO	20	9.5
<b>Total</b>	<b>210</b>	<b>100</b>

Table 4.6 showed that 190 (94.3%) prescribe entrepreneurship skills for students and 20 (9.5%) does want students to have entrepreneurship skills.

**Table 4.7: Should Entrepreneurship should be incorporated into school syllabus**

Response	Frequency	Percentage
YES	190	90.5
NO	20	9.5
<b>Total</b>	<b>330</b>	<b>100</b>

Table 4.7 showed that 190 (94.3%) wants entrepreneurship to be included in school syllabus for students and 20 (9.5%) does want syllabus to have entrepreneurship incorporated into them.

**Table 4.8: Does Entrepreneurship create opportunities for School Children**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
YES	162	77.1
NEUTRAL	11	5.2
NO	37	17.6
<b>Total</b>	<b>210</b>	<b>100</b>

Table 4.8 showed the rate at which respondents think Entrepreneurship create opportunities for School Children with respondent 162 (77.1%) saying YES, 11 (5.2%) saying NEUTRAL and 37 (17.6%) saying NO.

**Table 4.9: Should Entrepreneurship Education be given based on gender**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
YES	5	2.4
NEUTRAL	0	0
NO	205	97.6
<b>Total</b>	<b>210</b>	<b>100</b>

Table 4.9 showed that 5 (2.4%) respondents want Entrepreneurship Education be given based on gender, while a larger percentage of the respondents 205 (97.6%) do not think Entrepreneurship Education be given based on gender.

## **4.2 Discussion of Findings**

The study revealed that there are more female pre-service teachers' respondents in schools in Minna that was studied, with 142 female respondents representing (67.6%) from Table 4.1. The study revealed that most of the respondents are between the age of 21-25 (82.4%) and 16-20 (14.3%) from Table 4.2. The study also revealed that there are more respondents from science education 58 (27.6%), I.T 33 (15.7%) and Others 82 (39.1%) from Table 4.3. Likewise,

most of the respondents were in N.C.E holders with (60%) and B. Edu holders with (34.8%) from Table 4.4.

**Research Question 1:** What is the Pre-services Teachers perception of Entrepreneurship? In answering this question, Table 4.6 is considered. Table 4.6 showed that Most of the respondents knows about Entrepreneurship skills and recommend it for their students, while a small faction do not recommend it. 190 (94.3%) prescribe entrepreneurship skills for students and 20 (9.5%) does want students to have entrepreneurship skills.

**Research Question 2:** What is the pre-service teacher's perception of entrepreneurship in Education? In answering this question, Table 4.7 is considered. Table 4.7 showed that Most of the respondents wants Entrepreneurship skills incorporated into the class syllabus, while a small minority do not want it. 190 (94.3%) wants entrepreneurship to be included in school syllabus for students and 20 (9.5%) does want syllabus to have entrepreneurship incorporated into them.

**Research Question 3: What is the perception of Pre-service Teachers on entrepreneurship opportunities?** In answering this question, Table 4.8 is considered. Table 4.8 showed that Most of the respondents are sure entrepreneurship opportunities creates opportunities for school children, while a small minority said they are not sure and no respectively. 162 (3%) said YES, 11 (5.2%) said NEUTRAL and 37 (17.6%) said NO 18 (5.5%).

**Research Question 4:** What is the perception of pre-service teachers on entrepreneurship base on gender? In answering this question, Table 4.9 is considered. Table 4.9 showed that Most of the Respondents said entrepreneurship education should not be given based on gender, while a small minority said it should be given base on gender. 5 (40.9%) respondents want Entrepreneurship Education be given based on gender, while a larger percentage of the respondents 205 (97.6%) do not think Entrepreneurship Education be given based on gender.

### 4.3 Summary of Findings

This study is intended at checking the Perception of pre-service Teacher, in Minna on Entrepreneurship education. The study implemented the use of the questionnaire in constructing appropriate results to the study. The survey approach to the study examined 210 pre-service teachers from both J.S.S and S.S.S in Minna. Four research questions were created to establish the objectives of the study. Results show that:

- 1) Most of the Pre-service Teachers knows about Entrepreneurship skills and recommend it for their students, while a small faction does not recommend it.
- 2) Most of the respondents want Entrepreneurship skills incorporated into the class syllabus, while a small minority does not want it.
- 3) Most of the respondents are sure entrepreneurship opportunities creates opportunities for school children, while a small minority said they are not sure and no respectively.
- 4) Most of the Respondents said entrepreneurship education should not be given based on gender, while a small minority said it should be given base on gender.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter reviews the results from the study and gives essential conclusions. It also provides recommendations and suggestions for further studies.

#### **5.2 Summary**

This work is examined the Perception of Entrepreneurship among 400 Pre- service University Teachers in Minna Metropolis, Niger State. This study is intended at checking the Perception of pre-service Teacher, in Minna on Entrepreneurship education. The study implemented the use of the questionnaire in constructing appropriate results to the study. The survey approach to the study examined 210 pre-service teachers from both J.S.S and S.S.S in Minna. Four research questions were created to establish the objectives of the study and this can be recommended that the Government should revise Education syllabus and include Entrepreneurship education across all levels so that students can pass out with sound Entrepreneurship skills.

#### **5.3 Conclusion**

From the results and observation of the study, it is certain to say that there is a high awareness and wide acceptance of entrepreneurship education among Pre-service Teachers who are resident to Minna, the study also revealed that the pre-service teachers are open to teaching these skills in the classrooms if all conditions are made right.

### **5.3 Recommendations**

From the above discoveries and conclusion, the following recommendations were made:

- Government should revise Education syllabus and include Entrepreneurship education across all level so that students can pass out with sound. Entrepreneurship skills.
- Teacher across all nations should be equipped with the necessary knowledge and training that will help facilitate their teaching of these subject in schools.

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