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## STUDENT ENTREPRENEURSHIP MINDSET AND SOCIAL ENTREPRENEURSHIP PEDAGOGY IN A GLOBAL HEALTH PANDEMIC IN LAGOS STATE UNIVERSITY, NIGERIA

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**Abstract.** The study interrogates the contention that social entrepreneurship pedagogy plays an essential role in developing students' entrepreneurial mindset in a Covid-19 era from the perspective of the Lagos State University, Nigeria. The exploratory design was employed to harness new knowledge from existing literature. A total of 18 final-year students were purposively and conveniently for an interview, and data were analyzed with the NVivo (v.12) qualitative software. Results reveal a lack of pedagogy initiatives in delivering teachings and learning such as seminars/workshops, networking, internships and case studies, the absence of a conventional department of entrepreneurship education and a lack of appropriate entrepreneurship education curriculum for the development of students' entrepreneurship mindsets. Notably, the fallout from the Covid-19 pandemic has shown that students can revive the Nigerian economy with a positive outlook due to their entrepreneurial mindset. The study echoes the need for the constitution of appropriate pedagogy initiatives and relevant course contents and curriculum that could steer a robust students' entrepreneurial mindset for venture creation and economic development amidst the prevailing loss of jobs in this epoch of Covid-19.

**Keywords:** social pedagogy; entrepreneurial mindset; Covid-19; higher education; students

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### 1. Introduction

The universal tradition of economic growth for human development cannot be unconnected with advancing and promoting viable work patterns. With the continued disruptions of the performance of economies across the globe engendered by the debilitating consequences of the Covid-19 pandemic, the aim of attaining social needs and sustainable development goals (SDG) are now more severely impacted. In other words, there has been an increasing swing from dependent on paid employment to a need for the provocation of entrepreneurship as the new pathway to human and economic survival (Wang, Hong, Li & Gao, 2020). With the increasing rate of job loss and poor economic performance indices, the call for university students to integrate the culture of entrepreneurial mindset into their learning processes through suitable and practicable social entrepreneurship

pedagogy techniques cannot be over-stretched (Wang, Hong, Li & Gao, 2020). This contention has continuously formed a public debate in the management literature as a cornerstone to stimulating economic prosperity and human growth, among other economic conditions (Rauf, Wijaya & Tari, 2021).

Social entrepreneurship pedagogy offers students the capability to comprehend and instil vital business principles needed to strive in a competitive business world (Malebana, 2017). The lasting global economic changes have persistently caused universities of higher learning agenda of theoretical teachings to the more practical ideology of instructions for students' acquisition of traditional and requisite skills that are required for success in this epoch of stiff and competitive labour markets (Ojode, Wolde & Claiborne, 2021). The essential knowledge and skills requisite for survival in this changing business world constantly undergo unceasing changes and modifications in tandem with global economic changes (Davis, Hall & Mayer, 2016). For instance, industries now prioritize what seems to be their most essential needs for continuous business operations. The wish and demand for these needs will no doubt continue to incite significant interference in the activities, functions and operations of global labour markets with modifications in the structure and pattern of available jobs (Malebana, 2017).

In essence, the innovative trend of jobs that will be formed will demand graduates with explicit entrepreneurial drive and mindset (Hussain & Norashidah, 2015). Fayolle and Gailly (2015) contend that the comprehension and use of social entrepreneurship pedagogy techniques explain a clear-cut pathway through which students can develop their entrepreneurial mindset and prosper in entrepreneurship undertakings. The business environment, interrupted and destabilized by the advent of the Covid-19 pandemic, calls for graduates with a robust entrepreneurial mindset who are willing to learn and unlearn the ropes of business principles through social entrepreneurship teachings, techniques and appropriate educational curriculum and course contents. The formation and arrangement of Nigeria's higher education course curriculum have continued to attract public criticism as a deficit in global relevance in terms of engendering qualitative entrepreneurship teachings required for sustainable venture creation (Adekunle & David, 2014). For example, data is scarce to substantiate government investment in entrepreneurship education to develop students' entrepreneurial mindset (Chinonye & Akinlabi, 2014). The consequence emanating from youth over-dependence on graduates' jobs, the conundrum of youth unemployment and the outdated and ambiguous course content and curriculum are clear evidence of Nigeria's government's inattention to the prominence of entrepreneurship education as an effective investment tool for employment creation and the growth of the Nigerian economy at large (Alabi, Famakinwa & Ogunjimi 2017).

The literature on entrepreneurship is awash in Nigeria with different subjects. A critical assessment and analysis of the literature reveal a range of studies such as entrepreneurship venture and development of small and medium enterprises (Adelekan, Arogundade & Dansu, 2016), entrepreneurship education and self-employment initiatives (Afolabi, 2016) and rationale for students' preparation and entrepreneurship education in the face of the global economic crisis in Nigeria (Onuwa, 2016). Similar work comprised the analysis of entrepreneurship education as a mechanism for national development and jobs creation hub, among others (Adekunle & David, 2014). Other similar studies conducted outside the context of Nigeria include Covid-19 and entrepreneurship education (Ratten & Jones, 2021) and the relationship between entrepreneurship education and entrepreneurial goal intentions (Ndofirepi, 2020). With this collection of research works, particularly in the discourse of entrepreneurship, there is a scarcity of research focusing on developing students' entrepreneurial mindset through social entrepreneurship pedagogy in a Covid-19 era in Nigeria. Therefore, this identifies the gap this present study will be addressing. The objectives of the paper include the interrogation of the significance of entrepreneurship pedagogy techniques and content employed in the teaching of entrepreneurship education; highlighting and understanding the nexus between entrepreneurship pedagogy and the development of students' entrepreneurial mindset, and assessing the impact of the covid-19 global pandemic on the development of students' entrepreneurship mindset among selected final year students.

The significance of this paper is anchored on the quest to address the existing research chasm on the role of social entrepreneurship pedagogy in developing students' entrepreneurial mindset. In other words, it is explicit that similar studies have failed to assess the role of social entrepreneurship pedagogy in transforming and developing students' entrepreneurship mindset in the Covid-19 era. Therefore, by interrogating this argument, the study hopes to convey a new perspective on the significance of social entrepreneurship pedagogy in transforming and developing students' entrepreneurial mindset in the new era. This proposition becomes crucial and relevant towards becoming self-sustained and independent through enterprising activities, even as the impact of the Covid-19 pandemic continues to interrupt the economy and the constant disappearance of graduate jobs.

## **2. Literature review**

### **2.1 Entrepreneurship explained**

The concept of entrepreneurship can be explained as an individual ability to produce value through the integration and use of human and material resources to create markets and consumption (Chinonye & Akinlabi, 2014). The term expressly denotes an individual who possesses skills that can be likened to a go-getter, inventor or someone who enjoys the art of taking a risk to uncover opportunities (Audretsch, Kuratko & Link, 2016). These narrations position an entrepreneur as a willing and string-willed personality who is geared towards integrating and converting available resources for monetary and societal gains (Imafidon, 2014). An entrepreneur is assumed to be an inventor of economic development. With the fluctuating economic order engendered by the disruptions of the Covid-19 pandemic, an entrepreneur can be likened to mean an individual with the ability to creatively adjust to the economic realities with the mindset of managing an effective enterprise for venture creation. This analogy seemingly confirms the significance and need for consciously stimulating entrepreneurial mindset and initiative among students as an alternative to overreliance on decreasing paid employment globally.

Kirkwood, Dwyer and Gray's (2014) thesis argued that the initial comprehension of entrepreneurship as a driver of transformation is consistently altering in recent times with a more concise focus on economic development. In short, the conceptual explanation of entrepreneurship is now widely accepted as an individual who initiates the beginning of a new business undertaking. Thus, the familiar axiom of the invention usually used in the description of an entrepreneur is now more conceptualized as an individual's capability to produce a new business venture. For instance, Boohene and Agyapong (2017) argued entrepreneurship is a self-driven practice and procedure of consistent wealth creation by an individual/s who undertakes risky entrepreneurial venture through the commitment of time and process for the production of value and result-oriented business outcomes.

Beech and Anseel (2020) describe entrepreneurship as the identification of opportunity that translates into job creation and economic development. This description is in tandem with the comprehension of entrepreneurship as an undertaking for personal growth, initiative taking, self-sustaining and applying innovative skills for personal growth and economic development. Conversely, with the university of higher learning in mind in ensuring students' entrepreneurship development, the literature has unswervingly argued that entrepreneurship is teachable and can be taught and instilled in students like all other courses of study (Imafidon, 2014). The argument of this study is to lengthen this position by defending the significance of social entrepreneurship pedagogy as an avenue through which students' entrepreneurship mindset can be advanced.

Audretsch, Kuratko and Link (2016, p. 610) conceived entrepreneurship as a dependent, regular business procedure set up by people ready to take risks to create values and wealth. Gundlach and Zivnuska's (2010) thesis broadly conceptualized entrepreneurship as the capability and competency to trail a business endeavour, create opportunities with it and transmute the same for economic gains. In the broad canon of management studies, entrepreneurship is related to an individual's possession of some exceptional human skills such as mental, social

and economic necessary for the progress of any entrepreneurial undertaking (Ojode, Wolde & Claiborne, 2021). To place correctly, the understanding of entrepreneurship in the perspective of pedagogy will enable student entrepreneurs to acquire the right mix of opportunities towards recognizing and understanding the significance of entrepreneurship pedagogy in the success of an enterprise, especially in this era of economic raging steered by Covid-19 pandemic.

## **2.2 Social entrepreneurship pedagogy explained**

Social entrepreneurship pedagogy can be described as the training of students on social projects using pedagogy techniques for economic development and societal growth (Osunde, 2016). According to Audretsch, Kuratko and Link (2016, p. 612), social entrepreneurship pedagogy needs to be included as a compulsory syllabus for tertiary institutions to undertake to be conversant with the practical business stimulation and venture creation. This is to contend that Nigeria's university systems urgently require a unique social entrepreneurship pedagogy for students' entrepreneurial drive and mindset development. Okeke and Eme (2014) write that universities must teach a more conventional and real world for a creative and self-sustained turnout of university graduates with fitting social and employment creation skills and social entrepreneurship pedagogy instructions in replacement of the traditional methods of learning transmission.

Social entrepreneurship pedagogy must realize the behavioural change in students' entrepreneurial learning experience. For instance, if relevant results are desired, evaluation should be given to what is conveyed to the students concerning the social entrepreneurship course content and, more so, the means of its transmission (Lopes et al., 2021). A recent study by Guerrero, Urbano and Gajón (2020) has connected social entrepreneurship pedagogy among students to the efficacy of course contents. In other words, social entrepreneurship pedagogy should focus on exercises that provoke ordinary social entrepreneurial skills in students (Beech & Anseel, 2020). With a specific goal in mind for developing such skills, Ojode, Wolde and Claiborne (2021) argued that entrepreneurs should be consulted in the planning and outlining of social entrepreneurship pedagogy course content to ensure its direct relevance to all fields of study. Therefore, the course content should offer a large appliance for introducing students to everyday management opportunities and problems of small-scale business ventures, evaluating their growth, mindset, and readiness for entrepreneurial experience (Onuwa, 2016). Entrepreneurship courses must relish the entire course content in a real-world context relevant to developing students' entrepreneurship mindset (Yusoff, Ahmad & Halim, 2016). Instructors can employ appropriate content, including reading, cases and lectures that are desirable to assist students in transforming into social entrepreneurs. This can be realized by ensuring their course guidelines are in tandem with appropriate self-efficacy techniques for developing students' entrepreneurial mindset.

## **2.3 Social entrepreneurship pedagogy and students' entrepreneurship mindset**

The use of social pedagogy techniques and approaches remains central to any entrepreneurship development. For instance, lectures and case studies have been reported reliable in stimulating and developing students' entrepreneurial mindsets (Onuwa, 2016). Kolawole and Ajila (2015) argued for using different methods as there are no precise techniques to provoke students' entrepreneurship mindset development. Other techniques, including media, seminars and lectures, were argued as the most effective pedagogical methods of entrepreneurship education development (Ahmed et al., 2020). Advocates of this postulation assert that the techniques promote ease of transiting students from job seekers to job owners if effectively applied (Guerrero, Urbano & Gajón, 2020; Wang, Hong, Li & Gao, 2020).

The social pedagogical teachings instil and allow for the alliance of knowledge and development of entrepreneurship skills. The importance of social entrepreneurship pedagogy remains an essential pathway through which students can build and develop their mindset (Yusoff, Ahmad & Halim, 2016). Supporting this

contention in tandem with the Covid-19 health pandemic call for a severe response from the managers of the Nigerian universities to develop a more sophisticated and time framework that can sustain the reformation of the present course contents and curriculum being employed by higher institutions of learning in Nigeria for a stout and enterprising students' entrepreneurial mindset. Mitigating the Covid-19 health crisis's economic challenge speaks to the identification of young and vibrant young talents but exerting more responsibilities toward developing a functional social education system that can spur economic transformation through students' entrepreneurial activities and business value (Zou, Huo & Li, 2020).

Using social entrepreneurship pedagogy enables students to develop appropriate business start-up skills. The Nigeria situation indicates a weak testament as an effort to develop students' entrepreneurship mindset continues to encounter several hindrances due to the poor application and use of social entrepreneurship pedagogy techniques and contents (Okeke & Eme, 2014). Many Nigerian higher learning institutions' teaching guidelines, course contents and curriculum are not in tandem with global best practices for building and developing a sustainable student entrepreneur with a creative business mindset (Chinonye & Akinlabi, 2014).

The discourse of social entrepreneurship pedagogy has continuously shown relevance in students' entrepreneurial efficacy and mindset development with the integration of an effective support system, hands-on-learning undertakings and the supervision of small start-up enterprises among the student population (Saeed et al. 2015). In addition, for students, entrepreneurial mindset development, appropriate programmes and teaching techniques that reflect growth in the area of human capital, business formation and market-oriented skills and other support roles must be clarified in the entrepreneurship teaching curriculum of universities (Lopes et al., 2021). However, contrary evidence in the entrepreneurship literature explains that the acquisition of entrepreneurship education should devote not so much attention to the application of technical teachings but emphasis more on the hands-on desk and practical instructions to rouse students' mindset for venture creation (Hussain & Norashidah, 2015; Wang, Hong, Li & Gao, 2020). To be sure, reinforcing students' confidence and experience in learning prospects are measures to spur an entrepreneurship mindset (Chinonye & Akinlabi, 2014). The effort chased in this study is the hope of launching a new pattern of social entrepreneurship pedagogy practice that will overturn the general outdated curriculum and course content for the advancement of students' entrepreneurship mindset and business creation skills in this era of Covid-19 pandemic with poor economic performance and ascending graduate unemployment rate.

### **3. Methodology and materials**

#### **3.1 Research philosophy and design**

The philosophical viewpoint of this study supports the interpretive philosophical assumptions in understanding the significance of the social entrepreneurship mindset in the development of students' entrepreneurship mindset. (Sekaran & Bougie, 2016). It offers the assimilation of human features into a study by concentrating on the implication that human elements convey into a study and the range of interpretations given to them (Creswell, 2014). Students were asked to stimulate meanings that unpack how students' entrepreneurship mindset can be developed with social entrepreneurship pedagogy in the Covid-19 pandemic era. The experimental design was employed to increase the knowledge scarcity on the research problem (Shields & Rangarajan, 2013). For instance, when little is known about a research problem, the assumptions of the exploratory design represent a more justified design to address such a problem qualitatively (Sekaran & Bougie, 2016). This study employs these assumptions to engender qualitative answers to the social and economic issues of developing students' entrepreneurship mindset through social entrepreneurship pedagogy.

### **3.2 Population, sample size and recruitment**

The study population consists of 18 final-year students selected based on deliberate and suitability from two departments of the faculty of management sciences of the Lagos State University, Nigeria. The selection mirrors two primary considerations; students understanding of the study's problem and their readiness to partake in the study. For example, recruiting students complies with intending to ensure only those with the essential information on the subject matter from the sample respondents. This was achieved through referrals by the class representatives and other stakeholders in the faculty. Consequently, after the intentional recruitment of these respondents, it was ensured that only students who were comfortable with the composition and timeliness of the study became respondents that partake in the study.

### **3.3 Research instrument, data collection procedure and quality**

The study employs the semi-structured interview type to elicit qualitative data. This approach is justified as it allows for uncovering supplementary questions and provokes lucidity when the questions or responses are vague (Yin, 2016). The interview process follows with the use of an interview to monitor the drift of questions and answers (Sekaran & Bougie, 2016). The interview data approach cannot be unconnected from some challenges not limited to clarity in responses and the risk of misconstruing the questions and answers (Kumar, 2012). This study addressed these challenges by phrasing the interview questions in English and ensuring the questions were designed to minimize any likely misconstructions (Saunders, Lewis & Thornhill, 2009). The entire data collection process conforms to the non-pharmaceutical intervention for controlling the spread of the Covid-19 pandemic. The interview lasted between November 2021 and January 2022, just before Nigeria's public universities' present national academic union strike.

The interview sessions were recorded and complemented with note-taking if some questions and responses are ambiguous to transcribe. The interview procedure commences with a brief overview of the aim of the study for selected students. The general questions queried are anchored on the role of social entrepreneurship pedagogy in the development of students' entrepreneurship mindset on the one hand. On the other hand, the range of the specific questions probed includes the different pedagogical techniques used in the transmission of entrepreneurship education are? How can entrepreneurship pedagogy be used in developing students' entrepreneurship mindset? What is the effect of the Covid-19 pandemic challenges on students' entrepreneurship mindset? The paper adopts Trochim and Donnelly's (2007) four strategic approaches. i.e., credibility, transferability, dependability and confirmability of the data. The credibility of the data was achieved by ensuring that the views of the students were reported in the results of the study. For transferability, efforts were made to ensure that results become transferable to another research context. All ethical considerations were complied with in the study's data collection, analysis and reports. Finally, it was ensured that there exists a nexus between the data set and the results for confirmability.

### **3.4 Data analysis and ethics**

The NVivo (v.12) qualitative software was used to identify themes and sub-themes from the transcribed data (see Table 1 below). After that, the themes were analyzed with the content qualitative analytical tool to make good sense of judgement of the themes and sub-themes and informed critical analysis of the role of social entrepreneurship pedagogy in developing students' entrepreneurship mindset. A critical analysis of the results supported the exact responses of respondents. The ethical concerns were judiciously considered, ensuring the names of all respondents were erased from the analysis and results of the study. The permission of all respondents was pursued before the commencement of the study to avoid any breach of privacy.

**Table 1.** Matrix of themes and sub-themes

	Themes	Sub-themes
1	Pedagogy Techniques	Internship, discussions, oral presentations, case studies and seminars
2	Entrepreneurship mindset through entrepreneurship pedagogy	Decrease level of the quality of education, sparsity of entrepreneurship faculty members, absence of entrepreneurship department and lack of entrepreneurship education curriculum and course content
3	Covid-19 role in students' entrepreneurship development	Impact on graduate jobs, limitation on students' entrepreneurial mindset and poor business environment for students entrepreneurs

*Source:* Nvivo qualitative results

## 4. Results and interpretation

### 4.1 Pedagogical techniques and transmission of social entrepreneurship education

The need for conventional and qualitative pedagogy techniques in the delivery of entrepreneurship education in higher educational institutions cannot be over-stretched. For instance, the range of views shared by most students reflects a state of emergency across the length and breadth of Nigerian universities. It was reported that the most commonly employed pedagogy techniques in the transmission of entrepreneurship education, including internship, discussions and oral presentations, are not effectively engaged in teaching entrepreneurship education. Similar techniques explained by respondents include case studies and seminars. Although the utility of lecture was collectively sighted as often employed, internships, case studies, and discussions were entirely not in use. This position explains the state of many Nigerian public universities, where the importance of entrepreneurship education has been largely ignored. One of the students interviewed explained the consequence of the absence of qualitative pedagogy techniques.

The situation we are having here is a severe one. We have seen how other universities embrace cutting-edge pedagogy techniques and technology in transmitting entrepreneurship education in other countries. The state and condition of our universities, especially the public universities, are not encouraging as we lack vital tools that are considered necessary in teaching entrepreneurship education, affecting the development of students' entrepreneurship mindset. We cannot build something on anything.

Another student narrates the university's inability to utilize appropriate media tools and technology in delivering lectures and transmitting entrepreneurship education knowledge to develop students' entrepreneurship mindset. Again, this position validates the non-readiness of the university in building students with a robust attitude capable of transforming the outlook of the Nigerian economy. This viewpoint is explained below:

While academic teachings continue in other climes with the application of the media tools, many Nigerian universities have had to pause academic activities during the Covid-19 pandemic. It is clear what we prioritize in our country and educational space. What is not clear is how students will develop an entrepreneurship mindset if the techniques employed in teaching are not conventional. For me, the inability of many Nigerian universities to compete with their counterparts in other African countries is a testament that we are not doing enough to employ the appropriate teaching techniques and tools the drive entrepreneurship education in Nigeria.

The importance of case studies has repeatedly been proven as the most efficient and effective pedagogy technique employed in transmitting entrepreneurship education and knowledge. The practical importance can be revealed through the hands-on-desk learning experiences students acquire. Many of the students interviewed attest that the significance of case studies is likely to improve their entrepreneurship knowledge and mindset than other pedagogy techniques. One of the students' reports below:

I am very sure we are falling so much behind due to the lack of case studies in our teaching curriculum in this university and most universities in Nigeria. I mean, the significance of practical business situations can be learned and

unlearned through case studies as it is used in other climes. I will tell you our entrepreneurship mindset and intention are being affected as a result of the non-use of case studies, as it were.

The Nigerian educational system has undergone severe setbacks in developing and delivering qualitative education. One of the significant issues stakeholders have widely accepted is the configuration and nature of the curriculum and course content employed in teaching and learning. Most students explained the lack of qualitative entrepreneurship education due to the ambiguous curriculum and teaching instructions. As illustrated, the global trend of theory-based approach is gradually being eroded, and international institutions are now embracing a hands-on-desk practical approach through restructuring course curriculum and content in alignment with the global requirement for sustainable entrepreneurship education. One of the students reported as follows:

I am confident that the content of the curriculum and range of courses taught in most Nigerian universities are not in tandem with the principle of entrepreneurship education. In other words, the curriculum is not just outdated but one that does not have practical relevance to today's developmental timeline. One wonders how such an ambiguous and outdated curriculum can be employed to develop students' entrepreneurship mindset and used as a channel of development in the long run.

Another student recounts an ugly trend in the teaching methods employed in the transmission of entrepreneurship education. Precisely, the explanation captures the lack of many universities' understanding of the importance of an appropriate entrepreneurship course curriculum and contents for the transmission of entrepreneurship education.

We are only being taught in theory and not practical. This method cannot birth the desired outlook regarding having a student population with an appropriate mindset ready and willing to enter the business world. We have come of age and need to think to introspect to do away with this moribund approach and start employing the conventional system. It is not pleasing that we are still far behind, and the current course we are adopting cannot give us the desired results in developing students' skills, capacity and mindset for the business world.

#### **4.2 Entrepreneurship pedagogy and students' entrepreneurship mindset**

The lack of social entrepreneurship education in many Nigerian universities has dramatically affected many students' entrepreneurship drive and mindset. This assertion validates the unceasing unemployment rate and poor utility of social venture skills on the part of many Nigerian youths. Many students attest to the decreasing quality and standard of entrepreneurship education in Nigeria's higher learning institutions. Other students decried the scarcity of entrepreneurship faculty members who can effectively teach entrepreneurship education. The absence of committed and dedicated entrepreneurship departments in many of Nigeria's higher learning institutions is the significant bottleneck to developing youths with a robust and viable entrepreneurship mindset. This problem no doubt confirms the position and ineptitude role of the Nigeria University Commission- NUC towards revitalizing Nigerian universities for sustainable development.

The condition of the Nigerian education system is in shamble. In Nigeria, it will be hard to see universities where the subject of entrepreneurship is being taught as a single course of study. Where this course is being taught, it will be short of the best international standards. There is no way this kind of arrangement can ensure students' entrepreneurship mindsets are appropriately developed. We are in a tight situation in Nigeria regarding the appropriate entrepreneurship education for developing students' entrepreneurship mindset. These challenges have to be urgently addressed for student entrepreneurs to thrive.

Other perspectives shared include the absence of a substantial entrepreneurship department in the university. Most students report this as one of the significant bottlenecks hindering the realization of students' entrepreneurship intention with an effective entrepreneurship mindset. Again, this position exposes the standing



and role of NUC in ensuring that Nigerian universities are effectively managed. One of the students reports in affirmation as follows:

I think the Nigerian universities should start prioritizing what is essential for recovering the economy by carefully looking at the importance of entrepreneurship education. How do we talk about developing students' entrepreneurship mindset when we hardly have a department of entrepreneurship in several Nigerian universities? For instance, taking a clue from my school, there is no stand-alone department of entrepreneurship, which is a tremendous setback regarding student development in entrepreneurship.

The Nigerian educational space is being confronted with many challenges. These problems' fallout effect on Nigeria's entrepreneurship education has continued unceasingly. For example, with the increasing global attention on entrepreneurship as an essential tool for job creation, it is clear that the Nigerian government is yet to understand and harness the importance of entrepreneurship education to curb the impact of the global economic disruptions on the Nigerian economy. As explained earlier, most students explain the absence of entrepreneurship education in their course outline and curriculum. In addition, the debate on the importance of entrepreneurship education as a driver of a strong entrepreneurship mindset, particularly in reviving students' attitude towards becoming independent, belief system, abilities and the development of entrepreneurship self-worth cannot be over-emphasis.

The conventional means of building resilient entrepreneurs with a solution-driven mindset is no doubt through the inculcation of effective entrepreneurship education. Thus, the argument pursued in this paper is the responsibility of the Nigerian government to establish a culture of entrepreneurship education to identify and develop students' entrepreneurship mindset for business venture creation. One of the respondents reported below:

One essential thing that needs to be done if we are serious about developing the entrepreneurship mindset of students in Nigeria is the need to start prioritizing the importance of entrepreneurship education through the various institutions of learning in the country. The changes can begin by ensuring these universities incorporate entrepreneurship in the curriculum as a mandatory course for all students, irrespective of their discipline. I firmly believe this will assist in several ways by building students' minds and mental capacity to withstand business pressure for entrepreneurial success.

Other opinions shared by the majority of the respondents explain the importance of entrepreneurship education as an instrument capable of building students' entrepreneurial skills and self-confidence. It was argued that one of the pathways to developing students' entrepreneurship mindset is through the inculcation of entrepreneurship skills and self-efficacy learnt through entrepreneurship education. However, it was explained that entrepreneurship education had not provoked the suitable capacity and mindset for students' entrepreneurs, as reported by one of the respondents:

I think I need to explain how our educational institutions and the entire system is being managed in Nigeria. There must be a deliberate effort to examine these institutions if the government is genuinely willing to invest in developing students' entrepreneurship mindset. It is high time for the government to start looking toward entrepreneurship education in these universities of higher learning. So we need to start looking at the effectiveness of entrepreneurship education to build students' mindset, capacity and skills in preparation for learning the ropes and challenges of the business world.

### **4.3 Covid-19 pandemic and students' entrepreneurial mindset**

The poor global economic performance is becoming more glaring with the disruptions caused by the emergence of the COVID-19 global pandemic with subsequent job loss and other disturbances to human and business entities alike. The effect of these events calls for the revitalization of social entrepreneurship pedagogy as an instrument to revive the Nigerian economy through building and developing students' entrepreneurship mindset.

The argument is the position of the Nigerian government's responsibility to provide a conducive business environment where entrepreneurship can flourish. With the negative effect of Covid-19, the development of students' entrepreneurship mindset has remained feeble. One of the students highlights how Covid-19 has affected their mindset towards embracing entrepreneurship as a venture below:

I can confirm to you that the emergence of the Covid-19 pandemic has affected graduate jobs. The increasing unemployment rate has been the order of the day since the emergence of the Covid-19 pandemic. As an individual, I think that students need to look beyond the consequence of Covid-19 and see how to help and develop themselves. For instance, before Covid-19, there were hardly any jobs, and now that we have Covid-19, it is clear that the few available jobs have gone extinct. It is high time we embrace and develop our mindset towards entrepreneurship for self-sustenance and the development of our country in general.

In addition, most of the respondents explain the inability of students to transform the disadvantage of Covid-19 into an advantage by developing their entrepreneurship mind through entrepreneurship education. One of the participants explained below:

I believe that students need to take up and embrace the opportunity that Covid-19 has thrown us to build our minds since there are non-existing jobs. The fact is that the Nigerian economy cannot revive itself soon from the pressure of Covid-19. Hence jobs will remain scarce as it is. We need to shift our focus from depending on jobs to creating jobs. We need to develop our entrepreneurship mind for this to be realistic.

The Nigerian government's role in managing the impact of the Covid-19 pandemic on the development of students' entrepreneurship mindset cannot be over-emphasized. For instance, the Nigerian government must come to terms with the identification of the threats of the Covid-19 pandemic on students learning process, especially entrepreneurship education, for a positive outlook. One of the respondents calls for the intervention of the Nigerian government through appropriate policies to ensure students' mindsets are developed towards entrepreneurship and, in turn, create social value through employment creation.

In my opinion, the government also has a role to play. The government must also know that the Covid-19 pandemic should be addressed in such a way that it will inspire a lot of benefits to the Nigerian youths. This should be done by putting appropriate measures in place to ensure students are given the right opportunity to flourish in their enterprise in this era of Covid-19 global pandemic.

## **5. Discussion of results**

The prevalence of the Covid-19 pandemic has triggered a new research frontier for developing social entrepreneurship pedagogy through appropriate students' entrepreneurship mindset. This swing is followed by the necessity to highlight the importance of social entrepreneurship pedagogy as a tool for development. The narrative of students' entrepreneurship mindset development has been recurrently argued as a significant pathway for employment creation prospects (Okeke & Eme, 2014). The need for students to possess a strong understanding of entrepreneurship education with suitable pedagogy initiatives cannot be over-stretched. In other words, social entrepreneurship pedagogy is employed as a symbolic model to appreciate how students' mindsets can be developed in creating social values for economic growth and expansion.

From the results, the pedagogy of discussions, case studies, internships and seminars were identified as measures for students' entrepreneurship mindset; however, with little proof to sustain the claim as the primary pedagogical techniques employed in the transmission of social entrepreneurship education. These results explain the shortfall and declining state of the Nigerian universities where conventional pedagogy is not used in entrepreneurship education. Similarly, this description encapsulates the immense corruption being propagated in most Nigerian

universities and, by extension, the Nigerian ministry of education in their management of students' development (Alabi, Famakinwa & Ogunjimi, 2017). Regarding the effectiveness and suitability of course content and curriculum, results revealed that the university practice and usage of the vague and obsolete curriculum are issues promising poor students' entrepreneurship mindset. Accordingly, this finding mirrors the deplorable state of many Nigerian public universities, where outdated curricula and course guidelines are being used to transmit entrepreneurship education, portraying a departure from global standards. These findings corroborate existing studies (Kolawole & Ajila, 2015; Onuwa, 2016).

The findings also explain the poor administration and management of entrepreneurship education with a consequential impact on students' entrepreneurship mindset development. For instance, unpacked concerns include scarce material accessibility and resources for disseminating entrepreneurship education and little or non-existing entrepreneurship education department burdened with entrepreneurship education teachings. These conundrums constrict students' venture creation talents, among other enterprising skills (Wang, Hong & Gao, 2020; Zou, Huo & Li, 2020). With this in mind, it is crucial to emphasize that the Nigeria account is a perfect demonstration of a society whose developmental duties do not include the development of the students' populace through fitting social entrepreneurship pedagogy initiatives. This is enough to argue that the roles and responsibilities of the Nigerian government remain doubtful concerning the development of students' entrepreneurship mindset for economic growth in Nigeria. Priority in accessibility and effective use of pedagogy techniques are predicted to be low. Many discussions in the entrepreneurship literature have reported similar results (Osunde, 2016; Audretsch, Kuratko & Link, 2016). The impact of the Covid-19 pandemic on graduate jobs and downsizing across the sectors requires the development of students' entrepreneurship mindset for enterprise creation (Zou, Huo & Li, 2020). This is imperative to raise students with a self-employment mindset and aptitudes who can help put the Nigerian economy on the track to revitalization through involvement in various enterprising businesses and undertakings.

## **6. Conclusion and recommendations**

The emphasis of this paper has been to understand the symbolic significance of social entrepreneurship pedagogy as a tool for students' entrepreneurial mindset development in a Covid-19 pandemic epoch. The Nigerian model offers a rich laboratory for analyzing entrepreneurship education's implication in addressing the country's ascending graduate unemployment. The conversation of social entrepreneurship pedagogy has long remained an omitted treatise in the history of Nigeria's higher institution of learning curriculum and course content. It is crucial to argue that any committed government should realize the importance of social entrepreneurship pedagogy for developing students' entrepreneurship mindset. In line with this, the study concludes the significance of social entrepreneurship pedagogy as a development index employed by Nigerian universities. This agreement is essential to curb the increasing incidence of graduate unemployment by inspiring students' entrepreneurship mindset and intentions. The novelty of the findings can be mirrored by the argument that students' entrepreneurial mindset cannot be developed except an urgent intervention is employed to transform the social entrepreneurship pedagogy and techniques for refined and robust students' entrepreneurial mindset experiences. The implication of this novelty is the need to have students with an entrepreneurial mindset and intention that can be employed to salvage the consequence of the Covid-19 pandemic on graduate jobs by creating employment through the application of social entrepreneurship pedagogy.

The curriculum and contents of entrepreneurship education in Nigeria must be revised to integrate practicability that dovetails with conventional pedagogy techniques. The study also deduces that with the ongoing wrecking impact of the COVID-19 pandemic on graduate jobs, the vital significance of developing students' entrepreneurship cannot be over-emphasized. Overall, the study recommends a more positive measure from the Nigeria Ministry of Education domain to introduce conventional social entrepreneurship

education as clout for developing students' entrepreneurial mindset, competence and entrepreneurial skills. The policy insinuation can be uncovered from the considerable motivation of students into social venture creation for economic development to salvage the increasing rate of graduate jobs. The study's limitations include the challenge of access stemming from the university administrators. However, after several convictions, access was granted to conduct the study. In addition another limitation is the challenge of recruiting students for the study, as there was a national strike at the time this study was conducted. Similarly, a number of students were accessed to participate in the research.

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