



ENTREPRENEURSHIP CLUB: THE BEST DETERMINANT OF ENTREPRENEURIAL LEARNING FOR ATTITUDE TOWARDS ENTREPRENEURSHIP

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Abstract

This paper evaluated the best determinant of entrepreneurial learning in arousing positive attitude towards entrepreneurship. The research work considered Federal Universities in South-West, Nigeria. The study consisted of a population of 22,282 fourth year students of the Universities. A sample of 1673 was used in the study. The study adopted stratified random sampling technique and a structured questionnaire with 6-point Likert scale was used for data collection. The finding revealed that entrepreneurship club is the best determinant of entrepreneurial learning among internship, self-efficacy, entrepreneurship, pedagogy and role

model. Entrepreneurship Club best determined entrepreneurial learning. $R^2= 0.474$, $Adj.R^2= .474$; $\beta = .314$, $P<0.05$ ($F(5.1665) = 302.041$, $p<0.05$). The study recommended that to promote entrepreneurial learning of university undergraduate, students' enrolment in entrepreneurship club should be supported and given a high priority by the university government, policy makers and the society.

Keywords: Entrepreneurship, Entrepreneurial learning, Attitude, Self-efficacy, Internship, Club, Pedagogy, Role model

INTRODUCTION

Entrepreneurship is said to be established through in-depth entrepreneurial learning and attitude which often translate into feasible growth of functional enterprise. However little is known about factors associated with entrepreneurial learning of undergraduates. Despite the importance of entrepreneurial learning as a strategy for facilitating self-employment and post-graduate employment there are problems of low exposure of undergraduate to internship, lack of self-efficacy, low enrolment in entrepreneurship clubs, use of inappropriate pedagogy and absence of linkage with successful role models. Entrepreneurial learning has been identified as a factor which facilitates the personalized learning to develop know-how for nascent entrepreneurs in the process of becoming entrepreneurs (Beliaeva, Laskovala, & Shirokova, 2017). In the research of Marhamat, Zali, and Rezvani (2018) it is affirmed that entrepreneurial learning is significant to venture creation. Different researches have been done on entrepreneurial learning (Ambreen, 2018; Ciappei, Laudano, Zollo, & Rialti, 2016; Chun-Mei, Chou, & Chien-Hua, 2017). It is therefore important to establish the best determinants of entrepreneurial learning on attitude towards entrepreneurship. Nigeria's GDP growth rate has been between 6% – 8 % in the last ten years this shows that the Nigeria's GDP is low compared to the growth rate of other economies of the world (NBS, 2017). The implication is that entrepreneurship which has been identified as an engine of growth in Nations of the world has been backward in Nigeria. Recent events revealed that the World Bank's ease of doing business report of 2016 ranked Nigeria 169 out of 189 countries which is an indication that entrepreneurship has not contributed much to growth in Nigeria which is caused by high rate of graduate unemployment and even 61.5% of those with gainful employment have under employment. In the light of the foregoing, this study evaluated the best determinant of entrepreneurial learning in arousing positive attitude towards entrepreneurship among students of Federal Universities in South-West, Nigeria.

LITERATURE REVIEW

Entrepreneurial learning

Entrepreneurial learning continues to evolve with changing times, of some existing definitions which are complementary to one another (Leila, 2018). Entrepreneurial learning (EL) has emerged as a promising area of research at the interface between learning and the entrepreneurial context (Sanja, Sanja, & Ivana, 2016). Learning is defined as the process in which knowledge is generated through the transformation of experience, reflective observation, abstract observation, and active experimentation (Rafaela & Hector, 2018). Furthermore, different meanings have been ascribed by different authors to the concept of entrepreneurial learning. Ngah and Osman (2017) looked at entrepreneurial learning from practicing entrepreneurs' perspective. The author argued that it is an event in which an entrepreneur learns through actual entrepreneurial experience by reproducing specific learned behavioral patterns. However, entrepreneurial learning is not just about 'learning by doing' or learning how entrepreneurs succeed, it is also about learning to take risks, learning by failing and learning by gradually achieving mastery over a set of skills. Michael (2017) argues that entrepreneurial learning is a process of developing entrepreneurship key competences in students. Key competencies are specific qualities used as bench marks to rate in the context of entrepreneurship competencies which are not learnt rather it takes place after learning might have taken place through experience. Defining entrepreneurial learning from students' perspective, Fernando (2018) submits that entrepreneurial learning occurs both in and outside of the classroom, within dynamic environments where knowing intersects with making and creative experimentation. Furthermore, from the pedagogical perspective entrepreneurial learning is a pedagogical exercise that aims to develop the characteristics of students that are relevant to entrepreneurship (Jonas & Balli, 2016) this can, according to the authors, stimulate abilities that increase attitude towards entrepreneurship. This is consistent with the definitions of entrepreneurial learning posited by (Leila, Zali, & Rezvani, 2018) who identified entrepreneurial learning as a cognitive process.

Internship

Internship combines classroom and real-world experiential learning independent study and work by students. They are work-based educational experiences that relate to specific jobs, positions, occupations or professions. On the other hand internship according to Sumal and Soputan (2018) is a co-operative industrial training program that involves students of institutions of higher learning. This definition is deficient in the sense that the context of the cooperation mentioned here is not highlighted. Is it with the co-interns, with the supervisors or with the organization?

The position of Alina (2017) on internship is that it is a significant part of an academic curriculum in the universities with a method for combining theoretical knowledge and practical working world which gives undergraduates opportunities to incorporate work related experience and knowledge into the classroom education received by taking part in supervised or unsupervised and planned work in the real work environment.

Self-efficacy

Self-efficacy is a recurring theme in literature and various scholars have offered intensive and thoughtful knowledge on the area. Foremost, efficacy is the ability to organize and execute the courses of action required to produce given levels of attainments (Denise, William, & Richard, 2015). Efficacy is the power to produce a desired result (Brajaballav, Rabi & Ramakrishna, 2017). Self-efficacy as a construct is seen by Rachnar and Cevahir (2017) as the confidence of an individual in his own ability. This construct is used to explain human behavior as it influences the determination of individual's choice, level of effort, and perseverance. The authors take into consideration the individual's effort which is the input that produces result.

Entrepreneurship Club

Entrepreneurship club is a learning-by-doing environment where students can cultivate entrepreneurship skills Eldredge, Nolan and William (2017) in congruence, Pittaway, 2016; Silva and Nobre, 2018 identified that students' association are considered to be an autonomous group or a form of extra-curricular group who meet regularly with the aim to enhance their personal learning around a given topic or theme that is considered by entrepreneurship educators to support student learning. Furthermore, Tshikovhi and Shambare (2015) defined entrepreneurship club from the angle of enactus which focuses on learning entrepreneurship in a students' club by encouraging students to identify entrepreneurial solutions to socio-economic challenges within their communities.

Pedagogy

Pedagogy is the act of helping people to learn (Frode, Eirik, Ingrid, & Inger, 2016). This definition is deficient because it failed to point out the main construct of pedagogy the definition is in a lay mans language. On the other hand (Kurakto & Morris, 2018) identified that pedagogy is a practice-based suppositions of workable learning and teaching methods and practice especially as an academic subject. Furthermore, the submission of (Fernado, 2018) take culture and values into consideration these author highlighted that while defining pedagogy culture cannot be ruled out because it depicts how things, procedures and processes take place in

different context. The author identified pedagogy as learning, teaching and development that is influenced by the cultural, social and political values.

Role model

Observing successful characters can affect an individual's career choices and decisions. The definition of a role model can be divided into two basic components; it is a combination of role and modeling (Zozimo, Jack, & Hamilton, 2017). Role is a form of behavior and test of activities with part of status position such as a manager, a leader or a teacher. While model is a human construct that one looks up to (Ranwala, 2016). That is, two prominent theoretical constructs: The concept of role which is the tendency of individuals to identify with other people and the concept of modeling, the psychological matching of cognitive skills and patterns of behavior Fellnhofner & Puumalainen, (2017) in their submission suggest that role model is a person who an individual perceives to be similar to some extent, and because of that similarity, the individual decides to emulate the person's attribution or behavior.

Attitude toward Entrepreneurship

Authors have defined attitude in various respects, however, the elements that constitute these definitions are similar and complementary. Generally, the behavior of an individual is greatly determined by his/her attitude. It is a tendency to act or react in a certain manner when confronted with certain stimuli and has also been defined as a feeling or evaluative reaction to an idea, objective or situation (Babangida & Judith, 2017) which depicts how positive or negative, favorable or unfavorable a person feels towards that particular idea, object or situation in question (Rashmi & Chennai, 2018). Recent development in the various fields of study on attitude, view attitude as multidimensional in nature as opposed to the uni-dimensional emphasis explain earlier. According to Norasmah and Siti (2017) attitude is a posture, gesture, disposition of an individual. Furthermore, in the words of Recber, Isikasal, and Koc (2018) attitude is the overall behavior or act of an individual's body and mind before a certain fact or situation. Moreover, (Abubarkar, 2016; Karim & Venkataiah, 2016; Khursheed, 2017) submit that attitude is the way a person or an individual's behavior is determined and the degree to which an individual has favorable or unfavorable assessments of the behavior in question.

Entrepreneurial learning and Attitude towards Entrepreneurship

The traditions of educations across the world have been rooted in learning. The study of Christensen and Lelinge (2016) investigated the importance of entrepreneurial learning- two learning environments for attitude towards entrepreneurship within a Swedish context. The

findings of the study indicate a positive significant relationship between entrepreneurial learning and attitude towards entrepreneurship comparing two learning environments within Swedish context. In congruence, (Karin, Sara & Anette 2015; Marhanat, Zali, & Rezvani, 2018) revealed a positive significant relationship between entrepreneurial learning and attitude towards entrepreneurship comparing two learning environments within Swedish context. In consistence, in the studies of (Ciappei, Laudano, Zollo, & Rialti, 2016; Ernest, Mattew & Samuel, 2015). Entrepreneurial leaning ability was found to, increases attitude towards entrepreneurship of university students. In the same vein some researchers Fada, Aondo, Tsemba, Mang, Samdi, Emmanuel, Okeke, & Danjuma (2017) investigated business students' attitude towards entrepreneurship and through entrepreneurial learning. The study examined the attitude of final year students of the department of business administration in Gombe State University towards entrepreneurship through entrepreneurial learning. It was revealed that some of the final year students have positive attitude towards entrepreneurship through entrepreneurial learning in the same vein, Maija (2017) assessed entrepreneurial learning and business students' attitude towards entrepreneurship. The study found that some of the final year students have positive attitude towards entrepreneurship through entrepreneurial learning of entrepreneurship.

Corroborating these submissions, Beliaeva, Laskovala, and Shirokova, (2017) in their research on the same line of discourse, from a cross-cultural study of university students found that entrepreneurial leaning ability, increases attitude towards entrepreneurship. The study found that some of the final year students have positive attitude towards entrepreneurship via entrepreneurial learning. Furthermore, a survey of Malaysia student by Nurudeen (2015) who looked into augmenting entrepreneurial learning among postgraduate students' in technological university in India. The study revealed that entrepreneurial learning is positively related to attitude towards entrepreneurship of students. Consistent with previous studies, Chun-Mei, Chou, and Chien-Hua (2017) studied entrepreneurial learning and attitude of university students. Entrepreneurial learning is positively significant to entrepreneurial tendencies of students. Furthermore, the foregoing was reinforced by revealing that entrepreneurial learning is positively associated with attitude towards entrepreneurship and new venture creation (Ernest, Matthew, & Samuel, 2015; Owotunse, 2018; Shan- Biao'an, Yu-Haijing, & Fei-Yupeng, 2017). In contrast the work of some researchers (Ambreen, 2018; Esuh & Najafi, 2014; Gachanja, Nganga, & Lucy, 2016; Lockett, Quesada-Pallares, & Willams-Middleton, 2017; Philip, 2017) negates the findings of the aforementioned studies by revealing that majority of students have negative attitude towards entrepreneurship from entrepreneurial learning which made their attitude towards entrepreneurship to be poor this is due to various perceived hindrances which include fear of failure, fear of financial loss and lack of financial support. No two studies are the

same at any stage of research, from sample selection to choice of instrument, to data collection, geographical differences, to methods of analysis that is why the findings of the research of (Ambreen, 2018; Esuh & Najafi, 2014; Gachanja, Nganga, & Lucy, 2016; Lockett, Quesada-Pallares, & Williams-Middleton, 2017; Philip, 2017) reports informed a different result. The reasons for the negative results by the latter studies are the unit of analysis and research context.

METHODOLOGY

This study adopted survey research design which facilitates the use of a structured questionnaire which was adapted from (Abraham, Ibe, 2015; Bonnie, Dianne, Yuchin, & William, 2015; Luke, Jim, Adam, & Tom, 2011, Fellnhofer & Puumaainen, 2017; Firmansyah, Djatmika & Hermawan, 2016; Munawaro, 2017) in obtaining data for the analysis that is to collect detailed and factual information that describes an existing phenomenon. The adoption of the research design is consistent with the studies of (Abbas & Zaidatol, 2016; Bonnie, Dianne, Yuchin, & William, 2015; Fernando, 2018; Lesley, 2016; Munawaroh, 2017; Reyes & Manipol, 2015). The population of the study was 400 level students of all federal universities in South-West, Nigeria which was 24,282 as at 2018 February. The study employed table of sample size determination developed by Krejcie and Morgan in 1970 and obtained from Research Advisor (2006). At 0.05 margin error and 95% confidence level for each of the universities for the study. This table helps the researcher to determine the required sample size for this study which amounts to one thousand six hundred and seventy three (1673) respondents as the sample size. Stratified random sampling techniques has been chosen for this study to select the respondents because it brings categorization into focus and it is more superior to other random sampling and for good representation and yields more efficient result. Primary data will be collected through questionnaires. The justification of using questionnaire is for its high response rate and minimum intervention bias from the researcher also for an efficient and accurate accessing of information. The results of Kaiser-Meyer-Olkin measures (KMO) on the instrument for the variables were found to be greater than 0.5 and not above 1, hence acceptable indices. On the other side, the Bartlett's Test of Sphericity had p-values = 0.000 for all the variables which are less than 0.05. From the results of Bartlett's Test of Sphericity, it can be concluded that the factors were valid and suitable as there would be high significant correlation between the variables in the study. KMO and Bartlett's Test is a condition for carrying out. Data treatment as a pre-diagnostic test shows that no collinear relationship exist among the explanatory variables, the Kolmogorov-Smirnov test conducted shows that the series was normally distributed, and there is a linear relationship between the independent variable and the dependent variable.

Model specification

Following the objectives of this study the dependent and independent variables were factored into a functional equation. Attitude toward entrepreneurship is the dependent variable while pedagogy is the independent and the following equation was established and tested.

$$EL = \alpha_0 + \beta_1 INT + \beta_2 SE + \beta_3 EC + \beta_4 PG + \beta_5 RM + \mu_i \dots \dots \dots (1)$$

Where:

EL= Entrepreneurial learning

α_0 = Intercept

β_1 =Coefficient of the explanatory variable

μ = Error Term

Measures

Independent Variable

Entrepreneurial learning is the independent variable of this study. In the context of this study, internship, self-efficacy, entrepreneurship club, pedagogy and role model are used as measures of entrepreneurial learning on a six-point likert-type response scale of very high (6) to very low (1) following Abraham, Ibe, 2015; Fellnhofner & Puumaiaainen, 2017; Firmansyah, Djatmika & Hermawan, 2016; Laura, 2017; Luke, Jim, Adam, & Tom, 2011, Munawaro, 2017).

Dependent variable

Dependent variable of the study is attitude towards entrepreneurship. Three items will be used at six point Likert scale to measure the attitude of undergraduates towards entrepreneurship using the scale of the model of Adapted from Bonnie, Dianne, Yuchin, and William (2015) using 6 likert scale with three constructs which are cognitive attitude, affective attitude and behavioral attitude.

Apriori Expectation

In this study negative or positive effect is expected between entrepreneurial learning and attitude towards entrepreneurship.

ANALYSIS AND RESULTS

Model Summary for Regression Analysis for effect of pedagogy on attitude toward Entrepreneurship

Stepwise regression analysis was carried out on entrepreneurial learning variables. The results were presented in table 1.

Table 1 Stepwise Regression Analysis for Attitude of students towards entrepreneurship and Entrepreneurial Learning variables

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.604 ^a	.365	.365	4.57123
2	.660 ^b	.436	.435	4.31054
3	.680 ^c	.463	.462	4.20820
4	.686 ^d	.471	.470	4.17631
5	.690 ^e	.476	.474	4.16015
a. Predictors: (Constant), Entrepreneurship Club				
b. Predictors: (Constant), Entrepreneurship Club, Role Model				
c. Predictors: (Constant), Entrepreneurship Club, Role Model, Self-Efficacy				
d. Predictors: (Constant), Entrepreneurship Club, Role Model, Self-Efficacy, Internship				
e. Predictors: (Constant), Entrepreneurship Club, Role Model, Self-Efficacy, Internship, Pedagogy				
f. Dependent Variable: Attitude towards Entrepreneurship				

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.392	.748		27.253	.000
	Entrepreneurship Club	.810	.026	.604	30.997	.000
2	(Constant)	15.380	.786		19.563	.000
	Entrepreneurship Club	.578	.029	.431	19.658	.000
	Role Model	.413	.029	.317	14.456	.000
3	(Constant)	11.454	.880		13.016	.000
	Entrepreneurship Club	.455	.032	.340	14.347	.000
	Role Model	.383	.028	.294	13.620	.000
	Self-Efficacy	.412	.045	.195	9.117	.000
4	(Constant)	10.341	.900		11.493	.000
	Entrepreneurship Club	.432	.032	.322	13.593	.000
	Role Model	.340	.029	.261	11.657	.000
	Self-Efficacy	.364	.046	.173	7.962	.000
	Internship	.205	.040	.109	5.154	.000
5	(Constant)	9.947	.902		11.022	.000
	Entrepreneurship Club	.421	.032	.314	13.227	.000
	Role Model	.311	.030	.239	10.349	.000
	Self-Efficacy	.361	.046	.171	7.923	.000
	Internship	.184	.040	.098	4.600	.000
	Pedagogy	.043	.012	.075	3.737	.000
a. Dependent Variable: Attitude towards Entrepreneurship						

The results of the regression indicated that the five predictors of entrepreneurial learning (internship, self-efficacy, entrepreneurship club, pedagogy and role model) explained 47.4% of the variance in attitude of students towards entrepreneurship (Adj. $R^2 = 0.474$, $F(5, 1665) =$

302.041, $p < 0.05$). The results reveal that Entrepreneurship Club significantly predicted attitude of students towards entrepreneurship ($\beta = .314$, $P < 0.05$), Role Model was also significant ($\beta = .239$, $P < 0.05$), Self-Efficacy significantly predicted attitude of students towards entrepreneurship ($\beta = .171$, $P < 0.05$), Internship significantly predicted attitude of students towards entrepreneurship ($\beta = .098$, $P < 0.05$), and Pedagogy also significantly predicted attitude of students towards entrepreneurship ($\beta = .075$, $P < 0.05$). The results had internship, self-efficacy, entrepreneurship club, pedagogy and role model as best determinants of Entrepreneurial learning on the attitude of students towards entrepreneurship among students of federal universities in South-West, Nigeria. The regression coefficients reveal that Entrepreneurship club had the largest contribution to attitude of students towards entrepreneurship ($\beta = .421$, $t\text{-value} = 13.227$, $p\text{-value} = .000$). On the other hand, pedagogy had the lowest contribution to attitude of students towards entrepreneurship ($\beta = 3.737$, $t\text{-value} = 3.737$, $p\text{-value} = .000$).

The regression model that used to estimate attitude of students towards entrepreneurship among students of federal universities in South-West, Nigeria taking into consideration the effect of internship, self-efficacy, entrepreneurship club, pedagogy and role model is stated as follows:

$$ATTE = 9.947 + 0.314EC + 0.239RM + 0.171SE + 0.098INT + 0.075PEG$$

Where: ATTE = Attitude of students towards entrepreneurship; RM = Role Model; SE = Self-Efficacy; INT = Internship; PEG = Pedagogy

The null hypothesis (H_{06}) which states that Entrepreneurial learning is not significantly best determine by internship, self-efficacy, entrepreneurship club, pedagogy and role model on the attitude of students towards entrepreneurship among students of federal universities in South-West, Nigeria is hereby rejected.

DISCUSSIONS

The objective was to investigate the effect of entrepreneurial learning on internship, self-efficacy, entrepreneurship club, pedagogy and role model on the attitude of students towards entrepreneurship among students of federal universities in South-West, Nigeria. The study revealed that entrepreneurial learning has significant effect on internship, self-efficacy, entrepreneurship club, pedagogy and role model on the attitude of students towards entrepreneurship among students of federal universities in South-West, Nigeria. There are a lot of studies that supported our finding that Entrepreneurial learning has positive and significant effect on internship, self-efficacy, entrepreneurship club, pedagogy and role model (Alina, 2017; Mofesola, 2012; Sumual & Soputan, 2018; Tendai, Norman & Golden, 2014). Furthermore, this finding of this study also consistent with the empirical finding of Desta and Jebena (2018), Iman,

Nazem, and Rafee (2017), Tran and Ngah (2018), Thouin, Hefley and Raghunathan (2018), Abdullai and Jabor (2015), Zurriaaga-carda, Kageyama, and Kenju (2016), Recker, Isiksal and Koc (2018), Saraih, Aris, Mutalib, Ahmad, Abdullah and Amlus (2018), Talia (2010), Zullinah, Amzairi, Azamudin and Muhamed (2015), Ljerka (2016), and Zurriaaga-carda, Kageyama and Kenju (2016), Pittaway, Elena, Ayegbayo, & King, 2011; Eldredge, Nolan & Williams, 2017; Kayne & Altman, 2016), Abbas & Zaidatol, 2016; Bonnie, Dianne, Yuchin, & William, 2015; Fernando, 2018; Lesley, 2016; Munawaroh, 2017; Reyes & Manipol, 2015). Furthermore, other studies such as Adedeji and Mohammed (2018), Amari and Abbes (2016), Mynavathi, Vinnarasi, Muthu, Anson, Mary, and Shankar (2018), Bonnie, Dianne, Yuchin, and William, (2015), and Munawaroh (2017) Abdullatif, Sawsen, Sami & Younes, 2016; Fellnhofer & Puumalainen, 2017; Niels, Jolanda, Veronique, Mirjam & Ingrid, 2014; Saeid, Harm, Biemans, Thomas, Mohammad, Martin & Karim, 2015). In the same context Amouri, Sidrat, Boudabbous, and Boujelbene, 2016; Zozimo, Jack and Hamilton (2017), Zozimo, Jack, and Hamilton (2017), Chlosta (2015) and Rafaela and Hector (2018) found positive effect of entrepreneurial learning on internship, self-efficacy, entrepreneurship club, pedagogy and role model on the attitude of students. Furthermore, entrepreneurship club best determined entrepreneurial learning for arousal of attitude towards entrepreneurship.

Consistently, theory of entrepreneurial event also supported our finding as it explains the relationship between entrepreneurial learning and internship, self-efficacy, entrepreneurship club, pedagogy and role model on the attitude of students because observation in the environment where individuals are and interact will affect individual learning. If the individuals are in an entrepreneurial family environment, university that promote entrepreneurial environment, on internship in work environment i.e if the student is exposed to entrepreneurial internship, entrepreneurship club, role model and mentors with entrepreneurial activities and learns entrepreneurship through innovative pedagogy, the individuals have tendencies to start-up businesses later in life. Therefore, it is crucial for individuals to directly see and observe the entrepreneurial activities indicated through all these factors for entrepreneurship in their daily lives. Based on the empirical and theoretical support of this study.

CONCLUSION AND RECOMMENDATIONS

This study evaluated the best determinant of entrepreneurial learning for the arousal of attitude towards entrepreneurship among undergraduates of federal universities in South-West, Nigeria. The study provides theoretical and statistical evidences that entrepreneurship club best determines entrepreneurial learning for the arousal of positive attitude towards entrepreneurship among students of federal universities in South-West, Nigeria. The study concluded that

entrepreneurship club best determined entrepreneurial learning for arousal of positive attitude towards entrepreneurship among students and for the arousal of students; skills and knowledge and due to their ability to enact the entrepreneurship in them as a result of exposure of undergraduates to entrepreneurship clubs. Since entrepreneurship club has been identified as the best determinant of entrepreneurial learning which can bring about positive attitude towards entrepreneurship. The study therefore recommended that government through the federal ministry of education should aid undergraduates to establishing stronger linkages with successful entrepreneurs both inside and outside the universities' environment. Furthermore, the government, university policy makers, academia and the society should also centre diverse measures, policies and resources towards the promotion of undergraduates' internship, self-efficacies, enrolment in entrepreneurship clubs, and the use of appropriate pedagogy in teaching since all these factors predict entrepreneurship. Most importantly efforts should be centered on diverse policies and resources towards entrepreneurship clubs in the universities in order to encourage high enrolment.

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