Caribbean Educational Research Journal
Volume 4, Issue 2, September 2016, 53 - 73

CULTIVATING ENTREPRENEURIAL CULTURE AMONG THE NIGERIAN YOUTHS: THE FULCRUM OF CONSTRUCTIVISTS TEACHING STRATEGIES

Olugbenga Adeyanju Akintola*

Olabisi Onabanjo University
Ago-Iwoye, Ogun State, Nigeria

Abstract: *The current global economic crises and the prevalence of youths' unemployment in the global community seem to be the most traumatic in many decades. Entrepreneurship has been found to have a direct link with countries' economic growth globally. Nigerian economy faces the ripple effects of the global economic crises resulting in breakdown and decline in economic vigour, with the youth being the most vulnerable. Hence, nurturing entrepreneurial culture among the Nigerian youth in order that they imbibe certain attributes, values, beliefs and behaviour which would engender self-employment is long overdue. This paper examines the gaps in the delivery of entrepreneurship education which makes entrepreneurial culture alien among the Nigerian youths. It also underscores the fecundity of constructivists teaching strategies among pedagogical approaches that could facilitate entrepreneurial culture. The literature indicates that constructivists' teaching strategies could facilitate an entrepreneurial culture. This could be achieved by adopting these strategies in the dispensing of learning experiences. It was therefore recommended that the society and the school system adopt constructivists' teaching strategies in cultivating entrepreneurial culture among the Nigerian youth. The implications centre on the teaching-learning process, the role of teachers and students, instructional delivery and timing, curriculum planning, and assessment of learning outcomes.*

Keywords: *Entrepreneurship, Entrepreneurial Culture, Nigerian Youth, Constructivism, Constructivists' Teaching Strategies*

INTRODUCTION

The current global economic crisis seems to be the most traumatic in many decades. This is reflected in the world's GDP growth which hit a six-year low at 3.1 percent in 2016, well below the rate projected in the previous year. In addition, the global unemployment rate is expected to rise modestly in 2017, to 5.8 percent from 5.7 per cent in 2016. This represents 3.4 million more unemployed people globally, bringing the total unemployment to over 201 million in 2017. In sub-Saharan Africa, the economic growth is at its lowest level in over two decades standing at 1.6 percent in 2016. This is

* Corresponding Author: (gbenga.akintola@gmail.com; akintola.olugbenga@oouagoiwoye.edu.ng)

ISSN 1727-5512
Copyright © School of Education, The University of the West Indies, Cave Hill (2016)

in sharp contrast to the annual average of nearly 5 percent over the last ten years. In fact, the number of unemployed people in emerging countries (Nigeria included) is expected to increase by approximately 3.6 million between 2016 and 2017. During this time the unemployment rate in the emerging countries is expected to climb to 5.7 percent, compared with 5.6 percent in 2016 (ILO, 2017).

In Nigeria, 45.65 percent of the youths are either unemployed or underemployed. Inflation rate climbed 18.72 percent as at January 2017. In the third quarter of 2016, the nation's Gross Domestic Product (GDP) contracted by -2.24 percent (year-on-year) in real terms. This was lower by 0.18 percent from growth recorded in the preceding quarter; also lower by 5.08 percent from growth recorded in the corresponding quarter of 2015 (NBS, 2016). Every sector of Nigeria as a nation tends to have had its fair share of troubles. Governments at all levels, corporate organizations (both blue-chip companies and others), public parastatals, educational institutions and individuals are licking the sores of this economic holocaust.

According to Fapounda (2012), the Nigerian economy faces the ripple effects of the global economic crises resulting in breakdown and decline in economic vigour. The effects find expression in downsizing, mass unemployment, and crashes in the money market. The Nigerian economy has continued to witness renewed and sustained recession, characterized by galloping inflation and declining businesses. Indeed, it is a period of uncertainties when mass unemployment, retrenchments, downsizing and layoffs, serve as indicators of a troubled economy. These become so real that some individuals have nowhere to turn except indulging in misconduct and social vices such as militancy, armed robbery, kidnapping, advanced fee fraud, ritual/fetish practices for money, among others.

The review of the economic recession depicts a period when there is low output, illiquidity, abnormal increases in unemployment, and non-availability of credit, numerous bankruptcies, shrinking output and investment. It reduces the amounts of trade and commerce, as well as highly volatile currency value fluctuations, mostly devaluations, while financial crises and bank failure are imminent. During this period of recession, customers are less willing to spend, credit becomes less available, and competitors engage in price cutting and other desperate moves to promote sales. Surviving businesses are deprived of attractive loan opportunities, precisely when they are most needed, resulting in further business decline and failures. This has caused some economic analysts to describe the situation as perhaps the worst economic recession since the great depression of the 1930s. In short, recession produced lowered sales, decreased margins, and reduced credit, yielding significant shocks to the resources available to the firm, thus threatening its survival (Pearce & Michael, 2006).

However, in the words of Fapounda (2012), there seems to be a glimmer of hope in some quarters, considering the dimensions in which the economic crisis manifested itself. For sub-Saharan Africa as a whole, a slight recovery of 2.9 per cent is anticipated for 2017. The achievement will rely on recoveries among commodity exporters, alongside elevated growth rates in a number of non-resource-intensive economies (ILO, 2017). It has also been predicted that the Nigeria's economy will grow by 0.8 percent in 2017, and it is projected that the recession will outlast 2016 with a Gross Domestic Product (GDP) contraction of 1.7 percent (IMF, 2017).

Entrepreneurship has been found to have a direct link with the economic growth of countries globally. The nature of poverty and unemployment especially with the inability of governments to create more jobs has helped entrepreneurship to be considered a central force of economic and social development through job creation, innovation and change. (Minniti, 2008; Potter 2005 cited in Brownson, 2013). The link between entrepreneurship, job creation and economic growth has been recognized in several studies (Henderson and Weiler, 2010, Acs & Szerb, 2007).

However, entrepreneurial activities in a country must not only be consequent upon the demand-pull (market opportunities, innovation, etc.) or push (unemployment, population growth etc.) factors but on a constant and sustained feature in the lives of individuals within a nation or society. This implies that entrepreneurial endeavours must be entrenched in the way of life and livelihood of members of the society. Thus, it should be a cultural component of the society which could prevent the recurrence of such hard-biting economic recessions. Apparently, entrepreneurship theories and empirical studies have suggested a role for culture next to structural factors in explaining cross-country differences in entrepreneurial activities (Mwaura, Hiuhu, Ng'ang'a, Gathenya, 2015). This implies that certain societal values may be conducive to entrepreneurial development in a nation (Suddle, Beugelsdijk& Wennekers, 2007). These values are cultural, resident in individuals and form part of their distinguishable personalities that could be transferred (through nurture) from one generation to another.

According to Hayton and Cacciotti (2014) culture is the composition of values, beliefs and expected behaviours that are sufficiently common across people within (or from) a given geographic region and considered as shared. It is a collective programming of the mind that distinguishes the members of one group or category of people from another (Hofstede, 2001 cited in Hayton & Cacciotti, 2014). Also, Brownson (2013) affirms that culture is an attribute, value, belief, and behaviour which can be learned or acquired by man from one generation to another, from one individual to another, from one group to another as long as one is a member of the society and has the ability to distinguish one group from another.

Furthermore, being entrepreneurial describes how entrepreneurs undertake what they do. This adjective suggests that there is a particular style to what entrepreneurs do. An understanding of the meaning of these two words can to a great extent aid in the conceptualization of entrepreneurial culture; thus, the nurturing of certain attributes, values, beliefs and behaviour among the Nigerian youths indicates an attempt to foster a certain type of culture known as the entrepreneurial culture.

The beauty of any progressive culture is to be entrenched in the younger generation of that society for productivity and sustainability. Interestingly, the capability for acquiring and demonstrating entrepreneurial behaviours, skills and attributes can be learnt, developed and practised. In fact, entrepreneurship is a learnable process that can be taught, nurtured and enhanced through various types of education and training (Akintola, 2014). Hence, the thrust of this paper is to encourage the cultivation of an entrepreneurial culture among the Nigerian youths through Constructivists Teaching Strategies.

It is in this context that this paper focuses on the discussion of:

- Concept of entrepreneurial culture
- Constituents of entrepreneurial culture
- Philosophy, assumptions and principles of constructivism
- Basic characteristics of constructivist learning environments
- Pedagogical goals of constructivist learning environments
- Benefits of constructivism
- Constructivist strategies associated with entrepreneurial culture
- A model practice
- Implications for teaching-learning process

Concept of Entrepreneurial Culture

Entrepreneurship is an act of innovation that involves endowing existing resources with new wealth-producing capacity. It is a process of exploiting opportunities that exist in the environment or that are created through innovation in an attempt to create value. It often includes the creation and management of new business ventures by an individual or a team (Ulijin& Brown, 2004; Drucker, 1985). Entrepreneurship is the result of a disciplined, systematic process of applying creativity and innovation to needs and opportunities in the marketplace. It involves applying focused strategies to new ideas

and new insights to create a product or a service that satisfies customers' needs and solves their problems. Entrepreneurial culture is a term derived from two words 'entrepreneurial' and 'culture'. Being entrepreneurial is an adjective describing how the entrepreneurs undertake what they do. It suggests a particular style to what entrepreneurs do (Wickham, 2006; Atherton, 2004 in Brownson, 2013). Entrepreneurial Culture is the consistent exhibition of the attributes, values, beliefs (attitude or mindset) and behaviour associated with entrepreneurs or by individuals in a society which distinguish them from others. It is a mix of all the factors that form the entrepreneur's personality. These are characteristics of entrepreneurs reflecting localized social norms that enhance economic success (Brownson, 2013).

According to Brownson (2013), entrepreneurial culture could be described from the business and organisational context in which certain behaviours, including initiative are fostered within an organisation. Individual employees could be propelled to act entrepreneurially in an established organization and other areas of life where they are fortunate to find themselves. Organisational policies and practices could target and nurture certain attributes, values, beliefs and behaviour with an attempt to foster entrepreneurship effectiveness. This makes individuals within such organisations develop and adopt entrepreneurial approaches in executing tasks and operations. It is a competitive corporate strategy that distinguishes one organisation from another in terms of achievements and milestones within an industry. It enhances market share, profitability and survival. Moreover, this perspective could limit the applicability of entrepreneurial culture in developing entrepreneurial competence among individuals in the society (Brownson, 2013).

Entrepreneurial culture is considered important in explaining the differences in the economic success of nations. Economic development of regions has been ascribed to various elements of which the role of entrepreneurial culture is mentioned (Beugelsdijk, 2004 in Brownson, 2013). McClelland (1961) made the first attempt to actually measure an aspect of entrepreneurial culture and relate it to economic development. Thirty years later, similar attempts at measuring cultural values of students were made in 41 countries and combining the results into a national indicator of entrepreneurial attitude (Suddle, Beugelsdijk and Wennekers (2007).

Entrepreneurial actions are facilitated both by formal education and shared beliefs and values of the society that could reward or inhibit the necessary behaviours (e.g., innovation, creativity, risk taking). Consequently, to foster it, implies the adoption of conscious and deliberate measures that would promote attributes, values, mindset and behaviour associated with good entrepreneurs who would impact on such individuals' mindset towards an effective entrepreneurship plan. Although entrepreneurial culture is essential for the development of entrepreneurial competence, the need to foster it

(entrepreneurial culture) among the Nigerian youths is germane (Abosede and Akintola 2012).

Constituents of Entrepreneurial Culture

Brownson (2013) identifies the constituents of entrepreneurial culture, the psychosocial dimensions of which are interrelated. These are:

- Entrepreneurial Attributes
- Entrepreneurial Behaviour
- Entrepreneurial Values
- Entrepreneurial Mindset

These constituents of culture can be nurtured based on a time frame. Researchers have argued that culture sometimes adjusts slowly to the changing conditions, the result of which can be culture lag. Therefore, some elements of culture may change more rapidly than others, thus one aspect of culture may lag behind another (Andersen and Taylor, 2011). Scholars, however, differ in the degree to which they believe culture changes over time (Harrison and Huntington, 2000 as cited in Taylor and Wilson, 2010). This implies that one or more constituents of entrepreneurial culture may be nurtured more rapidly than others, depending on the time span it may take such constituent to be nurtured. Consequently, given a five-year period, meaningful nurturing of the constituent could occur.

Entrepreneurial attributes have been recognized as being of great importance in understanding and fostering entrepreneurship. Entrepreneurial attributes are considered important due to the level of relationship they share with the other constituent of entrepreneurial culture. For instance, entrepreneurial attributes were found to be a critical factor in influencing an individual's entrepreneurial decisions to start a business. They have been found to predict entrepreneurial behaviour; on the basis of new firm formation (Rauch & Frese, 2007), and have also been found to have a strong impact on individuals' mindset towards self-employment.

Values are associated with standards of behaviour (Soanes et al., 2006). Hence, entrepreneurial values are those values or standards of behaviour associated with entrepreneurs, which when nurtured can distinguish such individual from others. Mindset is a mental attitude which determines how an individual will interpret and respond to situations (Wordweb, 2009). It is defined as learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object (Schwarz et.al, 2009).

Philosophy, Assumptions and Principles of Constructivism

In conventional approaches to teaching and learning, textbooks and lectures provide the truth but there is little room for questioning independent thoughts of learners. Cognitive theorists believe that the role of the teacher is to provide learners with opportunities and incentives to learn, holding that, among other things, except for simple rote memorization, the learner is required to actively construct meaning. The students' prior understandings and thoughts about a topic or concept before instruction exert a tremendous influence on what they learn during instruction. The teacher's primary goal is to generate a change in the learner's cognitive structure or the way of viewing and organizing the world. The constructivist theory of learning supports this cognitive pedagogy, which proposes that humans have an innate sense of the world and this domain that allows them to move from passive observers to active learners (Ramoglou & Zyglidopoulos, 2014; Wood & McKinley, 2010).

Constructivist conceptions of learning have their historical roots in the work of Dewey (1929), Bruner (1961), Vygotsky (1962), and Piaget (1980). Constructivism is a theory about how people learn. Based on the work of developmental psychologists, constructivism contends that people construct meaning through their interpretive interactions with and experiences in their social environments. It presumes that prior knowledge and experiences play a significant role in learning and form the basis for subsequent actions. It focuses the learner's attention on the "why" of learning and opens the door to critical thinking and intellectual development (Ilie, 2014).

Jean Piaget, a Swiss psychologist, describes knowledge development from a holistic and cognitive perspective, emphasizing that there are many channels one uses to construct understanding (e.g., reading, listening, exploring, and experiencing). Vygotsky introduces the social and cultural influences on learning and emphasizes their role in the construction of knowledge. Vygotsky's social constructivism model stresses the importance of learning in context of constructing understanding through interactions with others in the social environments in which knowledge is to be applied (Amineh & Davatgari, 2015).

Constructivism reflects a paradigm shift from a teacher-centered pedagogy based on behaviorism to a learner-centered educational approach based on cognitive theory. Behaviorist epistemology focuses on intelligence, domains of objectives, levels of knowledge, and reinforcement. Constructivist epistemology assumes that learners construct their own knowledge on the basis of interaction with their environment (Alam, 2016). Four epistemological assumptions are at the heart of 'constructivist learning:

1. Knowledge is *physically* constructed by learners who are involved in active learning.
2. Knowledge is *symbolically* constructed by learners who are making their own representations of action.
3. Knowledge is *socially* constructed by learners who convey their 'meaning making' to others.
4. Knowledge is *theoretically* constructed by learners who try to explain things they don't completely understand.

Furthermore, Savery and Duffy (1995) as cited by Brown (2014) highlighted three primary propositions that characterize constructivism from cognitive and social perspectives:

1. Cognition occurs as people share their understandings with each other and test the degree to which they are compatible.
2. The goal or purpose of investigation influences what is learned and what experiences the learner draws upon to construct new understandings.
3. Knowledge evolves through social negotiation, either independently or in collaborative groups. Alternative views and additional information enable learners to test the viability of understandings and to build new propositions that are compatible with those understandings.

Principles of Constructivism

Comparatively, other pedagogical approaches have been handy in teaching entrepreneurship in Nigeria, ranging from behaviorists, cognitivists and many more. The Behaviorist view of teaching relates to transmission. It is the role of the teacher to transmit skills and knowledge to students. Within the classroom, the teacher, textbook, and or other media are the experts. The content to be mastered by the students resides in the teacher's talk, the written word, or a media presentation (Richardson, 1996). According to Pounder (2016), the main pedagogical reason for teaching entrepreneurship using Behaviourism is that it encourages learning of 'facts' and addresses the content of that which is being taught such as skills and tools. On the other hand, the focus of Cognitivism is based on evaluating, processing and memory; as it is concerned with the internal workings of the brain and how the mind processes information to endorse effective learning (Ally, 2004; Siemens, 2004 as cited in Pounder 2016).

From the Behaviourist and the Constructivist perspectives, learning is teacher-centred, but Constructivist teaching is based on research about the human brain and how learning occurs. It is basically learner-centred. Caine and Caine (1991) as cited in Bada (2015, p. 69), suggest that brain-compatible teaching is based on 12 principles:

1. The brain is a parallel processor. It simultaneously processes many different types of information, including thoughts, emotions, and cultural knowledge. Effective teaching employs a variety of learning strategies.
2. Learning engages the entire physiology. Teachers therefore cannot address just the intellect.
3. The search for meaning is innate. Effective teaching recognizes that meaning is personal and unique, and that students' understandings are based on their own unique experiences.
4. The search for meaning occurs through 'patterning'. Effective teaching connects isolated ideas and information with global concepts and themes.
5. Emotions are critical to patterning. Learning is influenced by emotions, feelings, and attitudes.
6. The brain processes parts and wholes simultaneously. People have difficulty learning when either parts or wholes are overlooked.
7. Learning involves both focused attention and peripheral perception. Learning is influenced by the environment, culture, and climate.
8. Learning always involves conscious and unconscious processes. Students need time to process 'how' as well as 'what' they have learned.
9. We have at least two different types of memory: a spatial memory system, and a set of systems for rote learning. Teaching that heavily emphasizes rote learning does not promote spatial, experienced learning and can inhibit understanding.
10. We understand and remember best when facts and skills are embedded in natural, spatial memory. Experiential learning is most effective.
11. Learning is enhanced by challenge and inhibited by threat. The classroom climate should be challenging but not threatening to students.
12. Each brain is unique. Teaching must be multifaceted to allow students to express preferences.

Basic Characteristics of Constructivist Learning Environments

Tam (2000) and Honebein (1996) as cited in Bada (2015, p. 68), list the following four basic characteristics and pedagogical goals of constructivist learning environments, which must be considered when implementing constructivist instructional strategies:

1) Knowledge will be shared between teachers and students.

2) Teachers and students will share authority.

3) The teacher's role is one of a facilitator or guide.

4) Learning groups will consist of small numbers of heterogeneous students.

Pedagogical Goals of Constructivist Learning Environments

1) To provide experience with the knowledge construction process (students determine how they will learn).
2) To provide experience in and appreciation for multiple perspectives (evaluation of alternative solutions).
3) To embed learning in realistic contexts (authentic tasks).
4) To encourage ownership and a voice in the learning process (student centered learning).
5) To embed learning in social experience (collaboration).
6) To encourage the use of multiple modes of representation, (video, audio, text, etc.)
7) To encourage awareness of the knowledge construction process (reflection, metacognition).

Benefits of Constructivism

1. Children learn more, and enjoy learning more when they are actively involved, rather than passive listeners.
2. Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand.

3. Constructivist learning is transferable. In constructivist classrooms, students create organizing principles that they can take with them to other learning settings.

4. Constructivism gives students ownership of what they learn, since learning is based on students' questions and explorations, and often the students have a hand in designing the assessments as well. Constructivist assessment engages the students' initiatives and personal investments in their journals, research reports, physical models, and artistic representations.

5. Engaging the creative instincts develops students' abilities to express knowledge through a variety of ways. The students are also more likely to retain and transfer the new knowledge to real life.

6. By grounding learning activities in an authentic, real-world context, constructivism stimulates and engages students. Students in constructivist classrooms learn to question things and to apply their natural curiosity to the world.

7. Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas. Students must learn how to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing in group projects. Students must therefore exchange ideas and so must learn to "negotiate" with others and to evaluate their contributions in a socially acceptable manner. This is essential to success in the real world, since they will always be exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others (Cirik, Çolak, & Kaya, 2015).

However, the foregoing outside benefits have implications for developing strategies of entrepreneurial culture within the school system. These strategies are tailored towards achieving specific objectives based on the entrepreneurial constituents to be developed.

Table 1

Constructivist Strategies Associated with Entrepreneurial Culture

Constituents of entrepreneurial culture	Specific aims of entrepreneurial culture	Constructivist strategies used in developing entrepreneurial culture
Entrepreneurial Attributes	• To provoke entrepreneurial traits • To develop ability for taking initiatives • To stabilize entrepreneurial attributes	• Develop educational partnership between the school and the industry. • Give alternatives in solving possible problems. • Group investigation and the interview.
Entrepreneurial Mindset	• To nurture favourable disposition towards entrepreneurial activities. • To develop a logical mind of interpreting entrepreneurial activities. • To consolidate the connection between attributes and mindset.	• Case analysis. • Round table and the brainstorming method. • Roles play method.
Entrepreneurial Values	• To nurture standards of behaviour upon which entrepreneurial decisions are taken. • To provoke entrepreneurial beliefs. • To impart to the students, entrepreneurial values such as creativity, innovation and honesty.	• Creating social networks. • Making audio-visual recordings of local entrepreneurs. • The mutual teaching-learning method.
Entrepreneurial Behaviour	• To establish a connection between entrepreneurial attributes and actions. • To nurture the behavior of translating entrepreneurial beliefs to actions. • To impart the students with competitive aggressiveness and proactivity behaviour	• Making projects and implementing ideas, • Visual simulation of some entrepreneurial situations. • Experiential learning method

Note. Self-developed by the researchers (Abosede & Akintola, 2017)

A Model Practice

Entrepreneurial attributes are indicators of entrepreneurial potentials. They can be acquired from both nature and nurture, thereby implying that every individual may have some entrepreneurial attributes though most of them may not realize it. As such, it may be in this respect that some learning experiences are delivered within the school system to nurture entrepreneurial culture. The literature proposes that entrepreneurial attributes are stable (Abosede & Akintola, 2012). Some researchers disagree by asserting that entrepreneurial attributes are changeable (Rauch & Frese, 2007) in that individuals who were thought to lack certain attributes could have such attributes developed via external influences. The thinking is that interaction with the society is likely to trigger such changes in the participants. For instance, in Austria, several stakeholders are involved in providing specific entrepreneurship education programmes. The strategy for implementing entrepreneurship education is for schools to be more open; they must reach out to find settings for learning outside the school premises. Companies, public institutions and other organisations are considered useful teaching and learning settings as they provide for hands-on learning experiences and relate to real-life situations (European Commission, 2012). Entrepreneurial attributes allow a practical understanding of how entrepreneurial culture manifests itself (Lee-Ross & Mitchell, 2007).

Entrepreneurial values are the driving force for decision making of an entrepreneur. They reflect the entrepreneur's conscious view (or belief) of himself and directly shapes his movement towards owns' motive and action (McClelland, 1965 as cited in Zouhayer, 2013). This implies that entrepreneurial values can influence an entrepreneur's mindset for actions or behaviour. Entrepreneurial values such as creativity, integrity, achievement, autonomy, freedom to act independently, innovativeness, freedom of experimentation, risk taking, proactive ability, ability to take initiatives and competitive aggressiveness with entrepreneurship among others could be nurtured using appropriate teaching strategies as entrenched in constructivism. According to European Commission (2012), a student-centred approach was adopted in Turkey for the optional subject of Entrepreneurship. Project work and other out-of-class tasks promote student creativity and interaction. The syllabus and textbook for the course was written by experts from the Ministry of National Education in Turkey. Payne and Joyner (2006) as cited in Brownson (2013) identified three values prized by successful entrepreneurs; these are integrity, honesty and work ethic which are products of training and planned instructions.

Entrepreneurial mindset is one of the psychological systems that cannot be seen completely through actions but, can be detected through implicit behaviours in an individual. A mindset provides the foundation for human motivation and personal accomplishment. Hence, Brownson (2013) affirmed that an individual's mindset can be nurtured in a particular direction. Studies have linked entrepreneurship programmes to a change in attitude towards entrepreneurship. For instance, Kumara and Sahasranam, (2009) reported that it is possible to tune and shape individuals' entrepreneurial attitude especially with a well-planned entrepreneurship programme which could further enhance a rich entrepreneurial culture among individuals. In Cyprus, strategies and specific ideas for activities to develop entrepreneurial mindset as a cross-curricular objective are stated in a circular. Schools are encouraged to be learning workshops where the approach is participatory. It requires schools to work out an action plan (European Commission, 2012).

Entrepreneurship has been used in the developed countries as one of the most effective means of tackling the problems of unemployment. This has been affirmed by various empirical researches. Apparently, unemployment is one of the key factors that determine entrepreneurship and there is a relationship between self-employment and emerging forms of entrepreneurship (Caree & Thurik, 2003; Varheul, Stel, Thurik, & Urbano, 2006; Dilanchiev, 2014). It was discovered that entrepreneurial behaviour and self-employment programmes do not only increase the likelihood of entry into self-employment, but the likelihood of total employment, as well as the duration of the employment (Benus, 1994 as cited in Brownson, 2013). European commission (2012), reported that in Cyprus a new programme was introduced in some schools, called 'simulation sample enterprises'. During a whole year, students are divided into groups to work on a specific area of entrepreneurship, thus building their own understanding of what an enterprise is. The setting up and running of student firms is also encouraged to implement entrepreneurship education.

The organisation of entrepreneurship competitions can be seen as an incentive to students to imbibe the entrepreneurial culture. Also, the certification of entrepreneurial skills adds value for students who choose to invest in their skills development. The competitions also highlight the importance of developing entrepreneurial skills in education from an early age. The University of Cyprus in collaboration with the Ministry of Education and Culture conducts an annual entrepreneurship competition for students in the second and third years of upper secondary education (European Commission, 2012).

In Nigeria, Covenant University, Ota, developed a robust entrepreneurship education programme. It is a general and compulsory course that runs through all disciplines and

academic levels. Entrepreneurship modules were integrated into all subject areas. Artisans and professional business practitioners are co-opted as learning facilitators (Covenant University, 2010). Students are to develop projects and launch business ventures which serve as major requirement for graduation.

Conventionally, Nigeria school systems are not entrepreneurial, but they can become nurseries for new companies and for different connected activities. An army of passionate youths nurtured in an entrepreneurially-cultured society should be able to transform the relationships between the school and the labour market, representing a major input that would contribute to the nation's economic development.

Recommendations (Implications for Teaching-Learning Process)

Constructivism is an especially appealing learning theory for teachers who are trying to develop students with skills that will enable them to succeed in a workplace that is characterized by diversity, competition, quality management practices, and teamwork. It supports the values of collaboration, personal autonomy, reflection, active engagement, individual determination of relevance, and pluralism. These practices of constructivism require changes in teaching and learning. They call for teachers to modify their instruction, curriculum, and assessment practices, as well as their perspectives on what constitutes authentic learning.

Role of the Teacher and Student

New ways of teaching and learning must reflect change in teacher and student roles. Constructivist teaching places the teacher in the role of coach, mentor, and guide. Learners become the creators of their own learning. As in cognitive apprenticeships, experts model the strategies and activities needed to solve problems, and learners approximate doing the activity while articulating their thought processes. Experts coach learners with appropriate scaffolds (physical aids and supporting materials), gradually decreasing assistance as through continued practice, learners internalize the process by constructing their own knowledge base and understanding(Kerka, 1997 as cited in Brown, 2014). Scaffolding is an important concept for social constructivism in that it engages the teacher in moving the learner to the brink of his/her ability, thus advancing knowledge development.

In constructivist classrooms, the student plays a key role in directing learning. Learning occurs with teacher and learner both in the role of co-learners. As such, each has a voice in the learning process. Goals and objectives are established through negotiation, with each player having a voice in the process. With such an active role in the learning process, "students will also have to learn new ways to perform. They will have to learn how to think for themselves, not wait for the teacher to tell them what to think; to

proceed with less focus and direction from the teacher, not to wait for explicit teacher directions; to express their own ideas clearly in their own words, not to answer restricted-response questions; to revisit and revise constructions, not to move immediately on to the next concept or idea" (Airasian & Walsh, 1997 as cited Hursen & Soykara, 2012, p.).

Instructional Delivery and Timing

The instructional process must lead students to new understandings and knowledge construction. Teaching for understanding from a constructivist perspective must draw upon the learner's introspective and social construction of knowledge and engage him in reflective thought and action. In a constructivist classroom, the instructional process guides the learner toward an activity, experiment or inquiry that is meaningful to him in pursuing new knowledge. It is during the event (i.e. the activity, experiment, or inquiry) that the learner has an opportunity to think and reflect upon what is happening and what is being learned. During the sharing of new knowledge with peers, the learner is able to engage in social interaction and obtain feedback from others. With this new information, the learner can engage in the construction of new knowledge and redirect his thinking toward further investigation (Merriam & Caffarella, 1999 as cited in Brown, 2014).

Instruction, teaching and learning from a constructivist orientation requires new ways of using time. Indeed, time has traditionally been dictated by administrators and others rather than by the needs of teachers and students. Changes are needed to allow time for students to work together, perform in-depth investigations of issues, solve problems, and engage with the community to apply knowledge; and for teachers to respond to each student's individual construction of knowledge. A reconfiguration of class time is often necessary to enable instructors to modify their teaching approaches and incorporate constructivist practices. In Milwaukee, Wisconsin, the South Division High School has adopted block scheduling for career clusters. This schedule accommodates time for team teaching, thematic projects, and staff meetings (Rahn, 1996 as cited in Brown, 2014).

Curriculum

Curriculum should be designed by way of merging academic learning with career and vocational application in the workplace. If constructivism implies that understanding is constructed through interpretive interactions with others in the environment of practice, education cannot be limited to the school setting. Connections must be made between the school and community, and they should involve more than the mere placement of students in work experience programs. Planning and collaboration

between academic and vocational teachers, representatives of business and industry, and community members are needed to design instructional programmes that combine experiential, contextual, and social methods of learning. Curriculum should reflect the design principles that facilitate knowledge construction. The learning environment should be characterised by multiple perspectives and representations of reality; content and activities that reflect the natural complexities of the real world, tasks that are realistic, relevant, and authentic. The learning environment should focus on knowledge construction, not reproduction. It should foster reflective practice, enable context and content-dependent knowledge construction through social negotiation, collaboration, and experience. It should emphasize problem-solving, higher-order thinking skills and in-depth understanding. It should highlight the complexities of knowledge construction by emphasizing conceptual interrelatedness and interdisciplinary learning. It is expected to present and provide activities, opportunities, tools, and environments that encourage self-analysis, self-reflection, self-awareness and metacognition.

Assessment

Assessment, from a constructivist viewpoint, must include attention to the measurement of learning that has value beyond the classroom and that is meaningful to the learner. Multiple choice tests, true/false examinations, and other traditional forms of assessment in entrepreneurial education should be reduced. They emphasize "knowing that," but do not assess a learner's ability to "know how" or to integrate "know thats" and "know hows" into their performance. Their unique backgrounds, cultures, social authentic measures of learning require students to demonstrate through performance. The secrecy of test-taking is eliminated by providing upfront the performance criteria by which learners will be assessed, as occurs in the workplace. Alternative forms of assessment, such as portfolios, journal writing, and peer reviews, are called authentic in that they assess meaningful performance that is valued in school and non-school settings. Assessments must offer opportunities for learning. To create assessment instruments that move the learner beyond recall and recognition, each assessment must be reframed so that it is, as much as possible, a continuous process that is part of instruction and not separate from it, connects directly to learning, and is introduced before or simultaneously with material, and requires students to do more than simply remember. The focus should be on learning, on how it is done, and on how it can be better, not on normative comparisons.

CONCLUSION

In conclusion, entrepreneurship is a viable strategic option for global economic development and sustainability. The potency and contribution of this economic driver to the gross domestic product (GDP) of Nigeria cannot be denied in real terms. This

should not only serve as a therapeutic measure for an ailing economy but a way of life which must be a deliberately, planned and sustained effort among the citizenry. The society at large and specifically, the school system should be willing to entrench an enduring entrepreneurial culture among the youth, using constructivists' teaching strategies that would bridge the gap between "the town and the gown". Hopefully, this should ameliorate the mad-rush for white collar jobs, reduce the scourge of unemployment and develop an entrepreneurially-cultured generation of Nigerian youth.

REFERENCES

Abosede, S. C., & Akintola, O. A. (2012). Fostering entrepreneurial core competencies among the Nigerian youths. *Ogun Journal of Counselling Studies, 3,* 74-79.

Acs, Z. J., & Szerb, L. (2007). Entrepreneurship, economic growth and public policy. *Small Business Economics 28,* 109-122.

Akintola, O. A. (2014). Policy thrust of national policy on education in entrepreneurial education: Trends, implementation gaps and remedies. In B.O. Emunemu & F. S. Akinwunmi (Eds.), *Educational Management in Africa: Papers in honour of Professor John IheukwemereNwakwo* (pp. 445 -456). Ibadan, Nigeria: Department of Educational Management, University of Ibadan.

Alam, M. (2016). Constructivism: Paradigm shift from teacher centered to student centered approach. *The International Journal of Indian Psychology*, *4*(1). doi:10.25215/0401.086

Amineh, R. J., & Davatgari, H. (2015). Review of constructivism and social constructivism *Journal of Social Sciences, Literature and Languages, 1*(1), 9-16. Retrieved from http://www. jssll.blue-ap.org

Bada, S. O. (2015). Constructivism learning theory: A Paradigm for teaching and learning. *IOSR Journal of Research & Method in Education, 5*(6), 66-70. Retrieved from *www.iosrjournals.org*

Beugelsdijk, S. (2007). Entrepreneurial Culture, Regional Innovativeness and Economic Growth*. Journal of Evolutionary Economics, 17*(2)*,* 187–210. Retrieved from https://doi.org/10.1007/s00191-006-0048-y

Brown, B. L. (1998). What is constructivism? (Attributes). In *Applying Constructivism in Vocational and Career Training* (pp. 5-7). Retrieved from https://www.calpro-online.org/eric/docs/brown/brown01_02.pdf

Brown, B. L. (1998). What is unique about constructivism? (Assumptions). In *Applying Constructivism in Vocational and Career Training* (pp. 11-18). Retrieved from https://calpro-online.org/eric/docs/brown/brown01_03.pdf

Brownson, C. D. (2013). Fostering Entrepreneurial Culture: A Conceptualization. *European Journal of Business and Management, 5*(31), 146-154. Retrieved from *www.iiste.org*

Caree, M., & Thurik, A. (2003). The impact of entrepreneurship on economic growth. In D. Audretsch, & Z. Acs (Eds.), *Handbook of Entrepreneurship Research* (pp. 437-471). Boston/Dordrecht: Kluwer Academic.

Cirik, I., Çolak, E., & Kaya, D. (2015). Constructivist learning environments: The teachers' and students' perspectives. *International Journal on New Trends in Education and Their Implications, 6*(2), 30-44.

Covenant University, (2010). *Information brochure on entrepreneurship education 2010 – 2012*. Ota, Nigeria: Centre for Entrepreneurial Development Studies (CEDS). Corporate and Public Affairs Department.

Dilanchiev, A. (2014). Relationship between entrepreneurship and unemployment: The case of Georgia. *Journal of Social Sciences, 3*(2), 5-9.

Drucker, P. F. (1985). *Innovation and entrepreneurship: Practice and principles*. New York: Harper & Row.

European Commission, (2012). *Entrepreneurship education at school in Europe: National strategies, curricula and learning outcomes*. Eurydice and Policy Support. Education, Audiovisual and Culture Executive Agency. Retrieved from http://eacea.ec.europa.eu/education/eurydice

Fapohunda, T. M. (2012). The global economic recession: Impact and strategies for human resources management in Nigeria. *International Journal of Economics and Management Sciences, 1*(6), 7-12. Retrieved from http//:www.managementjournals.org

Hayton, J. C., & Cacciotti, G. (2014). *Is there an entrepreneurial culture? A review of empirical research*. Enterprise Research Centre Research Paper No.16. Retrieved from *www.enterpriseresearch.ac.uk*

Hursen, C., & Soykara, A. (2012). Evaluation of teachers' belief towards constructivist learning practices. *Procedia-Social and Behavioural Sciences, 46*, 92-100. doi: 10.1016/j.sbspro.2012.05.074

Ilie, V. (2014). Developing Entrepreneurial Competencies in Students through Constructivist Education*. Educational Journal, 3*(5), 293-302, doi:10.11648/j.edu.20140305.15

International Labour Organisation, (2017). *World employment and social outlook: Trends 2017*. Geneva: International Labour Office. Retrieved from www.ilo.org

International Monetary Fund, (2016). *World Economic Outlook Reports*. Retrieved from www.imf.org/external/ns/cs.aspx

McClelland, D. C. (1961). *The achieving society*. Princeton, NJ: Van Nostrand.

Mwaura, A. T. W., Hiuhu, J., Ng'ang'a, R., & Gathenya, J. (2015). Interrogating the inculcation of entrepreneurial culture among students in Kenya. *International Journal of Academic Research in Business and Social Sciences, 5*(3), 1-12.

National Bureau of Statistics, (2016). *Key indicator for unemployment as at 2016 third quarter*. Retrieved from www.nigeriastat.gov.ng

Pearce, J. A., & Michael, S. C. (2006). Strategies to prevent economic recessions from causing business failure. *Business Horizons, 49*(3)*,* 201-209. Retrieved from www.sciencedirect.com

Pounder, P. A. (2016). Entrepreneurship education in the Caribbean: Learning and teaching tools. *Brock Education Journal, 26*(1), 83-101.

Ramoglou, S., & Zyglidopoulos, S. C. (2014). *The constructivist view of entrepreneurial opportunities: A critical analysis.* New York, NY: Springer Science and Business Media.

Richardson, V. (1996). From behaviorism to constructivism in teacher education. *Teacher Education and Special Education*, *19*(3), 263-271, *doi: 10.1177/088840649601900324*

Suddle, K., Beugelsdijk, S., & Wennekers, S. (2007). *Entrepreneurial culture and its effect on the rate of nascent entrepreneurship*. Report on Scientific Analysis of Entrepreneurship and SMEs. Netherlands Ministry of Economic Affairs. Retrieved from https://www.eim.nl/smes-and-entrepreneurship

Varheul, I., Stel, A. J. V., Thurik, A. R., & Urbano, D. (2006). The relationship between business ownership and unemployment in Spain: A matter of quantity or quality? *Estudios de Economia Aplicada, 24*(2), 435-457.

Wood, M. S., & McKinley, W. (2010). The production of entrepreneurial opportunity: A constructivist perspective. *Strategic Entrepreneurship Journal, 4*(1), 66–84.

Zouhayer, M. (2013). Entrepreneurial culture, profile of the leader and entrepreneurial orientation: Empirical application in the case of the Tunisian companies. *International Journal of Managing Value and Supply Chains, 4*(3), 45-54. doi: 10.5121/ijmvsc.2013.4305 45