

**CONTEXTUAL PERSPECTIVES ON SOCIO-ECONOMICALLY
FOCUSED ENTREPRENEURSHIP PROGRAMMES IN NIGERIA**

HENRY EZE

**HUNTER CENTRE FOR ENTREPRENEURSHIP STRATEGY AND
INNOVATION**

STRATHCLYDE BUSINESS SCHOOL

UNIVERSITY OF STRATHCLYDE

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ABSTRACT

Entrepreneurship is viewed as key to solving socio-economic problem of youth unemployment. Context(s), impacts various aspects of entrepreneurship developments, but there is limited discourse focusing on the temporal-spatial contextual understanding which adopts historical entrepreneurship institutional dimensions like post-colonialism to highlight entrepreneurship programmes implementation. This study applied historical post-colonial entrepreneurship institutional lens in exploring socio-economically focused entrepreneurship programmes implementation in Nigeria, in relation to how entrepreneurship education, funding and social infrastructure provisions influence youth behaviours towards transitioning to entrepreneurship related activities. It adopted qualitative research approach by drawing data from in-depth semi-structured interviews conducted across 60 research participants, insights were also supported by documentary evidence. This strategy enabled the research to present a contextualized understanding of the framework, key actors and roles across the constitutional, organisational, intermediate and entrepreneur layers of entrepreneurship institution in Nigeria. This research contributes to the constellation of debates on entrepreneurship contextualization and presents an uncommon contextual insight into the post-colonial entrepreneurship institutional contexts by deriving from (pre)existing historical institutional antecedents, heritage and relationships.

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List of Abbreviations

GDP: Gross Domestic Products

GNI: Gross National Income

HEIs: Higher Education Institutions

ILO: International Labour Organisation
NGOs: Non-governmental Organisations
EE: Entrepreneurship Education
SDGs: Sustainable Development Goals
UN: United Nations
SBEE: Science-Based Entrepreneurship Education
EC: Entrepreneurship Clinic
CES: Critical Entrepreneurship Studies
EL: Experiential Learning
EEL: Entrepreneurship Experiential Learning
PPE: Parents' Performance in Entrepreneurship
PESTEL: Political, Economic, Social, Technological, Environmental and Legal
SWOT: Strength, Weakness, Opportunity and Threats
CSR: Corporate Social Responsibility
MoU: Memorandum of Understanding
STEM: Science, Technology, Engineering and Mathematics
UK: United Kingdom
IT: Information Technology
ICT: Information and Communications Technology
RSG: Rotational Saving Group
TEF: Tony Elumelu Foundation
BBC: British Broadcasting Corporation
GSM: Global System for Mobile Communication
ATM: Automated Teller Machines
PoS: Point of Sale
AI: Artificial Intelligence
TfL: Transport for London
MNCs: Multinational Companies
EU: European Union
EEC: European Economic Community
ECOWAS: Economic Community of West African States
AU: African Union
ASEAN: Association of Southeast Asian Nations
EAEU: Eurasian Economic Union

GCC: Gulf Cooperation Council

MENA: Middle East and North Africa

SAARC: South Asian Association for Regional Cooperation

SADC: Southern African Development Community

ECLAC: Economic Commission for Latin America and the Caribbean

IMF: International Monetary Fund

WB: World Bank

R&D Research and Development

ABS: Association of Business Schools

AJG: Academic Journal Guide

USA: United States of America

GEM: Global Entrepreneurship Monitor

HDI: Human development index

CHAPTER ONE

BACKGROUND AND POSITIONING OF THE RESEARCH

1.1 General Introduction

This thesis explores the importance of entrepreneurship as a socio-economic development process and the potentials derived from the application of entrepreneurship approaches in resolving socio-economic problems – especially youth unemployment challenges in the society. The research explores more importantly, the institutional frameworks and interrelated activities that ensures effective implementation of entrepreneurship programmes by highlighting the nuances that enrich the understanding of entrepreneurship institutional perspectives, and developments within specific contexts leading to the introduction of layers of entrepreneurship institutions – constitutional, organisational, intermediate and entrepreneur layers, as well as their interrelated functionalities when the implementation of socio-economically focused entrepreneurship programmes is concerned.

This chapter introduces the background and contexts to the research by explaining the factors that are attributed to socio-economically focused entrepreneurship programmes according to this study, which includes entrepreneurship education, entrepreneurship funding and entrepreneurial social infrastructure. The chapter also provides the general and specific objectives of this research and concludes with the overview of the structure of the entire thesis.

Socio-economically focused entrepreneurship programmes implementation which draws in a holistic manner such critical factors as entrepreneurship education, entrepreneurship funding and entrepreneurial social infrastructure that inform contemporary research have been lacking within the entrepreneurship scholarly field, which closely inform the *raison d'être* for this study. This research has identified a significant gap relating to the above in the contemporary entrepreneurship literature and considered the opportunities in harnessing such critical areas in

advancing the socio-economically focused aspects of entrepreneurship research field development (Nziku and Henry, 2021, Ekesiobi and Dimnwobi, 2021, Torri, 2010, von Bloh, 2021, Hansen and Wyman, 2021, Liguori and Bendickson, 2020, Günzel-Jensen *et al.*, 2020, Esteves *et al.*, 2021, Ngono, 2021, Simba *et al.*, 2023).

Quite recently, scholars within the social, economic and institutional focused entrepreneurship research fields continues to argue for entrepreneurship as an important anchor point for articulating the essentials of socio-economic development, such that empowers communities, towns, urban and regional centres at both the developed and developing societies through policies, programmes and business innovations. Also, by devising more sustainable means of production and consumptions of goods and services for socio-economic development purposes (Nziku and Henry, 2021, Von Bloh, 2021, Jones *et al.*, 2021, Kachlami *et al.*, 2021, Torri, 2010, Sarkar, 2018, Yessoufou *et al.*, 2018, Bürcher, 2017)

Therefore, the socio-economic implications of entrepreneurship policy and programmes across societies were among the most researched areas in contemporary entrepreneurship development studies (Anderson, 2000, Alvord *et al.*, 2004, Hall *et al.*, 2010, Arora and Ali Kazmi, 2012, McKeever *et al.*, 2014, Mason *et al.*, 2015). The positions above were informed in this study because of available research evidence which suggest that many aspects of entrepreneurship practices could be adopted in solving many of the socio-economic development puzzles among different societies (Alvord *et al.*, 2004, Hall *et al.*, 2010, Hall, 2019).

For instance, it was observed in the recent past that, because the challenges of finding effective solutions for certain social problems are substantial, the effective solutions may therefore require some of the ingredients associated with successful entrepreneurial practices (Boons and Lüdeke-Freund, 2013, Alvord *et al.*, 2004, Hall *et al.*, 2010, Hall, 2019).

Moreover, such condition could also present in the reverse situation where the ingredients of the social system may be required in resolving some salient (but precarious) understanding of the (pre-) existing socio-economic conditions and circumstances that critically impact entrepreneurial activities within individual societies such as historical institutional developments being explored further by applying the temporal-spatial contextual perspectives as subsequently showcased in this study.

This research explores three (3) important components of entrepreneurship programme - namely, entrepreneurship education (Vesper and Gartner, 1997, O'Connor, 2013, Donnellon *et al.*, 2014 Masango and Lassalle, 2020), entrepreneurship funding and entrepreneurial social infrastructure (Audretsch *et al.*, 2015, Luo *et al.*, 2022, Ievoli *et al.*, 2019), with focus at the enabling support for the youth population who are transitioning from academic environment into the business world (Adenle, 2017, Akella and Eid, 2018, Odongo and Kyei, 2018, Hassen, 2020)

While the effective implementation of such programmes require extensive institutional input in areas such entrepreneurship education (formal and experiential) learning, funding, and the provision of social infrastructure - such as electricity, accessible road networks, stable internet, among others, to enable the establishment of their business ventures and its sustenance, as a means of not only reducing youth unemployment- but by boosting the opportunity for increased Gross Domestic Products (GDP), Gross National Income (GNI) and human capital development through employment creation in the society, by the activities of the highly potential and innovative youth population with the right training and infrastructure.

1.2 Defining the main research problem.

Numerous research cases exist which highlight the strategic importance of socio-economically focused entrepreneurship programmes and the implications for replicating entrepreneurship

related approaches at resolving several socio-economic challenges within the society (for example Alvord *et. al.*, 2004, Hall *et al.*, 2010). However, very little is known about the key institutional activities that drive such process among the public and private sectors, as well as foreign agencies and the entrepreneurs themselves. Moreover, there is less attention at harmonising key entrepreneurship principles of education, funding and enabling social infrastructure within the socio-economically focused entrepreneurship research areas – both of which form the prevailing gaps addressed through this study.

The above situation is quite peculiar within institutional contexts that identify as less advanced, much of which are non-western contexts with limited capacity for advancing the required level of educational innovations, business financing and equitable social infrastructure to boost entrepreneurship development (Darley and Luethge, 2019). Within the Nigerian context, it became apparent to explore the institutional interplay that either facilitate or impinge such tripartite areas of key entrepreneurship development, as first, it presents the opportunities to explore entrepreneurship development in a non-western institutional context.

Secondly, it highlights the contextual case with strong historical institutional implications for socio-economic developments, which presents the richness of carefully derived perspectives from the historical post-colonial nature of Nigeria's entrepreneurial ecosystem with unique characteristics that recognises the existence of post-colonial institutional heritage duly reflected in entrepreneurship related activities (April, 2012, Nkomo, 2011, Decker, 2013, Georgiou *et al.*, 2013, Decker *et al.*, 2020).

Socio-economically focused entrepreneurship programmes as the key subject addressed through this research highlights mainly entrepreneurship education - such that encompasses all forms of enterprise education at higher educational level, entrepreneurship experiential learning, apprenticeship, mentorship, and entrepreneurship incubation as driven through the

aforementioned institutional related activities (Patton *et al.*, 2009, Schwarts and Hornyach, 2010, Bergh *et al.*, 2011, Huber *et al.*, 2014, Lackéus, 2014, Patton, 2014, Elert *et al.*, 2015, Dutt *et al.*, 2016, Soetanto and Jack, 2016, Spigel, 2017, Preedy *et al.*, 2020).

It also encompasses entrepreneurship funding to enhance socio-economically focused entrepreneurship programmes as provided through the institutional activities of the public sector, private sector, and non-government bodies, with examples including through government ministries, department, and agencies, private sector grants and investments including - commercial banks loan, investment loans, micro-financing, and various other avenues locally and internationally to provide business start-up funding (Nielsen, 2016, Lucas *et al.*, 2018, Bramwell *et al.*, 2019).

Moreso, entrepreneurship social infrastructure which highlights the systems that support effective and efficient start-up exercise for young businesses such as stable electricity supply, stable transport systems and seaports, enhanced communication systems and internet facilities, and security of lives and property, forms vital part of this research (Audretsch *et al.*, 2015, Luo *et al.*, 2022, Ievoli *et al.*, 2019, Hassen, 2020). This social infrastructure as critical factor towards the sustenance of entrepreneurship development, has received meagre attention within entrepreneurship research field, this research therefore comprehensively address this aspect of entrepreneurship development in light of the existing gaps within such area.

The above (three) areas of prevailing research problems is considered critically current in light of recent developments within the entrepreneurship field which encourages the institutionally driven process of creating opportunities through the instruments of the state (governments), private sector organisations and major development partners to enhance the entrepreneurial ecosystem, in a manner that aim to resolve challenging societal problems such as youth unemployment and increased economic productivity, which have occupied a central place in

entrepreneurship related literatures (Langevang and Namatovu, 2019, Odongo and Kyei, 2018, Bignotti and le Roux, 2020).

Although, the effectiveness and (or) efficiency in the implementation of these approaches may vary according to the geographical, institutional or historical contexts, it is therefore important to highlight the contextual variations that impact such entrepreneurship development process. For example, while small business start-ups and high growth technology were recognized as essentially part of the major contributors to the high economic growth rate in the developed economies (Mason *et al.*, 2015), such may not be the case in developing economies who in extreme cases lack the technological capacity to attain such high growth technology and innovation, hence depending mainly on other aspect of entrepreneurship practices which include employment creation and poverty reduction mechanism as a socio-economic development process per se.

Therefore, contextual debates becomes apparent to the entrepreneurship and socio-economic development discourses due to certain specificities that inform and influence policies, programmes, and practices. Contextual argument that transpires the modern political, economic, and social development discourses led entrepreneurship scholars within the field to consistently argue for the recognition of entrepreneurship development issues from a more contextualized perspective (Welter, 2011).

Moreover, this research applies the temporal-spatial dimensions of contextual theorizing to underline the historical institutional effects over a period and the reflection of such institutional characters in the policy making processes and programmes implementation strategies when the implementation of socio-economically focused entrepreneurship programmes is concerned. The idea is to critically highlight the important historical institutional approaches that further enhances empirically informed discourses as explored in this research, by adopting the context

of Nigeria whose historical institutional development overtime depicts post-colonial characteristics with significant implications to entrepreneurship related activities (Welter, 2011, Welter *et al.*, 2019, Decker *et al.*, 2020).

Such has been the case more recently where entrepreneurship and other management related fields witnessed increased argument on the need to focus research activities relevant to important development activities in Africa using a more contextualised approaches that critically identify the inherent characteristics - such as culture, language, and family relationships, by adopting an African theoretical lens. Such debates were born out of the contention that studies about Africa had in the past been dominated by westernised approaches, ideologies, practices, and perspectives (Darley and Luethge, 2019, Welter, 2011, Decker, 2013, Gaotlhobogwe, *et al.*, 2018, Jack *et al.*, 2011).

Therefore, efforts at “decolonizing” and “contextualizing” theories, philosophies and methodological approaches becomes paramount to the realisation of the quest for research in the several fronts of African development to be actualised (Nkomo, 2011, Darley and Luethge, 2019) by adopting the African lenses (Gaotlhobogwe *et al.*, 2018). Such efforts to contextualize entrepreneurship related studies as embedded within institutional activities, and the delivery of socio-economically focused entrepreneurship programmes around education, funding and enabling social infrastructure constitute prevailing gaps which is set out to be addressed through the research.

The above scenario is important as entrepreneurial capacity development through programmes such as education, funding and enabling social infrastructure have recently influenced discourses within the field, with such experiences accounting for the issue of sustainability in entrepreneurship programmes implementation within contexts like Nigeria. Such society has witnessed wide array of entrepreneurship programmes implementation in the past two decades,

meanwhile, the country has in recent times experienced disproportionate socio-economic decline with resultant societal impacts. This research therefore seeks to unravel the implications of such entrepreneurship programmes, in relation to the institutional activities that drive entrepreneurship education, funding and social infrastructure within the Nigerian context.

1.3 Research objective: the main and specific objectives

The general aim of this research is to explore the context of socio-economically focused entrepreneurship institution in Nigeria, to understand the extent to which they influence the behaviour of youth entrepreneurs who transition from higher education to business start-up. This general aim is addressed through specific research objectives as stated below:

Specific Research Objectives:

1. To critically identify the context and institutional framework for socio-economically focused entrepreneurship programmes implementations in Nigeria.
2. To analytically explore the roles of the identified entrepreneurship institution as enabling agencies for the implementation of socio-economically focused entrepreneurship programmes like entrepreneurship education, funding and social infrastructure in Nigeria.
3. To extensively examine how the youth behaviour towards transitioning to entrepreneurship reflect their perceptions of the implementation of socio-economically focused entrepreneurship programmes in Nigeria.

1.4 Significance of the study

As the main research focus is to explore the context and roles of socio-economically focused entrepreneurship institution in Nigeria, to understand how they influence entrepreneurship

programmes like education, funding and social infrastructure. As such, facilitate the transition from education to entrepreneurship for the youth population as a means to socio-economic development, looking at the implications for socio-economic programmes implementation, the study addresses conceptual, contextual, theoretical and methodological insights to advance knowledge within the socio-economic framing of entrepreneurship.

Conceptually, the study enhance the understanding of the concepts that drive the socio-economic dynamics of entrepreneurship programmes – including the sectors and activities that highlight the nature of the ‘socio-economic’ in entrepreneurship. Contextually, the study underscores the idea of time and place where socio-economic entrepreneurship activities take place, as shown in the next chapters temporal-spatial contextual insights (Welter, 2011, Welter et al., 2019) were applied in a manner that connotes the idea of history and geographical location – in this case Nigeria when entrepreneurship related activities is concerned.

Theoretically, institutionalism in entrepreneurship is applied to reflect the convergence of history and institution within the sphere of entrepreneurship development. In the case of Nigeria, such institutional theorization is critical to identify the Nigerian entrepreneurship institution within the post-colonial lens of theorising. Methodologically, the study advances interpretivism as a core approach to derive qualitative insights from ongoing phenomena.

1.5 Structure of the thesis

The thesis is organized into chapters following on from chapter one, which highlight the structural presentations of core ideas and principles that guide the entire research process - a total of nine (9) chapters (see also figure 1.0 the layout of the research activities). Review of relevant entrepreneurship research-based literature forms the chapter two, in view of the fact that this research is also set out to address context related phenomena such as the application of temporal-spatial contextual dimensions in explaining historical institutional developments,

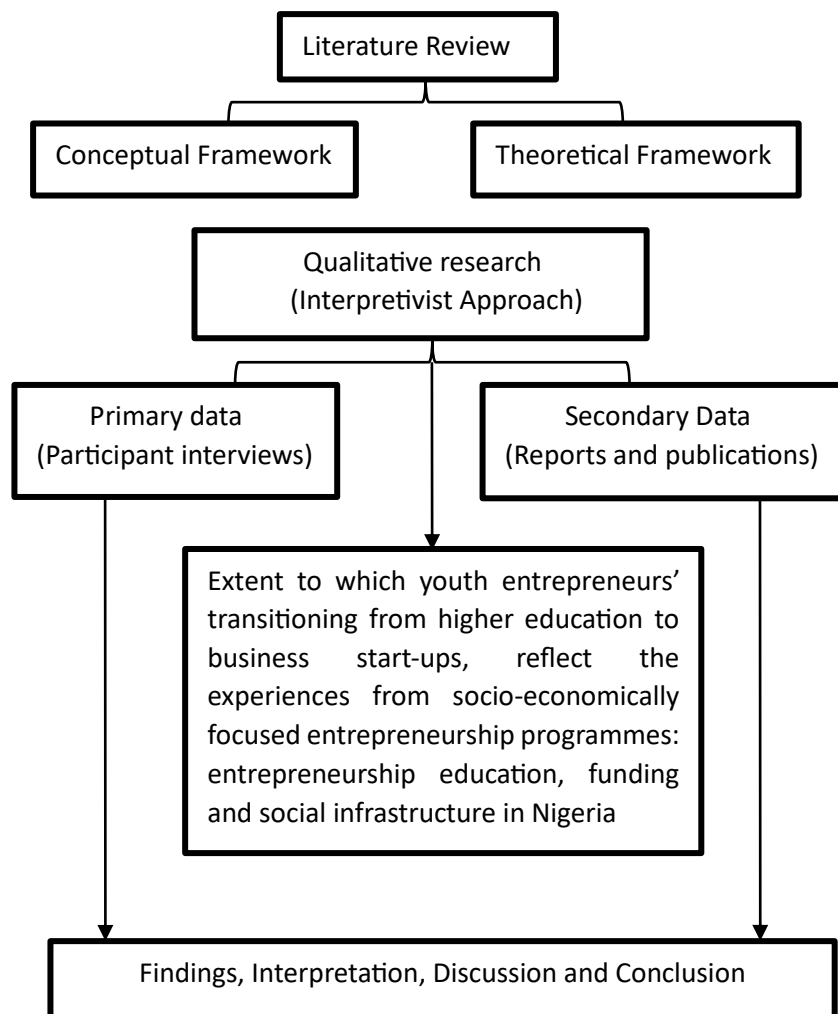
chapter two explores the conceptualization of contexts in entrepreneurship. It addresses the predominant scholarly views of contexts, institutional framing in entrepreneurship such as post-colonial theorizing as well as the implication of historical institutional developments to entrepreneurship programmes (see figure 2.1).

The third chapter introduces subjects around concepts of entrepreneurship education, funding and social infrastructure. It goes ahead to address relative subjects around the aforementioned areas, including the numerous forms of entrepreneurship education, various means of entrepreneurship funding, and varieties of social infrastructure for entrepreneurship development purposes. Chapter four presents the conceptual framework for this research as well as explaining the gaps in literature as addressed by the research, also a brief background of the research area.

At chapter five, the methodological approaches for this research is presented. This chapter highlights the driving philosophy of the research – social constructionism, as well as exemplifying the research approaches that are consistent with the philosophy such as the interpretive qualitative approaches. Through this process, the methods for the collection and analysis of empirical data for the study are enumerated, including some snapshot of the data types and categories, as well as a brief background of the case study area.

Chapter six begins the presentation of research findings, it highlights the entrepreneurship institutional frameworks for the implementation of socio-economically focused entrepreneurship programmes in Nigeria. This chapter provides the analysis of historical institutional developments in Nigeria as the offshoot of historical colonialism that defines the existence, nomenclature, shape and size of the country. It links recent institutional developments in Nigeria within the tenets of post-colonialism and reflects on how the entrepreneurship institutions in Nigeria have operated in layers historically.

Figure 1.0 : Layout of research activities



Source: Author's research plan, 2024.

The analysis of research findings continues at chapter seven where the roles of the historical entrepreneurship institutions towards the implementation of socio-economically focused entrepreneurship programmes are explained. This includes the roles on education, funding and social infrastructure when the implementation of socio-economically focused entrepreneurship programmes is concerned, which also highlight the second objective of this research. Chapter eight also draws from the third objective of this research in the analysis of the perception and

experiences from the implementation of the socio-economically focused entrepreneurship programmes.

Chapter nine is the concluding aspect of the research. It summarises all the research findings and highlights the various implications to policy and practice of socio-economically focused entrepreneurship programmes at contexts such as Nigeria. The theoretical, methodological and empirical contributions, limitations and areas for future research activities are also highlighted in this concluding chapter of the thesis.

CHAPTER TWO

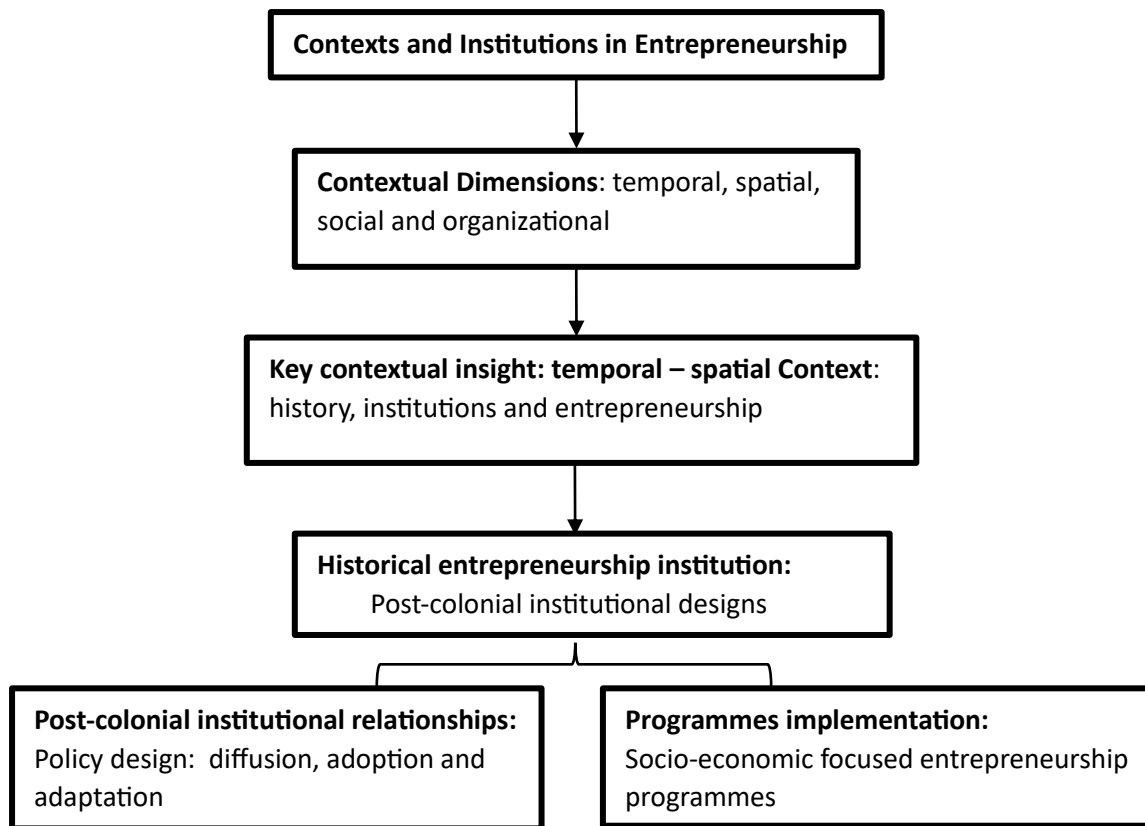
LITERATURE REVIEW

2.0 Introduction

This chapter explores the underlying theories and concepts that inform the research subject, beginning with the conceptualization of contexts in entrepreneurship with the various contextual attributes that inform the entrepreneurship field theorizing in recent times (Welter, 2011, Zahra *et al.*, 2014, Wright *et al.*, 2014). It also draws on the connection of contextual insights that inform institutional developments within entrepreneurship framing – especially those which theorize temporal-spatial aspect of contexts in the field, ideally captured as the frame of “when and where” of entrepreneurship which remains currently underexplored (Welter and Baker, 2021).

The propositions above enables the understanding of insights that derive from temporal-spatial (when and where) contexts to theorize the implications of history, institutions (political, economic and social) and institutional framework of activities when the implementation of socio-economically focused entrepreneurship programmes is concerned – which projects the understanding of the vast historical institutional insights that drive entrepreneurship activities within the Nigerian context (see Figure 2.1). This idea emerges as the result of the consciousness among contemporary entrepreneurship scholars - that environmental and historical factors play key roles to the characterization of entrepreneurship related developments within different societies (Welter and Baker, 2021, Xeneti, 2016, April, 2008, 2010, 2012).

Figure 2.1: Contextual and institutional links to entrepreneurship programmes



Source: Table research, 2020

2.1 Conceptualizing context in entrepreneurship

As outlined in the preceding section, contextual arguments in entrepreneurship field witnessed significant increase in the past decade or so, with strong agreement among entrepreneurship scholars that ‘context matters’ (Welter *et al.*, 2016) in entrepreneurship (Su *et al.*, 2015, Welter, 2011, Zahra *et al.*, 2014, Welter *et al.*, 2019, Welter and Baker, 2021). Hence, this study contributes to the various developing contextual arguments by critically examining clarification around issues relating to how contexts are often theorized in entrepreneurship study; especially aspects of entrepreneurship contexts that are closely linked to the historical institutional developments which also reflects the basic assumptions of time and space (Xheneti, 2017, Welter *et al.*, 2019, Zahra *et al.*, 2014).

As an important premise to articulate the inter-related aspects of contexts, especially time and space in entrepreneurship; the contextual understanding of the field continued to receive considerable attention in recent times. For example, contextual positioning became predominant in various entrepreneurship field areas such as education (Thomassen *et al.*, 2020, Padilla-Angulo *et al.*, 2023, Kirby and Ibrahim, 2011), financing (Bruton *et al.*, 2015, Ngono, 2021, Simba *et al.*, 2023, Brown *et al.*, 2020, Berggren and Silver, 2010), and entrepreneurial infrastructure (Ajide, 2020, Audretsch *et al.*, 2015).

Most recently, contextual arguments are deployed widely in discourses that aim to enhance more nuanced perspectives to entrepreneurship theorizing, especially those that tend to create a wider perspective to the original understanding of traditional, western, solely economic and Silicon Valley models of entrepreneurship (Welter, 2011, Su *et al.*, 2015, Zahra *et al.*, 2014, Welter *et al.*, 2016). Inferences drawn from contexts related arguments served an important (but critical) role in entrepreneurship discourses, especially within the research framings identified in major publication outlets such as Entrepreneurship Theory and Practice (ET&P), Entrepreneurship and Regional Development (ERD) and Journal of Business Venturing (JBV) among others (Welter and Baker, 2021, Wright *et al.*, 2014, Xheneti, 2017 Zahra *et al.*, 2014).

In addition, entrepreneurship scholars also showed significant interest in the contextualization of entrepreneurship discourses as a paradigmatic and dimensional tool to advance knowledge in the field. Examples include the publication in 2016 Elgar Research Agenda for Entrepreneurship and Context, co-edited by Friederike Welter and William B. Gartner with wider contributions from globally drawn (although western dominated) entrepreneurship and management scholars with sustained reputable outputs within the field (Welter and Gartner, 2016).

The contribution from the aforementioned scholars and ongoing extensions of the initial propositions (Welter and Baker, 2021), reinforces the decade long argument that - ‘context matters’ (Welter *et al.*, 2016) as long as entrepreneurship field framing must meet the expectations for uplifting modern societies (Hall *et al.*, 2010, Alvord *et al.*, 2004). More especially by ensuring that less advanced economies were not left out in the scheme of globalization and internationalization of production and consumption of major goods and services (Welter, 2011, Welter *et al.*, 2016, Welter *et al.*, 2019), in meeting the very ambitious targets of the United Nations agenda for sustainable development (UN, 2015).

Several other research contributions considered important to mention in the discourse include (Karataş-Özkan *et al.*, 2011, Nicolopoulou *et al.*, 2017, Yamamura and Lassalle, 2020) whose works contributed to the understanding of important societal characteristics that are dialectical to explaining their entrepreneurial prowess (Nicolopoulou *et al.*, 2016). Also, Zahra *et al.* (2014) whose works identified the different forms, shapes, dimensions and characteristics of contexts (temporal, spatial, geographical, organisational and industrial) as highlighted further in this chapter.

Others include aspects of contextualization such as entrepreneurial internationalization (Marinov and Marinova, 2017), entrepreneurship orientation (Alarifi *et al.*, 2019, Morris *et al.*, 2011), entrepreneurial processes (Lumpkin *et al.*, 2013), entrepreneurial characteristics, for example, family businesses (Drakopolou Dodd, 2011, Wright *et al.*, 2014), social entrepreneurship (Meek *et al.*, 2010), entrepreneurship politics and policies (Alvi *et al.*, 2019) among others with ‘contextualization in entrepreneurship’ as the major anchor point.

The contextual positioning in the field highlighted above also critically aligns to the framing of this research in several ways. It draws on specific contextual conceptualizing and theorization in the framing of the most critical assumptions that inform the analysis of the

research problem as identified herein. For example such assumptions provide the enabling framework to understanding the importance attached to time and space (temporal-spatial or when and where) in relation to historical institutional development when the implementation of socio-economically focused entrepreneurship programmes is concerned.

Also, to explore how the approaches adopted, reflect the interrelationship of institutions, major institutional actors and entrepreneurship development activities as showcased in this study. This is important as contextual conditions such as institutional positioning (Ben Letafia and Goglio-Primard, 2016, Welter, 2011, Welter *et al.*, 2016), organizational (organising) mandates and activities (Wright *et al.*, 2019, Wright, 2016), temporal, social, spatial atmosphere (Zahra *et al.*, 2014); and the articulation of such conditions could help to understand the level of impact created within the realms of entrepreneurial activities either by ways of promoting or constraining the level of progresses achieved within the entrepreneurship ecosystem.

The highlighted critical but impactful characteristics, circumstances, conditions, situations or environments in most cases tend to be external factors exerting due or undue influences on internal entrepreneurial activities which therefore either enable or constrain such activities (see Welter, 2011.p. 167). To relate further in this contextual debate and how they transits into entrepreneurship discourses, this study explore further some of the identified entrepreneurship context in the literature as a means to contribute to the ongoing debate.

2.2 Contextual dimensions in entrepreneurship

This aspect is guided by some of the most recently acknowledged contexts within the entrepreneurship field (Zahra *et al.* 2014, Welter 2011). The choice of applying insights from the mentioned scholars was as a result of their explicitly reflections on practical examples and historical realities that differentiate one context from the other. Armed with those insights, the study also examines the details from related field studies such as (Xheneti, 2017, Karlsson,

2018, Lumpkin *et al.*, 2013, Marinova and Marinov, 2017, Alvi *et al.*, 2019, Meek *et al.*, 2010, Dodd, 2011, Welter *et al.*, 2019, Liñán *et al.*, 2016, Müller and Korsgaard, 2018, Wright *et al.*, 2014, Welter and Baker, 2021) among other field scholars alike, to ensure wider insights from the discourse.

It is also important to note that, the cardinal idea of the contextual arguments are not entirely antithetical to the traditionally ‘de-contextualized’ (or Universal) entrepreneurship propositions, it was rather a scholarly approach which tends to establish the nuanced argument that policies, programmes, and practices; in the economic, political, and social aspects of development, are impacted differently based on certain factors (including historical institutional antecedents) within the entrepreneurship ecosystem, which in most cases, determines activities that take place within the system (Welter, 2011, Decker, 2013, Xheneti, 2017).

The differences in contextual demographics such as societal development, culture, business environments, organizational practices, institutional controls, key actors, taken-for-granted areas, as well as entrepreneurial opportunities, are what scholars sort to establish (Decker, 2013, Xheneti, 2017). Although, this idea has been conceived in some quarters as a way of limiting the Western control of the universal knowledge and their application of universal rules in measuring unequal parts of global development especially when the historical institutional developments are concerned (Decker, 2013, Xheneti, 2017).

However, the intention in this case is to investigate ways by which such domination by western scholarship in the field, limits the extent to which epistemological and ontological inferences should be drawn from some of the prevailing circumstances in other societies with limited resources, especially those considered to be non-western societies as described in this research

framing (see also Welter, 2011). Drawing mainly from Zahra *et al.* (2014), and Welter *et al.*, (2019), the various contextual dimensions identified in this study are discussed here below.

2.2.1 Temporal dimension of entrepreneurship context

The temporal or chrono or time-related context (Zahra *et al.*, 2014, Wright *et al.*, 2014), also referred to as the 'when' context (Welter, 2011, Welter *et al.*, 2019) – emphasizes the theorization of 'time-related' (era or period) entrepreneurship phenomena. It also highlights the influence of time-related entrepreneurship activities for the individual (entrepreneur) and the society's (ecosystem) perception of opportunities in entrepreneurial related activities (Zahra *et al.*, 2014).

Entrepreneurship studies began to identify timing as an integral factor in analysing how entrepreneurship as a socio-economic trajectory reflects through identifiable institutional driven policies, programmes, and practices. More especially how such interrelated activities tend to evolve over time. This position also highlights how the field of entrepreneurship evolved, by shifting emphasis from the individualized solely economic oriented gains to that of the society's collective interests with socio-economic undertones, which also focus on harnessing the potentials of entrepreneurship for the common good of society (Hall *et al.*, 2010, Alvord *et al.*, 2004).

This aspect of entrepreneurship theorizing witnessed considerable attention in the past decade (Welter, 2011, Welter *et al.*, 2016, Welter *et al.*, 2019, Welter and Baker, 2021), with approaches usually reflecting the importance and implication of time related factors in entrepreneurship field framing related to theory, practice, processes, policies, programmes, institutional actors, the ecosystem and institutional based entrepreneurial decision making - because entrepreneurship decisions and their consequences are better understood as time passes (Zahra *et al.*, 2014).

In addition, the temporal contextual entrepreneurship dimensions propels the understanding of periodic characteristics like 'history and institutional activities' (Decker, 2013, Xheneti, 2017), as applied in both research discourses, policy designs and practices - through the analysis of remarkable historical tenets such as memories of the past and their influence on entrepreneurial activities over time (Maclean *et al.*, 2018, Harvey *et al.*, 2019, Su *et al.*, 2015). This include references to political, economic, and social era, like the industrial revolution, post second world war, colonial era, post-cold war era, global economic recession era, and more recently the Brexit and post Covid-19 era, as well as the civil war era, or the periods of military coup peculiar within the Nigerian context. They also identify certain traits that entrepreneurs exhibited during significant events – including opportunity identification and opportunity exploitation (Shepherd and William, 2014, 2016 a and b, 2018 and 2021, Brown *et al.* 2018).

However, recent research indicates limitations in existing knowledge of how the temporal context have been constructively applied in entrepreneurship field framing (Wright *et al.*, 2014), which suggests that interests should focused at studies elaborative on premises to further the current state of time-related contextualized entrepreneurship knowledge development for field development insights (Zahra, *et al.*, 2014), as currently being exhibited within the entrepreneurship related wider business history fields (Decker, 2013). It also provides understanding that are based on important historical institutional antecedents - for example the post-colonial institutional range of activities (Decker, 2013, Jack *et al.*, 2011, John and Storr, 2018), as highlighted further at subsequent sections of this research.

2.2.2 Spatial dimension of entrepreneurship context

This aspect of contextual discourses in entrepreneurship is embodied with the ideas of 'where', and with the notion of understanding the specific characteristics of where entrepreneurship related activities take place in terms of organization, formation and functions, and geographical

locations (Bürcher, 2017, Welter, 2011). The spatial contextual insights has become critically important as current entrepreneurship discourses are embedded in modern society where globalization, international business, migration, integration, environment and sustainability have influenced developmental discourses, in such a manner that articulate insights to why societies are engage in different planning for their specific entrepreneurial ecosystem overtime (Huggins and Thompson, 2015, Huggins *et al.*, 2017, Williams and Ramdani, 2018).

Spatial contextual dimension also explains entrepreneurial activities from the spatial distribution or locational axis (Bürcher, 2017), by highlighting important geographical characteristics which influence entrepreneurship practice (Su *et al.*, 2015, Porfirio *et al.*, 2016). This contextual approach provide scholars with the common ground to clearly interpret entrepreneurship activities and common terminologies from one system (or society) to another (Ben Letaifa and Goglio-Primard, 2016). It also buttresses the need to articulate some fundamental assumptions, such as the uniqueness in regional characteristics (Karlsson, 2018, Daspit and Long, 2014, Porfirio *et al.*, 2016), as well as exploring the important geographically informed antecedents (Sarkar, 2018, Yessoufou *et al.*, 2018, Muller and Korsgaard, 2018), Which in a way reflects of the society's important demographics – culture and population.

Such geographical implications in the analysis of socio-economically focused entrepreneurship activities clarifies how well (or not well enough) a locality, region, nation or country are placed in the scheme of key resources for economic competitiveness (Mason, *et al.*, 2015, Williams *et al.*, 2017). This process also compares how other related contextual implication such as institutional and social factors, as well as historically influenced socio-economic activities are critically exemplified within the ecosystems (Zahra *et al.*, 2014).

Moreover, this research is an attempt at exploring emergent entrepreneurship discourses by heuristically examining institutional specifics about where entrepreneurship related activities

take place – including policy making and programmes implementation. It highlights the need to further field interrogation to explore deeper into the level of theorization of socio-economical aspect entrepreneurship related developments as reflected in discourses (Yessoufou *et al.*, 2018, Sarkar, 2018, Bürcher, 2017, Huggins *et al.*, 2017).

Although previous studies within the field tend to align with field isomorphism in addressing issues emanating from conceptualization (Welter, 2011), some of the reason ascribed to such development is the domination by the westernised views and assumptions of entrepreneurship (Darley and Luethge, 2019, Murphy and Zhu, 2012), and of itself stifles emergent ideas from other climes some of which represents dissenting voices that rather explored entrepreneurship developments beyond the western dominated ideologies.

Hence, they struggled to untangle such an already intertwined concept, which proves a great deal to achieve in the face of the thin lines that currently exists in the mainstream entrepreneurship research, and which to an extent make the reflection of entrepreneurship developments from such an extreme view points out with western contextual ideology quite blurry, because most dominant conceptualization and theorizing have been heavily grounded on the western economic ideological tendencies driven by capitalism (Khan and Koshul, 2011).

In the attempt to resolve this impasse, scholars devised concepts to make a good sense of space in entrepreneurship, this includes concepts such as ecosystem, regions, institutions, migration, indigenous, demography, family, community, urban, rural, social, international among others (Tapsell and Woods, 2010, Dodd, 2011, Zahra *et al.*, 2014, Wright *et al.*, 2014, Stam, 2015, Porfirio *et al.*, 2016, Marinova and Marinov, 2017, Xheneti, 2017, Müller and Korsgaard, 2018, Cucchi *et al.*, 2022, Wurth *et al.*, 2022).

For example, Zahra *et al.* (2014) proposed the recognition of firm internationalization and migration of entrepreneurs as an aspect of theorizing the understanding of geographical spaces,

with key interests on the specific characteristics of 'emerging economy entrepreneurs entering developed economies' (p.489). Such proposition is critical in the juxtaposition of entrepreneurial knowledge and decision making by entrepreneurs from emerging economies to compete on fairgrounds with well-established Multinational Companies (MNCs) and vice-versa.

In tune with the recent development within the field (Welter and Baker, 2021), this study considers the importance of highlighting the specific characteristics of particular entrepreneurship ecosystems, such that present huge implications to the functionality, modalities and inherent entrepreneurship activities that are prevalent within such specific cases. Hence, this research delved into historically informed perspectives to elaborate on institutional framing that embodies entrepreneurship related activities in spatial context line Nigeria. As a consequence, explores historically informed entrepreneurship institutional activities within a well-defined socio-economically focused context that enhance the implementation of entrepreneurship programmes.

2.2.3 Social Dimension of entrepreneurship Context

The social or 'exo' contextual dimension has attracted broad attention in recent times (Wright *et al.*, 2014, Alarifi *et al.*, 2019). Zahra *et al.* (2014) refers to this dimension as the network of people, resources, and events that historical factors tend to usually determine their membership. Wright *et al.* (2014) and Welter (2011) perceived such as, the connotation of socio-cultural, politico-economic, and legal activities within the societal settings and Meek *et al.* (2010) refer to it as social norm in entrepreneurship. According to Linan *et al.* (2016), social context constitute the socio-cultural values that influence entrepreneurship variables including motives, cognition, and action, as well as social phenomenon that exist between and within social groups that are usually embedded in network of activities (McKeever *et al.*, 2014).

Meanwhile, the social context of entrepreneurship theorization extends beyond the traditional entrepreneurship social capital and network related activities (McKeever *et al.*, 2014), it encompasses co-ordinated and un-coordinated activities within formal and informal framing of social interactions in an ecosystem. Such that showcase cultural values (including entrepreneurial culture), as well as learning and unlearning of network related ideologies by the key actors to foster effective frameworks for entrepreneurship activities.

Furthermore, social context is represented in the framing of global relationships with tendencies for economic development benefits. Such as co-operations among countries that are usually politically independent, leveraging on the economic (comparative) advantages of the various societies for the benefit of all – robustly theorized in the field of entrepreneurship through internationalization body of research (Su *et al.*, 2015, Li, 2013, Kiss and Danis, 2010), as well as several insights from the Journal of International entrepreneurship. Nigeria belong to several International diplomatic and economic organizations – including The Commonwealth Organization (as former colony of the British Empire), OPEC, Africa Union, UN and affiliated agencies, among others to aid trade, commerce and industrial developments.

Within the socio-economically focused entrepreneurship framing, the social context is also instrumental in explaining the various frameworks of support to enhance knowledge developments and entrepreneurial capacity through activities taking place within the social system (Lumpkin *et al.*, 2013, Alarifi *et al.*, 2019, Liñán *et al.*, 2016). As highlighted at subsequent chapters, knowledge is exchanged through activities such as enterprise learning boot camps, workshops, seminars, incubation periods, mentorships, apprenticeship or crowdfunding events (Bruton *et al.*, 2015, Brown *et al.*, 2015).

All the above are significantly critical for the theorization of contextualised and process-oriented entrepreneurship, because they provide the enabling framework to 'explain' and not

just to 'document' such entrepreneurial phenomena (Welter, *et al.*, 2019. p320). Meanwhile, scholars at various stages identified that, the theorisation of entrepreneurial activities fall under a broad spectrum of contexts (Alvi *et al.*, 2019, Morris *et al.*, 2011), specifically the social context of entrepreneurship which is all-encompassing and connotes some rudiments of the several contextual disciplines in the field, due to the nature of interactions that exist among individuals, organizations, institutions to aid entrepreneurial activities (Ben Letaifa and Goglio-Primard, 2016, Meek *et al.*, 2010, Stark and Head, 2019, Lumpkin *et al.*, 2013, Dodd, 2011, Wright *et al.*, 2014, Ngono, 2022, Ozkazanc-Pan, 2014, Welter, 2011, Anderson *et al.*, 2010, Anderson *et al.*, 2007, Porfirio *et al.*, 2016, Kiss and Danis, 2010, Li, 2013, Marinova and Marinov, 2017, Wegner, 2019, Chakrabarti and Mondal, 2020).

2.2.4 Organizational Entrepreneurship Context

The organizational contextual dimension (Zahra *et al.*, 2014) is closely related to the 'who' perspective identified by Welter (2011) and Welter *et al.* (2019). It recognizes the influential abilities of firm ownership, local and global businesses, organizational interface, and other taken-for-granted aspects of entrepreneurial activities which are inherent to specific organizational culture, behaviours and leadership. This aspect of theorizing contexts in entrepreneurship also presents an important assumption clearly noted by Zahra *et al.* (2014), as enhancing the assertiveness that 'the varieties of forms in which entrepreneurship occurs give rise to contextual differences that may affect entrepreneurial behaviour' (p 491).

This aspect of entrepreneurship theorizing is applicable within the context of this research as it provides insight into where, when and how organizations, most especially the business and non-governmental organizations (NGOs) who constitute part of entrepreneurship institutions for the implementation of socio-economically focused entrepreneurship programmes operationalize their activities within such framing. Therefore, the need to also reflect on the

organizational culture, leadership and behavioural assertiveness in the field has become paramount (Welter *et al.*, 2019, Zahra *et al.*, 2014, Zappe *et al.*, 2018).

Moreover, businesses and non-governmental organizations by their activities in the Nigeria entrepreneurship ecosystem through education, funding and social networks, critically imply they play key roles in the modern day articulation and harnessing of entrepreneurship focused tools, structures and implementation strategies towards resolving global socio-economic challenges. It has also become onerous tasks for entrepreneurship scholars to understand organizations based on their historical antecedents, especially those that collaborate with public institutions (such as public sector organisations). This is important to understand how public and non-public institutions interact effectively within the recognizable endogenous and exogenous entrepreneurial ecosystems.

2.3 Key Contextual Insight: Temporal-Spatial Contexts

In relation to socio-economically focused entrepreneurship programmes to tackle socio-economic problems (Hall *et al.*, 2010, Alvord *et al.*, 2004), this study further explores the temporal-spatial contextual dimensions in the entrepreneurship field (Zahra *et al.*, 2014, Welter and Baker, 2021). Which relatively highlights the importance of time (such as historical developments) and space (geographical territory - countries, regions, communities), as well as related activities that take place in-between (institutionalization), necessary to understand the institutional (elaborately explained at subsequent section) activities and capabilities towards the implementation of entrepreneurship programmes (Xheneti, 2017). Henceforth, this study juxtaposes the concept of “temporal – spatial” contexts with “history and institution” as well as other institutional attributes that support theorization of context in Nigeria when the implementation of socio-economically focused entrepreneurship programmes is concerned.

Examples of such historical institutional development as embodied in the research, include those that exemplify the formation processes of institutional activities such as historical connections and relationships (see subsequent section), just as in the case of colonialism and post-colonialism which highlights the transfer, decolonizing, or deconcentrating of institutional powers from a former colonial regime on to the former colonies during the process of political transitions, as well as the institutional relationships that existed afterwards (Decker, 2013, Darley and Luethge, 2019, Georgiou *et al.*, 2013, Drinkwater *et al.*, 2018, Jack *et al.*, 2011).

It is also important to highlight the peculiarities and differences within specific contexts, especially on the account of how institutions are organized differently across societies, which also affect how entrepreneurship programmes implementations are carried out within those societies. For example, where entrepreneurship is understood within some climes as the ability to act as unicorns with extreme intelligence and insights at spotting and exploring opportunities (Nicholson and Anderson, 2005, Ogbor, 2000), it is also perceived in others as an instrument for social and economic empowerment, which enhances skills and employment for the socio-economically deprived population within the society (Lee *et al.*, 2019, Hall *et al.*, 2010).

That level of nuanced perspectives in entrepreneurship discourses is important because research activities such as this, dig deeper into entrepreneurship developments and related activities within a society that is considered non-western or developing country context. Such a context to which entrepreneurship programmes are viewed as instruments for socio-economically empowerment and not the other way round. Therefore, further insight into the temporal-spatial contexts is required to critically explain the implications of historical institutional developments that enable entrepreneurship development activities for instance.

Meanwhile, research activities are ongoing to closely understudy the general and specific institutional factors that exert overriding effects to the processes of socio-economically focused

entrepreneurship related activities in different contexts (Landini and Malerba, 2017), for example Baer and Gerlak (2015) raised important questions about the strategy and effectiveness of such entrepreneurship programmes outputs and outcomes from and within one context to another (see also Welter, 2011, Hadjimanolis and Dickson, 2001).

This is important to highlight at this point as recent research developments pointed vigorously towards the existing subjugation of non-western views of entrepreneurship development in other contexts by the prevailing western dominated research outlets (Darley and Luethge, 2019), thereby stifling the diversity in exploring and highlighting the important development implications that cut across various entrepreneurship ecosystem. Scholars sought to extend analysis that embrace comprehensive viewpoint towards understanding challenges and possibilities that could be widely attributed across contexts (Duke *et al.*, 2016, Baer and Gerlak, 2015).

More importantly, questions are usually raised on the implementation strategies and effectiveness of such programmes, especially from the lived experience of the target beneficiaries (Woolcock, 2018), as well as the effectiveness of the institutional mechanisms for the implementation of such programmes. This situation has so far called for attention on the need to diversify research and provide expansive understanding of similarities and differences of programme implementation from the nuanced perspectives as an important subject of study.

2.4 Overview of Westernized theorization of entrepreneurship

Entrepreneurship as a westernized idea has been predominant in the field theorization over a long period, this is evident in the Schumpeterian and Kirznerian conceptualization of entrepreneurship by portraying the theory and practice of entrepreneurship as predominantly a Western ideology strategically enshrined in management studies overtime (John and Storr, 2018, Shane and Venkataraman, 2001).

Hence, as many aspects of entrepreneurship related activities showcase an embodiment of the character of the society including their culture (Pret *et al.*, 2016), this helps to explain the implications of western dominations within the frames of such highly economically focused area of entrepreneurship possibly due to the capitalist oriented culture of the west, usually exhibited through subjugations, colonisation, exploitation and expropriation of resources from the non-advanced economies for westernised economic gains (Dodd, 2014, Perren and Jennings, 2005, Murphy and Zhu, 2012).

The above-mentioned is very important owing to the perceived strengths and weaknesses showcased between and among the various societies that identify as either western or non-western by their economic, technological, and socio-political advancements. Hence, the existence of public institutions and organizational principles for resolving social and economic development issues through processes such as entrepreneurship programmes is philosophically perceived as critical evidence of socially constructed realities nurtured through interactions by major institutional actors (Duke *et al.*, 2016, Lindgren and Packendorff, 2009, Fletcher, 2006), and not by perceived assumptions based on objective theories.

The actors in this social interaction represent policy makers who exert influences on social policies, as well as businesses and development partners; in other cases, such is represented by the nature and extent of policy relationships between a society and another (Peters, 2019). Moreover, the society in this sense is either developed (the Western context) or developing (the non-Western context) (see Samy *et al.*, 2015). Therefore, the influence of these social and political actors, as well as subsequent interactions (that exist at several societal levels) on policy formulation and implementation cannot be over emphasized. Implementation is quite critical in the policy and programme process because it defines how good enough or vice versa of any public programme (Woolcock, 2018).

Also, to ensure the practicality and sustainability of socio-economically focused entrepreneurship programmes, it is important to understand the interplay of activities in the aforementioned western and non-western systems, because of the assumptions that the entrepreneurial needs and aspirations within such societies may vary according to the level of socio-economic, political and technological advancements as mentioned earlier. Examples include such cases where advanced economies focus further afar towards heavily investing in higher level operations such as space sciences, while others are still grappling with the provision of basic social amenities – part of the yardstick used to characterize western and non-western contexts.

In the case of the Western Context (which represents the global most economically and technologically advanced countries), development policies and programmes are usually rooted in their strong economic, military and political strengths; and therefore, appears to be more advanced in the implementation strategy and approaches (Samy *et al.*, 2015, Woolcock, 2018). The status of the individual actors in Western context is traditionally measured through individual access to education, occupation and wealth (Duke *et al.*, 2016, Peters, 2019), and their socio-cultural, economic and political policies are usually recognized, accepted and adopted globally due to the strong economic forces behind them, also their control of agencies for international administration and development such as the International Monetary Fund (IMF), World Bank (WB) and other agencies (Baer and Gerlak, 2015, Duke *et al.*, 2016).

There is no doubt also about the aforementioned socio-economic development strategy because, government institutions, development agencies and partners, non-governmental organizations (NGOs) and business organizations with huge financial surpluses usually invest quite substantially in research and development (R&D) activities on aspects of developmental needs, strategies, aspirations and scenario forecasting; which to a great extent produce effective results to support entrepreneurship policy resolutions and programme implementations.

For instance, entrepreneurship policies that aim to harness science and technology was long 'developed' in the advanced economies of the west since before the first world war and post second world war; but have taken a very slowly and gradual processes to ensure these advancements are also 'applied' in the developing economies through technology and knowledge transfers as times go by (Hadjimanolis and Dickson, 2001).

Other international development areas such as globalization, Information Technology (IT) and quite recently Artificial Intelligence (AI) are also affected by this process (Gautier *et al.*, 2018). Policies in the Western context are usually perceived to be universal and widely acceptable (Kaczmariski, 2017, Xheneti, 2017, Murphy and Zhu, 2012), in such a manner that the ideas of universality have extensively come under scrutiny within the entrepreneurship field (Welter, 2011) and has been critically reported in business, organizations, and management journals in recent times to buttress the universal claims of westernized ideas, theories, concepts, and practices (see Jack *et al.*, 2011, Darley and Luethge, 2019, Murphy and Zhu, 2012).

This universal claims and domineering oversight by western hegemony is attributed to perceived economic domination of the non-western societies, and usually sustained through international co-operation, with supports from development agencies like the International Monetary Fund (IMF) and World Bank (WB), as well as western controlled donor partners. Hence, scholars within the entrepreneurship and management fields, have raised important questions on the issue of 'decontextualized and universal' concepts, practices, and theorizations in the field (Kaczmariski, 2017, Xheneti, 2017, Welter, 2011).

In the contrary, the non-western contextual understanding of institutional activities towards entrepreneurship related dimensions of socio-economic development programmes, as well as the overriding implementation strategies appear to be uniquely different (Duke *et al.*, 2016, Woolcock, 2018). There is usually the case of concentrated 'over-reliance' on the western

policy contexts in order to derive the contents and instrumentation of major development policies in various developing countries (Baer and Gerlak, 2015) as critically explored during the field research.

The developed countries which represent mostly the former colonial powers (April, 2012) imply to contribute not only monetarily through international development aids (Kalyanpur, 2016) but also through programmes and policy designs, implementation tools, communication and information disseminations as well as documentations and archives, to support the recipient developing countries (mostly the former colonies) through their development processes (Rowlinson *et al.*, 2010, Decker, 2013, McKenzie, 2019, Ogamba, 2019).

A situation which scholars suggest, necessitates the reformation of the old colonial system into the new form of neo-colonialism (Kalyanpur, 2016, Jack *et al.*, 2011, Nkomo, 2011, Darley and Luethge, 2019). In addition, critics of the western inputs to such processes consistently questioned the intent and genuineness of purpose for those funding and developmental support activities (see above), while the financial exercises are considered somewhat fictitious, because in most cases, the so called monetary supports are still expended within the economic sphere of the country providing the funding, with majority of the so-called funds not having to leave their territorial shores for good (see Eze *et al.*, 2022).

Hence, such financial aids for economic planning purposes only existed in principles but not in actual practice as the case maybe, and does not really benefit the recipients, rather it serves as an economic siphon to draw from already struggling within the non-western contexts. This assertions is tenable in modern times due to obvious economic and political conditions as Woolcock (2018) noted that, low and middle-income societies are unable to deliver on their socio-economic programmes and policy promises at the implementation stage due to certain

emerging societal challenges and conditions like non-functional physical infrastructure and 'continued population growth' among others (p.11).

This to a great extent, suggests that major policy targets and decisions in the developing countries are largely driven by the activities of donor agencies and global organizations with no actual recourse to the basic needs and aspirations of the so-called target beneficiaries (Behague *et al.*, 2009). Hence, the major drive for foreign aids disbursement for socio-economic development planning is hinged on the economic benefits towards the proposed donors than the other way round as highlighted in the subsequent sections of this research.

2.5 Contextual Implications for Entrepreneurship Programmes

This research theorize the position of enabling policy and institutional frameworks that drive entrepreneurship programmes implementation in the Nigeria context, as a result of westernized influences to implementation tools and approach. For instance, scholars noted that, policy relationship between the western and non-western contexts as discussed in the preceding section usually evolve through policy exchanges by means of adoption (Alserhan, 2013, Gautier *et al.*, 2018), diffusion (Gautier *et al.*, 2018, Appuhami *et al.*, 2011), adaptation, borrowing, knowledge transfer (Duke *et al.*, 2016) and policy catch-ups (Woolcock, 2018). The Catch-up policy process with advanced countries also take the process of assimilation, delocalization and adaptation (Landini and Malerba, 2017).

Meanwhile, the adoption of the global policy approaches in resolving local problems and the over reliance on international donor agencies for major development programmes results in disregard of important demographic indices like cultural and local issues (Xheneti, 2017, Duke *et al.*, 2016, Alserhan, 2013) especially the developmental needs, approaches and strategies that are peculiar to such societies, which makes programmes implementation somewhat ineffective in meeting the proposed targets.

The prevailing policy conditions tend to place the developing (non-western) economies in a quasi-policy strategic position - a position identified as 'policy late-comers' (Landini and Malerba, 2017), which therefore shows that, global policy late comers have reasonably missed out of some core resources that drive economic advancements of the so-called first comers. They are therefore required to either borrow ideas from the early policy arrivals which in ideal cases could not be domesticated enough in the second environment per se, or pay to access such services like the case in the distribution of vaccines during the Covid-19 global pandemic.

The above condition critically represents 'hegemonic' and polycentric relationships (Baer and Gerlak, 2015, Gautier *et al.*, 2018). The hegemonic proposition argues that, the much targeted global development agenda with all-encompassing socio-economic planning, policies and programmes are usually promoted through westernized agencies like the Bretton Woods institutions (Baer and Gerlak, 2015). Such institutions are criticised for portraying (either covertly or overtly) westernized economic agenda, which in some cases considered to be significantly antithetical to the lived experience of the so-called target beneficiaries (Kwankye and Cofie, 2015).

A clear epistemological position of this argument is also put forward by Kalyanpur (2016) who acknowledged the works of Breidlid (2013) and Grech (2011), by noting that 'the hegemonic role of the western epistemology has resulted in the disavowal of alternative knowledges and an epistemological silencing in the global south' (p.20) (see also, Darley and Luethge, 2019). This is also reflected in the Business and management fields more recently as evidenced in the scholarly works that echoed the significant silencing of the voices from the global south when representing the global practices, theorization, and ideological developments in the fields (Storr and Butkevich, 2007, Jack *et al.*, 2011, Nkomo, 2011, Welter, 2011, Decker, 2013, John and Storr, 2018, Darley and Luethge, 2019).

A typical example of the above observed by this scholar and buttressed by the works of Darley and Luethge (2019), is the representation of publication from the global south in the Association of Business Schools (ABS), Academic Journal Guide (AJG) since record started. It was observed that journals that are usually rated top stars are mainly those emanating within the western contexts especially the USA and western Europe, this is observed in a supposedly international journal ranking platform representing research being conducted across the globe to ensure quality, inclusion and accurate dissemination of research information.

Therefore, the implementation of large-scale entrepreneurship programmes mainly rely on data and information from western based academic faculties, with outcomes which are either counterproductive or leading to policy reversal, because the yardsticks for implementation are flooded with, 'as fundamentally liberal Western discourse that does not reflect the lived experiences or needs of postcolonial and developing countries' (Baer and Gerlak, 2015.p. 1528); as well as other cases such as the measurement of Human development index (HDI) or Global Entrepreneurship Monitor (GEM) that are usually based on the template of higher income countries (Kalyanpur, 2016).

This argument is not in any way antithetical to western pattern of Research and Development (R&D), it only points to the need to give voice to societies that so much craved to be heard in the global development agenda. Also, polycentrism on the other hand recognises multiple but independent policy making systems (such as governments, businesses, and international organisations). Such system tend to be closely nested within a well-defined structure of institutional framework (Gautier *et al.*, 2018). However, in practice, many non-western societies are being 'arm-twisted' in certain ways to accept systems of institutional structuration due to attachment to western development aid offers, leading to some level of implementation ineffectiveness and inefficiency due to the fragmentation of policy process and unhealthy competitions among the existing 'catalytic institutional constructs' (Shultz *et al.*, 2012).

Meanwhile, part of the problems identifiable when the global west tend to influence standards for programmes implementation within developing societies, is that a knowledge gap will exist in the socially identifiable realities among the key institutional actors (Kalyanpur, 2016), which results in policy ineffectiveness because the international lenders are more interested in pushing out the funds to generate the required interests on the loans, with national leaders keen to accept loan conditions irrespective of society's well-being per se.

In the long run, same funds are diverted through corrupt means rather than execute the probably infrastructure projects it was meant achieve, it then returns to the same centres where such funds originated from, for individual savings in the western financial institutions. By implication, the so-called loan monies provided through the western development agencies and international partners, are in most cases proceeds of looted funds from the developing countries requiring further loans for re-development of already planned development projects, thereby living in the vicious cycle of bad loans and economic deficiency, while the western countries enjoy the benefits of the wealth they never created.

2.6 Institutionalism in Entrepreneurship

This aspect of the research delve deeper into institutionalism and institutional activities which drive socio-economically entrepreneurship programmes. Institutionalism is applied loosely in this sense due to the difficulties in deriving a universally accepted definition of institution as a concept within the social science (Powell and DiMaggio, 1991). Hence institutional conceptualization and theorization are applied in ways that are best attune to particular field approaches – in essence, it is tweaked to reflect theorizing convenience.

In entrepreneurship, institutionalism refers to the activities of specific actors (individuals, organizations and governments) with interest in particular arrangements of the groups, community, culture or the society, that tend towards guiding behaviours through regulative,

normative and cognitive factors (Veciana and Urbano, 2008, Lee and Jones, 2008, Lee *et al.*, 2019). These actors also provide resources to create new institution (formal and informal interactions) or transform existing institutional arrangements (Garud, *et al.*, 2007, Peters, 2019, Scott, 1995, Bruton *et al.*, 2010, DiMaggio and Powell, 1991).

Institutional factors and arrangements are usually critical to decisions that impact entrepreneurship activities (Xheneti, 2017, Dau and Cuervo-Cazurra, 2014, Ukanwa *et al.*, 2022, Ben Letaifa and Goglio-Primard, 2016, Kalantaridis and Fletcher, 2012, Strow and Strow, 2018) Hence, Bruton *et al.* (2010) identified these factors to include “the direct action of governments in constructing and maintaining an environment supportive of entrepreneurship as well as societal norms toward entrepreneurship” (p. 426).

These institutional factors could be either formal or informal (Williams *et al.*, 2017, Wijen and Ansari, 2006). The formal perspective of institutional factors recognizes the activities of policy makers in ensuring that facilities, enabling laws and institutional policies are in place to remove or mitigate certain conditions that stifle entrepreneurial activities like entry barriers, liability of newness and market imperfections (Bruton *et al.*, 2010), as well as enhance the efficient market system operation by ensuring the protection of business capital and fair competition for business start-ups through enabling regulations (Xheneti, 2017).

Informal institutional arrangements are also important, as they form the critical points to explain existence of such informalities as a result of either the formal institutional imperfections and (or) the relationship incongruency between the formal institutions and businesses (Williams *et al.*, 2017). Part of causative factors for the informal institutional existentialism is to fill in the ‘institutional voids’ (Bruton *et al.*, 2010, Decker, 2013), resulting from the aforementioned inadequacies of the formal institutional infrastructure.

Meanwhile, the informal institutions are usually considered to be socially legitimate in relation to the societal values (Williams *et al.*, 2017, Sarkar, 2018, Torri, 2010, Yessoufou *et al.*, 2018). Therefore, institutionalism in entrepreneurship draws its existence from the three main pillars of institutional theory, namely: regulative, cognitive, and normative pillars (Bruton *et al.*, 2010, Scott, 1995, Garud *et al.*, 2007). Each of these pillars interact in the agency-structure relationship that forms the concrete institutional environment and also impact the firm legitimacy (Bruton *et al.*, 2010), as embedded actor within the institutional framework (Garud *et al.*, 2007).

Hence, for socio-economically focused entrepreneurship related activities, references to existing institutional frameworks is sine-qua-non to the contextual characteristics as previously emphasized, more specifically those that embodied the temporal-spatial contexts in the analysis of contemporary entrepreneurship developments (Welter, 2011, Zahra *et al.*, 2014). In the Nigerian context, such institutional framework or contextual characteristics is explained through the historical institutional antecedents that influence current socio-economic and politically informed policy making – vis-à-vis the post-colonial institutional framework.

Institutional framing as highlighted above is an effective way to highlight the key principles in the temporal-spatial contextualizing of entrepreneurship developments, especially those which buttress the critical implications of ‘where’ and ‘when’ of entrepreneurship related activities (see Welter, 2011, Zahra *et al.*, 2014, Welter *et al.*, 2019, Xheneti, 2017). There is increased understanding that most activities that take place within the socio-economic system has various paths that crossed within the institutional thinking (DiMaggio and Powell, 1991, Peters, 2019).

Further, within the roots of societal culture and human developments, various human activities are generally thought to be rooted within the institutional context (Meyer, 2012). Consequently, various schools of thought tend to identify their roots in institutional thinking, because the main

concerns of institutional framing are the various means through which individuals, groups and organizations reflect and adapt within the taken-for-granted, rules and norms of the institutional environment (DiMaggio and Powell, 1991, Scott, 1995, Bruton *et al.*, 2010).

For instance, Peters (2005 and 2019) posited that ‘the roots of political science up to the period preceding the second world war are in the study of institutions’ (p1). Meyer (2012) also noted that ‘the recent history of social sciences in development...institutional control of activities in social researches was vague and therefore could only be identified when presented with economic, political and religious theories’ (p4). Individuals, groups and the society are therefore identified as products of institutional characteristics formed through habits, customs, norms and cultural activities that were embedded in history (Peters, 2005 and 2019, Meyer, 2012).

Institutionalism has transformed overtime from the early systematic thinking of renowned philosophers ‘Marx’, ‘Weber’ and ‘Durkheim’ (Peters, 2005, 2019, see also DiMaggio and Powell, 1991) whose main idea of institutionalism are reflected on ‘political life’ and the nature of the ‘governing institutions’ that structured the behaviours of major individual actors. This include the governing and the governed actors with the main objective of achieving better ends (Peters, 2005, 2019). Meyer (2012) referred to this as the ‘realist institutionalism’ which recognises that important institutional principles must be in place before systems of individual, organization and nation-state actors ‘can operate stably and effectively’ such as property right or sovereignty (p.6).

However, this theoretical thinking changed after the second world war with the rise of the Anglo-American system that rejected much of its tenets ‘in favour of two theoretical approaches based more on individualistic assumptions: behaviourism and rational choices’ (Peters, 2005, p1). Furthermore, the extreme realist institutionalists or proponents of new

institutionalism do solidly retain the assumptions on the capacity of the actors (individual and organisation) and limited pictures of the institutional environment (Meyer, 2012). Additionally, some new institutionalists are critical of perception that the discipline was laid astray in recent past and argued not for a complete return to status-quo-ante but point to the importance of reasserting some aspects of the older institutional analysis (Peters, 2005, 2019) generally referred to as 'path dependency' (Meyer, 2012).

Nevertheless, with regards to the identified characteristics of the behavioural and rational choice approaches (new institutionalism), such as contextualism, reductionism, utilitarianism, functionalism and instrumentalism (Peters, 2005, 2019), societal institutionalism as a fundamental of new institutionalism is considered an important (but critical) as of this research and would be considered further as it tends to describe the relationship between the major actors (individual, organizations and nation-state).

2.7 Historical Institutional developments in Entrepreneurship

The various institutional arrangements as highlighted from the preceding sections are products of history (Down, 2012, Suddaby *et al.*, 2022, Harvey *et al.*, 2019, Foster *et al.*, 2017, Suddaby *et al.*, 2020, Ocasio *et al.*, 2016). Historical developments suggests that institutions develop, advance, integrate and operate within definite historical processes, that is why history forms the backbone in the resonating ideas of the major proponents of contextual conceptualization in the field, especially those that apply temporal-spatial contextual propositions to discuss contemporary developments (see the previously highlighted).

Meanwhile, there is limitation in the explicit integration of history into theorizing modern entrepreneurship developments in comparison to other business related fields such as business history (Decker, 2013, Foster *et al.*, 2018, Harvey *et al.*, 2019, Pret *et al.*, 2018). Such area have been lying significantly silent due to the perceived subjugation of the entrepreneurship

field by related fields such as (western inspired) Economics and Management fields (Xheneti, 2017, Woolcock, 2018, Shultz *et al.*, 2012, Landini and Malerba, 2017, Kalyanpur, 2016). Hence, raising the call to contextualize the field in a way that reflects historical events for entrepreneurship development purposes (Harvey *et al.*, 2019, MacLean *et al.*, 2016).

In response to such scholarly calls, especially those that have links to exploring the underlying historical institutional frameworks vis-à-vis post-colonial institutions (Decker, 2013), this research draws from the temporal-spatial dimensions of entrepreneurship context to highlight institutional framing, by exploring their historical antecedents such as post-colonialism (see Decker, 2013, Jack *et al.*, 2011, Nkomo, 2011). The idea is to reflect how political, social and economic relationships that existed in the colonial and post-colonial era influence the implementation of socio-economically focused entrepreneurship programmes in such context.

2.8 The post-colonial institutional perspective

Post-colonial (ism) as an emergent theorization and analytical framing has become popular in recent times within various research fields. The post-colonial approach emanated “as an intellectual movement consolidating and developing around the ideas’ (Bhabra, 2014. p.115) and works of Edward Said’s ‘Orientalism: Western Conceptions of the Orient’; Homi Bhabha’s notion of “Hybridity and Modernity”, as well as Gayatri Spivak’s “Can the Subaltern Speak”? (Jack *et al.*, 2011, Anderson, 2009, Bhabra, 2014).

The contributions of what could be regarded as the aforementioned contemporary philosophers vis-à-vis Said, Bhabha and Spivak (Nkomo, 2011) is thought of as representing ‘the straw that broke the camel’s back’ considering the backgrounds of other seminal historical philosophies including Walter Rodney (1972) on “How Europe Underdeveloped Africa”, Frantz Fanon’s “The Wretched of the Earth” (1961), as well as V.Y. Mudimbe’s “The Invention of Africa” (1988).

Post-colonialism as a discipline (Jack *et al.*, 2011) is the result of activities by a group of Australian scholars whose studies overtime anchored on comparative studies in politics and international relations, as well as enquiries into relationships between knowledge production, politics, locations, subject positions and power (see Ribeiro, 2011.p.286). Also (and to an extent), some American scholars of comparative studies' literary criticisms in comparative literature identified as part of architects of this critical conceptual lens (Jack *et al.*, 2011).

The aforementioned scholarly movements led to the establishment of the Institute of Postcolonial Studies (IPCS), based in Melbourne which also dedicated their journal publications named 'Postcolonial Studies' for engaging scholars and stakeholders on this important area of knowledge development (see Darby, 2018). This research suffixes this position by adding that, the activities of post-colonial(ism) scholars has seen a significant increase in recent times, including in fields of business and management.

Through this theoretical position, the presentation of ideas by several scholars relating to the works of the aforementioned contemporary philosophers indicates that, they prepared the 'enabling ground' for the current debates on the contributions of the post-colonial paradigmatic perspective in several research areas including development studies (Grotenhuis, 2015), Politics and International Relations (Cash and Kinnvall, 2017, Shani, 2017, Sparke, 2002, Mignolo, 2011, Vieira, 2019), Sociology (McLennan, 2014) Science and Technology (Anderson, 2009, Seth, 2009), Urban Development (Henry *et al.*, 2002) Business history and education (Decker, 2013, Darley and Luethge, 2019, Harvey *et al.*, 2019, Bhabra, 2014, Murphy and Zhu, 2012), Management and Organizational Studies (Masood and Nisar, 2020, Jackson, 2012, Nkomo, 2011, Jack *et al.*, 2011, Khan and Koshul, 2011).

Major aspect of post-colonial analysis critique the imperialist tendencies in global development activities and highlight the implications for the survival of the nascent economic and

development activities in the formerly colonized territories, whose economic and development discourses are be-clouded by conditions of ambivalence owing to the fact that, ‘their aspirations, developments and virtually all aspect of their future is determined by what happens outside of the continent due to the high rate of dependency on foreign aids (ODAs) and investments’ (see Grotenhuis, 2015, p. 42-43).

Therefore, post-colonial(ism) approach as an analytical framework ‘grew out of and developed within a specific historical and global context, dealing with North-South (or West-East) dynamics’ (Jackson, 2012, p. 182) and widened as a major critique of North American and ‘Europe’s confiscation of the universal’ (Prasad, 1997, p. 91) knowledge development. An idea that has been echoed within the business and entrepreneurship fields (see section below) which highlights the importance of dissecting the already intertwined western conceptualization of the field as initially non-contextualised, western economic ideology dominated, lack of extensive application of nuances in forecasting economic growth and developments, as well as limited accounts of the lived experiences of policy subjects.

2.9 Post-Colonial Institutions in Entrepreneurship

The main assumptions of the post-colonial argument, is to highlight through research, the activities that have taken place within the global community after the withdrawal of imperialistic factors (such as subjugation, control and rule) from the former colonies by the western colonial powers; as well as the continued presence of the western powers with concomitant projects of control such as liberalism, philanthropy and globalization which was initiated and nurtured as engine for the maintenance of a global safe environment for capitalism to thrive by 'constructing global subjects' (Shani, 2017, p.276, see also Harvey *et al.*, 2019).

Post-colonialism is recognised as a conscious approach to scrutinise the western dominance in the state of global affairs (Ribeiro, 2011), ranging from economic development, politics,

security, business, social development as well as educational research and development (Nkomo, 2011, Darley and Luethge, 2019, Decker, 2013, Jack *et al.*, 2011). For instance, Grotenhuis (2015), noted that, development as a concept was an American linguistic connotation of the top-down approach of relationship that existed 'between the newly independent states, the former colonial powers and other western countries (see p. 44).

The presumptions in this case for one of the world's most advanced countries (USA) at the time, is suggestive of the fact that the newly independent countries are presumably poor and needed to be developed while the former colonial powers are presumably rich. Hence the establishment of such agencies such as the USAID, UK-DFID (now infused into the FCO), the United Nations with affiliated agencies, among other western controlled mechanisms to help deliver the so-called new world development (Grotenhuis, 2015).

The post-colonial theoretical position became contentious of the fact that, the western world became the true picture (or models) 'to emulate in matters of governance, democracy and human rights, the economy and basic social services' (Grotenhuis, 2015, p.44). It was also critical of the fact that, western political and socio-economic systems became the machinery to disseminate these goals through the top-down approach. Moreover, 'knowledge, technology and financial support toolkits' (Grotenhuis, 2015. p.44) were considered as veritable means of delivering these models to the newly independent countries.

According to Grotenhuis (2015), these development tools have changed over the years in areas of 'macro-economic restructuring, peace dividends and basic social services (see p.44), but all the changes in strategy fitted into the notions and models of post-colonialism because the basis for the implementation draws from models and control by west dominance (Grotenhuis, 2015).

In another development, Decker (2013), suggests that, the socio-economic nature of the colonized countries also affect how they manage their development history which has not

proven any great deal in recent time (see also April, 2012). For instance, Decker (2013) highlights that studies tend to suggest that, individual multi-national companies and international development agencies managed historical information and archival details about the colonised countries (especially in Africa) over a long period, in place of the post-colonial institutions.

A situation that encourages over-reliance on the colonial development agencies and multi-national companies (who in most cases, represent the interests of the West) (Xheneti, 2017), for the data used for economic forecasting and development planning, instead of getting such development information through the (already presumed non-functioning) bureaucracy within the institutions; which in most cases presents an inherent problem of accessibility (Decker, 2013).

Furthermore, Darley and Luethge (2019) applies the Post-Colonial Theory (PCT) lens in examining the international business schools' accreditation from the African Business Schools perspective. They posited through this means that, there is still a great deal of issues arising from the general acceptance of the Business Schools accreditation system and their universal adoption at measuring what is obtained in different settings (including Africa); which (quite) likely represents the imposition of 'western colonial hegemony' (Darley and Luethge, 2019, p.100), to control the educational process of business schools in other non-western territories.

However, as the post-colonial theoretical argument continues to emerge strongly in literature, there is the need to adopt this theoretical-cum-analytical approach in the entrepreneurship field. Especially those areas that address important socio-economic development needs of the formerly colonised territories, as scholars such as Jack *et al.* (2011), Nkomo (2011), Khan and Koshul (2011) and McKenna (2011) warmly embraced the timely (although belated)

emergence of the Post-colonial interrogative space in the Management and Organizational Studies (see Jack *et al.*, 2011).

This research considers the possibility and implications of replicating such ‘significant omen’ in the entrepreneurship research nexus, by investigating through the entrepreneurship literature for identifiable linkages to the post-colonial interrogative space. Such is also important as research in the entrepreneurship field continues to highlight the implicit specificities that enrich knowledge developments, especially those that draws on the prevailing entrepreneurship institutional arrangements and the lived experiences of key entrepreneurship actors based on such historical institutional functions - like those being reflected in entrepreneurship programmes implementation (Chell *et al.*, 2010, Sarkar, 2018, Yessoufou *et al.*, 2018).

2.10 Summary and implications for this research

This chapter explored the underlying theories that inform socio-economic entrepreneurship related development beginning with the conceptualization of contexts in entrepreneurship with the various contextual attributes that inform the entrepreneurship field theorizing in recent times (Welter, 2011, Zahra *et al.*, 2014, Wright *et al.*, 2014), this is important as this study emphasizes that contextual embeddedness is key to understanding theories, policy and practice of entrepreneurship from a more nuanced perspective. It also draws on the connection of contextual insights that inform institutional developments within entrepreneurship framing – especially those which theorize temporal-spatial aspect of contexts in the field, ideally captured as the frame of “when and where” of entrepreneurship which remains currently underexplored (Welter and Baker, 2021).

It is also recognized from the above that, entrepreneurship as a multi-disciplinary and multidimensional phenomenon impact various aspects of the society or societies. Therefore, some scholars focus on various aspects of institutional theorization to describe (and in some

cases analyse) ways that institutional environment (including key actors) influence entrepreneurship developments (Tolbert *et al.*, 2011, Garud *et al.*, 2007). However, there is growing consensus for entrepreneurship to be recognized as a critical factor in socio-economic development, because it has dynamically evolved as a phenomenon that gains its meaning from complex relationships through interdependence of agency, structure and entrepreneurial activities (Yessoufou, *et al.*, 2018, Fligstein, 1997, Roumpi *et al.*, 2020).

Also, the institutional relativeness of entrepreneurial activities to socio-economic development cannot be over emphasised as Fligstein (1997) identifies that ‘people are assumed to have interests given by their positions in social structure, and their ability to attain their ends is entirely determined by the opportunities that, their positions in social structure present to them’ (p. 398). Therefore, institutional policies to ensure an enabling environment for entrepreneurial activities to thrive will support the notion of job creation for the teeming (youth) population.

Therefore, this aspect of the research noted that, historical institutional antecedents should influence entrepreneurial activities (Tolbert *et al.*, 2011) in ways such as to motivate entrepreneurship through skills developments, create market opportunities through enhanced innovation, capital and competitiveness for thriving business start-ups, and provide supporting infrastructure for enhanced entrepreneurial experience, which is relatively current within the field (Bruton *et al.*, 2010) as highlighted further at the next chapter. Also, there is need to expand on field research, especially to provide an integrative framework that will advance the contributions of entrepreneurship research to historical institutional environment (Tolbert *et al.*, 2011, Decker, 2013, Xheneti, 2017).

CHAPTER THREE

SOCIO-ECONOMICALLY FOCUSED ENTREPRENEURSHIP PROGRAMMES

3.0 Introduction

This chapter identifies the three (3) main factors of socio-economically focused entrepreneurship programmes implementation – entrepreneurship education, entrepreneurship funding and entrepreneurial social infrastructure. They are critical to achieving various agenda for socio-economic developments which intertwine with entrepreneurship activities for the good of society.

The socio-economic implications of entrepreneurship (such as the deliberate institutional approaches to stimulate entrepreneurship related activities) have become widely researched in contemporary entrepreneurship studies (Alvord *et al.*, 2004, Hall *et al.*, 2010, O'Connor, 2013, Klapper, 2014). Recent research also emphasize that entrepreneurial activities in various societies are strongly linked to the competitiveness of their economy, job creation, unemployment reduction, technological innovations, economic and social mobility (Rotger *et al.*, 2012.p506, Alvord *et al.*, 2004, Hall *et al.*, 2010).

Hence, as several economies across the globe (both developed and developing) recognize entrepreneurship as a veritable engine that drives economic growth and social development (Alvord *et al.*, 2004, Nabi *et al.*, 2006, Hall *et al.*, 2010, Huggins and Thompson, 2015), entrepreneurship institutional actors such as policy makers and related organizations are now more inclined towards programmes and practices that stimulate entrepreneurial activities such as entrepreneurship education (EE) programmes to enhance learning and skills development, entrepreneurship funding to aid with business start-ups and the provision of social infrastructural base that enable start-up businesses to thrive effectively.

In addition, such processes boosts the entrepreneurial intention of young school leavers and their behaviours towards transitioning into entrepreneurship focused activities as predominant socio-economic process (O'Connor, 2013, Klapper, 2014, Lackéus, 2014). Meanwhile, research into the progress of such entrepreneurship programmes is perceived to be in 'a state of flux' and still evolving with many areas currently being explored (O'Connor, 2013). By drawing from the above, this chapter covers an extended review of relevant literature on the aforementioned areas of entrepreneurship education, funding and social infrastructure.

3.1 Formal education and trends toward entrepreneurship education

Formal education systems have been the bedrock of societal economic advancements, sustainability, and innovations over several centuries, especially since post-primitive communal stages of economic developments. Education is really critical to the development of every society which informs the reason why it was placed at higher priority alongside other goals and targets, as showcased in the United Nations Agenda for Global Development (SDGs) (UN, 2024).

Historically, the rise of capitalism as dominant economic system was fostered through formal education, by which societies were taught through various means to read, write, recite, analyse, discuss, communicate, comprehend, and disseminate ideas. Through such processes, individuals were taught how to develop, assemble, and operate production equipment and machinery during the industrial revolution era for example, or entrepreneurship through international business like the transatlantic trades or globalisation as a liberal international trade, although the highlighted examples were loosely embedded in westernized domination through subjugations and colonization of less advanced economies for their economic interests, it was important to highlight the critical roles education played in the advancement of societies.

Within entrepreneurship, various forms of learning were applied to institute entrepreneurship pedagogy overtime (Thomassen *et al.*, 2020), as aspects of business learning processes were advanced through educational courses in finance, production, distribution, commerce, innovation, transportation, communication, globalization, and entrepreneurship, all made possible mostly through formal education systems.

In fact, the modern-day society is structured in such a manner that wealth is likely attributable to the level of education in part and exposure to the business environment in another part, owing to the assumption that business owners or entrepreneurs immerse such ability for critical and analytical thinking which is the precursor for entrepreneurial opportunity identification and exploitation in an entrepreneurship ecosystem. Also, professionals such as human resources managers, accountants, engineers, doctors, nurses, becomes employable partly based on their formal educational acquisitions (Alsos *et al.*, 2023, Hahn *et al.*, 2020).

Therefore, employability in any society is to a great extent reliant on an individual's level of educational attainment and formal skills acquisition such as information technology systems, leading to a very high turnover to higher education attendance aside the universally recognized compulsory primary and post-educational systems. Attendance at Higher Educational Institutions to acquire requisite knowledge and skills development for industry related roles have risen sporadically in the said period. Hence, societies that have maximized such advantages, also dominates the activities in the global economic sphere.

3.2 Entrepreneurship education and socio-economic development

There is no doubt the important contributions that quality education makes to a society's development, entrepreneurship education is also critical to the realization of various societal development targets. Educational focus have shifted towards critical thinking, employability and entrepreneurship, as a result, entrepreneurship education have gained solid tract in recent

years within mainstream entrepreneurship research field (Klapper, 2014, O'Connor, 2015, Donnellon *et al.*, 2014, Vesper and Gartner, 1997, Kirby and Ibrahim, 2011, Hanandeh *et al.*, 2021, Verduijn and Berglund, 2020, Hahn *et al.*, 2020, Alsos *et al.*, 2023).

Additionally, scholars overtime reiterated the importance of entrepreneurship education for socio-economic development (Alsos *et al.*, 2023, Hahn *et al.*, 2020), because formal education with such important attributes is recognized to heavily impact the society's development. For example, educationally advanced societies, have relative control over the direction of global economic policies, especially within global security, technology, health, economy, currency, migration, politics and diplomacy, then societies not identified within this frame, the only option is to make concerted catching up efforts towards educational advancement (Baer and Gerlak, 2015, Alserhan, 2013, Behague *et al.*, 2013, Kalyanpur, 2016, Shultz *et al.*, 2012).

The important insights derived from the well-articulated perspectives of entrepreneurship education and the benefits towards aspects of entrepreneurship trajectories have been identified and increasingly conceived as a suitable approach to socio-economic development (O'Connor, 2013, Kirby and Ibrahim, 2011). Especially, to ensure productivity through harnessing such important attributes like demography (especially population), employability based learning, provision of enabling environment and tools for learning and ensuring advanced knowledge such as entrepreneurship and innovation becomes the bedrock of solid education for socio-economic development in modern economy powered through technological innovations (Alsos *et al.*, 2023, Blankesteyn *et al.*, 2021).

To further the importance of entrepreneurship education for socio-economic development, most countries are obliged to empower their working population (especially the youth) with entrepreneurial skills and capacity development, including through enterprise experience based learning processes (Bell and Bell, 2020, O'Connor, 2013, Klapper, 2014, Lackéus, 2014, Botha

and Bignotti, 2016, Ferreira, 2020). Moreover, entrepreneurship skills ensures some level of entrepreneurial competencies among learners in the field and forms a critical learning aspects to enterprise based cognitive activities that foster socio-economic development vis-à-vis entrepreneurial learning, employability, creative thinking, innovativeness and economic empowerment (Nabi *et al.*, 2006, Thurik *et al.*, 2008, Nabi *et al.*, 2018).

Meanwhile, just like there has not been a particular universally accepted terms for the definition of entrepreneurship (Nabi *et al.*, 2006); there is also divergent views among scholars of what entrepreneurship education actually represent (Klapper, 2014, Nabi *et al.*, 2018), most especially in their application within different contexts with nuanced assumptions and perspectives (Thomassen *et al.*, 2020). Moreover, studies suggest that economic benefits of entrepreneurship education has proven difficult to substantiate for reasons that include the multi-definitional perspectives of entrepreneurship (O'Connor, 2013).

However, some studies identified important elements that critically define the tenets of entrepreneurship education, for example, Lackeus (2014), identified competencies that should be specifically regarded as entrepreneurial to include those skills, knowledge, ability, and willingness to effectively undertake the job of value creations through venture start-ups that are largely supported through the education to instil the knowledge that enhance skills for productivity, especially those that attract economical values.

This becomes important in specific contexts where the level of unemployment is on the steady rise, partly because of technological advancements and much reliance on technology-driven robotics and artificial intelligence to complete same tasks previously completed through human labour. It is argued that such use of technology is creating unemployment for the teaming population and actions are required through innovative educational processes to keep up with the fast-paced technologically driven global economy. So, individuals are now required to be

trained in a way that they can harness the benefits of such technological developments for economic gains (Blankesteyn *et al.*, 2021, Alsos *et al.*, 2023).

Therefore, scholars advocate for paradigm shift in the pattern of delivering learning at various levels of educational development (Verduijn and Berglund, 2020). This is important at ensuring that learning is structured in a manner where individuals are equipped to independently explore and harness opportunities emanating within their immediate environment, also to identify specific opportunity that suits their level of creativity and analytics for the purpose of exploiting such opportunities; therefore requiring learners to transition through the learning environment with requisite understanding of the entrepreneurship ecosystem (Alsos *et al.*, 2023).

However, there is paucity of research evidence on the roles of entrepreneurship education at higher educational levels to support, firstly, the sustainable transition from higher educational institutions to business start-ups; and, secondly, how the combination of entrepreneurship education and other enabling supports impact the behaviours of youth entrepreneurs towards becoming self-reliant using the temporal-spatial contextual analysis, which enhances theorization within certain entrepreneurial ecosystems with unique historical institutional context such as the post-colonial Nigeria (Bignotti and le Roux, 2020).

This is because not quite a lot of research evidence within established entrepreneurship outlets exists to support the effectiveness of the process in the contexts like the sub-Saharan Africa – vis-à-vis Nigeria (Bell and Bell, 2020, Botha and Bignotti, 2016); where it is argued that, the richness in strength and youthful stronghold that composed of the current regional demography (population) must be adequately harnessed for economic productivity. More evidence is therefore required to showcase the importance of the various aspects of entrepreneurship education for socio-economic development purposes.

3.3 Entrepreneurship learning at higher educational level

Scholars within entrepreneurship education field have raised arguments on the contexts, varieties, contents, funding, institutional capacity, level of assimilation, and the ecosystems, among other various issues yet to be addressed through research surrounding entrepreneurship education, which provides a wide array of discourse areas for continuous enhancement of the value-laden entrepreneurship education and pedagogical approaches, especially at higher education (HEI) learning experience (Thomassen *et al.*, 2020, Padilla-Angulo *et al.*, 2023, Preedy *et al.*, 2020, Klapper, 2014, Vesper and Gartner, 1997).

For instance, Blanckesteijn *et al.*, (2021), focused on the university-industry technology transfer through science-based entrepreneurship education (SBEE), and argue on the ‘how’ of entrepreneurship education module delivery. They also raised the question on which elements of entrepreneurship education should be delivered through theory-based approach (which connotes the traditional pedagogical approach), and which elements shall be experienced in practice (innovative approach based on experiential learning system as will be subsequently discussed) (see p.1).

Closely related to the above is the entrepreneurship clinic (EC) at the HEIs (Nyadu-Addo and Mensah, 2018), which raise the question on methods of enhancing learning engagements for University students based on focused and interactive activities. The context-focused study by Thomassen *et al.* (2020), draws insight from the various contextual arguments postulated in the past decade, which principally highlight the implications of the space and time in understanding policy making, practices and delivery of entrepreneurship education through the integration of existing pedagogical frameworks, but highly influenced by the ideas of where and when such practices take place (Thomassen *et al.*, 2020).

The above is important as competencies that are developed through entrepreneurship education are applicable beyond business start-up, this goes further towards future career areas such as

organizational management, human resources, administrative activities, self-employment, intrapreneurship within an organization, as well as hybrid entrepreneurship (part employed and part business) among others (Ferreira, 2020, Alsos *et al.*, 2023). Therefore, it is imperative to enhance entrepreneurship learning at higher education level in helping students to self-select aspects of entrepreneurship studies that suits their future needs and aspirations.

Studies such as Hahn *et al.*, (2020), examines how the level of engagement into Entrepreneurship Education (EE) are first determined by how students register for entrepreneurship education courses in the first instance, for example, there are cases of entrepreneurship education as an elective course as currently found in many developed countries where they are not made compulsory for the students. However, students are encouraged to imbibe some entrepreneurship characteristics, such as critical thinking, creativity, team-working, presentations, pitching of ideas, engaging various categories of audience, as well as new product development.

Also, Verduijn and Berglund (2020) examined the introduction of criticality to entrepreneurship education (EE) as a means for field advancement, it was a call to scratch beyond the surface areas of entrepreneurship education into critical pedagogical approaches that enhance nuanced insights into EE processes. More importantly the critical entrepreneurship studies (CES) and the basic assumptions of entrepreneurship practices in different contexts, as well as how such practices affect entrepreneurship education considering some social, cultural, political, economic factors that impact the ‘what’ or the contents of the entrepreneurship modules, and the ‘how’ or the process of delivering the contents of such entrepreneurship module (Verduijn and Berglund, 2020)

The scholarly positions above (Verduijn and Berglund, 2020, Ferreira, 2020, Alsos *et al.*, 2023, Hahn *et al.*, 2020) will continue to inform our analysis in this research, as it engages with

several arguments bordering on nuances to the perspectives of entrepreneurship education in areas of methods and contexts including policy and programmes. Unsurprisingly, this comes to entrepreneurship field just like it has been in similar field of social sciences with variety of assumptions that keep emerging until they become saturated and necessitate field re-defining.

Although the entrepreneurship field in itself and the concomitant levels of analytical dimensions therewith, mostly derived their roots from social sciences based analysis, the need to seek inter-, cross- or multi-disciplinary connections has made the research field grossly susceptible to 'inter-disciplinary criticisms' as a result of divergent views on what and what not to..., and how and how not to...innuendos be included in entrepreneurship discourse to suit a particular discipline.

For emphasis, this study re-iterates the issue of contextual dimensions in entrepreneurship as have been highly emphasized in recent times (Welter, 2011, Wright *et al.*, 2014, Zahra *et al.*, 2014, Bürcher, 2017, Jarrodi *et al.*, 2019; Welter *et al.*, 2019), while relating same to the field of entrepreneurship education (Vesper and Gartner, 1997, Lackéus, 2014, Nabi *et al.*, 2018, Verduijn and Berglund, 2020, Alsos *et al.*, 2023, Thomassen *et al.*, 2020). In fact, evidences in literature suggests that, putting entrepreneurship education in the contextual pictures enables researchers and policy makers to understand how the prevailing ecosystem impact the entrepreneurship decision making as well as the value perceptions of entrepreneurial education activities (Thomassen *et al.*, 2020, Hahn *et al.*, 2020, Kirby and Ibrahim, 2011).

A good example of this involves how entrepreneurship education specifically perceived according to societal economic advancements, for instance entrepreneurial activities in advanced economies targets high growth technological innovations (Mason *et al.*, 2015, Huggins *et al.*, 2017, O'Connor, 2013), while in less advanced (or developing) societies, it targets mainly activities to uplift the society through socio-economic means to alleviate

poverty, reduce unemployment or close infrastructure gaps (Huggins and Thompson, 2015, Sarkar, 2018, Yessoufou *et al.*, 2018). Therefore, nuanced approach is required in research to critically understand how the afore-mentioned variables interplay in different contexts.

3.4 Paradigm shifts from theory-based to experience-based entrepreneurship education

With entrepreneurship education informing the dominant discourses in the emergent theorization of entrepreneurship research, scholars also critically identified prevailing gaps between theorizations and the practicalities of such theories to maximise the perceived benefits of the process (Kirby and Ibrahim, 2011, O'Connor, 2013. Donnellon *et al.*, 2014, Huber *et al.*, 2014, Elert *et al.*, 2015, Refai *et al.*, 2015, Hanandeh *et al.*, 2021, Padilla-Angulo *et al.*, 2023).

Experiential Learning (EL) - a form of entrepreneurship education that is based on practical and real-world learning experiences, is an integral aspect of skills development and support for entrepreneurship (Botha and Bignotti, 2016, Kassean *et al.*, 2015, Bignotti and Le Roux, 2020, Preedy *et al.*, 2020, Nabi *et al.*, 2018). This is importantly the case for aspiring start-up entrepreneurs at both prospective diverse ventures and newly formed entrepreneurial ventures (Masango and Lassalle, 2020).

The cognitive aspect of entrepreneurship learning as highlighted earlier is an important catalyst for the formation of levels of interaction among entrepreneurship actors. Part of which include the formation of social capital and networks for entrepreneurial capacity development, which also enhances the experiences for prospective business start-ups (Lee and Jones, 2008). This is important especially when such interactions are based on the relationships formed as early as prior to starting up the business, which can be achieved through experience based means like internships, apprenticeship, incubations and such other learning processes.

The combination of these factors have become pertinent, as the crucial role played by entrepreneurship skills and capacity development, especially for the youth entrepreneurs who

transition from education to business start-ups has become widely important for scholars, policy makers and development agencies (Nabi *et al.*, 2018). Just as highlighted earlier on the importance of the various patterns of entrepreneurship learning based on the conviction that, these learning processes, as much as boosting the levels of business start-ups within the ecosystem, they also enhance the learner's experience on the criticality of entrepreneurial mindset such as employability skills, innovative thinking, critical analysis, creative thinking, intrapreneurship, as well as hybrid entrepreneurship (Alsos *et al.*, 2023, Nyadu-Addo and Mensah, 2018).

Therefore, this study focus largely leverage upon explaining through empirical means, the perceptions of youth entrepreneurs on the importance of entrepreneurship experiential learning as highlighted earlier in this study, because of the requirements for effective skills, and capacity support mechanism, to transition from student to business start-ups on the one hand, and to viable employability, intrapreneurship, and hybrid entrepreneurship on the other hand.

3.5 Experiential learning as core component of entrepreneurship education

Experiential learning is still a subject of debates in the pedagogical disciplines. In the case of entrepreneurship education, the benefits of entrepreneurship experiential learning is emphasized as a critical aspect of entrepreneurship education, which has shaped emerging discourses within the field (Galloway *et al.*, 2014, Noke and Chesney, 2014, Soetanto, 2017, Ferreira, 2020, Simmons, 2021). (Botha and Bignotti, 2016, Nabi *et al.*, 2018, Preedy *et al.*, 2020, Masango and Lassalle, 2020).

In fact, developments in the literature indicate agreeable positions that, the theoretical approaches in the field will only enlighten the student on the 'theoretical' and not the 'practicality' of entrepreneurship. Hence, experience or 'learning by doing' (Masango and Lassalle, 2020,p.1086) based entrepreneurship education are considered very important in the

attempt to provide ample experience to the learners, to understand the nitty-gritty of entrepreneurship processes, more especially the formation and relationships existent within the entrepreneurship ecosystem, and more importantly, to also demystify the generally perceived entrepreneurship myths and metaphors that have been created overtime by the theory-based entrepreneurship learning approaches (Nicholson and Anderson, 2005).

For example, Kassean *et al.* (2015), identified credible alternatives to the over-dependence on textbooks and theory teaching, to include role modelling which encourages learners to intentionally put up acts of specific interest. They achieve this by adopting a strategy they perceive as fitting into an activity that would normally be taken up by the identified entrepreneur. Through this process, the learners participated at several classroom activities that could be completed through a role modelling process - such as 'a play type' activities designing a business plan, interviewing entrepreneurs of interests, as well as online entrepreneurship related simulations (Kassean *et al.*, 2015 p.695).

Bignotti and Le Roux (2020), explored the prior experiences gained through other sources as part of learning, such as family and peer experience, and how such experience influence the entrepreneurial intentions of the youth. Related studies also highlighted the influences of industry experience as a critical factor, as such experience in most cases produce high possibility of the youth (especially graduates) with skills to either become self-employed or start-up a business (Nabi *et al.*, 2006).

Socializing is an integral part of learning in entrepreneurship and scholars have duly emphasized the connecting principles of knowledge derived through social process of entrepreneurship learning insights for an enhanced businesses development experiences, such that include social capital and networks, embeddedness in family business, organizational

relationships and various others (Dodd, 2011, Anderson *et al.*, 2012, Wright *et al.*, 2014, Zahra *et al.*, 2014).

In relation to the above, Hahn *et al.* (2020), highlighted the importance of family embeddedness perspective to entrepreneurship education and the choice of selecting entrepreneurship related courses at the university level by students who were originally from a grounded business family background, based first on the perceived parents' performance in entrepreneurship (PPE) which prevail on the student choices for enterprise education with the idea of fostering continuity to the already existing family entrepreneurship pattern.

Hence their choice of entrepreneurship education was based on learning new ways of actualizing solutions to prevailing challenges to family businesses as currently experienced by the parents as entrepreneurs, and therefore closing in on the gap between the existing experiences of the parents in business and the emerging innovations within the ecosystem, which is a possibility in an ever changing entrepreneurial ecosystems (Hahn *et al.*, 2020).

Secondly, the work experience of the student either acquired through the family enterprise or through employment with entrepreneurial or managerial roles, have a critical implication on the choice of the student to either self-select the entrepreneurship education pathway at University level (Hahn *et al.*, 2020). This also buttresses that students who usually identify as established entrepreneurs showcased different responses to entrepreneurship module delivery by paying high attention to areas they considered critical to their day-to-day entrepreneurial experience, and less attention to the module areas they would usually consider less important to their enterprise experience and aspirations.

Although this position is significantly contextual as some of the arguments reflected in this area are mainly dominant in developed societies, especially within Europe where the existence of family businesses are highly considered to be extensive and experiential learning in

entrepreneurship education are usually considered the most critical aspect of learning at higher educational levels, such that gave rise to high number of business schools within the European University educational systems.

In addition, Preedy *et al.* (2020), strongly suggested experiential learning in entrepreneurship through the process they identified as ‘extra-curricular activities’, by recognizing that theory-based type of learning is too ‘in-curricular’, not exposing student enough to the real-world cases. They also identified important features of extra-curricular activities such as those that are employability focussed, cultural or sports based as usually initiated by staff or student in a subject field (Preedy *et al.*, 2020, p.1086).

The above entrepreneurship experiential learning process which is closely related to the role-model type of learning as previously identified (Kassean *et al.*, 2015), presents opportunity for innovative classroom activities that portrays critical, creative, and analytical thinking for the students, with elements of knowledge about conducting qualitative and quantitative research process and market (business) reports and analysis, which are considered vital to entrepreneurship educational activities.

In some cases where such pedagogical related activities are supported with external engagements key entrepreneurship players within the ecosystem through process such as internship, business client engagements, business idea development, mini business pitching events, public speaking such as Ted talks, among other such engagements are considered important in modern entrepreneurship experiential learning processes to enhance entrepreneurial identity and mind-set strongly embedded in experiential learning approaches (Donnellon *et al.*, 2014, Bignotti and le Roux, 2020, Hanandeh *et al.*, 2021, Padilla-Angulo *et al.*, 2023).

Furthermore, Botha and Bignotti (2016), also explored how entrepreneurial intention and entrepreneurial self-efficacy have the capacity to enhance entrepreneurial internships and vice versa. They indicate the importance of ensuring that entrepreneurship students in non-western contexts, especially those that are based in the developing economies who have limited experience of the various patterns of entrepreneurship learning, begin to gain experiences that reflect the enhanced delivery of entrepreneurship education for students. More especially the integrational patterns between the higher educational environment, the business world, and the industrial players as part of the entrepreneurship educational processes.

This study, however, has limited its propositions to reviewed entrepreneurship related literature due to divergent views and arguments by researchers in the entrepreneurship education field on what truly represent entrepreneurship experiential learning in specific cases, which we considered a healthy development for such an emergent field of entrepreneurship research.

Meanwhile, the above identified experiential learning activities support our argument for this research. Albeit, some of the perceptions regarding entrepreneurship experiential learning are somewhat divergent to the position of this research which takes cognizance of the importance of extending entrepreneurship education and learning towards socio-economically focused entrepreneurship programmes, through practices such as entrepreneurial internships, apprenticeships, incubations, role plays, business modelling and other such activities that are currently considered to be grossly lacking in some of the non-western contexts (Nabi *et al.*, 2006, O'Connor, 2013, Klapper, 2014, Lackéus, 2014).

More especially those activities that equip the youth entrepreneurs in such contexts with requisite experiences in business strategy, creativity, analytical abilities, technological know-how, business incubations and boot-camps, industry experiences and connections, and the requisite social contextual embeddedness of business resources required for nascent

entrepreneurships to thrive, considering mainly social capital and networks of activities to enhance entrepreneurial behaviours, intentions and abilities for the young teeming populations in such contexts.

Hence, bulk of the studies highlighted above provide little in-depth understanding regarding the holistic process of entrepreneurship education, including that of experiential learning that reflect understanding from a non-western perspective as further pointed as a research gap. This is the case because most of the studies were conducted based on the western contextual understanding and narratives that have driven entrepreneurship research overtime, especially by viewing entrepreneurship as mainly economic phenomenon with less emphasis on the social aspect of the entrepreneurship related studies (Sabella and El-Far, 2019).

Additionally, research suggest that entrepreneurship learning mostly occurred at the higher education institutions, which are also mainly theoretical, pedagogical and textbook based (Kassean *et al.*, 2015), therefore an enabling research that create effective loop between the popular pedagogical process and further experience based learning approaches is required. This is important to ensuring that, the perceived social and economic benefits of entrepreneurship education is widely achieved in such contexts (Casson and Della Giusta, 2007).

The identified areas are critical to supporting the youth entrepreneurs from education areas towards transitioning to business start-ups, which is important in identifying students who present as prospective entrepreneurs. The study will also add a voice to the more nuanced entrepreneurship theorizing by reflecting developments in a more contextualized manner from the Nigeria contextual perspective by using a case study approach (Botha and Bignotti, 2016).

3.6 Entrepreneurship Funding

Entrepreneurship funding (or entrepreneurship finance as used interchangeably in this research context) – defined in terms of liquid capital, funds, monies, and their various equivalents in

business which forms the critical engine for the execution of organizational goals. This part of the entrepreneurship process enhances operations through the exchange of goods and services for the running of the business, and forms part of the most critical factors in entrepreneurship.

The financing of entrepreneurship in various forms ranging from new entrants such as start-ups, to well established firms have long been an integral aspect of entrepreneurship research; as scholars overtime have raised questions around issues, concerns, challenges and possibilities that are existent in entrepreneurship financing, especially to start-up businesses (Berggren and Silver, 2010, Hong, 2020, Butler *et al.*, 2016, Best *et al.*, 2024, Simba *et al.*, 2023). Such issues derive mainly from the facts (not assumptions) that entrepreneurs usually lack the required level of financial capitals available to execute their business ideas, plans and processes (Bruton *et al.*, 2015, Hong, 2020).

More importantly this is more pronounced among the new entrants who acutely lack both the level of finances required for their business start-ups and the means to access available funding opportunities within the entrepreneurship ecosystem (Brown *et al.*, 2018, Simba *et al.*, 2023). Scholars like de Bettignies and Brander (2007) also observed that most large corporation that operate around the globe today, have at one point and another accessed external funding for their business operations. Meanwhile, the availability of funding and that of means to accessing funding forms a major argument in entrepreneurship literature as both processes are usually skewed in favour or against the particular entrepreneurial groups based on contexts (Bruton *et al.*, 2015, Simba *et al.*, 2023, Zhang *et al.*, 2020, Ngono, 2021, Berggren and Silver, 2010).

Scholars argued that based on the types and frameworks for funding distributions across societies, it has become almost impossible for certain groups especially the female young entrepreneurs to access funding for business startups through traditional means (Best, Nicolopoulou, Lassalle, Eze and Mukasa, 2024, Zhang *et al.*, 2020), leading them to invent

unconventional processes to access capital to fund their businesses (Best *et al.*, 2024, Simba *et al.*, 2023).

Hence, various funding areas have been identified in entrepreneurship literature including those that Bruton *et al.* (2015) likened to traditional debts and equity start-up entrepreneurship finance (such as friends, family, angel investors, venture capitalists, and occasionally banks), microfinance, crowd funding and other means such as peer-to-peer lending (Bruton *et al.*, 2015 p.9, see also de Bettignies and Brander, 2007). Other forms of business financing identified in literature include informal financing such as community financing (Best *et al.*, 2024, Simba *et al.*, 2023), Mobile Money (Ngono, 2021), Public institutional frameworks (Butler *et al.*, 2016, Armanios *et al.*, 2017), among others, some of which are subsequently elaborated further.

3.6.1 Public institutional framework for financing start-up entrepreneurship

Public institutions have continued to play important roles when funding for entrepreneurship programmes is concerned. Many governments through the public sector agencies, have sort to close the gaps in funding requirements for business start-ups, especially those that target specific socio-economic groups within the society, with the governments capability at absolving higher financial risk factors than the commercial sectors of the economy (Ogamba, 2019, Butler *et al.*, 2016, McKenzie, 2019, Ngono, 2021).

Further to the above, it is important to the cognizance of the plethora of challenges that affect the entry of new firms into the entrepreneurial ecosystem. Such that include heavy financial requirements for successful engagement in business activities by nascent entrepreneurs (Butler *et al.*, 2016, Ngono, 2021, Ogamba, 2019). Moreover, due to the socio-economic attributes of entrepreneurship, the public institutional functions are geared towards ensuring the availability of wide array of support for entrepreneurship as a means for sustainable social and economic development (Hall *et al.*, 2010, Alvord *et al.*, 2004).

Therefore, governments in some cases make funding available through direct investments into start-up businesses by means of conducting public programmes to foster entrepreneurship development in the society (Butler *et al.*, 2016, Ogamba, 2019, McKenzie, 2016, Ebiringa, 2013). This process of direct injection of funds by the government is quite popular in developing economies and regions where access to the conventional and traditional funding mechanisms for entrepreneurship development purposes may either be non-available or limited in supply (Bruton *et al.*, 2015, Berggren and Silver, 2010).

Hence, such funds were disbursed through the government ministries, department or agencies (Ogamba, 2019), or through dedicated development banks or other commercial banks. Within the context of this research, public sector funding programmes to enhance entrepreneurship development as means of socio-economic empowerments and poverty reduction is highly prevalent in Nigeria. Over the years the successive Nigerian government allocated funding to booster business start-up processes for specific groups of the population, including the youth, rural, and female population (Simba *et al.*, 2023, Ogamba, 2019, Ebiringa, 2013).

There are plethora of such programmes by successive governments in Nigeria (as showcased at subsequent chapters) and the major idea is to ensure that business start-ups who are considered non-viable enough to access the traditional business financing mechanisms due to high risk factors are able to access such start-up finances. Thereby lifting pressures off the traditional financial sector and by extension reducing risks while boosting the socio-economic development process as a primary role of government.

3.6.2 Traditional financing for start-up entrepreneurship

Start-up entrepreneurs overtime leverage on the availability of traditional funding means for their business start-up, such as financial facilities from commercial ventures, including loans and credits, Venture Capitalists, Business Angels, Microfinancing, Crowdfunding, equity

transaction as well as leveraging on available social capital and networks for financial support and related incentives, such as supports from family members, friends and relatives (Brown *et al.*, 2020, Simba *et al.*, 2023, de Bettignies and Brander, 2007, Bruton *et al.*, 2015, Zhang *et al.*, 2020, Hong, 2020). Some of these processes are briefly explored here below.

Financial facilities from commercial banks: Business loans and credits

Business start-ups are able to access some levels of loans and credit facilities from the commercial banks which are dependent on their financial standings in relations to the credit requirements offered through such commercial entities (de Bettignies and Brander, 2007). However, commercial bank loans are in most cases not suitable for the sustenance of start-up ventures due to the higher financial risks, liabilities of newness involved, competitions from the ecosystem (Zhang *et al.*, 2020, Hong, 2020).

The liabilities of newness pose even greater challenges for the survival of entrepreneurial start-ups because much of them mostly lack the required capacity to meet the conditionalities for accepting business loans and credits requests from the commercial financial institutions (Ngono, 2021). For example, in many cases, one requires substantial collateral for commercial loan and credit facilities to be granted, and in such cases, the new ventures lack the ability to provide or facilitate the provision of such when required.

Moreover, aspects of credit facilities from commercial financial institutions are in some cases tied to the level of turnover that start-up businesses built up overtime by, and in some cases benchmarked against the deposits held by businesses in the bank accounts. Hence, this financing approach *ab initio* puts a start-up venture at great disadvantage, because they would otherwise be required to provide a guarantor who is able to bear the risks, responsibilities and conditionalities attached to such credit facilities.

Closely related to the above is the costs and interests on borrowing for business funding (Simba *et al.*, 2023). Interest rates varies widely among the developed economies which are highly advanced in business risk management through financial technology framework, while in the developing economy contexts the financial sector management are relatively less advanced (Simba *et al.*, 2023), thereby requiring the commercial institutions to embed high interests rate to lending in order to minimise risks of non-repayment of borrowings by business ventures, which in effect, play critical roles in the sustenance of such funding procedures.

Micro-financing institutions

Micro-financing is part of the means for funding entrepreneurial start-ups in recent times. Although some of their operations are quite similar to that of commercial banks, the micro-finance forms an aspect of the banking sector closer to the business people due to their operational procedures. Micro-finance agencies operate locally by integrating themselves through existing business and market organisations such as business-cooperatives to enhance the ability for them to negotiate loan deals based on the perceived risk levels in the sector (Simba *et al.*, 2023, Bruton *et al.*, 2015).

Micro-financing is specifically aimed at micro-lending at limited level of risks, costs and interests as the case may be. It transcends the traditional forms of lending towards what Simba *et al.*, (2023), identified as ‘Ajo’ or ‘Esusu’ (Best *et al.*, 2024) in the context of Nigeria which is a social and community of financial commitments through a Rotational Saving Group (RSG) (Simba *et al.*, 2023 p.2) or Peer-to-peer lending (Bruton *et al.*, 2015, Best *et al.*, 2024). Other forms include the micro-lending that are backed by Faith and religious beliefs such as the Islamic sharia banking system that encourages no charge of interests on lending as a way of supporting businesses to thrive.

Such financing approach forms the bedrock for businesses operating in economically deprived regions (Berggren and Silver, 2010), especially the women and youth populations (Best *et al.*, 2024, Ngono, 2021, Simba *et al.*, 2023, Zhang *et al.*, 2020) who have limited access to the highly incentivised business funding available through commercial giants, mainly operational in the economic capitals of the world with limited presence at other regions, localities, or rural communities as the case maybe. They are also considered vital during extreme situations that make normal transactions with such lending giants and prevailing bureaucratic processes extremely impossible to facilitate such business lending activities (Brown *et al.*, 2020).

Venture Capitalists and Business Angels

Venture capitalists and business angels are also integral part of entrepreneurship financing overtime. These entities have continued to exist as mitigating principals between entrepreneurship start-ups and business financing. Venture capitalists and business angels usually play the role of complimenting various other funding supports when an entrepreneur has vast and credible business ideas but lack the required level of robust expertise and available financing to execute such business plan (de Bettignies and Brander, 2007). They provide the required expertise and funding supports within the business in return for a percentage of share and ownership of such entrepreneurial ventures.

This group of funding providers take relatively different shapes in different contexts, like the Hedge fund and capital investment managers, self-styled entrepreneurship NGOs (Bruton *et al.*, 2015, Zhang *et al.*, 2020) such as the Tony Elumelu Foundation (in Africa), or the celebrity styled programmes such as the British Broadcasting Corporation's (BBC) aired 'Dragons Den', the various forms and contextual dimensions of 'the Apprentice', the 'Shark Tank', among the various formats of pitching of entrepreneurial ideas and experiences in exchange for expert

mentorships and funding, which is a seeding process that allows the venture capitalists to own part of the investments.

The venture capitalist and business angel approaches present some level of advantages when compared with other forms of traditional business financing, in the sense that the processes ensure that, the venture capitalists share in aspect of the business risks and liabilities to the extent of the percentage of their ownership in the start-up ventures. This process in-turn reduces the amount of business risks and liabilities that the start-up entrepreneurs are exposed to at such early experiences in their business endeavours thereby providing them with greater level of enabling opportunities to explore the business world by leveraging on the opportunities presented through the experiences and social networks that have been established overtime by the business angels (de Bettignies and Brander, 2007).

Although, this business financing model comes with some disadvantages, which ranges from the level of limitations experienced by the entrepreneurs in making business decisions independently without too much interference from external bodies, which could in some cases be deemed as intimidatory, discriminatory and disadvantageous to particular social groups such as the female and youth entrepreneurs in some cases (Ngono, 2021), in other cases it could affect generally entrepreneurs who are not operating in specific social and geographical contexts due to language barriers and limited availability of financial technological facilities to aid effective business operations (Berggren and Silver, 2010, Sarkar, 2018).

Crowdfunding through available social capital and networks

Crowdfunding is a more recent approach to entrepreneurship funding innovations. According to Bruton *et al.*, (2015), Crowdfunding approach is an innovative financing approach that came into effect after the global financial crises (see page 12), when other traditional business funding mechanisms dried up. This approach uses technology to identify needs and

opportunities within an existing business, social capital and networks of identifiable entrepreneurs, to ensure the provision of the required level of funding that support effective entrepreneurial start-ups at the first instance, as well as financial boosts for struggling firms which required a level of capital injection to survive with their operation.

Crowdfunding as entrepreneurship financial options is made possible by the global integration of information and communication technology (ICT) - more especially the use of social media for communication among business entities and organisations that operate within specific lines of products, industry, regional locations, socio-economic status and various other dimensions of institutional factors that are prevalent within specific entrepreneurship ecosystems.

As identified by Bruton *et al.*, (2015), crowdfunding approach is still emergent in nature and owing to the concerted use of modern technology especially the social media - Twitter, Facebook, Go fund me, Whatsapp Group, Telegram Group and more recently the emergence of Crypto-currency, virtual coins and notes among others. This is in conjunction with other available financial infrastructure, frameworks and platforms with enabling public institutional legal framework to ensure security and judicious use of funds.

The above explained innovative approaches are highly visible in the western and advanced economies due to high level of institutional infrastructure for monitoring and control (Brown *et al.*, 2020). However, such is in limited supply in less advanced and non-western contexts, because they are characterised with limited network of infrastructure for financial and information technology, poor social infrastructure and existence of obsolete regulations most of which were inherited through historical institutional transition (Li, 2013, Williams *et al.*, 2016, Xheneti, 2017), such as in the case of post-colonial institutional heritage (Decker, 2013, Decker *et al.*, 2020), which has limited recourse and reflection on the prevailing economic activities at the local and regional levels of the society.

Such levels of disparity also exist in-country among the well advanced economies and the developing economies alike. Studies revealed such disparity in modern business financing between the economic and financial capitals such as the metropolitan regions and the smaller municipalities (Berggren and Silver, 2010, Bürcher, 2017, Huggins *et al.*, 2017, Huggins and Thompson, 2015, Lee *et al.*, 2019, Mason *et al.*, 2015). Also, access to internet connections and use of social media in the rural communities are relatively low in the variety of contexts especially in rural societies with limited access to modern social and technological infrastructure, especially with the use of social media hence limiting such opportunities in socially structured business financing that Crowdfunding avails.

3.7 Social Infrastructure for Entrepreneurship Purposes

The quality of entrepreneurship related developments is critically dependent on the quality of available social infrastructure. Social infrastructure comes in different categorization based on the level of advancement of societies, and would usually range from accessible transportations systems such as roads, rail networks, air and sea transports; to also include social services such as health care, security, education, housing, internet services, among others (Ajide, 2020, Ma *et al.*, 2021, Audretsch *et al.*, 2015, Li *et al.*, 2023, Ievoli *et al.*, 2019, Luo *et al.*, 2022).

In fact, society categorized along the lines of metropolitan, peripheral, urban, semi-urban and rural communities based on the availability of some to most of the aforementioned (Ajide, 2020, Adewunmi *et al.*, 2023). For example, some of the factors that are considered in ascribing ‘Cityhood’ or urbanization including formal and informal settlement to particular regions, counties or states are mainly based on three (3) factors - first is the size of the population residing in such areas to work and do businesses, second is the historical factors such as trade and industrial developments, third is the quality of social infrastructure available within such

geographical area, which also include links to global markets and public services (Adewunmi *et al.*, 2023).

Although, limited attention has been paid in literature around entrepreneurial social infrastructure (Audretsch *et al.*, 2015), various studies within the entrepreneurship field have sparsely identified the critical input of social infrastructure to the entrepreneurship ecosystem. Few of the available research also acknowledged how such social infrastructure may facilitate entrepreneurship intentions among the population and the ability of individuals such as the youths to transition from various fields including education and employment into self-employment and entrepreneurship as the case may be (Sarkar, 2018, Williams *et al.*, 2016, Audretsch *et al.*, 2015).

Although, social infrastructure may have been perceived not to be a unique issue in entrepreneurship literature as most aspects of entrepreneurship research are predominantly western oriented and they are mostly based on the economic aspects of the entrepreneurship ecosystem with limited attention to the social aspects, especially those that highlight the surplus and deficits around the provision of social infrastructure to support entrepreneurship development.

Until more recently, research in this aspect of entrepreneurship development started emerging (Audretsch *et al.*, 2015). Perhaps entrepreneurship as perceived in most developed societies over the years are expected at the level of *Ceteris paribus* with regards to the provision and availability of such modern infrastructure that enable businesses to thrive, unless probably the occurrence of unforeseen events that exert shocks to the modern infrastructure (Williams and Shepherd, 2016 a & b, 2018, 2021, Shepherd and Williams, 2014).

Meanwhile, this is not the case in many geographical regions considered to be developing societies (Ajide, 2020), especially to understand how this impact new venture creation (Ma *et*

al., 2021, Audretsch *et al.*, 2015), and other socio-economic factors that may be directly or indirectly impacted by such development. In fact, social infrastructure are considered critical precursor for entrepreneurship development to be regarded as effective or otherwise, the paucity of such infrastructure constitute a major challenge to various aspect of economic production (Li *et al.*, 2023).

Some of the entrepreneurship enabling social infrastructure starting from the more modern entrepreneurship ecosystem powered by digital technology include Internet related facilities including the various categories of broadbands (including 3G, 4G and 5G etc.), telecommunication (including GSM), social media such as Twitter, LinkedIn, Facebook, TikTok among others, Financial technologies such as global payment solutions like Moneygram, Western Union money transfer, among others, Automated Teller Machines (ATM), Point of Sale (POS) machines, Credit and Debit Card payment (Master, Visa, Amex, etc), Virtual end-to-end payments such as Cryptocurrency among others (Ievoli *et al.*, 2019, Luo *et al.*, 2022, Li *et al.*, 2023).

Meeting and conferencing digital technologies such as Zoom, Microsoft Teams, Google meet, Whatsapp, Twitter, Facebook, Instagram, among others. Virtual offices, Search engine solutions - Google, Yahoo, Artificial Intelligence (AI), Information Communication and Technological (ICT) powered modern business infrastructural developments, which made economic related activities, financial transactions, communications, networking, learning including higher education to be conveniently completed virtually in modern times (Ajide, 2020, Ma *et al.*, 2021, Audretsch *et al.*, 2015, Li *et al.*, 2023, Ievoli *et al.*, 2019, Luo *et al.*, 2022).

Closely related to the above are the traditional social infrastructure upon which aspects of the modern technologically powered social infrastructure were embedded, they include those

highlighted earlier such as efficient transportation systems and other aspects of efficient land, sea and air transportation systems, efficient security systems to protect lives and property, quality health services, education at all levels, availability of traditional electricity and alternative power supply to residence, offices and industrial areas, and the availability of efficient emergency services to ensure the health, safety and well-being of the population.

Although it has been mentioned that the availability of such social services are in the interest of the well-being of the population, they also serve the benefit of businesses within the ecosystem and vice versa. Therefore, to ensure that adequate measures are in place to facilitate the development of entrepreneurship at every level of the society, intentional efforts must be in place to ensure that such social infrastructure are readily available to support entrepreneurial development in line with the socio-economic prospects.

The benefits derived from such entrepreneurship infrastructure are skewed in terms of how advanced societies have become. A good example is business like Amazon, eBay, Alibaba and others who operate globally without any front facing or high street stores, aside their warehouses and the use of internet facilities which are strongly hosted within their operational locality. The availability of such facilities ensures a stable business operations based on the geographical location far more than individual business ideas (Ajide, 2020, Audretsch *et al.*, 2015).

Using the same example, it is easy to recount that the availability of such infrastructural facilities are quite limited in developing societies like this research context. When related business entities established in a society with infrastructure deficit are unable to scale within the original ecosystem, unless they translocate their base to the environment where they are guaranteed of acceptable level of business enabling infrastructure, or they move to a different country entirely to seek for effective support for their operations. For example “Flutterwave”

was a start-up Fintech established by Nigerians in Nigeria, but have to move their operational base to San Francisco in the United States in the search for stability in their business operations enhanced through the availability of entrepreneurship social infrastructures as highlighted above.

The availability of such infrastructural support plays critical role at informing the type, risk level and extent of rigour a start-up entrepreneur could handle. In view of entrepreneurship programmes, it is critical to highlight that, the availability (or otherwise) of social infrastructure either enhance or hinder the level of success in the achievement of such programmes. Also, the level of impact of such programmes on the start-up experiences of youth entrepreneurs, towards their liability of newness highly depends on the availability and quality of the entrepreneurial social infrastructure.

CHAPTER FOUR

THE CONCEPTUAL FRAMEWORK

4.0 Introduction

This research demonstrates the levels of depth required for theorizing the contextual insights within the entrepreneurship field, especially with the focused on entrepreneurship related socio-economic development activities in a the Nigerian context. It showcases how the various contextual underpinnings discussed in the previous chapters are summarized in this study case within the “temporal-spatial contexts” (Yamamura *et al.*, 2022, Welter, 2011, Welter *et al.*, 2016, Welter *et al.*, 2019, Zahra *et al.*, 2014).

In doing so, this research responds to the “second among the three (3) overlapping waves of contextualization within the entrepreneurship field” as identified by Welter *et al.* (2019, p. 322), by advocating for further contextualization of the “contexts in entrepreneurship” as originally advocated by Welter (2011). More importantly, by the view of context as “not just as something to be controlled for, rather as a theoretical and methodological lens” (Welter *et al.*, 2019, p. 323).

This is also in response to how critical entrepreneurship scholars especially early career researchers have questioned the ideas of self-reflection emanating to the levels of generalizability, such that has been predominant in the field overtime (Welter and Baker, 2021). Thereby making a case for the entrepreneurship field to be more liberalized in the face of the global development challenges.

The above process led to the call for the expansion of the remit of context(s) in entrepreneurship research by Welter and Gartner (2016), in a sense by suggesting that, ‘it is not the ‘context’, but contexts that matter for entrepreneurship’ (see p.156). This research responds to the second wave of application of context in entrepreneurship (Welter, Baker, and Wirsching, 2019, p.319) by enacting more subjective elements in the construction of contextual discourses.

More especially, in such way that the spatial aspect of contexts are represented by institutional elements (institutional theory) (Yamamura *et al.*, 2022, Xheneti, 2017, Ben Letaifa and Goglio-Primard, 2016), although there are limited research in the entrepreneurship field with specific attributes of the ‘temporal’ dimension of contexts, especially those being represented by the exposition of historical antecedents (indicating time related events) to such entrepreneurship institutional developments – which is the main focus of this research exercise.

This research drew insights from closely related fields to entrepreneurship such as Business History, specifically the works of Decker (2013) and ‘Organization’ (Jack *et al.*, 2011) when applying annotations of historical institutional developments in entrepreneurship. Specifically, the study highlights the temporal contextual attributes required to compliment the enormous work still required within the contextual entrepreneurship field framing vis-à-vis the temporal-spatial contextual areas; an attribute for which Welter and Baker (2021) posits that more work is required in their conceptualization and theorization, as previous analysis have been lopsided in some cases (see p.1155).

Therefore, it is imperative to highlight such level of contextual relationships in this research as it draws closer an understanding of the variations of institutional interplay within the drive to implement such level of socio-economically focused entrepreneurship programmes. Also, the attempts at assessing the impact of historical institutional contributions towards enhancing entrepreneurial engagements of the youth population in the society by fostering

entrepreneurship programmes that aim at empowering intentions, bridging of support systems, and transformation of entrepreneurship environment to enhance competitiveness.

4.1 Gaps in the Literature

Deriving from the established contextual arguments that subsisted within the entrepreneurship field in the last decade or so, this study explores the position of the literature on the issue of unhealthy universalism of knowledge within the field due to the level of over-generalization of entrepreneurship principles overtime through the “decontextualized” conceptualization of the field overtime. Such process has come under acute scrutiny by field scholars since Welter (2011) made clear the risks that such unfairly generalized ideas posed to societies that would benefit from entrepreneurship principles to resolve socio-economic problems overtime (Hall *et al.*, 2010, Alvord *et al.*, 2004). Hence, the subsequent rise in the demands for “contextualized” dimensions within the field has become necessary (Welter and Baker, 2021).

It is important to note with evidence from body of literature within the entrepreneurship field, that some of the reasons for the decontextualized propositions, was as a result of the long standing embeddedness or appendage of the entrepreneurship field to Economics to Management schools, where analysis are usually conducted by using mainly objective data and economic quantitative statistical approaches, therefore paying little attention to the subjective details that are reflective of the socially constructed lived experiences of the subjects (Baker and Powell, 2016).

In light of the above, this research makes proper attempt to substantiate the logical propositions made by scholars within the field of entrepreneurship by also stating that “context (s)” matter in the entrepreneurship research field (Welter and Gartner, 2016, p.156, Welter, Gartner and Wright, 2016), and of course agree with scholars who opined that because context(s) matter in the field, efforts must be dedicated to ensure that nuanced perspectives are derived from field

development issues ranging from processes, practices, environments, and institutions (Fletcher and Selden, 2016). Also, issues of theorization and methodological principles (Stam, 2016, Wadhwani, 2016, Chlosta, 2016); which is importantly a more constructive effort at not using the same yardstick in measuring the level of entrepreneurship developments within the field but putting them into contextual perspectives.

The Gaps

Therefore the following gaps from entrepreneurship literature were established:

This research responds to an existing gap in the entrepreneurship literature of the temporal-spatial entrepreneurship contexts which also seek to discountenance the idea of universalism and non-contextualized (decontextualized) notions of entrepreneurship which was prevalent in the field overtime (Welter, 2011), by seeking to establish the characteristics of the entrepreneurship institutional frameworks in a non-western context, and to critically identify the key institutional actors that drive entrepreneurial activities within such context.

Furthermore, by linking such entrepreneurship institutional framework within the non-western entrepreneurship context to the implementation of socio-economically focused youth entrepreneurship programmes, this study also addresses existing gap within the literature by highlighting the roles of the mentioned key institutional actors in fostering entrepreneurship related development, by implementing socio-economically focused entrepreneurship programmes to enhance learning through entrepreneurship education, access to entrepreneurial funding and enabling social infrastructure to boost the thriving capacities for start-up ventures.

This aspect of the research is important due to the strategic socio-economic standing of entrepreneurial related activities towards solving specific social and economic problems, especially by equipping the youth population who transition from higher education with

requisite skills, experiences, business funding and enabling entrepreneurship environment, as precursors to successful entrepreneurial start-up activities.

It is also important to highlight these gaps in research especially to critique the perception that entrepreneurship which is considered relevant to the economic advancement of the global West is also key to such future advancements for societies currently considered as non-western due to the developing nature of their economy. Such is important as scholars continue to highlight entrepreneurship attributes towards explaining aspects of socio-economic development.

This research applied the temporal-spatial entrepreneurship contextualizing to highlight the critical nature and implication of historical political, economic and social institutional developments. Especially as they relate to the conditionalities of non-western entrepreneurship contexts most of which their societies are simply products of western economic, political and (in most cases) social architecture through post-colonialism (Decker, 2013, Murphy and Zhu, 2012).

As such, the continuous existence of post-colonialism and its various characteristics within the global developments effort and policy making frameworks such as the extant exhibition of institutional powers, economic control and policy intrusions through economic aids (Xheneti, 2017, Decker, 2013, Darley and Luethge, 2019, Drinkwater *et al.*, 2018, Broome *et al.*, 2018, Jack *et al.*, 2011), and the implication it exerts towards the implementation of entrepreneurship programmes are critically highlighted. Hence, this study highlights that the temporal-spatial entrepreneurship contextualizing represents historical (temporal) institutional (spatial) frameworks, in societies with post-colonial legacy, by increasing the existing knowledge within the institutional theorizing through deeper exploration of the implications of the existence of such post-colonial institutional relationships.

In addition, a very interesting aspect of the critical highlights in the ground breaking arguments of Welter (2011) on entrepreneurship contexts is against the overriding application of Silicon Valley standards in the analysis of entrepreneurial success, as well as the adoption of highly economic, objective and quantitative statistical research analysis within the entrepreneurship literature. More especially, as they affect specific demographic implications of entrepreneurship related programmes within some contexts, with issues relating to gender, race, social status and other such factors that affect access to the enabling entrepreneurial ecosystem (Ogbo, 2000, Best *et al.*, 2024).

This study leverage on the existing arguments against the earlier-mentioned economic tendencies within the entrepreneurship fields to highlight the importance of keeping attune with the socially constructed lived experiences of the research subjects (Fletcher, 2006, Refai, Klapper and Thomson, 2015). This is achieved by explaining the differences between when data for socio-economically focused youth entrepreneurship programmes implementation are analysed qualitatively as against the traditional methods of quantitative data analysis (Wadhvani, 2016). Also, through such process, this study applies empirical analysis to factors which would be impossible to address using the traditional quantitative analytical methods.

Methodologically, this study therefore explains the advantages that are derived in terms of assessing programme impacts with the use of more subjective, interpretive and qualitative analytical approaches (Saunders *et al.*, 2019, Crabtree and Miller, 2023, Cresswell and Cresswell, 2023, McGivern, 2006, Cresswell, 2013, Miles and Huberman, 1994). For example, a typical quantitative approach will simply highlight the number of youth population that received supports through entrepreneurship funding or experiential skills without going further than that (Cosgrove and McHugh, 2008, McKenzie, 2019, Ogamba, 2019).

Meanwhile, the application of qualitative research approaches will critically highlight other perceptions held by the beneficiaries of such funding and experiential skills, based on their lived experiences (Cosgrove and McHugh, 2008), by exploring further the processes of being included in the funding and skills cycle considering societal factors such as “cognitive melodrama at micro and macro levels of the society”, as well as how such supports received impact the entire social network of business operations.

4.2 Conceptual Framework

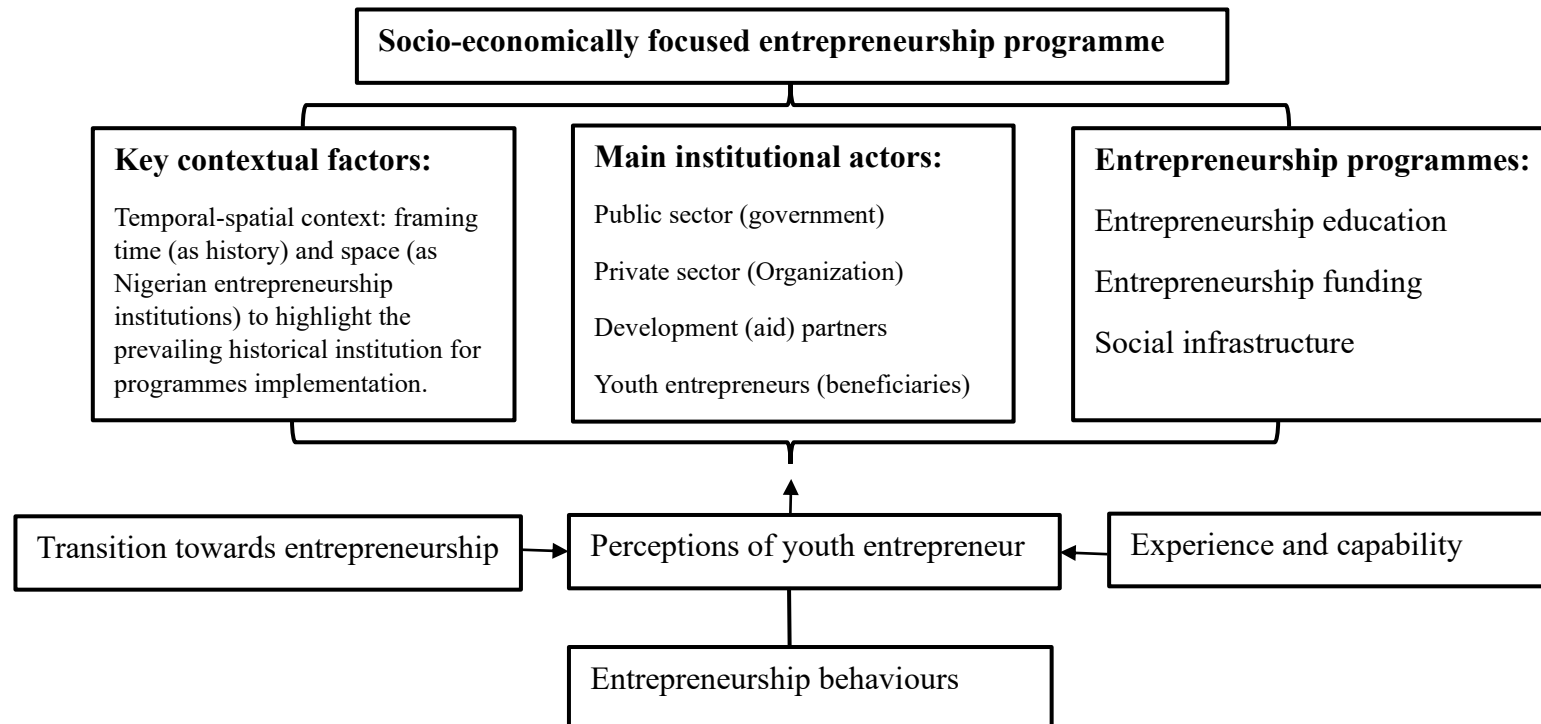
This study highlight through a framework of the nature of the environment or the contexts where entrepreneurship programmes are implementation, especially by exploring the institutional mechanisms that facilitate the implementation processes. In this case, entrepreneurship is conceptualized as a “tool” applied within the institutional framework for socio-economic development, this aspect of the research explains the shape of existing institutional alignments when the implementation of socio-economically focused youth entrepreneurship programmes is concerned as shown at Figure 4.2. In specific terms, the framework highlights that, the socio-economically focused entrepreneurship programmes implementation are:

1. Usually anchored within the temporal-spatial (when and where) historically informed contextual framing in entrepreneurship research through which it explores basic “institutional” factors such as historical institutional formation, as well as the institutional characteristics and functionalities in fostering socio-economically focused entrepreneurship. This aspect therefore reflects on characteristics such as periods of establishment, institutional history, political, social and economic relationships, culture, among other such factors that depicts time and space in the analysis of entrepreneurship related developments.

2. Reflective of existing institutional relationships for the implementation of socio-economically focused entrepreneurship programmes. This aspect cuts across the level of collaboration among the key actors and various stakeholders for the implementation of such entrepreneurship programmes. This study highlights the implication of institutional collaborations in the implementation of entrepreneurship programmes, especially the aspect that explores institutional formation and relationships, specifically represented by the post-colonial theorization.
3. Also reflective of the perceptions of the target beneficiaries (such as the youth in the context of this research) in accessing the entrepreneurship programmes, which also drive their experiences and capabilities based on the entrepreneurship programmes, also accounting for behaviours towards transitioning from higher education to starting up their businesses.

As a result of the factors above, institutional collaborations at the level of historical post-colonial institutional contexts and subsisting economic, political and social relationships among the formerly colonized and the former colonizer presents some level of analytical opportunities based on policy developments and modalities for implementation with the persistent occurrence of such factors constructively highlighted by scholars (Xheneti, 2017).

Figure 4.2: Conceptual Framework – Context and institutional factors for socio-economically focused entrepreneurship programmes



Source: Author's review of relevant literature

4.3 Brief history of entrepreneurship programmes in Nigeria

The context of this research is the implementation of socio-economically focused entrepreneurship programmes in Nigeria, within entrepreneurship education, entrepreneurship funding and entrepreneurial social infrastructure. The choice of Nigeria is necessary to exemplify an historical post-colonial entrepreneurship institution which also echoes the prevalence of similar cases across the continent of Africa and beyond (Storr and Butkevich, 2007, Decker *et al.*, 2020, April, 2008, 2010, and 2012).

Nigeria represents the largest country in Africa with a population currently standing at over 218 million (see above). Also, with richness in culture and ethnic diversity of over 250 ethnic nationalities, Nigeria is a post-colonial state which was created as a country through the amalgamation of the various ethnic nationalities by the British colonial government to form a single entity called Nigeria in 1914. This entity called Nigeria by Lord Frederick Lugard (The British Governor General for Nigeria) remained under the British colonial rule from 1914 until it gained the so-called political independence in 1960.

Since then Nigeria stands as a republic in the comity of nations and, run her internal institutional affairs with “supposedly” minimal interference from the British Colonial regimes. However, Nigerian institutional landscape underwent dramatic changes after the so called political independence from early 1966 up until 1999 with the advent of Military coups, ill-planned transitioning from military administrations to civilian governments, and vice versa during the more than 30-year period.

The emergence of political regimes during the period of incessant changes of Nigeria’s political landscape – led to ‘political transitioning’ by various means, either unplanned or ill-planned at the time. The political regimes that emerged were orchestrated through means such as popular elections, coup d’état by the military and political elites, as well as a civil war (Acemoglu and

Robinson, 2001). The question remains, how much of the current socio-economic programmes of the Nigerian public institutions are reflective of lessons from her historical turn, especially, in such a manner that highlight the tenets and implications of entrepreneurship programmes.

Nigeria over the years implemented various levels of socio-economically focused youth entrepreneurship programmes. Such programmes range from rural-agriculture, family support, youth economic empowerment, poverty alleviation and entrepreneurship programmes (Eze *et al.*, 2021). Although, as appealing as these programmes may appear, implementation (as institutional processes) and retention (memory) of such programmes are usually affected by regime changes and lack of continuity in the implementation as further showcased by analysis of this study, because every government came up with different programmes to replace existing ones for reasons that are political in nature (Eze *et al.*, 2021).

However, the focus of this research is to explore various large scale socio-economically focused youth entrepreneurship programmes between 2011-2021 by the various institutional actors within the Nigerian entrepreneurship institutional framework – such as the ‘Youth with Innovation’ programme, popularly known as the YouWin business and enterprise programme or the private sector driven entrepreneurship programmes like the Tony Elumelu Foundation (TEF), constitutes activities of interest for this research.

The YouWin programme was a large scale entrepreneurship programme which started in 2011 through multi-agency collaborations by Government Ministries, the private sector and international development partners. Inter-agencies activities in the YouWin programme include - the Nigeria’s governmental Ministries, Department for International Development (DFID) and World Bank (McKenzie, 2019, Ogamba, 2019, Ebiringa, 2013). The YouWin programme comprised of pitching competitions for potential business plans, training, mentoring, and funding for youth business start-ups - the Business Plan Competition (BPC). With a budgeted

funds which was around US\$36 million in 2011, the programme was also aimed to randomly allocate grant funding for youth business start-up applicants, providing each winner with an average of US\$50,000 (15 million Nigerian Naira) as at 2011 (McKenzie, 2019).

The YouWin Programme is widely acknowledged as highly impactful with a record number of youth enrolment of over two hundred thousand (200,000), and successful grant awardees of about US\$50,000 (15 million Naira) between the first and the third edition of the programme, totalling about 3900 (Ogamba, 2019). Part of the success recorded of this programme was the creation of additional 26,000 direct employment through the programme (Okpanachi *et al.*, 2016). About 18,000 youth applicants received various levels of training to support their entrepreneurial skills (Ogamba, 2019), and the these cut across every part of the country. However, the YouWin programme, irrespective of the acknowledged success, also possessed institutionalized challenges as highlighted in this research analysis.

CHAPTER FIVE

METHODOLOGICAL APPROACHES

5.1 Introduction: The Research Design

This chapter fulfils the critical aspect of the research process by exploring contextual elements that relates to the interpretation of the ‘how(s)’ in the application of research instruments to achieve the research objectives. It begins with outlining the philosophical underpinning of the research. It also provides insights into the research approaches and designs, sample selection procedures, methods of data collection and analytical processes. Other highlights include the brief background of the research case study.

5.2 Research Philosophy

The importance of philosophy in research is long established and scholars derive insights towards knowledge creation based on individual philosophy, perception or worldview. Cresswell and Cresswell (2013) defined philosophy as ‘the use of abstract ideas and beliefs that inform our research’ (p.16). Saunder *et al.* (2019) defined research philosophy as ‘a system of beliefs and assumptions about the development of knowledge’ (p.130). Although beliefs are considered to be individual conceptions, Creswell and Creswell (2023) viewed the philosophical aspect of empirical research development as ‘worldview’ because it was thought to bring ‘a global perspective to research in this era of international interconnections’ (p.7).

Hence the worldview usage that reflects individual perception of developments around them or the ‘set of assumptions about reality’ (Crabtree and Miller, 2023, p. 9) that an individual possess and in this case within the wider field of empirical enquiry and knowledge development. These definitions highlight the subjective nature of knowledge creation because of the changes in the understanding of what constitute knowledge, how knowledge is created, and where knowledge is developed.

The above approach also put into question the universality (or de-contextualization) of beliefs and assumptions as time passes, because time and social (temporal-spatial) factors such as cultural and historical developments, influence the individual's perception of activities that take place around them. This is important to highlight as knowledge development encounter various level of perception, contentions, values, assumptions and reflective exercises through the various means by which researchers engage with knowledge creation and dissemination processes (Crabtree and Miller, 2023, Creswell and Creswell, 2023).

Research philosophy has therefore become integral to various research processes especially in the social sciences fields and more especially - interpretive research (Creswell and Creswell, 2013); as it sorts in various ways to refine, enhance and project the various means of social enquiry considered to provide nuanced perspectives to challenge the prevailing traditionally constituted research process of the earlier generations, which are typically considered to be highly objective and scientific in nature.

This position is rather not in conflict with the pre-existing processes of scientific research, but enhances the process by also enriching the various research procedures with suitable paradigmatic dimension that reflects the nature of the research environment, such as the social, cultural, environmental and political experiences that shape the thinking processes and methodological approaches of the researcher (Saunders *et al.*, 2019, Cosgrove and McHugh, 2008).

As part of a research based process, philosophical paradigms are representation of the set of ontological (definition of reality), axiological (representation of truth, ethics and values), epistemological (how to justify truth or reality), theoretical (existing notions and perception of a field) and methodological (knowledge procedures) ideas against which research (mainly) in the social and behavioural sciences are conducted (Blaike and Priest, 2019, Crabtree and Miller,

2023). The ideas also guide how researchers structure their thoughts and practices (epistemology), in deciding the appropriate lenses for conceptualising and contextualising reality (ontology) and truth (axiology). Philosophical approaches are also applied in the positioning of individual researcher's perceptions or worldviews in every line of enquiry (paradigm), which is also referred to as philosophical lenses. These terms are used interchangeably in this research context (Crabtree and Miller, 2023, Creswell and Creswell, 2013, Saunderson *et al.*, 2019).

Consequently, the activities within the modern era of business research suggests that, the importance of paradigmatic positioning cannot be over-emphasized as 'Paradigm adopted for a research activity is critical for all aspects of its conduct' (Klapper, 2011, p.354 see also Refai *et al.*, 2015. p. 319). This position suggests that, interpretive paradigms with socially constructed knowledge development processes exert a great level of influences on the research output and outlooks as it 'relates to the political or ideological orientation of researchers towards the social world they investigate' (Saunders *et al.*, 2019. p. 138, see also Cosgrove and McHugh, 2008).

Among the various paradigms identified in business literature like classical paradigms (Positivism, Critical realism, interpretivism, constructionism, classical hermeneutics) and contemporary paradigms (Critical theory, contemporary hermeneutics, ethnomethodology) (Blaike and Priest, 2019, Saunders *et al.*, 2019, Fletcher, 2006, Chalmers and Shaw, 2017, Creswell and Creswell, 2013); this study adopts 'Interpretivism' as a socially constructed reality and meaning making approach (Nicolopoulou *et al.*, 2016, Zahra *et al.*, 2009, Klapper, 2011) which is one of the five (5) major philosophical paradigms in business research, along with positivism, critical realism, post-modernism and pragmatism (Saunders *et al.*, 2019).

5.3 Interpretivist Paradigm

As highlight above, Interpretivism as a philosophical approach is adopted for this research due to the explorative nature of the study - as it is set out to create the meaning, perception and understanding of historical post-colonial institutional context when the implementation of socio-economically focused entrepreneurship programmes is concerned, especially in a socially constructed manner.

According to Saunders *et al.* (2019), interpretivist paradigm (also referred to as Interpretivism) emerged in the early twentieth century in contemporary Europe through the works of German and French philosophers who believed that social sciences research should be different from natural sciences research (see p. 149), due to the nature of empirical analysis that inform discourses in such area. Cosgrove and McHugh (2008) is also of the position that interpretivism existed as a relative contrast to the traditional positivist paradigmatic approach, by emphasizing that human activities within the social world cannot be studied in the laboratory like inanimate objects that do not create meanings through intentional and unintentional interactions (Kalantaridis and Fletcher, 2012).

This is because humans make meanings of particular phenomena based on interaction within social settings (and not laboratories) with limited control for research variables, as such, social meanings are mostly subjective to the social contexts that influence human interactions (Saunders *et al.*, 2019, see also Cosgrove and McHugh, 2008). Also, Leitch *et al.* (2010) posits that, interpretivist approach applies an aspect of Max Weber's key proposition called Verstehen. Verstehen is concerned with the understanding of human behaviour which entails capturing the actual meanings and interpretations that actors subjectively ascribe to phenomena in order to describe and explain their behaviour (Leitch *et al.*, 2010). It also seeks to understand people's lived experience from the perspective of the people themselves (the 'insider' or 'emic'

perspective); which is also subjective based on the position that reality is socially constructed as experiences occur within social, cultural, historical or personal context; and therefore refer to the study population as ‘participants’ (rather than respondents) (Saunders *et al.*, 2019, Hennik *et al.*, 2011, Leitch *et al.*, 2010).

Interpretivist philosophical paradigm informs the ontological and epistemological positioning of this research by means of exploring and understanding of socially, economically and politically constituted stakeholders on the implementation of a socio-economically focused youth entrepreneurship programmes, covering on perceptions that border around the three (3) specific areas of entrepreneurship education, funding and entrepreneurship enabling social infrastructure.

The adoption of interpretivist approach is also timely in the context of this research because most of the interpretations from the research are reflective of the increasing consciousness among entrepreneurship researchers since early 2000s on the implications of too much generalizing of entrepreneurship related research and practice activities that emanated from within the western world, across various unrelated environments such as in the non-western environments, with varied socio-cultural, economic and political environments on the one hand (Welter, 2011, Dodd *et al.*, 2016, Welter *et al.*, 2019, Nicholson and Anderson, 2005).

On the other hand, this approach is essential in resolving the question of field delineation that establishes entrepreneurship research as a distinct field in comparison to other long established fields within the business and management fields such as economics and strategic management fields (Shane and Venkataraman, 2001, Leitch *et al.*, 2010, Cosgrove and McHugh, 2008). Bringing to forefront the quest to explore further afield, the ‘context’ of entrepreneurship that reflects the various activities within and outside the western dominated research and practice of entrepreneurship overtime (Welter *et al.*, 2016, Welter and Baker, 2021).

Hence, context has become an important factor for researchers to investigate entrepreneurship and entrepreneurial activities within different entrepreneurship ecosystems and to buttress the essence of conducting entrepreneurship research differently by limiting over-generalization of evidence as were encouraged in other related fields that tend towards economistic assumptions. This study therefore explores the interpretivist paradigmatic approach with the intention to expand the ongoing paradigmatic discourses reflective of contextual emphasis in entrepreneurship as a reality (ontology), by identifying the knowledge (epistemology) of this reality as socially constructed (Constructionism) based on systematic interpretations.

It argues that ‘context’ as a concrete reality in entrepreneurship research has evolved in diverse areas among which this study derived its framing, by highlighting the application of entrepreneurship within the social contexts of Nigeria (Zahra *et al.*, 2014), as against the highly western European derived economistic and Silicon Valley technology based entrepreneurship ecosystem approach (Welter, 2011), which are perceived as both exploitative, highly handed, and in some cases- discriminatory against the developing countries (Minto-Coy *et al.*, 2018).

The main insight is using temporal-spatial understanding to highlight entrepreneurship context as a social construct that reflect various social, cultural, political and economic characters that influence entrepreneurship related activities within a geographical space (Kalantaridis and Fletcher, 2012), such as applicable to the implementation of socio-economically focused entrepreneurship programmes.

It is also with the belief that such paradigmatic development will enable a critical understanding of the perceptions of the institutional actors in the entrepreneurship programmes, by highlighting the historical institutions at which such programmes are embedded, also to create empirical meanings based on the interaction of individual actors and the entrepreneurship institution where they operate.

5.4 The Research Approach

This research adopts an inductive approach to theorize on historical institutional developments in Nigeria such as the post-colonial institutions (Jack *et al.*, 2011, Decker, 2013, Decker *et al.*, 2020), using the implementation of socio-economically focused entrepreneurship programmes based on the research data. Inductive process is a theory based mechanism that utilize in most cases field research data for theory development which also depend on lived experiences and perceptions within the study context. According to Saunders *et al.*, (2019), the inductive approach also sets the main research agenda through a “research objective” against research question” (see table 5:0).

In contrast, deductive approach to theory development involves more of a scientific system where theory is initially devised (for example through hypothesis), before being subjected to the rigorous research processes. Hence, such proposition is then either falsified (rejected) or verified (accepted) based on the analysis of research data. Saunders *et al.*, (2019), noted that deductive patterns (deduction) is dominant “in the natural sciences, where laws present the basis of explanation, allow the anticipation of phenomena, predict their occurrence and therefore permit them to be controlled” (see p.153).

While induction derives from data to theory, deduction applies directly opposite from theory to data in that sense. Abduction on the other hand synthesizes the aforementioned (inductive and deductive) approaches by striking adequate balance in theory development owing to the imperfections from both deductive and inductive approaches. In essence, abductive approach utilizes a degree of flexibility by harnessing the potentials of inductive and deductive styles which is helpful in a field that is still evolving with emergent methodological tendencies.

Meanwhile, Inductive approach to theory development is well aligned to social sciences research as the field developed overtime to question many philosophical and methodological

assumptions of the positivism inclined deductive approach to theory development, because the processes of induction adopted in most social sciences research are designed as directly opposite of what deductive processes portray.

For example, Saunders *et al.* (2019), noted that within an inductive approach, ‘theory follows data rather than vice versa, as with deduction’ (p.155), see table 5.0 below. This position suggests that various aspect of social sciences research are inductive in nature as theory development are based on (mostly field) data, which also reflect the perceptions and lived experience of the social context where studies are being conducted. Although entrepreneurship could be argued to encompass a multi-disciplinary field development, however most entrepreneurship related activities take place within the social contexts which therefore make it increasing acceptable to argue that theory developments in entrepreneurship field must at least inculcate aspects of inductive reasoning if not as a whole.

Table 5:0: Research approach highlighting deductive, inductive and abductive reasoning

Reasoning process	Deduction	Induction	Abduction
Generalizing	Generalizing from the general to the specific	Generalizing from the specific to the general	Generalizing from the interactions between the specific and the general
Use of data	Data is used to evaluate propositions or hypothesis related to an existing theory	Data is used to explore a phenomenon and identify themes and patterns	Data is used to explore phenomenon, identify themes and patterns, then tested through subsequent data collection
Theory	Used mainly for theory falsification or verification	Theory generation	Theory generation or modification with a view to build new or modify the existing ones
Areas of research	Popular in natural and physical science areas mainly objective studies	Popular in social sciences related disciplines mainly for subjective studies	Popular in multi-disciplinary research disciplines and can combine the subject and objective studies at different levels.
Research Agenda	Research agenda is set using research questions	Research agenda is set using research objectives	Research agenda could be set using either or combination of research question and objective.

Source: Adapted from Saunders *et al.*, 2019 (see page 153) and Cresswell and Creswell (2023)

Therefore, as this study main aim is to understand the extent to which youth entrepreneurs' behaviours toward transitioning from higher education into entrepreneurship, reflect their experiences from socio-economically focused entrepreneurship programmes in the specific areas of education, funding and social infrastructure in Nigeria. The application of an inductive process provides the opportunity to concentrate extensively on the experiences and perceptions of the stakeholders themselves, by subjectively utilizing qualitative approaches conducted within their social contexts; rather than achieving it the other way round through a deductive processes (Cosgrove and McHugh, 2008).

5.5 The Research Method

Based on the philosophical and paradigmatic inclinations vis-à-vis Interpretivist approach for the study, this research adopts the qualitative research method. Qualitative research involves the process of collecting, preparing, structuring and analysing data using qualitative processes. According to McGivern (2006), qualitative research method “is concerned with rich and detailed description, understanding and insight” of a given phenomenon (p.58). This research method tends to explore a phenomenon and to understand patterns of behaviour in relatively small sample size, therefore it does not seek to measure causations as in the case of quantitative research methods.

According to Salkind (2009), qualitative research is not just an alternative to quantitative research, - it is a different approach that allows you to ask and answer different types of questions (see p.210). This is recognized as a research procedure ‘that explores the processes that underlie human behaviour using such exploratory techniques as interviews, surveys, case studies, and other relatively personal techniques’ (Salkind, 2009, p. 209). Hennik *et al.* (2011), emphasised that, the qualitative research procedure also ensures that, research activities are conducted as much as possible within the lived experiences of the phenomenon under study, more especially as ‘researchers need to make sense of the subjective and socially constructed meanings expressed about the phenomenon being studied’ (Saunders *et al.*, 2019, p. 179).

Therefore, the qualitative method is relevant to this research especially to explore, understand and explain how contemporary issues such as contexts within socio-economically focused entrepreneurship with their various dimensions as well as the characteristic representation of historical, social and institutional contexts such as post-colonialism influenced contemporary discourses overtime (Minto-Coy *et al.*, 2018, Decker, 2013, Welter, 2011, Zahra *et al.*, 2014,

Welter and Baker, 2021 Xheneti, 2017, Alvi *et al.*, 2019, Ben Letaifa and Goglio-Primard, 2016, Liñán *et al.*, 2016, John and Storr, 2018).

In addition, because the main research objective is to determine to a reasonable extent of how the historical entrepreneurship institutions discourses influence the implementation of socio-economically focused entrepreneurship programmes, qualitative research method provides a credible framework for the accomplishment of this study by exploring through qualitative tools the perception of entrepreneurship stakeholders on this socio-economic based entrepreneurship process and highlight the implications of the major opportunities and challenges based on the experience and perceptions of the participants in the research.

Although the qualitative research procedure has so far not been considered highly popular in entrepreneurship studies overtime due to the perceived adherence to the economic tendencies and in favour of quantitative methods, therefore neglecting qualitative research methods and the ability to enhance the possibility of providing nuanced perspectives in the level of analysis that exists within the entrepreneurship field development (see also Welter, 2011, p.177).

In contrast, scholars identified that the research procedure have been in existence for thousands of years (Salkind, 2009) as it has been used to share ideas on certain traditions and cultural beliefs reflecting on the lived experiences of the research subjects even before the advent of other various modern research techniques that are currently predominant in the general research frameworks. However, the method has continued to receive greater attention in the past thirty-five (35) years or thereabout as ‘a legitimate tool for understanding behaviour and answering important social and behavioural science research questions’ (Salkind, 2009, p.209), which this study also argues in support.

5.6 Case Study Design

Case study design is applied in this study to explore the implementation of entrepreneurship programmes for the youth population in Nigeria, this is due to its unique interest in understanding how such programmes to address the rising youth unemployment in the Nigerian context. Yin (2014) notes that the “case study investigates a contemporary phenomenon...in its real-world context, especially when the boundaries between [the] phenomenon and context may not be clearly evident (p. 3), such proposition drives the “very special interest”(Stake, 1995 p. xi) for this research to understand the implications of Nigerian historical institutional developments and how they influenced entrepreneurship programmes overtime (see also section 4:3 above).

According to Salkind (2009), the case study approach ‘is a method used to study an individual or an institution in a unique setting or situation in as intense and as detailed a manner as possible’ (p.213). This also enhances the inherent possibilities for exploring, describing or explaining a particular phenomenon by going further in-depth (McGivern, 2006). In this sense, the case study approach applied in this study goes beyond the surface to understand the perceptions of the beneficiaries on the programmes using multiple methods to collect research data (Yin, 2014, Stake, 1995, Saunders et al., 2019), rather than relying on the existing statistical publications to draw inferences on impacts.

The case study analytical processes ‘as intense and as detailed a manner as it could possibly be’, such as critically highlighted above, represent the same when the ‘real-life setting’ adopted by Saunders *et al.* (2019), through defining the process as ‘ an in-depth inquiry into a topic or phenomenon within its real-life setting’ (see p.196). Saunders *et al.* (2019), also buttress that the ‘case’ that accompany ‘study’ as highlighted may represent a person, a group, an

organization, an association, an event, among every others that inform the subject of research (p.196), (see also McGivern, 2006, p.110, Yin, 2014).

Salkind (2009), also highlighted that case study research present a unique way of capturing information about human behaviour, which serves an important role in this research as the study seeks to capture, explore and analyse information that guide the youth behaviours towards transitioning from higher education into entrepreneurship, based on their perceptions and lived experiences from being part of entrepreneurship institutions for the implementation of entrepreneurship programmes in the study context.

The uniqueness as highlighted by Salkind (2009), has made it conveniently possible to reduce to the very minimal the level of criticism the case study approach attracted in the recent past, such as time consumption and lack of generalizability across contexts, although such criticisms may not just be peculiar to case analysis as like with other approaches in social sciences research, because the breadth and depth of their usage highly depend on specific cases (Yin, 2014). Another unique factor is that, the case study subjects represent mainly beings, existence and events strongly recognized in their ‘social world’, which in entrepreneurship are referred to social, spatial, temporal, institutional, historical, organizational contexts (Welter, 2011, Zahra *et al.*, 2014).

Hence, the sustained calls from the other side of the paradigmatic spectrum (positivism) to imbibe to a greater extent, the tenets of case study approach in most deductive, objective and hypotheses based research in recent times (see Saunders *et al.*, 2019, p.197). This is due to the acknowledgement within several research fields that case study approach (even though) widely attributed to the qualitative research process and by proxy an interpretivist styled research tool, its important level of applicability in various types of research spanning through descriptive,

exploratory, evaluative and explanatory has made it widely acceptable in various research framings (Saunders *et al.*, 2019).

The case study approach as closely integrated to the qualitative research process and interpretive paradigmatic lens, correctly aligns to the expectations of this research because it intends to explore entrepreneurship related activities using a vastly contextualized system with the attempt to understanding some of the basic factors that differentiate entrepreneurship development within the different contexts, such as the understanding of institutional contexts of entrepreneurship based on the historical antecedents.

For example, this study extensively distinguishes such level of institutional framing by adopting the post-colonial theoretical approach (Decker, 2013, Jack *et al.*, 2011), the post-colonial theoretical framing as highlighted in this research draws insights from historical institutional activities of both the western and non-western contexts by highlight the processes of colonising (the west e.g., Britain) and being colonised (non-western e.g., Nigeria) (Decker *et al.*, 2020).

This is important because it provides the required insights for interpreting entrepreneurship developments in both contexts (colonial), - by the way it was entrepreneurship as part of the western economic expedition process that led to the processes of colonizing weaker societies by many of the western countries like France, Britain, Germany. Therefore, using a case study approach to contextualize the historical institutional developments in entrepreneurship provides wider insights based on the lived experiences and individual accounts of the reality within their social world, which makes the results from such exercise credible, reliable and factually dealing with possibilities and challenges in such case study area without unnecessarily ‘over-generalizing’ or ‘extrapolation’ of results as such is the beauty of case study research designs (Cosgrove and McHugh, 2008).

This research case study approach explores the socio-economically focused youth entrepreneurship programmes implementation in Nigeria, and how the implementation of such programmes in the areas of education, funding and social infrastructure in Nigeria influence the behaviour of the youth population towards transitioning from higher education to entrepreneurial start-ups. Nigeria is a typical non-western entrepreneurship context in the sense that, entrepreneurship programmes are not entirely directed towards a wholesome economic gains per se like in the western contexts; rather they the principles of social welfare, because of prevailing levels of poverty, unemployment and acute shortage of social infrastructure.

The Nigerian entrepreneurship ecosystem comprises various institutional actors (among the public organisations or the bureaucracy, the government, the private sector, international partners and NGOs), they institute entrepreneurship programmes to reduce youth unemployment, poverty, as well as encourage the level of youth economic engagements, among which include the Youth with Innovation (YouWin) entrepreneurship programme (Ogamba, 2019, Ebiringa, 2013).

There are also private sector flagship programmes delivered by corporate bodies in Nigeria to booster entrepreneurship skills acquisition and enabling environments for youth business start-ups. Popular among them include the Tony Elumelu Entrepreneurship Programme, organised through a Non-Governmental Organisation called the Tony Elumelu Foundation (TEF), which started in Nigeria but have cut across the entire African countries (further discussion below).

Nigeria launched the Youth Enterprise with Innovation in Nigeria (YouWin) in 2011 as an inter-ministerial cum public and private partnership programme to promote entrepreneurship for socio-economic development purposes, by providing training and mentorship, funding and other business start-up incentives that aim to support the many aspiring youth entrepreneurs with outstanding business plans in the country (McKenzie, 2019). This is because the most

affected with issues of unemployment in majority of the societies are the youth population which are identified as the most active population in every society in terms labour supply and active engagement in economic development.

The categorization of age range that identify as youth has been changing for a while and critically considered to be subjective by reflecting contexts in socio-economic development. This population ranged from fifteen to thirty-five (15-35) years of age in the past (ILO, NBS) and have consistently been reviewed overtime. More recently, the age range that currently identify as youth according to the International Labour Organisation (ILO) is between fifteen to twenty four years (15-24).

Meanwhile for labour statistics purpose, the ILO identified this population to range between fifteen-twenty nine (15-29) years, which is currently the norm for youth policy development in Nigeria (ILO, 2023, NBS, 2019, NNYP, 2019). Although, this study argues that, the factors for determining the age range for youth population should be subjective based on prevailing socio-economic conditions just like other social factors like life-expectancy, retirement ages, mortality rates, among other factors. However and perhaps this process has been influenced by the traditional statistical representation of policy by the international development agencies like the ILO with huge financial influence from westernised institutional domination (see Xheneti, 2017), even though this position is not the main focus of this study.

Meanwhile, the unemployment situation in Nigeria is quite alarming and has become a major threat to the economic, social and political stability of the country in recent times (Salami, 2011). Nigeria for example account for the largest population in Africa with an estimate of over two hundred and eighteen (218) million people (World Bank, 2022), and a working age population of over one hundred and fifteen million (115,000 000) people (NBS, 2018). A recent

record has shown that well over 55% of this working age population are either unemployed (over 23%) or underemployed (over 22%) (NBS, 2018).

For example, Nigeria's National Bureau for Statistics (NBS) reported that between 2012-2017, over 34 million out of the estimated 64 million of the youth population in Nigeria were either unemployed or underemployed. Among the 34 million youths identified in the report, the female youth population of over 18 million were the worst hit in this situation than the male counterpart which accounted for over 15 million population (Oduwole, 2015). The reported unemployment condition does not discriminate against the skilled and unskilled youths or urban and rural dwellers in the country (Salami, 2011).

It is also important to highlight just like in the case of the ILO statistics, the statistical account from the Nigeria's public sector organisation called the National Bureau of Statistics (NBS) usually reflect data from the International development agencies, most especially the World Bank (WB) and International Labour Organisation (ILO), United National Development Programmes (UNDP) and other such Western controlled international development agencies.

Also, the statistical data barely reflect the social world of the study contexts, because all that is available in such reports are numbers, ratios and percentages which are overly generalized from a limited number of surveys. For example, the Nigeria Labour force statistics report of second quarter of 2023, utilised a sample size of just over eight thousand (8000) individual field surveys to analyse the statistics of a labour force amounting to over one hundred and fifteen million (115,000 000) people as at 2018 which will have increased to over one hundred and twenty million (120,000 000) people as at 2023 based on population growth (NBS, 2023).

Subjectively, it is easier to argue that, the statistical account of the population provided above does not reflect the true situation on ground, because such reports do not make provisions to understand the true reflection of the study environments based on social interactions and

observations as ways of knowledge development in such a socially situated manner. Also, to put such arguments into perspective, the national census which is a government process of counting people and households in the country and collecting information about them, which is usually completed every ten (10) years – this process last took place in Nigeria in the year 2006 when the population census stood at about one hundred and forty million (140,000 000) people.

Since 2006 up till today, every data available on the account of Nigeria population indices including the current total population of the country standing at 218 million are mere estimates that are deductively generated through the World Bank (WB) and disseminated to the Nigeria policy makers through the National Bureau of Statistics (NBS). This signals some of the issues raised through this research and in this particular area accounts for post-colonialism and westernized ways of research activities and implementation of decontextualised entrepreneurship activities as highlighted by various entrepreneurship scholars (Xheneti, 2017, Welter, 2011, Decker, 2013). Therefore, study is required to put statistical records into perspectives by utilising an interpretive qualitative approach to highlight the lived experience of the population and social environment that constitute the study context.

5.7 Research data

The data for this study constitutes mainly primary data - which involves details generated through primary sources like observations, interviews, action research, focus groups, and other forms of ethnographic studies that represent qualitative data types and characteristics. Specifically, in depth interviews and field observations were applied for this research. Through this process, the data are collected, structured, analyzed and discussed through qualitative methods as earlier highlighted, which also limits the usage of statistical numbers only to account for the population of study as applied other types of research (Saunders *et al.*, 2019,

Salkind, 2009). Views, perceptions, experiences and other social and environmental conditions are considered credible pieces of information for analysis of the research findings.

5.8 Sources of data

Qualitative research procedures were applied in the collection of data for this study and this process explores a multi-method qualitative approach (Saunders *et al.*, 2019). The multi-method qualitative approach involves exploring the research data through both the primary and documentary sources. This process is also considered pertinent in the study due to the explorative nature of the research design, and structured to enable the discovery (as well as to explain) how the earlier discussed contextual and theoretical approaches (viz-a-viz the historical post-colonial entrepreneurship institutions) impact the implementation of socio-economically focused youth entrepreneurship programmes in Nigeria.

Therefore, primary (in-depth research interviews and field observations) and documentary data sources (research publications, policy documents and government archives) are applied in this study. The two sources of data are considered credible in understanding the extent to which youth entrepreneurs' behaviours toward transitioning from higher education towards entrepreneurial start-up, reflect their experiences such entrepreneurship programmes in Nigeria as earlier highlighted.

5.9 Primary Sources of data: In-depth Interviews and Field Observations

The primary sources of data for this study are mainly in-depth participant research interviews. Participant interviews were conducted as the most appropriate primary sources of data to inform the analysis generally due to the explorative nature of this study. McGivern (2006), highlighted that in-depth research interviews may be applied in both qualitative and quantitative research, although the interviewing modalities and processes are applied differently in them.

McGivern also highlights that quantitative interviews are standardised in such a manner that interview questions are neither unstructured nor open ended- rather, ‘the questions are worded in exactly the way and asked in the same order in each interview’ (p.184), in other words, quantitative participant research interviews are conducted in a same highly controlled manner that is mainly dictated by the researcher through deductive processes, which reflects the usual practices of the all-round control of quantitative research variables.

Whereas the interview questions in the qualitative styled research participant interviews are open ended and in most instances unstructured, which makes the role of the researcher to represent a sort of directing ‘guided conversations’ (McGivern, 2006 p.184), with minimal or no control of how responses are worded and styled in most cases. This study’s is consistent with the qualitative in-depth interview procedure in which the research participant interview style and questions are used to introduce a topic area as a guide or prompts for the interviewee’s response, at which point the participants picks up the main discussion subjects and discuss them in their words, sentences, meanings and as exhaustively as they could without interjections or interference from the interviewer (researcher) during the process.

Also, the researcher applies relative observations during the field study by following through current affairs on the mainstream news and social media threads on developments within the various entrepreneurship programmes in Nigeria. At the onset, the research was set out to capture audiences from policy makers, programme managers, civil society groups, consultants, training resources providers.

However, due to limited access to the anticipated research participants and the difficulty posed by the Covid-19 pandemic and subsequent restrictions to the movement and contact with individuals which occurred within the stipulated timeframe for data collection of this study

and, this process was re-organized to accommodate the challenges posed by the global pandemic at the time (see section 5.13).

5.10 Documentary Sources of data

The study also undertake the process of reviewing document which were already existing at the time of this research, this process as identified by McGivern (2006) as desk research (see p.149), includes existing information in different forms which are used for the analysis of similar or related circumstances, which may in some form, shape or process, inform aspect of an ongoing research problems and analysis. They include pieces of information contained in published documents stored in the libraries, archives, encyclopaedia or in a more modern online databases.

The documentary sources of data for this research therefore include available government publications on entrepreneurship programmes in Nigeria, private sector publication on existing youth entrepreneurship intervention programmes, social media publications from LinkedIn, Twitter, reports from mainstream media, as well as publications in peer reviewed articles on youth entrepreneurship programmes in Nigeria. These data sources inform the intuition applied in this research to constructively validate the data generated mainly through primary sources.

This study look critically into Nigeria Government data, surveys and official publications, with the intention to go a bit more to conduct in-depth in exploring of existing information on the implementation of youth entrepreneurship programmes in Nigeria within the timeframe covered by this research (2011-2021). Although, there is limited data from government websites relating to this programme, information were sorted from various means to piece together characteristics – including data from the National Bureau of Statistics (NBS) as well as other publications from researchers and major development agencies (Mckenzie, 2019).

5.11 Population and Sampling Technique for the Study

As highlighted earlier, the global pandemic (Covid-19) affected the intended procedure for the collection of data for this study. Most of the issues encountered in this area involve the intended contacts from government ministries, Non-Governmental Organisations, executives from donor partners, as well as programmes facilitators and consultants during the period. Hence, the process was re-adjusted to accommodate mainly those that could be reached at the time – which in this revised cases included various categories of youth entrepreneurs, entrepreneurship trainee interns, higher education lecturers, programme facilitators and consultants which then formed the population for this study (see Table 5.1: table of full research participants).

This population represent stakeholders in the socio-economically focused youth entrepreneurship programmes implementation in Nigeria for this research purpose, because they form part of the institutional actors for the implementation of youth entrepreneurship programmes as the case may be. Meanwhile, this study population was derived by ‘streamlining’ the entire target population as a way of identifying the key participants that informed the representative sample for this study, which included key individuals that play major role in the implementation of entrepreneurship programmes. A sampling procedure was applied to ensure a true representation of the target population as much as possible in such a manner as highlighted below.

The non-probability sampling (or non-random sampling) technique was applied in this research as the most appropriate sampling technique. The non-probability sampling technique which is a system of sampling adopted in research cases where each member of the population has no definitive or guaranteed chances of being selected as a representative sample, unlike in the

opposite case of probability sampling where each member of the population has equal chances of being selected as samples for a study (McGivern, 2006).

The non-probability technique is important in this study case because of the explorative nature of the design, as there are no pre-existing sampling frames for the purpose of this study (Saunders *et al.*, 2019). This also suggests that, the probability sampling techniques which largely depend on already existing sampling frames in selecting the sample sizes may not apply in this study, therefore efforts were directed towards the non-probability sampling process, ‘the majority of which include an element of subjective judgement’ (Saunders *et al.*, 2019, p. 315), in line with this research objective.

Therefore, for the purpose highlighted above, ‘purposive-snowball sampling technique’ was applied in this research as it was principally considered to provide to a great extent, a clear insight to the required sample for this study. The purposive-snowball sampling process according to Saunders *et al.*, (2019) is a voluntary (rather than compulsory) process ‘where participants volunteer to be part of the research rather than being chosen’ (p. 323).

This sampling technique which is occasionally referred to as ‘judgemental sampling’ enables the researcher (especially in a case study research) to carefully decide who and what to include or exclude from the study sample based on the objectives the study was originally set out to achieve (Saunders *et al.*, 2019), which is also considered a credible and reliable option when a sample is heterogenous in nature. Hence, this process is considered important at this stage as this research is characterised by explorative and contextual factors based on the overall objectives.

Further, for the purpose of exploring the basis for context-based research and to establish a clear fact of how the identified contextual factors impact the behaviours of the youth population towards transitioning from higher education to entrepreneurship in a post-colonial society, the

sample for this study did cut across different level of youth entrepreneurship, established and start-ups, across various industries, reflecting multi-agencies contribution in the programmes.

Benefits of the mentioned research procedure includes the ability to cover a wider range of participants in Nigeria as a case study, irrespective of geographic distances or industrial characteristics so long they represent stakeholders within the Nigerian entrepreneurship ecosystem. The criteria for sample selection include the following:

1. The entrepreneur participants must be graduates from higher education institutions in Nigeria
2. The entrepreneur participants must be engaged in entrepreneurship activities covered in this study
3. The entrepreneur participants must identify as youth at the point of starting their business
4. Other participants must be engaged in entrepreneurship related developments such as lecturing, mentoring, consulting, programme management.

The research participants

The sample size constituted of sixty (60) research participants carefully derived from among five (5) categories of the research sample. Two (2) participants (**PA2 and PA5**) are business founders who accessed entrepreneurship education and funding supports from both public sector and private sector organised youth entrepreneurship programmes within the period under study, five (5) participants (**PA1, PA3, PA4, PA6 and PA7**) are business founders who accessed entrepreneurship education through public and private sector organisations, they however accessed funding and start-up business supports from only private sector or non-governmental organisations.

Thirty-four (34) participants (**PB1-PB34**) are business founders who accessed public sector entrepreneurship education and other trainings and were funded privately through family supports, twelve (12) participants (**PR1-PR12**) are graduate interns who are aspiring to start-up their own business, four (4) participants (**PC1-PC4**) are entrepreneurship training and funding facilitators and consultants, and three (3) participants (**PD1-PD3**) are knowledge brokers who second as academic researchers and lecturers at higher education institutions in Nigeria, making a total of sixty (60) research participants that formed the sample for this research (see table 5.2, categorisation of research participants).

The research participants most especially the PA1-PA7 and PB1-PB34 are carrying out their businesses across various industrial areas, such as Health and Well-being (PA1, PA3, PA4, PA7, PB8, PB24), Technology based (PA2, PA6, PB3, PB4, PB15), Aerospace (PB1), Education Innovation (PA5, PB32), Entrepreneurship Training and consultancy (PC1, PC2, PC3, PC4), General contracting (PB2, PB17), Academic Faculty and Business consultants (PD1, PD2, PD3, PD4), Fintech (PB5, PB12, PB20), Mobile communication (PB6, PB10), Medical consulting (PB7), Industrial solutions (PB9, PB25), FMCG (PB11, PB30), Automobile (PB13, PB15), Fashion (PB16, PB18, PB21, PB33), Event management (PB19, PB22, PB23, PB28, PB31, PB34), Veterinary services (PB26), Transport solutions (PB27), Legal consulting (PB29), and Entrepreneurship interns (PR1, PR2, PR3, PR4 PR5, PR6, PR7, PR8, PR9, PR10, PR11, PR12) (see Table 5.1- Interview participant details).

Table 5.1 Research participant demographic details

S/N	Participant ID*	Age Range	Gender	Education Qualification	Years in business
1.	PA1	25-30	F	B.sc	1-5
2.	PA2	40-45	M	B.Eng.	10-15
3.	PA3	30-35	M	M.sc	5-10
4.	PA4	35-40	F	MBA	5-10
5.	PA5	35-40	F	B.A	5-10
6.	PA6	35-40	M	B.sc	1-5
7.	PA7	30-35	F	LL.B	5-10

8.	PB1	40-45	M	M.sc	1-5
9.	PB2	20-25	M	B.sc	5-10
10.	PB3	40-45	M	B.sc	5-10
11.	PB4	35-40	F	B.sc	10-15
12.	PB5	35-40	M	B.sc	5-10
13.	PB6	35-40	M	B.sc	10-15
14.	PB7	30-35	M	B.sc	1-5
15.	PB8	35-40	F	B.sc	1-5
16.	PB9	35-40	F	M.sc	5-10
17.	PB10	35-40	M	B.sc	10-5
18.	PB11	30-35	F	M.sc	1-5
18.	PB12	35-40	M	B.sc	1-5
20.	PB13	20-25	M	B.Tech.	1-5
21.	PB14	35-40	M	B.sc	1-5
22.	PB15	35-40	M	B.sc	1-5
23.	PB16	25-30	F	LL.B	1-5
24.	PB17	35-40	M	MBA	5-10
25.	PB18	20-25	F	LL.B	1-5
26.	PB19	25-30	F	B.sc	1-5
27.	PB20	20-25	M	B.sc	1-5
28.	PB21	20-25	M	B.Eng.	1-5
29.	PB22	30-35	F	B.sc	1-5
30.	PB23	30-35	F	M.sc	1-5
31.	PB24	45-50	M	HND	1-5
32.	PB25	30-35	M	B.Eng.	1-5
33.	PB26	35-40	M	DVM	1-5
34.	PB27	25-30	M	HND	1-5
35.	PB28	30-35	F	B.sc	5-10
36.	PB29	30-35	F	LL.M	1-5
37.	PB30	25-30	M	HND	1-5
38.	PB31	20-25	F	B.sc	1-5
39.	PB32	25-30	M	HND	1-5
40.	PB33	25-30	F	B.sc	1-5
41.	PB34	25-30	F	B.sc	1-5
42.	PC1	30-35	F	M.sc	1-5
43.	PC2	40-45	M	P.gd	10-15
44.	PC3	40-45	F	B.sc	10-15
45.	PC4	20-25	F	B.sc	1-5
46.	PD1	35-40	M	M.sc	5-10
47.	PD2	35-40	M	Ph.D.	5-10
48.	PD3	35-40	F	M.sc	10-15
49.	PR1	25-30	F	B.Engr.	N/A
50.	PR2	25-30	M	B.Engr.	N/A
51.	PR3	20-25	F	B.sc	N/A
52.	PR4	20-25	F	BA	N/A
53.	PR5	20-25	F	B.sc	N/A
54.	PR6	20-25	M	B.Engr.	N/A
55.	PR7	20-25	M	B.sc	N/A

56.	PR8	20-25	F	B.Engr.	N/A
57.	PR9	20-25	F	B.Engr.	N/A
58.	PR10	20-25	M	B.Engr.	N/A
59.	PR11	20-25	F	B.sc	N/A
60.	PR12	25-30	M	B.sc	N/A

Source: Field Research 2024

*** Key: Participant ID**

P: Participant

A: Entrepreneurs with access to public/private donor funding

B: Entrepreneurs self-made/family supported

C: Support and resource individuals- Consultants/Training solution providers/ Mentors

D: Support – Higher education academic faculty

R: Recent Graduate with Internship experience

Table 5.2: Categorisation of Research interview participants

Type of Participants	Codes	Sub-total	Total
Business founders with access to public sector support-education and funding	PA	2	
Business founders with access to private sector support- education and funding	PA	5	
Business founders with family support-funding	PB	34	
Entrepreneurship training consultants	PC	4	
Knowledge brokers/academics	PD	3	
Graduates aspiring to start-up ventures		12	

	PR		
Grand total			60

Source: Field Study 2024.

5.12 Research Interview Technique

The research participants were identified as highlighted at section 5.11 above, although travel restrictions and ease of access made it really difficult to physically be present in Nigeria at the time to conduct the recruitment of research participants. However, information technology (IT) tools such as the internet was utilised in the search and recruitment of research participants. Online sources such government websites, social media handles - Facebook, LinkedIn, X (formerly Twitter) and blog sites were used to identify individuals of interest.

The proposed participants were contacted through phone calls, emails and social media direct messaging, with over one hundred and fifty (150) such communications sent out during the period and sixty (60) individuals eventually participated in the research process. Brief introduction to the research topic, risk assessments and a consent form were sent out to the participants, this enables them to indicate the willingness and agreement to voluntarily participate in the field research project prior to the research interview meetings.

5.13 Ethical considerations

Research ethics approval (see appendix on research ethics approval) was also applied for according to the stipulated research guidelines by the University prior to conducting the interviews with the clear indication on how the field data shall be stored, retrieved and managed effectively (see appendix on research data management procedures) in line with the General Data Protection Regulation (GDPR), also ensuring that every aspects of the field research activities are properly risk assessed according to the stipulated guidelines (see appendix

research risk assessment), as a means of enhancing the levels of reliability, validity and credibility of the field research process.

5.14 Data Collection

Qualitative In-depth and semi-structured interview procedure (McGivern, 2006) was applied in this study, a research interview protocol was designed (see appendix- interview protocol), with interview guides and open ended questions that were discussed with the research participants. As mentioned above, this process was also designed initially to occur as a face-to-face meeting but was re-adjusted to fit into the prevailing conditions at the time (see above). Open-ended interview procedure (Salkind, 2009, McGivern, 2006) was applied to ensure minimal restriction and encourage participants' to take full control of their thought processes and responses while engaging in the discussions.

The above action was envisaged to enhance the richness in relativeness of the ontological and epistemological realities (summed up as meaning making action) as socially constructed activities, by ensuring that conversation are directed towards meaning making in a particular pattern within a socially situated manner, which therefore allows both the interviewer (researcher) and the interviewee (participant) some level of flexibility and freedom to openly discuss the subject matter without undue restrictions that could sometimes be hypothetically generated from a pre-constructed (pre-determined) research themes as usually observed in quantitative interviews.

This type of interview process is considered highly relevant to our research theme because of its inherent 'subjective' characteristics towards ensuring that, the entire process is both emergent and exploratory (Saunders *et al.*, 2019). The interviews were conducted between September 2020 and May 2021 virtually using Information Technology tools – specifically the Zoom virtual conferencing applications, and Beta's WhatsApp encrypted messaging services.

The main interview was conducted in English language which is primarily the official language in Nigeria, the interviews had a duration that lasted for between thirty-five (35) minutes to about one hour and twenty (20) minutes maximum. Some technical challenges were experienced during this process due to the level of newness, limited capacity and non-advancement to the use of certain IT tools by the researcher, as highlighted later in the limitations section of this research.

The conversations ranged from the participants understanding of entrepreneurship programmes in Nigeria – starting with entrepreneurship education, entrepreneurship funding, social infrastructure to aid business start-up (see appendix- participant interview guide and research participant interview protocol). The qualitative in-depth and semi-structured interview is essential in obtaining critical information for this research such as individual perceptions regarding the historical post-colonial entrepreneurship institutions and the implementation entrepreneurship programmes in Nigeria by getting information on people's feelings and perceptions at critical times, circumstances and settings (Salkind, 2009).

In considering the importance of the interview process, the reflection revolves around the emerging themes from the information (data) collected from the participants (Saunders *et. al*, 2019). It also provides an open opportunity to obtain important insights (or critical facts) that were not primarily considered relevant at the methodological design stage of the research, which is however important in the data analytical system to ensure the reliability and validity of information generated from the interview process, this include body languages, body movements, emotions and reactions, including smiles, nodding of the head, sitting positions, tone of voice, among other such reflective atmosphere that occur during discussions.

Meanwhile, special care was taken to cushion the effects that would in some cases emanate from the use of the designed data collection process which may appear as what Salkind (2009),

referred to as the ‘downside to interviews’ (p.195). These include time consumption, high cost of travel and logistics, as well as the issues relating to anonymity of the participants whom in this situation provided some personal and other critical information which were considered highly confidential (Salkind, 2009). Therefore, ethical application was a priority in the design of the interview procedures, so as to ensure the integrity of the process.

5.15 Analytical Approaches

At the end of field research, all the conversation that occurred during the interviews were securely recorded and research diaries were compiled and stored according data protection guidelines. The recorded interview details were extracted into MP3 audio files and stored in coded numbers for easy identification and retrievals for further analysis. This process was closely followed with the generation of data transcripts from the recordings by carefully listened to the voice recordings and manually transcribed the recordings word by word for the sixty (60) interview records.

This process was completed manually due to limitations in the application of software tools for the purpose of transcribing the interview recording, for example with some of the tools used such as the Microsoft transcribe, it was observed that the level of accuracy in the interview transcripts were not consistent with the statements made in the interview. This was mostly the case when participants used some phrases like ‘in their’, the IT tool identified such as ‘India’, this was a regular occurrence which led to the decision to manually transcribe all the interviews to ensure that such transcription were accurately verbatim.

The transcriptions were completed accordingly and this generated about six hundred (600) pages of transcripts – an average of ten (10) pages per interview across the 60 participants. The transcription stage was closely followed with the anonymisation of interview data, this was in line with the ethical guidelines provided to the participants before the commencement of

interview activities and for which consents were granted. The process of anonymisation was to ensure the ethical integrity of the interview were sustained throughout the research process, in such a way that individual identifying information were either partially or fully redacted where necessary to protect the details of the informant without affecting the credibility of the information obtained.

Interview participants were not identified by their names or the name of their businesses, however the locations for their businesses were retained such as the state or region of Nigeria (for example Lagos, Abuja) where they operate, but not the business exact location, as such no revealing information such as their addresses or telephone information were included. Such information were removed from the anonymised interview transcripts. Instead, the industry within which they operate was used to identify them (Fashion, Health and Well-being, Fintech).

In accordance with the research approach, Interpretive qualitative data analytical approaches was applied in the analyses of information generated for the purpose of this research, ‘thematic analysis’ was applied for the analysis of data. Thematic analysis is a qualitative analytical approach that searches through themes and unique patterns that are emergent from research data that have been collected through qualitative instruments such as interviews, observation, discussions among others, thereby enabling a researcher to draw conclusions or make inferences based on the available research data.

Thematic analytical approaches had overtime been identified as a very credible and robust means of analysing data for qualitative research purposes as it ‘is often thought of as a general approach to analysing qualitative data’ (Saunders *et al.*, 2019, p.651). This approach is suitable for the research aim and objectives as it searches for important themes and re-occurring patterns that emerged through the data analysis process, which also supports the interpretative qualitative positioning.

It is also flexible as it is capable of accommodating the different philosophical schools of thought (for instance, pragmatism, interpretivism, critical realism among others) and paradigmatic positioning in Business and management research (such as objectivism, subjectivism and abduction as well as deductive and inductive inferences) (Saunders *et al.*, 2019). Reflectively, the various elements of thematic approach is identifiable in the other qualitative analytical processes such as template and grounded theory frameworks and narrative analytical approaches (Saunders *et al.*, 2019).

The above-mentioned data analysis approach is considered very favourable to this research because it offers the opportunity to be systematic, flexible, accessible and reflexive at the same time (Saunders *et al.*, 2019). Also, by considering this process, thematic analytical approach provides researchers with the ability to analyse both large and small pieces of information without losing their quality and richness in the process. Hence the data size is not genuinely considered an issue of serious concern in thematic analysis because it aims mainly on the logical and orderly presentation of data as well as effectively coding research data which generally is reflective of the problems identified in the research process.

Meanwhile, the application of interpretive qualitative method as a theory building process is also to ensure that an inductive conceptual (and theoretical) framework is developed to ensure effective analysis of data generated through the qualitative means. Also, to subsequently test the reliability of information generated through the research process. In relation to this research, some of the conceptualisation and theorising is somewhat emergent in entrepreneurship field, for instances, spatial-temporal conceptualising that highlights historical post-colonial institutional characteristics is quite a recent development in the field (Welter and Baker, 2021, Welter *et al.*, 2016, Decker, 2013, Xheneti, 2017).

Therefore, the aforementioned approach contributes to theory building processes in the field of entrepreneurship by utilising a credible subjective approach that also support theory building to aid discussions around entrepreneurship policies, programmes, processes and activities in the post-colonial contexts. This research ‘loosely’ adapted the procedures outlined by Saunders *et al* (2019, pp. 652-659), which include (but not necessarily limited to) those discussed here below:

Becoming familiar with the research data

This process of becoming familiar with the research data was accomplished in the research through closely studying the interview details and carefully examining the pages of transcripts. Also, information were compared with those held in the research diaries as highlighted in the previous sections. Reflections on meta-data and secondary accounts such as tone of voice, smiles, adjustments in sitting positions, signs of feeling uneasy, excitements and judgements by the participants were also considered.

This process was key to engaging with the research data for credible analytical procedures (Saunders *et al.*, 2019). Further, the interview recordings were listened to more than once in correspondence with the data transcripts to appreciate further the contexts and usage of terminologies, phrases sentences, and statements by the participants in such a subjective manner, which in a way ensured triangulation of the primary data, to ensure congruency within an appreciative intent of harmonising field enquiry.

Coding the research data

The Coding process is crucial in thematic analysis of data just like the other aspects of the process. It involves a categorisation, fragmentation and re-grouping system of information processing based on certain similarities and presented in unique formats including meanings. Saunders *et al.* (2019), posited that, ‘coding involves labelling each unit of data within a data

item (such as a transcript or document) with a code that symbolises or summarises that extract's meaning'(p.653).

The coding process is important in this research case due to the 'complex' nature of qualitative information especially when using research participant interviews as a form of data collection process. The process is used to determine how the complex data are harmonised by reflecting upon what Saunders *et al.*, identified as data 'references to action, behaviours, beliefs, conditions, events, ideas, interactions, outcomes, policies, relationships, strategies' (2019, p. 653).

Analytical themes were generated from the research samples and categorised into six (6) types of participants (see table 5.2), ranging from those business founders who received certain business start-up supports from the public sector agencies, those that got support from the private sector, professionals such as knowledge brokers and consultants, as well as youth interns undergoing some level of entrepreneurship related skills development trainings.

As soon as initial codes emerged from the pool of the transcribed primary data, these were classified into themes and categories for analytical purposes. Consistent calibrations of the research led to the production of themes and categories relevant to the three (3) specific objectives of this research. Under the first objective which is to critically identify major entrepreneurship institutional framework and institutional actors for the implementation of socio-economically focused youth entrepreneurship programmes in Nigeria. Four (4) themes emerged from the data which were then classified into eight (8) data categories that have direct linkage to the data exemplars (see Table 5.3).

The four (4) analytical themes from the above were noted as layers of institutional framework and institutional actors for the implementation of socio-economically focused youth entrepreneurship programme and nine (8) categories of data clearly highlighted as:

Constitutional Layer (the government, the public sector and the government ministry), Organisational Layer (The Private sector and Non-governmental organisations), Intermediate Layer (The Foreign Government and International development agencies) as well as the Entrepreneur Layer (The youth business start-ups and entrepreneurship programmes beneficiaries), (see Table 5.3).

Table 5.3 Analytical Themes and Categories: Socio-economically focused entrepreneurship programmes institutional framework

Analytical Themes	Thematic Categories
Constitutional layer	The Government
	The Public Sector
	The Government Ministries
Organisational layer	The Private Sector and Non-Governmental Organisations
Intermediate Layer	The Foreign Government
	International development agencies
Entrepreneur layer	The youth business start-ups
	Entrepreneurship programmes beneficiary

Source: Field Research, 2024

For the second objective which is to analytically explore the roles of the identified entrepreneurship institutional framework and entrepreneurship institutional actors as enabling agencies for socio-economically focused youth entrepreneurship programmes in Nigeria. In the same manner, the research data were organised into analytical themes, in specific terms, four (4) analytical themes were derived from the primary data. Also seventeen (17) data categories were generated from the four analytical themes, which closely aligned with the data exemplars

linked according to field data insights and representation of reflective statements from the research participants.

The aforementioned analytical themes include, the “Proactive Private Sector Institution”, “Passive Public Sector Institution”, “Prescriptive foreign donor/ International development agencies” and “Self-organising youth entrepreneurs”. The data categories include - For the Proactive Private Sector Institution, this ranges from Enhancing nascent entrepreneurship experience, Facilitating entrepreneurship skills development, Providing highly competitive start-up funding, Facilitating entrepreneurial networking/social capital and Mitigating entrepreneurship institutional voids.

For the Passive Public Sector Institution, the data categories include, Modernised entrepreneurship learning curriculum, Innovative entrepreneurship learning approaches, Expanding Entrepreneurship Funding access, Innovation supportive social infrastructure, Ease of doing business. Meanwhile, for the Prescriptive foreign donor and International development agencies, the data categories include the Global leadership and entrepreneurship experience, International entrepreneurship networking and global social capital, International financing through procurements and Venture Capitalists (VCs). Then, for the Self-organising youth entrepreneurs, the data categories include, the Socially-based learning experience from family and relatives, Alternative learning channels, as well as Individually sustained entrepreneurial capacity (see table 5.4).

Table 5.4: Analytical Themes and Categories: Roles of entrepreneurship institutions - education, funding and social infrastructure

Analytical Themes	Thematic Categories
Proactive organisational layer	Enhancing nascent entrepreneurship experience
	Facilitating entrepreneurship skills development

	Providing highly competitive start-up funding
	Facilitating entrepreneurial networking/social capital
	Mitigating entrepreneurship institutional voids
Passive constitutional layer	Dedicated entrepreneurship learning centres
	Modernised entrepreneurship learning curriculum
	Innovation-based entrepreneurship learning approaches
	Expanding Entrepreneurship Funding access
	Enterprise supportive social infrastructure
	Ease of doing business
Prescriptive intermediate layer	Global leadership and entrepreneurship experience training
	International entrepreneurship networking/social capital
	International financing and capitalisation
Self-organising entrepreneur layer	Socially-based learning experience from family and relatives
	Alternative learning channels
	Individually sustained entrepreneurial capacity

Source: Field Research 2024

Moreover, for the third objective which was set out to extensively examine how the youth behaviour towards transitioning to entrepreneurship reflect their experiences and perceptions of factors that impose critical challenges to the implementation of socio-economically focused

entrepreneurship programmes in Nigeria. Following the same pattern for the previous research objectives, three (3) analytical themes and seventeen (17) data categories were derived from the categorisation of primary data on the youth entrepreneurs' experiences and perceptions of the socio-economically focused entrepreneurship programmes to enhance education, funding and social infrastructure.

The analytical themes include: “Normative Entrepreneurship educational approach”, “Start-up financing Inertia” and “Public sector Entrepreneurship programmes Characterisation”. For the data categories, in terms of Normative Entrepreneurship educational approach, there are five (5) data categories which include Rudimentary teaching methods, Lacking applicable experiential learning counterpart, Juxtaposition of entrepreneurship education to routine life skills, Finite requisite experience for teaching entrepreneurship, Significant learning opportunities at Post-graduate level (see table 5.5).

Also, for the Start-up financing Inertia theme, there are five (5) data categories which include Precarious funding access, Exploitative financial sector, Unsustainable public sector empowerment funding, Competitive private sector alternatives, Prescriptive foreign financing substitutes. Furthermore, for the Public sector Entrepreneurship programmes Characterization, there are seven (7) data categories which include Inadequate implementation framework, Ease of doing business, Perceived political undertone, Programme sustainability quagmire, Monitoring and evaluation deficit, Bureaucratic bottlenecks, Unsupportive social infrastructure (see table 5.5)

Table 5.5: Analytical Themes and Categories: Perception of entrepreneurship programmes: education, funding and social infrastructure

Analytical Themes	Thematic Categories
Normative Entrepreneurship educational approach	Rudimentary teaching methods

	Lacking applicable experiential learning counterpart
	Juxtaposition of entrepreneurship education to routine life skills
	Finite requisite experience for teaching entrepreneurship
	Significant learning opportunities at Post-graduate level
Start-up financing Inertia	Precarious funding access
	Exploitative financial sector
	Unsustainable public sector empowerment funding
	Competitive private sector alternatives
	Prescriptive foreign financing substitutes
Public sector Entrepreneurship programmes Characterisation	Inadequate implementation framework
	Ease of doing business
	Perceived political undertone
	Programme Sustainability quagmire
	Monitoring and evaluation deficit
	Bureaucratic bottlenecks
	Unsupportive social infrastructure

Source: Field Research 2024

5.16 Timeline of Research Activities

The entire research activities started with the initial research proposal and discussions with the supervisors around September 2019 which was followed with acceptance into the PhD programme to continue with the research process around October 2019. A critical review of the current state of entrepreneurship literature regarding “contexts in entrepreneurship” started in earnest following the access and curation of listed entrepreneurship Journals on the Chartered Association of Business Schools (CABS) Academic Journal Guide (AJG) for the period. This process provided credible framework to initiate the process of systematic and thematic literature search and reviews, as well as the field framing from which the preliminary research topic was derived.

Other activities include literature reviews, methodological designs, presentation of research ideas at highly reputable national and international scholarly conferences, workshops, colloquium, Doctoral researcher events, and symposium. Submission of research articles to academic journal publishing outlets, data collection and analysis, and preparation of thesis drafts (see table 5.17 below).

Table 5.17 Timeline of Research Activities

Activity	Timeline	Remarks
Review of wider entrepreneurship literature	2019-2021	CABS/AJG publications
Research topic framing	2020-2021	Activities affected by Covid-19 Pandemic
Design of research Methodological approach	2020-2021	Decision on qualitative research approach
Presentation of preliminary findings and research gap(s)	2019-2022	Research papers presentations at international conferences

Research papers Journal submission	2021-2022	Entrepreneurship and Regional Development (ERD); Journal of Management Studies (JMS)
Preparation of research instruments	2020-2021	Research Data management plan, ethics approval, correspondents with research participant, interview preparations
Research participants interview scheduling	2020-2021	Covid-19 related delays to research access
Data collection	November 2021-July 2022	Conducted 60 participant interviews
Ongoing Data analysis	2022-2024	Data analysis
Initial writing of thesis drafts	2021-2023	Thesis writing up to 4 draft versions of full thesis
Editing final draft	2023-2024	Version 4+ of research thesis final draft

Source: Author's desk research 2024

CHAPTER SIX

RESEARCH FINDINGS

CONTEXTS AND ENTREPRENEURSHIP INSTITUTIONS IN NIGERIA

6.0 Introduction

This chapter focuses on presentation and analysis of results for the research to highlight the extent of existing gap within the contextual and institutional theorization of entrepreneurship programmes. Hence, the clear inscription of aspects of historical institutional developments such as ‘post-colonialism’ in this research as a gap within the entrepreneurship discourse that requires constructive attention among scholars, especially to vigorously emphasize the implications of entrepreneurship within contexts (Welter, 2011, Welter *et al.*, 2016, Zahra *et al.*, 2014, Xheneti, 2017).

Just as the essence of socio-economically focused entrepreneurship programmes is to enhance the society’s economic activities through empowering the youth population with entrepreneurial skills and capabilities, such cannot be implemented in a vacuum or space that is devoid of the operationalization of various institutional architectures of a ‘State’ (such as government with sovereign powers). It became paramount to highlight how the institutional activities be it economic, social and political in such State like Nigeria are understood in relation to entrepreneurship programmes implementation (table 5.3).

This chapter briefly highlights the historical characteristics of entrepreneurship institutions in Nigeria with attention on how post-colonial institutionalism has made subtle ingress into policy developments for entrepreneurship in the Nigerian context. This was closely followed with the analysis of findings linked to the first objective of this study. The analytical themes and categories include - Constitutional Layer (the government, the public sector and the government ministry), Organisational Layer (Private sector and Non-governmental

organizations), Intermediate Layer (Foreign Government and International development agencies) as well as the Entrepreneur Layer (Youth business start-ups and entrepreneurship programmes beneficiaries), (see table 5.3).

6.1 Entrepreneurship Institutional Framework in Nigeria

Nigeria like every other country operates institutionalized systems of governance such that is required to effectively enact and implement policies to enhance economic development and social welfare. However, institutions are shaped by history, culture and various other socio-economic experiences, which make institutions not static per se, rather institutions are dynamic in shapes and forms to reflect historical and emerging trends (see more details at section 2.6).

Based on the position of this research, Nigeria's entrepreneurship institutions are widely determined by the activities of the mainstream political and socio-economic institutions which are typically influenced, represented and operated as a "post-colonial institution" (for example see Gbervbie and Oni, 2021, Decker, 2013, April, 2012) - that is institutional development based on historical post-colonial heritage (see chapter two). In much of her institutional activities after sixty-four (64) years of post-independence, Nigeria still operates within the remnants of the institutional frameworks that reminisce the dictates of the British former colonial systems.

Hence leading to the wider perception that, the so-called political independence as secured by the country in the year 1960 was supposedly "quasi" in character, which was in agreement to the sense that true independence of Nigerian political institutions were not secured at the time. An example of the above position is the continued existence of several colonial heritage most of which were reformed via nomenclature or name change while the purpose of their initial establishment have remained the same overtime (Gbervbie and Oni, 2021).

Such clearly shows that, the initial ideas that led to the establishment and institutionalisation of the political entity called Nigeria today by the design of British imperial powers for the purposes of economic exploitation and expropriation has significantly remained in place but managed under various guises for the same interest. Some of the institutional dimensions to such propositions are addressed in this study by critically examining some historical entrepreneurship institutional operational frameworks in Nigeria such as the political system, the commercial sector and the external development agencies (see also Eze *et al.*, 2022).

The Nigerian historical political system and public sector institutions

Historically, the Nigerian political system as highlighted severally in this research was designed, initiated, came into existence, and has continued to operate as the offspring of the British colonial system even in a post-colonial era. The Nigerian state was created and existed as a colony (now former colony) of the British colonial empires in Africa by the year 1914, so in the right sense of it, Nigeria never existed before 1914.

Also, to put things in perspective, the protectorate and colony of Nigeria was formed after the 1884-1885 partitioning in Berlin by bringing together entirely different nations (based on culture and language) that existed since history began by a British Government Chartered business - United African Company (later Royal Niger Company), into one Unitary system directly governed by the British government appointed representatives (called Governor Generals) and indirectly governed by the British Government at London under the Lordship of the British Monarchy (see Achoba and Maren, 2021, Abdulahi and Baba, 2021).

It was also important to highlight that Britain and other European countries as at the time in history controlled a swath of African regions (with exception of Liberia or Ethiopia) which were mostly invaded through imperialistic merchants and military occupations like the case of Egypt or the activities following the outcome of the Berlin European Conference of 1884 -1886

which led to the forceful partitioning of African regions and cultural communities into the so called ‘Protectorates’ and ‘colonies’ for the purpose of subjugation and colonisation by the British, French, Belgium, German and Portuguese invaders and imperialists who also posed as ‘Merchants and ‘Missionaries’ at the time (Abdulahi and Baba, 2021).

In the case of Nigeria, the partitioning of the various nations that constitute the country today was forcefully done by the mercantile as mentioned earlier, which was also chartered by the British Government at the time to oversee such activities in the region. Such have made many scholars to believe that Nigeria itself existed as a mere branch of British capitalistic imperialism or by implication an extension of a British imperialism inspired business enterprise ((Gberevbie and Oni, 2021, April, 2010, Decker *et al.*, 2020).

Therefore, ever since Nigeria existed from 1st January 1914 till independence 46 years later (1960), the country was fashioned for the operationalization of the British and other Western businesses whose purposes were for the exploitation and expropriation of economic resources for the sole gains of the western institutions at the time (for instance, see the account of Walter Rodney on how Africa was under-developed). Following the period of the so-called political independence, the systems for operationalising re-colonialism were also reformed to reflect the Western control of the former colonial territories through the process of post-colonialism (see preceding chapters).

For example, in the Postcolonial Nigeria, the British Government has continued to apply the principles of indirect rule system (a reform of the type that was successfully applied during the pre-amalgamation and post-amalgamation of the protectorates known as Nigeria from January 1914), to lay strong controls over the various aspects of her political, social and economic institutions overtime both. Which is shown mainly with the British Government covert interests

on how leadership of the Nigerian State are being constituted, as well as individuals that control the Nigerian State.

This was critically observed during the field research for this study during the recent Nigerian electioneering period, especially between September 2022 and March 2023, when all the aspiring Nigeria Presidential Candidates from the four (4) major political parties -the ruling All Progressive Congress (APC), the leading opposition Peoples Democratic Party (PDP) and two other frontrunners in 2023 Nigeria presidential election – Labour Party (LP), and New Nigeria People’s Party (NNPP), came to London to interact and supposedly to liaise and seek the approvals from British politicians and businesses to stand for elections in Nigeria.

All the mentioned aspiring and prospective Presidential candidates were also subjected to attend a press conference at the Chatham House London to present their political and presidential manifestoes on a British soil, to the British media and British audience about their plans for Nigeria. The electoral umpire in Nigeria – the Independent National Electoral Commission (INEC), although independent by their names, also attended private meetings at London before proceeding to the Chatham House London, to present on a British soil, to the British Media and British audience their plans on how the Presidential and other elections in Nigeria were to be conducted.

Considering implications of such political moves by the guardian (political) class in Nigeria with effects to the principles of sovereignty, it became easier to decipher that such political system as currently constituted in Nigeria is simply a system that projects a typical “metropolitan-peripheral” political institutional relationship clearly depicting the principles of post-colonialism as have been inundated in literature (Xheneti, 2017). The British system in this case represent the “metropole”- where important decisions about institutional developments are initiated while the Nigeria system represents the “periphery” where such

decisions are being implemented. Hence, operated at two (2) levels, namely: the “Core Capitalists” at the Centre (Metropolises) and the “Peripheral capitalists” at the periphery based on capitalism dictates.

Historical institutional relationships is still in existence which tend to perpetuate the grip of post-colonial influences, such as bilateral organisations like the (British) Commonwealth of Nations, and other postcolonial institutions like UK Department for International Development (now defunct) and the Foreign and Commonwealth Office (FCO) with the so-called embedded UK’s strategic interests.

Other such post-colonial hegemonic institutions which were established, financed and controlled by the Western societies include the United Nations with various affiliated agencies, the World Trade Organisation (WTO), the Bretton Woods institution - World Bank and IMF, including but not limited to organisations such as the G7 (formerly G8), Organisation for Economic Cooperation and Development (OECD) and regional economic blocs like the European Union (EU).

These organisations operate mainly to exert control over the most of the formerly colonised territories like the case of Nigeria, in deciding their forms and levels of leadership, public institutions, economic outlooks (structural adjustment programme), education and social infrastructure. Most of these controls are exerted covertly through the so called “foreign aids”, charitable agencies and technical supports in exchange for loyalty and compliance to the dictates of western hegemonic agencies as highlighted above. This exerts huge implications to public policy in Nigeria by making significant impact on how decisions affecting the various facets of the society – education, health, social infrastructure, wealth creation, economy and entrepreneurship among others (see Xheneti, 2017).

The commercial institutional framework

Historically, commercial institutional activities predated the existence of Nigeria as a country. Nigeria itself came into existence through the activities of the United African Company (UAC) later renamed the Royal Niger Company (RNC), according to history, the Royal Niger Company conducted the activities of curating and partitioning into protectorates, the diverse cultural nations that existed independent of each other as at the time of the company's (RNC) operations in the area following the abolition of slave trade in Europe (Gberevbie and Oni, 2021).

These protectorates were eventually merged together through the formal process of the amalgamation of the Southern and Northern protectorates, also with the protectorate of Lagos into what was named Nigeria in 1914 by the wife to be of the then British appointed Governor General for the newly created protectorate and colony of Nigeria.

The Royal Niger Company has continued to exist in Nigeria till present and was integrated into the Unilever Consortium which have now spread across many African countries and globally during the period (Decker, 2013). This process have enabled the spread of British businesses across Nigeria and West African especially at the height of British imperialistic policies. Among them include the spread of commercial banking businesses in Nigeria around late nineteenth (19th) century, with the formation of Bank of British West Africa in 1894, later renamed First Bank of Nigeria in 1979 and remains the largest commercial bank in Nigeria at present.

Also the “Colonial Bank” was established in 1917, through acquisition by Barclays Bank eight years later in 1925, the name was changed to Barclays DCO (Dominion, Colonial, and Overseas). Following the so called Nigeria political independence and indigenisation policy, the Bank was renamed Barclays Bank of Nigeria Limited and have continued to transform into

what is known today as Union Bank of Nigeria PLC. The continued existence of these mentioned organisations among several other colonial commercial institutions portrays to a large extent the effects economic policy making and implementation.

For instance, Decker (2013) succinctly highlighted how such business agencies most of which are Multi-national Corporations (MNCs) like in today's example, the Unilever PLC, First Bank of Nigeria, Union Bank of Nigeria, John Holt and Company of today among a long list of them that sprung up during the industrial revolution era in Europe, have served as the main custodian of some of the formerly colonised countries historical national archival materials. Hence, references are usually made to these businesses in the schemes of colonial-postcolonial continuum when historical institutional policy frameworks are required for effective implementation of public and private sector policies, suggesting to the notion that such formerly colonial businesses have been and still the backbone of institutional frameworks in such society (see also, Lubinski, 2023).

External Development Partners

Although captured in this sense as external agencies, such development partners have been integral to the various aspects of development policy frameworks, including that of programme designs and implementation in the life-wire of public programmes in Nigeria. Some of them include the now defunct UK Department for International Development (DFID), United States Aids (US Aids), European Union (EU) and the Bretton Woods institutions. Other Western driven development institutions and charitable organisations with active participation in the country's development planning include most of the United Nations Organisations affiliated agencies (Ogamba, 2019, Mckenzie, 2016).

Although these agencies tend to portray themselves as operating independently, but receive their funding from mostly the rich western countries such as the Post-colonial Britain and other

close allies, which correlates with theorization by Xheneti (2017) - implying that, “He that pays the Piper, dictates the tune of the music”. Hence, in the case of such development agencies, the major providers of their operational funding and infrastructure, also influence the activities of such agencies (Ogamba, 2019, McKenzie, 2016).. It is a fact within the post-colonial research field that such organizations mainly function to extend the post-colonial socio-economic decisions from the former colonizers to the formerly colonized in the modern global economy (Xheneti, 2017), thereby perpetuating the primary objective of colonialism - economic exploitation and expropriation.

Although, some of the situations as highlighted may not be directly connected with the main objectives of this research, but the correlation within the entrepreneurship institutional framing is mostly credible and practically obvious in the case of Nigeria. A credible instance include the fact that, the most acclaimed youth entrepreneurship programmes in Nigeria such as the most recently implemented Youth with Innovation (YouWin) entrepreneurship Programme was implemented by Nigeria Federal Government, with funding provided by the World Bank and training provided by the defunct UK-Department for International Development (DFID) via the University of Plymouth (McKenzie, 2016, Ogamba, 2019).

Furthermore, subsisting government economic policies in Nigeria have been acclaimed to be widely influenced by the stipulations of the Bretton Wood Institutions – the World Bank (WB) and International Monetary Fund (IMF). Part of the widely acknowledged direct interference of such western controlled post-colonial agencies in such economic policies in Nigeria include the Structural Adjustment Programme (SAP) in 1986 which was widely tagged as a targeted plan by the aforementioned globalized development to “tame” the momentum of economic prosperity including entrepreneurial capacities of Nigerians as at the time (see also Oshewolo and Oshewolo, 2021).

Also, with development planning with archival data such as highlighted by Decker (2013), these agencies always positioned themselves as the main source of statistical data for economic planning in Nigeria, owing to the fact that, these external agencies are the main funders of research of household demographics in Nigeria, therefore serving as the major repository for development planning information. A typical example to this regard is - Nigeria last had a census conducted in the year 2006 (after the 1991 census) that is about eighteen (18) years to the period of this research which put the Nigeria population as at then at just over one hundred and forty million (140, 000 000) people.

According to the words of the then Nigerian Population Commission (NPC) the Government Agency responsible for conducting such exercise, major financial, technical and administrative supports were received from the aforementioned external agencies with European Union (EU) as the major contributor. The entire process was managed with the United Nations Population Fund (UNFPA) with close collaboration with UNDP, USAID and the UK-DFID. Although, one fascinating factor is such range of supports were accounted in a monetised form, with EU projected to have provided over one million dollars (\$1 Million USD) (FGN, 2009).

However, the NPC did not receive a cent or half a dollar of such amount directly, which suggests that, the so called fund in aids like several of such usually budgeted by countries like Britain to support some developing countries, were actually “ploughed back” into their mainstream economy through these agencies whom represent the western interests in development planning.

Ever since the conclusion of the 2006 census, Nigeria have struggled to conduct further census activities with the one projected for 2023 not coming to fruition. Meanwhile, the Nigerian government have been running on economic planning based on statistical data provided by these external agencies who would tweak the country’s demographic figures at intervals and

provide the government with figures they deem convenient for economic planning, even though such figures did not undergo rigorous empirical process to ascertain the quality, authenticity and reliability by the policy makers in Nigeria- again leading to the assumption of “he that pays the piper, dictates the tone of the music”.

The above perhaps is the reason why the Nigeria population have consistently been projected from about over one hundred and forty million (140 000 000) in 2006 to over two hundred and eighteen million (218 000 000) as at year 2022 by the World Bank, based solely on quantitative statistical projections without adequate empirically defined field based population census conducted so far since after the one of 2006 in Nigeria. Meanwhile such western controlled development agencies like the World Bank among others have served as the main socio-economic development planning and implementation databases for Nigerian economic institutions – including the entrepreneurship development institutional framework in Nigeria.

This wider socio-economic and political institutional framework vis-à-vis post-colonial institutional developments based on the longstanding transfer, transition, reformation, rebranding, among other forms of extending the colonial institutional heritage, mostly defines institutional operationalisation of programmes in Nigeria. Although, the reflection on such post-colonial heritage when articulating the various implications for the implementation of such socio-economically programmes does not necessarily portray a negative impact.

Moreover, it provides critical insights into the nuanced perspectives for harnessing the understanding of the benefits, challenges and opportunities posed by such longstanding historically informed institutional developments overtime – Perhaps the history of the Nigerian entrepreneurship institutions would not have been a subject of discussion in research today if postcolonialism was discounted – Hence, there would not be Nigeria without colonialism (see also post-colonial theorizing at chapter 2).

Implications for Entrepreneurship Programmes Implementation

The highlighted position above implies that even though Nigeria have existed as an independent country for sixty-four (64) years, most of the development planning and implementation mechanisms are still indirectly controlled by the former colonizers who for long exerts institutionalized polycentrism, as well as indirectly implementing western hegemony in government policies and programmes with implications towards implementation. For entrepreneurship programmes, the research participants highlighted the level of foreign dependencies for implementation in Nigeria, for example Participant PB14 a self funded youth entrepreneur indicated that:

“Yes, government put all these in place on paper so maybe when they need to present their books to the likes of the IMF, the UN; that this is what they are providing for their citizens; so they will say, okay, yeah, this government is trying...” (PB14)

Within entrepreneurship programme covered in this research, the findings shows the level of understanding the participants in the research have about post-colonial hegemonic influence in the process of implementing the Nigeria Government policies in such areas. Take for instance entrepreneurship education – the British pattern of education that were inherited in Nigeria during the periods of colonialism are still being operationalized in teaching at various levels of education, including the teaching of entrepreneurship at higher education institutions in Nigeria just like anywhere else around the globe where the colonial British academic curriculum have played huge parts in education (Storr and Butkevich, 2007, Hunter, 2014).

Such process deprives the indigenous people of Nigeria and other post-colonial societies (Hunter, 2014) an opportunity to learn within the educational procedures that reflect activities within their immediate environment, starting as early as kindergarten stage (nursery education) where Nigerian children are taught “A is for Apple” even though Apple is not grown in most

part of Nigeria at all (apple is a luxury commodity in Nigerian homes), so the children learnt about apple first on the foreign books as such was supplied by the colonial and post-colonial agencies, without them having to physically see and feel the real apple in the right sense of it. Perhaps “A for Avocado” would have been more appropriate (because Avocado is grown in most part of Nigeria and not apple that is mostly imported from abroad) but for the purpose of colonizing the mind (Hunter, 2014).

Relating such to entrepreneurship development, entrepreneurship education is also predominantly based on westernized curriculum which seldom reflect on experiences derived from within as observed during the research. This position was buttressed by some of the research participants while reflecting on their entrepreneurship educational experiences in such manners as highlighted below:

“I personally did not notice until I graduated...So, because they never ran businesses, they never had experiences, they were just sharing theories of what business says business should be. Instead of sharing their experiences and guiding us with those theories, because those theories were developed in the UK [and] in the US that might not be practicable in Nigeria with the kind of poor technological system that we have, poor government support and all the rest of it...” PA3

This shows that little resources are invested in developing home grown teaching resources to enhances learning within the Nigerian system. That is not to say the foreign theories were invalid for teaching entrepreneurship courses in Nigeria but it beckons further to how much of those theories were domesticated to reflect the Nigerian entrepreneurship ecosystem in light of existing infrastructure and socio-cultural effects of the environment, this is the as the participant (PA3) went ahead to seek insights on field developments that account for the experiences of home breed entrepreneurs as stated below:

“So, there is a need to really look at theories and not just looking at how Peter Drucker said this and Peter Drucker said that, but what is Nnamdi Azikiwe saying, what is Tony Elumelu saying, what is Dangote saying, these are local Nigerian entrepreneurs, that should be theorists...Peter Drucker and [the] rest made some very good interesting theory, but some of those theories might not be applicable to Africa and Nigeria, in particular, so I think that's where we really missed it a lot...” PA3

This position highlights a form of disconnect from the learning experiences of the students for reasons such as the assumption that what they are taught does not reflect developments within their immediate environment. Hence, leading the students to believe that such courses are merely provided as a process of fulfilling the requirements for gaining the college or university degrees rather than building up the requisite skills required for future entrepreneurial activities as highlighted by the research participants:

“Many students just saw the course as just an opportunity to just pass a course, instead of understanding that it's providing you with a framework that will help you to grow, you know in [the]future...many of these students were getting people [they were] actually paying people to write business plans for them...so I think there's a lot more that needs to be done...” PA3

“But in Nigeria doing business, it was like there was a lot of disconnect because it is not what I was taught that is happening, the frameworks I was taught in school or the ideas I was taught in school were not things that were obtainable in the real world in the real sense of things. So, I saw a disconnect, but some things were static...having the mind of an entrepreneur[ship] and all of that, those were things that were quite helpful but the frameworks like I mean the things that we're supposed to do as business people, were not really taught in my undergrad...” PB2

So by implication, due attention was not paid to the learning experience of the students because what was most critical to the academic institutions is the priority to deliver the courses as fashioned out by the perceived funders of the programmes, by following the guidelines stipulated in the Government policies in the delivery of educational principles. It is also important to highlight at this stage that the framework and modalities for training for the Youth with Innovation (YouWin) entrepreneurship programme in Nigeria 2011-2014, was designed by academics at the University of Plymouth, with limited contributions from Universities in Nigeria to the entrepreneurship training aspect (Ogamba, 2019).

Hence reflecting the adaptation of westernized principles in such delivery of entrepreneurship programme with limited reflection of national practices which may strike better connection for the learning purposes of the students as highlighted in the excerpts above, with more of such reflection provided by most of the participants in this research as highlighted further in the analysis.

For other aspects of entrepreneurship programmes such as funding and social infrastructure, the situation is not far from the above. The financial institutional framework - the Multinational Corporations (MNCs) still control the Nigerian financial sector with specific examples of those that have transformed overtime like the Unilever, Former colonial banks like the First Bank, the United Bank for Africa (formerly British and French Bank -BFB), the Union Bank and several other such businesses who not only represent the significant heritage of imperialism, but also position as the major custodian of Nigeria's economic, social and political history such as accounted elsewhere in a formerly colonized British West African country (Decker, 2013, Lubinski, 2023).

With respect to the above, the financial sector in Nigeria strongly showcases how deeply indigenous start-up businesses are perceived since the period of colonialism (or spanning the

period of slave trade) as the “commodities of trade” rather than “institutional actors or agents of trade”, due to imperialistic economic interests that beckon on exploitation of the trade commodities (for example the so called Nigerians at the time) and expropriation of economic benefits to the centre (for example the British colonial economy).

Such factors has made it extremely impossible for start-up entrepreneurs in Nigeria to trade as partners with the MNCs, especially when it comes to accessing start-up business loans and credit facilities from the Nigeria financial institutions. Start-up entrepreneurs are discouraged from accessing such loans and credit facilities due to stringent requirements. An example is the requirement for “Collaterals” before such loan applications could be granted – collateral in the context of Nigeria ranges from Family properties ranging from lands, buildings up to the start-up capital of the entrepreneurs themselves (see subsequent sections for more insights).

The critical social infrastructure in Nigeria ranging from engineering and construction, oil exploration, major manufacturing and processing sectors, communication technology, power generation and distribution, transportation including the industrial focused maritime sector, the FMGCs- Fast Moving Consumer Goods, among the various aspects of Nigeria’s real economic sector are majorly in the control of foreign businesses (mostly British, French and other Europeans). Again suggesting the main reason for colonialism (economic) is still very much present in contemporary Nigerian society.

Although globalization is considered a viable and utopian economic approach in a liberal global economy, but in the context of post-colonialism, using events reported in literature (Decker, 2013, Storr and Butkevich, 2007) and observations from field research, this economic system seldomly works well for Nigerian start-up entrepreneurs due to volatility arising from competing with the already established foreign MNCs (see descriptions above) in the areas of foreign exchange - because most Nigerian businesses depend on importation of major business

components from abroad, including the Nigerian Government which exports crude oil to global business partners and in turn, import almost or all the country's required refined petroleum products which is highly dependent on the exchange of foreign exchange – the US Dollar (\$).

The position of this research is that, even though Nigeria is recognized as an independent country after gaining quasi-independence from the British imperialism since 1960 and by this process assuming that, the Nigerian entrepreneurship ecosystem shall reflect such levels of independence from the colonial strongholds. However, by applying critical analogical factors such as reflections using the post-colonial lens, this emerging research evidence showcases that, even though there are major economic reforms in Nigeria during the period, including that of indigenisation policy of the Government, only a limited independence has been achieved.

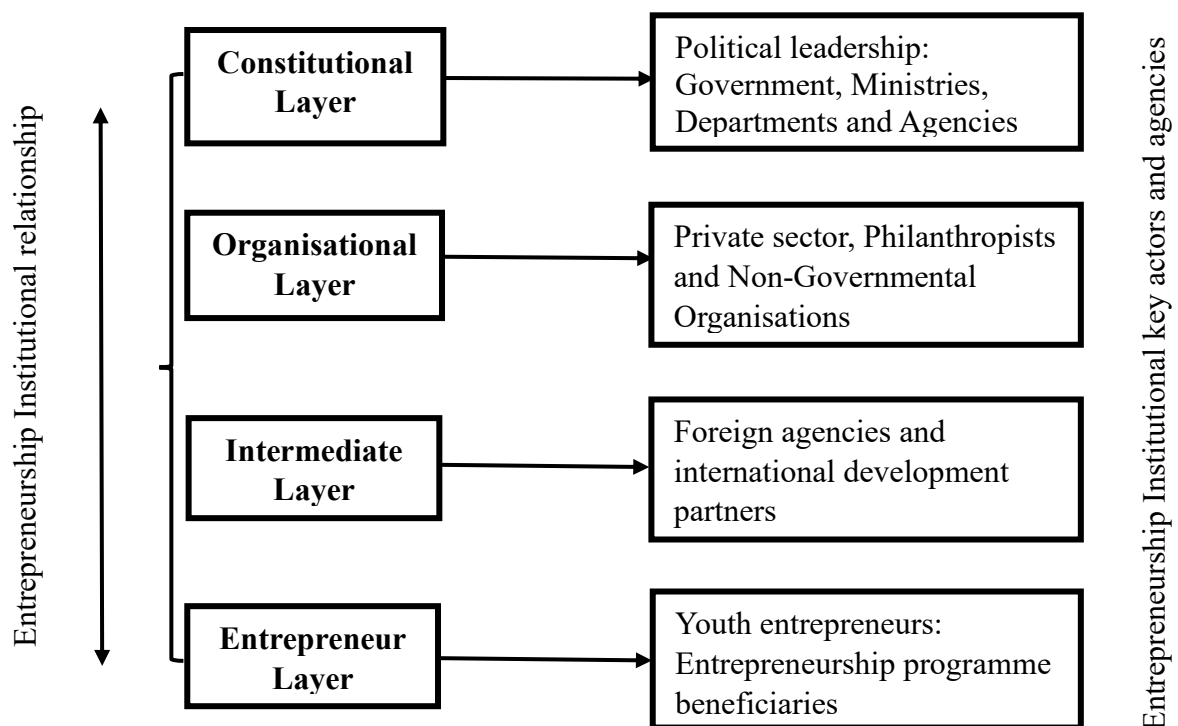
It is also evident enough that, the government itself and the economic policies that shapes the entrepreneurial landscape (such as the Structural Adjustment Programmes) as provided by the IMF and World Bank, such were by-products of post-colonialism orchestrated by the modern operationalisation of western hegemony (Audu and Oshewolo, 2021). Therefore in reality they operate within the “layers” of post-colonial entrepreneurship institutional frameworks which also has implications to socio-economically focused entrepreneurship programmes implementation.

6.2 Layers of Entrepreneurship Institution in Nigeria

This study identified four (4) layers of entrepreneurship institution in Nigeria from the field research - based on the perceived characteristics of the key entrepreneurship actors in the Nigerian entrepreneurial ecosystem when the implementation of socio-economically focused entrepreneurship programmes is concerned (see Table 5.3). The four (4) layers of entrepreneurship institutions include Constitutional layer, Organisational layer, Intermediates layer and Entrepreneur layer (see Table 5.3 and Figure 6.2).

These layers, were critically identified based on their characteristics, operations, and key contributions to entrepreneurship programmes in Nigerian, especially institutional activities that stimulate the business venturing behaviour among the youth population in Nigeria with requisite skills and capabilities through entrepreneurship education, entrepreneurship funding and entrepreneurial social infrastructure.

Figure 6.2: Layers of Entrepreneurship Institutional Framework



Source: Field Research 2024

6.2.1 The Constitutional Layer of Entrepreneurship Institution in Nigeria

The constitutional layer of entrepreneurship institution in Nigeria represents activities that take place at the top echelon of societal leadership and governance, this position usually include the political leadership who are either elected through popular democratic processes or acquired political powers through other means considered to be undemocratic (Acemoglu and Robinson,

2001). This group according to the findings control the society's wherewithal for socio-economic development through the existing legislative and executive powers.

If democratically elected through constitutional provisions in Nigeria, the political leadership usually last for a minimum and maximum stipulated tenure - usually four (4) years minimum single tenure or eight (8) years maximum tenure. However, the case is different in an autocratic system like with the cases of the military take-over of control through undemocratic means as was the protracted cases between January 1966 – October 1979, and December 1983 – May 1999, after which the democratic process have been sustained in the system up till date by maintaining the democratic political tenures of four (4) years single term and eight (8) years full term.

The constitutional layer for the purpose of this study was categorized accordingly as - the government, the public sector and the government ministry.

The Government

This implies regime in power during the implementation of entrepreneurship programmes (see Table 5.3), this is the case as such programmes are usually identified based on the Government in power such as the President, Vice President, Governor, Minister and other relevant government functionaries instrumental to the policy development and programmes implementation processes. For instance, prior to 2011, the socio-economically focused social empowerment in Nigeria was the National Poverty Alleviation Programme (NAPEP) under President Olusegun Obasanjo's regime.

Then followed by the widely acclaimed successful - Youth with Innovation (YouWin) programme under President Goodluck Johnathan's regime. The administration in the year 2011, designed the programme to reduce youth unemployment by providing enabling platform for the youth to be trained and mentored by professionals. It also provided start-up funding, up

to 15 Million Nigerian Naira (\$50,000) and recorded over three thousand and nine hundred (3900) beneficiaries (Ogamba, 2015, Ebiringa, 2013), within the three phases of implementation. Close to the YouWin programme in succession is the - N-power (social investment) programme and Trader-money by the President Mohammadu Buhari's regime 2015-2023.

The constant recognition of the Government as the main driver of socio-economically focused youth entrepreneurship programmes in Nigeria were highlighted in the field research transcripts with over 200 mention of the term "Government" by the research participants in recognition of the primary role of governments in power to ensure such activities were put into place through enabling policies and implementation frameworks, hence making the government as a critical actor in the implementation of socio-economically focused entrepreneurship programmes, such as discovered in the following excerpts from participants some of whom were beneficiaries of government entrepreneurship programmes:

"I could remember during the time of Goodluck Jonathan, he was empowering the youth with ten million naira at least ten million naira depending on the proposal or business plan you put out there but when this government came in, the Buhari government, they destroyed, pushed aside the empowerment and even those of us that were eligible were even denied the fund..." PB25

"I'm a living example or testimony of someone that have benefited immensely from government programs, because I made mentioned that you know i tried a whole lot of things after school But, it was YouWin [a government funding programme] that set the paths for me because..." PA2

This position was also echoed by other participants (PB2, PB8, PA4, PA5, PA2, PB3 and PB9 – see Table 5.3). The constitutional layer is characterized by the executive and legislative

powers of government, usually embedded in the provisions of the Nigerian constitution as the fundamental laws of the land. Nigeria like many other post-colonial governments run a powerful national government which manages the country's internal affairs through centralized powers within a supposedly "quasi" federal system with limited devolution the federating units. The central government amasses enormous powers as it centrally controls the mainstay of the government revenue – the crude oil, and distribute financial resources to federating units as prescribed by the government at the centre, an institutionalized system succinctly inherited through historical post-colonial institutions, with the implication of "he that pays the piper dictates the tune of the music".

Although the federating units have constitutional responsibilities, the executive powers in finance, national and local security of lives and property and most critical infrastructures are under the control of the central government, which therefore highlights the assumed western hegemonic and polycentric situation acutely modernized and applied in the institutions for Nigeria's socio-economic governance as a post-colonial heritage. Such system is not far from the formerly colonial "indirect rule" systems that operated in the British colonial Nigeria Government, exceeding even the so called Nigeria's political independence at the time.

The Public Sector Government Ministries

The public sector is part of the executive and legislative functions of the government and operate as main channel for the implementation of socio-economic policies of the Government (see above), the public sector government ministries also work in close relationship to the other layers of entrepreneurship institutions and key actors within the Nigerian entrepreneurial ecosystem for the effective implementation of socio-economically focused entrepreneurship programmes.

It is largely believed that, the public sector and government ministries identified within the context of this research play crucial roles in entrepreneurship programmes implementation in Nigeria (Ogamba, 2019, McKenzie, 2016, Ebiringa, 2013, Okpanachi *et al.*, 2016). Research evidence have also shown the contributions of such government linked departments and agencies in programmes such as the aforementioned YouWin entrepreneurship programme with active contributions from Government Ministries of Finance, Communication Technology, Youth Development, Women Affairs and Social Development (see Ogamba, 2019, p.269).

6.2.2 The Organisational Layer of Entrepreneurship Institution in Nigeria

The organisational layer of entrepreneurship institution in Nigeria when the implementation of socio-economically focused entrepreneurship programmes is concerned constitutes the activities of non-governmental organisations (NGOs), philanthropic organizations, private business organizations, commercial ventures and venture capitalists within the Nigerian entrepreneurial ecosystem (see Table 5.3, and Figure 6.2). Research evidence shows the contributions of the private sector organizations in entrepreneurship development overtime.

The activities within the organisational layer of entrepreneurship institutions in Nigeria complements that of the constitutional layers - public sector, government ministry or the government itself (see above). As it was observed in this research that commercial organizations engage in several forms of youth empowerment activities as an aspect of their corporate social responsibility (CSR) – a process of giving back to society where most of the businesses operate through social, environmental and economic empowerment for the population that dwell locally.

Within the context of entrepreneurship programmes, such activities vary across education and training, skill development events such as bootcamps, provision of business funds, professional

assistance such as business mentoring, enlightenments on the application of certain business tools, providing sponsorships for target entrepreneurial tourisms such as excursions to manufacturing sites, historical events, seminars, conferences and symposia, as well as providing platforms for networking among entrepreneurs and policy makers alike.

Some institutional stakeholders recognized in this research within the organisation layer of the entrepreneurship institutions in Nigerian include, indigenous businesses, Multi-national Corporations (MNCs), non-government organisations (NGOs), such as the Tony Elumelu Foundation (TEF) which is part of the Heir Holding Group led by the proficient African Entrepreneur – Tony Elumelu. Other such organisations include businesses such as Etisalat, Union Bank, LEAP Africa, PricewaterhouseCoopers (PwC), Diamon Bank (BET programme).

These businesses provide active supports to prospective entrepreneurs, as well as facilitating opportunities for start-up entrepreneurs to engage effectively with major stakeholders within the Nigerian entrepreneurship ecosystem, such as emphasized by research participants some of which are highlighted in the following excerpts:

“The intervention that I have really gained from is private interventions from non-governmental organizations. For instance, the Tony Elumelu Foundation I got financial grants and also technical skills from them and that was last year...” (PA1)

“The Lagos Business School is so expensive I was there, I was funded by Etisalat, without Etisalat funding me there is no way I could afford to go there, you know, so we still need some kind of soft landing, that a lot of young people or fresh graduate have in other parts of the world, you know, to help...” PA3

“Tony Elumelu Foundation being one of the most assistive in Africa, helping young entrepreneurs to stand and it’s not even giving loans, it’s even giving grants and I’m

talking to you because I'm a product of Tony Elumelu Foundation [entrepreneurship] intervention [programme], you know I got a grant from him... ” (PB5)

There is strong indication from the perception of the youth entrepreneur participants, that the private sector organizations have been the bedrock for entrepreneurship development within the Nigerian ecosystem which shows that, the functionalities of the organisational layer of entrepreneurship institution in Nigeria is no doubt pivotal to the implementation of entrepreneurship programmes. Further, looking at corresponding evidence by professionals in Nigeria relating to their experiences in supporting entrepreneurship development, the private sector mainly leverage on their experiences in business to understand the difficulties presented to entrepreneurial start-ups within the system, such as highlighted below:

“The private sector are those that have the practical entrepreneurship knowledge, they are those CEOs that are running the successful companies. [Also] those CEOs that have lost contracts, they knew what they did to lose it, they know what they have done to win businesses, they know what they did to develop businesses that succeeded in the market...the business man who's running this business day in day out, who understand supply chain realities, who understand the bottlenecks with buyers and supply you know this kind of thing, so they understand the practicality and technicalities of running a business...” (PC1)

The above excerpts shows how strong participant believe the private businesses and organizations have been instrumental to their entrepreneurial journey, therefore buttresses the understanding of the critical position of the organisational layer of entrepreneurship institution in Nigeria when the implementation of entrepreneurship programmes is concerned. Which also supports the notion that entrepreneurship development in various societies is driven by the private sector activities with the public sector (for instance the constitutional layer) ensuring

the provision of adequate enabling environment (including entrepreneurship friendly policies, social infrastructure and security of lives and property among) for such activities to thrive.

6.2.3 The Intermediate Layer of Entrepreneurship Institutions in Nigeria

The intermediate layer of entrepreneurship institution in Nigeria when socio-economically focused entrepreneurship programmes implementation is concerned was identified as the third layer of entrepreneurship institutional development in Nigeria (see table 5:3 and figure 6:2). The entrepreneurship actors within this layer usually function within a mediating role at the intersection of the various institutional actors due to the capacity they have towards influencing policy making and implementation processes within and across the identified institutional actors.

The intermediate layer is represented through the supposedly ‘quasi’ non-state actors, who exert hegemonic influences on policy choices of the major state actors – especially those found at the first (the constitutional) and the second (organisational) layers in response to socio-economically focused policy and programmes for the perceived benefits of the fourth layer of entrepreneurship institutions to be subsequently discussed (see also figure 6.2). The most influential actors within this layer in Nigeria are the international donor agencies and multinational development partners such as those highlighted at section 6.1 above (external development partners). Specifically, the activities of agencies such as the World Bank (WB), International Monetary Fund (IMF), the defunct United Kingdom Department For International Development (DFID) which is currently the Foreign and Commonwealth Office (FCO).

Others include the United States Agency for International Development (USAID), the European Union (EU) and UN affiliated development agencies with vested western interests. Historically, such agencies especially the World Bank and IMF exert western capitalist economic philosophies on non-western countries status based on the socio-economic parlance

of the IMF, World Bank (WB) and affiliated global economic development agencies (as clearly orchestrated by the so called western countries) who control the economic wherewithal of countries considered to be poorer with ‘bogus’ World Bank loans in US Dollars (US\$) that most of them could hardly afford to pay back across generations, a good example is the structural adjustment programme (SAP) in Nigeria (Oshewolo and Oshewolo, 2021).

In the context of socio-economically focused youth entrepreneurship programmes in Nigeria with specific examples like the Youth with Innovation (YouWin) entrepreneurship programme (2011-2014), the major international donor agencies for the programme design and implementations were the defunct UK’s Department for International Development (DFID) currently the Foreign and Commonwealth Office (FCO) and affiliated institutions such as the University of Plymouth UK (Ogamba, 2019). Also, the World Bank (WB) that provided the loans for the funding of the YouWin entrepreneurship programme up to the tune of thirty-six million US Dollar (US\$36M), which was distributed to thousands of participants up to fifty thousand US Dollars (US\$50k) to each participating beneficiaries of the Nigerian Government’s YouWin entrepreneurship programme (McKenzie, 2019).

It is believed within the framing of this research that such unequal socio-economic relationships with multinational and international development agencies with their operational mechanisms, no doubt, exert lots of influences on the approaches and outcomes from the implementation of such entrepreneurship programmes in Nigeria (Xheneti, 2017), which has implications to the behaviour of the target beneficiaries of as highlighted further at subsequent sections.

In accordance with the above position, recent research within business history, also suggests that critical records about such programme’s implementation would most likely, be credibly accessed through the archives of such international and multinational agencies (for example Decker, 2013, Lubinski, 2023) such as earlier noted about details of Nigeria population. In fact,

the only credible sources to access detailed information about the implementation of the YouWin programme is via the World Bank websites (McKenzie, 2019).

This researcher made several efforts to access such information from the national government agencies such as the mentioned ministries and agencies for the implementation of the YouWin programme (Ogamba, 2019), but such information were not readily available. The key actors within the intermediate layer of entrepreneurship institution in Nigeria largely form the functioning interface between the constitutional and organisational layers, towards the fourth layer of entrepreneurship institutions identified in this study – the entrepreneur layer (see section 6.4 below), as shown in the following excerpts:

“What we did was to leverage on international organizations in Nigeria, like the UN, UNICEF, the UNFPA the IOM, ActionAid, we leverage on their procurement and that have been sustaining us...” (PA4)

“Me and you are aware of what we call the Nelson Mandela fellowship where America take over 50-100 people to the US to go and attach them in the university and to attach them in many institutions, many civil society group, many businesses to learn something and come back and implement...” (PA3)

“I was told about the opportunity for female entrepreneurs to get a scholarship by the World Bank to attend the entrepreneurship training, the program, the certificate of entrepreneurship and management program...” (PA5)

The foreign governments and development agencies possess the resources considered vital for supporting most socio-economic policies at various levels, and through means such as funding, they hold significant sway in the decision making processes for such programmes implementation, usually driven by the western post-colonial institutions such as highlighted in the case of the YouWin entrepreneurship programme. For example, these agencies provided

resources that include funding (World Bank), training (University of Plymouth), and programme strategy (the defunct UK-DFID currently FCO).

6.2.4 The Entrepreneur Layer of Entrepreneurship Institution in Nigeria

Institutional actors identified in this study at the entrepreneur layer include start-up venture, youth entrepreneurs, prospective entrepreneurs and entrepreneurial interns within the context of socio-economically focused youth entrepreneurship programmes implementation in Nigeria. The entrepreneur layer in the context of this research specifically highlights the youth population who transition from higher education into entrepreneurship related activities in Nigeria.

Although, this layer of entrepreneurship institutions do not play extensive roles in the policy development frameworks when compared with the other layers of entrepreneurship institutions in Nigeria, because they are usually overseen by the institutional actors at the other layers (constitutional, organisational and intermediate layers). Meanwhile, the roles played by the entrepreneur layer of the institutional framework cannot be over-emphasized as the businesses and commercial sector activities including start-up ventures are the bedrock of most economic activities, due to their vital economic contributions.

The entrepreneur layer represents stakeholders at the receiving end of decisions made at the first, second and the third layers of the entrepreneurship institutional frameworks (see Figure 6.2). They include (in this research context) the youth entrepreneurs in Nigeria who transition from education towards business start-ups, especially those that have benefitted from entrepreneurship programmes during the start of their business.

In essence, most of the decisions at the constitutional, organisational and intermediate layers, impact largely on how the entrepreneur layer conduct their entrepreneurship related activities. Hence the experience of the youth entrepreneurs within this layer provides the credible lens to

understand the contexts of entrepreneurial programmes in the Nigerian context, in assessing the performance of the aforementioned three (3) key actors at fostering entrepreneurship developments, as such experiences were extracted from the field research:

“I know what it means to be in that in-between, you just finished [school] and want to start business, but don't know how to start...I am someone that have benefited immensely from government programs, because I made mentioned that you know I tried a whole lot of things after school But, it was YouWin [a government funding programme] that set the paths for me...”(PA2)

“That is where I really learnt some basics about truly formalizing my business, because you know when you are just doing from what you know, you are just coasting it, you are working with the knowledge that you have. But then, getting proper entrepreneurship training helped me to properly structure the business...” (PA5)

Indeed, this research highlight the experiences of the youth entrepreneurs as showcased above, as their experiences are the key focus of this research in understanding the implications of the entrepreneurship programmes implementation on the behaviours of youth entrepreneurs as a process of developing their entrepreneurial mindsets. As such, it highlights the perceptions of these Nigeria institutional entrepreneurship actors towards the socio-economically focused entrepreneurship programmes implementation which mirrors on their expectations and behaviours towards transitioning from higher education to entrepreneurship related activities, much of which are subsequently analysed in this research.

6.3 Summary

This chapter reveals the important entrepreneurship institutional actors that play key role in socio-economically focused entrepreneurship programmes in Nigeria, as presented according to layers of institutional activities related to entrepreneurship programmes. The idea of layering

the entrepreneurship institutional actors in Nigeria for entrepreneurship programmes is quite unique, as such procedure in the categorization has not been applied elsewhere within the entrepreneurship programmes research areas - to the best understanding of this research author – prior to its articulation and adoption, leading to a paper presented at the 2022 Vienna Colloquium of European Group for Organizational Studies (see Eze, Nicolopoulou and Lassalle, 2022).

The emerging findings show more outward (than inward) focused institutional activities for the implementation of entrepreneurship programmes in the Nigeria context – especially those activities that indicates clear link to Nigeria’s post-colonial heritage. This position also constructively highlighted the implications of such institutional characteristics to the advancement of development policy that enhance socio-economic development as observed in this study of entrepreneurship programmes implementation in Nigeria (Xheneti, 2017, Ogamba, 2019).

Within the contextual and historical institutional framing (see chapter two), research findings in this area shows how deeply the Nigerian entrepreneurship ecosystem is still rooted to her colonial paths (for instance post-colonialism), deriving especially from policy making process regarding important socio-economic factors such as population census, key sectors of the economy, as well as policy process for the implementation of socio-economically focused entrepreneurship programmes in Nigeria – specific highlight was the Youth with Innovation (YouWin) entrepreneurship programme in Nigeria (2011-2014), in which this study was able to unravel some of the facts behind the programme especially with the planning, funding, policy directions and archival of vital information regarding the implementation of the YouWin programmes wholly coordinated through institutional settings that indicated strongly rooted linkages to the post-colonial institutional characteristics (McKenzie, 2016, Ogamba, 2019, Decker, 2013, Lubinski, 2023, Storr and Butkevich, 2007).

In terms of policy universalism or decontextualized approaches as extensively discussed at chapter two, this level of policy incursion has historically influenced field theorization overtime, leading to mostly the application of ‘everything single’ in the field theorisation – such as single country’s economic model influence (for example the USA), single economic development approach (capitalism), single analytical ecosystem (Silicon Valley), single methodological approach (quantitative approach), single source for entrepreneurship theorization (Western model) and single language dominance (English language) (Chlosta, 2016, page 110, see also Welter, 2011 and Welter *et al.*, 2016).

The situation above is recognized as the *raison deter* for the call by field scholars to embrace nuanced approaches that reflect views, perceptions and activities that may not necessarily mirror the westernized dictation of the what, how and when of entrepreneurship; rather to reflect a nuanced understanding of the entrepreneurship field development reflecting the socio-economic status of societies that may not be considered western by key economic outlooks. However, the institutional framework for the implementation of entrepreneurship programmes in Nigeria still resonates the post-colonial institutional heritage in the what, how and when of such programmes as showcased with the example of the YouWin programme.

CHAPTER SEVEN

INSTITUTIONAL ROLES IN ENTREPRENEURSHIP PROGRAMMES

7.0 Introduction

Following on from chapter six, this chapter reveals the roles played by key entrepreneurship actors identified across the institutional layers when the implementation of socio-economically focused entrepreneurship programmes in Nigeria is concerned. This chapter aligns with the second objective of the study which is focused on exploring the roles of the identified entrepreneurship institution as enabling agencies for the implementation of socio-economically focused entrepreneurship programmes like entrepreneurship education, funding and social infrastructure in Nigeria. It goes further with the analysis of historically informed entrepreneurship institutional development with links to the emergent contextual arguments.

With entrepreneurship programmes such as education, funding, and social infrastructure in Nigeria at the heart of the analysis, the analytical themes and categories (in parenthesis) identified: Proactive Private Sector Institution (Enhancing entrepreneurship skills, social capital and learning experience and Mitigating entrepreneurship institutional voids). The second set of analytical theme and categories include the - Passive Public Sector Institution (Modernized and Innovation-based entrepreneurship learning approaches, Expanding Entrepreneurship Funding Access and Enterprise supportive social infrastructure and Ease of doing business).

Additionally, the third analytical theme and categories include: Prescriptive foreign donor and International development agencies (International leadership, networking and entrepreneurship learning experience, Innovation-based entrepreneurship learning approaches and Business financing and Procurement). This is closely followed by the fourth analytical themes and

categories - Self-organising youth entrepreneurs (Family learning experience, Alternative learning channels and Individually sustained entrepreneurial capacity).

7.1 Proactive Roles of Private Sector (Entrepreneurship) Institutions

The private sector entrepreneurship institutional roles identified as “Proactive” in this study context are entrepreneurship programmes and related activities businesses with perceived private concerns, some of which are indigenous business entities, multinational corporations (MNCs), Non-governmental and charitable organizations (NGOs) operating within the Nigerian entrepreneurship ecosystem.

The proactiveness of such private sector entrepreneurship institutions in Nigeria is subtly identified in this research and classified among the organisational layer of entrepreneurship institutional framework (see also chapter six) due to the continuous futuristic intentions and active contribution to the development of the Nigeria entrepreneurship ecosystem through education, funding and social infrastructure especially to enhance the start-up experiences of aspiring youth entrepreneurs, as well as striking balance among the other layers of entrepreneurship institutions.

Private sector by definition implies the aspects of national economic activities that are usually not within the direct control of the state (see chapter six for the definition of state). Although, the private sector mostly operate within the economic policies of the state and functions within the ambits of the country’s legal, political, social and economic frameworks, their *modus operandi* are derived from binding statutes such as memorandum of understanding (MoU) which also dictates the extent of their independence from state control for business related purposes.

They are recognized as proactive in this research context due to activities that stimulate entrepreneurial intents and behaviours carried out by such organizations as observed in the

research. Perhaps, their entrepreneurship related actions went beyond the usual traditional business activities, but endeavours towards philanthropic exercise as recognized within the frame of this research (for example see Harvey *et al.*, 2019). Meanwhile, such activities when examined closely is understood to preserve underlying linkages to the traditional business activities of such organizations, through processes that are aligned to the organization's corporate goals (although such areas are beyond the remit of this research).

Moreover, the private sector drives most of the commercially focused economic related activities in the society and plays key roles in the design of many economic development policies of the state. In essence, the private sector compliment in many ways the activities of the public sector (as discussed at subsequent section) for the purpose of economic development; and for the purpose of this research such activities necessitated the categorization of the private sector role as part of the entrepreneurship institutional framework – within the organisational layer.

Specific examples of such private sector organizations in Nigeria that play proactive roles in socio-economically focused entrepreneurship programmes as identified in this research include; Tony Elumelu Foundation (TEF), Etisalat, Diamond Bank, Price Waterhouse Coopers (PwC), and the general financial institutions such as the commercial banking sector, who compliments the activities of other actors within the Nigerian context.

The field research revealed three (3) key thematic categories linked directly to the theme of Proactive Private Sector Roles of (Entrepreneurship) Institutions in Nigeria, namely: Enhancing skills, social capital and learning experience, Providing highly competitive start-up funding, and Mitigating entrepreneurship institutional voids (see Table 7.1 below).

Table 7.1: Thematic Categories and Data exemplars of the proactive roles of organisational layer

Thematic Categories	Data exemplars
Enhancing entrepreneurship skills, social capital and learning experience	<p>“The Lagos Business School is so expensive...I was funded by Etisalat, without Etisalat funding me there is no way I could afford to go there...”(PA3)</p> <p>“I didn't really understand the finite details until I did the TEF Programme and they gave us the assignment...we did a three month online course and then went for bootcamp...”(PA7)</p> <p>“I have been able to learn some of them and even the communication skills, I did not learn that while in school...And customer experience. I did not learn that back in school...”(PA1)</p> <p>“And because Tony Elumelu foundation (TEF) programme is very renowned, so anywhere you go and you mentioned you are Tony Elumelu entrepreneur, people were like oh really people will trust you...”(PA3)</p> <p>“I was exposed to not just the network opportunities with my peers, but also, they gave me exposure to programs on radios where I could go and speak...Inevitably, that helps with your sales because once you have those ability to actually network and speak with people and mentioned the company's name it helps and you could tell...” (PA7)</p>
Providing highly competitive start-up funding	<p>“I got \$5,000 from [TEF] to start my program in 2015...they provided a mentor to us the mentor was very helpful, he has also invested in my business as well...”(PA3)</p> <p>“We got our first funding from [TEF] in 2019, because I [was] chosen as one of the entrepreneurs with beautiful ideas in Africa...”(PA6)</p> <p>“Basically I was majorly interested in the training sections, so I applied [and] out of 45,000 applicants from 54 African countries. I was among the 1,000 that were selected, so we were given each \$5,000 that was about 1.5 million in Nigeria in 2016...”(PA4)</p>
Mitigating entrepreneurship institutional voids	<p>“The few NGOs that are doing a lot of work in entrepreneurship program are poorly funded. so, they do this year, and next year they don't get the funding, they won't be able to do again...”(PA3)</p> <p>“So the government should come in, non-governmental organizations should come in. Private Partnerships should also come in...”(PD1)</p>

Source: Field Research 2024

7.1.1 Enhancing entrepreneurship skills, social capital and learning experience

Entrepreneurship education, skills and learning experiences form critical part of contemporary entrepreneurship literature (Bignotti and le Roux, 2020, Shipp and Jansen, 2021, Kassean *et al.*, 2015, Sabella and El-Far, 2015). In specific terms, Bignotti and le Roux (2020) assessed the position of prior entrepreneurship experiences and the roles such experience played in the establishment of subsequent entrepreneurial ventures, which is critically subjective to the required amount of time-related events that underlie the future entrepreneurship endeavours of such population (see Shipp and Jansen 2021 on the exposition of the subjective relatedness of time in individual management development experiences), hence requisite attention must be paid to the factors that enable such experiences for transitioning towards entrepreneurship such entrepreneurship skills training.

“I did a program with EDC - Entrepreneurship Development Centre at Lagos Business School... that was a very short intensive training, that's where you have to go through all the business planning, marketing...all those things that every start-up must have to go through...” (PB11)

“The Lagos Business School is so expensive I was there, I was funded by Etisalat, without Etisalat funding me there is no way I could afford to go there. So we still need some kind of soft landing, that a lot of young people or fresh graduate have in other parts of the world...” (PA3)

The research participants pointed out the reason for many business ventures not surviving the first five (5) years of their establishment - which beckons largely on lack of enabling entrepreneurship experience and capacity to sustain the start-up life expectancy (van Rijnsoever *et al.*, 2017, van Stijn *et al.*, 2018). Therefore, enhancing the start-up experience of the youth entrepreneurs is identified as pivotal to the activities of the proactive private sector

organizations. In particular, they recognized the important roles played by the private sector especially those programmes that aim at enhancing their entrepreneurial experiences some of which are highlighted below:

“Tony Elumelu Foundation [TEF] being one of the most assistive in Africa, helping young entrepreneurs to stand and it’s not even giving loans, it’s even giving grants and I’m talking to you because I am a product of Tony Elumelu intervention programme, you know I got a grant from him...in fact private sector is even doing better than the public sector...” (PA8)

“That [TEF] is a stellar entrepreneurship program that should be modelled for many organizations, because it’s really developed in a way that it could sustain itself and it is developed to support these young entrepreneurs who are leaving the university and other ways...in Nigeria in specific, we need more entrepreneurship program that are more organised like the [TEF]” (PA3)

The private sector organizations such as the Tony Elumelu Foundation (TEF), which is pet project of the Chief Executive Officer (CEO) of “Heirs Holdings” Nigeria - Mr Tony Elumelu – The Tony Elumelu Foundation Entrepreneurship Programme rings a “loud” bell to the mind of every participant in this research when questions relating to entrepreneurship programmes in Nigeria is being raised during the field research.

In fact, every research participant has either participated in the Tony Elumelu Foundation Entrepreneurship (TEF) programmes, or prospective participants in the programme. Some of the participants started as applicants to the programme, moved towards acquiring their training, then awarded the entrepreneurship start-up grants of up to five thousand dollars (\$5000USD) and linked up to the Foundation’s mentoring and networking programmes. While others participated in the Foundation’s youth entrepreneurship programmes as mentor and trainers.

Other participants such as PR1-PR12 (Table 5.1 and Table 5.2), are prospective participants to the TEF programme based on their individual indication of prospective engagement with the Foundation to boost their future entrepreneurial experiences. The position as highlighted above and those related documentary data sources went further to showcase how the TEF entrepreneurship programme boosted the nascent entrepreneurial skills development for those individuals domiciled in Nigeria and across the African continent – in the light of what Mr Tony Elumelu the CEO of Heir Holdings and Patron of the Tony Elumelu Foundation have crystallized within his own conceptualization of “*Africapitalism*”.

Further recognition of proactive private sector include supportive activities of businesses such as Etisalat Nigeria, Diamond Bank Nigeria, Union Bank Nigeria, and Price water house cooper (PwC). They have facilitated the experiences of young people especially through the skills acquisition and networking events to boost their behaviour towards entrepreneurship, which is vital as entrepreneurship development process. This is because the leadership of those organizations share a level of sentiments to the challenges faced by start-up entrepreneurs as suggested by some of the business development experts who contributed to the field data.

“Over the years, they [private sector organizations] have acquired the experience on how to do business or product development. How to market it in the market, how to penetrate the market and make that product successful, those that did not succeed. What happened? So they have all those lessons, these are practical realities, they know how the government inflation policies or interest rate policies work...” (PC1)

The above position succinctly highlights how pivotal the private sector has become with enhancing learning experiences overtime. This position is recourse to the suggestions linking experiences to the individual character (Shipp and Jansen 2021), clearly captioned by the acronym that “experience is the best teacher”. Hence, buttressing how the previous

experiences of the established entrepreneurs has led them to such philanthropic focused entrepreneurship endeavours (Harvey *et al.*, 2019) to continuously support youth entrepreneurship programmes as a going concern.

Besides entrepreneurship skills, social capital and network for entrepreneurship purposes is another critical factor that impact the behaviour of youth entrepreneurs. The subjects around social capital and network in entrepreneurship have attracted much attention among scholars recently due to their strategic importance towards a thriving entrepreneurship ecosystem (Anderson *et al.*, 2007, Cope *et al.*, 2007, McKeever *et al.*, 2014, Neumeyer *et al.*, 2019, Fang *et al.*, 2010, Lee and Jones, 2008, Pret *et al.*, 2016, Chell and Baines, 2000, Weiss *et al.*, 2019, Molina-Morales and Martínez-Fernández, 2010).

On the account of networking experiences from the private sector organizations in supporting entrepreneurial experiences, the research participants expressed positive impact on the benefits of participating in the socialization of entrepreneurship ideas as part of their learning processes such as in the example below:

“So networking is more like first of all, the boot camp...as an entrepreneur you just need confidence booster...So, for people who had great mentors, they really enjoyed that. The second thing that they did was immediately using online forum, that was really good, a website or page like reddit... 1000 people could log into this place, you could exchange numbers, so you could just chat, ask questions on any difficulty you are going through. And I found that to be very helpful, I believe I made a couple of friends on there...” (PA7)

“So I’m always looking forward for workshop, seminars, exhibitions, where I get to meet people doing similar things in my industry, and of course, meeting potential

customers. So that's what I strongly believe that I should be doing; looking out for network that would benefit my business..." (PB17)

Major highlights from this research, show the importance of social capital and network in entrepreneurship. Social capital and network gained tract within entrepreneurship research field during the global financial crisis era – with much research dated between year 2007 until most recently- perhaps to co-ordinate business activities to support economic recovery during the period by adopting such calculated approaches.

The concept of social capital (SC) as applied in this study context, implies those structural, relational and cognitive activities (Lee and Jones, 2008) among social groups which enhances their opportunity to aspire higher and achieve set objectives based partially on the non-obligatory network that has been developed overtime (Cope *et al.*, 2007). Although this process is understood to be quite ambiguous in entrepreneurship literature as its conceptualization is still at a ‘nurturing’ stage within the field (Casson and Giusta, 2007, Anderson *et al.*, 2007, Cope *et al.*, 2007).

Irrespective of the highlighted ambiguity, social capital in this research context implies the values, norms (Anderson *et al.*, 2007) and common understanding shared among a clearly defined group of individuals through their reflection of the social interaction that existed overtime (for example, group of entrepreneurial interns in a work placements). The main implication in this case includes the fact that, its shape, forms, and functioning are usually attributed to a specific model and consequences of embedded process of human social interaction (Hallam *et al.*, 2018). Therefore, this study envisaged that, the embedded process of human social interactions reflects the social situatedness of interactive skills and experience of exchanges.

The Social Network (SN) which connotes the systems and levels of connectivity among social groups and their interaction for the common good, highlights the degree of consistency in harnessing the norms and values towards this aim. In fact, it is assumed that the concepts of social capital and network are intrinsically inter-connected as the usage of one relates to another (Anderson *et al.*, 2007, Bowey and Easton, 2007). The network is important as it provides the ‘space’ through which social capital and all other structural, relational, and cognitive (Lee and Jones, 2008) forms of transactions (including learning and knowledge exchange) in the socio-economic spheres emerge (Bowey and Easton, 2007).

Meanwhile, contributions from extant entrepreneurship literature generally reflect on the application of social capital and networks in the situational analysis of innovative cases in the field such as entrepreneurship ecosystems, women entrepreneurs (Neumeyer *et al.*, 2019, Simba *et al.*, 2023) also in a contextualized approaches (Weiss *et al.*, 2019, Burcher, 2017, Huggins *et al.*, 2017, Lee *et al.*, 2019), newly established businesses (Anderson *et al.*, 2007).

Therefore, there is a dearth of evidence in the entrepreneurship field regarding the formation of Social Capital (SC) and Social Network (SN) as integral aspects of skills and capacity development vis-à-vis Experiential Learning (EL) for youth entrepreneurs who transition from education to business start-ups (Nabi *et al.*, 2006).

Nonetheless, the private sector organizations like TEF through their entrepreneurship programmes played key role in assembling the young mind with entrepreneurship mindsets, to activities that enhance networking experiences as highlighted above to subsidise existing skills deficiency and market place for exchange of ideas for products and services, such as highlighted by the participants:

“I utilize a lot of the networks that I made from both programmes attended...One of the entrepreneurs was into fashion, so, I was able to take him on board to help make like

uniforms for my staff, you know just to make sure it all brand consistency...I use my peers on the same level to tap into different aspect of the business, but people that were more like mentors became more of a reference point when I was really struggling...”

(PA7)

Funding and education is critical to the growth and survival of start-up firms especially for socio-economic development reasons. However, evidences as highlighted above indicate that such factors may not be far reaching in the absence of required social capital and network, mostly because entrepreneurial activities seldomly operate in isolation, hence success factors in entrepreneurship is dependant on the level of interaction of innovative ideas within the ecosystem and provides enabling opportunities for new entrants.

7.1.2 Providing highly competitive start-up funding

Funding for business start-ups is in most instances the vital aspect of entrepreneurship programmes, and scholars extensively emphasized the importance of funding in the entrepreneurship process (Berggren and Silver, 2010, Brown *et al.*, 2020, Ngono, 2021, Brown *et al.*, 2018, Bruton *et al.*, 2015, de Bettignies and Brander, 2007, Simba *et al.*, 2023, Zhang *et al.*, 2020, Armanios *et al.*, 2017, Butler *et al.*, 2016, Hong, 2020). As discussed at chapter three (3) of this research, entrepreneurship funding is usually from various sources, however, the focus of this aspect of the analysis is entrepreneurship funding activities through the private sector organizations (the organisational layer) in Nigeria, like in the example below:

“There are some programs that are being initiated and championed by some private sector interested parties, for instance, there is Tony Elumelu foundation which is encouraging young entrepreneurs to come up with any start-up project, and they will be funded...” **(PB5)**

“The intervention that I have really gained from is private interventions from non-governmental organizations. For instance, the [TEF]foundation [...]I got financial grants and also technical skills from them and that was last year...” (PA1)

Entrepreneurship funding as addressed in this section is critical due to the extent of financial limitations that start-up entrepreneurs (especially female and youth entrepreneurs) suffer. Scholars have emphasized such implications based on gender, geographical location, socio-economic status and prevailing environmental conditions such as the Covid-19 Pandemic or natural disasters (Simba *et al.*, 2023, Ngono, 2021, Zhang *et al.*, 2020, Brown *et al.*, 2020, William and Shepherd, 2014, 2016 a, b, 2018, 2021).

About six of the research participants became successful in some entrepreneurship funding competitions from within the private sector exercises some of which are considered as philanthropic omen (Harvy *et al.*, 2019). The TEF entrepreneurship programme which funds mainly entrepreneurship start-ups in Africa is very popular among participants as a number of them received up to five thousand US Dollars (\$5000USD) as “grants” from the foundation to start-up their businesses, such as shown below:

“I'm a product of Tony Elumelu intervention, I got a grant from him. So you can see then some other foundations that are helping in their own little ways, in fact private sector is even being better than the public sector as in Nigeria so that is the case with Nigeria...” (PB25)

“In January 2016, Which is almost a year since we started developing the prototype, I came across on the Internet, the Tony Elumelu entrepreneurship foundation....so I applied [and] out of 45,000 applicants that applied from 54 African countries. I was among the 1,000 that were selected, so we were given each \$5,000 that was about 1.5 million in Nigeria in 2016...” (PA4)

Organizations like the Tony Elumelu foundation has recorded huge success story in the promotion of entrepreneurship start-up in Africa through various means including funding for business start-ups. The foundation provides grants to up to one thousand (1,000) business start-ups across Africa every year, and in some occasions, the programmes recorded over forty five thousand (45,000) applicants from across the continent – which makes their programme highly competitive in selecting the best of the bests from the pool of the grant applicants as shown above, the entrepreneurs felt really proud to be part of the TEF entrepreneurship programme.

The indicates how such private sector funding interventions are believed to be supportive enough, even though participants highlighted that such private sector intervention strategy was not far reaching and highly competitive as was further discussed in the next chapter. There is a belief that much should be done to encourage more private sector engagements in the entrepreneurship start-up funding like the business grants. Perhaps, future research in entrepreneurship funding should provide further insights on “entrepreneurship funding grants” in comparison to the other tradition funding initiatives.

7.1.3 Mitigating entrepreneurship institutional voids

The private sector organizations play key role in supporting the activities of the public sector which has primary roles in resolving socio-economic problems as embedded in the “social contract”, this is closely observed in this research regarding their roles in entrepreneurship skill and experiences, as well as other business support like funding which is a critical to the start-up experiences. As such, entrepreneurship scholars overtime buttressed the importance and implications of entrepreneurial skills on the quality of outcomes to entrepreneurship related developments (Alsos *et al.*, 2023, Hahn *et al.*, 2020, Burton *et al.*, 2020, Preedy *et al.*, 2020, Thompson *et al.*, 2020, Vesper and Gartner, 1997, Donnellon *et al.*, 2014), although, further study is required to explore the private sector contributions in such area.

In line with the above, participants in this study also revealed the critical importance of enhanced entrepreneurship skills development for the interests of individuals and society. Although, they believe that overtime, the only settings that ensure the acquisition of such level of sophisticated entrepreneurship education was the specialist management training institutions where courses on management, business, human resources and accounting forms the core teaching criteria with quite acutely limited number of such institutions in Nigeria (In fact during the field research only two of such institutions were mentioned – the Lagos Business School and the Rivers Business School) as highlighted below:

“Those schools[institutions] that have business school like Lagos Business School and Rivers State Business school. That is where you can really see entrepreneurship into action. But if it comes to the normal university setting, Except if they have a business unit in the school that is pioneering the entrepreneurship centre then is good, but to most schools entrepreneurship centres are independent of their business school...”

(PC2)

“I did a program with EDC - Entrepreneurship Development Centre at Lagos Business School... that was a very short intensive training, that's where you have to go through all the business planning, marketing...all those things that every start-up must have to go through...” **(PB11)**

Acquisition of uniquely tailored entrepreneurship skills involves huge capital investment for an individual who transitions within an environment with high level of unemployment. It has also proven to be too expensive through the traditional learning processes at most higher education institutions as can be seen from the above. Therefore, private sector organisations like the TEF, Diamond Bank, PwC, Etisalat within this research context ensured that such entrepreneurship learning experiences are not deprived from aspiring youth entrepreneurs. By

so doing, their activities prove that, even though such skills acquisition may be expensive, collaborations among stakeholders (described by PC1 as a “Triple Helix” approach), would facilitate entrepreneurship skill experiences for the youth entrepreneurs in such context.

7.2 Passive Roles of Public Sector (entrepreneurship) Institution

The public sector institution identified within the “constitutional layer” of entrepreneurship institution, plays crucial roles in the implementation of socio-economically focused entrepreneurship programmes. This include the Government and the various governmental agencies that apply execute powers to achieve developmental policy and programmes (Stark, 2019, Stark and Head, 2019, Peters, 2019, Acemoglu and Robinson, 2001).

When aligned in the appropriate perspective based on the functionality of every fabric of the society, the public sector is categorized as the main hub that every other institutional actors revolve around. Through policy and programmes, the public sector institutions drive entrepreneurship development to foster socio-economic progress within the society. Aside the policy developments that are based on the economic outlook of the entire country, the public sector institutions in Nigeria has direct programmes implemented for the socio-economic benefit of the populace.

They have been instrumental to the initiation, planning and implementation of various entrepreneurship development programmes either independently or in collaboration with the other identified institutional layers, like the Youth with Innovation Programme (YouWin), which was spearheaded by the governmental agencies such as the Government Ministries of finance, communication development, national planning, women and youth development, as well as the Central bank of Nigeria (CBN) which organises the approval and disbursement of foreign loans for the implementation of such programmes (Ogamba, 2019, Okpanachi *et al.*, 2016, Ebiringa, 2013, Mckenzie, 2016).

This research highlights three (3) key thematic categories under the Passive roles of the Public Sector (Entrepreneurship) Institution in Nigeria namely: Modernized and Innovation-based entrepreneurship learning approaches, Expanding Entrepreneurship Funding access and Enterprise supportive social infrastructure and Ease of doing business(see Table 7.2 below).

Table 7.2: Thematic Categories and Data exemplars of Passive Roles of constitutional layer

Thematic Categories	Data exemplars
Modernized and Innovation-based entrepreneurship learning approaches	<p>“So what the university did was establishing a centre for entrepreneurship. So once the students get to Second year, they go to this centre to take courses on entrepreneurship activities...”(PD2)</p> <p>“We have those who are involved in bread making, those also involved in a shoe making, perfumes, detergents, liquid soaps...I think the feedback is quite encouraging...”(PD1)</p> <p>“Those were very good training programs for us, I didn't study Business in School, but somehow I feel like at least I have the basic knowledge of business, because of these different programs I have done and then of course...my master's program...”(PB11)</p> <p>“It has challenged me in ways that I didn't even think possible from being a proper science student to doing finance, accounting, strategy, Human resource programs, you know things like that...”(PB2)</p>
Expanding Entrepreneurship Funding access	<p>“I tried a whole lot of things after school But, it was YouWin [a government funding programme] that set the paths for me because I participated in Youwin the first one, and I got 10 million naira at that time it was \$50,000...I also got funded by Ministry of Finance...that time was \$25,000 and just recently I've also participated in Covid-19 CBN intervention funds. 1.6 or 7 million, which is roughly like \$3,000...”(PA2)</p> <p>“I applied for grants, there was a federal government grants at the time, the YouWin programs, specifically for women that year. So, I applied and won the grant [and] I was able to start up the business...I got 7.5 million at the time, and that's how I was able to get the systems that I needed...” (PA5)</p>
Enterprise supportive social infrastructure and Ease of doing business	<p>“But structural support and like when I talked about when I was researching that I worked with the Ministry of Education...”(PA5)</p>

	“I was one of the few who almost literally completed my CAC one of the first few that almost finished registering my company almost completely online everything done online, which was mind boggling at the time...”(PB1)

Source: Field Research 2024

7.2.1 Modernized and Innovation-based entrepreneurship learning approaches

In order to constructively maximise the advanced learning opportunities, entrepreneurship learning centres are usually established at various levels such as were identified by Jones *et al.*, (2021). In relation to this, the provision of higher educational policies, guidance and programmes in the Nigerian system (which are mainly public sector driven) are within the purview of the government regulatory commissions and the higher education institutions in Nigeria, which tend to mostly adopt a uniformed type entrepreneurship training approaches.

As previously highlighted, the position of the public sector (the constitutional layer) is crucial especially in the areas of policy making and implementation processes (Stark and Head, 2019), within the frame of socio-economically focused entrepreneurship development, in ensuring effectiveness. Hence, the uniform approach implies that centres operated uniformly across almost all higher educational institutions in Nigeria in terms of their *modus operandi*, such as identifying with slightly similar acronyms like the Centre for Entrepreneurship (CED), Centre for Entrepreneurial and Development Research (CEDR), Centre for Entrepreneurial Development Studies (CEDS) or Entrepreneurship and Skill Development Centre (ESDC); the common denominators are Centre (C), Entrepreneurship (E) and Development (D) as identified through the field research.

The presence of these centres are primarily dedicated to learning entrepreneurship and basic skills at the higher educational level, which was acknowledged by the participants in this research as becoming increasingly popular in recent times. It also runs on multi-disciplinary

bases as it is usually organized under the “General Studies or GST courses” at most higher education institutions – a process that mostly apply to traditionally adapted courses like the “use of English”, “humanities” and “natural sciences” as the case may be; with such views as highlighted below (see also Table 7.2):

“The government established in every federal institution an entrepreneurial studies department, where students are encouraged to learn skills, business ideas, improve on their current skills...” (PD1)

“So what the university did was establishing a centre for entrepreneurship. So once the students get to Second year, they go to this centre to take courses on entrepreneurship activities...So that's where they learned entrepreneurship...” (PD2)

The above reveals that such centres for entrepreneurship education are established at every public (and some private) higher education institution in Nigeria, presumably under the guidance of the government regulatory agencies in Nigeria. This is because higher education in Nigeria is predominantly a public sector affair with the exception of a handful of them that are privately owned. The entrepreneurship training centres ensures that students are exposed to employability skills such as arts and crafts, baking, fashion designs, cosmetology, farming and other life skills as highlighted below:

“Most of them we trained right from 2014...are established on their own doing well, some of the skills they learned at the Centre...you have those who are involved in bread making, shoe making, perfumes, detergents, liquid soaps. There are also those they thought auto mechanics to repair mechanical appliances. so, for now, I think the feedback is quite encouraging...” (PD1)

Although, this study questions the level of relativity, relevance and significance of learning such life skills as mentioned in comparison to real-time entrepreneurship skills development

(Hahn *et al.*, 2020, Botha and Bignotti, 2016); because some of the training are not necessarily entrepreneurship focused in the real sense of it. Also, some of the expert participants in the study who have experience with working closely across the public and private sectors, raised their expert concerns about what appears to be a sort of mix-up across what should be taught as entrepreneurship education and what ought not to be taught in this manner for example as revealed below.

“Quite Alright, entrepreneurship [education] in the higher institutions, for them is skill development. They will tell you; they're looking for people that will know how to do cake, soap, manufactured this manufactured that, that is the ideology of what they know as entrepreneurship [education]. But I do tell them that entrepreneurship is far beyond that...” (PC2)

The perception of some the research participants (especially PC2, PD1, PC1), indicates the need to contextualize entrepreneurship education accordingly. This is because entrepreneurship education is understood differently and application varies across contexts. As indicated above, further research is required to highlight the forms of skills that are regarded as entrepreneurial in such context and at what point does it become entrepreneurship education *per se*. That is why this study believe that, there are differences between learning how to bake, farm or fashion, and learning how to identify “entrepreneurial problems and opportunities” (Shane and Venkataraman, 2000), or as were mentioned by the expert participants – how and where to access entrepreneurial funding grants, among other factors as were analysed at the next chapter.

7.2.2 Expanding Entrepreneurship Funding access

Finance is the life wire of every business and funding provisions for business start-ups is very crucial to the sustenance of entrepreneurial ideas and innovation processes in every socio-economic context (Berggren and Silver, 2010, Brown *et al.*, 2020, Ngono, 2021, Brown *et al.*, 2018, Bruton *et al.*, 2015, de Bettignies and Brander, 2007, Simba *et al.*, 2023, Zhang *et al.*,

2020, Armanios *et al.*, 2017, Butler *et al.*, 2016, Hong, 2020). Although this research opines that less attention was paid to how start-up businesses survive the dearth funding opportunities in developing economy contexts, like the case of Nigeria.

The public sector institutions in Nigeria plays important roles in funding entrepreneurship start-up programmes, as shown in some scholarly discourses (Ogamba, 2019, Ebiringa, 2013, Okpanachi *et al.*, 2016, Mckenzie, 2016). They succinctly reported on one public sector driven government entrepreneurship programme – Youth with Innovation (YouWin) entrepreneurship programme in which about three thousand and nine hundred young people were trained and given financial grants to start-up their businesses. Such accounts are validated in this research as some of the research participants are also beneficiaries of the entrepreneurship programme (PA2 and PA5) as shown below.

“I applied for grants, there was a federal government grants at the time, the YouWin programs, specifically for women that year. So, I applied, I won the grant [and] I was able to start up the business...I got 7.5 million [naira] at the time, and that's how I was able to get the systems that I needed...” (PA5)

The YouWin entrepreneurship programme was quite popular and attracted a lot of interests from youth entrepreneurs in Nigeria, even though a meagre number of the population were supported with the entrepreneurship funding grant – about 3900 out of a large pool of interested participants with highly innovative and genuine entrepreneurship intentions. Moreover, there were such other funding opportunities made available to entrepreneurs through the government funding and grant schemes.

Other such government funding programmes include the trader money (tradermoni), in which funds were distributed directly to traders by government such as when the Vice President of Nigeria in 2019 went to the market places to distribute physical cash of ten thousand Naira

(10,000) to traders, which was an equivalent of twenty five US Dollars (\$25USD) as at then in 2019 and just about six US dollars (\$6USD) by the year 2023.

“Nigeria government is doing hundred in hundred. Which is supporting 100 entrepreneurs for 100 days...they'll pick hundred entrepreneurs, and they will support them for 100 days. They have Markets money which they used to support people in the markets with soft loans. And the banks also support MSMEs - they support them with what we call commercial loans, which they can access, most of them, they pay back within two months, some within one month, and the repayment is based on how much they sell, the collateral that the banks use is their stock...” (PB9)

Although entrepreneurship financing activities through the public sector institutions during the period of this study are quite laudable, even though it also presented with a lot of hiccups in the process as revealed through the research participants who had first-hand experiences of the process (see Chapter 8). This study subsequently discussed the challenges faced in the implementation of such funding programmes and how the anticipated beneficiaries perceived the processes and benefits of such public sector driven start-up business funding activities. The hint was that, such idea of direct distribution of business funding were politically targeted and trivialised to spun public interests towards a particular political party or government, thereby leading to corruptive activities as were highlighted at the subsequent chapters of this study.

7.2.3 Enterprise supportive social infrastructure and Ease of doing business

Social infrastructure as highlighted at section 3.7 are support systems that ensure effective and efficient start-up exercise for young businesses such as stable electricity supply, stable transport systems and seaports, enhanced communication systems and internet facilities, and security of lives and property, among other such variables to support businesses (Audretsch et al., 2015, Luo et al., 2022, Ievoli et al., 2019, Hassen, 2020). Although, this aspect of entrepreneurship

development has received meagre attention within entrepreneurship field, it is still seen in this study as a critical factor of entrepreneurship development.

This research, observed that such infrastructural development are noticeable within the the Nigeria context but with the characteristics of a developing country where such infrastructure is still at a limited supply – like electricity, transportation, internet and broadband, learning facilities at higher education, security, business registrations, product certifications, and various other means of business support as highlighted at the next chapter.

7.3 Prescriptive foreign donor - International development agencies

The foreign donor and international development agencies form the intermediate layer of entrepreneurship institutional framework in Nigeria when the implementation of socio-economically focused entrepreneurship programmes is concerned as highlighted at the previous chapter. These agencies in conjunction with national partners promotes various levels of youth entrepreneurship programmes, including training and skills acquisition, provision of loans to the government for direct disbursement to programme beneficiaries, and designing the formats for the delivery of entrepreneurship programmes (Mckenzie, 2016, Ogamba, 2019).

They also promote international collaborations for leadership skills training with prospective youth entrepreneurs and in some cases providing financial supports through direct procurements from indigenous nascent companies as was recounted by some of the research participants. They constitute what this research referred to as the “intermediate layer” of entrepreneurship institutions in Nigeria because of the strategic position they occupy in relation to the other layers (see section 6.2.3, Tables 5.3, 5.4 and Figure 6.2).

As was highlighted at section 6.2.3, the intermediate layer of entrepreneurship institutions in Nigeria “supposedly constitute a quasi-non-state actors, who exert influences on policy choices and programmes implementation strategies of the major state actors – especially those at the

constitutional and organisational layers in response to such socio-economically focused policy and programmes implementation for the perceived benefits of the entrepreneur layer of entrepreneurship institutions”.

By implication the foreign donor partners and development agencies’ key roles which is based on certain levels of hegemonic and polycentric functionalities, to an extent involves policy influences with the intent to subtly enhance Westernized interests in the economic development activities of the non-western societies most of which were formerly colonized entities. Such is important to explain in more substantiated manner to reflect socio-economic positions within the colonial and colonised institutional continuum, hugely influenced by organisations succinctly categorized as “agents of western hegemony” like the World Bank (WB) and International Monetary Fund (IMF), which is the case when post-colonial theorization is used to explain emergent socio-economic policies in post-colonial societies (Decker, 2013, Jack *et al.*, 2011, Nkomo, 2011, Georgiou *et al.*, 2013).

In their documentation of one of the widely acknowledged youth entrepreneurship programmes in Nigeria – the YouWin programme. McKenzie (2016), highlighted the major contributions of the aforementioned foreign agencies, specifically the World Bank (WB) which provided the loan to the Nigeria Government for the implementation of the YouWin entrepreneurship programme. Technical support was also reported in literature, like training toolkits commissioned through the defunct DFID and provided by the University of Plymouth United Kingdom (Ogamba, 2019).

Although, one would critically tend to argue the rationale for such omen, for example, why applying templates from the United Kingdom as an advanced market economy with strong focus on innovation and competitiveness in an environment that do not experience difficulties with factors such as electricity supply, access to finance, insecurity, ease of doing business such

as company registration, rule of law, among others; onto a more developing, less liberalised and socio-economically focused Nigerian context with different set objectives such as to booster employability, reduce unemployment and poverty.

Also in an environment with limited access to the factors highlighted in the case of an advanced economy – the answer simply lies in the fact that, the basis for the programme are majorly sponsored by western controlled institutions, with supposedly westernized interests, which substantiated the earlier notion that, “he that pays the piper also dictates the tune of the music” (Xheneti, 2017). Some of the participants highlighted the need to domesticate entrepreneurship practices that range from research, training, funding and entrepreneurial social infrastructure by interview raising questions around the embedded theorization of entrepreneurship in the Nigerian context which may not have reflected the exact practice in similar terms; like in the quote highlighted below:

“In Nigeria, there was a lot of disconnect because it is not what I was taught that is happening, the frameworks I was taught in school or the ideas I was taught in school were not things that were obtainable in the real world in the real sense of things...but some things were static [like] having the mind of an entrepreneur and all of that, those were things that were quite helpful but the frameworks like I mean the things that we're supposed to do as business people, were not really taught in my undergrad...” (PB2)

From this findings, it became very important for the ascription of prescriptiveness to the activities of the foreign and international development agencies when the implementation of socio-economically focused entrepreneurship programmes is concerned. Such activities towards entrepreneurship programmes implementation as exemplified in the research data categories and the raw data in the table below include Global leadership and entrepreneurship

Learning experience, International entrepreneurship networking/social capital and International programme financing and Capitalization (see Table 7.3).

Table 7.3: Thematic Categories and Data Exemplars of Prescriptive Roles of intermediate layer

Thematic Categories	Data exemplars
International leadership, networking and entrepreneurship learning experience	<p>“I got on the program [at Lagos Business School] based on the work that I was doing, I had already been running my business for a year plus when I was told about the opportunity for female entrepreneurs to get a scholarship by the World Bank to attend the entrepreneurship training...”(PA5)</p> <p>“I also take courses, like currently I’m almost done with a course by "Goldman Sachs," I think it's 10,000 women, business course, the target for 10,000 women...”(PB29)</p> <p>“The second one I attended was in 2018, [at] Tuck Business School Baltimore...that gave me a more global exposure, because the fellowship was for young African leaders, so you'd find yourself in an institute with other entrepreneurs from across Africa, so you're learning the global perspective, but you're also learning from your fellow Africans, understanding what it's like in their environment...”(PA5)</p>
Innovation-based entrepreneurship learning approaches	<p>“From what we have been doing, I have done courses revolving around analysing business problems, the business environments of Nigeria and Africa...”(PB2)</p>
Business financing and Procurement	<p>“What we did was to leverage on international organizations in Nigeria, like the UN, UNICEF, the UNFPA the IOM, ActionAid, we leverage on their procurement and that have been sustaining us...”(PA4)</p> <p>“We applied for a grant from Netherlands, I think 120 million. I can't count but I remembered that I spent 18 hours on a stretch writing my business case without stopping...”(PA4)</p>

Source: Field Research 2024

7.3.1 International leadership, networking and entrepreneurship learning experience

Through the activities of international organisations, many young entrepreneurs received various levels entrepreneurship focused training which were internationally based or

internationally sponsored nationally based trainings. The research participants acknowledged trainings in areas of marketing, business accounting such as balance sheet, and other bootcamp based training activities, some of which were highlighted below.

“I received French Government [support]...that is through [French-African Government coalition] or partnership[where]I got training in digital marketing...I have been able to learn some of them and even the communication skills, I did not learn that while in school...” (PA1)

“The Nelson Mandela fellowship where America take over 50-100 people to the US to go and attach them in the university and to attach them in many institutions, many civil society group, many businesses to learn something and come back and implement...”(PA3)

The above findings indicate that prior to receiving such trainings in digital marketing, business communication skills, and various other opportunities to engage in other crash programmes locally and internationally as highlighted above, many of which were expensive and far from reach of the youth entrepreneurs, it ensures the opportunity to gain more entrepreneurial insights not clearly provided at the higher education institutions at the time, but having the chance to access such trainings are considered effective towards their entrepreneurship journey.

7.3.2 International entrepreneurship networking - social capital, Business financing and Procurement

Entrepreneurship focused social networking (see section 7.1.4) is crucial for entrepreneurship experiences and most of the entrepreneurship institutional key actors in Nigeria have continuously paid close attention in the development of this aspect of the entrepreneurship ecosystem (Williams and Ramdani , 2018, Anderson *et al.*, 2007, Cope *et al.*, 2007, McKeever *et al.*, 2014, Neumeyer *et al.*, 2019, Pret *et al.*, 2016, Weiss *et al.*, 2019). This aspect of

entrepreneurship development with special focus on the engagement experiences of the young and aspiring entrepreneurs forms part of the activities of international development partners.

Some of the research participants hinted accounts of such engagement programmes to their entrepreneurship learning and practice experiences, especially as regards peer-to-peer engagements from internal and external participants in such internationally organised activities:

“In 2018, that was the Tuck Business School Baltimore. That was where we had the program, so that gave me a more global exposure, because the fellowship was for young African leaders, so you'd find yourself in an institute with other entrepreneurs from across Africa, so you're learning the global perspective, but you're also learning from your fellow Africans, understanding what it's like in their environment... You might have all that knowledge and it still won't work in your own environment, but then when you're with people that are in similar environments to you, we might have been from different African countries but, we're all still kind of similar, that's what I learnt in the period I was there...” (PA5)

Such global exposures are instrumental to the young entrepreneur experiences who may have prior very limited opportunities to engage in international events to learn from foreign environments through fellowships, conferences, excursions or symposia. The networking process affords the young people the opportunity to explore such experiences first hand and in real time by themselves. Although, the level of applicability of experiences within the Nigerian ecosystem, raises the contextual questions. Direct financing through procurements also featured in the field research as shown below.

“What we did was to leverage on international organizations in Nigeria, like the UN, UNICEF[United Nations International Children's Emergency Fund], the UNFPA

[United Nations Population Fund] the IOM [International Organisation for Migration], and ActionAid, we leverage on their procurement and that have been sustaining us... ” (PA4)

Financing through procurement activities also featured in this research as aspect of support for start-ups in Nigeria discovered within the roles of the international and foreign development agencies in Nigeria. Organizations like UNICEF and ActionAid boosted start-up businesses and their production levels through procurements, especially when the products provides cheaper alternatives than importing from elsewhere.

7.4 The self-organising roles of youth entrepreneurs

Youth entrepreneurs are the fourth (4th) key actors in Nigeria identified within the “entrepreneur layer” of entrepreneurship institutional framework. The roles of the entrepreneurs is anchored on the fact that – they provide credible alternatives to employment creation by creating businesses and employment opportunities to boost socio-economic activities, as alternative to chasing for the very limited and usually non-existent jobs within the system (Salami, 2011, Olugbenga, 2015, Williams and Ramdani , 2018, Garrigós Simón *et al.*, 2017, Bateman, 2000).

The self-organising roles of youth entrepreneurs are highlighted accordingly into three (3) key thematic categories, which include Socially-based learning experience from family, Alternative learning channels, and Individually sustained entrepreneurial capacity (see Table 7.4 below).

Table 7.4: Thematic Categories and Data Exemplars of Self-organising roles of the entrepreneur layer

Thematic Categories	Data exemplars
Family learning experience	<p>“I was able to meet with people that are into business, learn here and there...I assist them to have their business done here so in that way, I was learning...”(PB15)</p> <p>“My decision to go into entrepreneurship was actually informed by me observing my dad...he is an astute business man, so I’ve been watching him while growing up...”(PB7)</p>
Alternative learning channels	<p>“The materials are there for you to read and learn on your own, and then get a mentor to guide you...”(PA4)</p> <p>“They have been In depth. There've been like practical skills and you get attached with mentors to help you get skills...”(PA1)</p>
Individually sustained entrepreneurial capacity	<p>“Being in charge of everything. you're pretty much your own government, you have to provide your own government, fuel, generator to have light [electricity], you have to provide your own logistics, roads to get to your factory, they may even tell you to pay for it...”(PA7)</p> <p>“I realized that if young people's energy should be channelled into creating jobs, getting involved in something, then maybe in the future...younger ones will not have to repeat the same complaint we are making now...”(PC1)</p>

Source: Field Research 2024

7.4.1 Family learning experience and Alternative learning channels

Socially-based learning from family business forms an important discussion point during the field research. Research participants significantly highlighted the huge impact such exercises exerted to their entrepreneurship learning experiences. Family learning experience has been established in entrepreneurship research and pedagogy (for example Hahn *et al.*, 2020) as relatively impactful to the individual entrepreneurship education and learning outcome. This is important due to the practicality and real-life application of the learning approach - like the learning by doing or experiential learning as discussed at chapter three (3) of this study.

In fact research in the past decade or so beamed searchlights on the contributions of family business to entrepreneurship development (Wright *et al.*, 2014, Karlsson, 2018, Marinova and Marinov, 2017, Karataş-Özkan *et al.*, 2011, Karataş-Özkan *et al.*, 2011b, Drakopoulou-Dodd, 2011, Chakrabarti and Mondal, 2020), as such highlighted the opportunities and challenges such long established aspect of the entrepreneurship presents for the future field development.

There are few research that in some ways addressed aspects of prior learning experiences from family business and peer learning to booster an individual's entrepreneurship learning experiences, especially in contexts that differ from the European environments where family businesses have a long historical standing, which suggests a limited expositions from literature on how much impact such prior learning experiences enhance the opportunity to successfully establish their business (Bignotti and le Roux, 2020, Hahn *et al.*, 2020, Fletcher, 2006).

It is important to highlight such precedence above due to the contextual underpinning of the businesses environments across the developed and developing contexts, as it was the case in the post-colonial Nigeria's case study where the history of long established businesses in the country represents hugely the reflection of colonial activities up to date as highlighted at chapter six (6).

The business environment in Nigeria since colonialism is dominated by Multinational Corporations (MNCs) which mainly represent foreign businesses with huge capitals and that of indigenous people most of whose businesses are predominantly "sole proprietorship" at subsistent level - with the aim to raise funds that will support the training of their children for employment opportunities.

"While we were at the university the whole goal, even from our parents is that people are going to the university to graduate. And because we don't do student loan in Nigeria, like you do student loan in the US and UK. So the expectations of parents and

brothers who fund you to go to the university was for you to really graduate and make your own money and fund other students...” (PA3)

Historically, the situation above led to limited account in research of the family learning experiences (Fletcher, 2006) of well-established entrepreneurs in Nigeria, because most rich entrepreneurs in Nigeria either worked as former staff at some of the MNCs and rose to executive positions prior to establishing their companies, or members from the Nigerian political class who still represent the former colonial interests in government most of which involve expropriation of national wealth for personal or family gains (see previous chapters for the analysis of the metropolitan and peripheral post-colonial institutional proposition).

For the purpose of this research, some of the research participants acknowledged the benefits of past business learning experiences from family businesses prior to attending the HEIs, and attested that it is mainly such learning experiences from family that formed the bedrock for the sustenance they currently experience in their entrepreneurial endeavours with the example below.

“My decision to go into entrepreneurship was actually informed by me observing my dad. My dad used to be a teacher yeah, he used to be a teacher but because of reasons best known to him and, of course I am grateful to God for the decision he took at that time, he went into business, he is an astute business man, so I’ve been watching him while growing up and it’s one of the reasons that I decided to look towards entrepreneurship as an alternative...” (PB7)

Alternatively, the youth entrepreneurs also devised approaches to utilise the opportunities availed through the networking experiences from the various platforms as previously identified (see sections 7.1.4 and 7.3.2), to enhance their practical learning opportunities, as some of the participants highlighted such events where they leveraged on the practical supports of their

mentors to finetune their entrepreneurial activities (see Table 7.4). The above situation underscores the importance of socially-based entrepreneurship learning within the family (Fletcher, 2006) and across the social networks in fostering entrepreneurship learning experiences and skills development.

7.4.2 Individually sustained entrepreneurial capacity

Capacity development and sustenance (Patton, 2014, AfDB, 2011) in the socio-economically focused aspects of entrepreneurship is critical to the continued sustenance of newly established entrepreneurial ventures; lack of which can be inimical to the development programmes keenly targeted towards deriving entrepreneurship processes for socio-economic development purposes. Entrepreneurship and employability capacity as recognised by Patton (2014) and the African Development Bank – AfDB (2011), ensures growth opportunities in the aforementioned areas to be highly dependent on the level of application of resources that enable sustainable activities related to entrepreneurial skills development.

Which therefore constitute various levels of entrepreneurship education as extensively highlighted in this study, in such a way that enhances the processes of opportunity identification and exploitation (Patton, 2014, AfDB, 2011); as well as managerial experience that boost the knowledge required for the control of daily business activities (Patton, 2014, Bignotti and le Roux, 2020), As such, this research identified the need for capacity building that goes beyond the very primary entrepreneurship support interventions such as basic entrepreneurial skills training and one off funding grants.

However, it is widely established that such structure for entrepreneurship and employability capacity development in such a case as the Nigerian context has been quite limited owing to the pervasive nature of the growing economy which rooted to the historical structure of the

country's economy – for example, Post-colonial, less advanced, developing, foreign controlled, high unemployment and poverty among others (AfDB, 2011, Decker, 2013, Welter, 2011).

Participants in this research also acknowledged that such level of entrepreneurship capacity developments do not go far enough in ensuring the sustainability of their start-up experience as most to all of them occasionally struggled with the “liability of newness”. This research established that while some beneficiaries of the reported entrepreneurship programmes were able to sustain the business based on the combination of supports from the entrepreneurship programmes, others were unable to lift off from the starting point due to lack of ongoing capacity support to sustain their efforts, as were highlighted below.

“You could give someone 100 million naira grant and business will still fail. That was one of the things that I said was wrong with the program apart from that it wasn't properly monitored, many people didn't use the money for what they said they would...but another thing was that just the money was not enough, if you give people money to start up something you could have all the money [and] you create the products [but]if there is no form of supports. you'd find out that you would struggle, and it could eventually kill it, so the only form of support, I ever got was the money...” (PA5)

The above examples reveal the importance of capacity enhancement as an aspect of entrepreneurship skills development. The participants clearly disclosed how the Nigeria entrepreneurship ecosystem has very limited support in sustained capacity development and such realisation led them to leverage on other sources like immediate family and other resources within their disposal to make up for the existing gaps in sustained entrepreneurship skills capacity development.

7.5 Summary

This chapter focused on exploring the roles of key entrepreneurship institutional actors (those identified within the layers of entrepreneurship institutions in Nigeria) for the implementation of socio-economically focused entrepreneurship programmes as derived from the second objective of this research, which examines their roles in the key areas of – entrepreneurship education, funding and social infrastructure in Nigeria.

Some of the activities embarked by the key actors in the aforementioned areas were extensively highlighted by drawing from qualitative data for the research (see Tables 5.4, 7.1, 7.2, 7.3, 7.4). It emerged that all the key actors play major role in mostly entrepreneurship education while the aspect of funding may have fallen below the expectation of the research participants. The public sector activities were identified as passive roles as most of their activities are not far more than the substantive policy activities which overtime yielded limited results which led to the high level of unemployment as witnessed in the system overtime.

Further insights based on the emerging findings are robustly presented in chapter nine following the analysis of other key findings at chapter eight which draws on the perceptions of participants, as well as other documentary evidence which assess the experiences from the programmes and the implications towards entrepreneurial capacity developments.

CHAPTER EIGHT

ENTREPRENEURSHIP PROGRAMMES IMPLEMENTATION IN NIGERIA

8.0 Introduction

This aspect of the study examines the experiences derived by youth entrepreneurs from the implementation of socio-economically focused entrepreneurship programmes in Nigeria according to the three factors of entrepreneurship programmes in the context of this study, also how the youth behaviour towards transitioning to entrepreneurship, reflect their experiences and perceptions of those factors. This chapter draws from chapters six and seven (6 and 7), which revealed the dimensions of historical entrepreneurship institutional framework, and roles played within the framework by key actors in entrepreneurship programmes implementation.

It therefore set out to understand how such frameworks and roles reflect on the youth entrepreneurs behaviour towards transitioning from higher educational institutions to entrepreneurship within the Nigeria's rich historical institutional contexts. This position reflects the ongoing discourses on entrepreneurship and contexts (Welter, 2011, Zahra *et al.*, 2014, Welter *et al.*, 2016, Welter and Baker, 2021), and how the existence of such characteristics that exemplify “temporal-spatial” contextual perspective, shape the knowledge, practice and policy of entrepreneurship development.

This chapter elucidates specific cases within the three main factors of this research to showcase individual experiences from the research data and inductively relates such experiences to the current position entrepreneurship field developments. In specific terms, subjects around entrepreneurship education, funding and social infrastructure, as well as perceptions about their implementations in programmes are analysed and discussed at this chapter accordingly (Table 5.5).

The research data are coded according to how the youth entrepreneurs perceived their experiences around the three factors stated above and how such experiences shaped their behaviours towards venturing into entrepreneurship. Within entrepreneurship education, the main theme include “normative entrepreneurship educational approach”, this is discussed under categories of: rudimentary teaching methods, lacking applicable experiential learning counterpart, juxtaposition of entrepreneurship education to routine life skills, finite requisite experience for teaching entrepreneurship and significant learning opportunities at Post-graduate level (see Table 8.1).

8.1 The Normative Approach to Entrepreneurship Education

Normative approach was applied to describe the pattern of entrepreneurship education in the research context – due to the predominantly revealed approaches to teaching entrepreneurship related courses at higher education level, which is based mainly on the conventional principles of teaching various traditional modules and syllabus at higher levels of learning. Entrepreneurship education as recognised in this study buttresses how important the models applied in teaching, reflects the outcome derived from such process. Especially when the target includes to ensure effective applications of the knowledge gained and successful transition to entrepreneurial related activities (Vesper and Gartner, 1997, Lackéus, 2014, Kirby and Ibrahim, 2014, Hanandeh *et al.*, 2021, Hahn *et al.*, 2020, Alsos *et al.*, 2023).

The above-referenced scholars emphasised how important the level of application of knowledge gained in subsequent entrepreneurial endeavours depends highly on the approaches adopted in the pedagogical processes – both in the theoretical and experiential (practical) learning aspects. This aspect of the research highlights the factors based on the accounts of the qualitative research participants - perceived to represent the normative approaches of teaching entrepreneurship at higher educational level in Nigeria.

Table 8.1: Thematic categories and data exemplars of normative entrepreneurship educational approaches

Thematic Categories	Data exemplars
Rudimentary methods with limited experiential learning opportunities	<p>“The level of education here in Nigeria, also have an impact in technological development, our standard of education...where we do not have all the requirements for technical education is also a challenge, because it is an input-output system...”(PB5)</p> <p>“I think it should be more of practical, more of the realities on the grounds, instead of going back to how it ought to be, it should be how it should be now, the reality on ground should be addressed, more of practical...”(PB14)</p> <p>“I didn't know what a pitch deck was as at that time, I didn't know what a business case was, I didn't know so many things about businesses...I never met any start-up. Everything was just more of read your books and pass your exams, and you know that's normal phenomenon...”(PA4)</p>
Finite requisite experience for teaching entrepreneurship	<p>“I've discovered that most of the mentors 80% of them are just academicians...Higher institutions need to do more, make sure that they just don't put textbook lecturers...”(PA2)</p> <p>“When you look at some of the lecturers, even handling the entrepreneurship themselves, some of them are just doing copy and paste...”(PC2)</p>
Significant learning opportunities at Post-graduate level	<p>“When I did my first degree, there was nothing really pointing towards starting a business...But when I went back for M.sc, I found out that, they introduced a course called entrepreneurship...”(PB9)</p> <p>“I feel like at least I have the basic knowledge of business, because of these different programs I have done and then of course my master's program...”(PB11)</p>

Source: Field Research 2024

8.1.1 Rudimentary methods with limited experiential learning opportunities

The qualitative data for this study (see some excerpts on Table 8.1) revealed that, the approaches applied in teaching entrepreneurship follows the same patterns for teaching traditionally designed modules for higher education studies in Nigeria, which participants believe was not substantial to their entrepreneurship skills development. It was also reported that, such models reflect the teaching patterns designed for the delivery of usual general courses

popularly known as the “General Studies (GS or GST) Courses” - such as the Use of English, Humanities, and Natural Sciences (see also section 7.2.1); this position of the study was also reflected upon by all the participants with an example below.

“In most of our classes, sometimes we are all launched in a very small hall. Over two hundred students from different departments, sometimes you cannot even hear the lecturer...and some people are making noise, so it makes it so difficult to learn, it makes it so difficult to really interact with the lecturers properly because of the large number or the volume of the students...” (PA3)

“So, first of all is that we will attend this lecture and we were thousands of people in one crowded hall...everybody's making noise, maybe the microphone is not working, and the lecturer is sitting somewhere in the front and just trying to stretch her tiny voice, the much she could for those [sitting] in front to hear. So, we were that number of people in class because it was supposed to be like a school [general] course, like the whole school was supposed to be taking that course...” (PC1)

The few examples above suggests that, the practicalities embroiled in the teaching of entrepreneurship modules as scholarly referenced above may be lacking in practice within the context of teaching entrepreneurship in the Nigerian system. Factors revealed by the participants include overcrowded classrooms, not utilising the right teaching approaches and lack of direction of learning for the students.

Therefore, some of the accounts as discussed above contradicts the principles of teaching entrepreneurship at higher educational level, even though some of the theories that were applied reflects the western ideology of management and entrepreneurship education such as the usually mentioned “Peter Drucker” and other management theorist. This is based on the expectation that successful entrepreneurship journey begins with gaining substantial

knowledge of the rudiments of starting up and running a business effectively – including the knowledge of the various environments that necessitates entrepreneurial opportunities.

It was the understanding of the researcher, that to achieve such purpose students are to be equipped with the right learning experiences such as understanding the means and approaches to identifying entrepreneurial opportunities within their operational environment, using analytical tools such as – SWOT (Strength, Weakness, Opportunities and Threats), SMART (Specific, Measurable, Achievable, Relevant, Time-based), PESTLE (Political, Economic, Sociological, Technological, Legal, Environmental), and several other analytical tools (numerous to mention here) but included Business modelling, Business Analysis, Business Model Canvas, business and market report repositories – Bloomberg, Forbes, Stata.

Closely linked to the rudimentary teaching methods is the implications of not gaining first-hand practical learning experiences when entrepreneurship education at higher level of education in Nigeria is concerned. Within this research case study contexts, participants acknowledged that while still studying at such level, there was no such opportunity to engage in entrepreneurial internships such as were explored within entrepreneurship research (Botha and Bignotti, 2016, Blankesteyn *et al.*, 2021).

“...the way our school system is, they are just teaching me to go and join the Labor force or join, the civil service, you know, but it wasn't really...I don't think there's a push if I'm being honest to myself, but then, again that is a personal opinion, but I don't think, that would have pushed me into entrepreneurship...” (PB2)

“Now, ideally, there should be Where maybe while you are in the final year, to need to attach yourself. I have them currently, because I know what it means to be in that in-between, you just finished [school] and want to start business, but don't know how to start. So I have a lot of interns now in my business... As I know I need to guide them.

So before then, there was no where you can go and attach yourself, [and] somebody will teach you about how you keep your books, how you manage costs, how you separate personal funds from an organisation. so, It was not there...” (PA2)

In addition, entrepreneurship experiential learning (EEL) as previously mentioned is crucial towards enhancing the learning experiences (Thomassen *et al.*, 2020, Kirby and Ibrahim, 2011, Padilla-Angulo *et al.*, 2023, Preedy *et al.*, 2020, Blankesteyn *et al.*, 2021, Nabi *et al.*, 2018, Lackeus, 2014, Botha and Bignotti, 2016). This aspect of entrepreneurship development was also explored during the field research (see Table 8.1) to understand the perception of the research participants on gaining practical experiences and knowledge as part of their entrepreneurship educational journey, of which some of the observations from PA2, PB5 and resonates with other participants are highlighted.

“And the way Nigerian entrepreneurship ecosystem is structured is that internship is alien, there is no where you can say, okay, let me go and attach myself to this entrepreneurial organisation to learn the ropes. So you're on your own in the field. so you need to try a lot of things. And then the one that works you stick to it...” (PA2)

“But if they were able to bring people together during that time and tell you these are areas you should look at in case you need fund these are, how you can attach these are some non-governmental organizations or entrepreneur bodies you can join, from there you will gain one advantage you'll be able to ask question, you'll be able to participate in seminars, all things like these are things they should be able to expose people to...but the problem is that they are not taught in the universities in Nigeria...” (PB5)

As such, the hurdles they passed through with using entrepreneurship tools such as design thinking, business canvass, funding proposal frameworks, market entry and exploration processes among others was quite daunting. This level of depravity from requisite skills and

experiences stifles the entrepreneurial opportunities for the Nigerian youth who are mainly only equipped at such level of academic development for white collar job opportunities, even though such opportunities are in limited supply.

Furthermore, life skills development is crucial for every individual to ensure survival at every life circumstances, especially during challenging times like in the times of family or society financial crisis, natural disasters (see William and Shepherd, 2014, 2016, 2018, 2021) or during global crisis like the most recent Covid-19 pandemic or region wars that have global impact such as the Russia – Ukraine conflicts or the Israel – Hamas wars, among others.

However, there is critical need to draw a clear lines of demarcation between what applies as basic life skills like those identified within the context of this research – like soap making, bead making, fishery, farming, among others; and entrepreneurial skills such as societal problems solving techniques, entrepreneurship research tools as mentioned earlier, understanding the operationalisation of business tools and exploring other opportunities such as funding, partnerships, internationalisation, innovation, technological developments among others.

Such has overtime formed a deep grey area within entrepreneurship research, especially when discussing what constitutes entrepreneurship at different contexts and what does not constitute such. As a result, some of the research participants highlighted the experience gained through life skills while some others thought that such does not go far enough in enhancing their entrepreneurial mindset.

“So they were bringing things like fisheries or agribusiness...So, it was fishery, it was farming, in Nigeria we know that farming, we still have the subsistent kind of farming, so those things were not things that we necessarily understood, it wasn't something that we were hyped about. So, it was just about let's just do this and go...” (PB2)

“I’m not trying to say, these are not interesting entrepreneurship [training] but how many beads will I make as a graduate to pay a rent of 300,000 naira in Abuja [or] to pay a rent of 1 million. This should be taught to people who are probably older [and] not educated, but for people who are educated, the kind of entrepreneurship training, they should focus should be then leading into entrepreneurship Program...” (PA3)

In light of the above position, it becomes important to separate in clear terms entrepreneurship training in the real sense of it from what does not constitute one of such. This is important as it directs limited resources to learning effective tools for entrepreneurship development rather than utilising hugely dedicated resources for training learners on such skills as were discussed above, whereas such skills learning approaches could apply earlier at secondary or college educational levels.

Although, within the developing country contexts (as against the advanced economies), entrepreneurship education is conceptualised as socio-economic development tool which has been wrongly applied to reflect subsistence and rudimentary development approach, thereby negating other core entrepreneurship principles such as innovation, technology, internationalization, sustainability and the market economy.

8.1.2 Finite requisite experience for teaching entrepreneurship

There is a major concern that, course designs and instructors lacked requisite entrepreneurship skills and practical experiences required to deliver entrepreneurship modules at undergraduate level of education. The level of entrepreneurial skills and experience of individuals who design and deliver entrepreneurship training courses at various levels has been underexplored in the literature. Such has also formed part of the critical gaps that envelope recent developments in entrepreneurship research. Although, the field of entrepreneurship is usually categorised among the related fields of social sciences such as management, organisation, human resources among

others. Therefore not perceived to be that close to the mainstream specialised field areas such as engineering or medicine.

Meanwhile, due to the specialised characteristics of entrepreneurship as an emerging field with the capacity to attract some level of multidisciplinary research discourses, it is also imperative that scholars within the field, especially those at the frontline of teaching entrepreneurship modules, have to showcase requisite skills, experiences and capacity to effectively deliver the entrepreneurship modules.

Notwithstanding, participants in this qualitative research having re-echoed the importance of practice within such scholarly requisite skills in the delivery of entrepreneurship modules, also revealed their perception of the ways entrepreneurship modules were delivered during their time, especially with techniques that highlighted the knowledgeability of individuals who designed and managed the learning process overtime such as emphasised as acknowledged earlier by the research participant on the suitability of applications of some of the theories, with further examples below.

“I also think that the schools should incorporate more industry players into their teaching activities, they should bring in industry experts, to actually throw more light on what it is to be practitioners of that profession, to run businesses in certain areas, that's what I think they should do...” (PB29)

“How can you have a professor in mechanical engineering and a petroleum engineering preparing curriculum for entrepreneurship studies. How can it work?...I believe that if the federal government wants this to work, they can build a unified curriculum for it. Get people that are into it, let them do the curriculum, which can be a guide for universities to pick and then get it going...” (PC2)

The above assertions resonates with aspects of the issues explained at section 8.1.1 above, about how the processes designed for the delivery of entrepreneurship education as derived within the research context, which were perceived as ineffective and not meeting the need of prospective entrepreneurs who highly depend on them for knowledge and skills development. Meanwhile, the field research cases as enumerated above showcased some of the reasons for the perceived rudimentary delivery of entrepreneurship education at higher educational level, which to a reasonable extent reflects upon the prior skills displayed by supposedly professionals who coordinated the design and delivery of such entrepreneurship learning experiences.

A major concern was the resulted cases such as the clustering of students in lecture halls which are relatively small by spaces, in the same manner through which most general studies (GST) courses are delivered. The researcher in this study experienced similar processes first hand during their days of studying at higher education in Nigeria, although these experiences were not in the area of entrepreneurship education, since this course was not being taught as at the time (2002-2006), but such was the case within courses categorised as General Studies (GS or GST).

Moreover, the above position suggests that the curriculum, syllabus, modules, teaching tools and settings (environment) for entrepreneurship learning (see Klapper, 2014, O'Connor, 2013, Vesper and Gartner, 1997, Verduijn and Berglund, 2020, Nyadu-Addo and Mensah, 2018) could not have been properly designed, planned and managed by those who deliver the modules leading to learners not gaining really productive learning experiences in such ways as engaging directly with lecturers and fellow participants in the study through a socially situated manner to share constructive ideas, discussions, challenges and problem solving techniques as important aspects of entrepreneurship education.

In addition, the level of versatility displayed by individual learners with using entrepreneurship analytical tools, is also the reflection of the level of guidance and tutorship provided to them. Besides, such is not the case as exemplified in this study which indicates that most of the research participants of whom were students when entrepreneurship education was taught at HEIs, were not introduced to entrepreneurship analytical tools and learning resources, such as business planning tools like the business canvas, design thinking, business planning, funding opportunities, business clinic (Nyadu-Addo and Mensah, 2018), as well as pitching opportunities, product marketing, networking, and strategic tools and models as highlighted earlier – SWOT, SMART, STAR, PESTEL, Porter’s FIVE FORCES, among others.

8.1.3 Significant learning opportunities at Post-graduate Educational level

Graduate learning experience is a recent development within the entrepreneurship education field (Alsos *et al.*, 2023, Botha and Bignotti, 2016). However, little is known about entrepreneurship education at post-graduate education level especially in non-western contexts. Whereas such area may not entirely be elaborately advanced at the level of this research, it is apparent enough to highlight this aspect of entrepreneurship education in buttressing the importance of nuanced perspectives for theorisation within the entrepreneurship research field (Welter, 2011, Welter *et al.*, 2016, Welter and Baker, 2021).

In light of the above and with deep theorisation of temporal-spatial contexts of entrepreneurship, especially those aspects that relate to historical entrepreneurship institutional developments within the implementation framework of entrepreneurship programmes; it is important to highlight that within more economically advanced contexts, entrepreneurship education starts very early in the life of the learners even before attending higher education and in more specialised manners.

Meanwhile, in the case of Nigerian entrepreneurship ecosystem as critically observed in this research, the substantial amount of what they experienced in entrepreneurship training and skills they acquired through this means are mainly actualised during their post graduate study, especially during their time at specialised business schools such as the Lagos Business School and related areas for the study of Masters in Business Administration (MBA) and Certificates of Entrepreneurship programmes as accounted by the research participants.

“When I did my first degree, there was nothing really pointing towards starting a business. Because what was going on then was you finish and come and find work. But when I went back for M.sc, I found out that, they introduced a course called entrepreneurship. And one of the requirements for that course, was that you have to create a product...that is sellable in the market, so I can say that, this my last education has something in it that prepares someone for the workplace and for business outside the school...” (PB9)

Based on the few highlights above, it is important to articulate the operationalisation of entrepreneurship education at post-graduate level when exploring entrepreneurship education programmes in the non-western contexts as this study appear to show that much experiences are gained at postgraduate level of education for prospective entrepreneurs (as reflected above in connection with the majority of the participants), which provides them with what would have been considered basic in different entrepreneurship contexts as discussed above.

Such highlight above is important as it plays critical role in the entrepreneurship educational planning and policy (O'Connor, 2013, Bignotti and le Roux, 2020, Verduijn and Berglund, 2020), theory developments (Bell and Bell, 2020) and related activities, because of the effects certain environmental factors has on the field developments. Especially issues relating to the aforementioned interconnectivity along the vertical and horizontal institutional arrangement

(see section 5.1), especially with the application of insights based on nuanced theoretical (or practical) perspective in understanding the historical differences in the entrepreneurship institutional landscapes.

8.2 Start-up financing Inertia

The start-up entrepreneurs experienced inertia when accessing funding generally to enhance their business ventures and surpass most of the liability of newness. The term “Inertia” is applied in this research to describe the precarious business financing challenges that are experienced by entrepreneurial start-ups within the Nigeria entrepreneurship ecosystem which is a reflection of historical entrepreneurship institutional development patterns, particularly in the areas of business start-up funding or financing. Inertia is a term used in the explanation of well-known conditions that is deeply rooted in the historical development of the system with the tendency to remain unchanged overtime.

Entrepreneurship funding through various means which also forms part of the most critical aspect of entrepreneurship development aside entrepreneurship education, is among the most important tools required for successful entrepreneurial start-up journey. Perhaps, even with the availability of other conditions for prospective entrepreneurship start-up journey, lack of funds will make it extremely impossible to effectively navigate the start-up entrepreneurship terrain.

The above conditions and lack of a very robust entrepreneurship financing framework for youth entrepreneurs who transition from higher education towards business start-up within this research context is historically represented as having the likelihood to stifle a significant level of entrepreneurship development within the society, more especially in developing countries context at which access to entrepreneurship start-up capital is proven to be acutely limited, then resulting to highly competitive demand for start-up capitals with limited supply in place.

Just as explained at previous chapters, business finance is the main engine of entrepreneurship development, absence of which entrepreneurial ideas and mindsets would lay fallow for a significant period. This section highlights the experiences of accessing funding supports from the historical entrepreneurship institution in Nigeria (see also Chapter 6 for the Layers of entrepreneurship institution), a condition which has remained significantly the same in light of the various programmes anticipated to enable the required changes within the Nigerian entrepreneurship ecosystem especially when resources are invested to ensure smooth running of the entrepreneurship ecosystem.

This research drew insights from the main theme of “Start-up financing Inertia” extensively discussed at sub-sections under categories such as: Precarious funding and exploitative entrepreneurship funding, Unsustainable public sector empowerment, Competitive private sector alternatives and Prescriptive foreign financing substitutes (see Table 8.2).

Table 8.2: Thematic Categories and Data Exemplars of Start-up financing Inertia

Thematic Categories	Data exemplars
Precarious and exploitative entrepreneurship funding	<p>“But then you think about the processes, one has to go through in order to access those loans...and you also have to think about...unfortunately issue of corruption in our country...and it's usually not easy for an outsider to access loans...”(PB7)</p> <p>“Everybody has this mindset that in Nigeria nothing is working. I call people I know that also fill those forms to try and get maybe soft loans or assistance for their small businesses. And they say they've not heard anything...”(PB23)</p>
Unsustainable public sector empowerment funding	<p>“The other time the vice president was going about every market and empowering market women, such a kind of empowerment where they come to give you ten thousand naira...”(PB25)</p> <p>“I know so many people who got that trader money, can you imagine, giving somebody a loan of 10,000 to do what in Nigeria”?(PA4)</p> <p>“So, we rolled out so many programs in Nigeria [such as] YouWin. YouWin actually kind of tried, because few people I know kind of got access, but the problem is, after the access what happens?...”(PC1)</p>

Competitive private sector alternatives	“So you know that preference for tech, and agriculture is really there, if you ask me, even the Tony Elumelu foundation there are some specifics, you probably need to be a manufacturer of something; you need to manufacture something...” (PB16)
Prescriptive foreign financing substitutes	<p>“Every young entrepreneur or start-up is looking for funding but looking for funding abroad. And when you are looking for funding abroad, the people abroad may not understand the real problems here, they will tilth you to get ideas that they understand, that they can fund...”(PA3)</p> <p>“However, having said all that. I spend the next four years getting incredibly scrutinized when I reached out to international investors, of course, the first aspect of my challenge with having to deal with investors was the fact that I was in a region like Nigeria, of a region that most of these Western investors had little to no expertise in it...So, there's a generic understanding of Nigeria, but not in a practical sense...”(PB1)</p>

Source: Field Research 2024

8.2.1 Precarious and exploitative entrepreneurship funding

The term precarious is applied to provide a constructive description of conditionalities surrounding access to start-up entrepreneurship funding for emerging entrepreneurs who transition from higher education. Within this research framing, the identified access to funding for entrepreneurship start-up purposes as described by the research participants are those of the Public sector agencies, the private sector, foreign ventures and development agencies. Moreover, the identified financing mechanisms are business grants, commercial loan facilities and public funds.

The main challenge identified by this study as precarious within the frame of entrepreneurship funding aspect of socio-economically focused entrepreneurship programmes, is that, the mechanisms for implementing funding support for the entrepreneurs are not properly streamlined to reflect the need of start-up business ventures in such a manner that ensures the

protection from undue exploitation that usually arise within the highly volatile financial ecosystems.

For instance, within the areas of information dissemination regarding upcoming entrepreneurship funding opportunities, most of the research participants acknowledged that experiences from specific private sector programmes such as the Tony Elumelu Foundation (TEF) Entrepreneurship Programme are top notch when compared with as the public sector driven programmes which is riddled with huge operational hiccups resulting to acute financing information gaps.

Other areas of experiences include the management of the entrepreneurship funding programmes in which the start-up entrepreneurs - the supposedly prospective beneficiaries of such programmes reported high level of lack of transparency in the distribution of funding activities within the public sector funded programmes in comparison to the private sector programmes which experience a level of stability:

“There was no working together really that we saw completely between these other financial institutions and the development Centre, how can you train at the development Centre and then there's no direct connection there's no direct interaction between them...the training centres and any kind of financial institution that is disbursing the fund, they have to work together...but the question is, how many really get that financial aids that the government say they put out...” (PB11)

As highlighted above, the entrepreneurship funding programmes some part of which involve the dissemination of information regarding the precise means of acquiring the requisite tools for a successful funding applications by the emerging entrepreneurs; is perceived to be riddled with hiccups and in most cases sporadic in the manner through which such programmes are

managed. Although, such activities within the private sector especially the Tony Elumelu Foundation (TEF) Entrepreneurship Programmes are rated fairly in this area.

In order to validate the above position, the research team conducted extensive search of the websites of such government parastatals in Nigeria believed to be responsible for the implementation of such programmes with insights drawn from McKenzie (2016) and Ogamba (2019) from the case of YouWin entrepreneurship programme implementation. Website of agencies such as the Central Bank of Nigeria, Ministries of Finance, Women Affairs and Youth Development, Information Communication Technology, among others who played active role in the implementation of such youth entrepreneurship programmes in Nigeria as well as that of renowned private sector programmes.

Further research conducted on these website validated the above position as limited and very scanty details are provided on precise directives for such programmes for the most of the public sector websites and when general google search were conducted. However, in the case of the private sector entrepreneurship institutions in Nigeria, especially the TEF programme, the organisation's website is resourced with varieties of information to guide prospective applicants to the TEF programme on their upcoming activities, events and past records, as well as links for supports when required which are clearly indicated on their websites.

Furthermore, the financial sector utilized for entrepreneurship funding purpose are overtly exploitative with significant impact to entrepreneurship programmes implemented. Extant literature on entrepreneurship financing or funding as used interchangeably in this research (see also chapter 2), states the critical but important roles played by the financial sector most of which are regulated commercial service ventures (Steier and Greenwood, 2000, Arora and Ali Kazmi, 2012, Bhatt and Ahmad, 2017, Bruton *et al.*, 2015, Alexy *et al.*, 2012, Bjørgum and Sørheim, 2015). Meanwhile, the operationalisation of entrepreneurship funding across many

contexts significantly varies depends on the prevailing socio-economic conditionalities which determine the character of activities.

In this research context – the historical institutional development within the financial sector plays vital role in the activities that are usually operationalized within the Nigerian entrepreneurship ecosystem which extensively reflects the character of the Nigerian state. Meanwhile, the perception of youth entrepreneurs in Nigeria when evaluating the activities of the various funding channels – indicated an exploitative rather than supportive tendencies. Exploitative implies the inability of financial sectors to meet the need and aspirations of the start-up entrepreneurs, due to practices that are inimical to the traditional business funding procedures, they exert superior control of the entire processes leaving the prospective beneficiaries at the mercy of the middlemen usually present in the channel of implementations - because “he that pays the piper dictates the tune of the music” as the case maybe. Although, deciding who pays and who is the piper in this may be a difficult task such as in dissecting the chicken and egg debate.

The above position also place undue demands and usually stringent procedures for accessing funding supports by start-up entrepreneurs, which in essence contradicts the principles of socio-economic development focused activities within such level of entrepreneurship programmes implementation (Hall *et al.*, 2010, Alvord *et al.*, 2004), like in the statement below.

“Just recently, the banks now brought out a policy that if you're looking for a loan, you have to pay in one-quarter or one-third of that amount you're looking for, for you to qualify to get a loan, take for instance, if you're looking for 1.2 million, you are expected to pay, maybe 300,000 into that account. Many people do not have that 300,000 to pay in, to get 1.2 million. So, it has been very, very difficult...” (PB3)

“If you're not doing well, in that business, the company...the banks are not going to give you any loan. And if you don't have one or two things to part way with those people that are going to approve it, they're still not going to give you the loan...” (PB15)

The above extracts reflect the position of all the research participants and raise questions on how well the financial sectors are regulated in Nigeria where funding supports are identified as being anything between exploitative and extortionate. The data only drew exceptions to very few actors where such exploitation is being reported within the private sector especially the commercial banks in such a manner attributed to the public sector institutions.

The taking of percentages such as 30% out of the loan or grant fund has become everyday reality in the perception of the research participated, which implies that for every one million naira they received as grants or loans from such agencies, (1 million Naira = \$USD 650), a lump sum of three-hundred thousand naira (300,000 Naira = \$USD 197) were being deducted at source before such loans or grants are taking out by prospective beneficiaries. Such a corruptive activities have prevailed within the commercial banks overtime to the point that, it has now appeared as a normalised system in Nigeria.

The research was rightly informed that such behaviour has led to genuine entrepreneurs being schemed out of funding activities when they are unable to path with such exploitative activities, which ends up leading to allocating such funding opportunities to individuals who possess little or no entrepreneurship skills and experiences on how well to manage such funds in boosting their business. Such also results to what was termed cognitive challenges in the management of socio-economically focused entrepreneurship funding programmes – based on the idea of knowing someone who knows someone else or knowing who knows, who knows someone that knows someone, before they could access funding in such cases such as reported below:

“A lot of funds have been misappropriated, because the management of the funding was done in a wrong way, for instance, [I know someone] who won 10 million naira in the YouWin programme...this is someone who just finished youth service, and have not managed 1 million naira in her life, what criteria did they use to disburse 10 million to her, do you know what she did with the money?...She and her boyfriend got married, they furnished their house, they bought cars, they tried a business...So when the business wasn't moving, they closed down the business, relocated to [another city] and started eating the money and started looking for job...” (PA4)

The research also closely observed based on the above position of the outcomes, that several beneficiaries of particular funding programme – the YouWin programme avoided interacting with the researchers when approached, their unwillingness to participate in the research was unimaginable especially with comparison to those who benefited from the Tony Elumelu Foundation Entrepreneurship programme who were delighted to use the research in highlighting their brilliant experience with the TEF programme. Efforts were also made at retrieving further details of such programmes as YouWin from the Government Websites but such archival materials are relatively unavailable on such websites, aside few social media posts on the subject and Foreign agency publications on the programme (McKenzie, 2016).

8.2.2 Unsustainable public sector empowerment funding programmes

Some to most of the public sector driven entrepreneurship funding support mechanisms that were recognised through this research and acknowledged by the research participants are reasonably inadequate and not sustainable in meeting the funding demands of the start-up entrepreneurs. Some of the funding mechanisms include YouWin, the Trader money, N-Power, among such other related micro loans and grant systems.

For the “Trader money”, this fund was reported to be distributed in the months running up to the Nigeria’s general elections by the political party in government in 2019. The Vice President of Nigeria at the time Prof. Yemi Osinbanjo and his team went to many open markets where they interacted with the petty traders most of whom were women and business funds as much as NGN10,000 (about \$USD 6.5 or £5.2 as at 2024) were provided for them to fund their business ventures.

Although, the Trader money process was laudable as it gives funds directly to the traders and on cash in hand basis, participants in this research perceived such omen by the Vice President as being practically and logistically unsustainable in the sense that such amount which was a one off cash in hand payment was not even enough to feed an average family in Nigeria for one full day, then talking about it being able to sustain a business venture of a petty trader where such families depend for their daily living. In fact most of the participants recognised such activity as financial inducement for indirect vote buying during an election.

“Like the Trader money thing, they're going to the market and sharing money to some women, they [women] will just take the money and buy Garri and rice for that day first. How much is the trader money, it'll be 10,000 or something. they'll make sure they stock their family for that day. A few people might put a little bit of it into the business, but some people might just use it for immediate need maybe house rent just expired they will put it there. So, well fantastic policy so far, but implementation there are still loopholes here and there...” (PC1)

Entrepreneurship programmes like YouWin played important role by enabling entrepreneurs to start-up effectively with reasonable funding in place. However, sustainability for such programmes also accompany other issues as enumerated. Such was embroiled in mainly the historical political activities that shape public institutions in Nigeria – like political

transitioning – the process of changing or transfer of political powers from a government to another government through democratic processes, or from an individual to another individual through undemocratic processes (Acemoglu and Robinson, 2021), which is recently explored to understand the implications of such institutional dynamics towards policy remembering and forgetting (Stark, 2019, Stark and Head, 2019, Pollit, 2000, Olick and Robbin, 1998).

“They have good objectives, but they are not always sustained. Any governor that comes in will push the ones[programmes] that are already there aside, introduce their own afresh. So there is no continuity. Like during Jonathan's time, he introduced the YouWin which triggered entrepreneurship programming in the country, now it is gone. Now Buhari is on seat, he abolished Youwin and then starting the other one...Npower. So, all those things are political minded. So, looking at Youwin...It was even then that many people have to know what business plans is all about...” (PC2)

“Nigeria doesn't have that same culture of continuity, what I mean is where a government leaves the activities and things they have achieved, the successor doesn't seem to continue from there, so that leads to destruction of already set out plans and strategies to help in developing the country at large because it affects every sector and when it comes to funding entrepreneur's in Nigeria, in fact it is not something to write home about...” (PB25)

In consideration of the above, it is important to further explore this area of contextualized research analysis based on historical and political institutions that drive development policy in the society, this has not really gained much insights in the field of entrepreneurship. Especially, in such a manner that lays important emphasis around the historical institutional tendencies that project “instability” in policy designs and implementation. This is important due to the effects of some embedded hegemonic and polycentric stakeholders interest in such policy

process, which may have been more prevalent within the “post-colonial” institutions, based on their *modus operandi*, like over-reliance on the westernized institutional controls.

8.2.3 Competitive private sector alternatives

The field findings of this research uncovers how highly competitive the funding access from the private sector organizations as revealed by the research participants. The private sector organizations in Nigeria as previously explained plays key role in entrepreneurship funding programmes. Although, the Tony Elumelu Foundation (TEF) resonated with the research participants more than any other of such programmes, they have proven to be reliable and consistent in their entrepreneurship programmes when compared with the public sector counterparts. TEF since inception is acclaimed to have funded more than 20,000 young African entrepreneurs across 54 African countries.

The situation above makes TEF the first choice of contact for start-up entrepreneurs within Nigeria and across Africa as the participant entrepreneurs claimed, due to the possibility to receive tailored trainings and mentorships which also goes up to the point of accessing the funding grants of about five thousand US Dollars (\$USD 5000) from TEF (see also chapter 7). Hence, with the rising youth population in Africa and Nigeria, and with the rising quests of the young population towards entrepreneurship, private sector programmes have gained much tract with their activities.

Nevertheless, the limited resources available for such programmes led to it being categorized as highly competitive due to the very large population of prospective youth entrepreneurs across the continent that are covered by the programme. Also, because of the very limited support from other sources such as the public sector entrepreneurship institutions, it became a huge hurdle for the prospective start-up entrepreneurs to access such funding programmes smoothly as showcased below.

“There is the Tony Elumelu foundation that gives entrepreneurs \$5000 every year to aid their startup but the process is really rigorous, I applied for the first time last year and it didn't go well, I was kicked out after about four stages, I think there are six stages till you get the grants but I was kicked out at stage 4...” (PB30)

The limited supply of funding opportunities through the private sector organizations made the progress in funding applications excessively rigorous and competitive. Programmes like the TEF entrepreneurship programme stood in place to close the gap to an extent through corporate investments and grant schemes to support such entrepreneurship development activities for young people in Nigeria and beyond, the competitive implications is apparent. Therefore, the participants believed that much should be done to enhance the robustness of the entrepreneurship funding activities by ensuring cooperations among the key actors within the Nigerian entrepreneurship ecosystem to achieve greater results (see also Armanios *et al.*, 2017).

8.2.4 Prescriptive foreign financing substitutes

Foreign capitals such as venture capitalists and fund managers (de Bettignies and Brander, 2007, Brown *et al.*, 2020), forms part of entrepreneurship funding activities in Nigeria (see section 7.3). Although the funding from foreign capitals comes with huge prices, first implication is the undue scrutinization of business proposals which is a major challenge faced by prospective entrepreneurs due to the perceived lack of confidence by such capitalists on the Nigerian bureaucratic processes which in turn affects the application and negotiation processes of securing such business funding from Nigerian.

“So, you'll find that a lot of the investors were still very hesitant investing in Nigeria, but the worst part is that the ones that found ways to then want to take the risk of investing in Nigeria could not even give themselves that peace of mind that the documents that I was providing them like my CAC [Corporate Affairs Commission]

registration, the company's address and key information that was vital [such as] my banking statements and all that were legit enough for them to move forward...” (PB1)

Secondly, it was almost impossible for the business ventures with innovative activities to convince foreign investors especially those with western backgrounds, on the operationalization of Nigerian entrepreneurship ecosystem. More especially the infrastructural deficit that affect business operations in Nigeria, thereby creating such lacunae that is unhealthy to smooth business operations. The participants indicate that, in most cases the investors dictate some aspects of internal operations of the business to ensure the safety of their (investor)funds.

“And when you are looking for funding abroad, the people abroad may not understand the real problems here, they will tilth you to get ideas that they understand, that they can fund. So if I’m asking for a fund to really provide a patient navigation and to train retired midwives to go to different communities to create awareness and provide low cost breast cancer screening, right? The person in the UK will be telling me no, why don't we fund you to provide mobile mammogram. So that the vehicle can be going into those communities, to provide the screening, but that's not going to be realistic because we don't have the road to take those mammogram machine inside the community...they want me to do something more technologically driven, and you're trying to tell them that, there's no Internet access in Kabusa and they'll be like Okay let's do zoom, how are you going to do zoom? This people do not have Internet and you are asking them to do zoom...they don't even understand. So, our entrepreneurs will be using ideas that they believe the funders can fund, not ideas that will solve the problem...” (PA3)

Therefore, the start-up entrepreneurs in Nigeria who desire to access foreign funding, would be prepared to do the biddings of the foreign investors whom in most cases may not have deep understanding of business operations within the Nigerian environment. Hence, mirroring their

idea of what modest business practice would represent based on the westernized ideology saddled with extreme economic universalism, into specific venture activities even when the reality on ground portrays otherwise. The nascent ventures are somehow arm-twisted to do the biddings of the funders, which in some cases may derail from their initial targets originally to solve specific problems within their immediate society.

8.3 The distinctiveness of public sector entrepreneurship programmes

This aspect of the study highlights the perception of the participants on the implementation of entrepreneurship programmes in Nigeria with the view from the lens of public sector driven activities. This aspect of the analysis highlights the implementation capacity with delivery of activities to ensure all round effectiveness. The analytical categories identified for this aspect of the study highlighted factors such as, programmes implementation framework and sustainability, programme monitoring and evaluation, bureaucracy and the general ease of doing business, as well as social infrastructure for entrepreneurship purposes (see Table 8.3).

Table 8.3: Thematic categories and data exemplars of the distinctiveness of public sector entrepreneurship programmes

Thematic Categories	Data exemplars
Programmes implementation framework and sustainability	<p>“The middlemen are part of the problem but these middleman are being appointed by the government...”(PB14)</p> <p>“Those in power hijack this thing, they hijacked the money and then distribute it to people they felt that will give them shares. People that when the money comes, they don't care whether they are doing business with it, even if you're able to get one million, you have to give them 30% of one million...”(PB8)</p>
Programmes monitoring and evaluation	<p>“Then, but there is one thing that is happening to what government is doing. There is no monitoring and evaluation. So government will just do it maybe for the political benefits is, ok, we have created these funds for the youth and they will show those that collected this money but not ask them, do you have data or businesses are still active jobs are being created, they don't have it...”(PA2)</p>

	<p>“I do not think the public sector is doing enough in monitoring...is a different thing to make policies, and programs. And it's a different thing to monitor and evaluate the success of these policies and programs. So the problem we have is the monitoring and evaluation...”(PD2)</p>
Bureaucracy and General ease of doing business	<p>“You know the ministry they're not the easiest people to work with...”(PA5)</p> <p>“With NAFDAC [the government agency] you have to have an insider agents so that's a huge market on its own. My agent was almost just on my [payroll]at that point because I was always paying her every month...”(PA7)</p>
Social infrastructure for entrepreneurship purposes	<p>“Sometimes when I need to upload some items for sale, before I can even get to download it, talk less of uploading it, it could take me an hour sometimes when the network is really bad sometimes...”(PB18)</p> <p>“We need basically electricity to work, from the big milling machine that mills the rice to the destoning machine but there's no electricity here, so it runs on both gasoline and fuel which is really very expensive now and then I have to pay tax on each bag of rice...”(PB30)</p> <p>“We don't have the infrastructure, we don't have the electricity, we have the gurus, we don't have security, all these things might affect the businesses they use the money to do...”(PD2)</p>

Source: Field Research 2024

8.3.1 Programmes implementation framework and sustainability

Most to all of the entrepreneurship programmes which are public sector driven in Nigeria are usually implemented by government through the socio-economic facing ministries, departments and agencies (Ogamba, 2019, Mckenzie, 2019, Ebiringa, 2013). These government agencies have a degree of political undertone due to the system of government where whomsoever individual or whichsoever political party in power has absolute control on how public resources are administered for the purpose of socio-economic developments.

Meanwhile, the implementation processes of entrepreneurship programmes has raised critical questions on quality, transparency, and objectivity. Even beneficiaries of the programme having

little or no such believe that it could be possible to be opportune enough to successfully get enrolled, trained and awarded funding for business start-up without genuinely having a so called “god-father” or someone who is in one way or another connected to those in the programme management positions, by-passing the usual protocols required for proper management of the entrepreneurship award processes – Hence, the beneficiaries and other non-beneficiaries of such programmes have less confidence in the implementation processes.

“We’ve done several pitch at seed star, I mean, we got first, second; we stopped at the second stage. So, what I’m just saying, in essence is; it’s actually difficult raising fund in Nigeria if you don’t have the Nigerian connection...” (PB12)

“The middlemen are part of the problem but these middleman are being appointed by the government. Who are these middlemen we are talking about? These are political party’s members. They will appoint them to compensate them so they believe this is their channel of eating their own...being compensated, not based on this person is qualified to be there...” (PB14)

Moreover, due to the perceived political undertone that influence such programme, sustainability comes into question as highlighted at section 8.2.3 – because any government in position, harness such programmes for the benefits of their political allies who have contributed in one way to their political activities and replaces the management of the existing programmes with a new one or changing the entirety of the programme with an alternative that serves their political interests, such as the previous example when the Buhari’s government replaced the Jonathan’s government YouWin programme with the N-Power programme.

In another example the Trader money programme was firstly unsustainable as the fund distributed at the time to traders were grossly meagre. Also, it was perceived that, such fund was for “vote buying” strategy of the Nigeria government in the run up to the 2019 general

elections. The Trader Money involves the direct disbursement of physical cash by the Vice-President of Nigeria to traders in certain regions believed to be the stronghold of the political party in power such as the South Western and Northern parts of the country. The participants were also convinced on the link of the Trader Money to the ongoing political campaigns at the time and believed that no such accountability on the distribution of the so called Trader Money would prevail afterwards.

This research also observed that, the Trader Money programme as a social fund for traders ceased to be implemented once the 2019 general elections in Nigeria were over. Moreover, competitiveness in such programmes are not embedded on meritocracy, rather it was on the ability of “knowing someone”, who do you know that knows someone important, and who do you know that knows someone who knows who knows someone, - and the cycle continues unto what was described as the problems of “cognition” in the management of public sector activities described as “cognitive melodrama at micro and macro levels” (Okoli, 2004); although a very few of the participants believed otherwise like PA2 who stated:

“Is more or less on the citizen side. Now the citizen have this mindset that whatever government puts out there to help the youths, you need to know someone that knows someone. So that creates a lot of distrust from the citizen to take advantage of these opportunity and I keep telling them that look why not just apply... Don't sit and say there is no transparency in what government is doing government has put something out there so is when you apply, you can put them right or wrong...” (PA2)

8.3.2 Programmes monitoring and evaluation

Assessment of specific entrepreneurship activities has informed research insights in the field overtime, mostly with attention focused towards results achieved through such process (Butler *et al.*, 2016, Vesper and Gartner, 1997, Hanandeh *et al.*, 2021, Kirby and Ibrahim, 2011). This

research identified dearth evidence within the field of entrepreneurship that reveals how the progress, success or impact of entrepreneurial related activities are being monitored or evaluated for future planning purposes.

The above is important especially when the implementation of programmes that ensures the sustainable development of societies in the modern age, for example – the implementation of socio-economically focused entrepreneurship programmes in societies that strive to advance their economy with innovation and economic sophistication. Monitoring and evaluation of such economic development programmes are important in understanding the impact, challenges and opportunities for future programme implementations.

During the field research, the views of most of the research participants are that such level of monitoring and evaluation required for efficient and effective implementation of socio-economic programmes are seriously lacking in the entrepreneurship programmes being implemented by the public sector agencies – the constitutional layer of entrepreneurship institutions in Nigeria (Chapter six). This position was acutely bemoaned by most of the participants like in the example below.

“I do not think the public sector is doing enough in monitoring...is a different thing to make policies, and programs. And it's a different thing to monitor and evaluate the success of these policies and programs. So the problem we have is the monitoring and evaluation...most time these funds are released to individuals, and they don't follow up these funds or these individuals to find out how they are going to use this fund for that business? And if you did, did it yield any results? Have you moved from where you were to another level, and has fund helped you to come out of unemployment? So that is the problem. They do not appraise these programs to know if it has gotten results...” (PD2)

The views above is the reflection of how efficient the appraisal process for public sector driven entrepreneurship programmes have become overtime. Participants acknowledged lack of monitoring and evaluation, especially PD2 who revealed that it is not enough to only dole out funds to beneficiaries but emphasised on how important it is to understand how those funds are utilised. For instance, some of the other participants (PA5 and PA6), acknowledged that funding is just part of what they required, their main problems goes beyond it to include epileptic power supply and availability of tools – PA6 revealed that since after receiving funding for their business, they were still unable to scale in many areas due to lack of social infrastructure required such as electricity.

8.3.3 Bureaucracy and general ease of doing business

Bureaucratic processes from government agencies are also key factors in public sector driven socio-economically focused youth entrepreneurship programmes in Nigeria. Start-up entrepreneurs encounter challenges through some of the bureaucratic practices, although the operationalization of specific functions within the government agencies significantly explain how they are perceived by the entrepreneurs depending on if either they are promoting or hindering the entrepreneurial activities.

Evidence from field research shows that bureaucracy plays critical roles to the start-up activities as the participants revealed their experiences with this processes, beginning with their business registration and goes further towards daily operations. Moreover, the participants believed that bureaucratic activities could be improved upon in such a manner that will ensure ease of doing business effectively within the Nigeria ecosystem, as many of them highlighted experiences considered not entrepreneurship friendly during their start-up process like in the example below.

“You know the ministry they're not the easiest people to work with, but you'd be surprised that, as difficult as the whole bureaucracy can go, there's a wealth of information and knowledge that you can get when you work directly with them...” (PA5)

“You know so Nigeria is a very difficult place, there is nowhere that has a natural flowing process, the whole system is riddled with bottlenecks it starts from registering your business, it could take as much as a month to register your business, something as basic as that. And if you are into manufacturing of maybe edibles right...groceries, things like that, it would take a while to get your NAFDAC registration number, sometimes it happens with bribe...” (PB2)

This situation in no doubt affects the smooth start-up of any business, because something as simple as registering a business with the Corporate Affairs Commission (CAC) or registering a product with the food and drugs standard agency (NAFDAC), as well as business relations with other government agencies in Nigeria is marred with bureaucratic bottlenecks – a system that pave ways for the activities of the middlemen who depend on such lacunae to exploit the nascent businesses which goes ahead to impact their operations as revealed above.

Moving on from business registration, the bottlenecks extends towards product certifications, accessing of commercial loans, labour and employment related issues, as well as multiple taxations, thereby leading to conditions that business owner found quite uneasy to relate with in most cases – such as having to pay bribes to middlemen to get things done, when it could have ran seamlessly without requiring such assistance (see also Fadahunsi and Rosa, 2002).

Lack of incentives to support nascent businesses is also identified as a loophole when doing business in Nigeria. Business start-ups pay huge taxes in spite of having to fend for themselves with provision of enabling infrastructure for the sustenance of their business. Meanwhile, some of them reported cases of bullying behaviour by government agents who act mainly to exploit

the businesses instead of supporting them with the essential facilities required to thrive, as shown with some examples below.

“if I'm employing 27-30 youths, it means that am doing my own quota to help the government...but what can we do, we are left with no option than to provide solutions for ourselves. There is no ease to do business here...” (PA2)

“Where we are, the government will send the Ministry of environment to come and chase us out. Government will send the area council, to come and collect levies from us. So, you will now find out that, they are asking you to leave, [and] they are still coming to ask you for money. So it's just that, if you are not resilient you cannot sustain your business in this environment...” (PB3)

It is indicative from the above that start-up entrepreneurs do not feel supported enough in their entrepreneurship journey, which made it almost impossible for them to thrive in the start-up experiences even when they have accessed some levels of entrepreneurship education and funding for their business. Hence, it is apparent to explore further these issues as studies show they occur mainly in transition economies (Li, 2013, Bate man, 2000), it is important to understand if the cases enumerated in some ways, reflects the inherent historical institutional characters in cross cases.

8.3.4 Social infrastructure for entrepreneurship purposes

In light of the importance of social infrastructure for entrepreneurship development, it was observed that, there is acute shortage of supply for every required facilities for entrepreneurship to thrive in Nigeria – electricity, internet, ICT, transportation (including air and sea port) facilities, security, free movements of persons, among other recognized business infrastructure. The research participants acknowledged the importance of entrepreneurship enabling social infrastructure in their entrepreneurial journey and how the deficits in the supply of social

infrastructure affect their level of entrepreneurial activities. This study also reveals that, entrepreneurship enabling social infrastructure are in acute shortage in the Nigerian context – ranging from urban and rural accessible roads, electricity, internet and mobile communication among others highlighted at section 3.7 as corroborated by the reflections of the research participants.

To put it in the right context, it is a common practice for business to provide social infrastructural services by themselves and the youth entrepreneurs are not immune from this predicament as all of them in this research revealed across that subject. For instance, PB4 mentioned that they disconnected from the main electricity grid due to lack of supply; same as PB2 who recounted the stumbling blocks their business suffer due to lack of same basic amenities, also PB26 who run a veterinary vaccination centre, PB30 who operate a rice processing plant and PB18 who runs an online store, all complained about the level of epileptic power supply which mirrors to other essential services that are supportive of entrepreneurship development usually – see also the account of PA7 below which summarises the position of all the research participants.

“you're pretty much your own government, you have to provide your own fuel, your own generator to have light [electricity], you have to provide your own logistics, you have to provide your roads to get to your factory, they may even tell you to pay for it. So, it's a really, really, really, tough accomplishments to achieve in Nigeria. So that's why you see a lot of businesses start-up, but then they also fail and you see a lot entrepreneurs when they start off, they intend well to use this programs money well, but when you see the challenges ahead of them, they will just say let me go and eat my food because I don't think I can do this without dying...” (PA7)

Social infrastructure for entrepreneurship development purposes (Audretsch *et al.*, 2015, Morozova *et al.*, 2019, Ievoli *et al.*, 2019, Ma *et al.*, 2021, Luo *et al.*, 2022, Li *et al.*, 2023, Nicolopoulou *et al.*, 2017), is quite a neglected area within the entrepreneurship field, and could only be critically explored when studies reflect on the nuanced understanding of activities across contexts and how such advancements impact entrepreneurship development within a case (Welter and Baker, 2021), see also, section 3.7 for the full review of entrepreneurial social infrastructure.

With the evidence enumerated above, it is indicative that a nuanced perspective is needed to advance studies of entrepreneurship ecosystem (Stam, 2015, Wurth *et al.*, 2022), as using a contextual understanding is relatively important, especially to highlight the implications of infrastructural development primarily for the socio-economic well-being, as well as the contributions towards enhancing the entrepreneurship start-up experiences. This is because most of the discussions around entrepreneurship involve technological advancements and innovations.

Hence, within the cases where western institutions led the development of entrepreneurship practices in the developing societies like it was in the case of the YouWin programme implementation (Ogamba, 2019, Mckenzie, 2016) in which funding, design, training and various other logistics required for the implementation of such programme were provided by such institutions as previously highlighted, there is limited evidence to account for the enhancement of social infrastructure in response for the sustenance of these entrepreneurship programmes.

This goes on to reveal that social infrastructural provisions for entrepreneurship development were not incorporated in those programmes implemented, just as some of the research participants in this study acknowledged that the funding provided could not go far enough

amidst various social infrastructural development deficits (see PA7 above). Again, such situation raises practical questions on the credibility of imposition of such programmes on societies with limited capabilities for successful implementation, without taking into account level of infrastructural development – which buttresses the saying that, “entrepreneurship is what the West says entrepreneurship is” (Xheneti, 2017, Welter, 2011).

8.4 Summary

This chapter addressed the main factors that make the implementation of socio-economically focused entrepreneurship programmes more viable; and lack of which makes it extremely impossible for start-up entrepreneurs to thrive even after receiving the level of available supports. This area of the research highlighted specific challenges experienced by the participants across the programmes including - implementation framework, sustainability, monitoring and evaluation, general ease of doing business, as well as efficient social infrastructure for entrepreneurship development purposes.

This chapter also revealed that, the start-up ventures established by the youth entrepreneurs within the context of Nigeria, are highly likely to be unable to take off with the set goals even after receiving entrepreneurship training and funding, some of them remain stagnate after initial set up, and in most cases fail to surpass the first five years before they collapse. Therefore, attention is required to ensure that adequate provisions are made to ensure consistency across every factor that enable entrepreneurial start-up activities, especially to monitor progress, devise strategies and provide enabling support for smooth take off.

CHAPTER NINE

CONCLUSIONS

9.0 Introduction

This chapter brings together the concluding aspects of the research, it starts with presenting the summary of main research findings, which is closely followed by the contributions of the study including – theoretical, methodological and empirical contributions. The chapter subsequently highlights the policy and practice implications of this research. In conclusion, it outlined some of the limitations of the study and proffered directions for future research.

9.1 Summary of Key Research Findings

The general aim of this research was to explore the context of socio-economically focused entrepreneurship institution in Nigeria, to understand the extent to which they influence the behaviour of youth entrepreneurs who transition from higher education to business start-up. This was addressed through specific research objectives, first of which was embedding the study into temporal-spatial entrepreneurship context, to understand historical institutional dynamics for implementation of entrepreneurship programmes, the study examined the context and institutional framework for socio-economically focused entrepreneurship programmes implementations in Nigeria.

Secondly, the study focused on gaining insight into the roles of the identified entrepreneurship institution as enabling agencies for the implementation of socio-economically focused entrepreneurship programmes like entrepreneurship education, funding and social infrastructure in Nigeria. Thirdly, the study endeavoured to understand how the youth behaviour towards transitioning to entrepreneurship reflect their perceptions of the implementation of socio-economically focused entrepreneurship programmes in Nigeria.

9.1.1 Context and historical entrepreneurship institution in Nigeria

Nigeria is a quasi-independent post-colonial territory with heavy policy reliant on their former colonial institutional antecedents as substantiated in this research, with mostly outwards looking designs and strategies applied when the implementation of socio-economically entrepreneurship programmes is concerned (Gberevbie and Oni, 2021, Abdulahi and Baba, 2021). In this sense, entrepreneurship programmes are designed to resolve societal problems such as youth unemployment but mostly based on the dictates of western driven foreign agencies especially the World Bank (WB), International Monetary Fund (IMF), DFID, USAID, EU and others, who provide data, technical assistance, funding and archival sources for such programmes (McKenzie, 2016, Ogamba, 2019, Decker, 2013, Xheneti, 2017).

However aspects of such programmes design are burdened with covert intentions to serve the interests of the mentioned westernized institutions, to whom such programmes heavily rely upon for funding and technical expertise. Even though such programmes as confirmed in this study are usually embedded in a national colouration as it is spearheaded by the politically (s)elected representatives such as the government in the case of public programmes, or businesses with strong western connections when it is private sector driven entrepreneurship programmes, all with perceived targets around high level of unemployment, social instability, poverty alleviation, women and youth empowerments, but in general serving western institutions global development interests (Xheneti, 2017).

Layers of entrepreneurship institutional framework was unveiled through this field research based on the co-ordination of activities among key actors for entrepreneurship programmes implementation. Within this identified cycle of activities, the government negotiate the loan facilities required for such programmes in Nigeria (for example the YouWin programme) through the World Bank, which was also facilitated by the defunct UK-DFID whom in addition

facilitated research frameworks to the Nigeria government in involving a UK based University. The government then utilized existing national institutional structures such as ministries, departments and agencies for the coordination of activities leading to the disbursements of grants to the beneficial entrepreneurs. It was also discovered that, western businesses and development partners, have strong grip on policy instruments, which include vital data for planning as usually supplied by the World Bank and sister agencies (Decker, 2013, Mckenzie, 2016, Lubinski, 2023).

As such, this research highlights that, historically, entrepreneurship institution in Nigeria is burdened with western influence as a result of the country's strong link to her colonial heritage as shown in the field study, which has implications of projecting westernized ideology and decontextualized entrepreneurship language that may be incongruent to the local perceptions of such phenomenon (Welter, 2011, Welter *et al.*, 2016).

9.1.2 Institutional roles for entrepreneurship programmes implementation

The study identified three (3) key roles played by socio-economically focused entrepreneurship institution in Nigeria. First is by promoting various levels of entrepreneurship education – starting with the teaching curriculum at higher educational level (Klapper, 2014, O'Connor, 2015, Donnellon *et al.*, 2014, Vesper and Gartner, 1997), majorly directed through the public sector driven policy frameworks for course accreditations by the Nigeria Universities Commission (a government agency), to streamline the delivery of entrepreneurship related modules at higher educational institutions in Nigeria, which led to the establishment of the Centres for Entrepreneurship studies across higher education institutions both the publicly funded and fees paying private HEIs. Also, post-graduate focused entrepreneurship courses available through the private sector and international development partners, undertaken at

specialized centres like the Lagos business school, online through skills bootcamps and leadership programmes like the Mandela Washington Fellowship.

Secondly, entrepreneurship funding (Berggren and Silver, 2010, Hong, 2020, Butler *et al.*, 2016, Best *et al.*, 2024, Simba *et al.*, 2023) constitute significant aspects of entrepreneurship programmes implementation undertaken by the institutional actors in Nigeria, with the government overseeing the high capital intensive of such projects through targeted programmes with enhanced funding cap of up to fifty thousand dollars (\$50k USD) like the YouWin entrepreneurship programme (McKenzie, 2016, Ogamba, 2019), which is relatively higher than the most popular private sector (for example TEF) funding cap of about five thousand dollars (\$5k USD), external agencies such as venture capitalists (VCs) and foreign angel investors were recognized to play significant role in the sustenance of start-up funding resources. Funding was also accessed through family, social networks and personal savings (Simba *et al.*, 2023).

Thirdly, Entrepreneurial social infrastructure (although significantly inefficient and insufficient) constitute another aspect of socio-economically focused programmes the identified entrepreneurship institution undertake towards promoting entrepreneurship for socio-economic development (Audretsch *et al.*, 2015). This research accounted for entrepreneurial social infrastructure ranging from the provision of basic social amenities like electrical power supply, efficient transportation systems, security of lives and property, enhanced communication systems social mobile telecommunications, Information and Communication Technology (ICT) including internet and broadband, towards the availability of network of support systems like bootcamps, networking events, pitch workshops, trade fairs, business incubations and mentorships, enhanced entrepreneurial social capital and network engagements, and general ease of doing business.

Furthermore, this study recognized the institutional roles in the implementation of socio-economically focused entrepreneurship programmes, which were then categorized according to proactive roles of private sector organizations, passive roles of public sector organization, prescriptive roles of foreign development partners and self-organising roles of the youth entrepreneurs according to the level of institutional activities and participation in specific entrepreneurship programme areas. Additionally, these categorization reflects the level of activeness in the process, with the private sector being more proactive in addressing the programme areas, the public sector passively being reactive to the primary roles of government at providing the basic necessities of the social contract, the intermediate institutional actors exert prescriptive roles in programme design, planning and archival activities. While the youth entrepreneurs were observed to be mostly self-organizing due to limited resources available to their disposal.

9.1.3 Individual Perceptions of entrepreneurship programmes

The third and final objective of this study endeavoured to explore further how the youth behaviour towards transitioning to entrepreneurship reflect their perceptions of entrepreneurship programmes in Nigeria, with specific regards to the highlighted areas of education, funding and social infrastructure extensively theorized at chapter three (3). This aspect of the research is critical as it provides the required insights towards assessing, investigating or evaluating the progress of a policy or programme with unique qualitative approach to aid understanding based on the perceptions of research subjects as highlighted below.

Normative entrepreneurship education

That entrepreneurship education was still at a normative level was established by the field research, this is in relation to the wider conceptualization of entrepreneurship education within

the field which has continued to gain solid tract because of the importance to socio-economic development (Hanandeh *et al.*, 2021, Verduijn and Berglund, 2020, Hahn *et al.*, 2020, Alsos *et al.*, 2023). This process is still at normative stage in this research context, in the sense that entrepreneurship courses are in most cases delivered in same manner like traditionally recognized general studies modules popular within the Nigeria academic curriculum.

Specific examples derived from undergraduate degree level show that entrepreneurship education is still at rudimentary stage based on the teaching methods when compared with the processes of teaching entrepreneurship in more advanced contexts. Through this process, entrepreneurship courses have identifiable acronyms similar across higher institutions in Nigeria and is believed to have significantly affected how such modules are delivered.

At the undergraduate degree level, entrepreneurship classes are mostly oversized due to the situation revealed above, with population of students attending the courses amounting to late hundreds and leading into thousands of students enrolled into such courses at a time. this study theorized at chapter three (3) that, the value of classroom activities plays important role in developing entrepreneurial mindset (Kassean *et al.*, 2015 p.695). However, the classrooms in this research context are acutely overcrowded and improperly managed as several hundreds of students are being clamped in crowded classrooms considered not conducive for learning because they are small in sizes, significantly noisy, lacked proper ventilation, with one lecturer speaking with sound systems such as medium range megaphones that produce poor quality sounds.

There is no small group tutorial classes and workshops arranged for teaching the students as follow up from the main lectures (Kassean *et al.*, 2015). This would have enhanced the learning experience of the students and could provide effective platforms for multi-disciplinary collaborations among students from varied academic background. In addition, the experiential

learning aspects at this stage lacks applicability. The students are rather presented activities that simply portray basic life skills instead of entrepreneurship focused experiential learning. For instances, artisans and crafts people are invited to provide the students with basic trainings like baking, tailoring, arts and crafts such as bead sewing, liquid soap dilutions among others.

Meanwhile, students are expected to be equipped with basic or core entrepreneurship knowledge for understanding prospects and challenges, as well as where businesses fits in solving society's problem as well as opportunities that emerge as core aspects of entrepreneurship skills. In essence, there is Juxtaposition of entrepreneurship education to routine life skills due to the finite requisite experience for teaching entrepreneurship possessed by tutors. There is noticeable change at postgraduate level where a few entrepreneurs were able to attend specialized programmes at entrepreneurship dedicated avenues which they claimed were the starting point of their entrepreneurship journey.

Precarious Access to Funding

The processes for accessing start-up entrepreneurship funding is still in precarious conditions and the Nigerian financial sector is shown to be exploitative in dealing with start-up entrepreneurs. Access to entrepreneurship funding is part of the most challenging aspect of starting up a business in Nigeria as discovered in the field study, the Nigerian financial sector including the Government owned establishments do not provide constructive guide for start-up entrepreneurs to access funding. This is with the exception of few private sector organisations especially the Tony Elumelu Foundation (TEF) which provide clear guides to accessing entrepreneurship grants and remained consistent in doing so overtime.

Most commercially driven financial institutions in Nigeria are exploitative when the provision of funding for business start-up purposes is concerned. The processes of accessing funding are rigorous, inhumane and in most cases not in the best interest of start-up entrepreneurs. An

examples is a case where an applicant for start-up business loan is required to present a collateral, which in most cases are far higher in value than the fund requested including a landed property. Other forms of collateral involve requiring an applicant to make initial deposit of a specific amount of their business capital into the coffers of the banks before they could be considered eligible enough to access loan facilities.

Corrupt activities were also revealed in the public sector driven entrepreneurship funding programmes where the system made it possible for middle-men to operate, who exert enormous influence in the application process of funding applications. These middle-men ensure that applicants must first agree to part with up to thirty percent (30%) of the loan amounts as a means to secure approval, which leaves them with only seventy percent (70%) of the loan amount. The applicant is also required to repay the full amount (100%) of the loan amount with interests. In addition, the public sector funding programmes experience intermittent disruptions most commonly by change of government which made most programmes overtly unsustainable as discovered in the study.

Social infrastructure and Ease of Doing Business

Deficit in social infrastructure constitute critical challenges to entrepreneurship start-up in Nigeria, which is understood to be lacking in both quality and quantity, there is either lack or limited availability of stable electricity supply, internet and broadbands, Information and Communication Technology resources such as computer hardware and software, accessible transportation systems for both rural and urban businesses, sufficiently equipped centres for entrepreneurship skills development are in short supply, there is also disparities across urban and rural based business in terms of social infrastructure, with rural areas affected more acutely (Burcher, 2017, Huggins *et al.*, 2017, Lee *et al.*, 2019).

Closely related to social infrastructure is Bureaucratic bottlenecks which pose challenges around the ease of doing business in Nigeria. Informal entrepreneurship is acknowledged as the most viable entrepreneurship start-up process popular among entrepreneurial start-up ventures within the contexts of developing economies (Williams *et al.*, 2017, Sarkar, 2018, Yessoufou *et al.*, 2018). However, to advance these ventures, they are usually required to undergo some bureaucratic formalization processes, like company registration, business tax identification numbers, maintenance of physical or virtual offices, engagement with regulatory bodies, among other such processes.

The research observes that bureaucratic bottlenecks exert huge challenges on the youth entrepreneurship journeys among various business activities that are sine-qua-non to interacting with the bureaucratic processes in Nigeria. This bureaucratic systems impose conditions inimical to entrepreneurship developments as experienced by start-up entrepreneurs in the study context. They experienced intentional delays in the handling of business formalization processes by the government ministries and middlemen including problems emanating from multiple taxations, instability in business policy, unstable foreign exchanges, exploitative customs and excise agencies, high handed management of product certifications. Those are intentional acts to compel the entrepreneurs to part with some of their business funds to bribe or induce the staff of such agencies to ensure their business needs are met, absence of which may take several years before such approvals are granted (Fadahunsi and Rosa, 2002).

Monitoring and evaluation of entrepreneurship programmes implementation are severely lacking as discovered in this research. There is dearth availability of data required for assessment of the design, planning, implementations, impact, challenges and opportunities for future developments. This is to the extent that entrepreneurship programme funding beneficiaries are not required to submit assessment of their business activities and stewardship, especially with public sector entrepreneurship programmes. Programmes are not based on data

and analysis of results from previously concluded programmes, they are rather designed and implemented based on the quest of the political office holders to galvanise popularity among their political cohorts, diplomatic allies and the general masses who have soft spots towards such activities they perceived as enabling the socio-economic development of the society.

9.2 Contributions of the Study

This research makes three (3) general contributions. Firstly, it aligns with contemporary contextual arguments as put forward by scholars especially Welter (2011), Zahra *et al.*, 2014, Welter *et al.*, (2016 and 2019), and Welter and Baker (2021), with focus on the uniqueness nuances of context(s) that influence entrepreneurship activities – therefore calling for scholars to recognize the inherent diversity in context(s) when theorizing entrepreneurship and entrepreneurship when theorizing contexts as the field continue to evolve. This study lays emphasis on how diverse societies handle entrepreneurship development differently as a result of the peculiarities across entrepreneurship ecosystem.

Secondly, by juxtaposition of the temporal-spatial - the when and where contextual dimensions (Welter *et al.*, 2019, Zahra *et al.*, 2014) with historical entrepreneurship institutional contexts (Xheneti, 2017), this study also tends towards deeper understanding of the uniqueness in the nuanced insights embedded in historical entrepreneurship institutions and the critical roles played by such institution which influence or impact entrepreneurship programmes (or policy making). This major highlight include the post-colonial institutional characters of the Nigerian state which drive entrepreneurship programmes in such context (Xheneti, 2017, Decker, 2013, John and Storr, 2018, Storr and Butkevich, 2007).

Thirdly, this study established that entrepreneurship programmes should be addressed in holistic manner and adopted a unilateral approach to articulate a tripartite and diverse entrepreneurship fields (entrepreneurship education, entrepreneurship funding and

entrepreneurial social infrastructure) into a single analytical framing – entrepreneurship programmes, which enhances discourses that ensures sustainability in entrepreneurship programmes, especially in the Nigerian and other contexts where salient issues regarding funding and social infrastructure are yet to get as much required attention as education in the field theorizing. Hence, the research contributions are considered herein based on the theoretical, methodological and empirical contributions to the entrepreneurship field.

9.2.1 Theoretical Contributions of the Study

This research made theoretical contributions through the accomplishment of the research objectives and the research findings analysed across the three main focus areas of the study, by providing better insights on how the behaviour of the youth towards transitioning from education to entrepreneurship, reflects their perceptions of entrepreneurship programmes implementation in the Nigeria context. The conceptual framework designed for this study (4.2) has a wider applicability beyond the Nigeria entrepreneurship institutional context as the key dimensions of the framework including – socio-economically focused entrepreneurship programmes, the key contextual factors like temporal-spatial contextual framing of time (as history) and space (as Nigerian entrepreneurship institutions) to highlight the prevailing historical institution for programmes implementation are widely relevant across various entrepreneurship contexts.

Also, the recognition of main institutional actors when the implementation of socio-economically focused entrepreneurship programmes is concerned including public sector (government), private sector (Organizations), development (foreign aid) partners and youth entrepreneurs (the beneficiaries), with the identification of what constitutes entrepreneurship programmes such as entrepreneurship education, entrepreneurship funding and entrepreneurial social infrastructure, recognized as combination of institutional actors and activities that enable

process for transitions (from education) towards entrepreneurship based on the experience and capacity developments which generally inform the perceptions and behaviours of youth are generally relevant to entrepreneurship theorizing, especially across contexts where entrepreneurship programmes are viewed through the lens solving socio-economic problems like youth unemployment and poverty (Hall *et al.*, 2010, Alvord *et al.*, 2004, Salami, 2011).

In addition, the framework of this study made significant contributions across entrepreneurship and socio-economic development literature based on three (3) stream of insights as highlighted below:

Conceptualizing contexts in entrepreneurship Programmes

This research extends the ongoing contextual arguments in the entrepreneurship field by elaborating on the ideas of “when” and “where” field theorizing which has become critically relevant overtime (Welter *et al.*, 2019, Welter and Baker, 2021), by establishing the inherent characteristics of the entrepreneurship context considered to be non-western and historically post-colonial (John and Storr, 2018, Storr and Butkevich, 2007), which was achieved by critically identifying the nature of entrepreneurship institutions operational within such contexts throwing more lights on the implications of institutional formations, operations and policy making that bears influence to entrepreneurship developments (Xheneti, 2017, Stam, 2015, Stark and Head, 2019).

This study utilized section 4.3 and aspects of chapter six to provide critical insights about the characteristics of a post-colonial entrepreneurship contexts linking ideas that explain why and they are post-colonial and how post-colonial outlooks influence entrepreneurship policy making across the various related activities (John and Storr, 2018, Storr and Butkevich, 2007, April, 2008, 2010, 2012, Georgiou *et al.*, 2013). It then highlights that within the historically post-colonial entrepreneurship contexts like Nigeria, the former colonizers (common found in

the global west) exert significant influence to entrepreneurship policy making and programmes implementations (April, 2010 and 2012, Xheneti, 2017), including planning, funding and policy instruments, narratives, historical data and archival resources, which is generally observed as the practice across similar post-colonial entrepreneurship contexts globally (Decker, 2013. McKenzie, 2016, Drinkwater *et al.*, 2018, Darley and Luethge, 2019).

In doing so, this study extends the arguments that not only context(s) matter in entrepreneurship field theorizing (Welter, *et al.*, 2016), but the variation of such contexts (Welter and Baker, 2021) should be further established to reflect the true contextual characteristics that explains in details the ideas of “where”, what when and how” of entrepreneurship, as well as the implications towards the policy and practice developments within the field of entrepreneurship (Xheneti, 2017, Williams *et al.*, 2017), which is a position this research have consistently argued in a thought provoking manner in several scholarly meetings including - European Academy of Management (EURAM) conference Vancouver Canada, June 2021, European Group for Organisation Studies (EGOS) colloquium at Amsterdam July 2021 and Vienna July 2022. Scottish Enterprise Network (SEN) Neuro-Diversity conference of September 2022 (Eze *et al.*, 2021 and 2022). As well as field framing exercises – including the Journal of Management Studies (JMS), and Entrepreneurship and Regional Development Journal (ERD).

Theorizing institutions in entrepreneurship programmes

Contemporary entrepreneurship field has solidly harmonized the position of “institution” in entrepreneurship (Kalantaridis and Fletcher, 2012, Ben Letaifa and Goglio-Primard, 2016, Strow and Strow, 2018, Chakrabarti and Mondal, 2020). This study also advances entrepreneurship institutional theorization by reflecting on the “post-colonial entrepreneurship institutional characteristics as shown at chapters 2, 6 and 7, this level of theorization reflects upon the prevailing institutional analogies while highlighting the significance within the

historical post-colonial and entrepreneurship contextual framing as shown above (Decker, 2013, Jack *et al.*, 2011, Nkomo, 2011).

The study engaged the post-colonial theorizing (section 2.9) in explaining the historical institutional antecedents in the context of Nigeria and the huge roles such historical institutional events play in entrepreneurship policy making in general and specifically on socio-economic focused entrepreneurship programmes as highlighted at chapter 7 (van Merriënboer *et al.*, 2023, Xheneti, 2017, Decker, 2013). This study relied on the field research evidence to dig deeper into the historical entrepreneurship institutional frameworks for entrepreneurship programmes – then established the “layers” of entrepreneurship institutions within the context of entrepreneurship programmes in Nigeria. This study extends the idea of entrepreneurship institutional layering as deemed significant and generally applicable to enable field framing within entrepreneurship contexts identified as post-colonial (Decker, 2013, Drinkwater *et al.*, 2018, Darley and Luethge, 2019, John and Storr, 2018, Storr and Butkevich, 2007, April, 2008, 2010, 2012, Georgiou *et al.*, 2013)

Theorizing entrepreneurship programmes for socio-economic development

This research also made concerted theoretical contributions to the entrepreneurship and socio-economic development literature (Nziku and Henry, 2021, Bürcher, 2017, Usman *et al.*, 2022, Arome and Anyio, 2014, Alvord *et al.*, 2004, Hall *et al.*, 2010). As rightly highlighted, this study emphasized that entrepreneurship is perceived differently across contexts to reflect the levels of societal advancements (William *et al.*, 2017, Alvord *et al.*, 2004). Hence, for less advanced societies, entrepreneurship is the tool for planning socio-economic activities especially such that aim to alleviate poverty and reduce youth unemployment (Salami, 2011).

Additionally, this study extends this aspect of entrepreneurship theorization by ensuring that socio-economic factors such as education, funding and social infrastructure are clearly

articulated and addressed with the lens of entrepreneurship developments using a more holistic approach. In doing so, this research posits that because socio-economic problems do not exist in isolations, therefore finding enabling solutions such as using entrepreneurship models to reduce youth unemployment should be addressed in a holistic manner (Hall et al., 2010, Salami, 2011), therefore significant aspects of this theorization are widely beneficial and applicable in contexts across developed and developing societies whom in general or specific areas experience social and economic challenges emanating from lack or limited availability of the aforementioned three factors (Jones *et al.*, 2021, O'Connor, 2013, Vesper and Gartner, 1997, Kirby and Ibrahim, 2011, Berggren and Silver, 2010, Brown *et al.*, 2020, Butler *et al.*, 2016, Audretsch *et al.*, 2015).

9.2.2 Methodological Contributions of the Study

Methodologically, this study makes critical contribution towards re-assessing how research analysis within the entrepreneurship field is conducted. It utilized the fifth chapter to highlight the importance of addressing more nuanced perspectives in the field, which to an extent will include subjective factors in the analytical processes, which tends to reveal in real terms the true representations of the views and perceptions of the study population. This is part of the arguments critically highlighted through contextualizing the entrepreneurship field (Welter *et al.*, 2016, Wadhwani, 2016, Chlosta, 2016).

Methodologically also, the study uncovers what constitute a historically informed post-colonial institutional approach to entrepreneurship analysis (Eze, Nicolopoulou and Lassalle, 2021 and 2022), as well as the factors that connote socio-economic entrepreneurship as analysed in a closely knitted manner. Thus, explorative process which applies interpretive qualitative analytical approaches was the best fit for the study, which is in tune with core intention of this research by expanding the analytical processes and approaches in the entrepreneurship field,

beside the traditionally econometrics, objective, statistical, quantitative and significantly non-contextualized approaches that dominated the field overtime.

This research also noted the importance of using the qualitative approach as it include the ability of the researcher to immerse themselves deeply into the phenomenon, which is also the case when the research subject in question is the interest or a causes that affect the researcher in one way or another and which they seek to advocate for change through empirically processes as their contributions to society's development. The stipulated procedure also provides an avenue for research participants to interact in real-time with the researcher on the field study which is not something they are used to happening.

Such was part of the major highlight of this research, as the researcher was provided with first-hand accounts of how some beneficiaries whom diverted the funds into other personal choices aside the businesses for which they were provided in the first instance – in part due to difficulties faced with the liabilities of newness. Meanwhile, such revelations were not accounted for in previous studies quantitatively conducted in the post-implementation stages of the programme (McKenzie, 2019). Qualitative approach is therefore encouraged to unravel some factors considered too minute but implicit for quantitative research to capture.

The methodical value of the above subject is the reflection upon the ensuing arguments among methodologically inclined contextualised entrepreneurship scholars (Welter, 2011, Wadhwani, 2016, Chlosta, 2016) who have so far showcased the importance of keeping attuned with the contexts sensitivity of the research subjects, especially those that account for historical institutional patterns derived through a more subjective qualitative means than the objectively derived quantitative approaches that has predominantly informed the research field overtime.

As part of this research process, in-depth analysis of the entrepreneurship publishing outlets were analysed as a matter of principle. A typical example of such cases as observed by this

scholar and buttressed by the works of Darley and Luethge (2019), is the representation of publication from the global south in the Association of Business Schools (ABS), Academic Journal Guide (AJG) since record started – this research argues for a more nuanced approach in context sensitive entrepreneurship discourses, especially those that adopt an interpretivist and qualitative approaches to unravel the true reflection of the perceptions of individuals within their immediate study environment.

9.2.3 Empirical Contributions of the Study

Entrepreneurship programmes as highlighted above have become part of the engines of socio-economic development in recent times and as research delves into exploring the entrepreneurship processes that enhance socio-economic processes, this study advances the literature by deepening the application of qualitative research approaches, especially those that imply the use of subjective methods to understand the lived experiences of the research subjects by gaining insights into their views and perceptions of socio-economically focused entrepreneurship programmes as argued by scholars (Welter, 2011, Wadhwani, 2016, Chlosta, 2016).

Based on the empirical findings, the study makes further contribution by applying qualitative research process towards highlighting the “in-betweens” in entrepreneurship programmes. The in-betweens include the specific observation through field research that may appear silent in tradition but actually salient in understanding practices, processes and background actions that are usually hidden in statistical numbers but not appropriately reflected upon. An example in the context of this research was establishment of Centres for Entrepreneurship Studies at most higher educational institutions in Nigeria, which acutely experienced other issues highlighted at chapter 8 - including overcrowded classrooms, ill-experienced module coordinators,

juxtaposition of basic life skills in place of entrepreneurship skills, among other inconsistencies that are mainly observable by conducting the process adopted in the research.

Therefore, the only means of understanding such challenges is through qualitative processes through close monitoring and evaluation of such programmes, including the commissioning of empirical research such as this to unravel the feelings and perceptions of the beneficiaries to what constitute challenges within their entrepreneurship journeys and the ability to either crave the niche towards entrepreneurship intents or revert into the traditional means of joining the already saturated labour market in Nigeria. This empirical approach is applicable in diverse research contexts, even across the developing and the advanced economy, to ensure that the perceptions of the programme beneficiaries are articulated through their own lenses.

9.3 Implications of the Study

The implications for this research are two (2) folds - policy and practice implications. This is highlighted in the subsections below and account for ways forward in the implementation of socio-economic entrepreneurship programmes based on empirically informed qualitative approaches.

9.3.1 Policy implications

The policy implications are three-folds, namely: holistic policy for entrepreneurship programmes, corroborate qualitative research data in the monitoring and evaluation of entrepreneurship programmes, and establish the frameworks for sustenance of large scale programmes across political regimes and transitional periods.

Holistic policy for entrepreneurship programmes

An effective approach to understanding the rudiments of a policy is to appreciate the institution through which such policy is derived. Within the frame of entrepreneurship programmes in

Nigeria, it is important to review the institutional framework that drive such process and effectively integrate the contributions of the four (4) layers of entrepreneurship institutions to achieve sustainable results. This approach is paramount to institutional learning, remembering and forgetting which in some ways measure if the existing institutional relationship across the institutional layers is progressive or detrimental to programme sustenance (Pollit, 2000, Stark, 2019, Stark and Head, 2019, Olick and Robbins, 1998),

It is also important to review the use of foreign aids in the implementation of entrepreneurship programmes and related development activities within the non-western economies. This is critical as historical discourses have raised questions regarding the so-called politics of foreign aids and how detrimental they have become to national economies. Examples of such insights include the epic essay of Walter Rodney (1972) on “How Europe Underdeveloped Africa”, as well as Frantz Fanon’s “The Wretched of the Earth” (1961) and V.Y. Mudimbe’s “The Invention of Africa” (1988). See also Jack *et al.* (2011), Anderson (2009), Bhambra (2014).

In relation to socio-economically focused entrepreneurship programmes, policies that establish the implementation of such entrepreneurship programmes must address the various facets of entrepreneurship principles in such a manner that accommodates the needs and aspirations of young people, it should accommodate the tripartite factors of entrepreneurship education, funding and entrepreneurial social infrastructure as recognised in this study, which will address part of the major discovery in this research that, most of the beneficiaries of such programmes are left with limited skills and capacity to succeed within the entrepreneurship ecosystem.

Furthermore, policy on entrepreneurship programmes must ensure great depth in the provision of requisite skills for the applications of entrepreneurship tools – such as qualitative and quantitative research tools, ideation processes, market research tools such as Statista, Claritas, Google trends Tableau among others, which most students do not have access to during their

undergraduate periods. Such policy must also ensure that, academics who coordinate entrepreneurship modules have adequate pre-requisite trainings and strong entrepreneurship backgrounds to effectively deliver the courses.

Moreover, it is important to ensure transparency in the allocation and distribution of business funding earmarked as part of entrepreneurship programmes implementation. Beneficiaries must be selected on merit based on their entrepreneurship capabilities and prowess in the field, rather than what is currently obtainable – depending on an individual’s chances of “knowing someone close to the political powers” or “some one that knows someone in political authority and vice versa, which is grossly incongruent with tenets of transparency and meritocracy in the management of public funds for social goods.

Critical among the policy issues to be addressed aside entrepreneurship education and funding, is infrastructure for entrepreneurship development purposes. The Nigerian infrastructural system is in precarious condition and policy is required to address infrastructural deficits within the system. Lack of adequate electricity supply, transport infrastructure, internet and ICT facilities, including inadequate regulatory systems and bureaucratic bottlenecks make it extremely impossible for start-up businesses to thrive effectively even when adequate skills and funding mechanisms are in place.

Corroborating qualitative data in entrepreneurship programmes implementation

Qualitative research data provides rich insight in understanding the phenomena underlying practices, processes and outcomes of subjects under study, therefore policy processes must include qualitative studies to ascertain how such related activities are felt by the target beneficiaries. This aspect of policy activities is identified as acutely lacking in the Nigerian system based on the study conducted.

Most of the information assessed in this research portrays significant dependency on quantitative statistics to inform policy developments – a trend supposedly inherited from the colonial institutions overtime and integrated into the supposedly quasi-independent entity like Nigeria. This in part is because public policy approaches in Nigeria is highly dependent on the whims and caprices of the western hegemonic institutions, especially the World Bank and IMF whom also popularise western inclined quantitative statistics against other procedures that reveal intricate factors of such policy against the backdrop of qualitative development indices.

Sustaining entrepreneurship programmes across political regimes

Institutional or political transitioning (Acemoglu and Robinson, 2001, Chakrabarti and Mondal, 2020, Kiss and Danis, 2010, Wegner, 2019, Li, 2013) play significant roles in the interplay of policies and programmes, including entrepreneurship development activities. Since independence, Nigeria has experienced a fair share of institutional or political transitions (see section 5.7). A common factor discovered in this research is lack of sustainability in the implementation of programmes, due to the incessant regime changes overtime with the mix of military and democratic regimes, which acutely affect the sustenance of large scale programmes implementation which has implications toward costs and trusts.

9.3.2 Practice implications

Despite the general perceptions of what an ideal entrepreneurship practices involves, scholars within the entrepreneurship field unanimously agree that, such perceptions must be context specific and context sensitive when drawing conclusions on the applicability of entrepreneurship tenets across societies (Welter, 2011, Welter *et al.*, 2016, Welter *et al.*, 2019, Xheneti, 2017, Su *et al.*, 2015). This study reinforces the importance of entrepreneurship education, funding and social infrastructure as the critical aspect of entrepreneurship programmes implementations.

It is important to expand on the learning approaches to support the acquisition of requisite skills, as it was observed in this study that, although there are centres for entrepreneurship established across HEIs in Nigeria, they are not absolutely dedicated towards research activities to unravel the nitty-gritty of entrepreneurship within the ecosystem. They rather exist as centres for text-book reading with limited opportunities for practical experiences ensured, only for the exception of the Lagos Business School with specific focus on executive programmes. Therefore, more research focused funding in entrepreneurship education is required to provide the framework for training entrepreneurship scholars in the Nigerian context.

Funding should be specifically targeted rather than for political patronage as they were. It should be granted on merit rather than by cognitive melodrama (“ima mmadu”) to boost entrepreneurship related activities as the life-wire of the society’s economic development. It was also observed that appropriate support are not in place for the private sector organisations who provide funding supports to start-up entrepreneurs in Nigeria. Hence this study opined that adequate institutional support must be put in place for such key actors within entrepreneurship ecosystem – at least with provision of tax incentives to businesses that do good to the society.

Entrepreneurship education and funding must also go in tandem with social infrastructure development, especially those that support entrepreneurship activities, it was revealed that, without such social infrastructure provisions in place, it is extremely difficult to achieve the other aspects of entrepreneurship programmes implementation.

9.4 Limitations of the Study

While the interpretive research approach and qualitative methodological designs adopted in this study provides in depth understanding of entrepreneurship contexts, historical post-colonial institutions, socio-economically focused entrepreneurship programmes in Nigeria and the perceptions of the youth who transition towards entrepreneurship, there are practical issues

that placed significant constraints on data collection. Covid-19 pandemic was the most significant event that posed enormous challenges to the field research process (see also sections 5.9, 5.11 and 5.13), because the planned field research was severely affected by the arrival of the pandemic. The field research plans were initially stalled for several months due to uncertainties that beclouded policies on global travel and restrictions to face-to-face contacts, which resulted in restricted access to many anticipated research participants, especially the policy makers, programme managers and entrepreneurs.

This study also argued that in-person interactions during face-to-face interviews enriches the qualitative case research process, as such openness and camaraderie it upholds boost the quality of honest conversations and other observable environmental factors which provides further understanding of the subject by the researcher especially on sensitive topics requiring in depth understanding (Cresswell and Creswell, 2023, Yin, 2014, McGivern, 2006). However, the field research was redesigned due to the Covid-19 problems and research data were collected using alternative approaches through online meetings which also exert some significant constraints to the process, as anticipated participants were scampering to understand the implications of the pandemic to their organizations, therefore were unwillingly to accept long interview discussions at the time, also field observations were conducted alternatively using online sources like the social media.

In addition, while the anticipated engagements with at least a percentage of the youth who were beneficiaries of the government flagship programme in Nigeria (YouWin) would have further strengthened the comparative analysis of the field study (in comparison with the beneficiaries of the TEF programme), as well as requested interviews with policy makers, the requests for research access and virtual meetings were politely turned down which also led to redesigning of the process. Although the researcher was unable to ascertain if the reason was as a result of the challenges posed by the pandemic, but there were limited resources online to highlight how

such a huge programme that awarded up to \$64USD (11 million Naira as at then) to about 3900 beneficiaries was managed, when the researcher chose to evaluate online documented material regarding the (YouWin) programme.

9.5 Conclusions and direction for future research

While adopting an exploratory approach, this research contributions is considered foundational towards understanding the implications of institutional collaborations for the implementation of socio-economically focused entrepreneurship programmes aimed at resolving youth unemployment. This study also offers a range of future research directions considered beneficial to theoretical field advancement and enhanced entrepreneurship policy making for socio-economic development purposes, such as highlighted below.

Firstly, while entrepreneurship programmes such as explored in this study is considered cardinal to resolving the socio-economic challenges posed by the increasing youth unemployment in Nigeria, as such programmes has proven to have positive impact in certain areas, it is important to further replicate this aspect of entrepreneurship phenomenon with the aim of gaining wider insights based on longitudinal data, which is important to either extend or refute some of the assumptions made in this study.

Particular attention for future research should focus on the monitoring and evaluation of entrepreneurship programme implementations, as this issue became salient in the analysis of field data for this study but with limited research evidence to substantiate the analysis around monitoring and evaluation of socio-economically focused entrepreneurship programmes in Nigeria. This is important as successive governments introduce their own entrepreneurship programmes, further research is required to understand how the successive programmes derive from lessons learnt from previous implementation approaches.

Secondly, since some time has now passed since the field research was completed, further research is necessary as a follow up process to understand if there has been improvements to the conditions highlighted by youth entrepreneurs regarding improved entrepreneurship education, funding efficiency, importantly the social infrastructural provisions and general ease of doing business. This aspect is considered viable because since the completion of field research and analysis of findings, there has been a change of Government in Nigeria – a situation that play key policy role to the socio-economic development of the country. Therefore it is important to further explore if situations remained same, improved or degenerated over the period.

Finally, while this research have focused on expanding the contextual understanding of the entrepreneurship field by shinning light on the importance of history and entrepreneurship institutions, it is believed that limited understanding of the roles of the layers of entrepreneurship institutions in Nigeria is achieved, as the focus of the research is on entrepreneurship programmes. Further research that utilize policy insights (Stark and Head, 2019) to explore the policy processes for institutionalizing entrepreneurship programmes framework is required. This is important to ensure wider and deeper scope for understanding the nitty-gritty of the historical entrepreneurship institutions in Nigeria such as post-colonialism, and those that will further integrate the layering of entrepreneurship institution – a process that may be further theorization of contexts beyond Nigeria with similar institutional characteristics.

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Appendix I

Research participant letter of invitation

Dear xxx,

Many thanks for accepting to participate in my research study. Please I have attached two documents in this email- which provides you with details of my PhD study and brief guides on topics we shall discuss at our meeting.

Please due to logistic reasons, I am currently using virtual means (such as the Zoom App) to conduct the interview, so there would not be a need for physical meeting. If you let me know your availability, I would schedule a calendar invite for a meeting- I am very flexible with time, depending on which time works best for you.

Please let me know if you require further details.

Best regards,

Henry Eze (AFHEA)

Doctoral Researcher/ TUTOR

Appendix II

Participant Information Sheet

[FOR USE WITH STANDARD PRIVACY NOTICE FOR RESEARCH PARTICIPANTS]

Name of Department: Hunter Centre for Entrepreneurship

Title of the study: The influence of Entrepreneurship Learning and Intervention Programmes on the Youth entrepreneurs' intentions to transition from student to business start-ups.

Introduction

We are conducting a study that explores how learning acquired through the Higher Education Institutions (HEIs) and entrepreneurship intervention programmes influence the intention of the youth population to transition from student to business start-ups in Ghana and Nigeria.

What is the purpose of this research?

This research aims to explore how entrepreneurship learning and other consolidated intervention programmes influence the youth entrepreneurs' intention to transition from student to business start-up in Ghana and Nigeria. The main idea is to understand how certain aspects of the entrepreneurship ecosystem (learning and intervention programmes) were perceived by youth entrepreneurs as they transitioned from student to business start-ups. This aspect of contextualised entrepreneurship study is currently under-researched; and therefore required subjective research approaches such as we proposed; to understand how these aspects of entrepreneurship ecosystem is supporting the idea of extended entrepreneurial education and business skills acquisition as a sustainable approach to resolving the societal challenges of youth unemployment.

Do you have to take part?

Participation in this research is voluntary; therefore, it is your decision as a participant to take part (or not). You have the right to refuse to participate, and withdrawing participation is not detrimental in any way.

What will you do in the project?

You will only be required to participate through the process of interview via zoom. You are by this procedure required to respond freely and according to your capacity (and ability) to the issues raised, without any obligation. The interviews are scheduled to take place between 1 hour and 1 hour 30 minutes.

Why have you been invited to take part?

You have been contacted because we identified you as a stakeholder in youth entrepreneurship development in the study area.

What information is being collected in the project?

Subtle information that will reflect your ideas and opinions on how the design and delivery of entrepreneurship education at higher institutions of learning; as well as intervention programmes, influence the intention and decision of young graduates to transition immediately into enterprise venturing. Therefore, identifiable personal and business details (aside those required for demographic information- and will be pseudonymised) will not be necessarily required during the interview session.

Who will have access to the information?

The interview transcripts will be securely held on the university's cloud repository system (strathcloud) with password and code protected; this will only be accessed by the identified PGR investigator and the Chief Investigator (only when necessary).

Where will the information be stored and how long will it be kept for?

The data for this study will be anonymised with codes and pseudonyms before being deposited in the University's cloud repository system (strathcloud). This information will be held for only 1 year and be securely destroyed according to the University's ethics code of practice and the GDPR provisions.

Thank you for reading this information – please ask any questions if you are unsure about what is written here.

Please also read our [Privacy Notice for Research Participants](#)

What happens next?

Perhaps, you may like to find out more about our University, Faculty and Department; as well as the research processes we engage in. Information about these could be found on the website; if you require further information or clarifications for participation, please kindly send an email to the address provided.

Researchers contact details:

Name: Henry Eze (Doctoral researcher in Entrepreneurship)

Email: henry.e.eze@strath.ac.uk

Chief Investigator details:

Name: Dr Katerina Nicolopoulou (Reader-Associate Professor in Entrepreneurship)

Email: Katerina.nicolopoulou@strath.ac.uk

Department: Hunter Centre for Entrepreneurship

This research was granted ethical approval by the University of Strathclyde Ethics Committee.

If you have any questions/concerns, during or after the research, or wish to contact an independent person to whom any questions may be directed or further information may be sought from, please contact:

Secretary to the University Ethics Committee
Research & Knowledge Exchange Services
University of Strathclyde
Graham Hills Building
50 George Street
Glasgow
G1 1QE

Telephone: 0141 548 3707

Email: ethics@strath.ac.uk

Appendix III

Consent Form for Research Interview Participants

Name of department: Hunter Centre for Entrepreneurship

Title of the study: The influence of Entrepreneurship Learning and Intervention Programmes on the Youth entrepreneurs' intentions to transition from student to business start-ups.

I confirm that I have read and understood the Participant Information Sheet for the above project and the researcher has answered any queries to my satisfaction.

- I confirm that I have read and understood the Privacy Notice for Participants in Research Projects and understand how my personal information will be used and what will happen to it (i.e., how it will be stored and for how long).
- I understand that my participation is voluntary and that I am free to withdraw from the project at any time, up to the point of completion, without having to give a reason and without any consequences.
- I understand that I can request the withdrawal from the study of some personal information and that whenever possible researchers will comply with my request. This includes the following personal data:
 - Audio/video recordings of business information that identify me
 - Video/audio recordings of personal interviews details that identify me
 - my personal information from transcripts.
- I understand that anonymised data (i.e., data that do not identify me personally) cannot be withdrawn once they have been included in the study.
- I understand that any information recorded in the research will remain confidential and no information that identifies me will be made publicly available.
- I consent to being a participant in the project.
- I consent to being audio and/or video recorded as part of the project ('Yes / No').

(PRINT NAME):	
Signature of Participant:	Date:

Appendix IV

Data Management Plan

Project Title: The influence of Entrepreneurship Learning and Intervention Programmes on the Youth entrepreneurs' intentions to transition from student to business start-ups.

Funder: Part self-funding and funding from the Centre for Doctoral Training (CDT), University of Strathclyde (UoS).

Project Description: This is a Doctoral research that will explore specific youth entrepreneurship and innovation programmes in two West-African countries. It intends to apply an emerging analytical approach to ascertain if certain socio-economic and political relationships impact the planning, implementation and outcome of the identified youth entrepreneurship learning and programmes.

PhD Researcher: Henry Eze

Supervisor (s): Dr Katerina Nicolopoulou, Dr Paul Lasselle and Prof Laura Fernandez

Institution: University of Strathclyde

Department: Hunter Centre for Entrepreneurship

Date of First Version: 06-2020 (v1)

Date of Updates: 06-2021

1. Data Collection

What data will you collect or create?

Data type	Original format	Preservation format	Estimated volume	IPR owner	Active storage location	Complete storage location
Research notebook	Paper	Jpeg/pdf	5GB	Student	Locked drawer/one drive	OneDrive
Interview transcripts	.docx	.rtf	20GB	UoS/student	H:drive/one:drive	OneDrive

Paper notes	Paper	Jpeg/pdf	2GB	Student	Locked Drawer/one drive	
Participant questionnaire	.xlsx	.rtf/pdf	10GB	UoS	Strathcloud/one drive	Pure
Research images	Jpeg	Jpeg/pdf	5GB	Student	Strathcloud/one drive	Pure
Policy/programme gazettes	Documents	Pdf/.xlsx	2 GB	Student	Strathcloud/one drive	Pure
Research/policy publications	Documents	Pdf/.xlsx	5GB	Student	Strathcloud /one drive	Pure

How will the data be collected or created?

- How will you collect or generate data?
- How will you structure and name your folders and files?
- How will you handle versioning?
- What quality assurance processes will you adopt?

Participant will be recruited for the purpose of data collection. The participant who represent the major stakeholders in the youth entrepreneurship programmes in the selected case study areas will include policy makers, programme administrators, managers, venture capitals, key consultants, monitoring agencies and programme beneficiaries/ start-up entrepreneurs.

The files will be structured according to the individual groups as stated above. For instance, information relating to a group will be included in the named folder for the same group and this will apply to individual groups and activities as they occur chronologically.

Versioning will be structured accordingly with the dates of activities ascribed individually as things progress. Hence, where more than one activity occurred in a day, time will also be ascribed in addition to the date of occurrence.

Strict adherence to data protection guidelines will guide our activities. Therefore, the data generated for this study will be managed in a way that protect the confidentiality and privacy of the research participant; as well as ensure the information that will be required from the

participants will only and directly apply to the purposes of this research without unnecessarily requiring further details from them.

The outcomes will be discussed with the supervisory team to ensure strict compliance with the existing policy and ethical requirements.

2. Documentation and Metadata

What documentation and metadata will accompany the data?

Observations, discussions and findings will be contained in the research note to signpost where to find important information related to the field activities and notable background events such as dates, times, ecosystem and significant events.

3. Ethics and Legal Compliance

How will you manage any ethical issues?

This research process will comply with the ethical provisions constructively examined and approved through the ethical compliance committee of the University. Due considerations will be given to the use of pseudonyms where necessary, anonymization of sensitive information will be applied and consent will be sort and agreed with research participants before any personal information may be collected for the research purpose; also, copywrite permission will be discussed with the participants where necessary, especially where their direct words, phrases, clauses and sentences will be applied directly in the findings and discussions. The entire data collection and handling process will be guided by the provisions of the General Data Protection Regulation (GDPR) 2018.

4. Storage and Backup

How will the data be stored during research, and how will you manage access and security?

The research data will be stored on H and I: Drives, as well as the One drive. Transferred files will be shared via the Strathcloud and One drive depending on the specific recipient as these platforms encrypt data in transit and ensure the security of information transmitted directly to the intended recipient. The processed data will be securely deposited in PURE.

5. Data Curation and Open Access to Data

How will data preservation and open access to data be managed?

The data generated for the research will be deposited into the University of Strathclyde institutional repository platform (PURE) for the required period. This system will also ascribe the required Digital Object Identifier (DOI) for open access as regards future research publications. Moreover, towards the project end date, all participant data will be anonymized and deposited in the Pure data repository, where it will be made publicly available via [KnowledgeBase \(the public portal of Pure\)](#) which is searchable across multiple web search engines.

6. Responsibilities and Resources

Who is responsible for data management?

As the doctoral researcher on this project, I will take the responsibility for implementing and reviewing this Data Management Plan (DMP); as well as managing the data collected/generated – in consultation with the supervisory team. References will also be made to important tools that provides effective guidance for quality assurance in the research data management procedure. I recently attended the Researcher Development Programme (RDP) stipulated course for this purpose, and the knowledge gained were considered very useful for the proper handling of information that are critical to the successful completion of the research process.

Further, in addition to consulting with the staff at the University's the Research Data Management and Sharing team; the following links will be visited occasionally to seek for further information regarding the DMP:

- Pure: pure.strath.ac.uk/
- Strathcloud: www.strath.ac.uk/it/services/strathcloud/
- Network Drives: www.strath.ac.uk/it/filestore/
- RDMS Help: <https://www.strath.ac.uk/research/researchdatamanagementsharing/>
- EPSRC Policy: www.epsrc.ac.uk/about/standards/researchdata/
- DCC Guidance: <http://www.dcc.ac.uk/resources/data-management-plans>
- UK Data Service Guidance: <https://www.ukdataservice.ac.uk/manage-data>

Appendix V

Ethics Approval Form

Please answer all questions

1. Title of the investigation The influence of Entrepreneurship Learning and Intervention Programmes on the Youth Entrepreneurs' intentions to transition from student to business start-ups.
Please state the title on the PIS and Consent Form, if different:
2. Chief Investigator (must be at least a Grade 7 member of staff or equivalent) Name: Dr Katerina Nicolopoulou <input type="checkbox"/> Professor <input checked="" type="checkbox"/> Reader <input type="checkbox"/> Senior Lecturer <input type="checkbox"/> Lecturer <input type="checkbox"/> Senior Teaching Fellow <input type="checkbox"/> Teaching Fellow Department: Hunter Centre for Entrepreneurship Telephone: E-mail: Katerina.nicolopoulou@strath.ac.uk
3. Other Strathclyde investigator(s) Name: Henry Eze Status (e.g. lecturer, post-/undergraduate): PGR (PhD) Department: Hunter Centre for Entrepreneurship Telephone: E-mail: henry.e.eze@strath.ac.uk
4. Non-Strathclyde collaborating investigator(s) (where applicable) Name: Status (e.g. lecturer, post-/undergraduate): Department/Institution: If student(s), name of supervisor: Telephone: E-mail: Please provide details for all investigators involved in the study:
5. Overseas Supervisor(s) (where applicable) Name(s): Status: Department/Institution: Telephone: Email: I can confirm that the local supervisor has obtained a copy of the Code of Practice: Yes <input type="checkbox"/> No <input type="checkbox"/> Please provide details for all supervisors involved in the study:
6. Location of the investigation At what place(s) will the investigation be conducted This will be conducted virtually via a cloud teleconferencing technology (i.e. zoom). However, there will be further considerations in the future to conduct face-to-face interview with the participants, when the covid-19 pandemic gets under

<p>effective control with vaccines available; as well as when the current global restrictions and guidelines on physical distancing is relaxed.</p>	
<p>If this is not on University of Strathclyde premises, how have you satisfied yourself that adequate Health and Safety arrangements are in place to prevent injury or harm? This investigation is considered as low risk because it will be conducted through the process mentioned above. OHS risk assessment for this process has been completed with a copy attached to this application.</p>	
<p>7. Duration of the investigation</p>	
<p>Duration(years/months): 12 months (approximately)</p>	
<p>Start date (expected): 05 / 01 / 2021</p>	<p>Completion date (expected): 31 / 12 / 2021</p>
<p>8. Sponsor Please note that this is not the funder; refer to Section C and Annexes 1 and 3 of the Code of Practice for a definition and the key responsibilities of the sponsor.</p>	
<p>Will the sponsor be the University of Strathclyde: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	
<p>If not, please specify who is the sponsor:</p>	
<p>9. Funding body or proposed funding body (if applicable) Not applicable</p>	
<p>Name of funding body:</p>	
<p>Status of proposal – if seeking funding (please click appropriate box):</p>	
<p><input type="checkbox"/> In preparation</p>	
<p><input type="checkbox"/> Submitted</p>	
<p><input type="checkbox"/> Accepted</p>	
<p>Date of submission of proposal: / /</p>	<p>Date of start of funding: / /</p>
<p>10. Ethical issues</p>	
<p>Describe the main ethical issues and how you propose to address them:</p>	
<p>This research intends to explore some of the experiences of youth entrepreneurs, training managers, as well as other business incubation process providers. We intend to explore how they perceive past personal experiences and present activities leading to business start-up and other entrepreneurial activities. Utmost care must be taken to ensure that participants are not identified in the output of this investigation by any means, as we recognise their rights to privacy and respect.</p>	
<p>1. The main ethical issue is to ensure the confidentiality of both the participants in the investigation and the information collated for the research purposes are duly respected. This study will strictly adhere to the provisions of Section B (4.4) of the ethics codes of practice to ensure this is achieved.</p>	
<p>2. There will be strict adherence to the GDPR 2018 provisions as well, by ensuring that only required information are collected from participants.</p>	
<p>3. The information from this investigation will be anonymised with codes and pseudonyms and stored in strathcloud folders. Appropriate measures will be taken to ensure that, only the key investigators have access to the strathcloud folders.</p>	
<p>4. data will be carefully screened to ensure that materials which could be subject to controversy in the future; will be filtered and removed from the investigation outputs.</p>	
<p>11. Objectives of investigation (including the academic rationale and justification for the investigation) Please use plain English.</p>	
<p>To understand how experiences from entrepreneurship learning (acquired through entrepreneurship education at higher institutions) and consolidated intervention programmes (such as Incubation, mentorship and funding); were perceived by the youth</p>	

entrepreneurs that transitioned from student to business start-ups. The findings will inform the design of sustainable framework of support for the youth entrepreneurs who transition through learning and intervention programmes, to start-up businesses.

12. Participants

Please detail the nature of the participants:

Multi-sectoral business start-ups; other stakeholders that include- HEI (education) providers, funding providers, training/mentoring programmes facilitators, policy makers, administrators and managers in Ghana and Nigeria.

Summarise the number and age (range) of each group of participants:

Number: **30-40 (est)** Age (range) **20-50**

Please detail any inclusion/exclusion criteria and any further screening procedures to be used:

The Inclusion Criteria:

- 1. An entrepreneur participant must have at least completed a qualification (first degree or equivalent) at a Higher Education Institution**
- 2. A participant should be identified as a stakeholder such as entrepreneur, mentor, venture capitalist, education provider, policy maker.**
- 3. The business must be operational during the investigation period**
- 4. The business must be identified as Micro, Medium or Small Enterprises**
- 5. The investigation will include all facets of entrepreneurship: Commercial (profit oriented) entrepreneurship and social entrepreneurship**
- 6. Female, youth, marginalised and semi-urban based entrepreneurs will be highly considered in this investigation.**

13. Nature of the participants

Please note that investigations governed by the Code of Practice that involve any of the types of participants listed in B1(b) must be submitted to the University Ethics Committee (UEC) rather than DEC/SEC for approval.

Do any of the participants fall into a category listed in Section B1(b) (participant considerations) applicable in this investigation?: Yes ☐ No ☒

If yes, please detail which category (and submit this application to the UEC):

14. Method of recruitment

Describe the method of recruitment (see section B4 of the Code of Practice), providing information on any payments, expenses or other incentives.

The participants for this investigation will include those identified in 12 above. Purposive sampling technique will be applied; whereby the investigator will identify stakeholders from both national and private sector entrepreneurship intervention programmes.

Individuals from the identified stakeholders will be included in the sample of the study based on the criteria stipulated in 12 above.

Recruitment will be through direct contact with the already identified stakeholders; other participants will be recruited through a snowball sampling technique by using the already known stakeholders as a channel to reach out to other volunteers who might be willing to participate in the investigation. There is no anticipation for financial payments to participants.

15. Participant consent

<p>Please state the groups from whom consent/assent will be sought (please refer to the Guidance Document). The PIS and Consent Form(s) to be used should be attached to this application form.</p> <p>The participants are adults with full ability to communicate their consent/assent which will be requested before their participation in the investigation. This will be in accordance with the provisions of section B(4.3) of the ethics code of practice.</p>
<p>16. Methodology</p> <p>Investigations governed by the Code of Practice which involve any of the types of projects listed in B1(a) must be submitted to the University Ethics Committee rather than DEC/SEC for approval.</p>
<p>Are any of the categories mentioned in the Code of Practice Section B1(a) (project considerations) applicable in this investigation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If 'yes' please detail:</p>
<p>Describe the research methodology and procedure, providing a timeline of activities where possible. Please use plain English.</p> <p>Semi-structured interviews will be conducted virtually (as an initial process) via zoom to collect information from the participants based on the core subject of investigation. This process will allow the planned activities to go a bit in depth by covering aspects such (i) background entrepreneurship experience of the participants (ii) description of the various stages of entrepreneurship skills and knowledge acquisitions (iii) entrepreneurship supports that emanate from the ecosystem (iv) challenges experienced in the entrepreneurship activities.</p> <p>The interview process will be considered to move into 'in person' process in the future when it becomes safe to do so.</p>
<p>What specific techniques will be employed and what exactly is asked of the participants? Please identify any non-validated scale or measure and include any scale and measures charts as an Appendix to this application. Please include questionnaires, interview schedules or any other non-standardised method of data collection as appendices to this application.</p> <p>Semi-structured interview techniques will be used in this investigation</p>
<p>Where an independent reviewer is not used, then the UEC, DEC or SEC reserves the right to scrutinise the methodology. Has this methodology been subject to independent scrutiny? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If yes, please provide the name and contact details of the independent reviewer:</p>
<p>17. Previous experience of the investigator(s) with the procedures involved.</p> <p>Experience should demonstrate an ability to carry out the proposed research in accordance with the written methodology.</p> <p>This research is under the guidance of well experienced supervisory team in this line of inquiry. The Chief Investigator has vast experience in conducting this type of studies and has several publications in high ranking peer reviewed journals. The PGR investigator conducted the same type of investigation during the Masters degree study. the investigation conducted was to explore the impact of the MDGs in a case study context. The PGR investigator has also attended several training courses as part of the Researcher Development Programme; which included (but not limited to) a workshop on Research Data Management Plan (RDMP) and conducting virtual activities such as zoom meetings. The investigators therefore; can demonstrate high level of skills in the usage of the stated methodological approach.</p>
<p>18. Data collection, storage and security</p>

How and where are data handled? Please specify whether it will be fully anonymous (i.e. the identity unknown even to the researchers) or pseudo-anonymised (i.e. the raw data is anonymised and given a code name, with the key for code names being stored in a separate location from the raw data) - if neither please justify.

The data for this investigation will be pseudo-anonymised for confidentiality of participants according to the provision of sections B (4) and D(2) of the University of Strathclyde (UoS) ethics code of practice. Information will be handled and stored appropriately; this will be anonymised, coded and stored using strathcloud as stipulated in the Data Management Plan (DMP).

Explain how and where it will be stored, who has access to it, how long it will be stored and whether it will be securely destroyed after use:

Information will be handled with strict adherence to the UoS ethics code of practice and GDPR 2018; and will be safely deposited in strathcloud (UoS cloud repository); and will only be held for the duration of the study. The data access will only be provided to the main Investigator directly involved in the investigation through strathcloud.

Will anyone other than the named investigators have access to the data? Yes ☐ No ☒

If 'yes' please explain:

19. Potential risks or hazards

Briefly describe the potential Occupational Health and Safety (OHS) hazards and risks associated with the investigation:

The OHS hazards associated with this investigation is considered extremely low because the investigations will take place virtually. This will reduce the risk of travel during the pandemic period.

Please attach a completed OHS Risk Assessment (S20) for the research. Further Guidance on Risk Assessment and Form can be obtained [here](#).

20. What method will you use to communicate the outcomes and any additional relevant details of the study to the participants?

The participants would be invited to a scheduled virtual roundtable in the form of a stakeholder workshop discuss some of the emerging trends in the research findings. The participants will also be referred to journals or book chapters that publish areas of relevant findings.

21. How will the outcomes of the study be disseminated (e.g. will you seek to publish the results and, if relevant, how will you protect the identities of your participants in said dissemination)?

Results of the findings will be published in the PhD thesis, as well as other research dissemination platforms such as conference presentations and journal publications. Appropriate care will be taken to ensure that, participants personal and organisation details will be anonymised with pseudonyms; and will therefore not directly be included in the publication and dissemination of the research findings

Checklist	Enclosed	N/A
Participant Information Sheet(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Consent Form(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sample questionnaire(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sample interview format(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sample advertisement(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OHS Risk Assessment (S20)	<input checked="" type="checkbox"/>	
Any other documents (please specify below)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

22. Chief Investigator and Head of Department Declaration

Please note that unsigned applications will not be accepted and both signatures are required

I have read the University's Code of Practice on Investigations involving Human Beings and have completed this application accordingly. By signing below, I acknowledge that I am aware of and accept my responsibilities as Chief Investigator under Clauses 3.11 – 3.13 of the [Research Governance Framework](#) and that this investigation cannot proceed before all approvals required have been obtained.

Signature of Chief Investigator

Please also type name here:

I confirm I have read this application, I am happy that the study is consistent with departmental strategy, that the staff and/or students involved have the appropriate expertise to undertake the study and that adequate arrangements are in place to supervise any students that might be acting as investigators, that the study has access to the resources needed to conduct the proposed research successfully, and that there are no other departmental-specific issues relating to the study of which I am aware.

Signature of Head of Department

Please also type name here

Date:

/ /

23. Only for University sponsored projects under the remit of the DEC/SEC, with no external funding and no NHS involvement

Head of Department statement on Sponsorship

This application requires the University to sponsor the investigation. This is done by the Head of Department for all DEC applications with exception of those that are externally funded and those which are connected to the NHS (those exceptions should be submitted to R&KES). I am aware of the implications of University sponsorship of the investigation and have assessed this investigation with respect to sponsorship and management risk. As this particular investigation is within the remit of the DEC and has no external funding and no NHS involvement, I agree on behalf of the University that the University is the appropriate sponsor of the investigation and there are no management risks posed by the investigation.

If not applicable, tick here ☐

Signature of Head of Department

Please also type name here

Date:

/ /

For applications to the University Ethics Committee, the completed form should be sent to ethics@strath.ac.uk with the relevant electronic signatures.

24. Insurance

The questionnaire below must be completed and included in your submission to the UEC/DEC/SEC:

Is the proposed research an investigation or series of investigations conducted on any person for a Medicinal Purpose? Medicinal Purpose means: <ul style="list-style-type: none"> ▪ treating or preventing disease or diagnosing disease or ▪ ascertaining the existence degree of or extent of a physiological condition or ▪ assisting with or altering in any way the process of conception or ▪ investigating or participating in methods of contraception or ▪ inducing anaesthesia or ▪ otherwise preventing or interfering with the normal operation of a physiological function or ▪ altering the administration of prescribed medication. 	No
---	----

If “Yes” please go to **Section A (Clinical Trials)** – all questions must be completed

If “No” please go to **Section B (Public Liability)** – all questions must be completed

Section A (Clinical Trials)

Does the proposed research involve subjects who are either: <ul style="list-style-type: none"> i. under the age of 5 years at the time of the trial; ii. known to be pregnant at the time of the trial 	Yes / No
--	----------

If “Yes” the UEC should refer to Finance

Is the proposed research limited to: <ul style="list-style-type: none"> iii. Questionnaires, interviews, psychological activity including CBT; iv. Venepuncture (withdrawal of blood); v. Muscle biopsy; vi. Measurements or monitoring of physiological processes including scanning; vii. Collections of body secretions by non-invasive methods; viii. Intake of foods or nutrients or variation of diet (excluding administration of drugs). 	Yes / No
--	----------

If “No” the UEC should refer to Finance

Will the proposed research take place within the UK?	Yes / No
--	----------

If “No” the UEC should refer to Finance

Title of Research	
Chief Investigator	
Sponsoring Organisation	
Does the proposed research involve:	
a) investigating or participating in methods of contraception?	Yes / No
b) assisting with or altering the process of conception?	Yes / No
c) the use of drugs?	Yes / No
d) the use of surgery (other than biopsy)?	Yes / No
e) genetic engineering?	Yes / No
f) participants under 5 years of age (other than activities i-vi above)?	Yes / No
g) participants known to be pregnant (other than activities i-vi above)?	Yes / No
h) pharmaceutical product/appliance designed or manufactured by the institution?	Yes / No
i) work outside the United Kingdom?	Yes / No

If **“YES”** to **any** of the questions a-i please also complete the **Employee Activity Form** (attached).
If **“YES”** to **any** of the questions a-i, and this is a follow-on phase, please provide details of SUSARs on a separate sheet.
If **“Yes”** to any of the questions a-i then the UEC/DEC/SEC should refer to Finance (insurance-services@strath.ac.uk).

Section B (Public Liability)	
Does the proposed research involve :	
a) aircraft or any aerial device	No
b) hovercraft or any water borne craft	No
c) ionising radiation	No
d) asbestos	No
e) participants under 5 years of age	No
f) participants known to be pregnant	No
g) pharmaceutical product/appliance designed or manufactured by the institution?	No
h) work outside the United Kingdom?	No

If **“YES”** to any of the questions the UEC/DEC/SEC should refer to Finance (insurance-services@strath.ac.uk).

For NHS applications only - Employee Activity Form

Has NHS Indemnity been provided?	Yes / No
Are Medical Practitioners involved in the project?	Yes / No
If YES, will Medical Practitioners be covered by the MDU or other body?	Yes / No

This section aims to identify the staff involved, their employment contract and the extent of their involvement in the research (in some cases it may be more appropriate to refer to a group of persons rather than individuals).

Chief Investigator		
Name	Employer	NHS Honorary Contract?

		Yes / No
Others		
Name	Employer	NHS Honorary Contract?
		Yes / No
		Yes / No
		Yes / No
		Yes / No

Please provide any further relevant information here:

Appendix VI

Research Participants Discussion (Interview) Topics Guide for Pilot Study

1. Participants ideas on Entrepreneurship Education and experiential learning
2. Participants experiences of entrepreneurship modules at the Higher Education Institutions (HEIs)
3. Experience of entrepreneurship programmes (Public, private, and NGOs)
4. Experiences on public sector support (Governments and HEIs) for business start-ups
5. Perception of skills acquisition policies/programmes for the youths
6. Experiences of the bureaucratic processes as a business start-up
7. Understanding of approaches to support entrepreneurship learning experiences at (beyond) Higher Education Institutions.

Appendix VII

Participant interview Protocol

Interview Protocol

The interview protocol is structured as a framework to direct the pattern of interaction between the researcher (interviewer) and the research participant (interviewee) in the data collection process. This process will be guided by the specific research objectives highlighted above which links directly to the specific research questions.

Ice Breaker

1. May I start by asking you to tell us a bit about [name of] your business
2. Are you able to tell us the driving factor, so what ideas inspired your setting up of this business
3. so, does your educational background contribute to this initiative, in any way.

Research Objective 1: To understand the perception of youth entrepreneurs on the entrepreneurship education acquired through the Higher Education Institutions.

***Interview Question I:** Let's discuss a bit about your higher educational experience. did you undertake entrepreneurship related courses during your time at the Higher Education Institutions?*

***Interview Question II:** At what stage of your course did you undertake entrepreneurship modules?*

***Interview Question III:** How would you describe your experience of the entrepreneurship module(s) that were taught at the Higher Education Institutions?*

Research objective 2: To explore how entrepreneurial internships are perceived as providing the required social capital, networks and experience, for youth entrepreneurs who (intend to) transition from student to business start-up

***Interview Question IV:** how could you describe the type(s) of experience-based approaches that you engaged with, during the entrepreneurship learning modules?*

***Interview Question V:** during HEI years did you engage in a work experience activity (such as internship) as part of your studies to enhance your entrepreneurial mindset?*

***Interview Question VI:** during HEI years and afterwards did you engaged in peer-directed activities to enhance your creativity, leadership, innovativeness, and entrepreneurship?*

***Interview Question VII:** how could you describe your perception of peer-support activities towards enhancing your business start-up experience?*

Research objective 3: To critically highlight ways through which the public sector entrepreneurship intervention programmes are considered as important factors in the business start-up intentions of youth entrepreneurs.

***Interview Question VIII:** how much of the existing youth entrepreneurship programmes in the country were you aware of while starting up your business?*

***Interview Question IX:** how was your experience of public sector support while starting up your business?*

Research objective 4: To examine the factors considered as imposing challenges to entrepreneurship experiential learning through internships and intervention programmes for youth entrepreneurs.

***Interview Question X:** how do you think entrepreneurship related internship experiences could have supported you differently in the business start-up journey.*

***Interview Question XI:** How do you think entrepreneurship learning activities could be organized differently?*

***Interview Question XII:** What policy action could help you?*

***Interview Question XIII:** what do you need regarding funding?*

General Knowledge questions

***Interview Question XIV:** How was the process of registering your business?*

Appendix VIII

Reflection on Interview notes conducted (December 2021)

About 55 interviews have been conducted so far in the data collection activities. The participants for this interview include entrepreneurs- whose businesses are considered as innovation start-ups, with a few of them venturing into technological innovations. Others range from household items, Healthcare, food processing, education, creativity, general contracting, and trade solutions. Consultants and educationist were also engaged in the interview process. The participants were contacted through their company websites, professional social media platform and direct emails. They willingly joined the conversation and happy to discuss the pressing societal issues – youth unemployment.

Highlights

Major highlight of discussions includes their perception of the youth entrepreneurship programmes that range from entrepreneurship experiential learning, mentoring from the HEIs, and funding support from the public institutions (Government). Also, the various support in the mentioned areas through the private sector (Philanthropic organisations). Participants were happy to discuss their educational experiences, also the processes of starting up their businesses.

Some of the understanding of the researcher during interactions with participants could be categorised under the following themes:

Entrepreneurship Education and learning

All participants interviewed in this study individually agreed that entrepreneurship education and learning are crucial to successful business start-up for the youth. They agreed that for society to move forward, adequate attention should be given to enterprise learning at all level education. Participants, most of whom graduated from high-ranking Universities in Nigeria, acknowledged that, entrepreneurship education or learning was either not taught at all or not taught in depth during their time at the HEIs – In fact, large proportion of the participants never came across terms like creativity, ideation, opportunity identification, exploitation while they were studying at the HEIs.

Ancillary Learning

Participants learnt about business activities through ancillary process- teaching in entrepreneurship were delivered ‘passively’ through a general module often referred to as general studies. They acknowledged that, the business courses which was seldom taught, was quite far from the true position of entrepreneurship studies. After graduation from the HEIs, the young people are usually engaged in a mandatory one-year national service. At the national service (NYSC), young graduates were taught bead making, baking, painting, make and hair dressing in the name of entrepreneurship – these are rather skills that could be considered basic life skills.

Family Experience

All participants acknowledged family business learning experience as the bedrock of their entrepreneurship learning experience and support framework during the start-up process.

Private Sector and Donor agencies:

Several of the participants began to develop the idea of business venturing during their period of employment in mostly the financial sector. Through the process of business ideas development, they began to seek further training in entrepreneurship. Non-Governmental organisations, business organisations, and international donor agencies, provided the required training for these entrepreneurs and provided them with some funding to kick-start the business in some cases.

Funding for businesses

Few of the entrepreneurs interviewed were able to secure some funding from the public sector through national entrepreneurship programmes such as YouWin. most of the entrepreneurs interviewed accessed funding through NGOs, donor agencies and family support due to level of inaccessibility of the government funding programme.

Lack of trust

There was high level of distrust among the participants on the national entrepreneurship programmes, politicising the entrepreneurship programmes implementations was cited as the major reason for this distrust. Cases highlighted include where activities were organised along political party lines- one only gets support if they know someone in government directly...or knows someone who knows someone directly in government (cognitive melodrama at micro

and macro levels of the society). This situation inhibits the trust level of the young people towards the public sector support for businesses.

Other issues identified include-

- Programme inconsistencies- the case where programmes terminated at the expiration of the tenure of government in power – political transition.
- Lack of programme monitoring and evaluation- cases where monies up to \$50,000 were disbursed to start-ups and no checks in place to ensure effective support for the usage, leading to several businesses that received such funding running into liquidation within few months of accessing the funds.
- Ethnocentric politics in the management of national programmes- leading to certain regions and tribes getting more favour against other regions- if the government in power is dominated by the tribe or region.
- Lack of basic infrastructure (electricity majorly) stifles the survival level of business start-ups
- Business mentoring programmes are hugely lacking in the study area
- Participants believe that the HEIs, public and private sector could harmonise efforts towards providing a mentoring system such as internships to ensure a balanced perspective in entrepreneurship teaching and learning- this is currently lacking in the system.
- Lack of incentives for start-ups was a recurring factor highlighted during interaction with participants.