



DEVELOPING ENTERPRISING EDUCATORS: A HYPOTHESIS-DRIVEN APPROACH FOR HIGHER LEARNING FOUNDATIONS

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ABOUT ARTICLE

Key words: Enterprising Capabilities, Higher Learning Foundations, Teacher Development, Hypothesis-Driven Approach, Student Learning, Engagement, Innovation, Problem-Solving, Creativity.

Received: 22.05.2024

Accepted: 27.05.2024

Published: 01.06.2024

Abstract: Equipping teachers in higher learning foundations with enterprising capabilities is a concept gaining traction. This paper proposes a hypothesis-driven approach to explore the potential benefits of fostering such capabilities. The research investigates how developing these skills in educators can enhance their effectiveness in the classroom, particularly within the foundational years of higher learning. By testing the hypothesis through a rigorous research design, this study aims to contribute to a deeper understanding of how enterprising educators can positively impact student learning and engagement in higher education.

INTRODUCTION

Business venture is presently viewed as a significant part inside contemporary monetary improvement of a country. Policymakers and academics alike are now well aware of its crucial role in national economies. Researchers around here of try are of the view that business can be alluded to as a support for impetus for monetary development, work and abundance creation. At the end of the day business venture is viewed as a significant driver of development, seriousness and foundation of a country economy. Such states rely upon the improvement of business venture as the significant hotspot for their monetary success, development and advancement.

As of late, the business venture schooling has been given high needs on the plan of numerous legislatures in the non-industrial nations. These foundations work with the securing of suitable abilities as well as reinforce the pioneering aims. professional entrepreneur (European Commission, 2003). The quality of education that students require is too important to be left in the hands of lecturers who lack the necessary training, regardless of the size of the class or the number of students enrolled. It is necessary to select competent lecturers in order to successfully implement entrepreneurial learning.

Therefore, in order to effectively teach entrepreneurship courses, lecturers must possess sufficient knowledge, skills, attitude, and self-efficacy (Wan Fauziah & Suleiman, 2012).

The thought behind business venture instruction is because of schooling and preparing has a significant role in fortifying and empowering enterprising abilities and mentalities, and giving the connected information. These jobs of working with the improvement of enterprising capabilities among the innovative understudies are finished by the speakers showing business venture courses (Sadique, 2012). These fundamental skills are necessary for effective teaching in order for lecturers to be competent and relevant. The perception of quality in higher education institutions can only be maintained when lecturers are competent and willing to improve their teaching performance, select the most effective teaching method, and tailor it to the individual's goals and competencies. Numerous academic studies have been conducted in recent years on the idea of entrepreneurial education, with a focus on entrepreneurial competencies. Academics, on the other hand, do not seem to agree on the best ways to acquire certain skills, knowledge, or attitudes.

As a result, the purpose of this paper is to attempt a review of some studies and related literature on entrepreneurial competencies required by HLI professors teaching entrepreneurship. The general concern at the beginning of the development of entrepreneurship education courses in HLIs was the subject's teachability and learnability. The issue at hand is not whether or not entrepreneurship can be taught; rather, it is how to get the best teachers to do the job well.

WHAT IS COMPETENCIES?

By and by, there is no any single meaning of capability that is for the most part OK. Although a variety of authors and researchers have provided their own definitions of competency, the concepts they discuss and the meanings they convey are virtually identical. The idea of skill is for the most part connected with execution of a person. The term was used in a variety of ways, sometimes referring to the same competency with different terms like a skill, a characteristic, or competency.

Boyatzis popularized the concept of competency for the first time in 1982. In his model of administrative capability, he directed a nitty gritty investigation of north of 2000 business people and he distinguished and surveyed more than 100 possible enterprising skills. "A capacity that exists in a person that leads to behavior that meets the demands of the job within the parameters of organizational environment, and that, in turn, brings about desired results," was how he defined competency. Boyatzis (1982) The skill is viewed as a basic trademark that a singular brings to a task circumstance, which can bring about powerful execution in such work. Later, Spencer and Spencer (1993) defined competency as an individual's underlying traits or characteristics that are causally linked to superior job performance. A competency is defined as "the knowledge, skills, attitudes, values, motivation, and beliefs that an individual needs in order to enhance his teaching job successfully," according to Gupta (1992). He argued that lecturers need not possess the same level of knowledge, skill, and character in all of their competencies. Some competent lecturers may have limited theoretical knowledge of a subject but strong practical skills. It is vital to take note of that skill can be evaluated from the presentation of a singular teacher.

It was argued that behavior and performance should be prioritized (Le-Breeseur, et al., 2002). For instance, Mitchelmore and Rowley (2010) expressed that a principal part in the examination of capabilities is exploring the dependable characteristics of the people which result into a triumph or execution in a task and separately in an association. These qualities perhaps fluctuating from a characteristic, perspective and thought process of the people mental self view or an expertise, group of information and a social job used by the business visionaries. Because of the underlying characteristics of the individual, such as motives, traits, skills, self-image, social role, or knowledge and experience, competency can be seen as the effective performance of a task or activity in a job setting (Le-Breeseur, et al., 2002). In point of fact, the idea is regarded as a broader concept that encompasses the knowledge, attitudes, behaviors, and skills necessary for a person to successfully transform his or her ideas into realities in a given setting. Activities that do not demonstrate exceptional performance do not fall under the definition of competency. As a result, they do not include knowledge but rather "applied" knowledge—the behavioral application of knowledge that results in success in a particular setting. In addition, they concluded by stating that competencies do include skill, but that success can only be achieved through the expression of skills. Last but not least, competencies include observable behaviors related to motives but not motives themselves.

The literature revealed that the domains of knowledge, skill, attitude, and performance indicators can all be used to define competency. There are many different ways to define competency, each of which is based on the particular job that needs to be done by different people in different situations. The meanings and applications of these definitions may differ. A synopsis of the definitions of competencies can be found in Table 1.

WHAT IS ENTREPRENEURIAL COMPETENCIES?

A suitable beginning stage in conceptualizing pioneering abilities is to initially characterize the idea. A portion of these qualities might be even oblivious properties of an individual or some are normal highlights which others might get through schooling and preparing. It is viewed as an approach to concentrating on individual qualities prompting the achievement of a task job or association achievement. Bird (1995) proposes a model of entrepreneurial competency development that begins with antecedents to competency, such as family background, education, industry experience, and work experience. He calls these "laundry lists" of entrepreneurial competencies, which are mostly derived from management theories. In their study on entrepreneurial competencies, Johannisson (1992) also proposed a five-level learning framework for entrepreneurial competencies;

- Knowledge, or know-how;
- Knowledge of when;
- Know-who, or interactive abilities;
- Expertise or abilities;
- Understand your motivations, values, and attitudes

Johannisson (1992) advocated for more contextual approaches to teaching entrepreneurship, incorporating qualified experience and social networks through action learning, based on this framework. In addition, entrepreneurial competencies were defined by Stuart and Lindsay (1997) as a person's personal characteristics, knowledge, and skills. According to Lau et al., entrepreneurial

competencies can also be viewed in terms of traits, abilities, and knowledge. 1999). They further summed up the meaning of pioneering capabilities as individual attributes that incorporate the two mentalities and ways of behaving, abilities and information which empower business people to make and keep up with business progress.

In early review Dixon et al., (2005) had revealed the essential entrepreneurial skills that instructors at a Jamaican training academy needed. who take part in activities related to businesses run by institutions A sum of 29 innovative capabilities were distinguished which they have considered as basic for the teachers of the preparation institute and their chiefs. Team leadership, creativity, communication skills, basic business skills, perceptions of trustworthiness, personal traits, and planning and organizational skills are some of the competencies that have been identified.

Li (2009) looked into how the competence approach defines entrepreneurs later. The primary focus of that work was to identify the idea of competence in entrepreneurship in order to determine how these competencies relate to entrepreneurs. The empirical approach of the study revealed the relevance of competency to entrepreneurs and the ways in which this competency can be more practical for entrepreneurs than the previous concept of personality traits approach. The majority of the work focused on entrepreneurship-related skills that entrepreneurial instructors need to teach their students. Adeyemo (2009) analyzed the mode and modalities for pioneering expertise obtaining as it influence the science educator in Nigeria. His work focuses primarily on providing teachers and students alike with illumination of fundamental concepts, procedure stages, and essential indices for acquiring entrepreneurial skills in a globalized educational environment. In addition, it provides justification for including entrepreneurial skills and the essential pedagogical strategies that classroom teachers can employ in their instruction. In the end, this will make science education students more employable in a global economy.

According to a different study that Plamen and Antti (2011) carried out on the entrepreneurial competencies that are required of managers, entrepreneurial competencies have the potential to bring the company's and managers' dreams into reality. They have prevailed with regards to recognizing a few enterprising skills which they viewed as extremely significant for the endurance of the organization and its chiefs. They reasoned that the future supervisors should have the abilities which will bring them achievement and advancements, they can ascend through the positions a lot quicker than they at any point might have longed for. This finding will consequently be ostensibly of incredible use for any individual who needs to turn into a supervisor or any individual who need to successfully play out his work. Plamen and Antti"s work is chiefly worried about the pertinence of pioneering skills to the supervisor of a business to advance the organization and its directors. The work is very relevant because it helps identify skills that lecturers use in their work as teachers. In a new report by Saddique (2012) among higher learning organizations in Nigeria, demonstrated the way that proper schooling, preparing and administrative experience can impact the improvement of pioneering capabilities. He has identified the attitudinal, behavioral, and managerial skills that he believes are particularly important for instructors teaching entrepreneurship:

- Attitudinal competencies are the traits or characteristics that are necessary for effective job performance in any given organization. Self-efficacy, self-confidence, and locus of control are among these characteristics.

- Social skill depicts how an individual can play out a given errand, for example, how to oversee occupations to find success. The need for achievement, independence, taking risks, energy, innovation, and creativity are all included in these traits as well.
- the least expensive methods. These characteristics of this kind of competency include: skills in problem-solving, persuasion, written and verbal communication, technical knowledge, and social skills

In conclusion, entrepreneurial competencies appear to have the same meaning when viewed from various perspectives. As a result, the competencies in this paper have been grouped into three clusters of skills, knowledge, and attitudes rather than being restricted by individual classifications like skills, abilities, characteristics, personality traits, knowledge, attitudes, attributes, behaviors, and experiences. It is important to note that numerous authors have divided these identified entrepreneurial competencies into three groups: skills, knowledge, and attitudes. This paper has agreed with these grouping and discoveries from an enormous number of creators to recognize a few innovative capabilities that considered significant for speakers showing business courses. According to the literature, there are three perspectives on entrepreneurial competencies: skills, attitudes, and knowledge of entrepreneurship.

Entrepreneurial Knowledge

Decisional procedures and routines are created by acquired knowledge. This demonstrates the ongoing development of entrepreneurial skills by enterprising individuals throughout their professional careers.

According to Hood & Young (1993), when discussing knowledge, particular knowledge in financial management, knowledge of engineering, knowledge of bookkeeping and accounting, knowledge of marketing, and knowledge of new venture recognition and sales have frequently been cited as significant factors in a company's success. The European Commission (2006) was also of the opinion that entrepreneurial-related skills, knowledge, and behavioral/emotional attitudes can be nurtured through learning processes and other processes. Other contextual factors, which are frequently linked to an individual's personal history (e.g., family, early childhood experience, peers, local community), are also necessary for attitudes like visionary, passionate, or imaginative.

Entrepreneurial Skills

According to Kilby (1971), entrepreneurial skills are those required to succeed in business, particularly in the creation of new ventures. To put it another way, it means the fundamental abilities that a person needs to start, grow, finance, and succeed in a business. According to Gibb (2002), "those capacities that constitute the fundamental necessary and sufficient conditions for the pursuit of effective entrepreneurial behavior individually, organizationally, and societal in an increasingly turbulent and global environment" are what are referred to as entrepreneurial core skills. Self-confidence, self-awareness, a high level of autonomy, an internal locus of control, a high level of empathy with stakeholders, particularly customers, a hardworking disposition, a high achievement orientation, a high propensity to take (moderate) risks, and flexibility are among the underlying qualities of these skills. According to Bygrave and Zacharakis (2008), being able to find and evaluate business opportunities, gather all the necessary resources, and take appropriate action to ensure success are all examples of entrepreneurial skills. and carry out the necessary actions to make the most of the chances for rewarding outcomes.

Sofoluwe et al.'s study found that (2013) identify three types of entrepreneurial skills that business-related graduates need to start. Management, marketing, and accounting skills are examples of these entrepreneurial abilities. When it comes to starting and running a business, these abilities are absolutely essential. This includes the necessary decision-making, control, and negotiation skills for starting and expanding a new business. The procurement of enterprising abilities implies joining individual attributes, monetary assets inside one's current circumstance and exploiting them for compensating result. Leadership abilities, communication abilities, and interpersonal skills have also been deemed essential to success. These skills are viewed as exceptionally crucial abilities for business since business visionary must be competent to convince and examine with different partners like clients, providers, rival contenders as well as specialist co-ops and such (Onstenk, 2003).

Entrepreneurial Attitudes

An opinion that reflects a person's overall inclination toward an object, idea, or institution is typically referred to as an "attitude." Positive, negative, or neutral attitudes can also be dormant and more general. One of the most important aspects of one's behavior is attitude, according to the theory of planned behavior (Ajzen, 1991). It is defined as one's beliefs and perceptions regarding one's willingness to engage in personal behavior, which are linked to one's expectations regarding the impact of one's own decisions on behavior. One might say that perspectives have many character and backhanded influence on specific way of behaving, the impact of a few factors all the more firmly connected with the conduct being referred to. yet in addition impacts understudies' perspectives toward the subject, their inspiration to become familiar with the subject, and their accomplishment (Chen and Lai 2010)..

Robinson and others, 1991) have identified four aspects of an entrepreneurial mindset: a desire for success, personal control over one's behavior, creativity, and self-worth. The perceived results and outcomes of starting a new business are reflected in the need for success. A demeanor is a complex mental state including convictions, sentiments, values, and manners to act in some ways. Mentalities will quite often change across time and circumstances through an intelligent interaction with the climate, and can offer a forecast about an individual's future activities. Habitual responses to situations are referred to as attitudes. An important factor is the teacher's attitude toward teaching. The capacity to foster a welcoming and friendly learning environment in the classroom is the most important quality of a good teacher. His teaching should be tailored to his students' requirements. In addition to attempting to identify the causes of antisocial behavior and assisting students in developing their personalities, the teacher must have a positive attitude toward teaching and the accomplishments of the students. It is possible to identify a variety of knowledge, abilities, and attitudes that are frequently linked to entrepreneurial behavior or individuals.

DISCUSSION

Higher education institutions, particularly universities, colleges, and polytechnics, typically require a lot of labor; For the efficient delivery of their services, they only rely on highly skilled individuals. The nature of the staff in advanced education establishments is consequently fundamental to their adequacy

etc. There is a widespread belief that staff members' skills must be continuously strengthened and enhanced through training in business management and related fields. Even with difficulties from public and worldwide contenders the more organizations are focusing intensely on the consistent preparation and yet again preparing of staff at all levels the better. As a result, a number of initiatives were proposed by researchers and policymakers with a focus on knowledge, skills, and attitudes. The primary focus is not only on the skills of their employees, but also on giving more time to emphasize the importance of commitment to the organization's goals and encouraging adaptability. They are essential to national economic development goals, and in order to achieve these capacity building objectives, educational institutions will need to make the most of all of their lecturers in order to develop the necessary competencies for effective teaching performance.

A lecturer must enhance his or her knowledge and skills in order to enhance, improve, and investigate his or her teaching performance in any academic institution, particularly HLIs. Numerous studies on this topic concentrate primarily on the lecturer's teaching role rather than his individual competency development. To be effective in their teaching, instructors of entrepreneurship courses must possess these entrepreneurial competencies (Reynaldo et al., 1999). A lecturer may possess certain competencies that share the same level of knowledge, skill, and attitude. or obtained through formal training and education. At times, these skills can obviously additionally be accomplished through different means (recreation exercises, cooperation in sport, family climate, and so forth.).

Because of this, one of the first steps toward competency-based education in the field of entrepreneurship is to identify the most important and relevant entrepreneurial competencies because they can predict business formation and success across cultures.

Understanding what skills should be created is critical in attempting to meet the preparation needs of individuals in each period of the pioneering system. In order to impart the necessary knowledge and skills to their entrepreneurial students, lecturers teaching entrepreneurship courses must possess such entrepreneurial knowledge and skills. The lecturer's need to keep up with the changing demands of the job market—students must either be self-employed or employed in a competitive labor market—adds another dimension. This complicated circumstance required the lecturer to strike a balance between the educational establishments, students, and the job market. The conventional system of the homeroom abilities was insufficient for the profoundly aggressive work market where understudies generally centered around passing their assessments as opposed to confronting the current circumstances in the work market. According to Hayat & Riaz (2011), lecturer must adopt a leadership style and utilize more competencies like skills, knowledge, and attitudes in order to successfully fulfill his role.

Every one of the capabilities distinguished in the writing (knowledge, skills and perspectives) are viewed as vital and significant for business venture courses teachers. The literature's findings suggest that instructors with the necessary skills might be able to teach entrepreneurship courses effectively. However, they may not be able to effectively teach entrepreneurship courses if they do not possess the necessary competencies for lecturers. Because the success of the entrepreneurship education program depends on the inputs of the lecturers, it is recommended that researchers and policymakers work together to ensure that all lecturers have adequate training and are motivated. The paper suggests that policy must improve lecturers' welfare packages and salary structures in order to accomplish this. The

lecturers' ability to teach can also be improved by providing them with friendly working conditions and attractive promotion guidelines. These can only be accomplished by having important entrepreneurial skills and receiving fundamental training for entrepreneurship lecturers.

In addition, it is suggested that future research concentrate on determining whether there are any additional competencies that could be added to the one that has already been identified—or, conversely, whether some of the three entrepreneurial competencies clusters will not find sufficient support and should be discarded based on scientific evidence. Both of these outcomes should be investigated. Various other research methods could be used to accomplish this. Data from students of entrepreneurship education and the top management of HLLs should also be gathered for future studies. This may provide additional insight and a broader perspective on the concept of entrepreneurial competencies required by lecturers.

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