



## ABSTRACT

This research explores the significance of how entrepreneurial learning skills influence learners' creativity and enhance sustainable quality education. Its objectives are to examine; how entrepreneurial studies influence learners' creativity, evaluate the relationship between entrepreneurial education and entrepreneurial intention, and

# ENHANCING SUSTAINABLE QUALITY EDUCATION AND ENTREPRENEURSHIP LEARNING SKILLS IN NATIONAL OPEN UNIVERSITY OF NIGERIA

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**DOI:** <https://doi.org/10.70382/tijasdr.v07i2.029>

## Introduction

In the fast-paced and ever-evolving world of education and entrepreneurship, it is crucial to ensure that students are equipped with the necessary skills for success. Sustainable quality education, in combination with entrepreneurship learning skills, plays a vital role in molding students into future innovators and leaders. This research study advocates for the integration of influences entrepreneurship learning skills as a means to enhance educational quality. Entrepreneurial philosophy



investigate whether entrepreneurial studies affect risk propensity. The study focused on creativity, entrepreneurial ambition, and risk propensity while examining the acquisition of skills by undergraduate students in a practical seminar to provide a quality education that will translate to employment or self-reliance among students of the department of Entrepreneurial Studies. Both primary and secondary data were utilized for the study. This comprehensive study utilizes a mixed-methods approach to gather data and analyze the outcomes. The study adopts the theory of constructive alignment by John Biggs as its theoretical framework, which emphasizes the importance of aligning learning outcomes, teaching methods, and assessment strategies to achieve educational goals. The work identifies a positive correlation between the use of technology-enhanced learning methods and student engagement and performance. The research highlights the need for stronger industry partnerships to enhance the relevance of entrepreneurship education. The findings reveal that practical analysis improves students' learning outcomes and fosters an entrepreneurship mindset. Additionally, it establishes a positive correlation between sustainable quality education and entrepreneurship learning skills. It also recommends the review of the entrepreneurship curriculum by incorporating more practical, partnerships with industries, project-based learning experiences, and leveraging technology for virtual internships and mentorship programs.

**Keywords:** Entrepreneurial Studies, Entrepreneurial Intention, Creativity, Risk Propensity, Learning Pedagogy Mode.

originated from the dynamic nature of ability, knowledge, and economic freedom. The first entrepreneurship course at Harvard Business School was officially launched in 1947, more than 70 years ago (Katz, 2003, Fiore, Sansone; Paolucci, 2019, Passant 2022, Reppa, & Chaidas, 2025). These days, universities want to use entrepreneurship education to improve social and economic growth (Connor 2013; Rauch & Hulsink 2015, Panda, Rath, & Rao, 2025) by increasing graduates with relevant skills for financial success, gaining such knowledge and skills can build students for employment, decent jobs and encourage entrepreneurial talent



and intention. The National Open University of Nigeria (NOUN) was established to ensure that students learn how to connect information with an economic development solution by being exposed to pertinent knowledge and cultivating a creative thinking mind that is capable, competent, and interested. To foster innovation, creativity, and entrepreneurial intention, the institution's course materials are created, and students are taught the fundamentals of self-efficacy in entrepreneurial studies. No matter what knowledge the students have learned, the course's empirical feasibility won't be determined until a hands-on assessment is carried out to determine the state of the knowledge. The institution creates a practical hands-on to showcase the acquired skills. This study examined the seminars offered between 2019 and 2023. This will guarantee the acceptance and focus of achieving Sustainable Development Goal 4, rendering quality education. A nation's capacity for innovation and economic progress can be enhanced through entrepreneurial endeavours (Lopes, Oliveira, Silveira, Farinha; Oliveira, 2021, Majeed et al, 2025).

Worldwide recognition exists for university education as a fundamental tool for establishing a knowledge economy and developing human capital (Ayodele, 2017; Leoni 2025). Therefore, graduate unemployment is a global phenomenon that is shared by all countries, regardless of their economic status—developed or developing. According to Global Employment Trends for Youth 2015, nearly 43% of young people worldwide are either unemployed or employed but still live in poverty (GET-ILO, 2015). Quality education is the drive for the world to be free from social vices that are affecting the global economy, peaceful co-existence, growth, and development. Lack of quality education to enhance their skill, knowledge, and risk-taking ability to be self-reliant or become entrepreneurs. The primary strategy used to reduce the unemployment rate is to restructure, refocus, and revitalize the institutional support system for the development of self-efficacy skills. Nian, Bakar, and Islam (2014) identified that to increase citizens' intentions to address economic difficulties like the unemployment rate, youth unemployment, and other social vices through entrepreneurship, several economy players developed mechanisms. Learners were given special attention in this regard to promote entrepreneurial skills. Even though there is a department of entrepreneurial studies, the National Open University of Nigeria (NOUN) has long fostered an experimental approach to training, problem-solving ability, and the desire to launch new businesses through academic studies. One example of



this is the start-up funding course and entrepreneurial financial education. One of the top non-traditional universities with an entrepreneurial studies department and one of the largest yearly enrollments for the course is the National Open University of Nigeria. It becomes essential to consider practical issues and consider how the conclusion will affect the influence of the learner. However, Lackéus (2015) stated that putting an idea into practice has presented major challenges, this is because some higher institutions of learning in the African continent were still operating old curricula, non-qualified academia, and lack technological equipment and modern learning hubs (Mutanda, Lekhanya; Moyo, 2018), Furthermore, McGuigan (2016) contended that requiring students to act entrepreneurially is reasonable in an entrepreneurship lesson. It will guarantee quality education, and allow access to affordable practical, hands-on learning, and equality. Bliemel (2014) restated that possibilities for practical learning are the answer to improving university-based entrepreneurial education. This study examined the entrepreneurial mindset, the information that some NOUN learners have acquired, and the applicability of these concepts to creativity, self-reliance, and self-efficacy in enhancing sustainable quality education.

### **Objective (s) of the study**

Its objectives are to:

- (1) Examine how entrepreneurial studies influence learners' creativity
- (2) highlight the influence of entrepreneurship learning skills on quality education,
- (3) Evaluate the relationship between entrepreneurial education and entrepreneurial intention, and
- (4) Investigate whether entrepreneurial studies affect risk propensity.

### **Literature Review**

#### **Conceptual Review**

An entrepreneur, according to Ogbari, Isiavwe, Ajagbe, and Oke (2015), is a creative individual who regularly devises and innovates to develop something of recognizable value around observed chances. Since new ideas can lead to innovation, entrepreneurship is one of the main drivers of economic growth and the creation of jobs (Zampetakis, Gotsi, Andriopoulous & Moustakis 2011). An entrepreneur innovator who develops untried technologies. According to



Schumpeter (1934), entrepreneurship is the creation of new organizations. An entrepreneur is known for specific traits like ideation, initiative, opportunity recognition, novelty, organization, creation, and risk-taking. Consequently, it is believed that entrepreneurship education is a strong force for encouraging students learning orientations, which in turn fuels their ambitions to realize their entrepreneurial ideas (Nuhu, 2021). According to Lackéus (2015), the real results of entrepreneurship education were twofold: (societal; job creation, economic growth, and social resilience) and (individual; improved quality of life, increased school involvement, and individual growth). This undoubtedly demonstrated the importance of the entrepreneurship training. How can one master the entrepreneurial ability and behavior to produce new goods and services or enhance the ones that already exist? Is the question that immediately springs to mind. To accomplish this, as the current study set out to do through a university program, an examination of entrepreneurship education and its learning model is crucial.

### **The National Open University of Nigeria at a glance.**

In 1976, the Nigerian Open University initiative got underway. The successful process began with a note to the Federal Military Government, written by Professor Jubril Aminu, who served as Executive Secretary from 1975 to 1979. The memo suggested that the country establish an independent, Open University. A Presidential Planning Committee led by Professor Gabriel Afolabi Ojo was established by the Federal Government of Nigeria on May 1st, 1980. October 1980 saw the committee report submission. The law that was authorized by then-Democratic President Shagari was presented to the National Assembly Legislative body on July 16, 1981. Afterward, on September 1st, 1981, Prof. Gabriel Afolabi Ojo was named the first Vice-Chancellor. A gap in the democratic government functioning was brought about by the military invasion and inconsistency in democratic governance.

The return of democratic rule in 1999 rekindled the hope for the business and functionality of NOUN. Two years into President Olusegun Obasanjo era, the idea and narrative to revamp the National Open University became government policy narrative.

During the 2002 education summit, which took place from March 11 to 16, further specific measures to revive it were discussed. A high-level committee was



established by Education Minister Professor Abraham Babalola Aborishade to review the National Open University Act of 1983, which had been shelved. It was settled and given new life with a set of operating laws, with Professor Olugbemiro Jegede serving as chairman.

Table 1.

S/N	N.O.U.N VICE-CHANCELLOR	YEAR	GEO-POLITICAL ZONE
1	Prof. Gabriel Afolabi Ojo	1981	South-West
2	Prof. Oluwgbemiro Jegede	2003	North-Central
3	Prof. Vincent Ado Tenebe	2010	North-Central
4	Prof. Abdalla Uba Adamu	2016	North-West
5	Prof Olufemi Peter	2021	South-West

Source: N.O.U.N Annual Report, 2023

The NOUN's mission is to provide functional, cost-effective, flexible learning that adds life-long value to quality education for all who seek knowledge; The eight faculties—Agricultural Sciences, Art, Education, Health Sciences, Law, Management Sciences, Sciences, and Social Sciences—award degrees at the undergraduate and graduate levels. 78 study sites of the National Open University are located throughout Nigeria. Here are statistics on the enrollment of geopolitical zones in the NOUN for three years. The model of operation is both flexible and reasonably priced.

Table 2. Student Population by Geopolitical Zone

S/N	GEOPOLITICAL ZONE	ENROLLED	REGISTERED
1	South West	210,358	38,159
2	South-South	100,032	16,505
3	Federal Capital Territory North Central	71,668	17,435 1,892
4	South East	54,253	9,485
5	North West	52,536	6,400
6	North East	28,642	4,174
	Grand Total	16,351	553,840 104,050

Source: N.O.U.N Annual Report, 2023





### **Learning Pedagogy Mode**

To create new skills or improve existing ones for the growth and expansion of the economy and individual well-being, learning can take place through many pedagogical methods and models (Spiel, Schwartzman, Busemeyer, Cloete, Drori, Lassnigg, Schober, Schweisfurth and Verma, 2018). NOUN is an educational institution that uses the Open and Distance Learning (ODL) paradigm of instruction. The students are assisted using modules created by the Benchmark Minimum Academic Standard (BMAS), synchronous and non-synchronous learning techniques, face-to-face facilitation, and self-learning instructional resources. Developed by expert resource scholars in a range of academic fields, using in-house sources and well-known local and global figures, these resources are accessible online and are also provided to students in print copy. They are specifically designed for the National Universities Commission (NUC). All of them are intended to increase access to education and skill development for students and states with lower levels of privilege and educational disadvantage. Could this, in the absence of technologically advanced instruments, improve or encourage the development of entrepreneurship in higher education institutions? Through a hands-on seminar, the current study aims to assess the dynamics of entrepreneurial skill acquisition and process on NOUN undergraduate entrepreneurial students.

### **Entrepreneurial Studies.**

According to Hamidi, Wennberg, and Berglund (2008), entrepreneurship education is becoming increasingly popular at colleges all around the world. Hulsink (2015) identified that entrepreneurship education is now a crucial discourse for university administrators, course developers, government, (public) servants, and researchers. One of the core reasons is to move from the managed economy to the entrepreneurial economy (Thurik and Wennekers, 2004). The concept of entrepreneurial studies involves creating new businesses while pursuing education, as well as providing a training ground and employing problem-based learning techniques. Three ways are commonly used to classify entrepreneurial education; (Liu, Kulturel-Konak, Konak, 2021, Lackéus, 2015). Teaching entrepreneurship implies using a theoretical and content-heavy approach to provide students with a broad understanding of the issue.



### **Entrepreneurial Intention**

According to Kusmintarti, Thoyib, Maskie, and Ashar (2016), one of the most important tools for fostering and igniting an entrepreneurial spirit, enthusiasm, and behavior is entrepreneurial education. According to Nguyen (2021), having an entrepreneurial intention is a deliberate mental state that directs one's attention toward achieving the objective of starting a business. The motivation and determination needed to turn these ideas into reality are the foundation of entrepreneurial ambitions (Colwell, 2019). A cognitive representation underpins entrepreneurial intention (Lagu; Moriano, 2021, Kusmintarti, et al., 2016). Intention and behavioral disposition—a sign of interest, time, and intention into action—were connected by Ajzen (2020).

### **Creativity**

Creativity is a multi-dimensional step employed by an individual to invent a niche (MacLeod; Nersessian, 2013). Globalization, according to Ogbari, Isiyawe, Ajagbe, and Oke (2015), has stimulated demand for entrepreneurial endeavors seeking innovative, creative products and services. The authors went on to say that an entrepreneur is a creative individual who regularly creates and innovates to create recognizable value out of what appears to be happenstance.

### **Risk Propensity.**

A certain amount of risk-taking is associated with entrepreneurship. The risk-taking propensity can be conceptualized as one's orientation toward taking probability in a decision-making circumstance (Kusmintarti, et al 2016). Risk propensity is an intriguing facet of entrepreneurship that explores the attitude of people who are brave enough to venture into the uncharted territory of business (Wucker, 2021).

### **Theoretical Framework**

Ajzen (1991) proposed a theory of planned behavior (TPB) based on three predictors. These indices are attitude toward the conduct, subjective norms, and perceived behavior control (the degree to which the individual believes he or she can complete the behavior). Individual behavior can be predicted and explained by considering their psychological stage. Attitudes, subjective norms, and perceived behavioral control all influence intentions.





- Attitudes: determined by beliefs that a certain behavior will lead to a favorable outcome.
- Subjective norms: are determined by beliefs of important others (friends, family) about a certain behavior and the degree to which one tends to comply with these beliefs.
- Perceived behavioral control: reflects past experiences as well as the presence or absence of resources and opportunities, which means that this dimension recognizes that many behaviors are not completely under volitional control.

The theory has been applied to the context of entrepreneurship because entrepreneurship is a volitionally controlled behavior. The learners are conscientiously enrolled to study entrepreneurship at NOUN in the context of the discourse; the course thought is to inspire, develop, and expose the learners to the entrepreneurial ecosystem to grow faster in the process of becoming successful entrepreneurs. During the seminar, startup students typically present practical entrepreneurial ideas that demonstrate the amount of innovativeness, uniqueness of ideas, and teamwork required to achieve maximum success. It also demonstrates the gradual development of behavior and the intention to venture immediately or after graduation.

### **Empirical Review**

According to research conducted by Hamidi et al (2008), the more creative persons are, the more likely they are to engage in entrepreneurship. Yin and Wang (2017) investigated the impact of entrepreneurship education on college students; entrepreneurial potential. The driving factor for success is support from family, social environment, and government, which stimulates their entrepreneurial activity. Samuel and Ernest (2013) discovered that there is a strong intention to become an entrepreneur and that students are interested in becoming entrepreneurs. It was also stressed that entrepreneurship education is necessary to improve skills and knowledge because it provides graduates with creativity, innovation, and risk-taking abilities. Masedi (2018) disagreed that entrepreneurial education had a good impact on learners, arguing that it is the contents of the entrepreneurial curriculum and their relevance that are most important. Zampetakis, Gotsi, Andriopoulos & Moustakis (2011) explored the link between



young people's creativity and business intention, the more creative passion, the higher their entrepreneurial intentions.

## Research Methods

### Research Design

In this study, a survey research design will be used. The design goal will be to obtain a representative sample of the research population to gain a deeper understanding of the phenomenon being examined in the context of real entrepreneurial competency via start-up funding. A descriptive survey would be chosen because it provides an accurate assessment of the features of a specific individual scenario, such as behavior, opinion, talents, and knowledge.

### Target Population

A quantitative survey research design is used for the study. The research population includes all the graduates between 2019 and 2023. NOUN' Lagos model student center is selected. As learners are to be divided into 10 cohorts with different unique ideas to present during the seminar, which is required for 200-level students that partake in the continuous seminar till their graduating time. This is important to know their progressive development and entrepreneurial behavior (behavior) as learning continues. Random sampling approaches would be used for the study population, consisting of graduates in the department for four (4) years between 2019 and 2023.

Table 3 below.

S/N	Programmes	Year	No. of graduated students
1	Entrepreneurial and Business Management	2019	3446
2	Entrepreneurial and Business Management	2020	2651
3	Entrepreneurial and Business Management	2021	964
4	Entrepreneurial and Business Management	2022	1609
5	Entrepreneurial and Business Management	2023	3842
6	Entrepreneurial and Business Management	2024	925
	Total		13437

Source: NOUN Convocation Ceremony Programme, 2019 – 2023.

Table 3: Number of Graduates in the Department of Entrepreneurial and Business Management between 2019 and 2023



### **Sampling technique and Sample size**

The sample size in the statistical sense often represents the number of observations that are targeted for closer study. The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample. This study employed the Taro-Yamane formula to determine the sample size.

Taro-Yamane Formula:

Where  $n$  = sample size

$N$  = Total population

$e$  = Error margin (0.05)

To determine the sample size using the formula above, thus: (formula not complete)

A sample size will be selected. Simple Random sampling techniques will be employed to distribute the questionnaire to the respondent.

### **Data collection**

Primary and secondary data will be employed in the investigation. The surveys would be used to collect primary data. Based on the sample size, the structured questionnaire would be randomly distributed to respondents will be retrieved and utilized to analyze the data. The questionnaire will be designed in such a way that respondents can express their knowledge and decision by selecting from options structured in five (5) Likert scale measurements of 5 representing strongly agreed (SA), 4 representing agreed (A), 3 representing undecided (U), 2 representing disagreed (D), and 1 representing strongly disagreed (SD). Ethical consideration will be paramount to this study, ethical clearance approval will be as obtained from the faculty of management sciences ethics committee, as well as strict adherence to the questionnaire administration procedures by informing consent form to all respondents and medium of protection of identity and data protection.

### **Validity and Reliability**

Validity and Reliability of the Research Instrument Content validity will be adopted in this study to ascertain the content of the research instrument. The Cronbach Alpha will be employed to test the reliability of the instrument.



The internal consistency of the measurement scales of the items of each variable for primary data analysis is measured by the reliability test. Cronbachs alpha is seen in Table 1. Entrepreneurial Studies, learners; creativity, entrepreneurial ambition, and risk propensity had Cronbachs alpha coefficients respectively. As a result, the fact that each of the coefficients falls between 0.7 and 1.00 indicates that the responses assess the same qualities of the same concept. As a result, the measuring scales provided by replies are consistent. This means that of the variance in these scores for each variable is reliable.

### Method of Data Analysis

The analysis was done using descriptive and inferential analyses. The descriptive analysis includes frequencies, percentages, the mean and standard deviation to represent the response rate, and information on the other variables that the study considered. For the inferential analysis, correlation analysis (Spearman's rank Correlation) was employed to test the hypotheses. The Statistical Package for Social Sciences (SPSS) was used to analyze the data.

### Data Analyses and Results

**Table 4: Test of Hypothesis I**

There is no significant relationship between entrepreneurial studies and Learners' Creativity.

**Table 4.1:- Estimated correlation Coefficient**

			Entrepreneurial Studies	Learners' Creativity
Spearman's rho	Entrepreneurial Studies	Correlation Coefficient	1.000	.814**
		Sig. (2-tailed)	.	.024
		N	351	351
	Learners' Creativity	Correlation Coefficient	.814**	1.000
		Sig. (2-tailed)	.024	.
		N	351	351

Source: Researcher's computation using SPSS

\*\* . Correlation is significant at the 0.05 level (2-tailed).

The association between entrepreneurial studies and learner creativity is shown in Table 4.1. Spearman's ranking Correlation ( $r = 0.814$ ,  $N = 351$ ) demonstrates a significant positive relationship between entrepreneurial studies and learner



creativity. The correlation test is also significant because the p-value (0.024) is less than 5% (0.05), suggesting that the null hypothesis is rejected. This suggests that there is a strong positive association between entrepreneurial studies and learner creativity. This could be because of learning methods, engagement with professionals, learning equipment at the entrepreneurship centre and collaboration using different learning materials and technology that enhance creativity. This is consistent with the findings of Awotunde and Westhuizen (2021b), who found that entrepreneurship education and training improved learners' entrepreneurship behaviour and creativity when they engaged in self-practice, which could expose learners to creativity, innovation of new products and services for new venture creation, acceptability, and sustainability.

**Table 5      Test of Hypothesis II**

There is no significant relationship between entrepreneurial studies and Entrepreneurial Intention.

**Table 4.2:- Estimated correlation Coefficient**

			Entrepreneurial Studies	Entrepreneurial Intention
Spearman's rho	Entrepreneurial Studies	Correlation Coefficient	1.000	.640**
		Sig. (2-tailed)	.	.036
		N	351	351
	Entrepreneurial Intention.	Correlation Coefficient	.640**	1.000
		Sig. (2-tailed)	.036	.
		N	351	351

Source: Researcher's computation using SPSS

\*\* . Correlation is significant at the 0.05 level (2-tailed).

The correlation test between entrepreneurial studies and entrepreneurial intention is shown in Table 4.2. Spearman's ranking correlation value ( $r = 0.640$ ,  $N = 0.036$ ) reveals a moderately good relationship between entrepreneurial studies and entrepreneurial intention. The correlation test is also significant because the p-value (0.036) is less than 5% (0.05), suggesting that the null hypothesis is



rejected. This indicates a considerable positive association between entrepreneurial studies and entrepreneurial intent. The findings are consistent with those of Fayomi, Fields, Arogundade, Ojugbele, Ogundipe, and Ganiyu (2019), who found that an active and non-formal or traditional model had a greater positive impact on the student learner's entrepreneurial intention than a formal model, which may at times fail to lead to entrepreneurial activities. This is the reason why studies recommend entrepreneurship financial education for learners to avert the fear of taking calculative risks that will be profitable to them if well harnessed (Fatoki, 2014; Dzomonda and Fatoki, 2018). Awotunde and Westhuizen (2021a) posited that the essence was to understand the dynamics of entrepreneurship and the process of developing potential in students for future entrepreneurial activities and sustainability.

### Test of Hypothesis III

**H<sub>0</sub>:** There is no significant correlation between entrepreneurial studies and Risk Propensity.

**Table 6: Estimated correlation Coefficient**

			Entrepreneurial Studies	Risk Propensity
Spearman's rho	Entrepreneurial Studies	Correlation Coefficient	1	.626**
		Sig. (2-tailed)		.017
		N	351	351
	Risk Propensity	Correlation Coefficient	.626**	1
		Sig. (2-tailed)	.027	
		N	351	351

\*\* . Correlation is significant at the 0.05 level (2-tailed).

The correlation test between entrepreneurial studies and risk propensity is shown in Table 4.3. Spearman's ranking Correlation ( $r = 0.626$ ,  $N = 351$ ) shows a moderately favourable relationship between entrepreneurial studies and risk propensity. The correlation test is also significant because the p-value (0.017) is less than 5% (0.05), suggesting that the null hypothesis is rejected. As a result, there appears to be a considerable positive association between entrepreneurial studies and risk propensity. It was found that during studying, progressive development of momentum to take risks based on orientation might impact





learners' risk propensity, which is consistent with Awotunde (2021) finding that tolerance of anomalous situations raised risk propensity and improved learners' training to tolerate and persevere hence correlation coefficient between tolerance and Individual Entrepreneurial Orientation risk propensity (Awotunde, 2021). Therefore, this study reveals that there is a moderate favourable relationship between studies that must have served as moderating student self-efficacy for entrepreneurial intention to take the risk that some people may not take or venture into. This is consistent with Hisman and Othman (2018) that the student psychological aspect helps in enhancing risk propensity to venture into the future among the polytechnic students, hence the relationship.

### **Discussion of the findings**

Between 2019 and 2023, the study investigated the entrepreneurial skills of NOUN undergraduate students in the Department of Entrepreneurial Studies via a practical seminar with specific reference to innovation, entrepreneurial aim, and risk propensity. According to the data, there is a significant positive association between entrepreneurial studies and Learners' Creativity. Second, it demonstrates a moderately good relationship between entrepreneurial studies and entrepreneurial intent. The inference is that the use of a teaching model in a seminar, as well as other entrepreneurship educational methods of learning, informs interrelationships, which may result in substantial personal intentions and awareness. The correlation test is also significant because the p-value (0.036) is less than 5% (0.05). This indicates a considerable positive association between entrepreneurial studies and entrepreneurial intent. This is because a successful framework is claimed to be more engaging and proficient in project-based learning, regional networking, and more traditional class instruction. Finally, a correlation test between entrepreneurial studies and risk propensity reveals a moderately favourable association between entrepreneurial studies and risk propensity. This is consistent with Awotunde (2021) study, which indicated that classroom education has no entrepreneurship impact on learners because most respondents chose to work for the government, believing that it is the government's job to give employment after graduation. It explained further that for traditional learning to have a greater impact on the learner's intention and entrepreneurial behaviour, entrepreneurship education must be viewed as a non-



separated notion in entrepreneurship development that could transform the learners.

### **Conclusion**

Finally, this in-depth examination of entrepreneurship dynamics within the context of Entrepreneurial Studies at the National Open University of Nigeria has provided useful insights into the diverse nature of entrepreneurial practices. The research investigated a variety of topics, including the socioeconomic elements that influence entrepreneurship as well as the educational and institutional frameworks that shape entrepreneurial endeavours. This path to unfettered economic and social growth is dependent on a country's ability to foster a hospitable environment for quality education and entrepreneurial studies to thrive. Also, to see entrepreneurship training and development as an effective drive centered on numerous techniques required by the university's tripartite actors for good outcomes and sustainability of the economy. Learners and the curriculum for this course should be introduced not just entrepreneurial students, but also to students from other disciplines of academic endeavour to promote inclusiveness, quality education and poverty eradication enroute venture creation. This will expose more minds and allow for more innovation, risk-taking, and entrepreneurial spirit. However, to produce and promote viable concepts, relevancy and local distinctiveness must be recognized.

Our findings highlight the importance of promoting a holistic perspective of entrepreneurship, which recognizes its deep interplay with education, societal institutions, and policy contexts. As a unique educational institution, the National Open University of Nigeria has proven to be a fruitful environment for quality education and nurturing entrepreneurial spirit, emphasizing the adaptability and resilience required in today's dynamic economic scene. The study not only adds to the scholarly conversation on entrepreneurship curriculum, pedagogy, and models, but it also has practical implications for policymakers, educators, and aspiring entrepreneurs. It emphasizes the importance of individualized educational programs that blend theoretical knowledge with real-world applications (non-dualism approach), creating an innovation and risk-taking culture.

The study concluded that entrepreneurship is a dynamic and developing phenomenon that necessitates ongoing scrutiny and adaptation. The National



Open University of Nigeria is a microcosm of the larger obstacles and opportunities inherent in entrepreneurial endeavours. Future studies should expand on this basis, investigating emerging trends, technology breakthroughs, and shifting socioeconomic landscapes to ensure a nuanced knowledge of entrepreneurship in an ever-changing global context. In essence, this research not only adds to the academic understanding of entrepreneurship, but it also serves as a call to action, advocating for a collaborative effort among academia, government, and industry to cultivate an entrepreneurial ecosystem that fosters creativity, fosters innovation, and contributes to long-term economic development. Entrepreneurship dynamics are not static; they are a continual voyage of inquiry, adaptation, and growth, and this research aims to be a stepping stone in that ongoing quest for knowledge and improvement.

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