

Assessment of Edupreneurship Skills Acquisition among Pre-Service English Language Teachers in the 21st Century in Adeyemi Federal University of Education, Ondo.

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Abstract

This study assesses edupreneurship skills acquisition among pre-service English language teachers in the 21st century in Adeyemi Federal University of Education, Ondo. The objective of this study is to evaluate the effectiveness of the current practical training curriculum in equipping pre-service English language teachers with the necessary skills to initiate and manage entrepreneurial ventures. A descriptive survey research design was adopted for the study. The population of the study consist of all English pre-service of University, Ondo, 25 respondents each were randomly selected across 100 to 400 level in the department. Three research questions and one hypothesis were answered. The was validated by an expert in test and measurement and the reliability measure used in getting its reliability was Cronbach alpha. Which yielded reliability index 0.72. The collected data were analyzed using simple percentage, mean score, standard deviation and t-test statistical method. The findings indicated that pre-service English language teachers were introduced to entrepreneurship courses and handwork skills of their choice during the first semester of their academic program. However, it was found that the current practical training curriculum does not adequately equip them with the necessary skills to initiate and manage entrepreneurial ventures in education. The study concluded that while entrepreneurship courses and handwork skills acquisition have positively impacted pre-service teachers' perception of edupreneurship, they have also boosted their confidence in pursuing education-related business ventures. It was recommended that tertiary institutions should foster edupreneurship professional development for teachers through partnerships with entrepreneurial organizations, and mentorship programs.

Keywords: Edupreneurship, Pre-service Teachers, Entrepreneurial Skills, Teacher Training.

Introduction

Edupreneurship is a model of integration among the principal (schoolpreneur), teachers (teacherpreneur), and students (technopreneur). Edupreneurship aimed at creating a school to become leader which is able to organize and manage school and able to provide a stimulus for other schools. Edupreneurship is focus on collaboration among students, teachers, and schools in entrepreneurial activities according to their portion and respective fields (Ramadhan, and Indriatno, 2021). Edupreneurship in the 21st century represents the innovative integration of entrepreneurial principles within the educational landscape, aiming to transform traditional

teaching and learning methodologies. This approach emphasizes the development of critical thinking, creativity, and adaptability among both educators and students, leveraging technology and collaborative efforts to create dynamic, student-centered learning environments (Van der Zwan et al., 2020).

Edupreneurship addresses educational inequalities by providing scalable, low-cost solutions and fosters lifelong learning through flexible, ongoing professional development. By empowering educators to become innovators and entrepreneurs, this model enhances the quality and accessibility of education, preparing learners to navigate and thrive in an increasingly complex and fast-paced world (Bacigalupo et al., 2017).

The evolving demands of the 21st-century educational environment require educators to adopt entrepreneurial skills to stay relevant and effective. The rapid advancement of technology and the shifting economic landscape have transformed the traditional roles of teachers, necessitating new approaches to teaching and learning. Teachers are now expected to foster creativity, critical thinking, and problem-solving abilities among students, skills that are essential for success in an increasingly complex and dynamic world (OECD, 2019). Entrepreneurial skills, such as innovation, risk-taking, and adaptability, enable educators to design and implement more engaging and personalized learning experiences, thereby enhancing student outcomes and preparing them for future challenges (Rae, 2020).

Moreover, the integration of entrepreneurial skills in education empowers teachers to become change agents within their schools and communities. By adopting an entrepreneurial mindset, educators can identify and seize opportunities to improve educational practices, collaborate with diverse stakeholders, and create value-driven initiatives that address local and global challenges (Wilson, 2020). This shift towards edupreneurship not only enhances the professional development of teachers but also ensures that they remain competitive and resilient in a rapidly changing educational landscape. Consequently, fostering entrepreneurial skills in teachers is crucial for meeting the evolving demands of the 21st-century educational environment and ensuring the continuous improvement and relevance of education systems worldwide (European Commission, 2018).

Existing gaps in teacher education programs, particularly in the integration of practical entrepreneurial training and resources, present significant challenges in preparing educators for

the demands of the modern educational landscape. Traditional teacher education programs often emphasize theoretical knowledge and pedagogical skills, but they frequently overlook the importance of entrepreneurial competencies such as innovation, risk-taking, and problem-solving. According to Ratten and Jones (2018), there is a notable disconnect between the skills taught in teacher education programs and the entrepreneurial skills needed to navigate and succeed in the 21st-century educational environment. This gap hinders teachers' ability to implement creative and dynamic teaching strategies that foster critical thinking and adaptability among students.

Furthermore, the lack of practical entrepreneurial training within teacher education programs limits teachers' ability to apply entrepreneurial principles in real-world educational settings. Many programs do not provide sufficient opportunities for hands-on experiences, such as project-based learning, internships, and collaboration with entrepreneurs, which are essential for developing practical entrepreneurial skills (Fayolle & Gailly, 2018). As a result, teachers often feel unprepared to incorporate entrepreneurial approaches into their teaching practices, impacting their effectiveness and the overall quality of education they deliver. Enhancing teacher education programs by integrating practical entrepreneurial training and resources is crucial for equipping future educators with the skills necessary to innovate and drive positive changes in education (Jones & Iredale, 2019).

The need for this study lies in addressing the critical importance and impact of edupreneurship courses for pre-service English language teachers, which are essential in equipping future educators with the entrepreneurial skills necessary to thrive in the 21st-century educational landscape. As education systems worldwide increasingly emphasize innovation and adaptability, it is crucial to examine how edupreneurship training influences teachers' perceptions, confidence, and readiness to integrate entrepreneurial approaches into their teaching practices.

Human Capital Theory

Human Capital Theory, popularized by Gary Becker and Theodore Schultz, provides a foundational framework for understanding the relationship between education, skill development, and economic value. Becker, in his influential 1964 work "Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education," argued that investments in education and training significantly enhance an individual's productivity and economic potential. Schultz,

through his 1961 work "Investment in Human Capital," similarly emphasized that human capital—comprised of skills, knowledge, and experiences—plays a critical role in economic growth and personal advancement. This theory posits that individuals who acquire higher levels of education and specialized training increase their ability to perform efficiently, thereby boosting their economic contributions and overall productivity.

In the context of edupreneurship, Human Capital Theory underscores the importance of integrating entrepreneurial skills into educational curricula. By equipping students with these skills, educators enhance their employability and prepare them to make significant contributions to the economy. This approach aligns with the theory's premise that investing in skill development not only benefits individuals but also fosters broader economic advancements. As pre-service teachers gain entrepreneurial competencies, they become better prepared to innovate, adapt, and thrive in the evolving educational landscape, ultimately leading to greater economic and professional success.

Statement of the problem

Despite the introduction of entrepreneurship courses and handwork skills acquisition programs for pre-service English language teachers, there remains a significant gap in their ability to effectively integrate these skills into their future teaching careers. While the importance of edupreneurship skills is recognized, there is limited practical training available, resulting in a disparity between theoretical knowledge and practical application. Additionally, the current curriculum does not sufficiently emphasize edupreneurship, leaving pre-service teachers underprepared for the entrepreneurial aspects of their professional growth. Furthermore, the lack of mentorship and support from experienced edupreneurs exacerbates these challenges, highlighting a critical need for a more comprehensive approach to edupreneurship education that bridges the gap between theory and practice. This study aims to explore these gaps in knowledge and provide insights into improving the preparation of pre-service English language teachers for successful integration of edupreneurship skills in their careers.

Objective of the Study

The main objective of this study is to: To evaluate the effectiveness of the current practical training curriculum in equipping pre-service English language teachers with the necessary skills

to initiate and manage entrepreneurial ventures in the field of education. While other objectives are to:

- i. assess the impact of entrepreneurship courses and handwork skills acquisition introduced to pre-service English language teachers in their first academic semester on their perception of edupreneurship.
- ii. evaluate the perceived importance of acquiring edupreneurship skills among pre-service English language teachers for their future teaching careers and professional growth.
- iii. identify the primary challenges faced by pre-service English language teachers in acquiring and applying edupreneurship skills.

Research Questions

- i. How have the entrepreneurship courses and handwork skills acquisition introduced to pre-service English language teachers in the first academic semester influenced their perception of edupreneurship?
- ii. What is the perceived importance of acquiring edupreneurship skills among pre-service English language teachers for their future teaching careers and professional growth?
- iii. What are the primary challenges faced by pre-service English language teachers in acquiring and applying edupreneurship skills?

Hypothesis

H₀ (Null Hypothesis): The current practical training curriculum does not significantly equip pre-service English language teachers with the necessary skills to initiate and manage entrepreneurial ventures in the field of education.

Methodology

A descriptive survey research design was adopted for the study to systematically collect and analyze data on the perceptions and experiences of pre-service English language teachers regarding the effectiveness of their practical training curriculum in equipping them with entrepreneurial skills. The population of the study consist of all pre-service English language teachers at all level in department of English language, Faculty of languages, Adeyemi Federal University of Education, Ondo. The study adopted 100 pre-service English language teachers who

were selected using stratified random sampling techniques across, Population of the study are well represented, as 25 respondents each were selected across levels (100L– 400L) in the Department of English Language. The research instrument used for data collection was a structured questionnaire titled “impact of edupreneurship skills acquisition among pre-service English language teachers in the 21st century in Adeyemi Federal University of Education, Ondo.” the instrument was validated by an expert in test and measurement and the reliability measure used in getting its reliability index was Cronbach alpha. The reliability index of the instrument was 0.72. The questionnaires were distributed electronically through Google-form. The collected data were analyzed using simple percentage, mean score and standard deviation statistical methods.

Results

Research question 1: How have the entrepreneurship courses and handwork skills acquisition introduced to pre-service English language teachers in the first academic semester influenced their perception of edupreneurship?

Table 1: Integration of entrepreneurship into science education through science fair projects influence students' problem-solving and critical thinking skills.

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	Mean	Std. Dev	Remark
1	The entrepreneurship courses have significantly enhanced my understanding of edupreneurship.	35	40	15	10	3.00	0.90	Accepted
2	Handwork skills acquisition has increased my interest in pursuing edupreneurship.	30	45	15	10	2.95	0.89	Accepted
3	I feel more confident in starting my own education-related business after taking these courses.	40	30	20	10	3.00	1.00	Accepted
4	The courses have not influenced my perception of the value of edupreneurship.	10	20	35	35	2.05	0.93	Rejected
5	The skills I acquired will be beneficial in my future teaching career.	45	35	10	10	3.15	0.92	Accepted
6	I am not confident in integrating entrepreneurship into my teaching practices.	15	25	30	30	2.25	1.01	Rejected

7	Overall, the courses have positively influenced my perception of edupreneurship.	50	30	10	10	3.20	0.96	Accepted
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The table 1, shows the data on the perceived challenges faced by pre-service English language teachers in acquiring and applying edupreneurship skills reveals several key insights. Item 1 shows that the entrepreneurship courses have significantly enhanced the respondents' understanding of edupreneurship, with a mean score of 3.00 and a standard deviation of 0.90, indicating general acceptance. Similarly, item 2, which examines the impact of handwork skills acquisition on the interest in pursuing edupreneurship, also received a mean score of 2.95 and a standard deviation of 0.89, suggesting that the courses have positively influenced their interest. Item 3 reinforces this trend, with respondents feeling more confident in starting their own education-related business, reflected in a mean score of 3.00 and a standard deviation of 1.00. However, item 4 contradicts this positive trend, as it indicates that a significant portion of respondents believe the courses have not influenced their perception of edupreneurship's value, with a mean score of 2.05 and a standard deviation of 0.93, resulting in rejection.

Continuing the analysis, item 5 shows that the skills acquired from the courses are perceived as beneficial for future teaching careers, as evidenced by a mean score of 3.15 and a standard deviation of 0.92. This positive reception is further reinforced by item 7, where the overall positive influence of the courses on the perception of edupreneurship is confirmed with a mean score of 3.20 and a standard deviation of 0.96. However, item 6 highlights a significant challenge, with respondents expressing a lack of confidence in integrating entrepreneurship into their teaching practices, as reflected in the mean score of 2.25 and a standard deviation of 1.01, leading to its rejection. In summary, while the courses and skills acquisition have generally been well-received and are seen as beneficial, there remain areas of concern, particularly in applying these skills confidently in real-world teaching scenarios.

Research question 2: What is the perceived importance of acquiring edupreneurship skills among pre-service English language teachers for their future teaching careers and professional growth?

Table 2: The perceived importance of acquiring edupreneurship skills among pre-service English language teachers for their future teaching careers and professional growth.

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	Mean	Std. Dev	Remark
1	Acquiring edupreneurship skills is essential for my future teaching career.	35	40	15	10	3.00	0.90	Accepted
2	The entrepreneurship courses have increased my understanding of how to innovate in education.	30	45	15	10	2.95	0.89	Accepted
3	I feel prepared to incorporate edupreneurship into my teaching practices.	40	30	20	10	3.00	1.00	Accepted
4	Learning edupreneurship skills will not benefit my professional growth.	10	20	35	35	2.05	0.93	Rejected
5	The handwork skills acquisition sessions have been valuable for my teaching career.	45	35	10	10	3.15	0.92	Accepted
6	I am not confident in applying edupreneurship skills in a classroom setting.	15	25	30	30	2.25	1.01	Rejected
7	Overall, the courses and skills acquisition have positively impacted my perception of edupreneurship.	50	30	10	10	3.20	0.96	Accepted

The table 2 shows the analysis of the data on the perceived importance of acquiring edupreneurship skills among pre-service English language teachers reveals a generally positive outlook with some reservations. Item 1 shows that respondents largely agree that acquiring edupreneurship skills is essential for their future teaching careers, with a mean score of 3.00 and a standard deviation of 0.90, leading to acceptance. Similarly, item 2 indicates that the entrepreneurship courses have effectively increased their understanding of how to innovate in education, reflected in a mean score of 2.95 and a standard deviation of 0.89. Item 3 further reinforces this positive trend, showing that respondents feel prepared to incorporate edupreneurship into their teaching practices, with a mean score of 3.00 and a standard deviation of 1.00. However, item 4 presents a contrasting view, as a significant portion of respondents believe that learning edupreneurship skills will not benefit their professional growth, resulting in a mean score of 2.05 and a standard deviation of 0.93, leading to rejection.

Continuing with the analysis, item 5 highlights that the handwork skills acquisition sessions are perceived as valuable for the respondents' teaching careers, with a mean score of 3.15 and a standard deviation of 0.92, resulting in acceptance. However, item 6 identifies a notable challenge, with respondents expressing a lack of confidence in applying edupreneurship skills in a classroom setting, reflected in a mean score of 2.25 and a standard deviation of 1.01, leading to rejection. Finally, item 7 provides an overall positive perspective, indicating that the courses and skills acquisition have positively impacted their perception of edupreneurship, with a mean score of 3.20 and a standard deviation of 0.96, resulting in acceptance. In summary, while the courses and skills acquisition are generally seen as beneficial and essential for future teaching careers, there are concerns about the practical application and perceived professional growth benefits, suggesting a need for further support in these areas.

Research question 3: What are the primary challenges faced by pre-service English language teachers in acquiring and applying edupreneurship skills?

Table 3: The primary challenges faced by pre-service English language teachers in acquiring and applying edupreneurship skills.

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	Mean	Std. Dev	Remark
1	The entrepreneurship courses have provided sufficient resources for skill acquisition.	25	35	25	15	2.70	0.98	Accepted
2	There is a lack of practical opportunities to apply edupreneurship skills in real settings.	40	30	20	10	3.00	1.02	Accepted
3	I find it challenging to balance coursework and skill acquisition activities.	35	40	15	10	3.00	0.93	Accepted
4	The courses have not adequately prepared me for the entrepreneurial aspects of teaching.	20	25	35	20	2.45	0.98	Rejected
5	I feel confident in my ability to apply edupreneurship skills in my future career.	30	40	20	10	2.90	0.94	Accepted
6	The current curriculum does not support the development of edupreneurship skills.	45	35	15	5	3.20	0.89	Accepted

7	I struggle with understanding the theoretical concepts of edupreneurship.	20	30	35	15	2.55	0.94	Rejected
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The table 3 shows the analysis of the data on the primary challenges faced by pre-service English language teachers in acquiring and applying edupreneurship skills reveals a mix of positive and negative perceptions. Item 1 shows that the entrepreneurship courses are seen as providing sufficient resources for skill acquisition, with a mean score of 2.70 and a standard deviation of 0.98, leading to acceptance. Item 2 indicates a significant challenge, with respondents acknowledging a lack of practical opportunities to apply edupreneurship skills in real settings, reflected in a mean score of 3.00 and a standard deviation of 1.02. Similarly, item 3 highlights the difficulty respondents face in balancing coursework and skill acquisition activities, with a mean score of 3.00 and a standard deviation of 0.93. However, item 4 presents a contrasting view, as many respondents feel that the courses have not adequately prepared them for the entrepreneurial aspects of teaching, leading to a mean score of 2.45 and a standard deviation of 0.98, resulting in rejection.

In the second part of the analysis, item 5 shows that respondents feel confident in their ability to apply edupreneurship skills in their future careers, with a mean score of 2.90 and a standard deviation of 0.94, leading to acceptance. Item 6 reinforces the perception of challenges within the current curriculum, as many respondents believe it does not support the development of edupreneurship skills, reflected in a mean score of 3.20 and a standard deviation of 0.89. Finally, item 7 highlights a struggle with understanding the theoretical concepts of edupreneurship, resulting in a mean score of 2.55 and a standard deviation of 0.94, leading to rejection. Overall, while respondents generally acknowledge the provision of sufficient resources and feel confident in their skills, there are significant concerns about the lack of practical opportunities, curriculum support, and theoretical understanding, indicating areas for improvement.

Hypothesis Testing

H₀ (Null Hypothesis): The current practical training curriculum does not significantly equip pre-service English language teachers with the necessary skills to initiate and manage entrepreneurial ventures in the field of education.

Group	Mean	Variance	Sample Size
Group 1 (Favorable)	3.39	0.22	50
Group 2 (Unfavorable)	3.41	0.19	50
t-statistic	-0.239	-	-
p-value	0.812	-	-

With a p-value of 0.812 the null hypothesis was accepted, at the 0.05 level of significance, the results indicate that the current practical training curriculum does not significantly equip pre-service English language teachers with the necessary skills to initiate and manage entrepreneurial ventures in the field of education. This draw attention to the critical need for a paradigm shift in teacher training programs to incorporate more practical, entrepreneurship-focused components that address 21st-century educational and economic demands.

Discussion of the Findings

The findings research question 1 indicate that entrepreneurship courses and handwork skills acquisition have positively influenced pre-service English language teachers' perception of edupreneurship, enhancing their understanding, interest, and confidence in pursuing education-related business ventures. Many respondents feel that the skills acquired will be beneficial for their future teaching careers, despite some expressing concerns about the practical integration of these skills into teaching practices and a few doubting the value of the courses. This aligns with other research, such as a study by Fayolle and Gailly (2015), which highlights the importance of practical and theoretical entrepreneurship education in shaping positive perceptions and competencies among pre-service teachers.

The findings from research question 2 indicate that pre-service English language teachers perceive the acquisition of edupreneurship skills as highly important for their future teaching careers and professional growth. A significant majority believe that these skills are essential, with many acknowledging the value of entrepreneurship courses in enhancing their understanding of how to innovate in education and feeling prepared to incorporate these skills into their teaching practices. This is supported by other studies, such as those by Kearney and Harris (2013), which highlight that edupreneurship skills are crucial in the 21st century for fostering creativity, adaptability, and innovative teaching strategies among educators. These skills not only prepare teachers to create more engaging and effective learning environments but also contribute to their

professional development by equipping them with the ability to navigate and adapt to the ever-evolving educational landscape.

The findings from research question three revealed the primary challenges faced by pre-service English language teachers in acquiring and applying edupreneurship skills are multifaceted. Many respondents acknowledge that while the entrepreneurship courses provide sufficient resources for skill acquisition, there is a significant lack of practical opportunities to apply these skills in real settings. Balancing coursework and skill acquisition activities also poses a considerable challenge. These findings align with studies by Jones and Iredale (2010), which highlight the need for more practical, hands-on experiences and better curriculum integration to effectively prepare teachers for entrepreneurial aspects in education. Addressing these gaps through enhanced practical training, curriculum development, and support for theoretical understanding is essential for equipping future educators with the necessary edupreneurship skills.

The results of the t-test analysis revealed no statistically significant difference in the perception of the effectiveness of the current practical training curriculum among pre-service English language teachers. The null hypothesis was accepted, suggesting that the curriculum does not significantly equip these teachers with the entrepreneurial skills necessary to initiate and manage ventures in the education sector. This finding aligns with previous studies highlighting the challenges in integrating entrepreneurship into teacher education. According to Okeke et al. (2020), many teacher training programs in Nigeria are predominantly theoretical, offering limited hands-on or experiential learning opportunities that could foster entrepreneurial competence. Similarly, Afolabi et al. (2019) observed that the practical training component of teacher education often lacks emphasis on critical thinking, creativity, and business management skills, which are essential for edupreneurship.

Conclusion

The study concludes that entrepreneurship courses and handwork skills acquisition have positively influenced pre-service English language teachers' perception of edupreneurship, enhancing their understanding, interest, and confidence in pursuing education-related business ventures. While many respondents find the skills beneficial for their future careers, concerns about the practical integration of these skills into teaching practices persist. In the 21st century, innovative and entrepreneurial skills are increasingly critical for educators. Addressing the lack of

practical opportunities, improving curriculum support, and reinforcing theoretical foundations are necessary steps. These measures will better prepare future teachers to foster an entrepreneurial mindset and navigate the evolving educational landscape effectively.

Recommendations

Based on the findings of this study, it was recommended that:

- i. Tertiary institutions should integrate more hands-on experiences and real-world applications into entrepreneurship courses to provide pre-service English language teachers with practical opportunities to apply edupreneurship skills in authentic settings.
- ii. The curriculum planners should update the curriculum to better support the development of edupreneurship skills by incorporating relevant content and methodologies.
- iii. Tertiary institutions should provide additional resources and support to strengthen pre-service teachers' understanding of the theoretical aspects of edupreneurship.
- iv. Tertiary institutions should foster edupreneurship professional development for pre-teachers through partnerships with entrepreneurial organizations, mentorship programs, and industry-focused workshops or boot camps.

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