

Perceived Influence of Mother Tongue on Entrepreneurship Education among Students in Selected North-Central Nigerian University

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Abstract

This study investigated the perceived influence of the mother tongue on Nigerian University undergraduates' interest in entrepreneurship education. The research explored the effectiveness of the mother tongue in teaching entrepreneurship education content. Five (5) research objectives, two (2) research questions, and three (3) hypotheses were formulated. 150 students were randomly sampled from Federal, State and Private Universities. A quantitative design was employed, and a questionnaire titled " Perceived Influence of Mother Tongue in arousing Nigerian University Students' Interest towards Entrepreneurship Education" (PIMTANUSIEE) was used for data collection. The formulated hypotheses were tested using the t-test and ANOVA at a 0.05 significance level. The findings revealed that the learners' mother tongue enhances entrepreneurial prospects by facilitating network building and venture support. Mother tongue benefits learners by enabling connection with native speakers, language exchange partners, and communities to practice and enhance their skills. Additionally, the result showed no significant difference in the students' perceptions, based on gender, class level and university type, indicating that Mother tongue in the entrepreneurship class can lead to effective communication, cultural understanding, and access to diverse markets, horizon expansion and connection with a broader range of opportunities and individuals. The study suggested that educational stakeholders should bridge the gap between theoretical concepts and practical applications in entrepreneurship education by using the mother tongue in entrepreneurship teaching in higher education.

Keyword: Mother tongue, Entrepreneurship, Entrepreneurs, Interest, Constructivism

Introduction

Entrepreneurship education is an educational process designed to equip students with the skills, ideas, and knowledge necessary for self-sustenance and self-reliance. The cognitive (the heads), affective (the heart), and psychomotor (hands) domains type of education foster holistic development, enabling students to become valuable contributors to themselves, their society, and the global community (Akpan, 2021). The entrepreneurial skills and concepts taught empower students to build confidence and acquire the capability to start and manage their businesses. Those who complete this education often emerge as entrepreneurs, capable of launching and operating ventures with limited resources, managing both the risks and rewards of their endeavours. However, it is essential to recognize that the students' interest plays a critical role in applying the knowledge they acquire.

Akpan (2021) underscores the pressing challenge of crime in Nigeria, noting that among the country's socio-economic and political challenges, none are as pervasive and enduring as poverty and youth unemployment. Each year, a significant number of graduates enter an already saturated job market, aggravating unemployment, particularly in the white-collar sector. Consequently, many unemployed Nigerian youths turn to criminal activities and social vices, including prostitution, oil theft, drug abuse, robbery, political violence, and cybercrimes, which pose severe threats to national stability, economic progress, and sustainable development. However, in response to these challenges, entrepreneurship has emerged as a pivotal strategy, widely recognized as a means to mitigate mass unemployment and poverty. This indicates that entrepreneurship education equips students with the necessary skills to pursue self-employment, thereby reducing the crime rates typically associated with unemployment, and it becomes a viable pathway toward producing self-reliant graduates, contributing to the reduction of unemployment and poverty in Nigeria.

Azuka (2018) affirms that entrepreneurship education offers profound benefits not only to individuals but also to the nation as a whole. The entrepreneurial competencies developed among Nigerian youths can inspire them to create a diverse array of business ventures such as dry cleaning and laundry services to soap and detergent production, interior and exterior beautifying, catering and restaurant organization, snack and beverage businesses, tie and dye or batik construction, bread baking, and soft furniture business, among others. Furthermore, traditional Yoruba

occupations such as palm oil manufacture, black soap production, and locust bean processing could be strengthened as essential constituents of the economy, contributing to job creation and the regeneration of both urban and rural areas in Nigeria. This study, however, focuses on the role of incorporating the mother tongue in entrepreneurship education to enhance students' interest and make the educational experience more impactful and relevant.

Language is an essential element of identity, integral to understanding a community's ethics, beliefs, ideologies, and cultural practices. It is through language that individuals obtain moral and occupational knowledge, which they internalize and apply through observation, imitation, and practice. The relegation of a language indicates more than just the disappearance of words; it represents the destruction of identity, cultural heritage, and vocational wisdom, along with the loss of a valuable source of wealth and development (Emeka -Nwobia, 2015). For students, the use of their home language in education raises psychological security and enhances cognitive development, language proficiency, and comprehension of subject matter. Sociologically, education becomes more effective and relevant when it is delivered in the language of the learners' community, allowing them to attach more deeply with their societal and cultural environment. Education fails in its mission when it neglects to cultivate an appreciation for the social and cultural life of the learner's community. Thus, the language that conveys a learner's culture should be the medium of education.

Influence of Mother Tongue on Entrepreneurship Education: The teaching of the entrepreneurship studies involves the substantial roles of the mother tongue in shaping students' engagement, understanding, and overall success. Learning in one's mother tongue facilitates a deeper comprehension of difficult concepts (Oral & Lund, 2022). When entrepreneurial principles are explained in a language that students are most comfortable with, their ability to adopt these ideas is markedly enhanced, leading to more remarkable cognitive development and comprehension. Research consistently shows that students taught in their mother tongue exhibit greater comprehension and remembering of information of key aspects in both entrepreneurship education's practical and theoretical domains (Panwar, 2020).

One of the broader educational challenges that affect any African nations, particularly Nigeria, is the persistent use of foreign languages as the medium of instruction across all educational levels. Mezieobi, Okoba and Osai (2023) argue that education in one's native language is crucial to safeguarding the rights of learners, asserting that educational objectives cannot be

fully realized unless the learning needs of children who speak heritage languages are adequately addressed. A growing body of research underscores the significance of the mother tongue in education at various levels. For example, Kabache (2017) affirms the importance of the mother tongue as a tool for critical thinking and problem-solving, which are essential skills in entrepreneurship. Students who think and process information in their first language are better equipped to analyze market trends, develop business plans, and devise strategies to address business challenges. Kabache's views align with those of Fáfúnwá (2004), who stresses the importance of mother-tongue education, especially during the formative years (1-11), advocating for its extension as far as possible. Fáfúnwá argues that such practices allow learners to explore their natural environment, develop curiosity, communicate effectively, and build intellectual capacity. Lawal (2014) perceptively notes that the primary aim of any meaningful and socially relevant education is to liberate the body, mind, and soul, ensuring that individuals are first locally useful and relevant, before being globally competitive. Lawal further emphasized that indigenous languages, as mediums for understanding and internalizing knowledge, values, and skills, play a pivotal role in decolonizing education, thereby making it pertinent to both personal and national needs.

Teaching entrepreneurship in the mother tongue also allows for the integration of cultural contexts and examples that resonate with students' daily experiences (Berry, 2017). This cultural relevance enhances learning by making it more engaging and meaningful, as students can relate entrepreneurial concepts to familiar settings. Entrepreneurship education that acknowledges and integrates local cultural practices and business norms provides students with a more practical understanding of entrepreneurship within their communities. It indicates that this localised approach enables students to recognize the feasibility and potential of entrepreneurial ventures in their immediate environment.

Mezieobi et. al. (2021) further emphasize the importance of social networks and local dialect proficiency in the entrepreneurial success of individuals, particularly in developing countries with uncertain institutional environments. For example, student entrepreneurs often rely on family, relatives, and friends for initial capital and informal advertising within their communities. Proficiency in the local language enhances these social networks, increasing the likelihood of entrepreneurial success. Language is a means of expressing identity and fostering

trust within shared cultural contexts, reduces friction in business transactions and is vital for startups, especially in their early stages.

Similarly, Emeka-Nwobia (2015) also conducted a study on the place of indigenous Nigerian languages in national development, articulating the indispensable role of language in human society. He purported that language facilitates social function, management, and organization. In this context, the entrepreneurship courses offered in Nigerian universities can drive sustainable economic, political, socio-cultural, and technological transformation if the right language is employed. Language not only conveys content but also catalyzes national development. Affirmatively, the use of indigenous languages is essential for the holistic development of any nation, as effective communication in these languages ensures the full participation of all citizens in the developmental process.

It is evident from the various submissions in the preceding paragraphs that the influence of the mother tongue on entrepreneurship studies is profound and multifaceted. Thus, by leveraging the cognitive, cultural, and participatory benefits of mother-tongue instruction, educational institutions can significantly enhance the effectiveness of entrepreneurship education. Addressing the challenges and implementing inclusive, contextually relevant educational strategies can lead to a more vibrant and dynamic entrepreneurial ecosystem.

Concept of Students' Interest in Entrepreneurship Education: According to Zunaedy, Aisyah and Ayuningtyas (2021), entrepreneurial interest denotes a natural predisposition towards engaging in entrepreneurial activities, driven by intrinsic motivation rather than external incentives. Individuals who possess this genuine interest are likely to pursue entrepreneurial endeavours with enthusiasm and dedication. However, various factors shape students' interest in entrepreneurship, including the influence of entrepreneurial peers, family background, environmental context, social media exposure, potential for increased income, and formal entrepreneurship education. Conversely, a lack of motivation, inadequate entrepreneurial skills, fear of failure, and aspirations for stable employment within established companies can deter students from pursuing entrepreneurial paths. In contrast, Faulina, Hadi and Permatasari, (2021) identify several factors that contribute positively to students' entrepreneurial interest, such as personal desire, enjoyment, attention to detail, readiness, careful consideration, independence, social contribution, hard work, willingness to explore new opportunities, and frugality. Importantly, fostering interest in entrepreneurship education within Nigerian universities holds the

potential to alleviate pressing issues of poverty and unemployment among the nation's youth, and essentially, the mother tongue awakens the students to be actively participated and think critically. ***Constructivism Theory in Entrepreneurship Education:*** This discussion is anchored on the constructivist theory, a learning approach rooted in the works of Jean Piaget and Lev Vygotsky, which posits that learners construct knowledge through experiences and interactions with their environment. Constructivism has significant implications for entrepreneurship education, particularly in developing practical skills, critical thinking, and innovative problem-solving abilities. The benefits of constructivism in entrepreneurship education are numerous. First, it enhances engagement by fostering active participation and real-world relevance, which boosts students' motivation. Additionally, it supports the development of practical skills through hands-on activities and problem-solving tasks, enabling students to acquire valuable entrepreneurial expertise. Constructivism also encourages critical thinking, as students are prompted to analyze, evaluate, and create, thus fostering higher-order thinking skills. Furthermore, it cultivates adaptability, teaching students how to navigate uncertainty and adjust to changing conditions which is the key traits for any successful entrepreneur.

Ultimately, constructivism provides a robust framework for the role of the mother tongue in entrepreneurship education, emphasizing active learning, social interaction, and contextual relevance. By incorporating constructivist principles, educators can create dynamic and engaging learning environments that prepare students for the complexities and challenges of entrepreneurial endeavours. While challenges exist, the benefits of student engagement, practical skill development, and critical thinking make constructivism a valuable approach in entrepreneurship education (Kayii & Akpomi, 2022).

Purpose of the Study

The study's main purpose was to investigate the perceived role of the mother tongue in arousing university students' interest in entrepreneurship education. The general objectives were to:

- a. examine the students' perceptions regarding the influence of the mother tongue on their interest in entrepreneurship education;
- b. identify the challenges towards the students' perceptions regarding the influence of the mother tongue on their interest in entrepreneurship education;

- c. explore the perceptions of male and female students regarding the influence of the mother tongue on their interest in entrepreneurship education;
- d. investigate the perceptions of 2001 and 3001 students concerning the influence of the mother tongue on their interest in entrepreneurship education; and
- e. find out the students' perceptions regarding the influence of the mother tongue on their interest in entrepreneurship education, based on university-type.

Research Questions

The following research questions were stated to guide the study:

- i. What are the students' perceptions regarding the influence of the mother tongue on their interest in entrepreneurship education?
- ii. Are there challenges towards the perceived influence of the mother tongue on students' interest in entrepreneurship education?

Research Hypotheses

The following hypotheses were raised to guide the study.

- H₀₁:** There is no significant difference in the perceptions of male and female students regarding the influence of the mother tongue on their interest in entrepreneurship education;
- H₀₂:** No substantial difference in the perceptions of 2001 and 3001 students concerning the influence of the mother tongue on their interest in entrepreneurship education.; and
- H₀₃:** No significant difference exists in the students' perception regarding the influence of the mother tongue on their interest in entrepreneurship education, based on university-type

Methodology

This investigation was conducted as a descriptive study, with a quantitative approach employed for both data collection and analysis. The primary focus of the study was to examine the perceived influence of the mother tongue on students' interest in entrepreneurship education. Descriptive research was chosen for its ability to provide a comprehensive and accurate depiction of the population under study. Through this approach, the study aimed to elucidate current practices regarding the role of the mother tongue in students' interest within the context of entrepreneurship education in a university setting.

The study comprised all undergraduate students in Universities in Kwara State who had participated in entrepreneurship education courses. The target population specifically included students from the Federal, State, and Private Universities who were in their second (200 level) and third (300 level) years of study, as these students had already undergone the entrepreneurship education curriculum. Three Universities were purposively selected while random sampling techniques were employed to sample 38, 27, and 85 students from the Private, State and Federal Universities respectively, therefore, a total of one hundred and fifty (150) students were selected to constitute the sample.

Data collection was facilitated through a researcher-designed questionnaire, entitled "Perceived Influence of the Mother Tongue in Arousing Students' Interest in Entrepreneurship Education" (PIMTASIEE). This instrument was structured to gather data on students' perceptions regarding the influence of their mother tongue on their interest in entrepreneurship education at the university level. The questionnaire was divided into two subsections: Subsection 'A' collected demographic information such as gender, academic level, and university type, while Subsection 'B' comprised close-ended items designed to quantitatively assess the perceived influence of the mother tongue on students' interest in entrepreneurship education. The structured nature of the questionnaire allowed for systematic analysis and the drawing of inferences related to the study's objectives. The questionnaire was administered to the one hundred and fifty (150) respondents that were sampled randomly. The primary source was through a researcher designed questionnaire which was administered to the students across various Universities and levels randomly, and virtually with the help of a software called Google form. This online platform allowed the instrument to reach several target audiences at different levels across the Universities in Kwara State over a short period of time.

The researcher employed quantitative techniques in analysing the data obtained. The data collected for this study were analysed using descriptive and inferential statistical methods. The percentage was used to describe the demographic data of the respondents. The mean and standard deviation were used to answer Research Questions 1 and 2 while hypotheses 1 and 2 were tested using the t-test, and hypothesis 3 was tested using ANOVA all at a 0.05 level of significance.

Results

To achieve the objectives of this study, a total of 150 questionnaires were administered, returned and validated. The data was analyzed using both descriptive and inferential statistics. For the

demographic data, frequency, percentage and charts were employed, The mean and standard deviation were used to answer Research Questions 1 and 2 while independent sampled t-test and Analysis of Variance (ANOVA) were employed to test the 3 null hypotheses.

Demographic Data of Respondents

Table 1: Percentage Distribution of the Respondents

Variable	Frequency (N)	Percentage (%)
Gender		
Male	46	30.7
Female	104	69.3
Class level		
200 level	81	54.0
300 level	69	46.0
University Type		
Private	38	25.3
State	27	18.0
Federal	85	56.7

Table 1 reveals that 46 (30.7%) of the respondents were males while 104 (69.3%) of the respondents were females. This indicates that there were more female respondents. It is evident from the table that 81 (54.0%) were in the 200 level and 69 (46.0%) were in the 300 level respectively. Based on the school type indicated in the table above, 38(25.3) are from private University, 27(18.0) are from State University, and 85(56.7) are from Federal Universities, indicating that more than the average study participants are from the Federal University. This is further represented in the charts below:

Fig. 1: Piechart on Gender

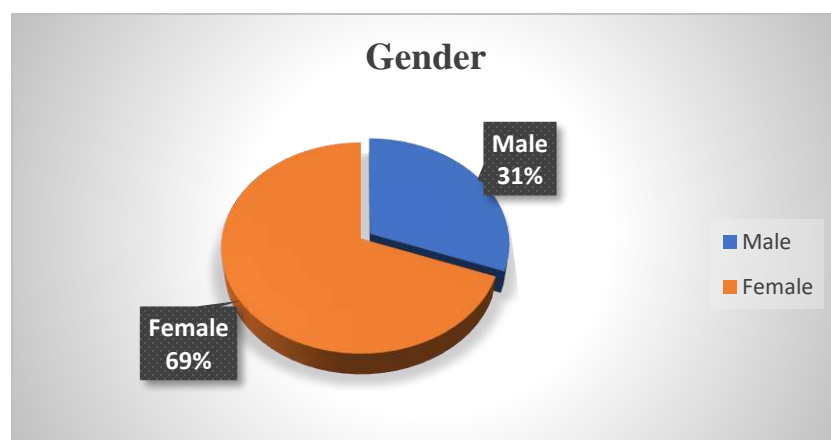


Fig. 2: Piechart on Class Level

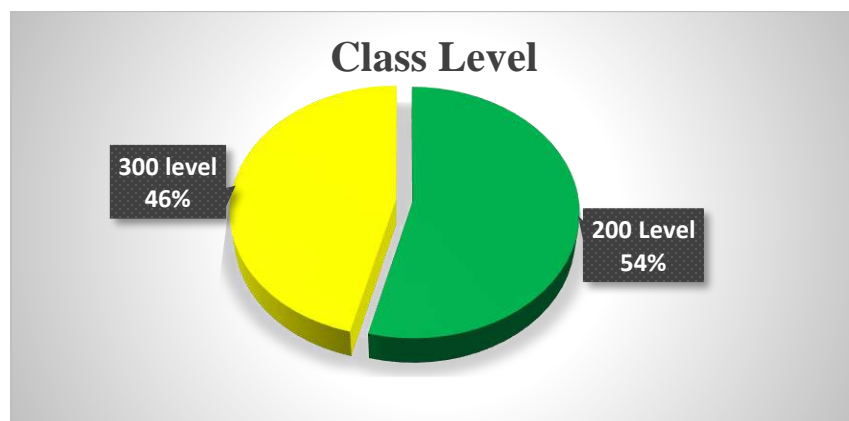
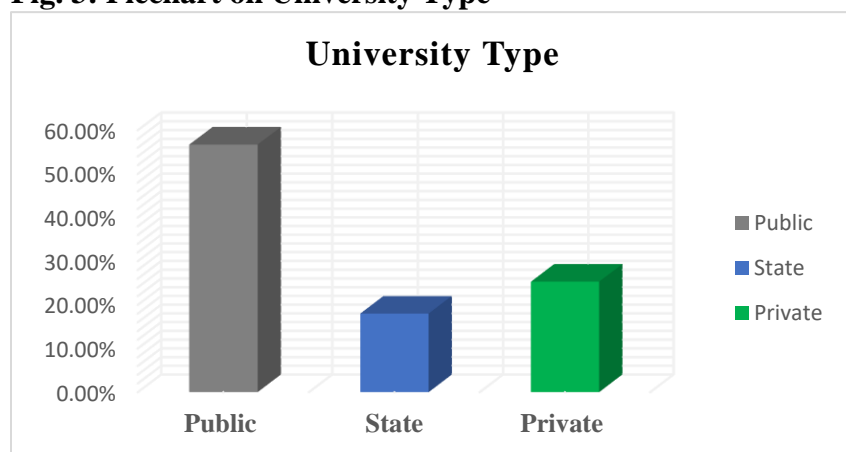


Fig. 3: Piechart on University Type



Question 1: *What are the students' perceptions regarding the influence of the mother tongue on their interest in entrepreneurship education?*

Table 2: Mean Response and Standard Deviation on Perceived Influence of the Mother Tongue on Students' Interest in Entrepreneurship Education

S/N	Items	Mean	Std
1	The use of the mother tongue in instruction makes entrepreneurship concepts easier to understand	3.13	.71
2	Learning entrepreneurship in mother tongue increases students' confidence in participating in class discussions	3.09	.57
3	Students find entrepreneurship more interesting when it is taught in their mother tongue	3.11	.59

4	Students are more motivated to attend entrepreneurship classes when mother tongue is used as the medium of instruction	2.93	.70
5	Mother tongue instruction in entrepreneurship education helps bridge the gap between theoretical concepts and practical applications	3.19	.65
6	Students feel more engaged in entrepreneurship classes when mother tongue is used as medium of instruction	3.09	.57
7	Instruction in mother tongue enhances students' critical thinking skills in entrepreneurship studies	3.15	.56
8	Students find it easier to collaborate with peers in group activities when entrepreneurship lessons are delivered in mother tongue	2.92	.78
9	Mother tongue instruction reduces language barriers and makes entrepreneurship education more inclusive	3.08	.69
10	Students are more likely to pursue entrepreneurial activities outside of the classroom if the education is provided in mother tongue	2.78	.56
TOTAL		3.04	0.63

From Table 2, the respondents agreed that mother tongue instruction in entrepreneurship education helps bridge the gap between theoretical concepts and practical applications (M=3.19); instruction in mother tongue enhances students' critical thinking skills in entrepreneurship studies (M=3.15); The use of mother tongue in instruction makes entrepreneurship concepts easier to understand (M=3.13); and additionally it was discovered that students find entrepreneurship more interesting when it is taught in mother tongue (M=3.11). Even it was emphasised that students are more likely to pursue entrepreneurial activities outside of the classroom if the education is provided in their mother tongue (M=2.78).

Research Question 2: *Are there challenges towards the perceived influence of the mother tongue on students' interest in entrepreneurship education?*

Table 3: Mean Response and Standard Deviation on the Challenges Towards the Perceived Influence of the Mother Tongue on Students' Interest in Entrepreneurship Education

S/N	Items	Mean	Std
1	There is a lack of teaching materials available in the mother tongue for entrepreneurship courses	3.06	.64
2	Diversity in languages among students makes teaching in the mother tongue difficult to implement	3.10	.77

3	Translating technical and business terms into the mother tongue is difficult and can lead to misunderstanding	2.89	.72
4	There is a perception that using the mother tongue in education may limit students' ability to compete globally	3.03	.82
5	Parents and guardians may prefer instruction in English or another widely spoken language over the mother tongue	2.97	.81
6	There is a shortage of qualified translators to accurately translate entrepreneurship materials into the mother tongue	2.87	.64
7	Instructors are not proficient enough in the mother tongue to teach complex entrepreneurship concepts	2.73	.61
8	The existing curriculum is not designed to accommodate mother tongue instruction in entrepreneurship education	3.06	.69
9	There is insufficient funding and resources to develop mother tongue instructional materials for entrepreneurship education	2.97	.75
10	Educators lack training and support in teaching entrepreneurship in the mother tongue	3.05	.67
TOTAL		2.97	0.72

From Table 3, the respondents agreed that: diversity in languages amongst students makes teaching in the mother tongue difficult to implement (M=3.10); there is a lack of teaching materials available in the mother tongue for entrepreneurship courses (M=3.06); the existing curriculum is not designed to accommodate mother tongue instruction in entrepreneurship education (M=3.06); and educators lack training and support in teaching entrepreneurship in the mother tongue (M=3.05).

Hypotheses Testing

Hypothesis One: *There is no significant difference in the perceptions of male and female students regarding the influence of the mother tongue on their interest in entrepreneurship education*

Table 4: t-test result showing difference in the perceptions of male and female students regarding the influence of the mother tongue on their interest in entrepreneurship education

Gender	N	Mean	SD	df	Cal. t-value	Crit. t-value	p-value	Decision
Male	46	2.64	.41	148	*0.78	1.98	.53	Not Rejected
Female	104	2.29	.63					

Sig. $p < 0.05$

Table 4 shows a calculated t-value of 0.78, a critical t-value of 1.98 and a p-value of .53. The critical t-value of 1.98 is greater than the calculated t-value of 0.78 at 0.05 level of significance. On this basis, the null hypothesis is not rejected. This implies that there is no significant difference in the male and female students' perceptions on the influence of mother tongue in arousing their interest in entrepreneurship education.

Hypothesis Two: *No substantial difference in the perceptions of 200l and 300l students regarding the influence of the mother tongue on their interest in entrepreneurship education.*

Table 5: ANOVA result showing the difference in the perceptions of 200l and 300l students regarding the influence of mother tongue on their interest in entrepreneurship education

Class Level	N	Mean	SD	df	Cal. t-value	Crit. t-value	p-value	Decision
200 level	81	3.18	.50	148	1.34	198	.07	Not Rejected
300 level	69	3.39	.57					

Sig. $p < 0.05$

Table 5 indicates a calculated t-value of 1.34, a critical t-value of 1.98 and a p-value of .07. The critical t-value of 1.98 is greater than the calculated t-value of 1.34 at 0.05 level of significance. On this basis, the null hypothesis is not rejected. This implies that there is no significant difference in the perception of 200l and 300l students on the influence of the mother tongue in arousing their interest in entrepreneurship education.

Hypothesis Three: *No significant difference exists in the students' perceptions regarding the influence of the mother tongue on their interest in entrepreneurship education, based on university-type*

Table 6: ANOVA result showing differences exist in the students' perception on the influence of mother tongue in arousing their interest in entrepreneurship education, based on University type

	Sum of Squares	Df	Mean Square	Cal. F-ratio	Crit. F-ratio	Sig.	Decision
Between Groups	.493	2	.351				
Within Groups	54.932	147	.420	*1.22	3.04	.78	Not Rejected
Total	55.425	149					

Table 6 indicates the calculated F-ratio of 1.22, critical F-ratio of 3.04 and a p-value of 0.78 at 0.05 level of significance. Since the calculated F-ratio of 1.22 is lesser than the critical F-ratio of 3.04 hence, the hypothesis is not rejected. This means that there is no significant difference exist in the students' perception on the influence of mother tongue in arousing their interest in entrepreneurship education, based on university type.

Summary of the Findings

1. The specific functions of the learners' mother tongue in arousing students' interest in entrepreneurship education are that it bridges the gap between theoretical concepts and practical applications, enhances students' critical thinking skills in entrepreneurship studies, and makes entrepreneurship concepts easier to understand.
2. The major challenges to implementing mother tongue instruction in entrepreneurship education to arouse students' interest are diversity in languages amongst students, lack of teaching materials available in the mother tongue, and the fact that the existing curriculum is not designed to accommodate mother tongue instruction.
3. There is no significant difference in the male and female students' perceptions of the influence of the mother tongue in arousing their interest in entrepreneurship education.
4. There is no substantial difference in the perceptions of 200l and 300l students on the influence of mother tongue in arousing their interest in entrepreneurship education.
5. There is no significant difference exists in the students' perceptions on the influence of mother tongue in arousing their interest in entrepreneurship education, based on University type.

Discussion of Findings

The findings of objective one revealed that learners' mother tongue awakens students' interest in entrepreneurship education and bridges the gap between theoretical concepts and practical applications. It enhances students' critical thinking skills in entrepreneurship studies and makes entrepreneurship concepts easier to understand. This implies that students can better comprehend and relate to entrepreneurial theories when taught in a language familiar to them. The finding aligns with Krishnawati et al. (2023) study, indicating that the mother tongue plays a crucial role in shaping students' emotional and cognitive competencies, impacting their entrepreneurial interest through increased self-efficacy and entrepreneurial attitudes.

Furthermore, the findings of objective two revealed that diversity in languages among students, lack of teaching materials available in the mother tongue and that the existing curriculum

is not designed to accommodate mother tongue instruction are the major challenges to implementing mother tongue instruction in entrepreneurship education to arouse students' interest. The study concurs with Gaspar's (2023) study that teachers faced challenges when using pupils' language and that teachers struggled to translate mathematical terms into the mother tongue. However, when the mother tongue is implemented in the teaching the restrictions would be dealt with through borrowing, coinage and interpretation.

The findings of objective three revealed that there was no significant difference in the male and female students' perceptions of the influence of the mother tongue on students' interest in entrepreneurship education. This result suggests that both male and female students equally perceived the benefits of the mother tongue instruction when it comes to fostering interest in entrepreneurship, indicating that gender does not play a role in the effectiveness of this educational approach. This uniform impact across genders highlights the universal applicability and potential of mother tongue instruction as a tool to engage students in entrepreneurship education. The study agrees with the findings of Mezieobi et al. (2023) that gender was not a determinant factor in students' attitudes towards entrepreneurship education.

Concerning the objective four which seeks to identify if there is a significant difference in the perceptions of 2001 and 3001 students regarding the influence of the mother tongue on their interest in entrepreneurship education, the result revealed that there was no significant difference in the students' perceptions of the influence of the mother tongue on students' interest in entrepreneurship education. This result implies that mother tongue instruction is equally effective across different class levels, suggesting that its benefits are consistent regardless of students' academic stage. This consistency highlights the potential for mother tongue instruction to be a foundational element in entrepreneurship education, providing a reliable tool for engaging students from the early to advanced stages of their academic journey. The outcome of the study is in line with Kabache's study (2017) affirmed that the uniform impact across class levels suggests that the cognitive and motivational advantages of learning in one's native language are not confined to a particular educational phase but are beneficial throughout the educational spectrum.

Objective five examined the difference in the students' perceptions on the influence of mother tongue on their interest in entrepreneurship education, based on University type. Results revealed that there was no significant difference in the students' perceptions of the influence of

mother tongue on their interest in entrepreneurship education, based on University type. This suggests that whether Universities are private, state or federal, students' views on the importance of their native language in enhancing their engagement with entrepreneurship education are not altered. The uniformity in students' perceptions across diverse University settings highlights the potential of the mother tongue as a consistent and effective medium for fostering interest in entrepreneurship, transcending institutional differences. This could point to a deeper cultural or cognitive connection between language and entrepreneurial interest that operates independently of the specific characteristics of the University environment.

Conclusion

In conclusion, the mother tongue serves as a vital tool for bridging the gap between theoretical concepts and practical applications, thus enhancing critical thinking skills and facilitating a clearer understanding of entrepreneurship concepts. However, the implementation of the mother tongue instruction faces significant challenges, such as the diversity of languages among students, the scarcity of teaching materials available in the mother tongue, and, the existing university curriculum, which is not designed to accommodate mother tongue instruction, further complicating its integration. It was further concluded that there are no significant differences in students' perceptions of the influence of mother tongue on their interest in entrepreneurship education between male and female students; 200 level and 300 level students, and across the different university types. This suggests that the potential benefits of mother tongue instruction in entrepreneurship education are universally applicable across different demographic segments.

Recommendations

Based on the findings of this study, the following recommendations are made:

- 1. Given the moderate level of usage of the mother tongue instruction, school administrators should encourage teachers to incorporate the mother tongue into their teaching activities.**
- 2. To address the lack of teaching materials in the mother tongue, curriculum developers should collaborate with linguists and entrepreneurs to create comprehensive teaching materials and resources in various local languages.**

3. **To overcome the challenges posed by the current curriculum not accommodating mother tongue instruction, university management should advocate for a more flexible and inclusive curriculum design.**
4. **Educational institutions and policymakers should recognize that the influence of the mother tongue on students' interest in entrepreneurship education is equally effective across different genders, class levels and university types. Therefore, efforts to integrate mother tongue instruction should be universally applied and supported across all educational settings, without bias towards any particular demographic.**

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