

ENTREPRENEURSHIP DEVELOPMENT PEDAGOGY, EMOTIONAL INTELLIGENCE: COROLLARY ON GRADUATES ENTREPRENEURIAL INTENTIONS

By

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Abstract

The widening gap between the poor and the non-poor, sharp decline in living standards, slow pace of job creation, and the seemingly intractable unemployment problems which have characterized the development process in Nigeria, provide some perspectives on the development challenges facing social and economic progress of the nation, despite the introduction of entrepreneurship development course into the Nigerian higher institutions curriculum 25 years ago, in order to enhance skills acquisition and reduce unemployment. Based on this fact, this study explored the corollary of entrepreneurship development pedagogy and emotional intelligence on entrepreneurial intentions of graduate students that served in three selected states (Lagos, Ogun and Ondo) in south-west Nigeria. The descriptive survey research design was adopted. The participants were 403 corp members selected via convenient sampling technique. Data were collected through standardised questionnaires. The hypothesis proposed was tested using multiple regression with the aid of the Statistical Package for Social Sciences (SPSS) version 23. Result showed a significant influence of entrepreneurship development pedagogy and emotional intelligence on entrepreneurial intentions of the participants ($F(2, 400) = 26.8, p < .05$), with R^2 of .118. This study recommends that, there should be a robust and stimulating pedagogical approach to teaching entrepreneurship development courses in our various institutions in order to promote and increase acquisition of skill (emotional intelligence) needed to be an employer of labour and for students to learn its importance early in their academic programmes as a means of solving unemployment problem in Nigeria.

Keywords: Entrepreneurship development pedagogy, emotional intelligence, entrepreneurial intentions.

1.0 Introduction

Entrepreneurship is recognised globally as a facilitator of economic growth and development in a country. Eesley and Roberts (2012) held that countries that grow more entrepreneurial talent among her populace (students) are liable to succeed in her future economic advancement. Entrepreneurship deals with recognition of gaps and business opportunities in an environment and pulling of available resources together innovatively towards filling the recognised gaps and earning rewards at a particular time (Chinonye & Akinbode, 2014). Maheshwari, Kha & Arokiasamy (2023) opined that graduates need to shift their mindset in order to become self-employed, as entrepreneurship is a key contributor and economic engine for creating new jobs. The development of entrepreneurship education, mainly through higher education, is seen as an authentic process by several countries where issues of mismatch in labour market and graduate

unemployment are given the center stage for stirring creative thinking and augmenting individuals' capacity to recognise opportunities that can lead to intention of business start-ups (Ajka, & Bahrija 2016). Talukder, Lakner, and Temesi (2024) observed that entrepreneurship development boost entrepreneurial culture and growth of small and medium sized businesses in countries.

Entrepreneurship development in Nigerian universities is a compulsory course for the purpose of skills acquisition and unemployment reduction through a robust, practical and stimulating entrepreneurship pedagogy. According to Moses, Akinbode, Olokundun and Agboola (2016) entrepreneurship pedagogy is a combination of knowledge and skills, necessary for effectiveness in teaching entrepreneurship. The display of entrepreneurial activities by university students inspired through efficient experiential pedagogy, enhance the propensity of undergraduates to have intention/engage in entrepreneurship even after graduation (Middleton, 2010). Olokundun (2018) documented that experiential pedagogy in entrepreneurship development motivates the capability of students to see socio-economic problems as challenges. This may propel them to express entrepreneurial intention/actions as a response to the socio-economic challenges identified. Mueller (2011) cited in Rika and Chante (2023) posited that experiential approaches should be applied to entrepreneurship development pedagogies to successfully effect entrepreneurial intention in students. Experiential learning approaches are suitable for fostering positive emotions useful for learning and business creation (Pittaway & Cope, 2007). Positive emotions can have a positive influence on decision making, creativity and intention (Omoredede, Thorgren & Wincent, 2015). Ojapinwa and Alonge (2023) explained that negative emotions such as fear, anxiety, and anger usually drain people's energy and lower morale, leading to discouragement towards intention of job creation. The ability of a person working towards his/her intention of starting a business is greatly improved through high emotional intelligence and a well-structured entrepreneurship development pedagogy. Emotional intelligence to Swazen and Botha (2023) deals with one's ability to effectively understand, motivates, controls and manages one's emotions, express oneself, understand and relate well with others, and cope with daily challenges successfully. Positive emotions boost the outcomes of entrepreneurship development while emotional intelligence help students to manage emotions and recognize emotions when needed in entrepreneurship. According to Ngah and Salleh (2015) entrepreneurs require emotional intelligence skills to convert emotional stimulus to usable information for making effective and logical decisions. Víctor and Juha (2019) documented that entrepreneurs are highly committed emotionally to their ventures, and thus emotions/ being intelligent emotionally play a crucial role in entrepreneurial behavior.

Zampetakis, Kafetsios, Bouranta, Dewett & Moustakis (2009) revealed that workers with high emotional intelligence, that is, those who are able to regulate, supervise and evaluate have a better disposition, both in terms of their own emotions and those of others in acting entrepreneurially and perceiving higher levels of organizational support cited in (Oswaldo & Sergio, 2021). Furthermore, Perez and Kansikas (2019) argued that as entrepreneurship development holds the potential to ameliorate unemployment and poverty, emotional intelligence being the main source of its strength is underrated. It is necessary to incorporate emotional intelligence into entrepreneurial education for students to know it's a driving force towards the intention of venture creature. This study is set to investigate the upshot of entrepreneurship development pedagogy and emotional intelligence on the intention to start a business.

2.0 Literature Review.

2.1 Conceptual Clarifications

2.1.1 Entrepreneurship Development Pedagogy

Pedagogy deals with an approach to teaching, a study of how knowledge and skills are imparted in an educational context and likewise an art and science of teaching. Entrepreneurship pedagogy

according to Moses, Akinbode, Olokundun, and Agboola (2015) is a mixture of knowledge and skills, essential for efficiency in teaching entrepreneurship. Krueger, Reilly and Carsrud (2000) described entrepreneurship pedagogy as a highly dynamic blend of theoretical understanding and relevant practical skill. Sahlberg (2010) stressed that within a particular variety of procedures, diverse pedagogical approaches work differently, considering various groups of students, and peculiarity of the context. In the same vein, Reitan (1997) stated that while representing the collective wisdom of culture, as well as upholding the value of disciplinary knowledge, entrepreneurship pedagogy must also be critical and analytical regarding the capacities of students. In other words, good entrepreneurship pedagogy specifically involves a broad collection of approaches and sustained responsiveness to what produces student learning. However, Neck and Greene (2011) posit that the pedagogical approach prominent to entrepreneurship development is experiential pedagogy. This notion was supported by Hsiao (2019) who stated that experiential learning focuses on learning by doing; hence it is regarded as one of the best instructional techniques in entrepreneurship, because it provides students with opportunities to internalise material, and comprehend instructions given to them. Dal, Elo, Leffler, Svedberg and Westerberg (2016) argued that experiential learning approach in entrepreneurship development creates an environment where learners come with various useful and valuable experiences, from life outside the classroom, which can be employed to promote equality and diversity and explore learners' views and challenges.

2.1.2 Emotional Intelligence

Emotional intelligence is a kind of social intelligence that deals with recognizing one's feelings and those of others, in order to motivate oneself and manage emotions successfully (Salovey and Mayer 1990 cited in Dash, Nayak, Tomar, Firoj & Jain, 2024). To Baron (1997), it's about non-cognitive talents, competences, and skills that makes it easier for an individual to adapt to the pressures and expectations of their various environment. Entrepreneurial success is dependent on individual traits, behaviours, and feelings in all ramification of life. While emotional intelligence is the ability of an individual to recognize their own emotions, regulate, understand, manage, control and monitor these feelings effectively (Raheel, 2024).

2.1.3 Entrepreneurial Intentions

Intentions are predictors of planned behaviours (Krueger, Reilly & Carsrud, 2000) that captures, inspires, stimulates, and changes an individual's efforts into action or reality. Thus, entrepreneurial intention according to Afolabi, Kareem, Okubango, Ogunbango and Aninkan (2017) cited in Ojapinwa and Alonge (2023), is an expression of the willingness and deliberate plan to start-up a business. It's a type of psychological model that guides people into taking an intentional action and decision. Owoseni and Akambi (2010) cited in Mohammad, Md Sharif, Md Aminul, Farid and Md Touhidul (2024) posited that entrepreneurial intention leads to entrepreneurial actions. Additionally, it's the process of starting a business with the strong desire to take on all risk and preference for working for oneself than working for someone else (Walie & Alaminie, 2018) cited in (Nasiru & Idris, 2022).

2.2 Empirical Literature Review

2.2.3 Entrepreneurship Development and Emotional Intelligence

The management and retention of clients is a crucial aspect of the entrepreneurial experience. Building solid client relationships is essential to any business's growth as an entrepreneur can gain from having emotional intelligence. Entrepreneurs constantly cultivate partnerships rather than working alone. (Boren, 2010). Gocha and Laura (2009) examined the connection between

entrepreneurial orientation and emotional intelligence by observing within owner/managers who lead small and high-tech firms in Sweden. The scholars performed an exploratory study on these managers by studying how owner-manager's EI can be used to predict EO within small firms and how an owner-managers' EI dimensions are positively correlated to the EO dimensions in small firms. A questionnaire including the EISDI (Emotional Intelligence) instrument and the Covin & Slevin (1989) Entrepreneurial Orientation (entrepreneurial/strategic posture) instrument were sent by email to respondents. Responses were collected from a sample of 35 respondents, who were identified as owner-managers of small and young firms with the Swedish high-tech industry. It was found that no part of an owner-manager's EI is significantly nor strongly correlated to EO dimensions within small firms. The scholars concluded that, an owner-manager's EI cannot be used to predict EO within small firms.

Andree, Paula, Efiong and Richard (2018) carried out a qualitative study on the impact of emotional intelligence on entrepreneurs. The emotional intelligence skills explored were intrapersonal skills, the ability to recognise and manage one's emotions, and interpersonal skills, the ability to recognise emotions and their effect on others. The scholars discovered that relationships in both the personal and professional spheres benefit greatly from having a high level of emotional intelligence. Kenneth (2018) studied emotional intelligence and immigrant entrepreneurship development in Nigeria. The scholar analysed lebanese family entrepreneurships in Nigeria. The study examined the connection between the growth of immigrant entrepreneurship and emotional intelligence. The study used a survey design with mail questionnaires. Pearson's correlation analysis was used to examine the data produced by the questionnaire. The elements of immigrant entrepreneurship development, entrepreneurial intention, entrepreneurial capabilities, entrepreneurial networking, and entrepreneurial success—were found to be substantially correlated with emotional intelligence. In light of the findings, the research suggested that immigrant entrepreneurs and recent immigrants should be exposed to courses and initiatives that will enhance their capacity for entrepreneurship, networking, success mindset, and emotional intelligence. Puerta, Gonzalez, and Garcia (2022) investigated the association between three variables- knowledge management, emotional intelligence, and entrepreneurial competency and the innovation ability of Spanish businesses. Surveys were given out to 241 executives from various industries. The proposed hypotheses were tested using structural equation modeling. It was found that knowledge management and entrepreneurial competency has a positive effect on innovation. EI does not have significant influence on innovation.

2.2.4 Entrepreneurship Pedagogy and Entrepreneurial Intention

Adelekan, Williamson and Atiku (2018) examined the impact of social entrepreneurship pedagogy on the attitudes, intentions, and behaviours of Nigerian university students on the establishment of social ventures. The theory of planned behavior and theory "U" provided insights for their investigation. The study combined the fundamentals of correlational and quantitative approaches in an explanatory study design. The study employed model fit indices, structural equation modeling, exploratory and confirmatory factor analysis for multivariate statistical analyses. The results revealed a strong correlation between students' behavioral outcomes at Nigerian tertiary institutions and social entrepreneurship pedagogy. The results also indicated that students' intentions to start social ventures are mostly influenced by teaching methods. Also, students' attitudes mediate the relationship between social entrepreneurial pedagogy and students' behavioural outcomes in Nigeria. Neck and Green (2011) explored three "worlds" that entrepreneurship instructors mostly teach and initiated a fresh frontier in the technique of entrepreneurship education. The method is built on some assumptions via a portfolio of techniques.

This is beyond understanding, knowing, and talking. At the same time, requires application. The method provided students the ability to practice entrepreneurship. The researchers also launch a portfolio of practice-based pedagogies that includes design-based thinking, real games and simulations, reflective practice, and founding businesses as coursework.

Akinbo and Abodunde (2022) accessed how the relationship between entrepreneurship pedagogy and entrepreneurial intention is mediated by educators' role models. Purposive sampling technique was used in the study's descriptive survey research to choose seven (7) universities that have earned the necessary accreditation from the Nigeria University Commission (NUC) to provide undergraduate entrepreneurship programs. A sample size of 282 was selected via Slovin, 1963. Responses were analyzed using structural equation modeling (SEM) and STATA version 15. Findings revealed that there is a positive relationship between entrepreneurship pedagogy and the intention of venture creation, and direct correlation with educators' role models. Furthermore, educators' role model influenced entrepreneurial intention positively, the relationship between entrepreneurship pedagogy and entrepreneurial inclinations is somewhat mediated by educators' role models.

Dal et al, (2016) reviewed pedagogical entrepreneurship research in three countries (Finland, Iceland and Sweden). The researchers investigated whether these three nations take distinct approaches to entrepreneurship in the educational setting. 21 articles were reviewed which cut across the aims of the studies, method, concepts, references and results. Findings confirmed that majority of the examined study was qualitative, and it encompassed all types of research, from theoretical to practice-oriented. In these countries, pedagogical entrepreneurship is practiced as an approach for implementing new, innovative pedagogy as a contrast to the more traditional and rigid approach to teaching and learning. However, the scholars suggested that, it would be of high benefit for researchers' to always share ideas in an effort to enhance Nordic research's impact on pedagogical entrepreneurship.

Emotional Intelligence and Entrepreneurial Intention

Tanoto and Indrastata (2025) collected data from 269 students in Indonesia inquiring about how entrepreneurial mindset, emotional intelligence, and grit develop entrepreneurial intention via entrepreneurial self-efficacy. This is a quantitative research that used a non-probability sampling technique. The study revealed that entrepreneurial mindset impacts entrepreneurial intention positively, emotional intelligence and grit do not significantly affect entrepreneurial intention, and there is a correlation between entrepreneurial mindset, emotional intelligence, grit and entrepreneurial self-efficacy. Also, entrepreneurial self-efficacy serves as a mediating factor between entrepreneurial mindset, emotional intelligence, grit, and entrepreneurial intention.

Nwibe and Ogbuanya (2024) accessed if self-efficacy belief dimensions play an intermediating role in the relationship between emotional intelligence and entrepreneurial intention of 192 electrical electronics technology education (EETE) students of 4 federal universities in South-East Nigeria. Mediating effects of the self-efficacy components (perceived competence, perceived control, and perceived persistence) was analysed via covariance-based structural equation modelling (CB-SEM). The study found significant positive upshot of emotional intelligence on entrepreneurial intention, direct effect of emotional intelligence in the structural (mediation) model was not significant. Perceived competence and perceived persistence had significant partial mediating effects. Oswaldo and Sergio (2021) investigated the connection between students' entrepreneurial intent and emotional capabilities in Ecuadorian public higher education institutions. Structural equation modeling (SEM) was used to analysed data. Findings revealed a direct and positive relationship between the variables under study.

2.3 Theoretical Framework

Planned Behavioural Theory Icek Ajzen (1985)

The theory of Reasoned Action emerged in 1980 birthing the psychological theory of planned behaviour to predict an individual's intention engaging in a behaviour over a period of time. Planned behavioural theory presumed that greatest percentage of human social behaviour is under volitional control and thus, can be projected from intentions alone. Being an entrepreneur is about believing and putting your capacity, traits, abilities and resources together with a positive behaviour/intention which automatically leads to a fruitful venture creation. The theory maintains that, attitude, subjective norms, and perceived behavioral control, together form an individual's behavioral intentions. A vital factor in this theory, is the individual's intention to perform certain behaviour (Bandura, 2012). The aim of entrepreneurship development is to acquire skills, abilities, traits that motivates and inculcate in people an entrepreneurial behaviour which can be achieved by an experimental and well-structured entrepreneurship pedagogical approach.

Solesvik, Westhead, Kolvereid and Matlay (2012) observed that mixture of attitudes toward behaviour, subjective norm, and perception of behavioural control promotes the creation of a behavioural intention. In humans, when a sufficient degree of actual control is given based on the level of emotional intelligence, individuals are expected to carry out their intentions to actual behaviour when the opportunity for such behaviour arises. The intention is then assumed to be the immediate antecedent of behaviour. According to Ajzen (2002), behavioural intention together with perceived behavioural control, can be used directly to predict behavioural achievement. Anyone with high emotional intelligence will be able to control, coordinate and regulate their behaviour, feelings and emotions and be able to cope within their environment which will promote an intention of being an entrepreneur. Ajzen (1991) asserted that intentions have proven to be the best predictor of planned behaviour while entrepreneurial intention is exactly the type of planned behaviour for which intention models are ideally suited (Ying, Geert & Myriam, 2013; Krueger, Reilly & Carsrud, 2000). Krueger (1993) suggested that perceived feasibility, or the degree to which a person feels he or she is capable of starting a business successfully, is an important antecedent to the formation of entrepreneurial intentions. Emotional intelligence subsequently influences behaviour and goal attainment. Thus, high emotional intelligence will anticipate an important explanatory variable in determining both the strength of entrepreneurial intentions and the likelihood that those intentions will result in entrepreneurial actions.

3.0 Methodology

This study necessitated a research design that would proficiently and correctly describe the relationship between the variables under-study. Based on this fact, this study was hinged on the descriptive research design which encompassed the use of cross-sectional design and quantitative approach. The population for this study were graduates who are NYSC Corps members that served in the three (3) purposively selected states (Lagos, Ondo and Ogun) in Southwest, Nigeria. These states were chosen because they have high number of corps members compare to the remaining states, which will be better representative of the population and hence will provide more accuracy of results. The population for Lagos batch B Corps members was two thousand six hundred (2600), Ondo was one thousand eight hundred (1800), while that of Ogun was two thousand (2000) via NYSC mobilization timetable Batch B.

Table 3.1: Population of NYSC Batch B

Sex	Lagos	Ogun	Ondo	Total
Male	1084	870	821	2775

Female	1516	1130	979	3625
Total	2600	2000	1800	6400

Sources: Author (2024)

For this study, 450 graduates were chosen as the sample size using the Krejcie and Morgan (1970) sample determination table. Also, to create the sample size, the participants were chosen using the convenient sampling technique. A justification for employing the convenient sampling technique is the researcher's intention to select voluntary volunteers who will not be coerced into participating in the study and also based on proximity and accessibility of data. Questionnaires serves as a means of data collection. Existing scales on the variables understudy was adapted, and pilot tested for this current study. Entrepreneurship Development Scale (EDS) developed by Olokundun (2017) was adapted because it produced good reliability estimate of .89. It was chosen because it has been found to possess sound psychometric indices as indicated in earlier researches. Ayodele, Ayodotun, Fred, Augusta and Mercy (2017) found a reliability coefficient of .79. The scale involves pedagogy scale with cronbach alpha coefficient of .82. Emotional intelligence α = .76, while entrepreneurial intention stated a good internal consistency of the Cronbach alpha coefficient of .83. Copies of questionnaires were administered to selected participants at the orientation camp personally by the researcher with the help of NYSC camp officials. Collected and collated quantitative data was analysed using multiple regression via the Statistical Package for Social Sciences (SPSS) version 23.

4.0 Results and Discussions

This section presents statistical results of the tested hypothesis and the discussion of results.

H₁: Entrepreneurship development pedagogy and emotional intelligence do not have significant effect on entrepreneurial intentions of recent graduates in Nigeria.

Table 4.1: Results of multiple regression analysis on the effects of entrepreneurship development pedagogy and emotional intelligence on entrepreneurial intention.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.344 ^a	.118	.114	.49944	1.902

a. Predictors: (Constant), Emotional_Intelligence, Entrepreneurship_Development_Pedagogy

b. Dependent Variable: Entrepreneurial_Intention

Table 4.1.1: ANOVA of regression analysis on the effects of entrepreneurship development pedagogy and emotional intelligence on entrepreneurial intention.

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	13.398	2	6.699	26.857	.000 ^b
Residual	99.778	400	.249		
Total	113.176	402			

a. Dependent Variable: Entrepreneurial_Intention

b. Predictors: (Constant), Emotional_Intelligence, Entrepreneurship_Development_Pedagogy

Table 4.1.2: Coefficient of regression analysis on the effects of entrepreneurship development pedagogy and emotional intelligence on entrepreneurial intention.

		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.544	.190		13.359	.000
	Entrepreneurship_Development_Pedagogy	.117	.046	.124	2.564	.011
	Emotional_Intelligence	.254	.042	.292	6.031	.000

a. Dependent Variable: Entrepreneurial_Intention

Tables 4.1, 4.1.1 and 4.1.2 revealed the result of a test on the effects of entrepreneurship development pedagogy and emotional intelligence on recent graduates' entrepreneurial intention. A significant regression coefficient was found ($F(2, 400) = 26.8$, $p < .05$), with R^2 of .118. Which presupposes that 11.8% of the variance in entrepreneurial intention is as a result of entrepreneurship development pedagogy and emotional intelligence. Also, from table 4.1.2, the beta value under the standardized coefficients shows that emotional intelligence is the higher contributor to variance in the dependent variable ($\beta = .254$, $p < .05$), while entrepreneurship development pedagogy contributes ($\beta = .117$, $p < .05$). This result supports the alternate hypothesis. Therefore, the null hypothesis was rejected because result showed that, there is an effect of entrepreneurship development pedagogy and emotional intelligence on entrepreneurial intention of recent graduates.

4.1 Discussion of Findings.

Hypothesis findings revealed from descriptive statistics that most respondents believed the practical style of teaching entrepreneurship development course stimulated their interest in entrepreneurship. Similarly, the respondents immensely believed that the mode of teaching entrepreneurship development course encouraged creativity thereby motivating and creating in them the intention of generating jobs for themselves upon graduation from school. Discoveries gathered from the descriptive statistics likewise revealed that, teaching methods of entrepreneurship development course provided them with a new learning experience on how to be self-reliant after graduation. Furthermore, bulk of the respondents admitted that, they are sensitive to the feelings of others. Majority of the respondents acknowledged that, they always know whether they are happy or not and finally, most of them believed that, they have control over their feelings. Findings from hypothesis showed that, there is significant effect of entrepreneurship development pedagogy and emotional intelligence on entrepreneurial intention of recent graduates. It can be deduced from these findings that, adopting an experiential entrepreneurship pedagogical approach and high emotional intelligence leads to entrepreneurial intention.

This also implies that entrepreneurial intention is influenced and motivated by a well augmented entrepreneurship development pedagogical contents and techniques and been intelligent emotionally in terms of ability to feel, recognize, regulate, control, manage, understand and evaluate one's emotions and that of others. Besides, individuals with well-developed emotional intelligence are competent in identifying and controlling feelings, they are less likely to be hindered by negative emotions, paralyzed by fear, or inhibited by anxiety all of which have negative effects on their intention of being employers of labour at the labour market. Mayer, Caruso, and Salovey (2016) claimed that people with high emotional intelligence (EI) possessed specific emotional skills and talents linked to evaluating and controlling their own and other

people's emotions. Consequently, Mayer et al., (2016) believed acquiring a variety of adaptive outcomes or emotional states (such as motivation, creative thinking), deals with high EI that involves precisely recognizing certain emotions in people (such as rage, sadness), as well as management of emotions that leads to an entrepreneurial intention.

Furthermore, the findings of this study are supported by planned behavioural theory which assumed that largest percentage of human social behaviour is under volitional control and can be predicted from intentions alone, for example, when an individual is emotionally intelligent based on a robust and stimulating entrepreneurial pedagogy, he will be able to control his behaviours and guide his intentions towards an entrepreneurial behaviour. The work of Adelekan, Williamson and Atiku (2018) also found a significant influence of Pedagogy on entrepreneurial intention. Likewise, Nuha, and Fazana (2018) discovered a robust correlation between entrepreneurial intention and emotional intelligence. The scholars posit that, students need to be properly exposed to activities that will improve their emotional intelligence, which builds mental stability to handle obstacles and follow their entrepreneurial aspirations. Based on the above discoveries, emotional intelligent individuals are more likely to engage in innovative entrepreneurial activities, and tend to have higher affection, informing creative dispositions and facilitating innovation, which are key aspects of entrepreneurship. This research outcome negates the work of Tanoto and Indrastata (2025) that discovered no influence of emotional intelligence on entrepreneurial intention but is further buttressed by the works of Olokundun (2017), Leonidas, Konstantinos, Nancy, Todd, and Vassilis (2007) that revealed a positive correlation between entrepreneurship teaching method and entrepreneurial intention and also a significant influence of emotional intelligence on entrepreneurial intention.

According to Goleman (2001) consideration needs to be given to alternative life-success factor such as emotional intelligence, which is carried through an organization like electricity through wires as it drives performance in an organisation. Low levels of emotional intelligence create climates rife with fear and anxiety and this in-turn does not motivate entrepreneurial intention. Furthermore, Bar-On (2006) presented the view that, individuals with lofty emotional intelligence are more likely to handle stress and frustration, gain success based on their various intentions and get along with other people than less emotionally intelligent people. Thus, efficient training on emotional intelligence rely on the adoptive entrepreneurship pedagogy that drives and motivates entrepreneurial intentions. Moses and Akinbode (2014) projected that it is necessary to blueprint a fascinating entrepreneurship development pedagogy that can increase the emotional intelligence of students so as to attract their intentions towards becoming entrepreneurs in Nigeria. This study provided valid evidence based on the tested hypothesis that, effective and practical method of teaching accelerates the level of emotional intelligence. Therefore, the study concluded that, entrepreneurship development pedagogy and emotional intelligence has a positive effect on entrepreneurial intentions of graduates in Nigeria.

There is a need for a paradigm shift in the entrepreneurship development pedagogical approaches adopted in Nigerian universities from being largely theoretical to experiential and practical approaches. Entrepreneurship development educators in our institutions should be trained on modern approaches for effective delivery of entrepreneurship courses and finally, this study urged stakeholders in the education sector in Nigeria to formulate policy guidelines for the design and teaching of entrepreneurship development such that, it would emphasize more on students' acquisition of soft-skills (emotional intelligence e.t.c) knowledge in venture creation and management, and the development of skills for identifying business opportunities while instilling confidence and efficacy believes in their abilities to become successful entrepreneurs.

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