

# Developing a Start-Up Lifecycle Framework for Entrepreneurship Pedagogy in Nigeria

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## ABSTRACT

*Purpose - Experience has shown that start-up creation is an essential vehicle for meeting National growth and overcoming poverty and an indispensable part of an entrepreneurial ecosystem to promote job creation and economic empowerment across the global economy. However, gross inability to accurately identify the critical components constructs, variables and theoretical framework inconsistency in the start-up creation are bound. This leads to a non-increase in the rate of establishments with job creation as it has received less attention in the context of start-up creation. Therefore, this paper's objective is of three folds: first is to review the extant literature on start-ups to arrive at a framework that comprehensively explains core components, structure, constructs, variables, and relevant existing theoretical evidence in the start-up ecosystem. The second aim is to formulate and conceptualize a tenable framework for a modern-day start-up life circle. And lastly, to empirically appraise the performance of its Start-up phase constructs in Nigeria context. Further, after extensively reviewing some theoretical frameworks, empirical and conceptual propositions, it develops a conceptual framework combining pre-start-up, start-up, and post-start-up construct processes. The study also provides theoretical-driven evidence showcasing external environmental factors as critical variables in the start-up creation processes. The conceptual framework derived as pre-start-up, start-up, and post-start-up stages from the systematic and scientific literature review will encourage further research and exploration of every visible and invisible component pre-start-up, start-up, and pre-start-up phases. It will also enhance and expand some notable theoretical contributions of old, more dynamic compliance to dictate the current business environment.*

**Keywords:** Start-up life-circle, Pre-start-up, Start-up, Post-start-up, Conceptualized-Framework, Visibility theory, Conceptual-method, Start-up Exit

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## **INTRODUCTION**

The academic instinct to explain the start-up framework's relevance in entrepreneurship development and a core strategy for national development is on the increase. As well as reiterate the theoretical mandate of entrepreneurship discipline as evidence on start-up formation and framework development in initiative practice. It demands the entrepreneurship discipline to research, develop, teach, and propagate enterprise knowledge, skills, and competencies that will result in start-up ventures remaining as a matter of urgency. These adductions are due to their efficacy and significance in developing dependable and successful entrepreneurs toward nation-building and development. The trend of practice and acceptance since inceptions of entrepreneurship as a discipline until recent times in Nigeria is distinguished with defective pedagogical strategies via the development of curriculum good enough to prepare and graduates job seeker instead of job creator. Open display to resistance to practical pedagogy but recycling the over-flogged theory in the form of a field workbook designed to evade academic rigor and attract selfish interest. Thereby circumventing the most needed training and learning features for entrepreneurial success in our school pedagogical system, like confidence building, entrepreneurial self-efficacy, risks taken propensity, skill training, and entrepreneurial passion development. They manifest as creeping literature and methodological gaps in tertiary institutions' course curriculum in entrepreneurship education due to the conspicuous omission of the start-up topic/program of thought in only theory negating practical pedagogical approaches in entrepreneurship curriculum in Nigeria institutions. The resultant effect of these egregious errors in the curriculums is traceable to the inability to resolve the existing wide and ever-expanding gap between job supply and job demand in the employment sector, the gap between the rich and the less privileged or the have not. They are creating unfriendly socio-economic and political environments where citizens with entrepreneurial talents are left to chance instead of mentoring or helping to discover hidden potentials and tailoring towards a productive venture via entrepreneurship start-up programs. They are ignored and misguided to venture into illicit experiences, like kidnapping, hostage-taking, cyber-crime, and mass-exodus of the effective labor force outside the country.

## **REVIEW OF RELATED LITERATURE**

### **Conceptual Review**

**Start-up:** The term start-up denotes the commencement of a new business venture made up of two broad parts contributing as a system and sequence: the visible and the invisible components. It also represents the physical launch of all the well-articulated business ideas, enterprise intention, and business plans into a physical structure for producing goods and services. It also describes the pre-start-up, the lunch, and the post-start-up/Exits stages as its life circle. Impliedly, that start-up venture is composed of tangible and intangible phases.

**Startup-Launch** represents all the intangible and abstract activities' physical structure. Decisions are reached from the conception, assembly of resources availability, design of the

business plan, and start-up launch stages process. (Deakins & Whittam, 2000, Reynolds & Miller, 1992)

**Start-up Process:** Using biological terminology to explain the meaning is best described as the transition from conception to birth of human genetics. Gartner (1985) referred to it as the start-up process and added that it is an activity that involves events and sequence before an organization becomes an organization or established.

**Start-up Exit:** The start-up Exit in an enterprise life circle constitutes a financial harvest of the owner of the start-up venture, and it also marks the point of transfer of ownership of the venture either by initial public offering arrangement, Merger and acquisition, or take over the relationship. It indicates the relinquishing of ownership by the founders of the venture (DeTienne, 2010, p. 203). It can also be seen as a financial harvest strategy in the venture creation economy.

**Pedagogy** is best described as various teaching approaches available to transfer defined knowledge, skill, competencies, and impartation to participants. The pedagogical approach can be classified into theoretical teaching methods and practical model approaches. The theoretical process spans classroom lecturing, Guest speaker approach, field workbook method, etc. They are abstract and traditional. In contrast, the practical impartation approach includes the experiential system, hands-on teaching method, co-participation, observation, case-study process, teamwork methods, etc.

### **Pedagogical Approach in Entrepreneurship Teaching**

The paradigm shift agenda in entrepreneurship teaching methods from the classroom or traditional approach to active learning hinged heavily on the educators' innovative knowledge, attitude, and behavior to design and structure modern pedagogical curriculum. That facilitates the acquisition of practical entrepreneurial competencies, skills, and confidence to the students as embedded in the national educational working policy of the European Union and Finland. The European Commission (2011) indicated that the responsibility and burden placed on the educator of entrepreneurs required a model that will help the future teacher interpret both the societal, economic, cultural, and professional phenomena that affect the Manners by which they accomplish their responsibilities.

The mode of teaching entrepreneurship at various levels has been characterized by different changes from one stage to the other; extant literature reviewed on Gibb (1993) indicated that the transformation agenda in the teaching method of entrepreneurship discipline need deeper knowledge about entrepreneurship. And its relevance in modern society as a triggering force that gives rise to entrepreneurial intention, design and leveraging on the network, exposure to clients, and all other stakeholders of entrepreneurship is important sources of learning. Friest (2000) added that although the intention is necessary, it is not sufficient for entrepreneurship. Until some trigger events are applied, jointly or separately, these may be internal or external. It could be an opportunity, threat-related, technology push or economic push, regulation push in an organization, research, and development, or even pure coincident. However, Taylor and Thorpe (2004) revealed that co-participation among entrepreneurial individuals as active

students is another learning method. The need for a co-learning teaching method between teacher, student, and the environment set a stage for Heinonen and Poikkijoki (2006) revealed important information on opportunity-discovery, evaluation, and exploitation of the opportunity entrepreneurial-directed approach teaching method appears to be most suited to that situation.

**Entrepreneurship education classification:** Gibb (2002a) classified entrepreneurship education into three purposes as "For," "About," and "Practice" in the entrepreneurship knowledge impartation economy. Close observation of the three classifications of entrepreneurship education indicates that only one teaching method can be imparted with the lecture as an excellent pedagogy to transfer entrepreneurial knowledge through the abstract conceptualization model. The other two are given through the experiential pedagogical model to provide the participants with the required entrepreneurial skills and competencies.

**The constructivism teaching philosophy:** (Brookfield 1995; Weimer 2002) emphasizes that learners should actively conceive and construct their knowledge rather than passively receiving and depending on information transmitted from teachers and textbooks. Rather students' total involvement in learning process design, course content, curriculum, and program design as means of learning and not course content as an end to learning (Biggs and Press 2007).

### **Theoretical Review**

Start-up theoretical review constitutes accumulated theories empirically oriented research findings of local and internationally renowned scholars attempting to replicate and extend empirical generalizations derived from theoretical expectations. The focus of ecological research is fast changing as researchers turn their attention to organization-level change processes and structural inertia theory tests. As Hannan and Freeman (1977) point out, the need for exploration of the theoretical based framework together with an empirical approach to identify and conceptualize variable constructs that signal the emergence of start-up as presented by Katz and Gartner (1988) to includes; intention to create an organization, assemble resources to create an organization, develop an organizational boundary, and exchanges of resources across the boundary

**The theory of the Entrepreneurial Creation Process:** As propounded by Joseph Schumpeter (1912), "The Theory of Economic Development." In his submission, he sees new firms' creation as a dependable factor of any nation, group, and individual's economic development. Innovation is central in new firm creation, and that innovation propels industrial change. Schumpeter's economic theory for a start-up is associated with the concepts of a give-and-take relationship between price and economic development. "The drive for the start-up as a new firm establishment." Need the creative destruction of the existing economic structure on the banner of creativity and innovation of high potency to produce improved new start-ups in the economy. Constructive destruction is the price paid to provide developed new firms using creativity and innovation as technological tools to affect the desired changes. It affects quality, taste, class differentiation, etc. Schumpeter's economic theory proposition explains new firms and start-ups in these dynamic, highly innovative industrial settings.

Implication: This theory has shed light on the subject under investigation for a broader understanding of its importance to individuals, nations, and economic development. And that creativity and innovation constitute the only exchange for these potentials via economic destruction of the existing order or structure for a better product or service in a dynamic economy.

### **Life cycle theory**

Life circle ideology centers on the Holistic viewpoint of an organization's stable systems that can achieve balance. Among other features, it portrays an environment that is predictable and stable. At the same time, change is an exception to developing a start-up as a progressive and predictable process at different stages constructs. As organizations vary in purpose and objectives, so are their problems at each stage or level of the start-up process; therefore, it demands unique competency and skills, different management skills, ability to act, and make rational decisions at the various start-up stage processes. Each stage features its peculiar crisis during each phase, as to whether a start-up can survive and continue to grow hinged upon whether it can curtail the inherent dilemmas. And the entrepreneurs become conversant with a behavioral pattern of the organization variables with its stable structure. His analytical tool and instrument's accuracy grant the potency to predict possible organization problems as routine or casual. It allows developing plans and response strategies ahead of time and as a precautionary motive to avoid unpredictable and uncertain risks and chances.

It draws on the life circle theory to explain the start-up's critical variables and constructs in the start-up process.

Life circle theory vividly illustrates a start-up establishment's dynamic nature, ranging from initiation, conceptualization, and structuring. Most authors described it as a start-up process to include conception to birth. It educates each stage's critical knowledge among the listed methods composed of different sequences and constructs depending on the industry's type and associated challenges. Theories explain the relevance of entrepreneurialism's skills competency when navigating complex business environments.

### **Complexity theory**

It entails the philosophical idea that focuses on Individual focus rather than holistic; it represents an organization with dissipative structures and is therefore always in a state of imbalance unpredictable and change in the environment. The development of a start-up is a chaotic process that consists of a series of new emergent orders and exhibits discontinuous growth. It encounters "thresholds" or "transitions," a start-up. It is sometimes called chaos theory, composed of complex elements such as difficulties, rigidity, and, most importantly, a tool to develop dynamic, nonlinear, and unpredictable start-ups. Bygrave (1989). As a result of its uncertainty and predictability, it possesses difficulties and is near impossible to make or develop plans as variability's probabilities are enough to outstare the entrepreneur's prediction. But only to be left at the mercies of vision, guide and actions of other competitors, similar venture in the same trades line of a business, subsidiary, and conglomerate to the organization and play down control, autonomy, and future development focus in other to maintain flexibility, loyalty, and allegiance to authority.

The Implication/linkage explained by complexity theory in this research study identifies critical variables and constructs in the launch stage context of a start-up: striving to operate in a complex and uncertain business environment. It showcased the complexity, chaotic process, unpredictable, unquantifiable difficulties, rigidity, and nonlinear characteristics. It also explains the systematic threshold that characterized the establishment of a start-up organization in a real-world situation where both the internal and external environments are ever-present to contend with as mediators or moderators.

**Population Ecology Theory** (Hannah & Freeman 1977) assumes that the external environment determines and constitutes the absolute driving force for the initiation, establishment/luncheon, development, and the collapse of a new firm, as it regulates the life circle of any conceived start-up in every economy. The environment is the custodian of production resources in most societies. It is against the wrong notion that it depends on the individual motives, intention, or decisions or behavior as the driving force behind organizations' creation. This theory gives no insight into understanding the venture creation process at the micro-level. Ecology theory implies that it comprehensively showcased valuable knowledge and facts to understand better the initiation, luncheon, growth, and development of new firms/start-ups. And it is creating footprints on how new organizations emerge in sectors, industries, communities, and economies that are vital areas of study for public policymakers. The population ecology theory brought valuable insights into understanding the pull and push factor of the environment towards start-up and caused the pluralistic emergence of new firms in industries. The population ecological theory demonstrates the significant macro-based insight into the organization population as new firm start-ups are highly dependent on the macro processes both within and between organizational communities. The Population Ecology Theory and its supporting empirical evidence have stimulated entrepreneurship scholars to examine more macro-related questions regarding the factors influencing the rates of organization births and deaths.

The insight significance of population ecology theory in enhancing and propagating understanding with start-up establishment includes explaining the entire start-up process classified as a tangible and intangible component of the start-up process. As the head or tail (two sides) of the same coin, the elusive process entails all the various stages before the launch stage, as expressed by multiple frameworks from authors. While success progression of activities and intent of start-up at any of these stages though not visible, meets the threshold of both the internal and external environment and not the individual motives, intention, or decisions or behavior as the driving force behind creating organizations. While at the tangible stage process, the physical establishment, the start-up organization, as the launch stage, is mediated and regulated by the external environment.

Evidence indicates that entrepreneurship education using theoretical and empirical pedagogy in dispensing enterprise learning is growing steadily among universities and colleges to contribute to the economy positively. And enterprise skills knowledge via theory and practicum learning has gained considerable momentum over the years and has achieved the most exceptional

growth rate in the United States (Dana, 1992). Academic interest in this field has enhanced considerably due to the early success stories of start-up-backed theories, despite the slow pace to convince practitioners that empirical, theoretical research is worthwhile. Barry (1994) accounts that research 'on venture capital start-up with good examples now exists, answering and explaining the unanswered questions on the platform of theories and framework. Wright *et al.* (1999) assert that the advent of this quest for research exploration, remarkable areas have been explored: Bhaves, (1994); Pre-venture activities and start-up event sequence, McMullan and Long, (1990), pre-launch, Schumpeter (1934), and Hannan and Freeman (1977), who elaborated the evolution of firms at the macro level, Vesper, (1990); A network theory of new venture creation, Larson and Starr, (1993); A process model of entrepreneurial venture creation and this Introduction gives the reader a flavour of the breadth of study in this field. Several critical theories emerged from these exploratory studies on these topics: the population ecology theory, Economic development theory, Life cycle theory, Complexity theory, contract theory, and agency theory. Most start-up models view the relationship between the start-up birth process and the total component of the environment. The role of assumptions and framework development is increasingly visible in start-up venture funding, which reduces information asymmetries by seeking out and assessing valuable investment proposals that uninformed 'outsiders' would reject (Amit *et al.*, 1998) pre-investment screening. Many studies concentrate on the appraisal criteria theories used in the investment decision. Prominent work in this area, as conducted by Zacharakis and Meyer (2000) and Riquelme and Watson (2002), And growing interest among entrepreneurs towards theory-based investment appraisal in their start-up firms. Hall and Hofer (1993) and how appraisal criteria might change throughout that cycle Boocock and Woods, (1997).

### **Empirical Review**

Agnete Alsos, Ljunggren, and Toril Pettersen, (2003), in a farm-base entrepreneurial setting, hosted a research title "Farm-based entrepreneurs: what triggers the start-up of new business activities?" concentrating on Norwegian farm households. To address the farm entrepreneurs' structural issue hindering speedy agricultural sector development in Norway: The restructuring of the farming sector due to national and international policies' changes demands increased entrepreneurial activities. And since most studies have failed to differentiate between entrepreneurial activities and other sources of non-farm earnings, there is a conspicuous absence of knowledge about which factors trigger the startup of entrepreneurial activities among farmers. This exploratory paper investigates factors stimulating farmers to start new business activities and the farm and become portfolio entrepreneurs. They engage in three main study variables: the rural sociology perspective, the opportunity perspective, and the resource-based view. The study instrument adopted 16 in-depth interviews with farmers in two rural regions in Norway. The study respondents were farmers who have started new business activities and the farm. The research sample comprised 13 livestock and three arable farms, with the analytical report indicating proactivity, resource-based, and portfolio entrepreneurs. As the three types of farm-based entrepreneurs. The size, capital requirements, ownership, and employee motivation constitute the pluralist farm entrepreneurs driving force.

The proactivity farm household comprises farmers primarily regarding their identity, where they put their work effort, and where they get their primary income source. The resource-exploiting entrepreneur is motivated to utilize unique resource(s). These could be material and immaterial resources, such as particular buildings, unusual premises, education, work experience, etc. In qualitative research, Focus on tech-industry funding challenges impact Latin American women start-up founders on the economy. As conducted by Kuschel, Lepley, Espinosa, and Gutiérrez, (2017), with a title "Funding challenges of Latin American women start-up founders in the technology industry." Considered capital needs, Networks, & Individual characteristics as study variables and Inductive, qualitative approach and in-depth interviews with 20 women entrepreneurs as employed methods in the face of the existence of non-participatory attitudes of Latin American women entrepreneurship activities, especially on tech industry start-up due to multiple challenges arising from funding, hindering the development of women role models in the technology industry. Findings suggest that both men and women entrepreneurs seek start-up financing and initiate informal alternatives sources to mitigate the adverse effects, and favorable start-up funding guarantees economic sustainability and increasing levels of employment generation worldwide

Yasir, Majid, and Yasir. (2017) documented in a Self-administered survey of owners/managers of SMEs, Correlation, hierarchical regression, and structural equation modeling approach, personal visits, and e-mails instrument, that resulted in a total of 622 useable responses, and single cross-sectional approaches. Contend the existing relationships among the start-up and the environment elements as environmental-turbulence, alertness to business ideas, entrepreneurial opportunities, knowledge, and intention toward entrepreneurship start-up behavior in the Pakistan economy. As crucial variables in Pakistan's turbulent environment and start-up establishment. Focus on the owner/managers of SMEs industries in Pakistan's economic critical time and considered a lack of research that feels the indirect relationship between environmental turbulence and entrepreneurial start-up behavior. This research investigation attempts to fill the current research gap and provide a theoretical model to examine the relationships between ecological turbulence and start-up behavior. In his research title, "Entrepreneurial knowledge and start-up behavior in a turbulent environment," the study reported environmental turbulence to have positive effects on the alertness to business ideas and as well as entrepreneurial opportunities. In the same narrative, argued and demonstrated that entrepreneurial knowledge positively influences entrepreneurial intention toward entrepreneurship start-up behavior

In landmark research on an overview of trends toward start-up exits. By tracking 5,744 merger and acquisition transactions between European and US tech start-ups since 2012. Occasioned by an early leaving in the European start-up ecosystem that characterized the country's economy's business landscape. The European start-up ecosystems' inability to produce departure and create new large innovative companies, even when the policymakers and practitioners have always shown interest in established business organizations that create value and jobs. Literature falls short when analyzing exits as the ultimate step of the entrepreneurial and start-up process. Only limited attention has been committed to start-ups that can break

through the early-stage barrier, scale-up, and produce returns for investors and employment and growth. Pisoni, and Onetti, (2018) advanced a topic "When start-ups exit: comparing strategies in Europe and the USA" to investigate the impacts of merger and acquisition transactions, high-tech companies and investors, Tech blogs, financial media, Practitioner-oriented articles study variable and methodologically employed Data gathering using Crunch base, a Sample size of 5,744 M&A transaction in Europe and the USA setting. And the study reported that US companies are far more inclined to make acquisitions than European ones. The high influx of US buyers evidenced the European start-up ecosystem's attractiveness. It revealed that short periods of years Exit of start-up after establishment are typical of good patronage from buyers.

Mungila Hillemane, (2020) investigation on "Entrepreneurial ecosystem for tech start-ups in Bangalore: an exploration of structure and gap." Focus on entrepreneurial ecosystem gap analysis, experts/stakeholders, and different components of the tech start-ups in Bangalore. It argued to find the existing structural gap between an ideal ecosystem feasible in the Indian context and that prevailed in Bangalore tech start-ups. As an Era considered as loss of vibrancy of Bangalore ecosystem known to be usually unstable to a rapidly increasing "emergence of technology start-ups," followed by several "stable operating startups" but with a few "successful and grown" start-ups. The study deployed Explanatory variables: For the first level of analysis, to ascertain which of the five ecosystem domains [namely, Triple Helix (TH), Nucleus (SU), Primary Components (PC), Secondary Components (SC), and Effective Interactions (EI)] contribute to the ecosystem gap in Bangalore. And approach the investigation with primary data gathered from the Bangalore ecosystem stakeholders. The questionnaire composition used entails 27 questions, personal interviews, and stepwise logistic regression analysis. And the study document that the Bangalore ecosystem is primarily lacking in terms of one of the Triple Helices, namely, the role of education and research institutions, and two of the five indispensable components: market maturity and mentorship.

### **Framework Constructs Review**

The significance of start-up framework constructs has echoed into the future at various levels, states and countries. The emergence of Schumpeterian economic development in the European economy marks the onset of the sporadic launch of a start-up in Europe via creativity and innovation in the environment, Schumpeter's (1912) submitting a structured partway that leads to the emergence of a new firm. The theory holds that start-up ecology depends on the entrepreneur's identification of opportunities for combinations of production factors resulting from technological change, indicating that Schumpeter's economic theory explains the creation of new start-ups in a dynamic, highly innovative economy. Hannan & Freeman (1977) reported that the Population ecology theory offers valuable insight into understanding the pluralistic emergence of start-ups in the United States of America via a macro perspective to the rise of start-ups. Aidin, David & Kirby (2017). Start-up creation content concentrates specific stages and levels to increase new ventures' success rate. The "rational economic man" insight, as the theory, serves as a guide to an entrepreneur's knowledge and ability to consider the required steps, stages, or even levels. These might increase the success rate, decrease the frequency of failure, and provide them with a plan of how they could/should take in Dublin.

It is abundantly clear via constructive literature reviews that the complete understanding of start-up ventures' launch stage through the navigation of the process using integrated theoretical frameworks of start-up presented in the literature would yield the desired result. While Birley (1984) proposed eight events in the start-up process and assumed to occur in the following order: Owners decided to start a firm; own quits job and become self-employed; incorporation; bank account established; premises and equipment obtained; first order received; tax first paid, and first employees hired.

Karl Vesper (1990) contended that a new start-up has five components: technical know-how, a product or service idea; personal contacts; physical resources, and customer orders.

Deakins and Whittam (2000), as the most recent paradigm of the business start-up process, outline five: Formation of the idea, Opportunity recognition, Pre-start planning, and preparation, including pilot testing, Entry into entrepreneurship launch, and Post Entry development.

Veciana, (1988) outlines four phases of the start-up process with an estimated timeframe: Gestation, Creation, Launching, and Consolidation. (To the launching: Team Building, Purchase, & organization of production factors, Product/Service development, Search for finance, Launching of product/service). And Gartner (1985) outlined a framework of four dimensions to be considered while studying new ventures: the individuals, the activities undertaken, the organizational process's structure, and the environmental factors.

The need for exploration of the theoretically based framework together with an empirical approach to identify and conceptualize variable constructs that signal the emergence of start-up as presented by Katz and Gartner (1988), includes intention to create an organization, assemble resources to create an organization, develop an organizational boundary, and exchanges of resources across the boundary

### **Appraisal of the Existing Pedagogical Strategies of the Start-Up/Lunch Stage**

The term start-up stands out in one of the mandated responsibilities of entrepreneurship education as a discipline. This, by implication, denotes that start-up constitutes a core measurement/appraisal matrix of the discipline. Therefore, how well the field has achieved in the so-far milestone is expected to reflect in the direct and indirect products of the entrepreneurship program graduates. The direct product could be seen as these start-up ventures the discipline has researched and instituted in and outside its environment, either for practical teaching and learning, sponsored or voluntary funded or granted, either as ongoing or completed and operational. The number of start-up that existed from start-up to post start-up stage for practical teaching and learning sponsored or voluntary funded/granted either ongoing or completed and operational. In both local and international via IPO M&A take over, public offering. At the same time, the indirect product constitutes the number of start-ups its graduates have initiated, launched, existed, and existed. The number of employees engaged from their start-up stage to their post-start-up location at both local and international levels via IPO, M &

M&A, takeover, public offering, their number of employees engaged, their average contribution to GDP, etc.

**By observation and statistical evidence,** Nigerian tertiary institution graduates who acquire entrepreneurship knowledge remain job seekers and unemployed as the Universities and polytechnics are relentlessly producing entrepreneurship graduates considered good enough for job-seeking ventures. The national bureau of statistics Nigeria reports the unemployment increase rate in three months internal range from 13.3 percent to -13.9 percent in 2016. They are representing an increase of 555.311 unemployed persons in 3 months.

We evaluate the expected result with what is achieved scenario, vis a vis with the available tools and resources provided as established entrepreneurship/ vocational centers in Nigeria, tertiary institution. Making entrepreneurship a mandatory course of study for all undergraduate students in-respective of their discipline, yet the desire remains elusive as the country's unemployment rate remains uncontrollable. The question now is, where did we miss it? Or better still, where are we missing it?

Both empirical and theoretical analysis of the above scenario indicates that the existing pedagogical approaches are defective. Signifying failure on the part of the Nigerian entrepreneurship educators due to some significant neglects traceable to the non-existence of practical teaching Methods but concentration on theoretical pedagogy as demonstrated below:

Entrepreneurship mentorship coded GNS 303 with one-course unit and enterprise program planning coded GNS 304 with the one-course unit are all thought in theory for Mass communication students and finance and Business administration students. And the Introduction to entrepreneurship while in addition finance offers three more courses of 2unit each in the Introduction to entrepreneurship. Enterprise creation & development GNS204 and entrepreneurship practice GNS 401 and Business administration added enterprise creation & development coded GNS 204 at two units. Enterprise management cases BSE 409 with three units and enterprise creation code BSE 413 with three units. All are thought in theory except on GNS 304 that student is made to practically register their business names with corporate affair commission for learning purpose

In the polytechnic institution, Introduction to entrepreneurship development is coded EED 126. The two-course unit is thought around the whole department theoretically for National Diploma level, and EED 413 entrepreneurship education development with 3course unit is thought at Higher National Diploma levels in all the disciplines. The course curriculum comprises II modules with each topic of specific objectives, and all are conveyed theoretically.

The reality of those thought courses at various disciplines and levels is that they adhere to the defective strategies structural framework construct of old and curriculum design by presenting all the topics only at the pre-start-up stage and as a theoretical approach in the teaching. All topics are theoretical thought without physically and practically demonstrating the message in the actual situation. Thereby denying the learner the opportunity to build confidence, passion, risk-taking propensity, entrepreneurial self-efficiency, etc. which the trainees need to become

successful entrepreneurs who create jobs for the job seekers and promote business venture opportunities for the public through IPO, M&A public offering, and employment

Therefore this discussion will not end until it creates a platform for a practical teaching model in a real-world life circle of start-up structural framework constructs and its pedagogical approaches. The pre-startup stage where the needed knowledge is thought and conveyed theoretically, Start-up/lunch stage - where all the implementation and execution of the knowledge acquired in the setting I are to be practically experimented for physical visibility and emulation by the student and the educators. Full participation of both educator and the student is required as question and answer are practically attended to for certainty and understanding as a flair for replication of such practice is developed among students

Pro-start-up/Exit stage is characterized by practical implementation via mentoring, guidance, encouragement, and networking. While the student involvement as an immersion teaching program

## **METHODOLOGY**

This paper reviews extant Concepts, theoretical, Framework constructs, and empirical literature for a scientific evaluation to elucidate the composition and make-up of the various dimensions of start-ups: stages, process, and academic alignment, social and economic implication of start-up to the national building and development of Nigeria. Using population ecology theory and Extant literature overview findings as evidence-based & observation insight to explore the inherent practical gap by deploying a qualitative-method research approach, and secondary data, explore literature review, and adopt evidence-based and observation methods. Further, after extensively reviewing theoretical frameworks and empirical and conceptual propositions, it develops a conceptual framework that combines pre-start-up, start-up/lunch, and post-start-up/Exit construct processes as its life circle

## **CONCEPTUALIZED FRAMEWORK DEVELOPMENT**

For this study, the start-up process is a composite of two broad stages: the intangible and tangible settings phases; it could symbolically be viewed as the two sides of a coin: head or tail. The elusive part of the process predominantly features the start-up institution's invisible and intangible parts. It generally entails the stage of conception, alertness to business ideas, the discovery of entrepreneurial opportunities, evaluation of the available resources, chosen lifestyle, entrepreneurship intention, entrepreneurial knowledge with environmental turbulence, technological instability, market fluctuation, and access to relevant information. Lastly, conducting self-appraisal for possible opportunities, strengths, weaknesses, and threats, the motivation of entrepreneurial desire, intention, and values attached to the endeavor. It also includes the pseudo assembling of resources, Adhoc design of the business plan stage, which are all ideas and not physically visible but mostly abstract and information, which this study tagged "Pre-start-up." While the tangible/visual side of the start-up establishment steps is further categorized into two subsets, "Start-up & Post-start-up." Both jointly and separately account for the business plan's physical content and constructs with visible structure as a start-

up venture, organization, an ongoing concern, and a legal entity, with the economic goal of producing goods and services. Their physical contents names and structures differ significantly: To the Start-ups, its features and characteristics include financial and human capital skill, ability variable resources, and economic variable, physical environment variable resources such as location, infrastructure, raw-material variable, government variable resources, and technical or technological variable resources. Most government policies, cultures, institutional networks, human capital resources, skills and talent, funding, venture capitalist, technology business incubators, acceleration programs, and mentoring sessions mediate and moderate the venture.

Physical establishment of the government's regulatory framework and registration of the business, create market conditions, establish access to finance, create a platform for the diffusion of knowledge from institutions and researchers, Establish entrepreneurial capability and entrepreneurship culture through participation. Establish suitable infrastructural links and supports, government support, a network of individuals, groups, organizations, and institutions, create access to a big market, usable talent, entrepreneurial culture, and enterprising spirit.

The second component of the visible/tangible theory comprises the start-up phase's exit stage to usher in the post-start-up set. The entrepreneurial Exit is "the process by which the founders of privately held firms leave the firm they helped to create" (DeTienne, 2010, p. 203). The Exit represents a financial harvest strategy, sometimes planned, sometimes not, that a start-up enters into at a particular time in its lifecycle. The dynamic component of the entrepreneurial process" (Wennberg and DeTienne, 2014, p. 5), and an entrepreneurial exit can result at any given time in the start-up process. The post-startup phase constitutes the third and last stage of the start-up process life circle in the industrial ecosystem. Its components and characteristics include Initial public offering (IPO), Merger and acquisition (M&A), Independent sale, Various forms of leverage buyouts, Family succession. International expansion, New technology acquisition, Diversification, Start-up takeovers, introduce new products, expand their product offering, acquire new technologies, Achieve strategic renewal, and Strengthen their internal capabilities.

Each of these main stages comprises its activities and sequences and functions as a unified system

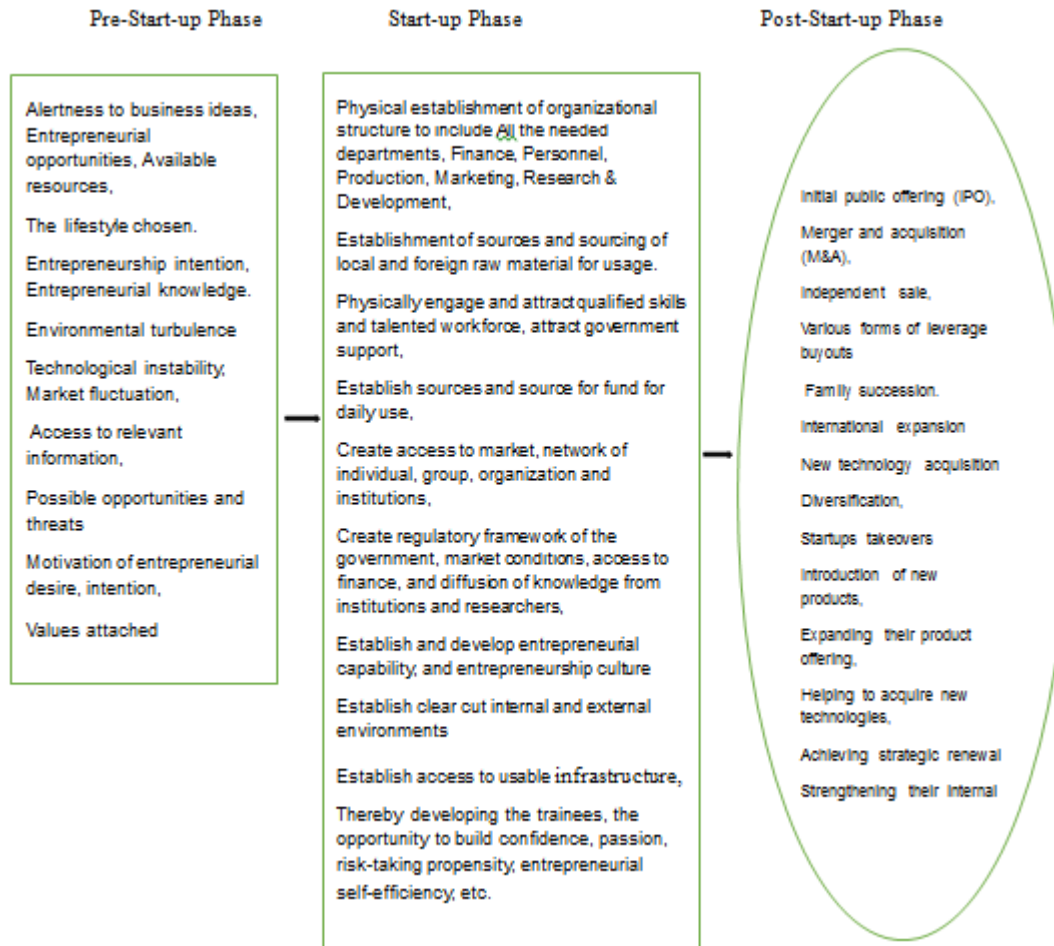


Figure I: Conceptualized Start-up enterprise life-circle framework

Source: Authors' conceptualized Start-up life-circle framework (2026)

The three stages of the start-up process, which are broken down into three phases: the intangible settings phase, the tangible/visual start-up phase, and the post-start-up phase, are discussed in the material. The unseen and intangible aspects of starting a business, such as the ideation stage, awareness of business concepts, resource evaluation, entrepreneurship intention, and self-appraisal, are the emphasis of the intangible phase. The "Pre-start-up" phase is characterized by activities that are abstract and information-based.

The "Start-up & Post-start-up" and "Start-up" subcategories of the tangible/visual start-up phase are further separated. This stage entails the startup business, organization, and legal

entity's physical establishment. It takes into account elements including resources, human and financial capital, the physical environment, government backing, and technology. Government regulations, academic networks, financial resources, and mentoring sessions all play a big part in this phase.

The start-up process' exit step is represented by the post-start-up phase. It involves employing a financial harvest strategy and the founders quitting the company they helped build. The departure is regarded as a dynamic component and might happen at any time during the startup phase. Activities like IPOs, mergers and acquisitions, leveraged buyouts, foreign expansion, diversification, and strategy renewal fall within the post-startup phase.

In general, every step of the start-up process has its activities and functions, which all work together to form a unified system of start-up development.

### **DISCUSSION AND IMPLICATIONS OF THE PROPOSED FRAMEWORK**

The article analyzes the shortcomings of the start-up stage curriculum in Nigerian tertiary institutions' current pedagogical practices. It emphasizes the necessity of practical pedagogies and student participation in the first stages. It is underlined how crucial entrepreneurship knowledge is and how poor education techniques have changed. The study's theoretical and practical consequences are also covered in the article. The circle theory can be expanded, and the start-up process's structural framework design is affected. Redesigning and increasing the structural framework for start-up life cycle and development are two practical implications. By resolving methodological flaws in earlier studies and improving the circle theory and structural framework of start-up creation, the study advances knowledge. In conclusion, planned business start-ups including a range of stakeholders, are advised to solve unemployment and poverty. This is done by employing crucial elements and concepts from Nigeria's start-up business life-cycle framework

- Discussion of Results: This section addresses the shortcomings of the startup lifecycle curriculum in Nigerian tertiary institutions' current pedagogical practices and places emphasis on the value of practical pedagogies and active learner interaction.
- The Implication of the Study: In this section, the study's theoretical and applied implications are discussed. The circle theory can be expanded, and the start-up process's structural framework design is affected. Redesigning and increasing the structural framework for start-up life cycle and development are two practical implications.
- Study Contribution to Knowledge: By resolving methodological flaws in earlier research and improving the circle theory and structural framework of start-up creation, this paragraph highlights the study's contribution to knowledge.
- Analysis and Suggestion: The conclusions are outlined in this paragraph, which also highlights the shortcomings of the current educational methodologies, the identification of crucial factors and constructs for start-up launch, and the disparity between job supply and the labor market. In conclusion, planned business start-ups, including a range of stakeholders, are advised to solve unemployment and poverty. This is done by leveraging important elements and concepts from Nigeria's start-up company life-cycle framework.

Limitations/implications of the research In every developing economy, empirical research on job creation and poverty reduction must concentrate on pre-start-up, start-up, and post-start-up processes with a quick start-up phase as an achievable objective. And a catalyst for the process of establishing businesses and jobs. To use a shorter existing period of the start-up life cycle in the economy to achieve the rich potential of start-up benefits for individuals, society, the nation, and the world in the long term.

Originality/value - This research is still the only one to offer a thorough analysis of the startup life-circle framework and an evaluation of its key variable components. Future research directions are also suggested by the authors' assessment of this area of study. The pre-start-up, start-up, and post-start-up phases' visible and invisible elements will all be explored further using the conceptual framework that was developed from the systematic and scientific literature review pre-start-up, start-up, and post-start-up stages. Additionally, as a dynamic response to the demands of the contemporary business world, it will expand and improve several significant earlier theoretical contributions.

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