Entrepreneurial Education and Graduates’ Entrepreneurial Intention: Pedagogies in Nigerian Universities

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June 22, 2017
Presentation Structure

- Hypotheses
- Objectives
- Rationale
- Literature - Theory
- Method and Results
- Interactive Session
- Summary and Conclusions
Study Area

Zone chosen purposively
Introduction

- Addition of EE to University curriculum

- Hypotheses: Active teaching methods have positive significant impact on graduates’ entrepreneurial intentions

- Objective: To determine if active teaching methods have impact in determining the EI of Nigerian graduates

- To explore and identify the teaching method employed in the context

- Rationale and Justification

Ten people lost their lives as a result of the chaos that took place this day in March 15, 2014 when 6.5 million applicants showed up for 4000 vacant positions in the Nigerian Immigration Service.
Rationale and Justification

- The need to evaluate EE programmes in Nigerian universities
- Inadequate studies of EE outcomes (Fayolle et al., 2006; Honig, 2004; Autio et al., 2001)
- Few research on TPB, EI Attitudes and graduates in developing countries (Nabi and Linan, 2011)
- Cultural differences (Linan et al. 2013)
- EE significant to national growth and HEIs to take the lead (UNESCO, 1998)

- Urgent need to identify the how of EE in different contexts (Mwasalwiba, 2010; Solomon, 2008; Potter, 2008; Fayolle, 2008)
- The methodical rigour in EE studies resulting in contradictory findings (Linan et al., 2013)
- EE has Different variants
  - Self-selecting
  - Compulsory (Oosterbeek et al., 2010)
- Growing rate of graduate unemployment in Nigeria
Literature Review and Theory

### Literature Review

#### Teaching Method

Active-applied and active-experimentation (concrete experience) cited in (Azim and Al-Kahtanim, 2014)

#### TPB

- Suggests that intention is a precursor to behaviours
- Voluntary
- Planned
- (Krueger et al, 2000)

#### The Dimensions of EE

- Cover the activities that supplement the provision of core EE.
  - ES-up – academic activities
  - ES – Exposing students to real life situations
  - IC – Formal support from stakeholders
  - Outreach – Relationships with related organisations
  - Evaluation (NAEC, 2004)

### Theories

**Ajzen (1991) TPB**

- The TPB is the most dominant of intentionality theories (Krueger et al., 2000)
- TPB uses three factors to predict intentions towards an act:
  - Attitude towards the action, social norms and perceived behavioural control
- The theory has been extended in the entrepreneurship field to include entrepreneurial intentions and other elements with predictability capacity

**Dimensions of Entrepreneurship Education (NAEC, 2004)**

- This model guides the qualitative aspect of the study
- Will use the questionnaire designed by the Danish and US universities
- Questionnaires captured the breadth of entrepreneurship
Theories

The Theory of Planned Behaviour

- Attitude (Behavioural Beliefs)
- Subjective Norm (Normative Beliefs)
- Perceived Behavioural Control (Control Beliefs)

Intention

Behaviour

The Five Dimensions of Entrepreneurship Education

- Educational set-up
- Evaluation
- Entrepreneurship Education
- Outreach
- Educational scope
- Institutional characteristics

Adapted from Ajzen (1991)

Adapted from NAEC (2004)
## Methodology

### Method
- Mixed Method
- Quasi-experimental design

### Sampling Design
- Stratified random sampling
- Purposive (Tutors)

### Data Collection Instruments
- Survey questionnaires (UG and Graduates)
- Open ended responses (Tutors)

### Analysis Tools
- Structural Equation Modelling (SEM)
- SPSS
Teaching Methods

**Active Methods**
- Class participation/work
- Case Studies
- Role Play
- Internships
- Business Plans preparations
- Guest lecturers (entrepreneurs)
- Field trips (company visits)
- Entrepreneurial projects

(Solomom, 2008; Barb-Sanchez and Atienza-Sahuquillo, 2017)

**Methods in Context of Study**
- Lecture Method
- Individual assignments
- Group projects
- Business Plans
Teaching Methods Mostly Used

**Literature** (Mwasalwiba 2010)

- Lecture Method
- Case Studies
- Group Discussion

**Context of Study**

- Lecture Method
- Class Participation
- Individual Assignments
- Group Projects
Preliminary Results – Inferential Statistics

CFA Loadings

• Company Visits
• Internships
• Guest Lecturers (Entrepreneurs)
Model Fit (Measurement Model)

• Part 1 CFA:

<table>
<thead>
<tr>
<th>Fit indices</th>
<th>x2/df</th>
<th>RMSEA</th>
<th>CFI</th>
<th>TLI</th>
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</thead>
<tbody>
<tr>
<td>CFA</td>
<td>1.66</td>
<td>0.04</td>
<td>0.95</td>
<td>0.94</td>
</tr>
</tbody>
</table>

Criteria: $x^2/df < 3$, RMSEA < 0.8 good fit, CFI > 0.9 good fit, TLI > 0.9 good fit (Hair, Black, Babin, & Anderson, 2014)
Theory and Practice in Entrepreneurship Education

• Combination of structured and unstructured continuum (Ronstadt, 1987)

• Two model continuum – connecting learners to a network of entrepreneur mentors (Ronstadt, 1987)

• Prepare students to succeed in the uncertain and unstructured entrepreneurial environment (Ronstadt, 1990)
## Activities

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<th>Articulating</th>
<th>Discussing</th>
<th>Identifying</th>
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<tr>
<td>Teaching-learning ideas that will establish interactive and well-placed dialogue to develop knowledge and understanding particularly in large classes</td>
<td>The strategies through which local small businesses can be attracted to partner with universities and ensuring a win-win situation</td>
<td>How and what improvisation can be adopted in teaching and learning given the context of the study</td>
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Conclusion

• Active teaching methods have positive impact on entrepreneurial intentions.

• Active teaching methods rarely used
References


