Teaching Pedagogies of Entrepreneurship Education and Entrepreneurial Intention of Students of Higher Education in Nigeria: An Evaluation

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Abstract

Entrepreneurship education was introduced in Nigerian higher education institutions as a compulsory course for students regardless of area of specialization in 2006/2007 academic session. This paper investigates the impact of selected teaching pedagogies (Normal lecture, Case study, Meeting entrepreneurs, Expert lecture, Incubation facility, Business plan development, Industry tour, Group discussion, Entrepreneurial stories, and Live project) used in delivering these courses on student's entrepreneurial intention. Data were collected during scheduled lecture period with the aid of questionnaire on 405 students of universities, colleges of education and polytechnics in the three regions of Northern Nigeria (The North-East, North-Central, and North-West). Proportionate stratified random sampling technique was applied to select the participants. Descriptive along with inferential statistics were used for the analysis. Ordinal logistic regression was used to estimate the impact of each of these courses on students' entrepreneurial intention. Findings indicate that four out of the ten teaching pedagogies namely; Normal lecture, Case study, Expert lecture, and Incubation facility leada positive and significant impact on students' entrepreneurial intentions.Therefore, higher education institutions in Nigeria need to set specific entrepreneurship education goals and come up with an effective blend of both conventional and innovative teaching pedagogies, through which students' mental and practical capabilities can be improved towards successful entrepreneurship. The study also recommends that the teaching pedagogies applied in entrepreneurship education area must be in alignment with the career interests of the students and with the objectives for which the course is offered.

Keywords: *Entrepreneurship, Entrepreneurship education, Teaching pedagogies, Entrepreneurial intention, Nigeria.*

1.0 Introduction

As the whole world is facing the problem of increasing unemployment, the developing and underdeveloped countries are facing it more as compared to developed countries. On comparing them, it is found that countries differ in terms of employment rate based on their stages of economic development; and the relationship between self-employment rate and country's economic development has long been established (Acs&Storey, 2004). Developed countries are providing more opportunities for the development of self-employment while in developing countries, the common man still waits for getting the job. In other words, it can be said that the environment and education, provided in developed countries are much more dedicated to the development of self-employment.

This paper talks about Nigeria, which comes under the category of developing countries and has faced

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the issue of the low rate of employment growth. Nigeria, being one of the major economies of the African continent, has been rich in its past. Nigeria, once upon a time was considered as the central point of the entrepreneurs, but the educational system adopted during its colonial period from 1901-1960forced the people to be molded with the orientation of job culture. This led to a high decline in entrepreneurial activities and employment rate of the Nigerian economy (Woolman, 2001). This decline forced the government of Nigeria to think that for developing the youth of the country, the scenario of the self-employment is required to be introduced. This led to the emergence of the compulsory entrepreneurship education policy in 2006.

Entrepreneurship education emerged as a relatively new field in business schools in the 1970s and experienced rapid growth in the 1990s (Kuratko, 2005). Entrepreneurship was first offered as a course of study at Harvard University in 1947 followed by courses in the United States and in the European countries(Katz, 2003).

Entrepreneurship education has been defined as "the whole set of education and training activities – within both formal and informal educational system that try to develop in the participants the intention to perform entrepreneurial behaviors, or some of the elements that affect that intention, such as entrepreneurial knowledge, desirability of the entrepreneurial activity, or its feasibility" (Linan & Chen, 2009). It is believed that education provided in regard to entrepreneurship, in higher institutions of learning would aid the development of entrepreneurial mindsets and serve as supporting tool for fostering positive attitude and intention towards entrepreneurial activities among students (European Commission, 2003).

Emsi, Marzoughi, and Torkzadeh (2015) believe that a successful entrepreneurship education depends on the identification of the most suitable teaching pedagogies as well as the relationships between the learners' needs and the teaching methods. Moberg (2014)defines entrepreneurship pedagogy as the educational strategies deployed to teach and assess entrepreneurship. Based on a review of 21 articles published in the field of entrepreneurship education, (Mwasalwiba, 2010)has identified two categories of teaching pedagogies i.e. traditional methods (passive) and innovative methods (action-based). According to him, the two primary teaching methods, if efficiently combined, can lead to improved entrepreneurship education. He added that institutions easily decide to run courses in entrepreneurship without first addressing the challenging issues of aligning the teaching methods, entrepreneurship course(s) objectives, and the type of students in the program. In this vein, Arasti, Falavarjani, and Imanipour (2012) are of the view that appropriate teaching pedagogies should have been selected in consideration with the objectives of the entrepreneurship courses and of the specific environmental constraints. For instance, Hytti, and O'Gorman (2014)find that lectures or seminars are the most preferred methods when the aim of education is to provide knowledge of the concept of entrepreneurship, however, in order to promote the corporate entrepreneurship, direct involvement in the entrepreneurial process through internship is an effective method. If the objective is to prepare students towards carrier in entrepreneurship, exposing participants to entrepreneurship in a controlled environment, such as business simulation or role-playing can be effective. Other entrepreneurship education pedagogies identified include case studies, business plan development, expert lectures, group discussion, and project among others (Fayolle&Gailly, 2008; Fosu & Boateng, 2013).

It is observed that business plan development, case

studies, and lectures are the most popular pedagogical approaches to entrepreneurship education. For instance, 84% of Malaysian entrepreneurship program was conducted through formal lectures (Cheng, Chan, & Mahmood, 2009). In Nigeria, the teaching pedagogy differs with the different academic institutions that offer compulsory entrepreneurship education courses. Most universities and polytechnics/colleges use formal lectures to deliver entrepreneurship education as others adopt the mixture of lecture, live project, industry tour, business simulation and incubation facilities (Maifata & Mohammed, 2016; Moses, Oluwafunmilayo, Olokundun, & Gbenga, 2015). Teaching pedagogy in entrepreneurship education should, however, not be about choosing between the traditional and innovative approaches rather, what entrepreneurship educators should emphasize is to integrate the efficacy of both approaches to form a collaborative teaching and/or learning model that promotes positive mindset towards entrepreneurship (Lourenço & Jones, 2006).

2.0 Entrepreneurship Intention and Entrepreneurship Teaching Pedagogy:

Bird (1988) defined entrepreneurial intentions as an individual's state of mind targeted at new venture creation, development of new business models and value addition within existing business enterprises. It is argued in the literature that intention to engage in entrepreneurship is affected by the curriculum or content of the course as well as the teaching methods adopted by the institutions offering entrepreneurial modules. However, there may be other factors like the infrastructure of the college, quality of the curriculum, quality of the teaching, books or support material provided, etc. which contribute towards the effect of entrepreneurship education teaching methods on entrepreneurial intention of participants (Adesoji & Sangoleye, 2017).Literature also provides evidence where teaching pedagogies have not played any significant role in influencing the entrepreneurial intention of students (Moses, Akinbode, Olokundun, Ibidunni, 2018; Zepeda, 2015).

While many studies showed that students' intention to engage in entrepreneurship is often affected only by a non-traditional or innovative curriculum and teaching pedagogies, others showed that combination of both traditional and non-traditional teaching pedagogies are more effective. For instance, in a comparative study of traditional and non-traditional entrepreneurship education teaching pedagogies, Jones (2007)found that creativity challenge (a non-traditional teaching method) proves more effective than traditional pedagogies like business plan preparation. Similar studies conducted in Southern Nigerian context indicate that non-traditional experience-based pedagogy, where students are actively involved significantly impact their entrepreneurial intentions(Sherman, Sebora & Digman, 2006; Chukwuma-Nwuba, n.d). Yet, some studies showed that traditional pedagogical approaches to entrepreneurship education such as normal lecture, business plan, and case study are effective in influencing students' intentions toward new venture creation Ukoha, 2017; Ahmad, Bakar, & Ahmed, 2017).Other studies showed that an effective combination of both traditional and non-traditional or innovative pedagogies impact more on students' ability to deal with complexities and uncertainties associated with business, thereby positively influencing their disposition towards starting new business (Fatoki & Oni, 2014; Arasti, Falavarjani, & Imanipour, 2012; Jones, 2007). Conversely, Zepeda and Andrea (2015)have found that teaching methods do not affect the entrepreneurial intention of the students. He found these findings at Chilean Universities.

Apparently, entrepreneurship education pedagogies are classified into conventional or

passive methods, action-based or innovative methods.and an emerging 3rd category, which is a fusion of both the conventional and innovative methods. Although the conventional methods appear to be the dominant pedagogical approach to entrepreneurship education, especially in the developing countries, however, there seems to be agreement about the use of innovative methods of teaching entrepreneurship courses among most of the authors; where participants learn by doing, exert greater positive impact towards entrepreneurship than the traditional methods. However, based on the a vaulation of the available literature review, it can be identified that for teaching entrepreneurship courses, an approach of using mixed methods should be adopted, given the learning outcomes or course objectives.

3.0 Identified Research Gap

In the previous paragraph, a good amount of literature have been examined to understand the types of teaching pedagogies and their effectiveness in different contexts. However, in Nigeria, where entrepreneurship education is compulsory for all undergraduate students irrespective of their stream area, it has been found that there is a shortage of studies with the similar nature of objective and context. The few studies available in Nigeria focused on isolated teaching methods in one institution or the other. A comprehensive impact study that took into account the three geo-political zones in Nigeria, the three main types of institutions, where entrepreneurship education is offered as a compulsory course and the different teaching pedagogies used for the entrepreneurship courses is lacking in extant literature. In the current study, the researcher has tried to develop a more effective idea of appropriate teaching pedagogies especially in a collectivistic and developing country counture, by assessing the impact of ten different teaching pedagogies, using a sample from the three major types of higher education institutions which covers universities, polytechnics, and colleges of education of the three states of Northern Nigeria.

4.0 Research Objectives

1. To assess the impact of entrepreneurship education teaching pedagogies on entrepreneurial intention of higher education students in Nigeria.
2. To compare gender wise differences in the entrepreneurial intention of Nigerian higher education students.

5.0 Research Design

A survey was conducted with the help of a self developed questionnaire- a total sample of 405 students has been. The students were selected using proportionate stratified random sampling technique, considering the three geo-political zones of Northern Nigeria(Table 1).The questionnaire was administered during scheduled lecture periods, after obtaining ethical clearance from the concerned authorities. The participation in the study was entirely voluntary for the students and they were briefed earlier on the nature and aim of the study.

The questionnaires was prepared based on several related prior research items throughout the literature including (Kolvereid, 1996; Peterman, & Kennedy, 2003; Linan & Chen, 2009). Accordingly, the entrepreneurial intention is measured by using 4-items. These items were measured through five-point Likert scale (1: strongly disagree to 5: strongly agree). Entrepreneurship educational teaching pedagogy was measured with 10-items. These 10 items have been measured through five-point Likert type response format (1: never to 5: always). The final questionnaire items were tested for reliability (Cronbach alpha coefficients 0.752).The "VIF < 4 and Tolerance < 2" indicate the absence of

multicollinearity among the independent variables (Hair, Black, Babin, & Anderson, 2014).Finally, Ordinal Logistic Regression has been used to test the hypothesis.

Table 1. Sampling Table

Northern Nigeria	Selected Institutions	Sample	Percent
North-East	University of Maiduguri	70	17.3
	Kashim Ibrahim College of Education	43	10.6
	Ramat Polytechnic Maiduguri	64	15.8
North-Central	Federal University of Technology, Minna	48	11.9
	Niger State College of Education	30	7.4
	Niger State Polytechnic	36	8.9
North-West	College of Education Dutse	57	14.1
	Jigawa State Polytechnic	37	9.1
	Federal University Dutse	20	4.9
	Total	**405**	**100.0**

6.0 Analysis and Results:

6.1 Descriptive statistics

Descriptive analysis indicates that male respondents constitute a majority with 61.7% (250).The ages of the respondents ranged between17 to 55 years, with an average of age ≈ 25 years(age mean score 25.01). 138(34.1%) of the total respondents were university students while 137(33.8%) and 130(32.1%) were drawn from the Polytechnics and Colleges of Education respectively.

The analysis revealed that out of the ten different teaching pedagogies examined, industry visit is the most rarely used as 35.5%, each of university and college said they have never visited any industry as part of an entrepreneurship class. While, the normal lecture is found to be the most common teaching pedagogy used in entrepreneurship courses as across the three institutions followed by case study and incubation facility.

6.2 Hypotheses Testing:

6.2.1 Hypothesis 1 (Ho_1):Entrepreneurship education teaching pedagogies used in higher education institutions in Nigeria do not significantly influence students' entrepreneurial intention.

Ordinal Logistic Regression is conducted to estimate the effect of lecture method, case study, meeting with entrepreneurs, expert lecture, industry tour, business plan competition, incubation centers, entrepreneurial stories, group discussion, and live project on the outcome variable, which is students' entrepreneurial intention (EI).

Model	-2 Log Likelihoodb	Chi-Square	Df	Sig
Intercept Only	1197.003			
Final	114.448	82.55	10	000

Table 2. Model Fitting

The model information above indicates that the inclusion of the predictor variables improves the model. Chi-Square value (82.555), which is the difference between the "Intercept Only" and "Final" -2 Log Likelihood. P-value (.0000) is found statistically significant, which indicate that at least one of the regression coefficients in the model is not equal to zero and it indicates that at least one of the entrepreneurship education pedagogies have significant influence on students' entrepreneurial intention. Thus, there is a significant improvement in the model as a result of the variables added.

Table 3. Test of Parallel Lines

Model	-2 Log Likelihoodb	Chi-Square	Df	Sig
Null Hypothesis	1152.400			
General	1130.892c	21.507d	30	.871

An important requirement for the validity of the result of ordinal logistics is that the proportional odds assumption must not be violated. As indicated in the test of parallel lines (table 2), the proportional odds assumption for our model appears to have held because of Chi-Square statistic 0.871 > .05. Thus, there is no evidence to reject the null hypothesis. Therefore, the result of the analysis (ordinal logistics) shown in table 4 is valid.

Table 4: Parameter Estimates (ordinal Logistics Regression)

		Estimate	Std. Error	Wald	Df	Sig.	Ho – Accepted/Rejected
Threshold	Entre Intent=1	-.575	.325	3.135	1	.077	
	Entre Intent =2	.361	.317	1.293	1	.255	
	Entre Intent=3	1.924	.333	33.408	1	.000	
	Entre Intent=4]	3.619	.365	98.318	1	.000	
Location	Lecture	.324	.069	21.800	1	.000	Rejected
	Case	.204	.085	5.753	1	.016	Rejected
	Meeting Entrep	.145	.078	3.487	1	.062	Accepted
	Expert lecture	.255	.084	9.327	1	.002	Rejected
	Industry Tour	-.041	.076	.294	1	.588	Accepted
	Business plan	-.123	.078	2.474	1	.116	Accepted
	Incubation cent	.253	.082	9.383	1	.002	Rejected
	Entrep stories	.078	.081	.946	1	.331	Accepted
	Group disc	-.063	.077	.662	1	.416	Accepted
	Live project	-.030	.077	.150	1	.698	Accepted

The ordinal regression analysis (table 3) reveals a statistically significant P-values,and positive logit regression coefficients for normal lecture (P = 0.000, Log odds = 0.32), case study (P = 0.016, Log odds = 0.204), expert lecture (P = 0.002, Log odds = 0.255), and incubation center (P = 0.002, Log odds = 0.253). Therefore, there is enough evidence to reject the null hypotheses for these four teaching pedagogies and conclude that normal lecture, case study, expert lecture, and the use of incubation facility in teaching entrepreneurship courses significantly influence students' entrepreneurial intention. The logit regression coefficients also indicate that for one unit increase in normal lecture, case study, expert lecture, and incubation facility, there are an expected 32.4%, 20.4%, 25.5%, and 25.3% increases respectively, in students' log odds of being in a high-level intention towards business startup after graduation. However, there was not enough evidence to reject the null hypotheses for meeting with entrepreneurs, industry tour, business plan, entrepreneurial stories, group discussion, and live project as their P values were not statistically significant. Thus, we conclude that the use of meeting with entrepreneurs, industry tour, business plan, entrepreneurial stories, group discussion as entrepreneurship education pedagogies do not significantly impact students' intention for new venture creation.

6.2.2Hypothesis 2 (Ho_2): Gender wise there are no significant differences in the entrepreneurial intention of Nigerian undergraduates.

Table 5: Results of Mann-Whitney Test- Gender and Entrepreneurial Intention in Nigeria

	Gender	N	Mean Rank	Sum of Ranks
Entrepreneurial intention	Male	250	220.25	55062.50
	Female	155	175.18	27152.50
	Total	405		

For the above objective, the Mann-Whitney test has been used, which compares the means of two different samples, male and female students, in order to identify which group can be considered as having the higher entrepreneurial intention. Table 4 indicates that male group has the highest mean rank (220.25) compared to the female group with a mean rank of 175.18. This suggests that male students in Nigerian higher education institutions are likely to have higher entrepreneurial intention than their female counterpart.

Table 6 Mann-Whitney U Test: Test Statistics[a]

	Entrepreneurial intention
Mann-Whitney U	15062.500
Wilcoxon W	27152.500
Z	-3.889
Asymp. Sig. (2tailed)	.000
a. Grouping Variable: Gender	

Furthermore, the Mann-Whitney test statistics (table 5) showed a statistically significant p-value (0.000), which confirms the difference in mean ranks. Thus, the null hypothesis (H_{o2}), which states that gender wise there are no significant differences in entrepreneurial intention of Nigerian undergraduates, is rejected. We, therefore, conclude that male and female students in Nigeria significantly differ in entrepreneurial intention.

7.0Findings and Discussion:

In this study, the researchers have tried to examine the impact of ten different teaching pedagogies of entrepreneurship education on entrepreneurial intentions of higher education student's in Nigeria. It was found that most of the students in all the three institutions are rarely exposed to such teaching pedagogies as live project, industry tour, meeting with entrepreneurs, incubation facilities among others. Students, however, confirmed the use of normal lecture as the most common and most often used teaching pedagogy in entrepreneurship education classes across all the three types of institutions. This result contradicts Adesoji and Sangoleye (2017) who showed that no entrepreneurship education teaching pedagogy is employed very often, and none is not employed at all in Nigerian higher education institutions. The statistics above, however, suggest that traditional teaching pedagogy is commonly used across universities, colleges of education, and polytechnics in Nigeria. This is not far from what is obtainable in Southern parts of Nigeria(Fatoki& Oni, 2014) as well as Cheng, Chan, and Mahmood (2009), who found business plan development, case studies and lectures as the most popular pedagogies of teaching entrepreneurship education.

On the impact of the teaching pedagogies, the study found that only four out of the ten pedagogies examined had a significant and positive impact on the entrepreneurial intentions on the students. In line with Arasti, Falavarjani, and Imanipour (2012), this result indicates that a mixture of both traditional (normal lecture and case study) and innovative (expert lecture and incubation facilities) teaching pedagogies affects students' entrepreneurial intentions positively. Though this study showed that higher education institutions in Northern Nigerian, mostly adopt the conventional teaching pedagogies, the findings also indicate that both the conventional and innovative teaching pedagogies are instrumental to the development of the student's abilities and mindset towards entrepreneurship. This result is in conformity with Fatoki and Oni (2014) who reported the similar result of the survey in South African university and Chukwuma-Nwuba (n.d), who pointed out that active teaching pedagogies positively impact students' entrepreneurial intentions but unfortunately that they are not used regularly in Nigerian higher education institutions. Lourenço, and Jones (2006) have also talked about the effectiveness of combining both conventional and non-conventional approaches of giving the education about entrepreneurship. According to Fayolle, and Gailly (2008) and Arasti, Falavarjani and Imanipour (2012), the effectiveness of entrepreneurship program depends mostly on the skills of the teacher and his knowledge about the use of different methods of teaching that he or she use to deliver on the entrepreneurship education. Therefore, in summary, the lieterature is not in agreement with any one type of approved pedagogy for teaching entrepreneurship education. Normal lecture pedagogy, which was found to have a positive impact in this study, contradicts the result of previous studies, which found that lecture does not significantly affect students' intention (Ogonnia, 2016). One possible valid reason for this conflicting result could be the fact that Ogonnia's (2016) study had been conducted in a different context (Southern Nigeria), where perhaps students are exposed to other innovative teaching

pedagogies, which may have impacted them more positively than normal lecture. This reason may be valid as an earlier study carried out Northern Nigerian context indicated that normal lecture is the most applied teaching pedagogy entrepreneurship courses with high impact on students' entrepreneurial intention (Maifata and Mohammed, 2016). While the result of this and other studies showed that, some teaching pedagogies (traditional and non-traditional) positively impact students' entrepreneurial intentions and others do not.Zepeda and Andrea (2015) found that mandatory entrepreneurship courses taught through both traditional and non-traditional pedagogies do not directly affect students' intention for new venture creation but affects them indirectly through attitudes and self-efficacy.

The study also found that male students in Nigerian higher education institutions demonstrated higher intention for new venture creation upon graduation than female. This finding is not surprising because of the cultural and religious beliefs in Northern Nigeria that generally associates entrepreneurship with men. This result lends credence to Ahl (2006). The findings of the current study also concur with Matthews and Moser (1996),Walstad and Kourilsky (1998), found in their separate studies that are more willing to engage in entrepreneurship than female. Conversely, the findings of the current study contradict Hoque (2018), who found female students in South African university to be more desirous of business ownership than men. This contradiction may be attributed to contextual factors; especially, where the desire for challenge and self-determination among women were the drivers toward (Mirchandani, 2002) or where female students have a higher attitude to succeed when compared to males (Ghazali, Ibrahim, & Zainol, 2013).

8.0 Conclusion:

The study has tried to identify the impact of ten different teaching pedagogies for entrepreneurship education-on the entrepreneurial intention of students in Northen Nigeria. Entrepreneurship education teaching pedagogies, if well-tailored to the interests of the students and the objectives for which the program is introduced, can effectively inspire students' mindset towards self-employment. Regrettably, the teaching pedagogies adopted in Nigerian higher education institutions are not aligned with the entrepreneurship courriculum, the learning objectives, the kind any type of the students, the discipline of the student at intermediate level and his interest level too. The adopted pedagogical approaches are mostly conventional in nature, which do not prepare the students with the practical nature of the entrepreneurship stream and they face the challenges in adopting the real challenges in being an entrepreneur.

9.0 Suggestions:

It is imperative for institutions of higher learning in Nigeria to clearly state the goal(s) of the entrepreneurship course(s)and come up with effective blend (traditional and non-traditional) of appropriate teaching pedagogies, which can develop students' mental and practical capabilities towards achieving successful entrepreneurship intention. This can be achieved through:

- Interaction between academia and industry experts, for deciding the course curriculum and learning outcomes of entrepreneurship-related courses.

- Continuous adaptation of the course syllabus based on the feedback of the different stakeholders of higher education.

- Teachers should get professional training especially in the area of innovative teaching pedagogies and application-oriented teaching.

- Experiential learning such as "starting your own business challenge"; where groups of students identify, start, and operate a real business with a specified capital and given time duration. The outcomes of the businesses should be incorporated into the students' continuous assessment.

10.0 Limitations

Though the study had substantially addressed the dearth of literature in this area, it evaluates the impact of the used teaching pedagogies on students' entrepreneurial intention from students' perceptions alone. The type and quality of the used teaching pedagogy may be dependent upon the institutional policy and culture, teaching quality, the exposure level of the faculty members, teaching load, etc. Further, a broad comparison, by including more higher education institutions from different states and with an assessment of the combined effects of different factors, the evaluation of the used teaching pedagogies could be more effective.

11.0 Future research directions

Future studies should look at the performance of instructors in delivering the adopted teaching pedagogies along with the quality of materials e.g. textbooks, cases or types of live projects the students are exposed to, as all these could have significant direct or moderating effects on teaching and learning outcome. Also, the comparison of the entrepreneurial intention of the students of different streams is also one of the areas which can produce interesting results.

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