

Entrepreneurship Pedagogy and Entrepreneurial Intention among Students of Tertiary Institutions in Nigeria: Mediating Effect of Educators' Role Model

Abstract

This study examines the mediating effect of educators' role models on the relationship between entrepreneurship pedagogy and entrepreneurial intention, a descriptive survey research was adopted in this study. A purposive sampling technique was used to select seven (7) universities that are duly accredited by Nigeria University Commission (NUC) to run the Entrepreneurship program at the undergraduate level, while simple random sampling was employed to select 283 respondents as a sample size using Slovin, 1963 for the study. Structural equation modelling (SEM) was used to analyse the data with STATA version 15. The results reveal that entrepreneurship pedagogy has a substantial and positive association with entrepreneurship intention among students with beta-value of 0.603 and t-value of 6.67. Evidence also proves that entrepreneurship pedagogy has a direct correlation with educators' role models with beta-value of 0.756 and t-value of 11.74. Furthermore, the result shows that educators' role model influences entrepreneurial intention in a substantial and positive way with beta-value of 0.193 and t-value of 2.12. It was also discovered that educators' role model partially mediates between entrepreneurship pedagogy and entrepreneurial intentions with a beta-value of 0.1460 and t-value of 2.08. Subsequently, the study recommends that the teaching methods should be, do-it-yourself approach, learning by doing, or problem-based learning. Also, Nigerian universities should adopt teaching strategies that work, such as, individual and group projects, inviting guest speakers and especially business simulation activities, in order to spark the interest of students and start-ups. This will go a long way toward educating students about the entrepreneurship process and identifying business opportunities.

Keywords: Role models, Entrepreneurship Pedagogy, Entrepreneurial intention, Venture creation

Background to the Study

Educator's role in imparting the right knowledge and building capacities and potentials in students is an important driver in the advancement of entrepreneurial education and sparking the interest of students in enterprise startups which invariably will reduce massive youth unemployment and underemployment in Nigeria. Entrepreneurship education is a useful tool in empowering young graduates for self-employment considering the level of unemployment

in Nigeria. The role of educators' in achieving this cannot be over emphasized as it is their duty to manage teaching in such a way as to facilitate effective learning in students.

Entrepreneurship education has been acknowledged as a construct that helps an individual to develop his fullest capacities and potentialities in order to utilize his capacities for the benefit of society. More and more studies are pointing toward the need for an entrepreneurship education program in Africa in order to re-fertilize the African continent's economy by discovering potential sources of revenue, strategies, innovative ideas, new products, and emerging markets for resources that haven't been previously available (Seth, 2020; Amina & Abdelaziz, 2019; Olokundun 2017; Mwiya, 2014). As a result, educational institutions are under increased pressure to better educate the next generation for self-employment after graduation. Entrepreneurship Pedagogy, according to academics and researchers, is critical to a nation's entrepreneurial activities because it influences individuals' mindsets and behaviors, particularly when it comes to coming up with new company ideas and taking risks (Castillo-Palacio, Batista-Canino, & Zuñiga-Collazos, 2017; Mueller and Thomas, 2001). According to Olokundun (2017), entrepreneurship pedagogy encourages students to cultivate the qualities of a true entrepreneur, including the ability to envision, invent, and create, as well as to widen their horizons and take their ideas from concept to reality. Agbai (2018) reiterates that entrepreneurship pedagogy aids students in understanding the complexities of real-world challenges and experiencing great connection to learning objectives, which is likely to boost students' internal motivation and their experience of holistic acquisition of knowledge.

In addition to entrepreneurship pedagogy, the role model of educators is also one of the entrepreneurship education parameters that mediates the connection between teaching materials and the entrepreneurial intentions of students and career decision-making (Laviolette et al., 2012; Lafuente & Vaillant, 2013). Researchers agree that role models may

help individuals find and master certain talents and acquire the information necessary to succeed as an entrepreneur. (Olokundun, 2017). Despite the fact that previous research have acknowledged the value of role models for aspiring entrepreneurs, no one seems to agree on how role models mediate the link between teaching methods and entrepreneurial intentions, and study in this field is somewhat dispersed. Hence, this study intends to fill the identified gap in entrepreneurship literature by examining the mediating effect of role models of educators on the relationship between Entrepreneurship Pedagogy and entrepreneurial intentions among undergraduate students in Southwest Nigeria.

Specifics on how African countries are working to meet the Sustainable Development Goals (SDGs) by 2030 were warranted in the research. This research serves as an impetus for the current high unemployment rate, poverty, kidnapping, yahoo activities, and ritual syndrome among youth that make the nation a dangerous place for citizens, foreigners and the government.

Theoretical Framework

Different works on the human capital theory of entrepreneurship provided the theoretical foundation for this investigation. It is the most widely accepted theory in relation to entrepreneurial intention and career readiness (Olugbola, 2017). According to this theory, those who have received extensive training in entrepreneurship are more likely to be prepared for careers in entrepreneurship Dilani, Oswald & Allan, (2014). According to the human capital theory in entrepreneurship, which is dependent on the educational value, people have a range of entrepreneurial talents, attitudes, and behaviors that are aligned with an entrepreneurial intent (Mulongo, 2012). According to Becker (1993), training and education may enhance the ability of a person who already has a certain set of abilities. As students (aspiring entrepreneurs) build human capital via entrepreneurship education, their entrepreneurial intention should be strengthened as they demonstrate a willingness to take

risks and develop new company concepts and innovativeness. If further entrepreneurial education boosts a student's human capital, the student's entrepreneurial intention should potentially rise in proportion to the quantity of entrepreneurial educational skills acquired (Olugbola, 2017; Dilani, Oswald & Allan, 2014). Studies established that inspiring teaching method and educators' role models solve problems in new ways and influence students thinking towards entrepreneurial venture creation (Seth, 2020; Amina & Abdelaziz, 2019; Olokundun 2017; Mwiya, 2014). The theory advocates that if the entrepreneurial practical experience is being demonstrated by the teaching materials and educators, students' intention towards entrepreneurial venture creation will be enhanced. According to Oviawe and Anavberokha (2008), if African students are adequately educated with a range of entrepreneurial culture, attitudes, and skills, Africa's nations will undergo economic, technical, and industrial transformation.

Entrepreneurial Pedagogy and Entrepreneurial Intention

The origin of the concept of pedagogy was derived from the Greek expression paidagogeia, meaning the education of children, especially boys (Olokundun, 2017). According to Laviolette, Lefebvre, and Brunel (2012), the concept of pedagogy has changed to the assumptions of teaching or teaching practices. Recently the interest in entrepreneurial pedagogy and entrepreneurial intention has increased. Li and Wu (2019) view entrepreneurial pedagogy as a plethora of entrepreneurial abilities, which are essential for teaching entrepreneurship effectively. Researchers and scholars argue that entrepreneurship pedagogy is critical to a nation's entrepreneurial activity because it influences people's mindsets and behaviors, particularly in the area of risk-taking and innovative business ideas Castillo-Palacio, Batista-Canino, & Zuñiga-Collazos, (2017); Mueller and Thomas, (2001). According to Olokundun (2017), entrepreneurship Pedagogy teaches students to cultivate an

entrepreneurial spirit, which includes the ability to invent, innovate, and build, as well as to widen their sphere of activity and transform their ideas into initiatives. Agbai (2018) reiterates that entrepreneurship Pedagogy enables students to comprehend the complexity of real-world situations and to feel the significant relevance of the learning objectives, which is likely to boost students' intrinsic motivation and their experience of holistic knowledge acquisition. In the same perspective, Sahlberg (2010) argues that entrepreneurial pedagogy has a linear relationship with entrepreneurial intention. Kusumajanto (2015) also affirms that entrepreneurial pedagogy has a direct relationship with the development of one's personality and professional growth. Similarly, Aligba and Fusch (2017) reiterate that entrepreneurial pedagogy empowers the students to venture into entrepreneurial businesses. In the same vein, Reitan (1997) states that entrepreneurial pedagogy is sine-qua-non to the capacities of students to create entrepreneurial ventures. Rodríguez-Félix et al. (2016) also posit that entrepreneurship Pedagogy is linearly related to entrepreneurial intention. Park and Choi (2014) also reaffirm that entrepreneurship Pedagogy is an alternative paradigm to entrepreneurial intention. Hence, the following hypothesis is proposed:

H₁: There is a significant association between entrepreneurship Pedagogy and entrepreneurial intention among students.

H₂: There is a significant association between entrepreneurship Pedagogy and educators' role models.

Educators' Role Model as a Mediator

Individuals who serve as role models provide an example for others and may motivate or inspire others to make specific choices, including professional choices, and to accomplish certain objectives (Gibson & Barron, 2003). In the same vein, Asimakopoulos, Hernández, and Miguel (2019) view role models as people who provide an example for others to follow

and who may act as a source of inspiration or motivation for others to take entrepreneurial choices. Gibson (2004) also defines the role model as someone who a person looks up to because they believe they are similar to them and want to emulate specific traits or behaviours of that person. The human capital theory of entrepreneurship argues that people are drawn to role models that may provide guidance and inspiration and help them acquire an array of entrepreneurial skills. Therefore, individuals learn by following the example of those who thrive in a field they wish to be engaged in or achieve in themselves (Bosma et al., 2012). According to Boldureanu et al (2020), role model encourages students' belief in their own capacity to start their own firm and improves their entrepreneurship views. Previous studies provide evidence that role model influences student perception towards entrepreneurial venture creation. For instance, Nowiński and Haddoud (2019) establish a positive and significant relationship between role models, entrepreneurship learning, and entrepreneurial intention. In the same direction, Bar-Nir, Watson, and Hutchins (2011) link role models with entrepreneurial pedagogy, and entrepreneurial intentions. Chlosta, Patzelt, Klein, and Dormann (2012) also reiterate that role model has a significant association with entrepreneurial pedagogy, and entrepreneurial intentions. Researchers agree that role models may help people find and master certain talents and acquire the information necessary to succeed as an entrepreneur (Olokundun, 2017).

Because of the preceding empirical evidence, the following hypothesis is formulated:

H₃: There is a significant association between educators' role model and entrepreneurial intention among students

H₄: Educators' role model mediate between entrepreneurship Pedagogy and entrepreneurial intention among students

Conceptual Model

Independent variable

Mediator

Dependent variable

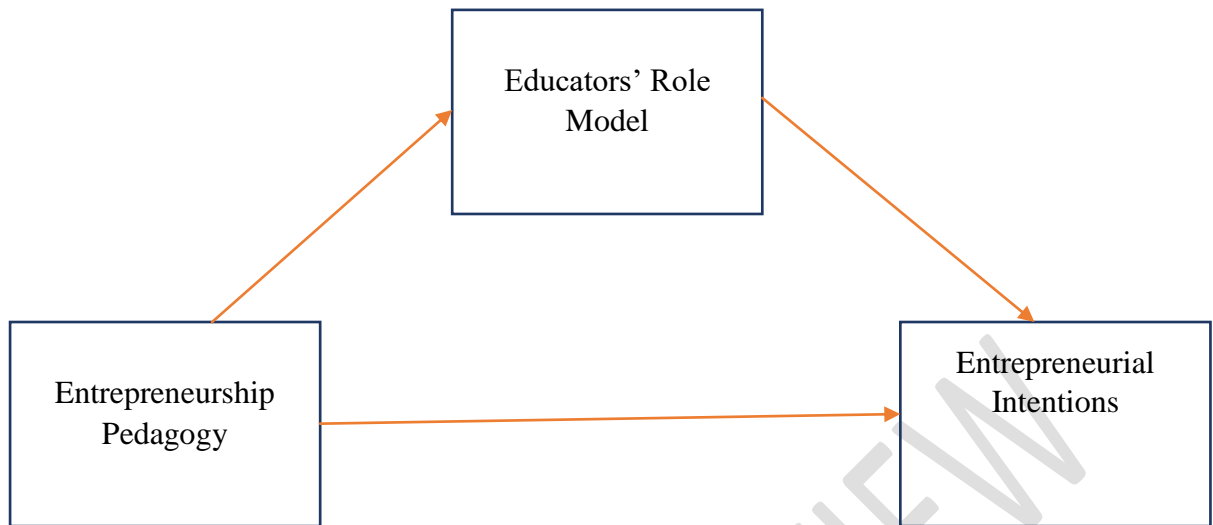


Figure 1: Conceptual Model

Methodology

Sampling Procedures

A purposive sampling technique was used to select seven (7) universities that are duly accredited by Nigeria University Commission (NUC) to run the Entrepreneurship program at the undergraduate level, while simple random sampling was employed to select 283 respondents as a sample size for the study from a study population of 935. The sample size was determined by the formula suggested by Slovin (1963). The biographic information of the surveyed respondents is detailed as follows: 56% of the respondents were males, while 44% constitute females. 117 (42.5%) of the respondents were between the age of 20 years and 25 years, 115 (41.8%) of the respondents were between the age of 26 years and 30 years, 28 (10.2%) of the respondents were below 20 years of age, while only 15(5.6%) of the respondents were above 30 years of age. 104 (37.8%) of the respondents were in the 100 level, 76 (27.6%) of the respondents were in the 200 level, 52 (18.9%) of the respondents were in the 300 level, while 43 (15.7%) of the respondents were in the 400 level.

Survey Measurement Instrument

The instruments used for the study consists of entrepreneurship Pedagogy scale, entrepreneurial intention scale, educators' role model scale.

Entrepreneurship Pedagogy Scale (EPS): This scale was derived from the study of Olokundun (2017). The survey comprises 6 items. The scale was based on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), for all the study instruments.

The scale's internal consistency factor α was 0.82

Educators' Role Model Scale (ERMS): The scale was developed and validated by Boldureanu et al (2020). The survey comprises 6 items. The scale was based on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), for all the study instruments. The scale's internal consistency factor α was 0.79

Entrepreneurial Intention Scale (EIS): This scale was derived from the work of Nowiński and Haddoud (2019). The survey comprises 4 items. The scale was based on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), for all the study instruments. The scale's internal consistency factor α was 0.88.

Table 1: **Summary of Results of the Measurement Instruments Validation**

variable		Cronbach's alpha
Entrepreneurship Pedagogy – Cronbach Alpha – (EPS = 0.841)		
EPS 1	The teaching methods provided a new and different Experience	0.705
EPS 2	The course taught to deal with ambiguity in the real world	0.698
EPS 3	The method of teaching provided an opportunity to learn by Doing	0.802
EPS 4	The teaching methods increased my intentions to start my own business	0.724
EPS 5	The teaching methods intimidate me to start my own business	0.788
EPS 6	Through the course thought, I can identify opportunities for new ways to conduct entrepreneurial activities	0.701
Educators' Role Model - Cronbach Alpha – (ERMS = 0.892)		
ERMS 1	My educator gives opportunity to get in touch with entrepreneurs that were invited to lectures	0.786
ERMS 2	Inspiring teaching method solve problems in new ways	0.851
ERMS 3	The professionalism of the educator influences my thinking	0.764

	towards entrepreneurial venture creation	
ERMS 4	Innovative and creative learning forms add value to my entrepreneurial orientation	0.807
ERMS 5	My educator helps me to identify new market opportunities for products and services	0.689
ERMS 6	Through my educator, my entrepreneurial Networking has been enhanced	0.741
Entrepreneurial Intention Scale - Cronbach Alpha – (EIS = 0.807)		
EIS 1	I have acquired an array of entrepreneurial skills to start an entrepreneurial venture	0.785
EIS 2	I am proud to be an entrepreneur after graduation	0.799
EIS 3	I have a vision to an employer of labour through entrepreneurial venture creation	0.812
EIS 4	If I attempted to start my business, I have the confidence in being successful	0.801

Table 1 above shows that the factor weights for all indicators are greater than 0.5, indicating that the question explains the variability of those variables. This makes the measurement model suitable for analysis.

Analysis, Results and Discussion

Table 2: Structure Equation Modelling without mediator (Direct Effects)

Relationship between variables	β -value	t-value	probability	Hypothesis
EP→EI	0.603	6.67	0.000	H₁ is confirmed
EP→ERM	0.756	11.74	0.000	H₂ is supported
ERM→EI	0.193	2.12	0.034	H₃ is confirmed

Note: EP = Entrepreneurship Pedagogy, ERM = Educators' Role Model, EI = Entrepreneurial Intention

Table 2 depicts the direct path of the variables. Using a standardized coefficient, the beta-value of 0.603 and t-value of 6.67 showcase that an entrepreneurship Pedagogy has a positive association with entrepreneurship intention, while that of P-value of 0.000 indicates that entrepreneurship intention is significantly influenced by entrepreneurship Pedagogy. This

implies that entrepreneurship Pedagogy is a motivating factor that facilitates students' entrepreneurial perception and intention towards entrepreneurial venture creation.

This study is consistent with the result of the work of Agbai (2018) that entrepreneurship Pedagogy exposes students to practice and develop their entrepreneurial intention towards entrepreneurial venture creation. In the same perception, Amina and Zohir (2019) in their research argued that a positive and significant association exists between entrepreneurship Pedagogy and entrepreneurial intention. In the research work of Ubogu (2020), it was affirmed that entrepreneurship Pedagogy has a positive relationship with entrepreneurial intention. Another study carried out by Jepchirchir, Korir and Lagat (2019) in Kenya, evidently shows that entrepreneurship Pedagogy has a direct correlation with students' entrepreneurial intention towards entrepreneurial venture creation.

The beta-value of 0.756 and t-value of 11.74 also prove that entrepreneurship Pedagogy has a direct correlation with educators' role model, while the p-value of 0.000 further reveals that entrepreneurship Pedagogy has a significant influence on educators' role model. Furthermore, the result shows that educators' role model has a positive and significant influence on entrepreneurial intentions with a beta-value of 0.193, t-value of 2.12 and p-value of 0.034. This connotes that educators' role model has a direct link with entrepreneurial intention towards entrepreneurial venture creation. The study agrees with the result of the work of Gibson and Barron (2003) who establish that the educator's role model has a strong influence on entrepreneurial intention towards entrepreneurial venture creation. The study of Bygrave (2004) also aligns with this current study that the role of the educators' role model has a direct link with entrepreneurial competence and entrepreneurial intentions among students. In the study of Bosma et al 2012, it was established that the educators' role model play a crucial role in the development of entrepreneurial intentions among students. In the same understanding, Zapkau et al (2015) also attest that the experience and role of educators

contribute to entrepreneurial intentions and entrepreneurial activity among students. This implies that role model of educators is strong predictor of entrepreneurial intention.

Table 3: Structure Equation Modelling with mediator (Indirect Effects)

Relationship between variables	β -value	t-value	probability	Hypothesis
EP→ERM→ EI	.1460	2.08	0.037	H₄ is supported

Table 3 reveals the mediating role of educators' role model between entrepreneurship Pedagogy and entrepreneurial intentions. Using standardized coefficient, the indirect p-value of 0.037 indicates that educators' role model partially mediates between entrepreneurship Pedagogy and entrepreneurial intentions. This connotes that educators' role model plays a mediating role between entrepreneurship Pedagogy and entrepreneurial intentions among the students.

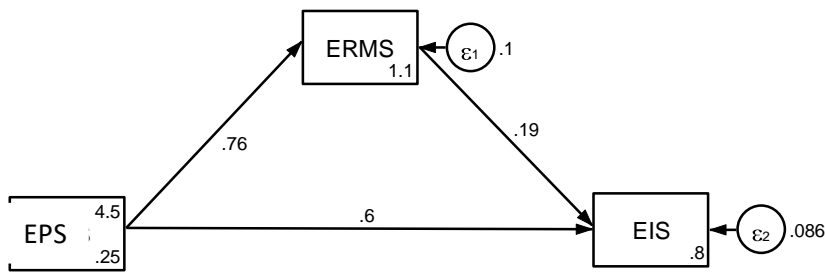


Figure 2 = SEM Model

Equation-level goodness of fit

Table 4: Equation-level goodness of fit

Depvars	EI
Variance Fitted	0.230
Variance predicted	0.144
Residual	0.086
R ²	0.626
Mc	0.791
Mc ²	0.626
Overall	0.708

mc = correlation between depvar and its prediction,

mc² = mc² is the Bentler-Raykov squared multiple correlation coefficient

Table 4 shows the equation-level goodness of fit test. The variance fitted value of 0.230 and variance predicted of 0.144 leading to an R² value of 0.626. This connotes that 62.2% of the variance in the dependent variable in this model (entrepreneurial intention of students) is accounted for by the independent variable (entrepreneurship Pedagogy). Thus, the model is fit.

Conclusion and Recommendations

This study examines that mediating effect of educators' role models on the relationship between entrepreneurship Pedagogy and entrepreneurial intention. A purposive sampling technique was used to select seven (7) universities that are duly accredited by Nigeria University Commission (NUC) to run the Entrepreneurship program at the undergraduate level, while simple random sampling was employed to select 283 respondents as a sample size for the study. Structural equation modelling (SEM) was used to analyse the data with STATA version 15. The results reveal that entrepreneurship Pedagogy has a positive and significant association with entrepreneurship intention. Evidence also proves that entrepreneurship Pedagogy has a direct correlation with educators' role models. Furthermore, the result shows that educators' role model has a positive and significant influence on entrepreneurial intentions. It was also discovered that educators' role model partially mediates between entrepreneurship Pedagogy and entrepreneurial intentions.

Subsequently, the study recommends that the teaching methods should be problem-based learning, learning by doing, or do-it-yourself approaches. Also, Nigerian universities should adopt effective teaching methods, such as inviting guest speakers, individual and group projects, and especially business simulation activities, in order to spark the interest of students and start-ups. This will go a long way towards educating students about the entrepreneurship process and identifying business opportunities.

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