

## SUMMARY

### EVALUATING COMPULSORY ENTREPRENEURSHIP EDUCATION ACROSS PRIVATE AND PUBLIC HIGHER EDUCATION INSTITUTIONS IN NIGERIA

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#### **Principal Topic:**

The logic behind entrepreneurship education is that it can stimulate entrepreneurial intention which potentially leads to innovative entrepreneurship. However, evidence examining the effects of entrepreneurship education on entrepreneurial intention raises two critical issues. First, the effects of contextual factors –such as whether a course is elective or compulsory, or university type is public or private– and experiential pedagogy – teaching practices within and outside the classroom that engage students in learning by action and reflection – are not fully understood. Second, novel impact indicators for assessing entrepreneurship education are required to understand the antecedents of innovative entrepreneurship. We propose intention to innovate.

#### **Method:**

We use pretest-posttest research design and structural equation modeling on a survey of 361 students, comparing one public and two private universities in Nigeria to evaluate the impact of compulsory entrepreneurship courses and the role of experiential pedagogy on intention to innovate, relying on the theory of planned behavior. We assess experiential pedagogy through out-of-class-experiences and engaged-faculty constructs.

#### **Results and Implications:**

We find that: (a) regardless of university type –public or private, out-of-class experiences and engaged-faculty generate positive behavioral control and attitude towards entrepreneurship; (b) out-of-class-experiences significantly increases intentions to innovate; (c) behavioral control mediates the relationship between out-of-class-experiences and changes in intention to innovate; (d) surprisingly, university type has no direct significant effect on the students intention to innovate.

To our knowledge, we present the first study to investigate intention to innovate as a novel impact indicator of the effects of compulsory entrepreneurship education using the theory of planned behavior. We present evidence of the decisive role of out-of-class-experiences and the mediating role of perceived behavioral control in the development of innovative intentions which is a precursor to innovative entrepreneurship. By this, our results contribute to the field of innovative entrepreneurship and specifically, to the conversation about how to train innovative entrepreneurs. Also, our results show strong support for the theory of planned behavior. Finally, our findings also have practical implications for entrepreneurship educators and policymakers.

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