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## Teaching Methods and Undergraduates' Entrepreneurial Intention in Selected Public and Private Universities in Ogun State, Nigeria

**Adedayo Racheal Agbonna PhD**

### Abstract

This study investigated the effect of teaching methods on entrepreneurial intention of undergraduates. The elements of the study were the 400 level students (undergraduate) in business and non-business faculties, at selected Universities located in Ogun state, Nigeria. The population of the study consisted of 17,65 final year undergraduate students of public and private universities in Ogun State. The study adopted stratified sampling and random sampling technique with a sample size of 1877 respondents. A structured questionnaire was validated, the reliability coefficient was obtained at (0.717) and the validity result was 0.684 (000). The results of both the descriptive and liner regression result indicated that teaching methods have the same pattern of increase on entrepreneurial intention of students of selected Universities at  $B = 1.244$ ,  $R^2 = 0.759$ ,  $F_{(1,1875)} = 5895.815$ ,  $P < 0.05$  and rated high is lecture method of teaching entrepreneurship, followed by individual assignment method of teaching. The study recommended that to promote entrepreneurial intention of university undergraduate students, innovative teaching methods should be adopted in the teaching of entrepreneurship in the universities.

**Keywords:** Entrepreneurship, Teaching Methods, Entrepreneurship Education, Entrepreneurial Intention.

### 1.0 Introduction

Globally, the teaching of entrepreneurship education has been identified as a catalyst for functional employment creation and economic development especially among developing countries. In spite of the benefits the introduction of entrepreneurship education has offered to individuals, government and the society at large through Nigeria higher education, many Nigerians still remain unemployed for a long time after graduation from higher institutions of learning. This is indicated in the National Bureau of statistics time data which shows that the rate of unemployment per age group during the fourth quarter of 2021, 53.40% from 40.80% in the third quarter which reflects an increase from 9.01% in the year 2020 also as against the estimated 17.69% in the fourth quarter of 2019. This is also corroborated by data on unemployment rate by third quarter of 2018 which indicates that unemployment rate of people with post-secondary education was 50.0%. In third quarter of 2018, the unemployment rate for young people aged 15 to 24, stood at 36.5%, and 24.4% for those aged 25 to 34, making the total youth unemployment rate 29.7% for Q3, 2018. This represents a 4.2 percentage point increase in the youth unemployment rate compared to Q3, 2017. These age groups, 15-24 years and 25-34 years combined represent the youth population in Nigeria and have a combined unemployment and underemployment rate of 55.4%. In the first quarter of 2017 age group 15 to 24 unemployment rate was 67.3%, 25 to 34 was 42.4% while 35 to 44 was 28.7%, 45 to 54 was 23.9% and 55 to 64 was 28.4%. Higher education institution students fall between age group of 15 to 24 with unemployment rate of 67.3% and some fall under the age group of 25 to 34 with unemployment rate of 42.4%. This indicates that graduates are more likely to face difficulties securing employment and are more likely to be completely idle. This is very worrisome and alarming. It is obvious that Nigeria needs more job creators to address the significant unemployment issues which

has affected negatively the economic. The foregoing calls for an understanding of the right method of teaching entrepreneurship of higher education institution.

Teaching methods used in delivering the content of the curriculum of entrepreneurship education have failed to arouse entrepreneurial intention of university undergraduate students (Agbonlahor, 2016). The instructors of entrepreneurship education are not practical oriented in the teaching methods used in tutoring the students this is due to the fact that most of them use classroom delivery that are too traditional which is corroborated by the work of Fatoki (2014) as the study empirically revealed that lecture method is the most prevalent method used by instructors of entrepreneurship education in universities, and this does not encourage entrepreneurial intention of the undergraduate students. The choice of the appropriate teaching methods for entrepreneurship has posed a challenge on tutors of entrepreneurship in public and private universities in Ogun state, Nigeria Entrepreneurship teaching methods has been associated with changes in intentions towards entrepreneurship when proper teaching methods are employed hence the need to be compatible with the student-centered approach. (Kurland, 2003). Fayolle, (2006) as well as Plumly, (2011) found that students develop their entrepreneurial intention from the type of teaching method adopted by tutors. In congruence, Rae, (2010) posit that a traditional classroom setting isolates students from other useful learning environments such as speaking engagements in the local business community where successful entrepreneurs share their stories. Other useful activities are workshops and seminars hosted by Chambers of Commerce at different locations throughout the nation. Taking fieldtrips to entrepreneurial businesses and national conferences is another beneficial activity, where students can learn inspiring entrepreneurial lessons. These are just a few examples of extremely beneficial opportunities available to students outside of the four walls classroom. Unfortunately, students are rarely exposed to such learning environment.

The objective of this study is to determine the effect of teaching methods on entrepreneurial intention of undergraduate students of selected public and private universities in Ogun state.

## 2.0 Literature Review

### Teaching methods of entrepreneurship

The concept of teaching methods has its origin in the Greek expression *paidagogeia*, referring to the education of children (Mynavathi, Vinnarati, Muthur, Anson, Mary, & Shankar, 2018). Teaching method is the methods followed in the act of helping people to learn (Frode, Eirik, Ingrid, & Inger, 2016). On the other hand, Kurakto and Morris (2018) identified that teaching methods is a practice-based suppositions of workable learning and teaching methods and practice especially as an academic subject. Furthermore, the submission of Fernando (2018) takes culture and values vis –a vis teaching methods into consideration the author highlighted that while defining teaching methods culture cannot be ruled out because it depicts how things, procedures and processes take place in different context. The author identified teaching methods as learning, teaching and development that is influenced by the cultural, social and political values. Moreover, Fatoki (2015) defined teaching methods as an organized and

logical ways used to provide consistent lessons with goals and contents which should be tailored toward the need of the learners. Fatoki (2015) takes feedback into consideration on the part of the learner which is the main objective of teaching methods. Although, there is no single, universal approach that suits all situations in teaching methods, but the principles and methods that are made use of during the course of passing instructions are to be implemented as needed and depending on the course and topic to be taught which will go a long way to help in achieving the desired learning by students. For a particular teaching method to be appropriate it has to be in conformity with the characteristic of the learner coupled with the type of learning it is supposed to achieve. This makes Fatoki's submission more superior to the foregoing.

Teaching methods is advantageous by helping people to learn (Fernando, 2018) from a similar context, Kurakto and Morris (2018) contend that teaching methods has an organized and logical ways used to provide consistent lessons with goals and contents which should be tailored toward the need of the learners. It is effective in providing new information and clarifying existing information to a large group in a short period of time (Keramat, Rahmatalahi, & Jafar, 2015). It is a good means that can be used to cover concepts principles and systems. It is used to lay a foundation for subsequent activities in the process of passing knowledge. It may stimulate learner interest in future study. Teaching methods is characterized as noted by Fatoki (2015) as being classified into two. The traditional teaching methods also known as the passive method include lectures, seminars, business plan, project works and non-traditional, innovative teaching methods which is also regarded as the active methods which are more action-based.

A little away from aforementioned, Daniele (2018) teaching methods is divided into two categories which are traditional and innovative pedagogies. Fox, Pittaway and Ikenna (2018) also posit that literature divides teaching methods into traditional methods (including lectures) typical of conventional education, and innovative methods. Following the advantages of traditional teaching methods, Owotunse (2018) identified that it brings about good communication between students and teachers and between students which is important for boosting the confidence of the students. Furthermore, Kurakto and Morris (2018) suggest that a good communication makes students good communicators and teacher also feel fulfilled after getting feedback from the students; traditional teaching methods shapes the minds of students; it makes students to learn what they need in order to succeed in real world and it makes students to focus on the course at hand. Traditional teaching method, as highlighted by Bhowmmilk, Roy, and Banerjee (2015) have been tried and tested but it is still faced with some inadequacies particularly with the advent of new diverse technology which has made learning more fun and interactive. Traditional teaching methods may be deemed restricted to some degree, as they explain further that classroom settings are teacher-centered where the teacher often talks at the students instead of encouraging them to interact, ask questions or make them understand the lesson thoroughly (Lucy & Terresia, 2017). Contributing to the discourse Hagg and Katariina (2016) identified that some classes involve rote learning, where students depend on memorization without having a complete understanding

of the subject. Just by passing the tests, consisting of descriptions, matching and other forms of indicators are all that matter to complete the curriculum. In a similar perspective, Bonnie, Dianne, Yuchin, and William (2015) submit that long lectures and dictations, rote memorization and little interaction in the classroom often leave students less attentive and less engaged which result in making them to be prone to skipping classes and missing lessons altogether.

### **Theoretical Review**

This study is anchored on the theory of Entrepreneurial Event. The Proponent of entrepreneurial event model is Shapero & Sokol (1982). The model is aimed to explain the processes that leads to entrepreneurial event. Shapero's model of new-venture initiation posits that the decision to initiate a new venture requires two things. First, founders should perceive that starting a new venture is "credible" (i.e., they have intentions toward entrepreneurship). Starting a new venture must be a believable opportunity. Second, new-venture initiation requires some kind of precipitating (or "displacing") event. In turn, credibility requires at least a threshold level of perceptions of feasibility and desirability plus some propensity to act upon the opportunity. Shapero & Sokol see perceived desirability as the degree to which an individual considers starting a business attractive. Perceived feasibility which is the degree to which a person to which a person has believe that he is capable of starting a business. Propensity to act is the personal disposition to act on one's decisions this means reflecting volitional aspects of intentions which means 'I will do it' Shapero & Sokol further suggested that propensity to act is equivalent to internal locus of control. (Chen, Green & Crick, 1998) Shapero and Sokol model assumes that every individual has a tendency to continue with his or her current behaviour except one encounter a displacement event. Shapero and Sokol (1982) classify life path changes into three categories: First path is considered as negative displacements such as when one is fired from work, when one is being insulted, angry, bored, reaching middle age, getting divorced or becoming widowed. The second path is considered being between things such as when one graduates from high school, polytechnic, College or university, when one is finishing from the military duty or being released from jail. The third category has a positive nature, called positive pulls from the partner, mentor, investor or customers. Whose behavior is ultimately performed depends on the credibility of the alternatives and the propensity to act. Entrepreneurial Event Model was tested by John, Gakure, Simon and Agnes (2012) to explain entrepreneurial Intentions among university students in Kenya. The study found that perceived desirability, feasibility and a propensity to act are the most crucial factors influencing an individual's intention to start a venture. Moreover, specific desirability and perceived self-efficacy are described as important foundations for the perceptions of desirability respectively feasibility. It was also tested by Krueger (1993) and found to have 50% explanatory power. Davidsson (1995) and Reitan (1996) followed with slightly revised models. Peterman and Kennedy (2003) studied the effect an entrepreneurship program (Young Achievement Australia, YAA). They found that the students had higher perceived desirability and feasibility to create a new business after

finishing the YAA program. Further, the desirability and feasibility of the students were significantly related to the positivity of previous experience. Furthermore, Krueger (1993) tested the Entrepreneurial event model and the results showed that feasibility and desirability perceptions and propensity to act significantly predict entrepreneurial intentions. In addition, perceived feasibility was found to be significantly associated with the breadth of prior exposure, while perceived desirability was significantly related to the positiveness of that prior exposure.

Shapero and Sokol (1982) presented a process model of new venture formation which included what they called a displacement event. They argued that inertia guided human action and as a result there needed to be a displacing event to push or pull an individual to change course, and in this case to found a business. This displacement has also been called the 'trigger' or 'precipitating' event. For Shapero and Sokol, transition stages were occasions for this displacement. They noted that getting 'out of school' as such a transition event whereby the person is open to differing life paths and career options. Another displacement condition would be the urging of a mentor, and presumably by implication, an instructor or respected 'other' in the university context who could act as such a trigger. Educators are generally recognized as important molders of the attitudes and beliefs students hold and that would be no less true when it comes to entrepreneurship as a career choice or lifestyle. Evidence indicates that young people have a strong positive predisposition toward entrepreneurship and running their own businesses (Norman, Douglas, Takaruzza & Morge, 2016; Palalic, Ramadani, Đilovic, Dizdarevic, & Ratten, 2017).

This study is anchored on the theory of Entrepreneur Event Model. Entrepreneur Event model is applicable to this study because entrepreneurial intention is influenced by three main factors: perceived desirability, perceived feasibility, and propensity to act upon opportunities. A displacement event then affects the relationship between entrepreneurial intention and action. Perceived desirability is the extent to which a person feels attractive to create his or her own business. Perceived feasibility is the extent to which the person feels capable to start a business. Propensity to act is the personal disposition to act on one's decisions to start a business.

### **Empirical Review**

Empirical studies on teaching methods and entrepreneurial teaching are inconclusive, intriguing and divergent in its results. Ikandilo, (2014) conducted a study to examine the effect of teaching methods used in higher institutions of learning in Tanzania build an adoption of entrepreneurial behaviour female undergraduate students of Institute of Accountancy Arusha, were used in this research as case study. With the use of Purposive sampling 188 female students were sampled. Data was analysed using frequencies, percentages, and chi-square tests. The study found out that curricula contents and teaching methods have an influence on students' starting a firm in future. Also teaching methods in entrepreneurship is associated with changes in attitudes and intentions towards entrepreneurship as proper teaching strategies/methods need to be compatible with the student-centered approach. In the same vein, Parimala and Illam (2015) studied Entrepreneurship Education and Entrepreneurial Intentions

among Malaysian University students: using Hypothesised Model through Structural Equation Modelling the study revealed that teaching methods is positively related to entrepreneurial intention of students. Mwasalwiba (2010) examined a semi-systematic literature review using six thematically separated excel data collection spread-sheet to take stock of existing publication devoted to entrepreneurship education and assesses the alignment existing between its generic objectives, target audience, teaching methods, and impact indicators. The finding of the study reveals that scholars in the field of entrepreneurship education though differing in a number of definitive issues are converging towards a single framework of entrepreneurship and that is a shift from a star-up view to an attitude changing perspective of entrepreneurship education. However with a diversity in the target group that is evident in the non-alignment between what education and other stake-holders who wish to achieve in educating for entrepreneurship with the applied approach and success indicators. The study found out that application of diverse teaching methods in entrepreneurship classrooms can assist student in developing entrepreneurial intention. Kurland (2003) posits that the methods of teaching of entrepreneurship have positive association with entrepreneurial intention of being an entrepreneur.

Amari and Abbes (2014) assessed the influence of individual factors on the entrepreneurial intention, the study found that there is a significant dependence between teaching methods and entrepreneurial intention. Zarah, Mansoreh and Narges, (2012) made an attempt to identify appropriate methods of teaching in Entrepreneurship Education in Graduate Students. The study employed two qualitative studies by semi-structured interviews. First study was carried out on a sample of experts in teaching methods enlisting the complete teaching methods that can be used in entrepreneurship education. Second on a sample of lecturers that take business planning course in showing the teaching methods that are appropriate respectively like group project, case study, individual project, development of a new venture creation project, and problem-solving. The result of the study found that the best methods of teaching that are appropriate for this course are group project, case study, individual project, development of a new venture creation project, and problem-solving.

Fatoki (2014) examined the Teaching Methods for Entrepreneurship at a South African University. The study identifies the tradition and non-traditional teaching methods employed for the teaching of entrepreneurship at a South Africa university. Quantitative research approach with a descriptive design was employed while 400 level students and postgraduate level students were the elements of the study., which the research focused on. Self-administered questionnaire was used to collect data for the survey. The study found that both active and passive method of teaching entrepreneurship are required with the innovative methods through course design and content. Roy, Akhtar, & Das (2017) described how an established method of teaching can be used to tutor a group of students in entrepreneurship education the findings revealed that from among the particular range of teaching methods in the courses case study, poster reports was the most engaging, followed by a team-based learning method. Abbas and Zaidatol, (2016) studied the application of innovative teaching methods in the teaching of entrepreneurship

education in the Nigerian polytechnics conceptually. The study looked into entrepreneurship education in Nigeria, looked into different innovative methods of teaching entrepreneurship like Experiential Learning, Problem Based Learning, Practice Based, Simulation Games, Team Based Learning, One Business Idea for Each Class & presentation. The study submits that the effectiveness of innovative teaching methods is very important and it should be developed in the polytechnic system centred on students rather than the lecturers. Tizazu (2016) investigate barriers to Entrepreneurial Intention of Polytechnic College students: (Specific evidences from Assosa, Benishangul Gumuz region, Ethiopia). Simple random sampling method was used to select the sample. The analysis was carried out using descriptive, independent t-test, correlation and multiple regression analysis. The study found that the major barriers of entrepreneurial intention are; poor perception of access to finance and fear to failure. In addition, the finding of the descriptive analysis indicates that most of the students have an intention to follow entrepreneurship after graduation. The correlation result indicates that business support service has positive and significant relationship with entrepreneurial intention of students.

### **Entrepreneurial intention**

It has been argued that there is no consistent definition of the term entrepreneurial intentions Merle, Marianne, Urve and Aino (2013). Guerrero, Rialp and Urbano (2008), defined entrepreneurial intentions as a state of mind that people wish to create a new firm. Nabi, and Holden, (2008); Wu and Wu (2008) also posit that entrepreneurial intention can also mean have a mind-set of creating new value inside an existing organization. Alessandro and Vita (2017) defined Intention as an act which help in predicting the actual behavior and reflect commitment toward future actions. Umar and Muhammed (2017) Posits that entrepreneurial intention has to do with a person's inclination to take up an entrepreneurial task in the future. Tarek (2017) Entrepreneurial intention is defined as a state of mind directing a person's attention and action towards self-employment as opposed to organizational employment Lorz, Volery and Miter (2011), suggest that entrepreneurial intention is an indicator of actually becoming an entrepreneur. Entrepreneurial intention is what motivates an individual in making a conscious plan to exhibit a behaviour (Michel, 2011) moreover entrepreneurial intention is defined by Thompson (2009) as self-acknowledged conviction that an individual intend to start a new business venture and consciously plan to do so in future.

Entrepreneurial intention is defined as a state of mind of an individual that is directing the person's attention, action, and experience towards achieving the act of creating an enterprise. (Parimala, 2013) Bulhough, Ronko and Myatt (2014) see entrepreneurial intention as a step to entrepreneurial plan of an individual to start a new enterprise. Byasbashaia and Katono (2011) found that as students' attitudes changed due to the entrepreneurship education, they received but, there were no changes in entrepreneurial intention. Wei-loon, (2016) submits that the initial stage in becoming an entrepreneur is for an individual to shows certain level of entrepreneurial intention. However, entrepreneurial intention precedes any

entrepreneurial behavior and it is regarded as a predictor of entrepreneurship

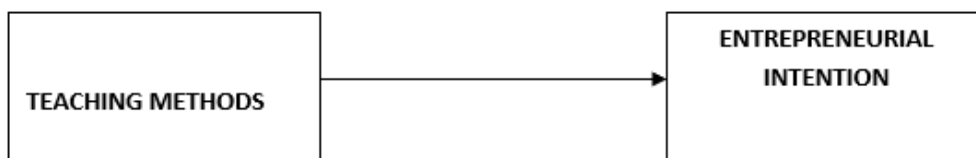
Tizazu (2016) submits that a person can venture into entrepreneurship only if he exhibits intention towards it. Mai and Nguyen (2016) posit that Entrepreneurial intention is a growing consciousness in the state of mind of an individual who desires to start a new enterprise or create a new venture in an existing organization. This is to say that an individual cannot engage with an entrepreneurial opportunity without an intention to do so. Entrepreneurial intention can be seen as a representative of a future course of action. It is not simply an expectation or prediction of future actions but a proactive commitment. Parimala and Illam (2015) studied Entrepreneurship Education and Entrepreneurial Intentions among Malaysian University students: using hypothesized Model through Structural Equation modeling the study revealed that teaching methods is positively related to entrepreneurial intention of students. Mwasalwiba (2010) examined a semi-systematic literature review using six thematically separated excel data collection spread-sheet to take stock of existing publication devoted to entrepreneurship education and assesses the alignment existing between its generic objectives, target audience, teaching methods, and impact indicators. The finding of the study reveals that scholars in the field of entrepreneurship education though differing in a number of definitive issues are converging towards a single framework of entrepreneurship and that is a shift from a star-up view to an attitude changing perspective of entrepreneurship education, However with a diversity in the target group that is evident in the non-alignment between what education and other stake-holders who wish to achieve in educating for entrepreneurship with the applied approach and success indicators. The study found out that application of diverse teaching methods in entrepreneurship classrooms can assist student in developing entrepreneurial intention. Amari and Abbes (2014) assessed the influence of individual factors on the entrepreneurial intention, the study found that there is a significant dependence between teaching methods and entrepreneurial intention. Plumly. Marshall, Eastman, Rajesh, Stanley and Boatwright (2011) found a positive relationship of students' entrepreneurship intention on the type of teaching instructions they received. Roy, Akhtar, and Das. (2017) investigated young Science and Technology graduates' intention toward pursuing an entrepreneurial career in India. The study employed

Ajzen's theory of planned behavior bringing together three more constructs of (Perceived care, entrepreneurial knowledge and personality traits) in explaining the nexus between a list of antecedents and entrepreneurial intention. The study made use of Structural equation modelling (SEM) technique The study found a positive but relatively weak influence of subjective norms on entrepreneurial intention formation of young Science and Technology graduates. Kai (2017) looked into the model proposed by Mair and Noboa (2006) where four antecedents were identified as predictors of suggested social entrepreneurial intentions. The study extends the model through the inclusion of prior experience with social problems as an additional variable. The study revealed that prior experience predicts social entrepreneurial intention. Mumtaz, Munirah, Halimahton and Kamarudin (2016) looked into the Factors affecting entrepreneurial intentions among Mara professional college students. The researchers based the study on psychological model based on Ajzen's theory of planned behaviour to identify the factors influencing the entrepreneurial intention students. Questionnaire was used to collect the data from 181 students of three programmes offered in MARA Professional Colleges. Correlation and regression statistics was used to analyse the data. The study found that educational support through professional education. Angelica (2014) carried out a study on entrepreneurial Intention among Business Students in Batangas State University based on their entrepreneurial capabilities and skills. the study found that most of the respondent have no family business and they are from middle income class, the study also found that most of the respondents' entrepreneurial intention is not affected entrepreneurship education. Hamid and Aliyu (2017) studied Entrepreneurial intention of business students in Malaysia the role of self-confidence, Educational and relational support. And the study found that Relational and educational supports are two important factors that can influence the entrepreneurial intention of university students.

**Hypothesis**

**H01:** Teaching methods has no significant effect on entrepreneurial intention of undergraduate students of selected public and private universities in Ogun state.

**Conceptual Frame Work**



**3.0 Methodology**

The study adopts survey research redesign with a population of 17,659, final year undergraduate students of public and private universities in Ogun State. The study adopted stratified and random sampling technique. The table of sample size determination was used to determine the sample size for this study at 95% confidence level and 5% margin error to arrive at a sample size of 1877 respondents. A structured questionnaire was employed as the research instrument. A self-rating six-point of Not at all important (1), Low importance (2), slightly important (3),

Moderately important (4) very important (5) Extremely important (6) Likert Scale was used to measure the students' perceptions of the different teaching methodologies. Both the validity and reliability coefficient were obtained at 0.684 (000) and 0.717 respectively. Data was analyzed with descriptive and inferential statistics employing simple percentage and linear regression

**3.1. Model Specification**

Sequel to the objectives of this study the dependent and the independent variables were factored into a functional

equation. Entrepreneurial Intention is the dependent variable while Teaching Method is the independent variable.

Independent and the following equation was established and tested.

$$TMS = \alpha_0 + \beta_1 EI + \mu_i \quad (1)$$

In equation 1 above

TM = Teaching Method

$\alpha_0$  = Intercept

$\beta_1$  = Coefficient of the explanatory variable

TM = Teaching Method

$\mu$  = Error Term

**4. Measures**

**4.1. Independent Variable**

The measure of teaching method as an act of helping people to learn was based on the Fatoki, 2014; Lochotung, 2011; Raja & Hatem, 2016. it includes fourteen- items, with 6-point Likert type response scale of No importance = 1, Low importance=2 Slightly importance=3 Moderately important=4 Very important = 5 Extremely important = 6. Lecture Method, Individual Assignment, Group

Assignment, Multimedia presentation, Seminar, Case Study, Practical Assignment, Role Model, recorded video, Business Simulation, Business Plan, Visits to business organizations, Industrial placement/internship, Relating personal entrepreneurship experience.

**4.2. Dependent Variable**

Dependent variable of the study is entrepreneurial intention. Five items were used at 6-point Likert type response scale of No importance = 1, Low importance=2 Slightly importance =3 Moderately important=4 Very important = 5 Extremely important = 6 using the scale of the model of Adapted from Zaroug, Samir, & Syed, (2016).

**5.0 Apriori Expectation**

In this study negative or positive effect is expected between teaching methods and entrepreneurial intention.

**6.0 Findings**

**Model Summary for Regression Analysis for effect of teaching methods on Entrepreneurial Intention of students.**

**Table 4.1**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	-12.465	.906	-13.756	.000
	Teaching Methods	1.244	.016		
R = 0.871; R <sup>2</sup> = 0.759; F (1,1875) = 5895.815, p < 0.05					

Dependent Variable: Entrepreneurial Intention

Illustrates regression analysis to show effect of teaching methods on entrepreneurial intention of students of selected public and private universities in Ogun state. The table shows the Unstandardized coefficient of teaching methods to be 1.244 ( $\beta = 1.244$ ,  $p = 0.000$ ) meaning that teaching methods have statistically significant effect on entrepreneurial intention of students of selected public and private universities in Ogun state. This is further shown as  $F = 5895.815$  and p-value of 0.000 which is less than the adopted level of significance (0.05). This shows that

teaching methods were significant predictor of entrepreneurial intentions according to undergraduate students. The Table shows that there is a high correlation ( $R = 0.871$ ) between teaching methods and entrepreneurial intentions. Further evidenced is the fact that the percentage of variance in entrepreneurial intentions explained by teaching methods is about 75.9%. This shows that teaching method account for 75.9% of the variations in entrepreneurial intentions. The resulting regression model from the analysis was given by:

$$EI = -12.465 + 1.244TM \dots\dots\dots \text{Equation (1)}$$

Where:

EI = Entrepreneurial Intentions

TM = Teaching Methods

From the regression model, taking all factors constant at zero, Entrepreneurial Intention of students was -12.465. The regression coefficient of teaching methods was 1.244, which implies that a unit increase in teaching methods would lead to 1.244 increase in entrepreneurial intention of students. The significant value is less than 0.05.

With respect to the teaching methods used in the universities, the survey results from this study shows that Universities are rated high in Lecture method of teaching, followed by Individual assignment also the study revealed that the use of practical method of teaching entrepreneurship education is extremely interesting sequel

to this government through the Federal ministry of education should design specific and practical entrepreneurial courses to be taught with practical method of teaching entrepreneurship education aspects of co-curricular programs which will take place outside the classrooms and should not be heavily classroom academic exercises but hand-on learning along with the emphasis on business competencies and like leadership skills and entrepreneurial skill and many more.

**Descriptive Analysis of Responses on Teaching Methods**

Teaching methods	Not at all important	Low importance	slightly important	Moderately important	very important	Extremely important	Mean	SD
Lecture Method	50 2.7%	60 3.2%	113 6.0%	162 8.6%	576 30.7%	916 48.8%	4.27	1.381
Individual assignment	42	68	98	202	557	910	5.07	1.217

	2.2%	3.6%	5.2%	10.8%	29.7%	48.5%		
Group assignment	45 2.4%	80 4.3%	142 7.6%	391 20.8%	738 39.3%	481 25.6%	4.67	1.195
Multimedia presentation	44 2.3%	118 6.3%	143 7.6%	260 13.9%	627 33.4%	685 36.5%	4.79	1.306
Seminar	56 3.0%	120 6.4%	142 7.6%	179 9.5%	533 28.4%	820 45.1%	4.89	1.375
Case-study	36 1.9%	144 7.7%	144 7.7%	256 13.6%	757 40.3%	540 28.8%	4.69	1.278
Practical assignment	83 4.4%	109 5.8%	87 4.6%	158 8.4%	683 36.4%	757 40.3%	4.88	1.374
Role Model	61 3.2%	166 8.8%	133 7.1%	292 15.6%	705 37.6%	520 27.7%	4.58	1.364
Use of recorded video	81 4.3%	185 9.9%	232 12.4%	363 19.3%	685 36.5%	331 17.6%	4.27	1.381
Business simulation	44 2.3%	129 6.9%	141 7.5%	304 16.2%	734 39.1%	525 28.0%	4.67	1.275
Business plan	41 2.2%	54 2.9%	117 6.2%	233 12.4%	597 31.8%	835 44.5%	5.02	1.195
Visit to business organizations	22 1.2%	65 3.5%	66 3.5%	223 11.9%	720 38.4%	781 41.6%	5.08	1.081
Industrial placement/internship	41 2.2%	61 3.2%	69 3.7%	248 13.2%	638 34.0%	820 48.8%	4.27	1.165
Lecturers relating personal entrepreneurship experience	33 1.8%	70 3.7%	82 4.4%	189 10.1%	637 33.9%	866 46.1%	5.09	1.160
Aggregate Mean							4.79	1.267

Source: Field Survey

that majority 81.9% of the respondents agreed that indicated that lecture method of teaching is the prominent method of teaching entrepreneurship in the university they attend while 11.9% of respondents disagreed meaning that on the average extreme importance is attached to lecture method with a mean 4.27 and a standard deviation of 1.381 Those that indicated that their universities give Individual assignments to students as a method of teaching entrepreneurship are 91.9% of the total respondents while 8.9% respondents differ which indicates that on the average the respondent attached extreme importance to Individual assignment method with a mean 5.08 and a standard deviation of 1.081. Those who assert that their universities give Group assignment to students as a method of teaching entrepreneurship are 85.7% of the total respondents while 14.3% respondents declined indicating that on the average the respondents give importance Group assignment method with a mean 4.67 and a standard deviation of 1.195. Those who supported that Presentation through multimedia as a method of teaching entrepreneurship is made use of in their university are 83.8% of the respondents while 16.2% respondents do not support multimedia method which shows that on the average the respondents supported Multimedia presentation method with a mean 4.79 and a standard deviation of 1.306. Those who confirm that their universities use Seminar as a method of teaching entrepreneurship are 79.4% while respondents disagreed which implies that on the average respondents Universities give same importance to Seminar presentation method with a mean 4.89 and a standard deviation of 1.375. Those who maintained that Case study is regarded as a potent method of teaching in their university are 82.7% while 17.3% respondents disagreed showing that on the average respondents upheld that their universities give moderate importance to Case-study method of teaching with a mean 4.69 and a standard deviation of 1.278. Those who indicated that Practical assignment is an interesting method of teaching entrepreneurship in their University are 85.2%

while 14.8% respondents controverted the claims, which shows that on the average respondents affirmed that their universities likewise give moderate importance to Practical assignment method of teaching with a mean 4.88 and a standard deviation of 1.374 Those who stated that the use of role models as a method of teaching entrepreneurship is made use of in their Universities are 80.9% while 19.1% respondents disproved, which implies that on the average respondents disclosed that their universities give slightly importance to Role model method of teaching with a mean 4.58 and a standard deviation of 1.364. Those who supported that their universities make use of recorded Video to teach entrepreneurship are 73.4% while 26.6% respondents disproved which shows that on the average respondents disclosed that their universities likewise give slightly importance to Use of recorded video method of teaching with a mean 4.27 and a standard deviation of 1.381. Those who stated that Business simulation as a method of teaching entrepreneurship is made use of in their universities are 83.3% while 16.7% respondents disagreed which indicates that on the average respondents maintain that their universities give moderate importance to Use of Business simulation method of teaching with a mean 4.67 and a standard deviation of 1.275. Furthermore, 89% of the respondents indicated that Business plan presentation makes teaching of entrepreneurship more meaningful in their universities, while 11% respondents refuted this statement which implies that on the average respondents uphold that their universities give a high importance to Business plan presentation with a mean 5.07 and a standard deviation of 1.217. Those who stated that visit to business organizations is a good method of teaching entrepreneurship used by their universities are 88.1% while 11.9% respondents do not agree which implies that on the average respondents disclose that their universities similarly give a moderate importance to Industrial placement/internship with a mean 4.27 and a standard deviation of 1.381. Finally, 90.1% of the respondents

indicated that lecturers teaching entrepreneurship education in their universities have excellent ways of presenting the entrepreneurship courses while 9.9% of the total respondents do not agree, which shows that on the average respondents assert that their universities give significant importance to Lecturers relating personal entrepreneurship experience with a mean 5.09 and a standard deviation of 1.160. Results in Table 4.1 shows that the aggregate mean score for teaching method is 4.79 and standard deviation is 1.267. This implies that on average selected Universities give moderate importance to the identified methods of teaching entrepreneurship. Also, all respondents exhibited high variance in their opinions relating to methods of teaching with a standard deviation of 1.267.

Combining results in Table the descriptive and the regression table teaching methods have the same pattern of increase in entrepreneurial intention of students. The finding reveals that selected Universities are rated high in Lecturers relating personal entrepreneurship experience method of teaching, followed by Individual assignment and lecture method. Use of recorded video and Industrial placement/internship were rated equally and lowest method of teaching as shown by their mean scores compared to other scores. This provides answer to the research question two and enables the researcher to achieve objective two. The Use of recorded video and Industrial placement/internship were rated equally and lowest method of teaching as shown by their mean scores compared to other scores. Industrial placement/Internship programmes are eye openers for would be entrepreneurs is but the study revealed that the use of internship is rated low universities in Nigeria should make internship a compulsory programme to all students offering entrepreneurship. The finding is in agreement with Ikandilo (2014) who found that there is a positive significant relationship between teaching methods and entrepreneurial intention. The study of Parimala and Illam (2015) on Entrepreneurship Education and Entrepreneurial Intentions among Malaysian University students discovered that teaching methods is positively related to entrepreneurial intention of students. Further, Mwasalwiba (2010) found that scholars in the field of entrepreneurship education though differing in a number of definitive issues are converging towards a single framework of entrepreneurship and that is a shift from a star-up view to an attitude changing perspective of entrepreneurship education. The research found out that application of diverse teaching methods in entrepreneurship classrooms can assist student in developing entrepreneurial intention hence a train the trainers programme should be organized for faculty members of universities tutoring entrepreneurship education this can make available to them modalities on how to be innovative in the use of diverse teaching methods of entrepreneurship education in educational institutions. Also the faculty members are to be encouraged to attend seminars and workshops on entrepreneurship in order to equip them with all necessary training needed to teach entrepreneurship education. The finding is also consistent with the study of Kurland (2003) that the methods of teaching of entrepreneurship have positive association with entrepreneurial intention of being an entrepreneur. Amari and Abbes (2014) assessed the influence of individual factors on the entrepreneurial intention the study found that there is a significant relationship between teaching methods and entrepreneurial

intention depending on the type of teaching instructions they received.

## 7.0 Conclusion and Recommendation

This study looked into the effect of teaching methods and entrepreneurial intention of university undergraduates. Literature was reviewed conceptually, theoretically and empirically on teaching methods and entrepreneurial intention. The study concluded that teaching methods has significant effect on entrepreneurial intention of undergraduate of public and private universities in ogun state. The study therefore recommended that train the trainers programmes should be organized for faculty members of universities teaching entrepreneurship education this can make available to them modalities on how to be innovative in teaching entrepreneurship education in educational institutions. In doing so the faculty members will be encouraged to update themselves, also the faculty members are to be encouraged to attend seminars and workshops on the innovative methods of teaching entrepreneurship in order to equip them with innovative methods necessary for the training needed to teach entrepreneurship education.

Teaching of entrepreneurship as a course of study should be made a process which involves hands on learning and vocational training instead of a solely classroom-based learning this will help sprout up start-up business trainings, entrepreneurial activities, and reflective practices in order to help students to acquire practical experiences vis-à-vis entrepreneurship education. In congruence, incorporating real-world practices of business creation as part of curriculum from the first to the last year of students' graduation is a way of encouraging them to have entrepreneurial intention vis a-vis opportunity recognition, resource planning, team development and value creation in other words courses on starting businesses can be inculcated into the entrepreneurship curriculum which will help the learners in building insights into the practicing methods and managing both human and material resources. Further studies can have insight into the area of research on entrepreneurship education for better understanding of its teaching mechanism.

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