

*An investigation into the impact of entrepreneurship education on entrepreneurial intention in developing countries and the moderating role of gender: The case from Sudan*

**HASSAN ELSAFI**

Chevening Scholar

Durham University Business School –  
MSc. Management (Entrepreneurship)

Ministry Of Higher Education and Scientific Research – National Centre for Research



# WHY?

- ❖ Situational factors and Entrepreneurship.
- ❖ Entrepreneurship education in Developed **Vs** Developing countries.
- ❖ **Improvement:** Understanding of the factors mediating the effect of entrepreneurship education (EE) on entrepreneurial intention (EI) can be very beneficial for academics and educators to better develop those programs to target specific demographics (i.e. women, students).



**If You Can't Measure It, You Can't Improve It**

# Measuring the impact of Entrepreneurship Education

- ❖ The complexity of the relationship between entrepreneurship education and the entrepreneurial action + The time lag.
- ❖ **Entrepreneurial Intention** as a proxy indicator.

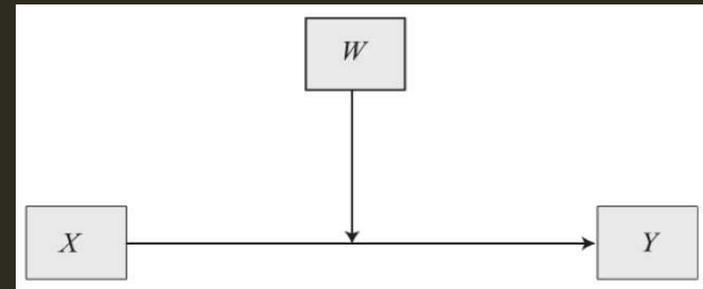
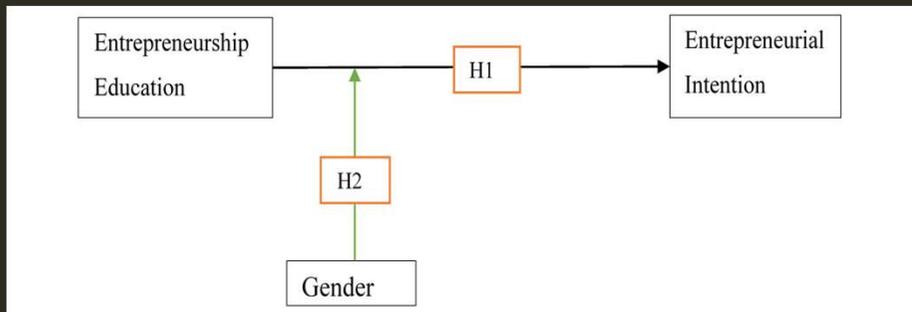
# RESEARCH QUESTIONS

- ❖ R.Q1: Do entrepreneurship education participants report higher entrepreneurial intention than non-EE participants in Sudan?
- ❖ R.Q2: Do antecedents of entrepreneurial intention identified in the 2 most used intention models (*Theory of Planned Behaviour* and *Entrepreneurial Event Theory*) mediate the effect of entrepreneurship education on it?
- ❖ R.Q3: Do male and female entrepreneurship education participants report similar intensity of entrepreneurial intentions as a result of participating entrepreneurship education in Sudan?

# Theoretical Frameworks and Definitions

- **Moderation:** “The effect of  $X$  on some variable  $Y$  is moderated by  $W$  if its size, sign, or strength depends on or can be predicted by  $W$ . In that case,  $W$  is said to be a moderator of  $X$ ’s effect on  $Y$ ”.

## 1. The baseline model



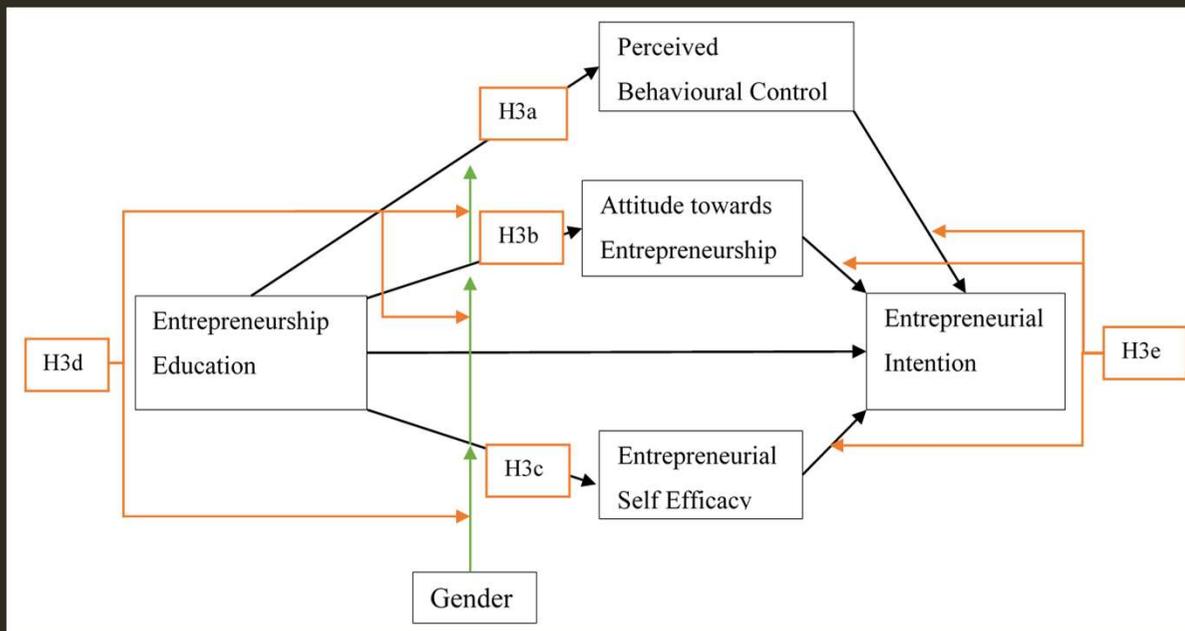
# Theoretical Frameworks and Definitions

## 2. The Theory of Planned Behaviour (TPB): Ajzen (1991)

1. *Personal Attitude Towards the Behaviour (ATB)*: the degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question.
2. *Perceived Social Norms regarding the specific behaviour (SN)*: the degree to which someone perceives a degree of social pressure to carry out or abstain from taking the action being monitored. ✕
3. *Perceived Behavioural Control (PBC)*: the individual's control beliefs with regard to the action being investigated.
4. *Perceived Self-Efficacy (PSE)*: one's perception of their skills and abilities.

# Theoretical Frameworks and Definitions

## 2. The Theory of Planned Behaviour (TPB)



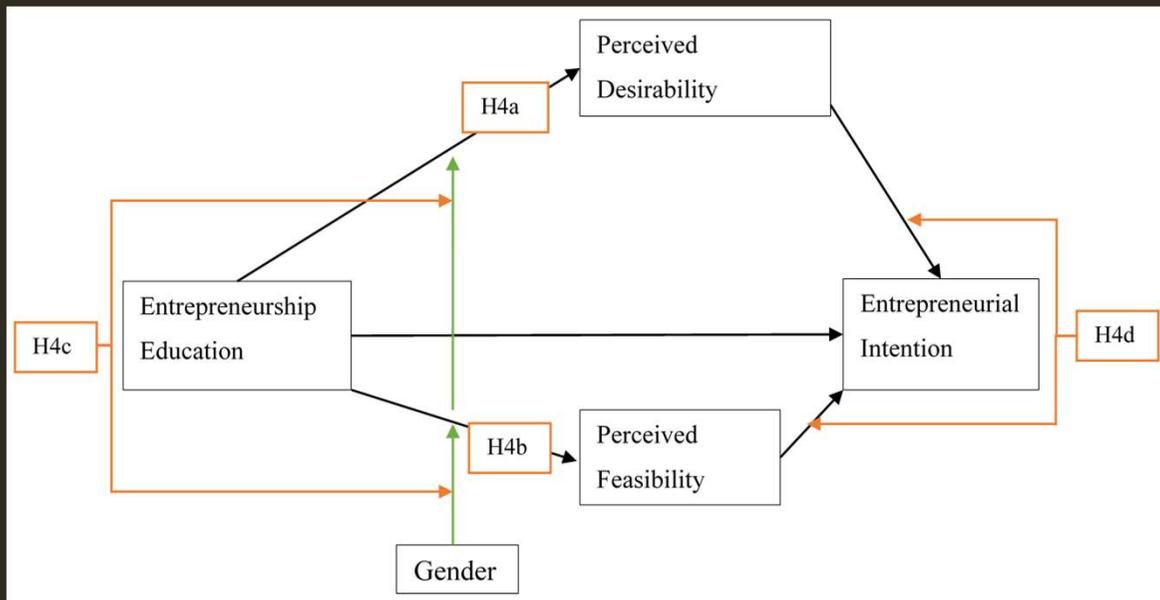
# Theoretical Frameworks and Definitions

## 3. The Entrepreneurial Event Theory (EET): Shapero and Sokol (1982)

1. *Perceived Desirability (PD)*: the personal attractiveness of starting a business.
2. *Perceived Feasibility (PF)*: the perceptions that new venture creation is realizable and that it can be controllable by the individual.
3. *Propensity to Act (PtA)*: the desire of the individual to gain control by taking action. 

# Theoretical Frameworks and Definitions

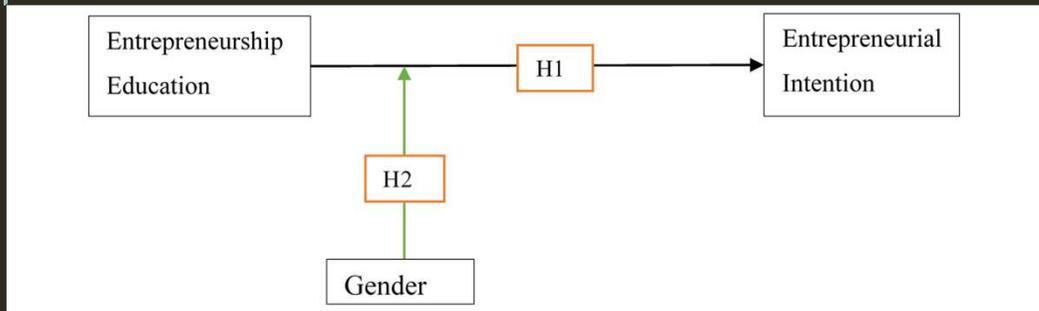
## 3. The Entrepreneurial Event Theory (EET)



# Methodology

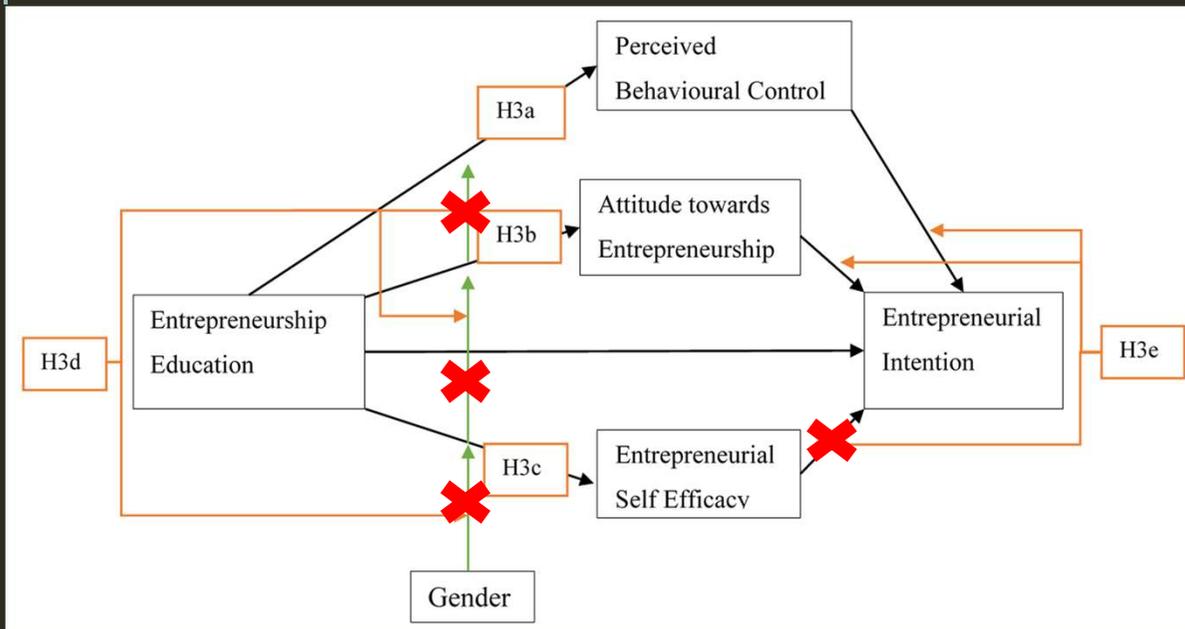
- ❖ The study was designed as an observational, cross sectional, descriptive, quantitative study.
- ❖ Survey information from 315 participants were collected using an online delivered questionnaire (192 Non-EE students and 123 EE students).
- ❖ A quantitative approach was employed to test the hypotheses using analysis of covariance (ANOCVA) and ordinary least square regression (OLS), employing the PROCESS SPSS macro tool for investigating mediation and moderation related hypotheses.
- Covariates: Entrepreneurial Parent + Education Major + Gender

# Results (1/4)



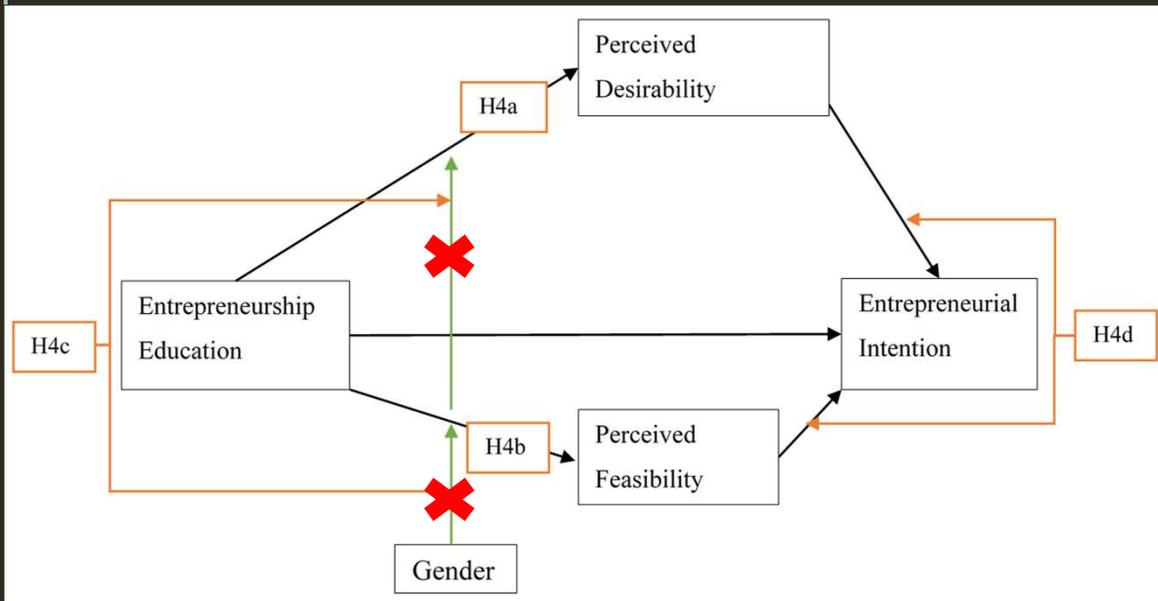
1. Students who participated in entrepreneurship education programmes (EE) demonstrated significantly higher levels of entrepreneurship intention (EI).
2. Gender was found to moderate the relationship between EE and EI, with **females** reporting **higher** levels of intention than their male counterparts.

# Results (2/4)



1. Students who participated in entrepreneurship education programmes (EE) demonstrated significantly higher levels of attitude towards entrepreneurship (AtE) and perceived behavioural control (PBC), but *not* entrepreneurial self efficacy.
2. Gender *wasn't* found to moderate the relationship between EE and AtE, PBC nor ESE.

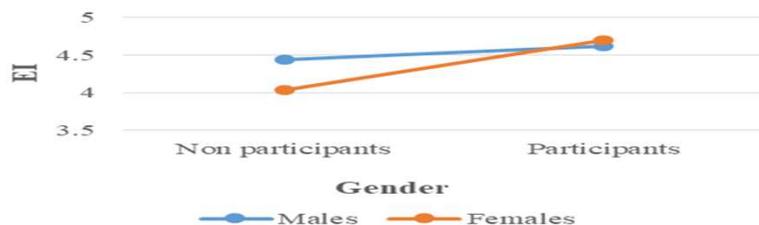
# Results (3/4)



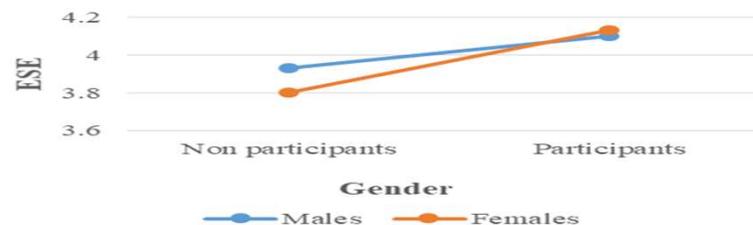
1. Students who participated in entrepreneurship education programmes (EE) demonstrated significantly higher levels of perceived desirability (PD) and perceived feasibility (PF).
2. Gender wasn't found to moderate the relationship between EE and PD nor PF.

# Results (4/4)

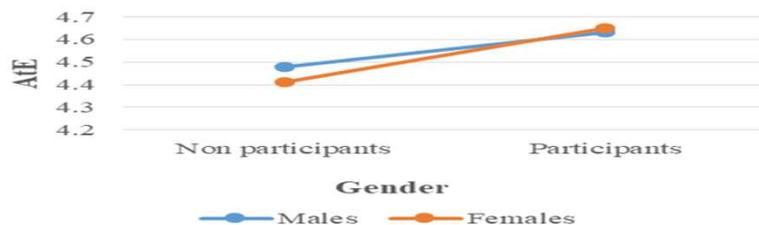
Impact of participation in EE on EI for males and females



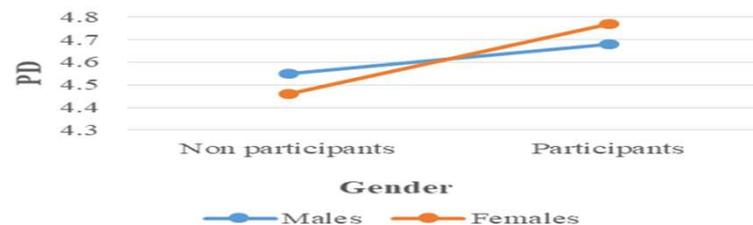
Impact of participation in EE on ESE for males and females



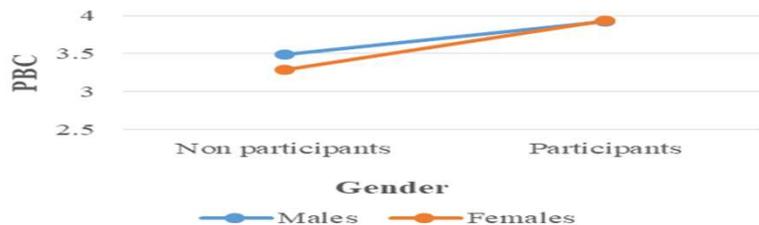
Impact of participation in EE on AtE for males and females



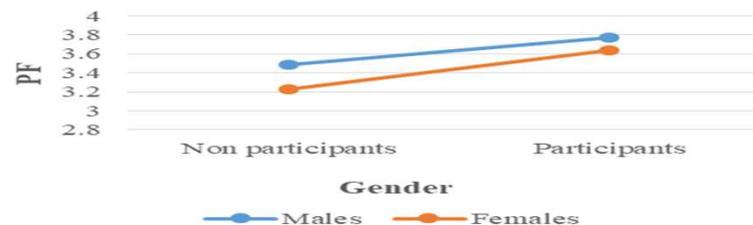
Impact of participation in EE on PD for males and females



Impact of participation in EE on PBC for males and females



Impact of participation in EE on PF for males and females



# Implications

1. Providing educators with a verified tool that is based on empirically tested theoretical frameworks.
2. Improving the impact of entrepreneurship education programs on entrepreneurial intention by adjusting their content and/or teaching pedagogy, especially for the factors that showed no linkage (i.e. Entrepreneurial Self-efficacy).
3. While gender was found to be a moderating factor in the relationship between entrepreneurship education and entrepreneurial intention, the underlying mechanisms for this relationship is yet to be explored.

# Recommendations for Future Research

1. Replication studies with bigger sample sizes, from more entrepreneurship education programs, conducted in different settings and for differing audiences.
2. Incorporating additional factors to the theoretical models to enhance their predictive power.
3. A combinatorial study for the two theoretical models.
4. Longitudinal studies to investigate the linkage between entrepreneurship education, entrepreneurship intention and the entrepreneurial event.

# THANK YOU

**HASSAN ELSAFI**

Chevening Scholar

Durham University Business School –  
MSc. Management (Entrepreneurship)

Ministry Of Higher Education and Scientific Research – National Centre for Research

