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The impact of case based learning among entrepreneurial university students in Kenya

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Abstract

One of the most renowned ideas of our day is innovation. Academic disciplines are examining the possibility of inspiring and empowering individuals of society and organizations to produce innovation. In higher education institutions, it is assumed that student innovation is grounded in entrepreneurial pedagogy. The paper examined the impact of case study-based learning approaches on student innovative capability. Entrepreneurial pedagogical methods, however, have not been thoroughly investigated in terms of their contribution to student innovative capability. Results were presented using inferential analytical technique. Multiple regression was employed to test hypotheses of the study. Results revealed that case study significantly influenced student's innovative capabilities. The study's findings are beneficial to higher education institutions because it will shed new light on the connection between entrepreneurial teaching and student innovative capacity. In order for students to develop more market-relevant innovations, the report suggests that industry professionals and academics collaborate on the many entrepreneurial skills that are needed. Higher education institutions should devote more in entrepreneurial education that focuses on the issues and complexities that students confront in order to motivate them to participate in research projects.

Keywords: case study learning, Higher Learning, innovative capabilities, Kenya

Public Interest Statement

The study postulates that an understanding of student innovative capability in higher learning institutions is paramount in managing and shunning a deficit in of innovative ecosystem that can support the emergence and development of new ventures and, inter-university oriented competitive challenges, given that innovative capability of students is paramount to the institutions of higher education. The findings of the research would therefore assist higher learning institutions to spot issues that affect entrepreneurial teaching and student innovative capability. Through research findings, as the study postulates higher education, academics and industry professionals should formulate a holistic approach to spur innovativeness among university students.

1.0 Introduction

Absence of an innovative ecosystem that can support the emergence and development of new ventures, dearth of capital, a lack of venture creation information, inter-university competition issues, and market competition issues are just a few of the challenges that students' innovative capacity continues to face (Bjorgum&Sorheim, 2015). There are risks associated with failing to foresee and adapt to emerging technology (Bessant & Tidd, 2015). There is undeniably a chance that certain universities will cease as a result of being inactive or changing slowly in the face of an innovative wave (Grace et al., 2015). In spite of the institutions' efforts to provide students with creative and innovative abilities, 70% of Kenyan students who graduate each year choose not to launch their own enterprises, according to Kenya National Bureau of Statistics (2016).

According to Hills, Lumpkin, and Singh (2017) as cited by Muñoz, C. A., Guerra, M. E., & Mosey, S. (2020), entrepreneurship education is deficient and inadequately practical to provide scholars the creative and innovative abilities they need. Meager entrepreneurial strategies and diminutive innovation are blamed for the lack of student abilities in higher education institutions. Using the appropriate entrepreneurial strategy is still crucial. All higher education institutions must review their teaching plan for the highest level of innovative potential in order to evaluate their entrepreneurial strategies. This is evident in the researches that have already been conducted and agree that innovative student potential in the past was positively correlated with entrepreneurial teaching techniques (Drucker, 2013; Zhang et al., 2014; Tuckman, 2015).

Innovative capability can be viewed as an institutions or firms capacity to develop new ideas products or apply novel methods to produce new products. (Rajapathirana et. al 2018). As such it is seen as a way in which institutions of higher education convert ideas into new and improved methods and thus becoming more innovative. It resembles mutation, the biological process that keeps species evolving so that they can better compete for survival (Hoffman and Holzhuter 2012). Innovative capability is regarded as an instrument necessary for positive change. Innovative capability involves the creation of new products, services, markets, ideas and raw materials for the benefit of an organization. It is regarded as an instrument necessary for positive change. Innovation resembles mutation, the biological process that keeps species evolving so they can better compete for survival Hoffman and Holzhuter (2012). Universities are supposed to produce innovation, create novel and improved products and services, and supplying training, expertise and human resources to societies and organizations (Al-Husseini and Elbeltagi, 2014). Higher education institutions are engines of development for any countries' economic growth because innovation is nurtured (Crosling et al., 2014).

Although many studies have focused on innovation and educational methods, they were done in their particular fields and were directed at certain objectives and circumstances. A study

on entrepreneurship education and action-oriented educational techniques was conducted by Chinonyele et al. (2018), and discovered beneficial associations. A study on entrepreneurial pedagogy and creativity found out that creativity and innovativeness help learners come up with ideas that can be translated into business opportunities. Several studies have been conducted on student innovative capability antecedents in western and non-western contexts, but the findings still appear to be ambiguous. In addition, although they are rarely discussed in the literature, there are additional institutional antecedents, moderators, or factors that can influence the linkages' outcomes. A study on company incubation as a tool for innovation was conducted by Allahar et al., (2016) and the results indicated a favorable association. Additionally, there aren't many empirical researches that evaluate all three ideas at once, particularly the moderating impact of business incubators on the connection between entrepreneurial pedagogy and student innovation in Kenyan higher education institutions. The current study is an endeavor to further explore and understand the interaction effect of business incubator utilization on the relationship between entrepreneurial pedagogy and student innovativeness in an effort to fill this knowledge gap.

2.0 Literature Review

Akengin, (2012) did a study titled "Effects of using case-study method in Social Studies on Students' Attitudes towards Environment." The impetus of conducting the study was to present thoughts and feelings of the students about the case study method aided learning- teaching process. Pretest-posttest control group design was used in this study and 30 students selected as experimental group while 30 students formed the control group who were from 6th grade from a primary school in 2008-2009 teaching year. During the study, pre-achievement test and pre-attitude scale were applied to the experimental and control group initially and the implementation process was beginning after it. The study findings exhibited a minimal but significant difference in groups in regards to pre-test and pre-attitude tests scores. The study concluded that case study made contributions to development of students' emphatic, creative, critical, analytical and reflective thinking, problem-solving and decision-making skills. The study also noted that case study learning method positively influenced students' attitudes towards the environment. The study recommends education institutions to implement case study learning as part of their teaching method in their schools. The study findings denoted that students who studied economy, medicine and psychology mostly use case studies. By using case studies as a teaching method, the students are more motivated to learn. The information given makes scholars transfer their knowledge into different novel situations and finally students and teachers interact freely using case study pedagogical method. The student's ability to solve problems was also reported to increase. The study concluded that case study makes students to be more motivated to do further studies and their hunger for more information and knowledge increases. The study recommended for case studies to be used more frequently, not only to satisfy students, but to increase their understanding and knowledge (Johansson, 2014).

Giocalone(2016) did a study on the topic "Enhancing Student Learning with Case-Based Teaching and Audience Response Systems in an Interdisciplinary Food Science Course." The purpose of conducting this study was to discuss the implementation of case-based teaching and use of response technologies to graduate students in a food science course. The research objective was to enhance learning of students by using case-based teaching. The study used questionnaires and the target populations for this study were 15-20 students who had enrolled in the courses. The study findings showed that the course was a rewarding experience and most of them agreed with the statement that they have acquired the competences described in the case study learning outcomes for

the course. In conclusion the use of both case study learning and ARSs (Audience Response Systems) was well received by the students and was facilitated by the applied profile of the course, which required integration of several disciplinary areas to solving “real-world” problems in the context of food product development. The study recommends for effectiveness of methods with different student profiles and subject matters in the area of food science education (Giacalone,2016).

Bozic (2014), did a study on studied “the effect of case based instruction for innovation in engineering students and technology”. The purpose of the study was to examine the students perception of the use of case studies to the engineering students and what aspects were beneficial and those that were equally challenging. This particular study utilized interviews and the target population being 27 students enrolled in the programme. The interviews were transcribed and coded so as to develop categories and themes related to students views about the use of the pedagogical tool. The study found out that with the incorporation of case studies in the curriculum, it enhance students to being more effectual in engineering education since it bridges the gap between theory and practice. Scholars report being more innovative when involved in coursework, when case studies are incorporated in the curriculum.

Jonassen (2007), conducted a research on “Case study learning pedagogy” The aim of the research was find out how case based learning impacts students class engagement and how it improves their lifelong learning. The research adopted interviews and focused mainly on the teachers and students. According to the findings case study learning promotes development of communication skills and ability to understand concepts. In the same breadth it also increases overall student perception, learning gains and opens them up to better ideas in turn improving students effectiveness, innovativeness and student-teacher interaction.

3.0 Methodology

Predictive validity of scores was employed to test the validity of the research instruments. The degree to which a measure is a reliable predictor of another variable was investigated. The factor analysis method was also utilized in this article to ensure validity. A method for reducing a large number of variables or questions to a smaller number of variables is factor analysis. According to statistics, reliability is the proportion of survey that are inconsistent because of variations in the respondents. This suggests that variations in responses to a trustworthy poll are caused by respondents’ differing perspectives rather than by ambiguous or confusing questionnaire items. Cronbach alpha is additional metric used to rate an instrument’s dependability. If the individuals’ responses to different items are not the same or are not correlated with each other, it could no longer make sense to claim that they are all measuring the same underlying constructs. A dependability value of 0.70 and above was taken into consideration, as postulated by Lee Cronbach in 1951

3.3 Model Estimation

Inferential statistic was presented with multiple regressions estimation and was used to test hypotheses of the study. Once the relationship was estimated, it was possible to use the equation:

$$\dots\dots\dots 1$$

Where: = the dependent variable (student innovative capability), GenderAge, Case Study Learning and Direct Learning. While: are model estimates or coefficients, = the constant, is the error term assumed to have zero mean and independent.

4.0 Results and Interpretation

Data collection and analysis can be used to evaluate internal consistency. For this to be enabled, the internal consistency metric Cronbach’s alpha was applied. It serves as a gauge of scale dependability. Inferentially, case study learning (CSL) positively significantly influenced the innovative capability of the students in Kenya institutions of higher learning as shown in Table 1 below. Scholars or undergraduate students become more skilled at both the content and thinking strategies when they learn through experience. Case study learning helps learners to develop several skills among them are effective skills, flexible knowledge, effective collaboration skills and intrinsic motivation. Case study learning is a training approach that offers the potential to help students build up a flexible understanding and lifelong learning skills. The results showed that students in a project-based, learning setting may not automatically approach learning at a deep level.

Table 1: Regression Results

Model	B	Coefficients ^a		Standardized Coefficients	t	Sig.
		Unstandardized Coefficients				
		Std. Error	Beta			
1	(Constant)	-.179	.142		-1.260	.209
	Gender	.130	.074	.065	1.764	.078
	Age	-.005	.077	-.003	-.069	.945
	CSL	.708	.039	.708	18.151	.000
	Incubator use	.031	.039	.031	.785	.433

a. Dependent Variable: Zscore(SIC)

Source: Survey Data, 2020

Moreover, case study learning signifies that if students are taught to have the ability to think through a problem and argue it out, they will then have the ability to understand the relationship between the concepts, have the ability to apply previous knowledge gained even more, and have the ability to articulate the real life issues based on the cases done in classroom setting. Therefore Scholars ability to innovate new ideas is enhanced. Case study learning helps students to learn entrepreneurship content in more comprehensive ways and case study improves learning efficiency.

5.0 Recommendations

To encourage students’ innovative abilities in higher education in Kenya, university administration and other policy makers should focus on developing independent entrepreneurial centers that enhance teaching and training of students to have a wide variety of skills in many fields. Innovative skills and teachings should be emphasized in higher education curriculum since it equips students with the adroit they need to start their own business. It is important for universities and business people to collaborate on the development of the diverse entrepreneurial skills required. This encourages students to create fresh ideas.

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Conflicts of Interest: The author declares no conflict of interest.

Disclaimer Statement

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Author Biography

Murrey C. Mercy previously worked with Eastern Produce Limited as a human resource assistant. She also served as a Deputy Principal and Lecturer at Golden Gate College. She is currently working as a part-time lecturer at the University of Eldoret. She's also involved in community service on matters counseling and youth empowerment. She is interested in the field of research and has earned a Doctorate Degree in Entrepreneurship from Moi University, Kenya.

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